

Performance Consulting and Measurement Toolkit ***(36 tools)***

Performance Consulting – The Process (1 tool)

- Performance Consulting Process (PDF format)

Performance Consulting – The Mental Model and Logic (4 tools)

- Need Hierarchy (PDF format)
- Components of a Gaps Map
- Components of a Gaps Map (PDF format)
- Gaps Map Template for Data Input

First Phase: Identify Strategic Opportunities (8 tools)

- Organization and Industry Knowledge Assessment Tool
- Client Relationship Strategy Worksheet
- Assessment of Performance Consulting Capability
- Assessment of Your Critical Thinking Capability
- Starter List of Questions
- Reframing Discussion Template
- Checklist to Prepare for a Proactive Business Goals Conversation
- Proactive Business Goals Discussion Template

Second Phase: Assess Business and Performance Needs (11 tools)

- Prewrite for Star Employee Interviews
- Starter Kit of Questions to Ask Star Employees
- Tips for Managing Interviews with Star Employees
- Comparing Performance and Competency Models

- Checklist for Piloting Questionnaires
- Sources of Data and Methods for Performance Assessment
- Conversion Table for Translating Frequency Means into Percentages (PDF format)
- Categories of Root Causes (PDF format)
- Template for a Gap and CAUSE Analysis Survey
- Possible Solutions for Causes
- Solution Selection Worksheet

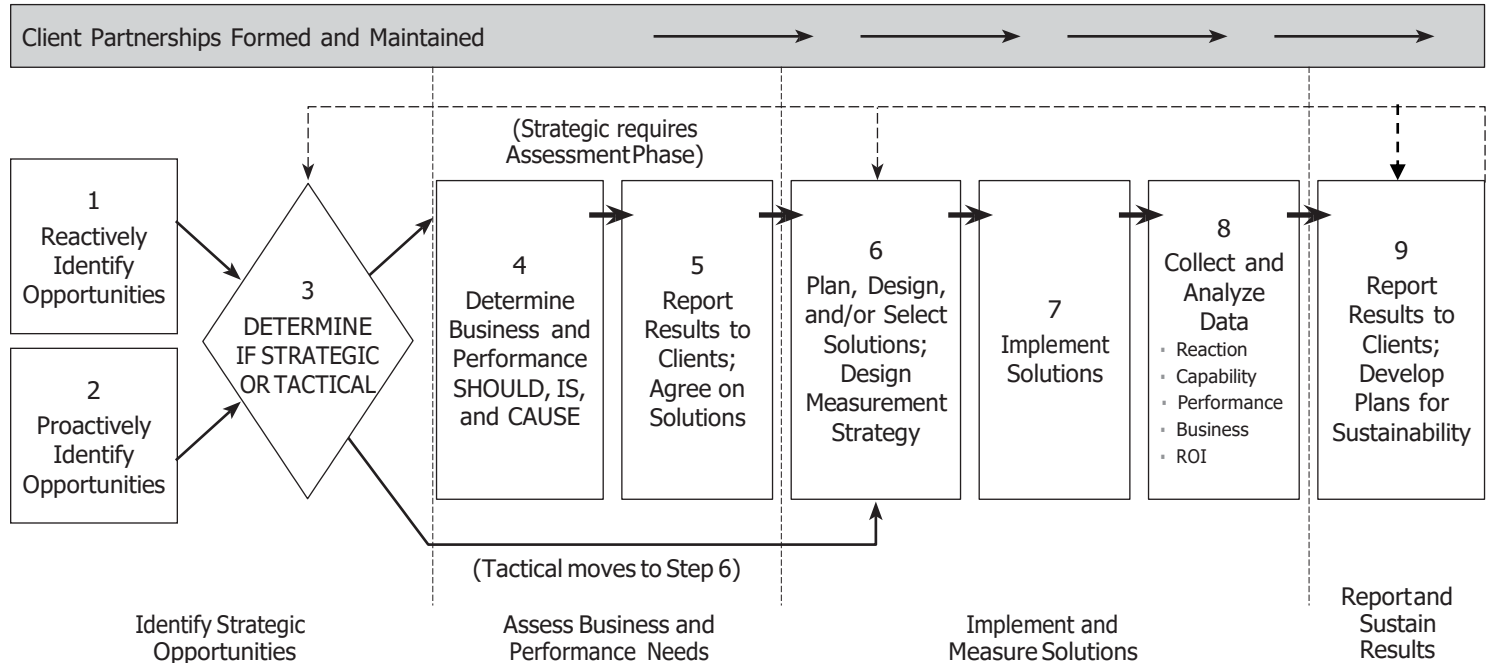
Third Phase: Implement and Measure Solutions (9 tools)

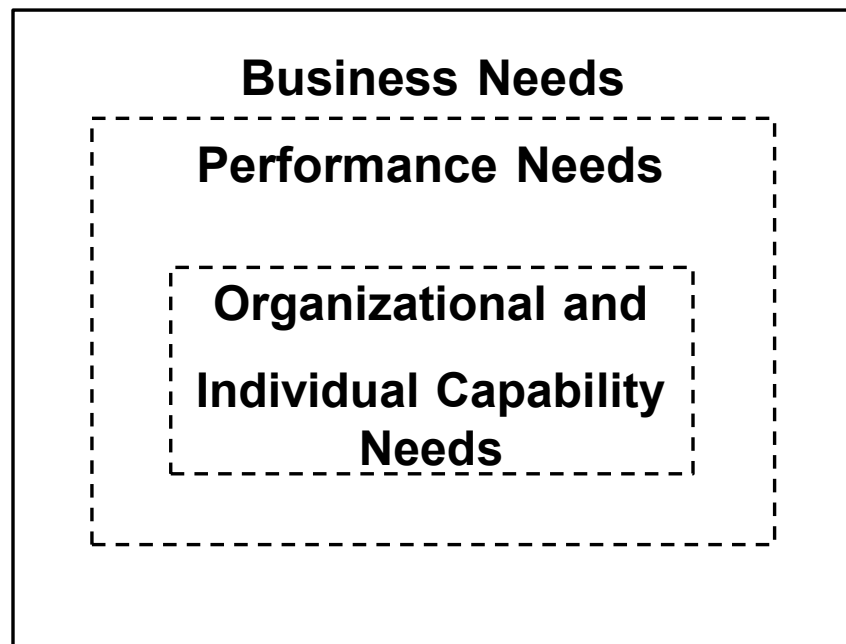
- Alignment and Measurement Model (PDF format)
- Data Collection Model
- Selecting the Appropriate Project for Impact and ROI Analysis
- Tips on Improving Response Rates on Surveys and Questionnaires
- ROI Analysis Plan
- Guiding Principles for ROI Analysis
- Selecting the Appropriate Method of Isolation
- To Covert or Not Covert Job Aid
- Cost Tracking Template

Fourth Phase: Report and Sustain Results (3 tools)

- Sample Agenda for a Measurement Report Meeting
- Data Reporting Best Practice List
- The Joan Kravitz Story: A Personal Account of a Briefing to Top Executives to Present an ROI Study

Performance Consulting Process





Business Needs

Operational and/or strategic goals for an entity (i.e., a unit, department, or organization). Business needs are expressed in operational terms and are typically measured in numbers.

Performance Needs

On-the-job behavioral requirements of people who are performing a specific job or role. These needs describe what people need to do more, better or differently if the business needs are to be met. Performance needs are measured behaviorally.

Organizational Capability Needs

The infrastructure within the organization, including work processes, information and incentives that are needed if people are to perform as required. Many organizational capability needs are intangible—you do not see them; you “feel” them.

Individual Capability Needs

The skill, knowledge, and attributes required of people if they are to perform successfully. Capability needs also include job match and inherent ability.

General Guidelines for Use

- This form has been created and saved in Microsoft® Word format using the Table feature.
- Use the mouse to click in the cell in which you want to enter information (*see sample below*).
- To move across rows, use the TAB key.
- To move down rows, click with your mouse, or use the TAB key or the down arrow key.
- If you get to the bottom of a cell and have more text to enter, keep typing (row will move to next page) OR in bottom right cell, hit TAB.
- If you accidentally insert a row, go to Edit, then click Undo.

Sample:

GAPSI MAP (Template for Data Input)			
 Click mouse here to enter text; hit TAB to advance to next row/column.			
Project-Name:			
Project-Background:			
Presented-Need:			
Business-Need:			
Client:		Employee-Group:	

Name of Project:	
Background:	
Presented Need:	
Business Need:	
Client:	Employee Group:

Gaps Map

Business SHOULDs

Performance SHOULDs

Business SHOULDs	Performance SHOULDs

Gaps Map

Business IS

Performance IS

Business IS

Performance IS

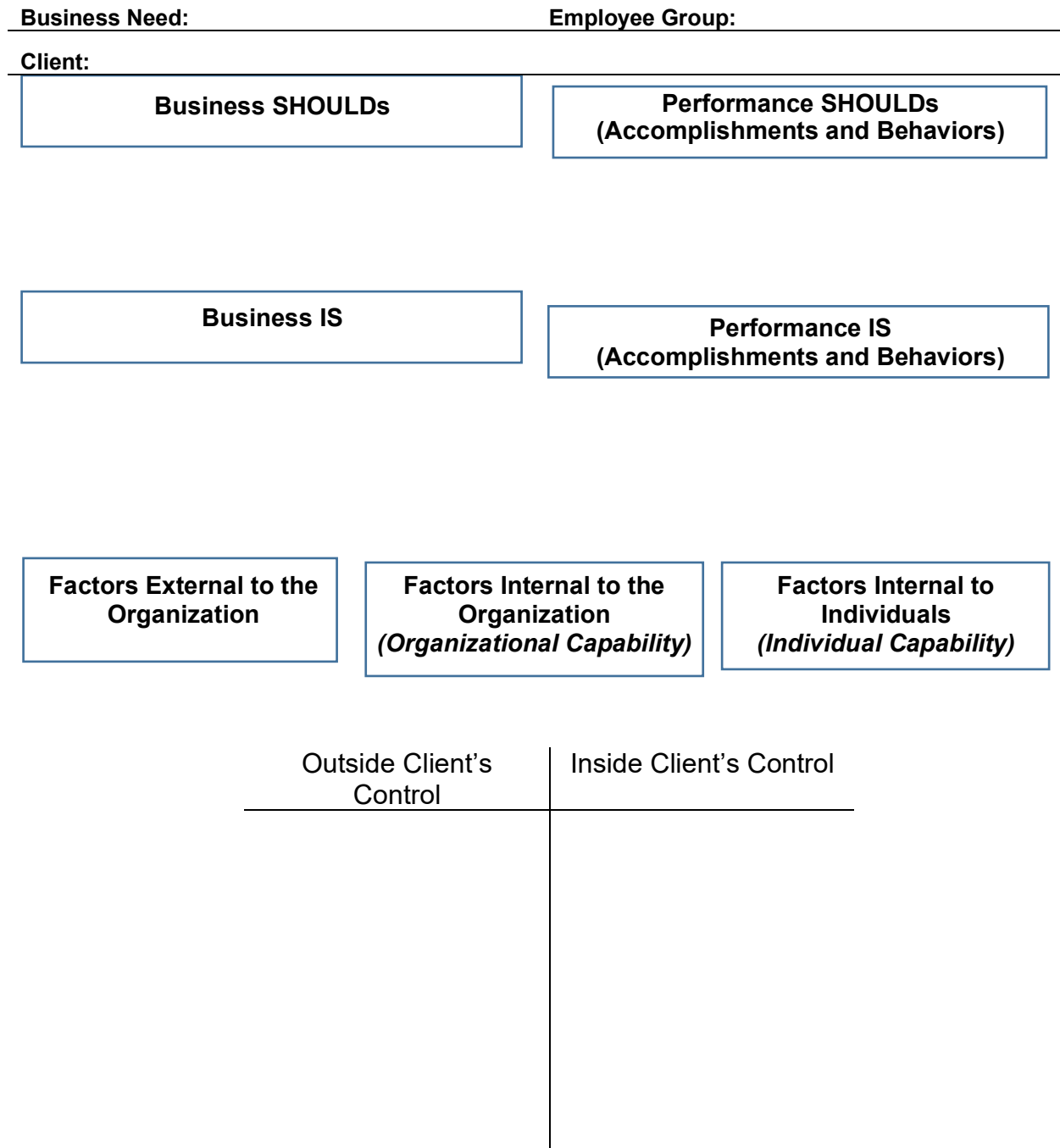
Gaps Map

Factors External to Organization		Factors Internal to Organization		Factors Internal to Individuals
<i>Outside Client's Control</i>		<i>Inside Client's Control</i>		

Gaps Map

External Factor Solutions		Organizational Capability Solutions		Individual Capability Solutions	

Components of a Gaps Map



ORGANIZATION AND INDUSTRY KNOWLEDGE ASSESSMENT TOOL

This assessment instrument will assist you in determining areas where you possess or lack sufficient business and industry knowledge for your role as a performance consultant. Using the following scale, rate your current knowledge of each category in this assessment tool.

Rating Key	
Proficient	I contribute valuable insights and suggestions to clients about this item when discussing strategic business issues.
Adequate	I engage in discussions about this item when discussing strategic business goals and challenges with clients.
Basic	I need more knowledge about this item to have substantive discussions with clients about their strategic business goals and results.
Little	I have little knowledge about this item.

RELEVANT?	KNOWLEDGE ABOUT THE ORGANIZATION YOU SUPPORT	Proficient	Adequate	Basic	Little
_____	1. The business model for the organization. How revenue and profits are generated. How the organization provides value to its customers.	☐	☐	☐	☐
_____	2. Operational metrics that are used to measure the health of the organization, including the goals and actual results.	☐	☐	☐	☐
_____	3. The balance sheet for the organization, indicating assets, liabilities, and equity.	☐	☐	☐	☐
_____	4. The strategic plan and initiatives implemented to support the organization's goals and requirements. Also knowledge of the strategic planning process used by your clients.	☐	☐	☐	☐
_____	5. Core processes that are used to fulfill the organization's mission and achieve the results needed (i.e., order fulfillment process, sales and marketing process).	☐	☐	☐	☐
_____	6. The values and cultural norms that are not only espoused but are also supported through behavior.	☐	☐	☐	☐
_____	7. Profile of the customers for the organization's products and services.	☐	☐	☐	☐
_____	8. Level of maturity of the business and its products and services.	☐	☐	☐	☐
_____	9. Primary competitors and the various competitive pressures that the organization is facing.	☐	☐	☐	☐
ADD METRICS AND BUSINESS ITEMS CRITICAL TO YOUR CLIENTS, AND ASSESS YOUR CURRENT KNOWLEDGE OF THESE ITEMS					
	10.	☐	☐	☐	☐
	11.	☐	☐	☐	☐
	12.	☐	☐	☐	☐
	13.	☐	☐	☐	☐
	14.	☐	☐	☐	☐

ORGANIZATION AND INDUSTRY KNOWLEDGE ASSESSMENT TOOL

RELEVANT?	KNOWLEDGE ABOUT THE INDUSTRY WITHIN WHICH YOUR ORGANIZATION OPERATES	Proficient	Adequate	Basic	Little
_____	1. The marketplace within which your organization competes.	☐	☐	☐	☐
_____	2. Organizations that are the key players in this market.	☐	☐	☐	☐
_____	3. The differentiators of your organization from others in the same industry.	☐	☐	☐	☐
_____	4. Forces and factors that are impacting upon your marketplace. These are factors that are outside the control of your organization but can challenge success.	☐	☐	☐	☐
_____	5. Governmental regulatory requirements of the countries in which your organization has presence.	☐	☐	☐	☐
_____	6. Primary market segments that are sources for current and future customers for your industry and organization.	☐	☐	☐	☐
_____	7. Financial and nonfinancial benchmarks for organizations in the industry that are/can be used for comparison.	☐	☐	☐	☐
_____	8. Global factors that impact upon the industry.	☐	☐	☐	☐
	ADD INFORMATION ABOUT THE INDUSTRY OF YOUR ORGANIZATION AND INFORMATION THAT IS CRITICAL TO YOUR CLIENTS; ASSESS YOUR CURRENT KNOWLEDGE OF THESE ITEMS				
	9.	☐	☐	☐	☐
	10.	☐	☐	☐	☐
	11.	☐	☐	☐	☐
	12.	☐	☐	☐	☐

ORGANIZATION AND INDUSTRY KNOWLEDGE ASSESSMENT TOOL

Insights and Actions

When you have completed your ratings, review your responses. For what areas of knowledge do you rate yourself as adequate or proficient? Basic or little? Note your insights below:

ADEQUATE OR PROFICIENT KNOWLEDGE
Enter your responses here
BASIC OR LITTLE KNOWLEDGE
Enter your responses here

ORGANIZATION AND INDUSTRY KNOWLEDGE ASSESSMENT TOOL

What ideas do you have about how you can increase your knowledge in the areas that you listed as basic or little? List your thoughts here.

