

BUT WHAT DO DECISION MAKERS WANT TO KNOW?
SELECTING AND SCOPING APPROPRIATE EVALUATION
APPROACHES



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Session T601

Supplemental Materials

TABLE OF CONTENTS

PRESENTATION SLIDES	1
JOB AID 1: MAKING EVALUATION DECISIONS	12
INTERACTIVE EXERCISE 1: MAKING EVALUATION DECISIONS	13
JOB AID 2: SAMPLE EVALUATION MATRIX (A WORKED EXAMPLE)	14
INTERACTIVE EXERCISE 2: USING THE EVALUATION MATRIX TO SCOPE AN EVALUATION EFFORT	19
BIOGRAPHIES	20
REFERENCES	21

But What Do Decision-Makers Want to Know?

Session T601
Tuesday
4/11/2006
1:00 - 2:30 p.m.

Selecting and Scoping Appropriate Evaluation Approaches



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Presented at ISPI's 2006 Annual Conference and Exposition, Dallas TX

1



Objectives



- ✓ Articulate what program evaluation is...and isn't.
- Use an Evaluation Approach Job Aid to determine the evaluation approach practitioners should employ to answer decision-makers' questions.
- Use an Evaluation Matrix Job Aid to scope the evaluation effort.

2



Evaluation Defined



Which of the following definitions is **correct**?

1. Evaluation is the systematic assessment of the worth or merit of some object.
2. Evaluation is the systematic acquisition and assessment of information to provide useful feedback about some object.
3. Evaluation is the systematic determination of merit, worth, and significance.

3



Types of Evaluation

Intervention Evaluation (Kirkpatrick/Phillips)



Donald J. Kirkpatrick



Jack J. Phillips

- Purpose
 - ◆ Determine the transfer of learning to the job.
- Questions
 - ◆ To what extent does the intervention produce observable performance outcomes?
 - ◆ What results has the investment produced?

4



Kirkpatrick/Phillips Approach

Five Levels of Transfer



- **1. Reaction:** Was the response favorable?
- **2. Learning:** Do they demonstrate learned performance at the end of training?
- **3. Transfer:** Do they demonstrate learned performance on the job?
- **4. Impact:** Does demonstrated performance impact the organization?
- **5. Return on Investment:** What is the return on the organization's investment in the learned performance?

5



Types of Evaluation

Program Evaluation



- Purpose
 - ◆ Provide actionable information about a program to decision-makers.
- Questions
 - ◆ How well does the program work?
 - ◆ What can be improved?
 - ◆ What can be added?
 - ◆ What can be omitted?
 - ◆ What barriers to performance exist?

6



Types of Evaluation

Program Monitoring



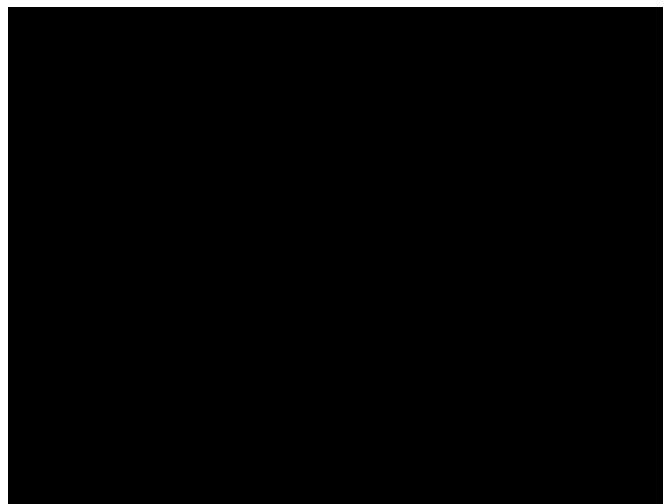
- Purpose
 - ◆ Monitor progress against specified goals.
- Questions
 - ◆ How well are we doing now?
 - ◆ Where do we stand on our balanced scorecard?
 - ◆ Are there any emerging trends I need to respond to?
 - ◆ What mushrooms exist on the periphery?

7



An Evaluation Metaphor

It's Really about Communicating



8



Objectives



- ✓ Articulate what program evaluation is...and isn't.
- ✓ Use an Evaluation Approach Job Aid to determine the evaluation approach practitioners should employ to answer decision-makers' questions.
- Use an Evaluation Matrix Job Aid to scope the evaluation effort.

9



Making Evaluation Decisions

Job Aid 1



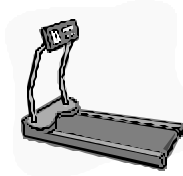
- Questions that sponsors and decision-makers ask.
- What you need to do to answer the questions.
- The evaluation approach(es) you should employ.

10



Interactive Exercise 1

Making Evaluation Decisions



Feel free to make any assumptions you need to complete the exercise.

- Break into groups of 2-5 people.
- Read the scenario.
- Refer to Job Aid 1: *Making Evaluation Decisions*.
- Check (✓) the evaluation approach(es) you'd use to answer the question.
- Write down your rationale.
- In 10 minutes, we'll debrief.

11



Interactive Exercise 1 Debrief

Making Evaluation Decisions



Match the evaluation approach(es) you use to the questions that decision-makers are asking.