ACTIONS THAT I CAN TAKE TO INCREASE MY BUSINESS KNOWLEDGE
Enter your responses here

Client Relationship Strategy Worksheet

Name of Client _____

PART I: Assess Current State of Relationship (the IS)

Assess the *current* partnership with this individual on each item that follows:

ACCESS

1. My access to this person is:
- ☐ Sufficient for the level of partnership I seek.
 - ☐ Insufficient for the level of partnership I seek.

CREDIBILITY/TRUST

NOTE: For a sustained partnership, the goal is to have a “high” rating in each of the following.

2. My knowledge of the client’s operational needs and goals is:
- | | | |
|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 |
| ☐ | ☐ | ☐ |
| Low | Moderate | High |
3. My credibility with this client is:
- | | | |
|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 |
| ☐ | ☐ | ☐ |
| Low | Moderate | High |
4. The trust the client has in me is:
- | | | |
|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 |
| ☐ | ☐ | ☐ |
| Low | Moderate | High |
5. The trust I have of the client is:
- | | | |
|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 |
| ☐ | ☐ | ☐ |
| Low | Moderate | High |

TYPE OF CLIENT WORK THAT IS SUPPORTED

6. Tactical Work

- a. The number of *tactical* projects this client asks me to support is:
- ☐ Too few ☐ Appropriate ☐ Too many
- b. The impact to the client’s organization of the tactical projects I am asked to support is:
- ☐ Low ☐ Moderate ☐ High

7. Strategic Work

- a. The number of *strategic* projects this client asks me to support is:
- ☐ Too few ☐ Appropriate ☐ Too many
- b. The impact to the client’s organization of the strategic projects I am asked to support is:
- ☐ Low ☐ Moderate ☐ High

Client Relationship Strategy Worksheet

Name of Client _____

PART II: Form Goals for the Partnership (the SHOULD)

1. I want to enhance this partnership in the following areas:

_____	Access	_____	Amount of Tactical Work
_____	Business Knowledge	_____	Impact of Tactical Work
_____	Credibility	_____	Amount of Strategic Work
_____	Trust	_____	Impact of Strategic Work
_____	Other (please explain): _____		

2. Tactics for Enhancing the Partnership

The following are some actions I will take to support the goals I have identified for this partnership:

3. Milestones

I will know that I am successfully transitioning the partnership with this client when the following has occurred:

Milestone	Target Date

ASSESSMENT OF PERFORMANCE CONSULTING CAPABILITY

The following competencies have been identified as required for success as a performance consultant. This list is divided into two categories:

- **Technical/Process Competence.** Competencies where skill and knowledge can be developed.
- **Attributes.** Characteristics or traits that are difficult to develop.

By placing a checkmark in the appropriate column, rate your level of competence for each item on this page. Use the following rating key as a guide for your ratings.

Rating Key	
Proficient	I consistently demonstrate skill while managing routine, unique, and difficult situations.
Adequate	I demonstrate skill in routine situations, but require coaching on how to apply the competency in unique and/or difficult situations.
Basic	I have only foundation skills in this area.

		LEVEL OF COMPETENCE		
		Proficient	Adequate	Basic
TECHNICAL/PROCESS COMPETENCE				
1.	Analysis Skill: Obtain, synthesize, and report data (both narrative and quantitative).	☐	☐	☐
2.	Business Knowledge: Knowledge of how businesses function and achieve success; knowledge of these factors for the organization(s) specifically being supported.	☐	☐	☐
3.	Change Management Skill: Guide others to identify and take required actions in support of a performance change initiative.	☐	☐	☐
4.	Facilitation Skill: Manage meetings and group processes to ensure that the objectives of the group are achieved.	☐	☐	☐
5.	Talent and Learning Systems and Process Knowledge: Knowledge of multiple talent and learning solutions that can be utilized as solutions when addressing human performance needs relative to business goals.	☐	☐	☐
6.	Human Performance Technology (HPT) Understanding: Knowledge of HPT as a discipline, as well as knowledge of the work of those who are its primary leaders and thinkers.	☐	☐	☐
7.	Influencing Skill: Gain acceptance of an idea through interpersonal skills and persuasion.	☐	☐	☐
8.	Project Management Skill: Plan, organize, and monitor work done by others in support of a specific project or assignment.	☐	☐	☐
9.	Questioning Skill: Gather information through the process of interviews and other probing methods.	☐	☐	☐
10.	Relationship-Building Skill: Establish and maintain collaborative partnerships with individuals across a broad range of people and groups.	☐	☐	☐
11.	Strategic Thinking Skill: Obtain information and identify key issues and requirements relevant to achieving an organization's long-range goal or vision.	☐	☐	☐
12.	Systemic Thinking Skill: View the organization as a system, recognizing that the success of the whole is dependent upon the integration, understanding, and inclusion of all segments; consider the big picture.	☐	☐	☐
13.	Technological Skill: Identify areas in which information technology can improve employee productivity and/or customer service; select appropriate software solutions; utilize talent, learning, and business software in one's own job.	☐	☐	☐

ASSESSMENT OF PERFORMANCE CONSULTING CAPABILITY

ATTRIBUTES	LEVEL OF COMPETENCE		
	Proficient	Adequate	Basic
14. Behavioral Flexibility: Readiness to modify approach or performance when the situation requires it.	☐	☐	☐
15. Objectivity: Maintain a bias-free approach to situations and people.	☐	☐	☐
16. Self-Confidence: Manage own performance in an effective manner when placed in new and/or challenging situations.	☐	☐	☐
17. Tolerance for Ambiguity: Demonstrate comfort in situations where the goal and/or process to achieve goals are unclear and difficult to determine.	☐	☐	☐

Assessment of Your Critical Thinking Capability

To build client partnerships, you, the performance consultant, must be able to quickly discern the difference between the relevant and not so relevant or the meaningful and not so meaningful. You must be able to present proposed solutions and their ultimate results so that the client recognizes your logic and can make quick, informed decisions. It is your ability to think critically and present data logically that will ensure you can identify the true client, build credibility, and gain the trust of the client, instilling in them the confidence to entrust you with their performance needs.

Using a variety of available resources as the basis, we have created a brief critical thinking assessment for performance consultants. The intent is to help you determine opportunities to build your critical thinking capability.

Assess yourself on your ability to think critically by indicating your level of agreement with each statement. This assessment will take no more than 10 minutes. Note your score, and if you fall below 50, consider accessing some of the resources found below.

- 1 – If you **strongly disagree**, you are saying you have no skill in this area.
- 2 – If you **disagree**, you might have the skill, but if so you are not proficient.
- 3 – If you are **neutral** on that skill, you are not sure if you have the skill.
- 4 – If you **agree** that you have the skill, you are saying that you are proficient but have room for improvement.
- 5 – If you **strongly agree**, you feel confident that you are as good as it gets with this skill.

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. I determine what information is or is not pertinent.	1	2	3	4	5
2. I distinguish between rational claims and emotional ones.	1	2	3	4	5
3. I separate fact from opinion.	1	2	3	4	5
4. I spot limitations in the arguments of others.	1	2	3	4	5
5. I present my analysis of the data or information in such a way that my client sees my logic without question.	1	2	3	4	5
6. I recognize logical flaws in arguments.	1	2	3	4	5
7. I draw clear connections between different sources of information.	1	2	3	4	5
8. I present information grounded in data rather than opinion.	1	2	3	4	5
9. I select the strongest set of supporting data when making an argument.	1	2	3	4	5
10. I avoid overstating my conclusions.	1	2	3	4	5
11. I identify gaps in information and suggest additional information to collect.	1	2	3	4	5
12. I recognize that a problem may have no clear answer or single solution.	1	2	3	4	5
13. I propose alternative options and weigh in on the decision.	1	2	3	4	5
14. I consider the risks associated with solutions and communicate those to the client.	1	2	3	4	5
15. I articulate the argument and the context for that argument.	1	2	3	4	5
16. I correctly and precisely use evidence to defend my argument.	1	2	3	4	5
17. I logically and cohesively organize my argument.	1	2	3	4	5
18. I avoid irrelevant and unrelated elements when developing my argument.	1	2	3	4	5
19. I present information in a logical order that contributes to a persuasive argument.	1	2	3	4	5

20. I consider all stakeholders and other affected parties when suggesting a course of action.	1	2	3	4	5
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Sources on critical thinking:

The skills represented in this assessment are based on a variety of sources, including the Collegiate Learning Assessment (CLA) Project of the Council for Aid to Education as described in Moore, B. N. and Parker, R. (2012), *Critical Thinking* (10th ed.). New York: McGraw-Hill.

The Critical Thinking Community is one of the most comprehensive sources of research, education, and tools on critical thinking. On the site you will find resources for professional and personal development in critical thinking. See www.criticalthinking.org.

Some of our favorite books on critical thinking include the following:

Burger, E. B., and Starbird, M. (2012). *The 5 Elements of Effective Thinking*. Princeton, NJ: Princeton University Press.

Fischer, D. H. (1970). *Historians Fallacies: Toward a Logic of Historical Thought*. New York: Harper.

Kahneman, D. (2011). *Thinking, Fast and Slow*. New York: Farrar, Straus and Giroux.

Kallet, M. (2014). *Think Smarter: Critical Thinking to Improve Problem-Solving and Decision Making Skills*. San Francisco: Wiley.

Morrow, D. R., and Weston, A. (2011). *A Workbook for Arguments: A Complete Course in Critical Thinking*. Cambridge: Hackett.

Westin, A. (2008). *A Rulebook on Arguments* (4th ed.). Cambridge: Hackett.

Whyte, J. (2004). *Crimes Against Logic: Exposing the Bogus Arguments of Politicians, Priests, Journalists, and Other Serial Offenders*. New York: McGraw-Hill.

Starter Kit of Questions

Business Need: What is the business goal or objective?

Client: Who is/are accountable for achieving this business goal?

Employee Group: What workgroup(s) contribute to the achievement of this goal?

Business SHOULDs

- What are the business goals for your group?
- What are the measures of success for these goals?
- Is there any business unit or function achieving the goals now? What are they doing differently to contribute to these results?

Business IS

- What are the current results of your group?
- What are the actual results of a typical business unit or function?

Performance SHOULDs (Accomplishments and Behaviors)

- If the goals are to be achieved, what on-the-job performance is required of (*name of workgroup*)?
- If there are star employees, what do they do more, better, or differently to achieve these goals?

Performance IS (Accomplishments and Behaviors)

- What do the employees in the workgroup typically do (*name of accomplishment*)?
- What have you observed that leads you to believe people will benefit from (*the solution that has been mentioned*)?

Factors External to Organization

- What are the reasons for the gap between your business goals and the current results?
- (Question can yield internal and/or external factors.)

Factors Internal to Organization (Organizational Capability)

- What are the reasons for the gap between what employees should be doing and what they are doing now?
- If the (*solution suggested*) were implemented, what other reasons might still make it difficult for people to perform as needed?

Factors Internal to Individuals (Individual Capability)

- How do the capabilities of the employees compare to the requirements of the job?
- What skills and knowledge do employees require if they are to perform successfully?

Solutions

- What are some solutions we might take that will address the causes we have identified?

SHOULD Questions

IDENTIFYING BUSINESS SHOULDs	IDENTIFYING PERFORMANCE SHOULDs
<i>“What should the production output be?”</i> <i>“What are the region’s sales goals for this year?”</i> <i>“What is the standard for acceptable wastage rate?”</i> <i>“What are all the indicators we are using to monitor success of this business goal?”</i> <i>“Is there any region/group area that is meeting/exceeding its revenue goals on a consistent basis?” (If yes) “What is facilitating that success?”</i> NOTE: This question may yield information on environmental factors and/or performance SHOULDs.	<u>Questions to Ask Star Employees</u> <i>“Walk me through the steps and actions you take to (name the accomplishment to be discussed, such as successfully closing a sale).”</i> NOTE: In this option, you are asking the individual to describe what is done in general. <i>“You managed the ‘X’ project and it came in on time, within budget, and with a satisfied customer. What specific actions did you take to:</i> <i>• Form a project plan?</i> <i>• Manage a project team?</i> <i>• Monitor work done by others?”</i> NOTE: In this option, you are unbundling a real situation and asking the individual to tell you what he/she actually did to accomplish the results. <u>Questions to Ask Those Who Observe the Star Employees</u> <i>“What does (name of person) do to successfully close a sale?”</i> <i>“Think of the person who most successfully manages projects. Walk me through the steps and actions this individual takes that you believe lead to success.”</i> <u>Questions to Ask of Those Who Are Subject Experts on the Performance Need</u> <i>“What are the procedures a technician is to use when troubleshooting a production problem?”</i> <i>“When you designed the job for the future, what were you wanting people in that job to do more, better or differently?”</i> <i>“What are the ideal practices for someone to use when responding to a customer complaint?”</i>

SHOULD Questions

IDENTIFYING BUSINESS SHOULDs	IDENTIFYING PERFORMANCE SHOULDs
<i>Add your questions here</i>	<i>Add your questions here</i>

IS Questions

IDENTIFYING BUSINESS IS INFORMATION	IDENTIFYING PERFORMANCE IS INFORMATION
<i>“What is the current production rate?”</i> <i>“What are the region’s actual sales results?”</i> <i>“What is the current wastage rate?”</i> <i>“What does the most current operating statement indicate are the results at this time?”</i> <i>“What are the results of your most ‘typical’ region/group?”</i>	<u>Questions to Ask Typical Employees</u> <i>“What do you do to close a sale?”</i> (Provide employees with a list of desired practices and a frequency scale.) <i>“Indicate the frequency with which you use each of these practices now.”</i> <u>Questions to Ask of People Who Observe Typical Employees</u> <i>“What does the typical salesperson do in closing a sale?”</i> <i>“How do people typically manage projects now?”</i> <i>“Given what it is you want people in this job to do, how does that compare with what you are observing people actually do now?”</i>
<i>Add your questions here</i>	<i>Add your questions here</i>

CAUSE QUESTIONS

IDENTIFYING CAUSES FOR BUSINESS RESULTS	IDENTIFYING CAUSES FOR PERFORMANCE RESULTS
<i>“What factors are making it difficult for us to achieve our production goals?”</i> <i>“What are the reasons for the gap we are having between our goals and our actual results?”</i> <i>“Why is our revenue declining?”</i>	<u>Questions to Ask Employees</u> <i>“What makes it difficult for you to (name an accomplishment required of the individual)?”</i> <i>“What barriers or obstacles do you encounter as you try to (name the specific practice they are to be demonstrating)?”</i> <u>Questions to Ask of People Who Work with/Observe Employees</u> <i>“What are the reasons for the gap between what (name of employee group) should be doing on the job and what you typically see them do?”</i> <i>“Why are people in this group not (name the practice being focused upon)?”</i> (When a solution, such as training or coaching is focused upon as a single solution) <i>“If these individuals were to be trained/coached as you are suggesting, can you think of any other reasons why they still would not perform as you need them to?”</i> <i>“Why do you think more people in this group are not performing the way you envisioned when the position was created?”</i>
Add your questions here	Add your questions here

Reframing Discussion Template

NOTE: Prepare shaded areas prior to reframing meeting.

1. Confirm and agree on purpose(s) for the meeting.

- State your purposes.
- Seek client purposes.
- Agree on purposes and timeframe for the meeting.

2. Confirm personal understanding of the situation.

- Summarize what you know about the situation.
- Verify client's desired result(s) from this initiative.

Reframing Discussion Template

3. Ask questions beginning with highest-level need identified.

NOTE: Consider this a “starter list” of questions. You will develop other questions during the course of the conversation.

3. Ask questions beginning with highest-level need identified (*continued*).

Reframing Discussion Template

NOTE: Items on this page cannot be prepared in advance; these items are discussed in the meeting as it is concluding.

4. Summarize what is known/unknown about the situation.

- Indicate what is known about the situation.

- Indicate what is unknown about the situation.

- Discuss areas where more information is needed and the benefits for obtaining this information.

Determine if situation qualifies as a strategic opportunity using the following criteria:

(✓)

- _____ Direct access to true client.
- _____ Business need exists.
- _____ Client seeks performance change or improvement.
- _____ Client willing to share accountability for producing change.
- _____ Client will provide time and access to people to conduct required assessment.
- _____ Situation focuses on a group of people.

Reframing Discussion Template

If Strategic

5. **Agree in principle to obtain more information or form an action plan for obtaining information that is currently unknown.**

If Tactical

Agree on actions, acknowledging limitations (if any).

6. **Seek concerns and agree on next steps to be taken by each person.**

Checklist to Prepare for a Proactive Business Goals Conversation

Check off each item that is relevant for you to know prior to a business goals discussion with your client. Ensure that your knowledge of these items is current prior to the conversation.

(✓)

- _____ 1. Organization chart for the client's business unit/function/department
- _____ 2. Most current business plan for the client's business unit
- _____ 3. Demographic information regarding the employees within the client's span of control (number of employees by job groups, geographic location of employees)
- _____ 4. Information about the product(s) and service(s) provided by the client's business unit including the customers (internal and/or external) for these products and services
- _____ 5. Organizations that directly compete with the business unit
- _____ 6. Alliances, joint ventures, acquisitions, and/or divestitures that are occurring and are relevant to the client's organization
- _____ 7. The operating metrics that are used to measure the results from the client's business unit—both what they are and the current results against goals
- _____ 8. Other items of relevance such as recent hires, promotions, and placement of key people within the division or function

Proactive Business Goals Discussion Template

DEMOGRAPHIC INFORMATION

NAME: _____

POSITION: _____

DEPARTMENT: _____

INTERVIEW DATE: _____ INTERVIEW TIME: _____

PROFILE OF BUSINESS FUNCTION

***NOTE TO INTERVIEWER:** To the degree possible, obtain the following information prior to the conversation. At the beginning of the discussion, affirm the information as appropriate. If the information was not obtained prior to the discussion, obtain it from the manager before beginning with the formal interview process.*

- **Organization Chart for Division/Function**
- **Business Plan**
- **Demographic Information on Employees**
 - Number of employees by employee group
 - Geographical location(s) of people
- **Products and Services Produced by Division/Function**
- **Customers and Competitors of the Division/Function**
- **Alliances, Joint Ventures, and/or Acquisitions Involving the Division/Function**
- **Operational Metrics Typically Used to Measure the Operational “Health” of the Division/Function**
- **Other Items of Relevance/Recent “News” Regarding the Client/Division/Function**

Proactive Business Goals Discussion Template

INTRODUCTORY COMMENTS

1. Introductions.

2. Overview purposes for conversation:

(FILL IN COMMENTS YOU WISH TO MAKE REGARDING THE PURPOSES OF THE CONVERSATION AND THE BENEFIT TO YOU AND THE CLIENT FOR HAVING THIS TYPE OF DISCUSSION.)

3. Explain agenda for conversation:

- In this conversation I will be asking questions about the business initiatives and goals that are critical for your function. It would be helpful to discuss the forces and factors that may be challenging accomplishment of these goals as well as the performance requirements for people in your organization if these goals are to be achieved.
- It is possible that we might determine an opportunity neither of us was thinking of, where support from me and my department would be a value-add to you. If that is the case, we will move ahead with that discussion.
- Do you have any questions before we begin?

4. Affirm amount of time available for the conversation.

Proactive Business Goals Discussion Template

CURRENT BUSINESS GOALS

I would like to begin our conversation by identifying one major business goal or objective for [name of department] in the next twelve months. By “business goal,” I mean a specific objective you have that could, ideally, be measured in operational terms.

GOAL 1: _____

1. Why is this an important goal at this time? What are the driving forces behind this goal?

2. (a) What indicators will be used to measure this goal?

- (b) What are the actuals now?

- (c) What should the measures be at the end of the year?

3. What strategies are being used to accomplish this goal?

Proactive Business Goals Discussion Template

CURRENT BUSINESS GOALS (Continued)

4. (a) What forces or factors *outside* our organization are going to challenge the achievement of this goal? (b) What factors are outside our organization and will encourage our success on this goal?

5. (a) What about *inside* our organization—are there any factors that will challenge achievement of this goal? (b) What factors are in place now and are enabling success on this goal?

EMPLOYEE GROUPS

6. Within your department, which employee group(s) will most directly contribute to the achievement of this goal through their performance?

Proactive Business Goals Discussion Template

List one group per page. Once listed, ask questions below for each group.

Employee Group: _____

7. Considering the business goal and challenges you are facing, what must people in this group do more, better, or differently if they are to successfully support this goal?

8. How does that compare with what you observe these individuals do now in their day-to-day work? What gaps, if any, do you observe?

9. What barriers, if any, challenge people to perform as needed?

10. ***Situational Question:*** *Ask the following question if there were "I don't know" responses and/or vague responses.*

Would it be of benefit to obtain more information regarding:

_____ What people in this group need to do differently if this goal is to be achieved?

_____ What gaps exist between required and current performance of people?

_____ What barriers exist that challenge people from performing as needed?

Proactive Business Goals Discussion Template

CURRENT BUSINESS GOALS (Continued)

I would like to discuss another major business goal or objective for [name of department] in the next twelve months. As I mentioned earlier, I mean a specific objective you have that could, ideally, be measured in operational terms.

GOAL 2: _____

1. Why is this an important goal at this time? What are the driving forces behind this goal?

2. (a) What indicators will be used to measure this goal?

- (b) What are the actuals now?

- (c) What should the measures be at the end of the year?

3. What strategies are being used to accomplish this goal?

Proactive Business Goals Discussion Template

CURRENT BUSINESS GOALS (Continued)

4. (a) What forces or factors *outside* our organization are going to challenge the achievement of this goal? (b) What factors are outside our organization and will encourage our success on this goal?
5. (a) What about *inside* our organization—are there any factors that will challenge achievement of this goal? (b) What factors are in place now and are enabling success on this goal?

EMPLOYEE GROUPS

6. Within your department, which employee group(s) will most directly contribute to the achievement of this goal through their performance?

Proactive Business Goals Discussion Template

List one group per page. Once listed, ask questions below for each group.

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9. What barriers, if any, challenge people to perform as needed?

10. ***Situational Question:*** Ask the following question if there were “I don’t know” responses and/or vague responses.

Would it be of benefit to obtain more information regarding:

_____ What people in this group need to do differently if this goal is to be achieved?

_____ What gaps exist between required and current performance of people?

_____ What barriers exist that challenge people from performing as needed?

Proactive Business Goals Discussion Template

CLOSE

1. SUMMARIZE key learnings from the conversation regarding:
 - Business Goals.
 - Performance Requirements.
2. SUMMARIZE next steps that can include any/all of the following:
 - a. **If a potential was identified:**
 - ✓ Acknowledge the project.
 - ✓ Request a follow-up conversation to discuss the situation in depth.
 - ✓ Establish a date for that conversation to occur.
 - b. **Future meeting:**
 - ✓ Indicate interest in maintaining communication with this manager.
 - ✓ ASK: *Will it be alright for me in a couple of months to set up another time when we might meet to discuss any new or different needs you may have?*
 - c. **Deepen your knowledge of the business:**
 - ✓ Indicate your interest in learning more about the “business of the business” within this manager’s span of control.
 - ✓ ASK: *What suggestion do you have as to what I could read, or people with whom I might meet, to deepen my knowledge of this business unit/department?*
 - d. **Answer questions the manager still has:**
 - ✓ ASK: *Are there any questions you have about my role or our department and our work that I might answer at this time?*
3. THANK INDIVIDUAL for his/her time. Affirm next steps (if any) to be taken.

Prewrite for Star Employee Interviews

Shortly we will meet to discuss your job. The purpose of our time together is to identify the actions you take to accomplish the results expected of you in your position. A *result* is a key objective or goal that must be accomplished and that supports the business objectives of our organization. Generally these results are required of you each year; they will not vary much from year to year.

On the following pages are listed the results we will be discussing. In preparation for our discussion, please write down some of the major steps or actions you take to accomplish each result. Consider the following as you write down your ideas:

- What steps do you take?
- What kind of information must you obtain?
- What decisions do you make?
- What “goes wrong” when you are working on this result? What do you do when that happens?

I look forward to our conversation; please contact me should you have any questions.

Prewrite for Star Employee Interviews

ACCOMPLISHMENT/RESULT:

Some steps or actions I take to accomplish this result are:

ACCOMPLISHMENT/RESULT:

Some steps or actions I take to accomplish this result are:

NOTE: Continue with sheets as noted so that all objectives are included.

Starter Kit of Qestions to Ask Star Employees

I. Introductory Comments

- a. Introduce yourself; confirm time required for the interview.
- b. Describe the purposes for the entire assignment.
- c. Overview the purposes for this interview.
- d. Clarify how information is being obtained and reported.
- e. Clarify anonymity.
- f. Ask for questions the individual may have.

II. Demographic Information

Typical demographic information includes:

- a. Name
- b. Title
- c. Geographic area/organizational unit
- d. Length of time in position
- e. Phone number and/or email (should you need to contact the individual)

III. Primary Focus (optional)

- a. Before we begin discussing the specifics of your position, it would be helpful if you could step back and indicate what you see as the major focus for your job...why does it exist?

- b. How, if at all, will that be changing in the next few years?

IV. Business and Performance Accomplishments

- a. Prior to this interview, I sent information that listed the business and performance accomplishments we will be focusing upon. Do you have any questions about the content in the prework?

- b. I realize that you may have added some results you wish to discuss. We can do this as we conclude our conversation.

Starter Kit of Questions to Ask Star Employees

ACCOMPLISHMENT/RESULT: _____

1. I would like to learn what you specifically do to accomplish this result. Please walk me through all the steps and actions you take to accomplish this result.

Starter Kit of Qestions to Ask Star Employees

2. Are there any steps or actions you would like to take in support of this result but currently are not doing?

3. How do you know that you have accomplished this result in an excellent manner?
What criteria do you use to determine that the result was completed successfully?

Quantifiable Criteria

Qualitative Criteria

Starter Kit of Questions to Ask Star Employees

4. What obstacles or barriers within our organization, if any, do you encounter as you attempt to accomplish this result? What makes it difficult for you to accomplish the result in a successful manner?
5. What factors within our organization are helping you to accomplish this result?



Employee Group

1. A typical business need requires focus on one to three employee groups.
2. While the business SHOULD, IS, and CAUSE may remain constant for people in each employee group, the performance SHOULD, IS, and CAUSE will be unique for each group.
3. When identifying key employee groups, it is important to *begin* by identifying the business need. Then identify group(s) of employees who:
 - Through their day-to-day performance, *directly* contribute to the identified operational SHOULDs.
 - Are either within your span of control *or* are reporting into an organization and management you can influence.
 - Are sufficient in number to warrant the investment required to modify their day-to-day performance; in other words, there is a potential ROI for the implemented solutions.
4. It may be necessary to prioritize the employee groups, identifying the group that will be focused upon initially.

GAPS—Go for the SHOULD

1. Use criteria to determine star employees. Possible criteria are individuals who:
 - Are meeting/exceeding operational goals expected of them.
 - Are meeting or exceeding the qualitative goals, which are required (e.g., they develop people, work in a team-like manner).
 - Have been in a position a sufficient amount of time to determine that results are a sustained pattern.
2. Typically, star employees represent no more than 5% of the target population.
3. When identifying best practices, avoid information based upon opinion only. It is important to have fact-based information, affirming the practices, if used, *will* positively impact business results.



GAPS—Analyze the IS

Typical employees are those individuals who are doing the job in a satisfactory, but not star, manner. Information from some typical employees should always be obtained; add other sources of information as needed to increase confidence in information.

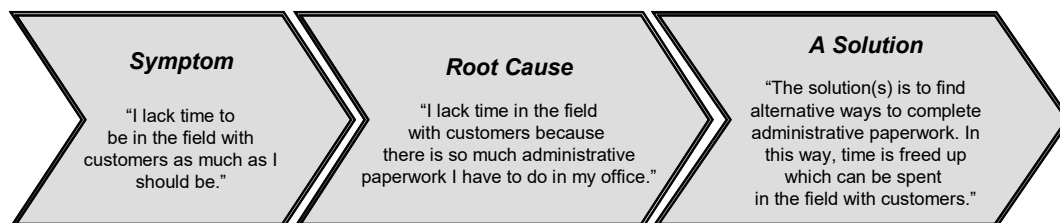
Avoid conclusions about current performance which lack direct observations of employees and/or input from employees.

GAPS—Pin down the CAUSES

The need is to identify *root causes*—not *symptoms*.

A *root cause* is a factor against which solutions can be applied. When these solutions are implemented, the cause will be eliminated and/or its effects minimized so that the Business and Performance SHOULDs can occur. A root cause generally fits into one of the Categories of Root Causes.

A *symptom* is a sign or indication of a root cause but is, by itself, not the cause. Generally, it is difficult to identify solutions for a symptom, as the symptom lacks specificity. This will lead to “solution-guessing” that may or may not have the desired impact.



TEST Would you know where to focus action to fix the problem?

Would you know where to focus action to fix the problem?

Is the solution directly connected to one or more identified root causes?

Generally, factors external to the organization directly impact on the achievement of the Business SHOULDs and can have significant implications for Performance SHOULDs. It becomes important to identify what people need to do more, better, or differently in order to successfully perform despite challenges encountered in the external environment.

Example: The competition has become more intense for a specific product or service. What must Account Managers do more, better, or differently to successfully sell despite these competitive pressures?

Generally, factors internal to the organization affect performance of people rather than the business. The internal factors clarify reasons for the gap between SHOULD and IS.



Techniques for Identifying Root Causes for Current Business and Performance Results

1. CAUSE questions begin with the words “why” or “what”—they are open ended.
2. CAUSE questions may be “generic” and not focused on any specific CAUSE category. (i.e., external, internal to the organization, internal to the individual). The response obtained to the question will determine which category is being described.

CAUSE Question: *“What are the reasons why we are off-plan in our revenue?”*

Response: *“The competition is really tough and is under-selling us (**external factor**), and our pricing strategy has not changed despite this new challenge (**internal to organization**). So we are too high priced for our market.”*

3. Generally, CAUSES are located in a few of the Categories of Root Causes; it would be unusual to have CAUSE factors in most or all of the categories listed.

GAPS—Select the Right Solutions

Identify solutions that are “low-hanging fruit,” meaning they are relatively easy to implement and can begin making a difference almost immediately.

Comparing Performance and Competency Models

	PERFORMANCE MODEL	COMPETENCY MODEL
Purpose	Answers the question “What must people do more, better, or differently if business goals are to be achieved?”	Answers the question “What skills, knowledge, and attributes do people need if they are to perform effectively in a given role?”
People Focused on by the Model	Identifies performance of people in a specific job.	Identifies competencies for people in a specific role (e.g., all first-level supervisors).
Sources	Competency and performance models utilize the same sources, including: ▪ Star employees (<i>NOTE: Generally, star employees are not more than 5% of the target population.</i>) ▪ Managers of star employees ▪ Typical employees (to determine which behaviors are setting the stars apart from the typical; referred to as “set-apart” behaviors) ▪ Direct reports to star employees ▪ Clients ▪ Customers of star employees* ▪ Peers of star employees ▪ Literature* ▪ Subject matter experts* ▪ Internal or external benchmarking* ▪ Operational data	
Methods	Competency and performance models utilize the same methods, including: ▪ Observation ▪ One-on-one interview ▪ Focus group interview ▪ Review of work products or documentation	

BOLD = Preferred sources.

* Indicates a reliable source of information for behavior when there are no stars within the client's organization.

Checklist for Piloting Questionnaires

(✓)

- _____ Select a few individuals from each unique employee group to receive a questionnaire. For example, if sending questionnaires to employees in three different positions, then a sample of each of those three positions will be required. We have found three to four people per unique group is sufficient.
- _____ If the questionnaire is to be distributed in a paper-based format, arrange for the pilot group to meet with you where you can observe them as they complete the questionnaire. If the questionnaire is to be distributed in an electronic format, send instructions for completing the questionnaire to the pilot group. Also include information about how to provide feedback and other information you require.
- _____ Have people complete the questionnaire. If present, keep track of the time it requires for each person to complete it. If the questionnaire is being completed electronically, ask each individual to provide you with this information.
- _____ Once people have completed the questionnaire, determine what questions and/or scales caused confusion or were unclear in some manner. When someone indicates they were unclear about a scale or question, contact that person to determine the specific confusion and seek suggestions for how to create greater clarity. You want to look for “patterns” in the feedback you receive. If the question was problematic for a single person, you may or may not elect to change it. If the question was a problem for most or all people in the pilot group, it requires some editing.
- _____ Be prepared to answer questions from the participants in the pilot. People often want to know why this is being done and how they were selected to be a part of the pilot process. This provides you with an opportunity to build interest in the questionnaire before it is distributed to a larger population. A pilot is one way of creating a positive “buzz” around the assessment itself.

Sources of Data and Methods for Performance Assessment

Type of Information	Reliable Sources	Reliable Methods
SHOULD Information - Process models - Performance models - Competency models	Star employees <i>NOTE: Generally star employees are no more than 5% of the target population.</i> Managers of star employees - Typical employees (to determine “set-apart” behavior) - Direct reports of star employees - Clients - Customers of star employees - Peers of star employees - Literature - Subject matter experts - Internal or external benchmarking - Operational data	- Observation - Interview (focus group or one-on-one) - Documentation review
IS Information Gap analysis	“Typical” Employees - Managers of “typical” employees - Employees of “typical” employees - Clients - Customers of “typical” employees - Peers - Operational data	- Interview (one-on-one primarily) - Questionnaire/survey - Observation - Documentation review
CAUSE Information - Cause analysis - Learning needs assessment	Employees (both star and “typical”) - Managers of employees - Clients	- Interview (focus group or one-on-one) - Questionnaire/survey

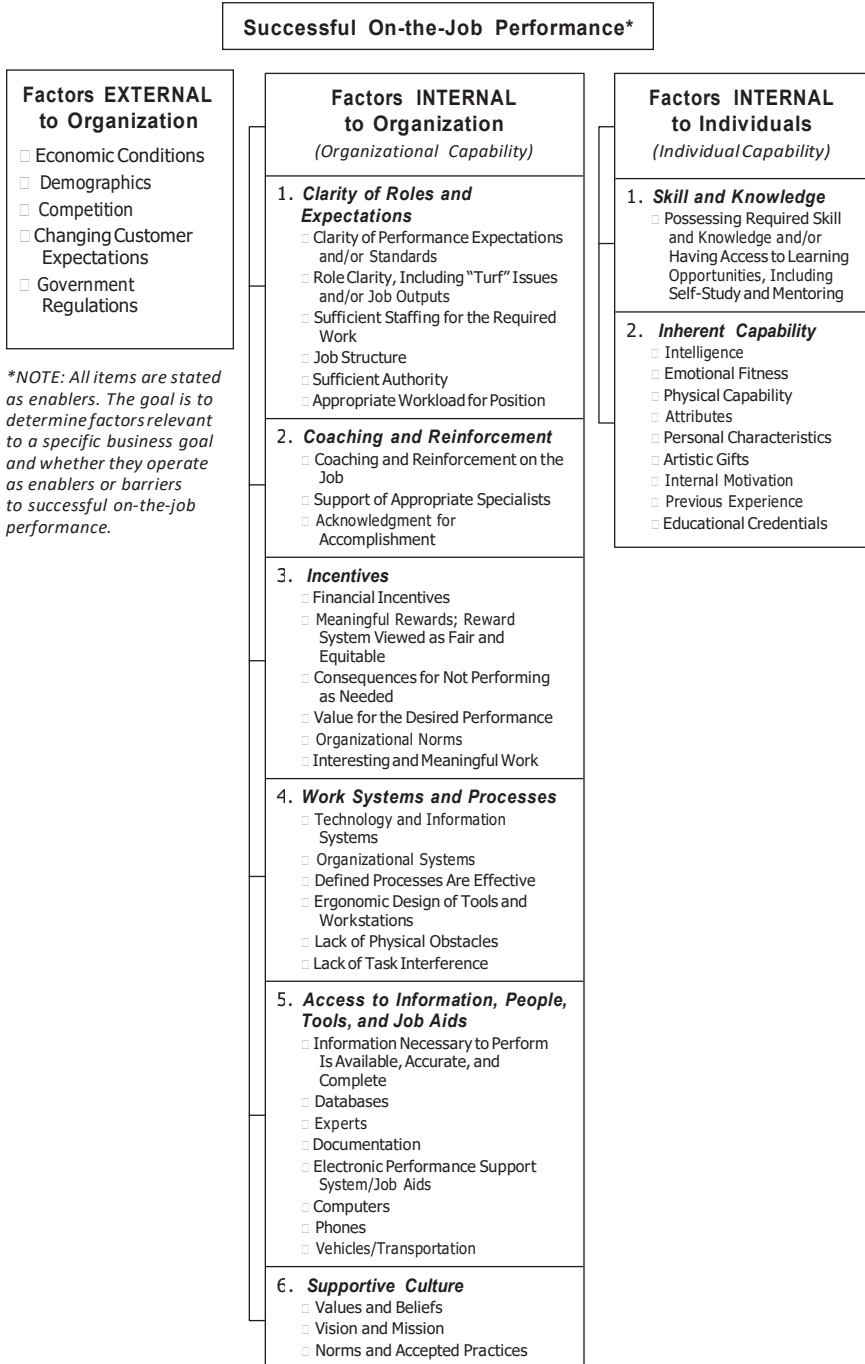
BOLD = Required source

Conversion Table for Translating Frequency Means into Percentages

This table can be used as a guide for converting the arithmetic mean of responses on a 6-point frequency scale (shown in Table 7.2 of *Performance Consulting*, 3rd ed., p. 129) into frequency of use percentage.

Scale	Percent	Scale	Percent	Scale	Percent	Scale	Percent
1.0	0	2.4	33.0	4.3	61.0	5.7	92.5
1.05	1.25	2.45	34.0	4.35	62.0	5.75	93.75
1.1	2.5	2.5	35.0	4.4	63.0	5.8	95.0
1.15	3.75	2.55	36.0	4.45	64.0	5.85	96.25
1.2	5.0	2.6	37.0	4.5	65.0	5.9	97.5
1.25	6.25	2.65	38.0	4.55	66.0	5.95	98.75
1.3	7.5	2.7	39.0	4.6	67.0	6.0	100.0
1.35	8.75	2.75	40.0	4.65	68.0		
1.4	10.0	2.8	41.0	4.7	69.0		
1.45	11.25	2.85	42.0	4.75	70.0		
1.5	12.5	2.9	43.0	4.8	71.0		
1.55	13.75	2.95	44.0	4.85	72.0		
1.6	15.0	3.0	45.0	4.9	73.0		
1.65	16.25	3.1	46.0	4.95	74.0		
1.7	17.5	3.2	47.0	5.0	75.0		
1.75	18.75	3.3	48.0	5.05	76.25		
1.8	20.0	3.4	49.0	5.1	77.5		
1.85	21.25	3.5	50.0	5.15	78.75		
1.9	22.5	3.6	51.0	5.2	80.0		
1.95	23.75	3.7	52.0	5.25	81.25		
2.0	25.0	3.8	53.0	5.3	82.5		
2.05	26.0	3.9	54.0	5.35	83.75		
2.1	27.0	4.0	55.0	5.4	85.0		
2.15	28.0	4.05	56.0	5.45	86.25		
2.2	29.0	4.1	57.0	5.5	87.5		
2.25	30.0	4.15	58.0	5.55	88.75		
2.3	31.0	4.2	59.0	5.6	90.0		
2.35	32.0	4.25	60.0	5.65	91.25		

Categories of Root Causes



Template for a Gap and CAUSE Analysis Survey

POSITION BEING ANALYZED:

This survey is designed to gather information about the *(name of position)* position. As a person currently in that job, you can provide valuable information about your job and your current job activities. This information will be used to identify areas that need to be addressed to make the position of *(name of position)* even more effective. Your time in completing this survey is important and is very much appreciated.

In this survey you will be asked to evaluate each of the following:

Section I	ACTIVITIES:	Practices that lead to the achievement of job goals
Section II	MANAGER COACHING:	Ways that your manager leads and coaches you
Section III	BARRIERS/ENHANCERS:	Organization factors that interfere with or help in getting the job done

You will be asked to indicate the *frequency* with which you use specific activities in your job, as well as the *skill you currently demonstrate* in these activities. Since future priorities will be determined by the needs of yourself and others, we ask that you be as honest as possible in assessing your own level of skill. *Your answers will be treated confidentially.*

All *(name of position)* will be asked to complete surveys. In addition, other individuals who work with *(name of position)* will complete surveys. Data from all surveys will be summarized to determine overall priorities for training and system improvements.

Template for a Gap and CAUSE Analysis Survey

SECTION I: ACTIVITIES

On the following pages, you will find a list of activities. For each activity, rate your frequency of use and current skill level. Answer all questions based upon what you now do, *not* what you expect to be doing in the future.

Not Applicable

Circle "NA" (not applicable) if you have not had the opportunity to use the listed practice or otherwise cannot rate your frequency of use.

Rate Current Frequency

When the opportunity arises to use the activity that is listed, indicate the frequency with which you use that activity. Circle the number that best describes your frequency of use. Please use the following scale (which also appears on each page) as you complete this section:

When the opportunity arises, this is an activity that you:

- | | |
|-----------------------|---|
| Circle a "1" if . . . | Almost never use—10% or less of the time. |
| Circle a "2" if . . . | Very infrequently use—25% or less, but more than 10% of the time. |
| Circle a "3" if . . . | Infrequently use—less than 50% but more than 25% of the time. |
| Circle a "4" if . . . | Frequently use—more than 50% but less than 75% of the time. |
| Circle a "5" if . . . | Very frequently use—75% or more, but less than 90% of the time. |
| Circle a "6" if . . . | Almost always use—90% or more of the time. |

Rate Current Skill Level

After you have rated the frequency, rate the level of skill that you *currently* demonstrate in performing each activity. Circle the number on the scale that best describes your level of skill.

- | | |
|------------------------|--|
| 1 = Little or no skill | You demonstrate little or no skill in performing this practice. |
| 2 = Basic skill | You can perform this activity in routine situations, but need guidance to do so effectively. |
| 3 = Adequate skill | You demonstrate skill when performing this practice in routine situations without help; however, you need guidance when in difficult/unusual situations. |
| 4 = Proficient skill | You consistently demonstrate skill when performing this activity even in difficult/unusual situations. |
| 5 = Expert skill | You are among the very best at performing this practice; others come to you for assistance and coaching in this practice. |

Template for a Gap and CAUSE Analysis Survey

	Frequency of Use						Current Skill Level					
Not Applicable	1=Almost Never Use 2=Very Infrequently 3=Infrequently			4=Frequently 5=Very Frequently 6=Almost Always Use			1=Little or No Skill 2=Basic Skill 3=Adequate Skill			4=Proficient Skill 5=Expert Skill		
	Frequency						Activities	Skill Level				
	(INPUT PERFORMANCE ACCOMPLISHMENT HERE)											
NA	1	2	3	4	5	6	(Input Behaviors to Be Assessed Here)	1	2	3	4	5
NA	1	2	3	4	5	6		1	2	3	4	5
NA	1	2	3	4	5	6		1	2	3	4	5
NA	1	2	3	4	5	6		1	2	3	4	5
NA	1	2	3	4	5	6		1	2	3	4	5
NA	1	2	3	4	5	6		1	2	3	4	5
NA	1	2	3	4	5	6		1	2	3	4	5
NA	1	2	3	4	5	6		1	2	3	4	5
NA	1	2	3	4	5	6		1	2	3	4	5
NA	1	2	3	4	5	6		1	2	3	4	5

Template for a Gap and CAUSE Analysis Survey

	Frequency of Use						Current Skill Level					
Not Applicable	1=Almost Never Use 2=Very Infrequently 3=Infrequently			4=Frequently 5=Very Frequently 6=Almost Always Use			1=Little or No Skill 2=Basic Skill 3=Adequate Skill 4=Proficient Skill 5=Expert Skill					
	Frequency						Activities	Skill Level				
	(INPUT PERFORMANCE ACCOMPLISHMENT HERE)											
NA	1	2	3	4	5	6	(Input Behaviors to Be Assessed Here)	1	2	3	4	5
NA	1	2	3	4	5	6		1	2	3	4	5
NA	1	2	3	4	5	6		1	2	3	4	5
NA	1	2	3	4	5	6		1	2	3	4	5
NA	1	2	3	4	5	6		1	2	3	4	5
NA	1	2	3	4	5	6		1	2	3	4	5
NA	1	2	3	4	5	6		1	2	3	4	5
NA	1	2	3	4	5	6		1	2	3	4	5
NA	1	2	3	4	5	6		1	2	3	4	5
NA	1	2	3	4	5	6		1	2	3	4	5

Template for a Gap and CAUSE Analysis Survey

SECTION II: HOW YOUR MANAGER LEADS AND COACHES YOU

Step 1: Cannot Rate

Use this column if you have not had an opportunity to work with your manager or if you lack sufficient information to rate your manager. Circle "NA" (not applicable) for each activity you cannot rate.

Step 2: Current Frequency

Indicate the frequency with which your manager uses each leadership or coaching activity. Consider the leadership and coaching that your manager has provided you over the last six months. Use the following scale (which also appears on each page) as you complete this section.

This is a technique that my manager:

- Circle a "1" if . . . Almost never use—10% or less of the time.
- Circle a "2" if . . . Very infrequently use—25% or less, but more than 10% of the time.
- Circle a "3" if . . . Infrequently use—less than 50% but more than 25% of the time.
- Circle a "4" if . . . Frequently use—more than 50% but less than 75% of the time.
- Circle a "5" if . . . Very frequently use—75% or more, but less than 90% of the time.
- Circle a "6" if . . . Almost always use—90% or more of the time.

Step 3: Current Skill Level

Now circle the number on the scale that best describes the level of skill that your manager currently demonstrates in each leadership or coaching activity.

- | | |
|------------------------|--|
| 1 = Little or no skill | My manager demonstrates little or no skill when using this practice. |
| 2 = Basic skill | My manager demonstrates skill when using this practice in routine situations, but needs guidance to do so effectively. |
| 3 = Adequate skill | My manager demonstrates skill when using this practice in routine situations without help, but requires guidance when in difficult/unusual situations. |
| 4 = Proficient skill | My manager consistently demonstrates skill when using this practice even in difficult/unusual situations. |
| 5 = Expert skill | My manager is among the very best at using this practice; others go to him/her for assistance in this activity. |

Template for a Gap and CAUSE Analysis Survey

	Frequency of Use						Current Skill Level					
Not Applicable	1=Almost Never Uses 2=Very Infrequently 3=Infrequently			4=Frequently 5=Very Frequently 6=Almost Always Uses			1=Little or No Skill 2=Basic Skill 3=Adequate Skill			4=Proficient Skill 5=Expert Skill		
	Frequency						Activities	Skill Level				
NA	1	2	3	4	5	6	MY MANAGER . . . (Input Manager Behaviors to Be Assessed Here)	1	2	3	4	5
NA	1	2	3	4	5	6		1	2	3	4	5
NA	1	2	3	4	5	6		1	2	3	4	5
NA	1	2	3	4	5	6		1	2	3	4	5
NA	1	2	3	4	5	6		1	2	3	4	5
NA	1	2	3	4	5	6		1	2	3	4	5
NA	1	2	3	4	5	6		1	2	3	4	5
NA	1	2	3	4	5	6		1	2	3	4	5
NA	1	2	3	4	5	6		1	2	3	4	5
NA	1	2	3	4	5	6		1	2	3	4	5

Template for a Gap and CAUSE Analysis Survey

Not Applicable	Strongly Disagree				Strongly Agree	Barriers/Enhancers	
NA	1	2	3	4	5	6	CATEGORY: INCENTIVES
NA	1	2	3	4	5	6	
NA	1	2	3	4	5	6	
NA	1	2	3	4	5	6	
							CATEGORY: WORK SYSTEMS AND PROCESSES
NA	1	2	3	4	5	6	
NA	1	2	3	4	5	6	
NA	1	2	3	4	5	6	
							CATEGORY: ACCESS TO INFORMATION, PEOPLE, TOOLS, AND JOB AIDS
NA	1	2	3	4	5	6	
NA	1	2	3	4	5	6	
NA	1	2	3	4	5	6	

Template for a Gap and CAUSE Analysis Survey

Not Applicable	Strongly Disagree			Strongly Agree			Barriers/Enhancers
NA	1	2	3	4	5	6	CATEGORY: SUPPORTIVE CULTURE
NA	1	2	3	4	5	6	
NA	1	2	3	4	5	6	
NA	1	2	3	4	5	6	

Thank you for completing this survey.

External Factors

Identified Cause	Possible Solutions/Actions
Challenging economic conditions	▪ Reduce costs of product/services. ▪ Review profitability of product and service lines, determining causes for low profit. ▪ Form/revise strategy for competing in tight economy. ▪ Examine ways to increase value of product/service to customers. ▪ Offer incentives to customers.
Changing demographics in market	▪ Conduct a market analysis to clarify specific changes. ▪ Adapt products and services to market needs. ▪ Revise marketing strategy. ▪ Focus product and service development to needs of groups with future growth potential.
New, strong competition	▪ Conduct a competitive analysis identifying strengths and vulnerabilities compared to competition. ▪ Revise and/or develop new marketing strategy.
Changing customer expectations	▪ Conduct customer analysis to clarify changing preferences. ▪ Modify marketing and sales strategies. ▪ Adapt products and services to customer needs. ▪ Form/revise business strategy for going to market.
Government regulations	▪ Change marketing and sales strategies as required. ▪ Change product and service strategies as required. ▪ Audit and change operations and/or processes as required. ▪ Establish an early warning system for changes and/or lack of conformance to government regulations.

Organization Capability

CLARITY OF ROLES AND EXPECTATIONS

Identified Cause	Possible Solutions/Actions
Insufficient clarity of performance expectations and/or standards—lack of role clarity	▪ Establish and communicate expectations for job accomplishments and performance standards. ▪ Create a performance model for the position(s). ▪ Clarify vision, mission, and strategies. ▪ Form and implement communication plan to discuss vision, goals, and/or strategy. ▪ Encourage managers to have meetings with their employees to clarify expectations.
Role confusion between people in differing jobs	▪ Partner with management to clarify roles. ▪ Redesign work process and redefine roles. ▪ Form performance models for jobs in question. ▪ Facilitate meetings of employees to help them clarify roles.
Job structure prevents desired performance. People are working outside the job design to achieve desired performance levels (i.e., using “work arounds”).	▪ Implement a workflow analysis for the job. ▪ Implement a job redesign process. ▪ Implement performance management practices, ensuring consequences for work-around performance. ▪ Remove work environment barriers. ▪ Institute work-arounds as standard practice.
Insufficient authority to perform job	▪ Work with managers/team leaders to define scope and redefine authority limits. ▪ Develop employees to make sound decisions within new authority limits.

Organizational Capability

COACHING AND REINFORCEMENT

Identified Cause	Possible Solutions/Actions
Insufficient coaching and reinforcement on the job	- Build coaching system and coaching competence in some members of the team/work group. - Build reinforcement system and feedback competence in some members of the team/work group. - Provide access to a help line. - Hold managers accountable for coaching and providing feedback to employees.
Lack of support by appropriate specialists	- Clarify and communicate expectations for support from tech specialists. - Establish an electronic performance support system.
Lack of acknowledgment for accomplishment	- Increase awareness of need to provide recognition. - Provide tools and/or skills for acknowledging positive events. - Implement system of peer recognition.

INCENTIVES

Identified Cause	Possible Solutions/Actions
Inadequate or ineffective financial incentives	- Modify compensation system. - Determine nonmonetary reward to provide. - Form a new/different bonus plan. - Benchmark similar organizations.
Lack of rewards viewed as meaningful by employees; presence of punishments for desired performance and/or reward system viewed as unfair and inequitable	- Redesign incentive and consequences system. - Increase management's awareness of the impact of tangible and intangible incentives. - Determine nonmonetary rewards to provide. - Benchmark similar organizations.
Lack of consequences for <i>not</i> performing as needed	- Develop consequences for not performing as required. - Provide managers with guidelines for managing poor performance of employees.
Lack of value for the desired performance	- Build motivation systems; provide positive reinforcement. - Clarify business/other benefits for desired performance. - Provide mentors and role models. - Acknowledge superior performance.
Organizational norms	- Survey employees to determine perceptions of current norms. - Facilitate discussions with leadership about current and desired norms. - Introduce the new and revised norms to employees.
Uninteresting, dull work	- Redesign job and work flow. - Examine options for automation/computerization.

Possible Solutions for Causes

INCENTIVES

Identified Cause	Possible Solutions/Actions
	▪ Examine options for rotating people in and out of dull work.

Organizational Capability

WORK SYSTEMS AND PROCESSES

Identified Cause	Possible Solutions/Actions
Technology and information systems	- Survey employees to determine adequacy of technology and information systems. - Benchmark with similar organizations regarding technology. - Discuss technology needs with leadership.
Organizational systems (structural, communications, climate, administrative, infrastructure) are inhibiting performance	Redesign organizational system(s) to support required performance.
Lack of a defined process; processes that are inefficient and inhibit desired performance	- Conduct process assessment. - Design/redesign process.
Insufficient number of people for the required work	- Analyze workload, priorities and resources. - Obtain additional resources through outsourcing or employment. - Determine work that can be eliminated. - Redistribute work among multiple positions. - Examine options for automation/computerization.
Ergonomic issues such as employee discomfort or physical ailment	- Conduct ergonomic study and redesign. - Take actions identified as required.
Physical obstacles that inhibit performance	- Conduct environmental study. - Address physical obstacles.
Interferences that discourage or prevent desired performance	Identify and eliminate identified task interferences and/or minimize their impact.

ACCESS TO INFORMATION, PEOPLE, TOOLS, AND JOB AIDS

Identified Cause	Possible Solutions/Actions
Lack of information necessary to perform	- Document required information. - Provide employee access to information repositories. - Create job aids. - Provide electronic performance support system (EPSS). - Install a Knowledge Management System.
Lack of access to databases or experts	- Provide access to people. - Create databases as needed. - Establish communities of practice.
Lack of procedures or knowledge that can be readily referenced	- Provide job aids and tools. - Provide EPSS.
Lack of computers, software, tools, materials, or supplies	- Purchase or lease appropriate tools; upgrade software and computers. - Provide appropriate materials and supplies.

Possible Solutions for Causes

ACCESS TO INFORMATION, PEOPLE, TOOLS, AND JOB AIDS

Identified Cause	Possible Solutions/Actions
	▪ Consider outsourcing options.

Organizational Capability

SUPPORTIVE CULTURE

Identified Cause	Possible Solutions/Actions
Value and beliefs are not supportive of organization's goals and culture	▪ Analyze current values and beliefs as evidenced in on-the-job behavior (the IS). ▪ Identify the desired values, beliefs and norms (the SHOULD). ▪ Form a strategy to communicate desired state. ▪ Ensure alignment between desired state and organizational infrastructure. ▪ Ensure leaders and managers model the desired values, beliefs and norms in their performance.
Vision and mission do not support organization's goals and culture	▪ Determine if vision/mission needs to change or if the goals/culture is requiring adjustment. ▪ Form strategy and tactics to take actions needed to gain necessary alignment. ▪ Communicate and implement strategies.
Norms and accepted practices will not support the current goals and required culture	▪ Determine gap between desired and current state for norms and accepted practices. ▪ Create strategy and tactics for closing gap, ensuring alignment between desired state and organizational infrastructure.

Individual Capability

SKILLS AND KNOWLEDGE

Identified Cause	Possible Solutions/Actions
Insufficient skills or knowledge to perform the current position	▪ Implement learning solutions considering use of any of the following: ✓ Classroom instruction ✓ External educational resources ✓ Blended learning ✓ E-learning ✓ Web-based learning ✓ Job experiences ✓ Mentoring ▪ Establish a coaching and mentoring system. ▪ Review and improve on-boarding process.

Possible Solutions for Causes

INHERENT CAPABILITY

Identified Cause	Possible Solutions/Actions
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SOLUTION SELECTION WORKSHEET

General Guidelines for Use

- This form has been created and saved in Microsoft® Word format using the Table feature.
- To enter a Project Name, double-click Project Name, enter the name then click on Close in the toolbar to exit the header.
- Use the mouse to click in the cell in which you want to enter information (*see sample below*).
- To move across rows, use the TAB key.
- To move down rows, click with your mouse, or use the TAB key or the down arrow key.
- If you get to the bottom of a cell and have more text to enter, keep typing (row will move to next page) OR in bottom right cell, hit TAB.
- If you accidentally insert a row, go to Edit, then click Undo.

Sample:

Solution-Selection-Worksheet Factors-EXTERNAL-to-the-Organization		Ratings (0 to 3)					Project-Name:
Root-Cause (or-symptom)	Possible-Solution (or-needed-information)	Appropriateness	Economic	Feasibility	Organizational-Acceptability	Individual-Performer-Acceptability	Decision
Click mouse here to enter text; hit TAB to advance to next column. In last column, hitting TAB will advance you to the next row.							

SOLUTION SELECTION WORKSHEET

Criteria

The following criteria should be considered in determining which solution(s) will actually be taken when addressing a specific business and performance problem or opportunity.

<i>Appropriateness</i>	The solution will help to close the gap. It addresses a major root cause and has a high probability of leading to desired outcomes.
<i>Economics</i>	There are budget funds that can be allocated to the solution. There is positive ROI to be expected from the solution's success.
<i>Feasibility</i>	The capability, resources, and time lines that are available make this solution possible.
<i>Organizational Acceptability</i>	The solution is culturally acceptable and will not be rejected because of its nature or characteristics.
<i>Individual Performer Acceptability</i>	The targeted performer group can live with the solution.

RATINGS:

0 = Unacceptable

1 = Low

2 = Acceptable

3 = Exceptional

Generally solutions are rejected that score "0" on any criteria.

Reference: Extracted from the chapter, "Implementation Phase: Performance Improvement Interventions," written by Harold Stolovitch and Erica Keeps in the book, *MOVING FROM TRAINING TO PERFORMANCE: A Practical Guidebook*. ASTD and Berrett-Koehler Publishers, Inc., 1998.

Solution Selection Worksheet

Factors *EXTERNAL* to the Organization

		Ratings (0 to 3)*					Project Name:
Root Cause (or symptom)	Possible Solution (or needed information)	Appropriateness	Economics	Feasibility	Organizational Acceptability	Individual Performer Acceptability	Decision

*Ratings: 0=Unacceptable 1=Low 2=Acceptable 3=Exceptional

Solution Selection Worksheet

Factors INTERNAL to the Organization

(Work Environment Factors)

		Ratings (0 to 3)*					
Root Cause (or symptom)	Possible Solution (or needed information)	Appropriateness	Economics	Feasibility	Organizational Acceptability	Individual Performer Acceptability	Decision
1. Clarity of Roles and Expectations							
2. Coaching and Reinforcement							

*Ratings: 0=Unacceptable 1=Low 2=Acceptable 3=Exceptional

Solution Selection Worksheet

Factors INTERNAL to the Organization

(Work Environment Factors)

		Ratings (0 to 3)*					
		Appropriateness	Economics	Feasibility	Organizational Acceptability	Individual Performer Acceptability	
Root Cause (or symptom)	Possible Solution (or needed information)						Decision
3. Incentives							
4. Work Systems and Processes							

*Ratings: 0=Unacceptable 1=Low 2=Acceptable 3=Exceptional

Solution Selection Worksheet

Factors INTERNAL to the Organization

(Work Environment Factors)

		Ratings (0 to 3)*					
		Appropriateness	Economics	Feasibility	Organizational Acceptability	Individual Performer Acceptability	
Root Cause (or symptom)	Possible Solution (or needed information)						Decision
5. Access to Information, People, Tools, & Job Aids							
6. Supportive Culture							

*Ratings: 0=Unacceptable 1=Low 2=Acceptable 3=Exceptional

Solution Selection Worksheet
Factors INTERNAL to the Organization
(Work Environment Factors)

		Ratings (0 to 3)*					
		Appropriateness	Economics	Feasibility	Organizational Acceptability	Individual Performer Acceptability	
Root Cause (or symptom)	Possible Solution (or needed information)						Decision

*Ratings: 0=Unacceptable 1=Low 2=Acceptable 3=Exceptional

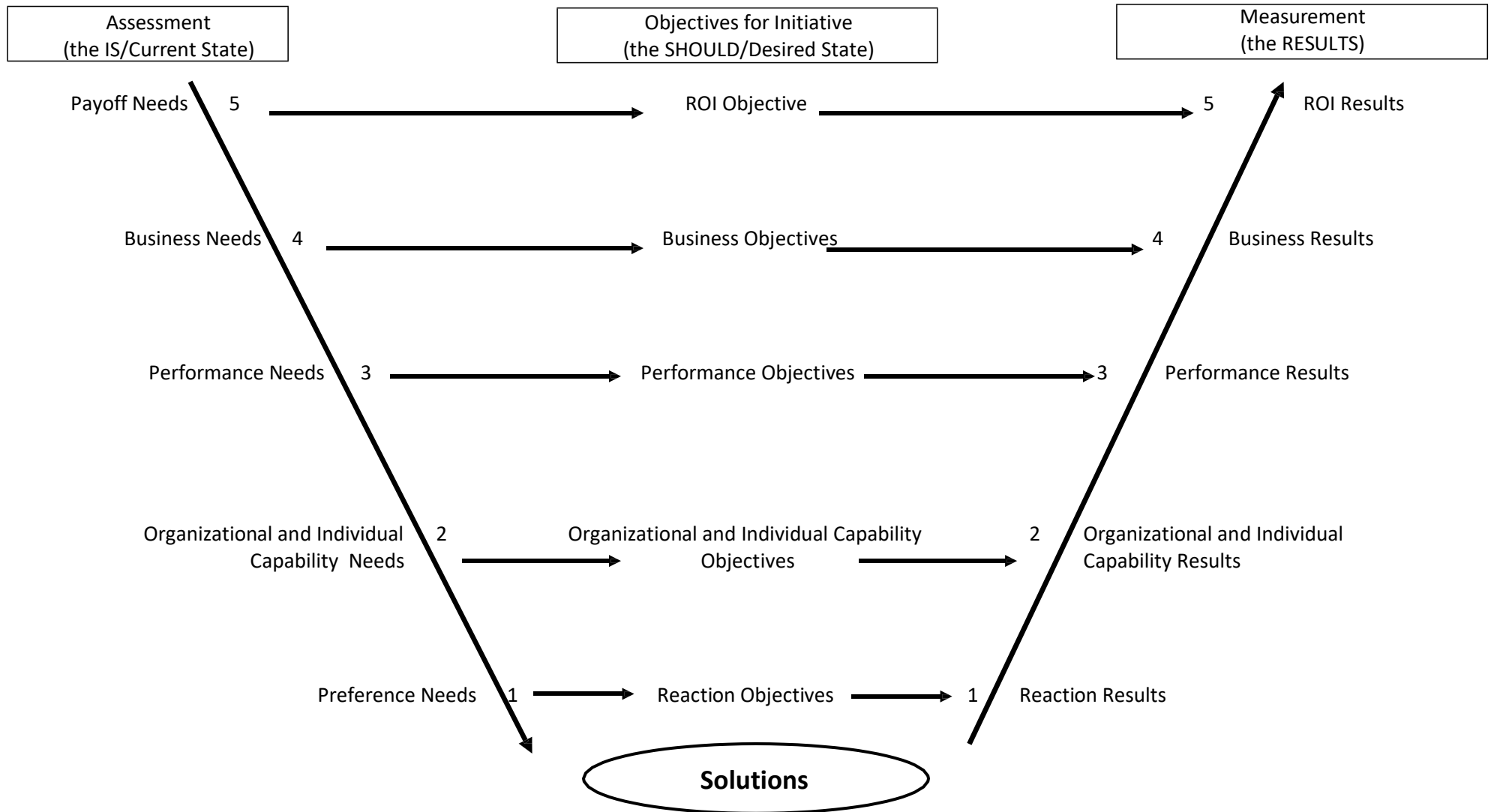
Solution Selection Worksheet

Factors *INTERNAL* to Individuals

		Ratings (0 to 3)*					
Root Cause (or symptom)	Possible Solution (or needed information)	Appropriateness	Economics	Feasibility	Organizational Acceptability	Individual Performer Acceptability	Decision
1. Skills/Knowledge							
2. Inherent Capability							

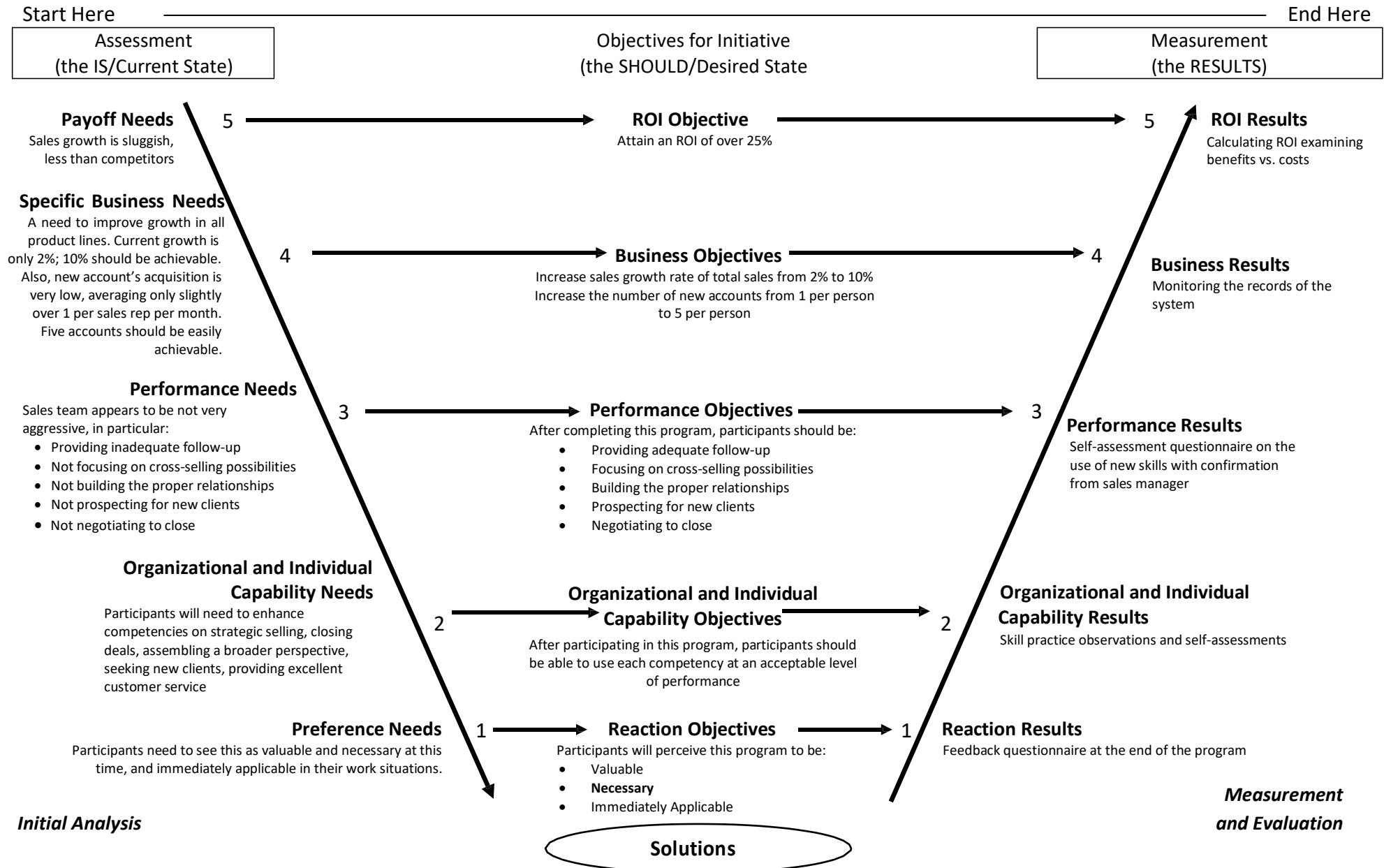
*Ratings: 0=Unacceptable 1=Low 2=Acceptable 3=Exceptional

ALIGNMENT AND MEASUREMENT MODEL



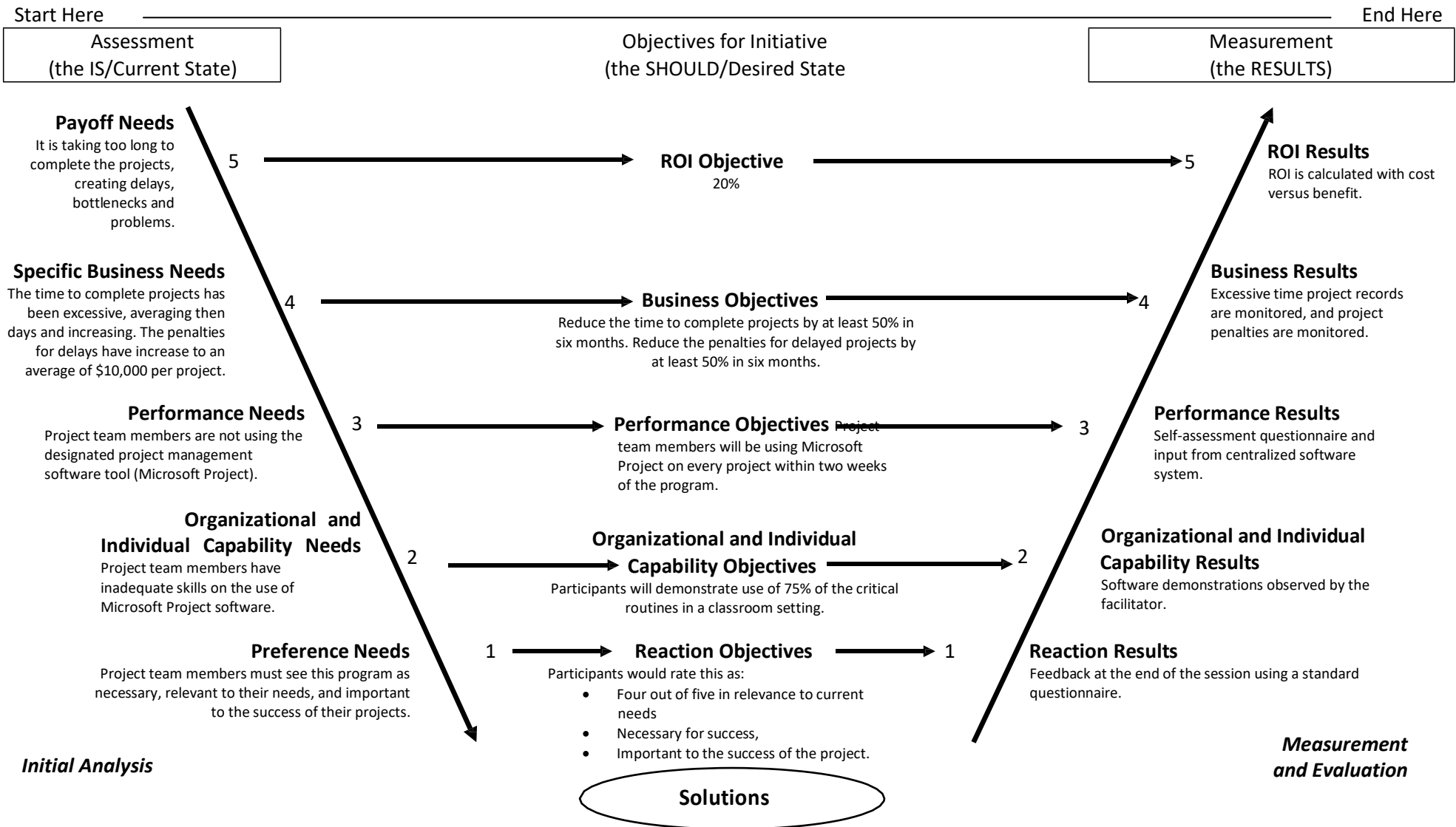
ALIGNMENT AND MEASUREMENT MODEL

Selling Skills

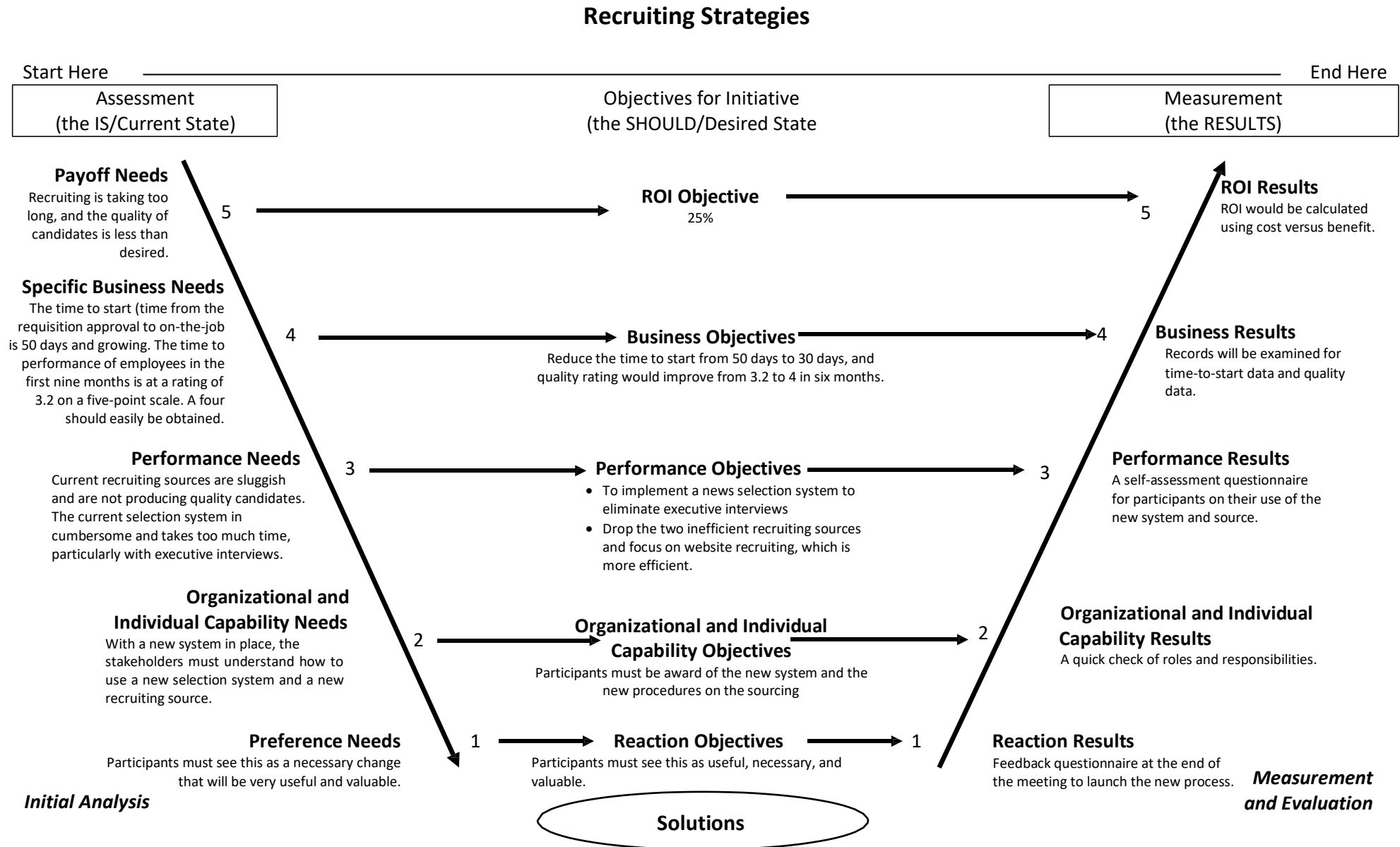


ALIGNMENT AND MEASUREMENT MODEL

Project Management



ALIGNMENT AND MEASUREMENT MODEL



Data Collection Plan

Evaluation Purpose: _____

Initiative: _____ Responsibility: _____ Date: _____

Level	Broad Initiative Objective(s)	Measures	Data Collection Method/Instruments	Data Sources	Timing	Responsibilities
1	Satisfaction/ PLANNED ACTION					
2	LEARNING & CONFIDENCE					
3	APPLICATION & IMPLEMENTATION					
4	BUSINESS IMPACT					
5	ROI	Baseline Data:				
		Comments:				

Data Collection Plan

Evaluation Purpose:

Initiative: Leadership for Performance for Store Managers

Responsibility: Leadership Development Team

Date: _____

Level	Broad Initiative Objective(s)	Measures	Data Collection Method/ Instruments	Data Sources	Timing	Responsibilities
1	SATISFACTION/PLANNED ACTION Participants will rate the following reactions: The program was important to my success My coach was helpful Content is relevant The technology was effective I will use the content with my team The classroom session was valuable I would recommend this program to others The program is easy to follow The action plan was valuable	4 out of 5 on a 5-point scale	Questionnaire	Participants	3 to 5 months from start of program	Leadership development team
2	LEARNING Demonstrate successful use of the following skill sets: • Identifying opportunities for improvement • Addressing challenges and roadblocks • Building trust and confidence • Setting clear goals and expectations • Managing conflicts and differences • Providing feedback and support • Recognizing and rewarding team members • Improving average performers • Fostering open and clear communication • Action planning, reflecting, and adjusting Participants will know how to: • Build effectiveness as a leader	Rating of 3 out of 4 on a 4-point scale	Observation	Facilitator	At the end of the workshop	Facilitator
		4 out of 5 on a 5-point scale	Questionnaire	Facilitator	At the end of the workshop	Facilitator

	• Build high-performance teams • Build self-assess learning change					
3	APPLICATION/ IMPLEMENTATION Participants will: • Complete the action plan within 4 months • Apply the 10 leadership skills • Use the 10 skills frequently • Will achieve success with the 10 skills	Checklist 4 out of 5 on a 5-point scale 4 out of 5 on a 5-point scale 4 out of 5 on a 5-point scale	Action Plan Questionnaire	Participants	2 months	Leadership development team
4	BUSINESS IMPACT Participants will make improvements in at least two of the following measures: • Increased sales with existing customers • New customers • Staff turnover • Store profit margin • Inventory shrinkage • Product returns • Customer complaints • Staff sick leave Other:		Action plan	Participants	3 to 5 months	Leadership development team
5	ROI 20%	Comments: _____ _____ _____				

Data Collection Plan

Evaluation Purpose: _____

Initiative: Coaching for Business Impact

Responsibility: Jack Phillips

Date: _____

Level	Objective(s)	Measures/Data	Data Collection Method	Data Sources	Timing	Responsibilities
1	Reaction/Satisfaction • Relevance to job • Importance to job success • Value add • Coach's effectiveness • Recommendation to others	• 4 out of 5 on a 1 to 5 rating scale	• Questionnaire	• Executives	• 6 months after engagement	• NHLO Staff
2	Learning • Uncovering strengths/weaknesses • Translating feedback into action • Involving team members • Communicating effectively • Collaborating with colleagues • Improving personal effectiveness • Enhancing leadership skills	• 4 out of 5 on a 1 to 5 rating scale	• Questionnaire	• Executives • Coach	• 6 months after engagement	• NHLO Staff
3	Application/Implementation • Complete and adjust action plan • Identify barriers and enablers • Show improvements in skills	• Checklist for action plan • 4 out of 5 on a 1 to 5 rating scale	• Action Plan • Questionnaire	• Executive • Coach	• 6 months after engagement	• NHLO Staff
4	Business Impact (3 of 5) 1. Sales growth 2. Productivity/efficiency 3. Direct cost reduction 4. Retention of key staff members 5. Customer satisfaction	1. Monthly revenue 2. Varies with location 3. Direct monetary savings 4. Voluntary turnover 5. Customer satisfaction index	• Action Plan	• Executive	• 6 months after engagement	• NHLO Staff
5	ROI • 25 percent	Comments: Executives are committed to providing data. They fully understand all the data collection issues prior to engaging into the coaching assignment.				

Selecting the Appropriate Project for Impact and ROI Analysis

Selecting Projects/Interventions for **Level 4** and **5** Evaluation

List each project/intervention you are considering evaluating in the left column below. Rank each program as 1, 2, 3, 4, or 5 for each of the ten criteria.

Project/Intervention ↓	Criteria and Ranking Scale →									
	Life Cycle of Project/ Intervention	Operational Objectives	Strategic Objectives	Costs	Audience Size	Visibility	Investment of Time	Needs Assessment Conducted	Management Interest	Quality of Data Collection Processes
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										

Criteria

1. Life Cycle of Project/Intervention
2. Operational Objectives
3. Strategic Objectives
4. Costs
5. Audience Size
6. Visibility
7. Investment of Time (Delivery, coordination, support)
8. Needs Assessment Conducted
9. Management Interest
10. Quality of Data Collection Processes

Ranking Scale

- 1 = Very short life cycle (one-shot project); 5 = Long life cycle (permanent intervention)
- 1 = Not related to operational objectives; 5 = Closely related to operational objectives
- 1 = Not related to strategic objectives; 5 = Closely related to strategic objectives
- 1 = Very inexpensive; 5 = Very expensive
- 1 = Very small audience; 5 = Very large audience
- 1 = Low visibility for program; 5 = High visibility for program
- 1 = Small investment of time; 5 = Large investment of time
- 1 = No process to determine needs; 5 = Process was used to determine learning, performance, and business needs
- 1 = Low level of interest in evaluating project; 5 = High level of interest in evaluating this intervention
- 1 = Very little data available; 5 = Good processes in place to collect data

Notes: _____

Tips on Improving Response Rates on Surveys and Questionnaires

- Provide advance communication about the questionnaire.
- Clearly communicate the reason for the questionnaire.
- Indicate who will see the results of the questionnaire.
- Show how the data will be integrated with other data.
- Keep the questionnaire simple and as brief as possible.
- Keep questionnaire responses anonymous—or at least confidential.
- Make it easy to respond; include a self-addressed, stamped envelope/e-mail.
- Use the local manager to distribute the questionnaires, show support, and encourage response.
- If appropriate, let the target audience know that they are part of a carefully selected sample.
- Use one or two follow-up reminders.
- Have the introduction letter signed by a top executive.
- Enclose a giveaway item with the questionnaire (pen, money, etc.).
- Provide an incentive (or chance of incentive) for quick response.
- Send a summary of results to target audience.
- Distribute questionnaire to a captive audience.
- Consider an alternative distribution channel, such as e-mail.
- Have a third party gather and analyze data.
- Communicate the time limit for submitting responses.
- Consider paying for the time it takes to complete the questionnaire.
- Review the questionnaire at the end of the formal session.
- Carefully select the survey sample.
- Allow completion of the survey during work hours.
- Add emotional appeal.
- Design questionnaire to attract attention, with a professional format.
- Let participants know what actions will be taken with the data.
- Provide options to respond (paper, e-mail, website).
- Use a local coordinator to help distribute and collect questionnaires.
- Frame questions so participants can respond appropriately and make the questions relevant.

ROI Analysis Plan

Initiative: _____ Responsibility: _____ Date: _____

Data Items (Usually Level 4)	Methods for Isolating the Effects of the Initiative/ Process	Methods of Converting Data to Monetary Values	Cost Categories	Intangible Benefits	Communication Targets for Final Report	Other Influences/ Issues During Application	Comments

ROI Analysis Plan

Initiative: Leadership for Performance for Store Managers **Responsibility:** Leadership Development Team **Date:** _____

Data Items (Usually Level 4)	Methods for Isolating the Effects of the Initiative/ Process	Methods of Converting Data to Monetary Values	Cost Categories	Intangible Benefits	Communication Targets for Final Report	Other Influences/ Issues During Application	Comments
At least 2 measures selected by participant	Participant's estimate	Standard values or expert input	- Initial analysis and assessment - Development of solutions - Implementation and application: - Salaries/benefits for LD team - Salaries/benefits for coordination time - Salaries/benefits for participants times - Salaries/benefits for coaches time - Program materials - Hardware/software - Travel/lodging/meals - Use of facilities - Administrative support and overhead - Evaluation and reporting	- Job engagement - Career satisfaction - Net promoter score - Image - Reputation - Brand	- Top executives - Regional store managers - HR team - Participants - Leadership development team - Prospective participants		

ROI Analysis Plan

Initiative: Coaching for Business Success **Responsibility:** Jack Phillips **Date:** _____

Data Items (Usually Level 4)	Methods for Isolating the Effects of the Initiative/ Process	Methods of Converting Data to Monetary Values	Cost Categories	Intangible Benefits	Communication Targets for Final Report	Other Influences/ Issues During Application	Comments
•Sales growth	Estimates for executive (Method is the same for all data items)	• Standard value • Expert input • Executive estimate (Method is the same for all data items)	• Needs assessment • Coaching fees • Travel costs • Executive time • Administrative support • Administrative overhead • Communication expenses • Facilities • Evaluation	• Increased commitment • Reduced stress • Increased job satisfaction • Improved customer service • Enhanced recruiting image • Improved teamwork • Improved communication	• Executives • Senior executives • Sponsors • NHLO staff • Learning & Development Council • Prospective participants for CBI	A variety of other initiatives will influence the impact measure including our Six Sigma process, service excellence program, and our efforts to become a great place to work.	It is extremely important to secure commitment from executives to provide accurate data in a timely manner.
•Productivity/ operational efficiency							
•Direct cost reduction							
•Retention of key staff members							
•Customer satisfaction							

Guiding Principles for ROI Analysis

OPERATING STANDARDS / GUIDING PRINCIPLES

GUIDING PRINCIPLE	MEANING
1. When a higher level of evaluation is conducted, data must be collected at lower levels.	Tell the complete story of initiative success.
2. When an evaluation is planned for a higher level, the previous level of evaluation does not have to be comprehensive.	Conserve resources for the higher-level evaluations.
3. When collecting and analyzing data, use only the most credible sources.	Use the most credible sources.
4. When analyzing data, choose the most conservative alternative for calculations.	Choose the most conservative alternative.
5. At least one method must be used to isolate the effects of the solution.	Give credit where credit is due.
6. If no improvement data are available for a population or from a specific source, it is assumed that little or no improvement has occurred.	Make no assumptions for non-respondents.
7. Estimates of improvements should be adjusted for the potential error of the estimate.	Adjust estimates for error.
8. Extreme data items and unsupported claims should not be used in ROI calculations.	Omit the extremes.
9. Only the first year of benefits (annual) should be used in the ROI analysis for short-term solutions.	Report first year benefits only for short-term solutions.
10. Costs of the solution should be fully loaded for ROI analysis.	Account for all initiative costs.
11. Intangible measures are defined as measures that are purposely not converted to monetary values.	Report intangible benefits.
12. The results from the ROI Methodology must be communicated to all key stakeholders	Communicate and use your evaluation data.

Matching Exercise: Guiding Principles for ROI Analysis

Instructions: For each the following situations please indicate the most appropriate Guiding Principle for ROI Analysis being used. Write the number of the appropriate Guiding Principle in the box to the right of each question.

Situations	GP
A. While planning an ROI study for a sales training program at a financial services firm, the evaluator suggested that the methods of isolation of results should include employee estimates of impact, supervisory estimates of impact, and some industry data provided from the vendors of the training. After some discussion, two of the sources of information were eliminated because they are not very credible.	☐
B. For two years, an energy company has been conducting change management training, program designed to change the culture at the agency. A full scale ROI study was conducted in the second year of the program with randomly selected cohorts of those trained. Four levels of data are collected for the evaluation to provide a complete profile of success.	☐
C. The Department of Motor Vehicles implemented a program to train eight groups of 25 analysts over the course of one year. Data were collected for the last four groups of analysts, for a total of 100 participants. Thirty-five responded with very positive business results and many in the training department argued that the results of the 35 should simply be extrapolated to the missing 65. They argued that the training for all analysts was the same and that the results were more than likely common to all analysts trained. This argument was rejected by the training manager. Why?	☐
D. The learning and development manager for the Transportation Authority was provided the results of a recent training program designed to reduce customer complaints about the experience on the bus. To calculate ROI, the monetary value of a customer complaint was needed. Two sources were identified for the monetary value and both were equally credible. The lowest value was used. Why?	☐
E. A successful lean Six Sigma training was conducted for a manufacturer of light rail cars that resulted in substantial cost reductions, due to reduced inventories and fewer errors in the production process. The manager reported that in addition to these results, shop floor morale was at an all-time high and there was a visible reduction in worker stress, both connected to the program. The manager valued these improvements but decided not to include them in the ROI calculation because of the difficulty of converting them to money.	☐
F. The results of a nine-month comprehensive employee recognition program at a large not-for-profit charitable organization resulted in significant change in supervisor behavior and employee satisfaction, but unfortunately had negligible measurable impact and a slightly negative ROI. Because the ROI results were negative, the evaluator did not report the results to anyone. Did their approach violate a Guiding Principle?	☐

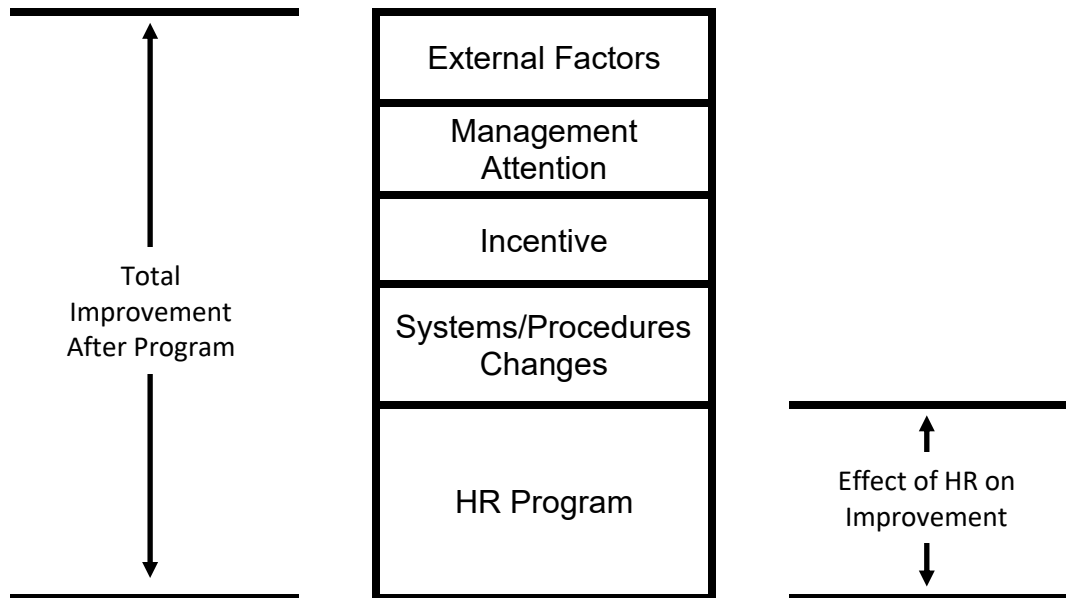
-
- G. A group of executives were involved in a coaching program for a hotel chain. As part of the analysis of results, these individuals asked to provide their estimates of the amount of impact that was attributed to the coaching program. When the estimates were collected, they were further asked to provide the level of confidence in the estimates provided. Why? ☐
- H. The collection department in a state revenue agency rolled out a comprehensive negotiation training program that resulted in the new application of negotiation skills. In addition, the participants reported impressive monetary values from the program. Five groups of managers who received training were involved in an ROI study. Of the 75 managers involved, 56 provided monetary values. One of the managers reported \$1,000,000 in savings. A decision was made to omit this value from the ROI calculation. Why? ☐
- I. A comprehensive training program at a state-owned hospital system resulted in an ROI of 50%, based on a reduction in the length of stay (LOS) of patients. The monetary value of the LOS improvement was based on the first year of results. The executive asking for the study wanted to assume three years of improvement to achieve a 150% ROI. The training manager, recently certified in the ROI methodology, argued against this approach. Why? ☐
- J. An ROI study was conducted on a program designed to improve the writing skills of all professional employees at a Canadian government agency. The cost of the program was calculated by using the cost of the vendor providing training and the associated materials. When the training department was asked why the costs failed to include (1) the analysis of the writing issue, (2) the employees' time in training, and (3) follow-up tutoring for employees, they responded that these were indirect costs. What was wrong with this reasoning? ☐
- K. An office products company implemented a successful training program that appeared to cause a significant sales increase for office products. On examination, several factors were considered possible contributors to the improvement, including an increase in advertising, a new marketing promotion, and aggressive sales goals. The training manager decided that steps had to be taken to see how much of the sales increase was really caused by the training program. Which Guiding Principle has influenced this decision? ☐
- L. Because of an increase in the number of grievances at the State Mental Health System, a training program was implemented for first-level managers. The most critical measure is the reduction in grievances, which are monitored in the system. Since executives were interested in this level of data, they were not interested in necessarily knowing what the managers had learned or what they were doing differently on the job. Because of this, when the study was conducted, the data collected at Levels 2 and 3 used inexpensive self-assessments, recognizing that the impact data (Level 4) and ROI data (Level 5) are more important to executives. Which guiding principle is being practiced? ☐
-

Answers to Exercise

- A. 3
- B. 1
- C. 6
- D. 4
- E. 11
- F. 12
- G. 7
- H. 8
- I. 9
- J. 10
- K. 5
- L. 2

Selecting the Appropriate Method of Isolation

Several Factors Contribute to an Improvement After a Program Is Conducted



Techniques to Isolate the Effects of Programs

- Use of a control group arrangement
- Trend line analysis of performance data
- Use of forecasting methods of performance data
- Participant's estimate of impact (percent)
- Supervisor's estimate of impact (percent)
- Management's estimate of impact (percent)
- Use of experts/previous studies
- Calculating/estimating the impact of other factors
- Use of customer input

Isolating the Effects of a Program Matching Exercise

Instructions: For each of the following situations, please indicate the method used to isolate the effects of the program. Select from these methods:

- A. Control group
- B. Trend line analysis
- C. Forecasting
- D. Participant's estimate
- E. Use of customer input
- F. Expert's estimate

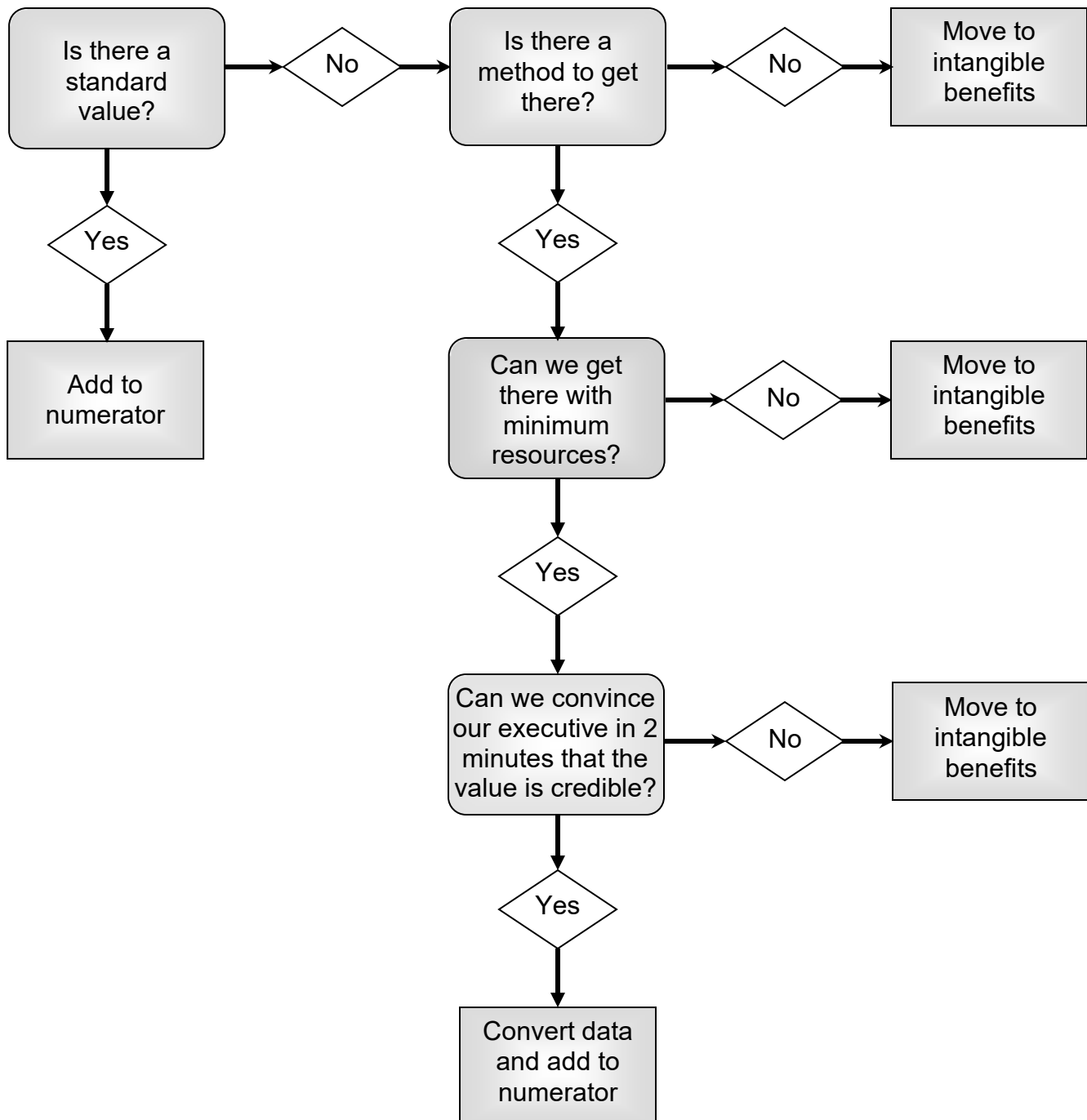
Write the letter in the box to reflect the method used.

Situation	Method
1. A manufacturing company has recently implemented a new incentive plan to boost the sales for client partners. Just as the plan was implemented, the company increased its promotional budget for each product line. Both the sales incentive plan and the sales promotion have driven an increase in sales. It appears that no other factors have contributed to this increase. There is a mathematical relationship between the promotional budget and the sales increase based on historical data. This equation is used to predict the sales increase based on the promotional budget increase. This forecast is compared with actual figures to isolate the impact of the sales incentive program.	☐
2. Absenteeism for bus drivers in a large metropolitan area has been deteriorating for some time. An HR program was implemented to include a no-fault absenteeism policy and a change in the selection process. After the program was conducted, the absenteeism rate decreased. It appears that no other influences have contributed to this decrease. The pre-program absenteeism data are very stable and a trend is projected in the post period to compare with the actual figures. The difference in the two showed the contribution of the project.	☐
3. An agent-training program in a real estate firm was designed to increase listings. Customers are providing their rationale for deciding to list a home with a particular agent. Listings increased three months after the program was completed. While there are many factors that caused the increase, one factor was the quality of the presentation made by the agent, which was the basis of the program. This information was used to understand the impact of the agent-training program on the actual number of houses listed.	☐
4. A new wellness and fitness center has caused this energy company's healthcare expenditures to decrease one year after the center was opened. Given this amount of decrease, several experts were assembled who understand why healthcare costs have changed. These individuals are asked to explain all the contributing factors and isolate the effects of the wellness and fitness center on that measure.	☐
5. A large automobile company implemented a sales consulting process on a pilot basis. Twelve dealerships were used in the initial pilot program. A comparison group was selected to judge performance along several measures: sales volume, economy in the market, the sales vs. service mix, incentives provided to sales staff, and the quality rating of the dealership. The difference in the two groups showed the impact of the sales consulting.	☐
6. In a leadership development program for a biotech company, the participating managers were asked to provide details on the impact of the use of the leadership skills, using actual data in the work unit. As part of the exercise, these participants estimated the percent of improvement directly related to the leadership development program.	☐

Answers to Exercise

1. C
2. B
3. E
4. F
5. A
6. D

To Convert or Not Convert Job Aid



Cost Tracking Template

Analysis Costs

Total

Salaries & Employee Benefits—HR Staff (Number of
People × Average Salary × Employee Benefits Factor ×
Number of Hours on Project)

Meals, Travel, and Incidental Expenses

Office Supplies and Expenses

Printing and Reproduction

Outside Services

Equipment Expenses

Registration Fees

Other Miscellaneous Expenses

Total Analysis Cost

Development Costs

Total

Salaries & Employee Benefits (Number of People × Average
Salary × Employee Benefits Factor × Number of Hours on
Project)

Meals, Travel, and Incidental Expenses

Office Supplies and Expenses

Program Materials and Supplies

Printing and Reproduction

Outside Services

Equipment Expense

Other Miscellaneous Expenses

Total Development Costs

Delivery Costs

Total

Participant Costs, Salaries & Employee Benefits (Number
of Participants × Average Salary × Employee Benefits
Factor × Hours or Days of Training Time)

Meals, Travel, & Accommodations (Number of Participants
× Average Daily Expenses × Days of Training)

Program Materials and Supplies

Participant Replacement Costs (if applicable)

Lost Production (explain basis)

Facilitator Costs

Salaries & Benefits

Meals, Travel, & Incidental Expenses

Outside Services	_____	
Facility Costs	_____	_____
Facility Rental	_____	
Facility Expense Allocation	_____	
Equipment Expense	_____	
Other Miscellaneous Expenses	_____	
Total Delivery Costs	_____	_____
<i>Operations/Maintenance</i>		Total
Salaries & Employee Benefits—HR Staff (Number of People × Average Salary × Employee Benefits Factor × Number of Hours on Project)	_____	_____
Meals, Travel, and Incidental Expenses	_____	
Participant Costs	_____	
Office Supplies and Expense	_____	
Printing and Reproduction	_____	
Outside Services	_____	
Equipment Expense	_____	
Other Miscellaneous Expenses	_____	
Total Operations/Maintenance Costs	_____	_____
<i>Evaluation Costs</i>		
Salaries & Employee Benefits—HRD Staff (Number of People × Average Salary × Employee Benefits Factor × Number of Hours on Project)	_____	_____
Meals, Travel, and Incidental Expenses	_____	
Participant Costs	_____	
Office Supplies and Expenses	_____	
Printing and Reproduction	_____	
Outside Services	_____	
Equipment Expense	_____	
Other Miscellaneous Expenses	_____	
Total Evaluation Costs	_____	_____
<i>General Overhead Allocation</i>	_____	_____
TOTAL COSTS	_____	_____

Sample Agenda for a Measurement Report Meeting

Communicating with Senior Management

Do they
believe you?



Can they
take it?

Purpose of the Meeting

- Create awareness and understanding of ROI.
- Build support for the ROI methodology.
- Communicate results of study.
- Drive improvement from results.
- Cultivate effective use of the ROI methodology.

Meeting Ground Rules

- Do not distribute the impact study until the end of the meeting.
- Be precise and to the point.
- Avoid jargon and HR-speak.
- Spend less time on the lower levels of evaluation data.
- Present the data with a strategy in mind.

Presentation Sequence

1. Describe the initiative and explain why it is being evaluated.
2. Present the methodology process.
3. Present the reaction and learning data.
4. Present the application data.
5. List the barriers and enablers to success.
6. Address the business impact.
7. Show the costs.
8. Present the ROI.
9. Show the intangibles.
10. Review the credibility of the data.
11. Summarize the conclusions.
12. Present the recommendations.

Communication Progression

First 2 ROI Studies	➔	Detailed Study	➔	Meeting
3–5 ROI Studies	➔	Executive Summary	➔	No Meeting
6+ ROI Studies	➔	One-Page Summary	➔	No Meeting

Data Reporting Best Practice List

Common Target Audiences

Reason for Communication	Primary Target Audience
Secure approval for initiative	Client, top executives
Gain support for the initiative	Immediate managers, team leader
Build credibility for the staff	Top executives
Enhance reinforcement of the initiative	Immediate managers
Enhance results of future initiatives	Participants
Show complete results of the initiative	Key client team
Stimulate interest in the initiative	Top executives
Demonstrate accountability for client expenditures	All employees
Market future initiatives	Prospective clients

Credibility of Outcome Data Is Influenced by the:

- Reputation of the source of the data
- Reputation of the source of the study
- Motives of the researchers
- Personal bias of audience
- Methodology of the study
- Assumptions made in the analysis
- Realism of the outcome data
- Type of data
- Scope of analysis

Briefing the Senior Executives

Tips

- Know your audience
- Practice the presentation
- Have a clear purpose of the meeting, beyond the agenda
- Keep it brief
- Keep it simple
- Focus on impact and ROI
- Show assumptions (must be conservative)
- Show your methodology (must be believable)
- Keep the emotional data near the end (negative ROI)
- Have a conclusion and recommendation
- Drive improvement

For an excellent example of a top executive briefing, go to:
<http://www.roiinstitute.net/presentingresults/>

The Joan Kravitz Story: A Personal Account of a Briefing to Top Executives to Present an ROI Story

Edited by Jack and Patti Phillips

Joan Kravitz was a little nervous as she faced the executive audience. She had been there a couple of times for other briefings, but never with this particular issue. As she scanned the room, she saw the senior executives who were interested in her project and, more important, the success of the project. She was confident in knowing the material and having a clear agenda. She had practiced this briefing with her own team, who gave her very candid feedback.

Joan's project is an ROI study on the company's executive leadership development program conducted by a very prestigious business school. It's very expensive and has been conducted for leaders in the company for five years. Although the program is supported by executives, pushing it to record levels of funding, the top executives have offered an interesting challenge and request. They want to see the impact that this program is having on the organization and, if possible, the financial ROI. Fortunately, Joan had this request in enough time to implement changes into the program to keep it focused on results and have the participants committed to show the value of their individual and team projects. She had some very interesting and intriguing data. Yes, there are some bumps along the way, but there is still a good story to tell and she was very proud of it.

As Joan scanned the audience, she knew the perspectives of the different audience members. The chief executive officer (CEO) was not there today but all the other senior team is present. She's disappointed, because the CEO is the champion of this project. An urgent schedule change prohibited him from being there. She will have a private session with him to cover the agenda. The chief financial officer (CFO) seems to support the program, but he is really concerned about budgets, costs, and the value of every project, including this project. The operations executive VP sees the program as helpful but still is concerned about business value. The VP of Design and Engineering does not support the program and rarely nominates participants for the program. The VP of Marketing is a solid supporter of the program. The very friendly face in the group is the executive vice president of HR, who is a very strong supporter of this program and is actively involved in various parts of it. The remaining members of the group are largely neutral about the program.

Joan knew that there were two major issues that she had to address. Not only must she show the results and secure approval for some changes in the program but she must show them the methodology she is using. Yes, they all think they know ROI, but not the way she is presenting it. Although this particular process uses the same formula that the CFO will be using for a capital investment, it is the way in which the data are collected that makes it so interesting and credible. Conservative processes are used, which should agree with this group, but she has to explain it to them quickly in a total of thirty minutes. She also has a little fear that if they really like this process, then they may want to see this type of analysis for all projects. So, she must show them that this process should be used very selectively. All of these things are racing through her mind as she opens the presentation.

The Presentation

"Good morning, colleagues," Joan began. "Thank you for coming and giving up your precious time for thirty minutes to see the value of a program that you have supported for several years. We all know the program, the Advanced Leadership Program, which has enjoyed a five-year

history with this company and with over 200 individuals participating. We have some results to show you from the group that participated last year. While these results are very intriguing and impressive, they do point to some important changes we need to make, and I want to secure your approval for these changes.”

Joan began to relax and get comfortable with her presentation, and she saw an engaged audience. There are no grumpy expressions or frowns at this point.

Joan quickly described the program and reveals the methods that were being used to show the value.

“Our method of choice to evaluate this program is the ROI Methodology adopted by 5,000 organizations. It is the most used evaluation system in the world and it is ideal for measuring this type of program because it captures:

1. Reaction to the program
2. Learning about the program content
3. Application of the Content
4. Business Impact
5. ROI, and
6. Intangibles

“It operates with a system of logical process that you see in front of you. It uses some very conservative standards that I know you will find to be very credible and convincing. Here are two standards as applied to this study. First, all of the cost of the program was used in the calculation, including the executive time away from work. Second, on the benefit side, for individual projects, we claimed only one year of monetary value. We all know that if an executive changes behavior and implements changes for the team, there will be multiple years of benefits. For the team projects that are being implemented throughout the organization, a three-year payoff was used, which is very conservative. These timeframes were endorsed by finance and accounting. These two standards, which are number 9 and 10 on the list in front of you, are only two of the twelve standards we followed in conducting this study.”

Joan noticed quickly that the executives begin to glance at the standards while trying at the same time to pay attention to her. This is what Joan wanted. She captured their interest with those two assumptions and they began to look at some of the others. She felt she could only allocate about two minutes for this issue because she had much more to present.

Reaction and Learning

“As I present the results, please feel free to ask questions at any time. We will keep this very interactive, and I promise you we will keep it within thirty minutes. The first two levels of results, reaction and learning, are presented first. While these may not be of much interest to you, we know that the project could go astray if the participants don’t see value in it. Also, if they didn’t really learn anything about themselves, their team or their own competencies, then there won’t be any subsequent actions, behavior change, and impact. Fortunately, we have very positive reaction and learning results.”

Joan took two minutes for coverage on Level 1, Reaction, and Level 2, Learning, and quickly moves into Level 3, Application.

Application

“Application describes the extent to which these executives are changing the way they work, changing their behavior from a leadership perspective. I’m sure that you are more interested in this.” Joan spent three minutes describing the table with application data. “At this point, it is appropriate to examine the barriers and enablers, the important issues that inhibit or enhance application. Here are the barriers for these executives to use this program. As you can see, they are not very strong, but it is good to know what they are. If this program had significant barriers, we would want to work on them quickly.”

At this point Joan had taken a total of ten minutes. She knew the rest of the time would be focused on impact and ROI. Up to this point there were no questions, much to Joan’s surprise. She thought that this group would always be engaged, but she knew the next section would get them involved.

Business Impact

“In terms of business impact, we examined three sets of data,” Joan explained. “The first was individual projects that the participants took on, centered on an important business measure in their particular business unit. Using action plans, they made improvements with these measures. Your report will have a copy of the action plan and sample copies of completed ones. This chart shows a sampling of individual projects, highlighting the specific measures selected and the amount of money the improvements represent as participants actually converted the improvements to money. These improvements, which were monitored six months after their action plans were initiated, were impressive. The chart also shows the basis for this conversion and they also address another important issue, isolating the effects of this program.” This is where Joan began to have some anxieties because she was concerned about the executive reaction to this issue.

“As you know, when any improvement is made, there are multiple factors that can drive it. These executives selected measures that are often influenced by various factors, and sometimes we implement programs aimed at those improvements. So we must sort out the impact of this program from other influences. Our best method for accomplishing this is experimental vs. control group where one group of executives is involved in this program and another is not. As you can imagine, this won’t work here because they all have different measures from different business units. And there are some other analytical techniques that, unfortunately, won’t work. So we have to rely on the executives to provide this information. But the good news is that they are very credible. These are the individuals who have achieved the results and we don’t think there is any reason why they would give more results to this program than some other influence.

“This information was collected in a very nonthreatening, unbiased way, having them list the other factors that have improved the results and then provide the percent of improvement that should be attributed to this program. Because this is an estimate—and we don’t like estimates—we asked them another question that serves as an error adjustment. We asked them, “What is your confidence on your allocation that you have just provided on a scale of 0-100%?” This is an adjustment. For example, if someone was 80% confident on an allocation to the program, that reflects 20% error. So we would take out the 20%. This is achieved by multiplying by the 80%. Let me take you through an example.”

Joan described one particular participant and followed the data through the chart to show the value. In the example, an executive had reported an improvement with three other factors causing it. He (or she) allocated 25% to the leadership program and was 70% confident with that. In that case 17.5% (25% x 70%) was allocated to the program.

As expected, this table attracted a lot of interest and many questions. Joan spent some time responding to those in a very confident manner.

The CFO opened up by saying, "If I want to see this particular measure [pointing to a particular individual], I could go to that business unit and find the measure and track what has changed." Joan responded, "Yes, you can see the actual unit value of that measure and we can provide you the business unit if you would like to. On the chart we did not use specific names because we did not want this to appear to be performance evaluation for the executive. This should be process improvement; if this program doesn't work, we need to fix it and not go after the participant, necessarily. So, we can provide to you the business units if you want to do that kind of audit." The CFO added, "There is really no need to do that, I was just curious."

Joan continued, "Please remember that the groups took on a team project and this particular group of people had four projects. Three of those projects have been implemented and the other has not been implemented, at least at this point. So we don't count any value for the fourth project. For the three projects implemented, we used a three-year payoff for the project. These projects represented needed changes in the organization. Let me quickly describe the three projects."

Joan methodically described these projects, showing the monetary value for the projects, the assumptions that were made and the isolation issue as well. This took about 5 minutes but attracted interest as the executives asked a few questions about them.

Joan presented a summary of the money from individual projects and team projects to show the money saved or generated because of this leadership program. She reminded the audience the amount claimed is connected to the leadership program, isolated from other influences.

Next, Joan presented the cost. She had previously reviewed the cost categories with finance and accounting and they agreed with Joan. In fact, Joan invited her finance and accounting representative to the meeting and she was there. After showing the detailed cost table, with a quick cost summary discussion she noted that all cost is included. Joan turned to Brenda, her finance and accounting representative, and asked for her assessment of the categories of cost that were included. She confirmed that all cost seem to be all covered, and some items were included that may not be necessary. For example, the time away from work probably should not be included because these executives get their jobs done anyway. Joan added, "We wanted to be consistent and credible, so we have included all of the cost." Joan quickly looked at the CFO and could see he was really intrigued and pleased with this brief part of the presentation.

ROI

Finally, Joan showed the ROI calculation, which she presented in two ways. The first ROI was based on individual projects alone and this generated an ROI of 48%. "We have a standard that if someone doesn't provide you data then you assume it had no value. Of the thirty people in this session, six did not provide us data, perhaps for good reason. Because it was not there, we included zero for them. This is guiding principle number 6," Joan added. "When the team projects are included, the number is staggering, with 831% ROI. Please remember, the data on these projects have been approved by the executives involved in the program. Only a portion of the project that is connected directly to this program is used in the calculation, recognizing that other factors could have influenced these particular data sets. So this is a huge value-add from the program."

Intangibles

Joan moved on to the intangibles. She had asked the participants to the extent in which this program is influencing certain measures that are largely intangibles; a chart in the report listed the key intangibles. This attracted some interest from the executives as Joan described how the table was constructed. The CFO asked about connecting these measures to monetary values. “They have not been converted to money in our organization,” Joan replied, “but some organizations have, and we recommend that we pursue more of those types of conversions. The trend these days is to convert more of the classic intangibles to money. This would be a good time to focus on this task.” The CFO agreed.

Conclusion and Recommendations

Joan quickly concluded with a summary and some recommendations that she wanted to make, based on the comments from participants. The team project seems to be a bit cumbersome. It generated a lot of frustration with the participants. Maybe, the individual project should be enough, they suggested. Also, since this program has been operating for some time, many of the really challenging and necessary projects have already been addressed. Although new ones are generated, this could be an optional part of the process. So, Joan’s recommended change was to make the team project optional.

After some discussion among the group, the executives concluded that the projects should be a part of the process with administrative support provided to help these executives with the projects work. Joan added that some support had been provided and it was accounted for in the cost for the project, but having more support available would certainly always be helpful.

So the change that Joan recommended to be approved wasn’t approved. The decision did underscore the support for this program and the results that she had presented. Joan concluded the conversation by asking if there are any other major programs that we should evaluate at this level. But she cautioned that this level of evaluation takes resources for our team to conduct the study, plus the cost of having it reviewed by an external expert. Executives discussed the topic and identified two other projects that they wanted to see at this level.

The CFO indicated this was a good presentation and that he certainly appreciated the effort. Joan was pleased when the executives left the room. The HR executive was elated. “This was exactly what we need to be doing Joan,” she said. “You have done an amazing job.”

Reflection

Walking back to her office, Joan was relieved. She felt good about her presentation and the support from executives. She was very pleased that she was able to show the results of an important “soft” program in a tangible, credible way. The presentation was challenging but not too difficult. She had methodically followed these guidelines:

Purpose of the Meeting

- Create awareness and understanding of ROI.
- Build support for the ROI methodology.
- Communicate results of study.
- Drive improvement from results.
- Cultivate effective use of the ROI methodology.

Use These Ground Rules

- Do not distribute the impact study until the end of the meeting.
- Be precise and to the point.

- Avoid jargon and unfamiliar terms.
- Spend less time on the lower levels of evaluation data.
- Present the data with a strategy in mind.

Follow This Presentation Sequence

1. Describe the program and explain why it is being evaluated.
2. Present the methodology process.
3. Present the reaction and learning data.
4. Present the application data.
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