- What type of evaluation approach did you select?
- What is your rationale for selecting it?

12



Objectives



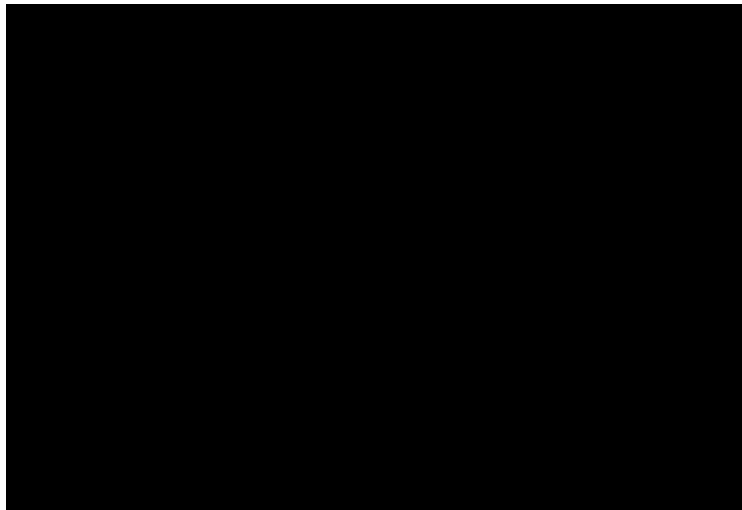
- ✓ Articulate what program evaluation is...and isn't.
- ✓ Use an Evaluation Approach Job Aid to determine the evaluation approach practitioners should employ to answer decision-makers' questions.
- ✓ Use an Evaluation Matrix Job Aid to scope the evaluation effort.

13



An Evaluation Metaphor

Managing "The Good, The Bad, The Furry"



14



Evaluation Matrix

Job Aid 2: Worked Example and Glossary



- Decision maker question.
- Evaluation approach.
- Level (if appropriate).
- Measures.
- Data types.
- Potential confounds.
- Data collection instruments
- Unit of analysis.
- Population size.
- Sample size.
- Data format.
- Statistical procedures.

15



Matrix Rules of Thumb



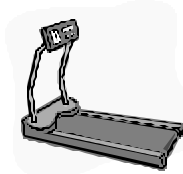
- Complete the matrix before you begin collecting data (evaluation readiness).
- Draft what you can, then verify and complete the matrix collaboratively.
- Identify and mitigate potential confounds.
- Keep data collection as simple and robust as possible.
 - ◆ Censuses are easier to interpret than samples.
 - ◆ You may not be able to use a census.

16



Interactive Exercise 2

Scoping the Evaluation Effort



Feel free to make any assumptions you need to complete the exercise.

- Break into groups of 2-5 people and refer to Job Aid 2.
- Specify a decision maker.
- Use the provided question or specify your own.
- Complete as many of the white columns as you can.
- Specify other information in the gray columns if you have time.
- After 20 minutes, we'll debrief.

17



Interactive Exercise 2 Debrief

Scoping the Evaluation Effort



Scoping is hard, but worth it. You can't evaluate without knowing where you're headed.

- What measures, data types, potential confounds, and data collection instruments did you specify?
- What unit of analysis, population size, sample size, data format, and statistical procedures did you specify?
- What did you learn completing this exercise?

18



Summary



- ✓ Articulate what program evaluation is...and isn't.
- ✓ Use an Evaluation Approach Job Aid to determine the evaluation approach practitioners should employ to answer decision-makers' questions.
- ✓ Use an Evaluation Matrix Job Aid to scope the evaluation effort.

19



Lessons Learned

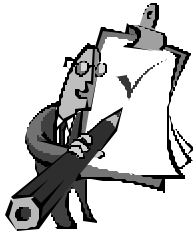


- Evaluation is about making decisions based on trustworthy data collected in the field.
- Evaluation is also a socially derived construct.
- Start by finding out what reports lie on your sponsor's desk and what data are believable.
- Feel their pain and align your evaluation effort with it.

20



Lessons Learned (continued)



- Select evaluation approaches to answer the questions that keep decision makers up at night.
- Keep your eyes open to what you find. (Semper Gumby!)
- Matrix early and when new questions arise.
- Keep it as simple as you can and robust as you need.

21



Thank You!

Your questions and comments?



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Download an updated copy of the QIS article at
<http://www.dls.com/PharmaVOICE-11-04.pdf>

22



JOB AID 1: MAKING EVALUATION DECISIONS

<i>If sponsors and stakeholders ask:</i>	<i>You need to:</i>	<i>And you should consider using the following evaluation approach:</i>
<ul style="list-style-type: none"> ➤ What have my training dollars bought me? ➤ To what extent does learning in the classroom transfer to the job? ➤ What impact has the new software had on the organization? ➤ What has that e-learning done for the organization? ➤ What has that leadership training accomplished? 	<p>Determine the transfer of learning and its outcomes.</p>	<p>Kirkpatrick/Phillips framework to evaluate the intervention(s) at the following levels:</p> <ol style="list-style-type: none"> 1. Reaction 2. Learning 3. Transfer 4. Impact 5. Return on Investment (ROI)
<ul style="list-style-type: none"> ➤ How well does the program work? ➤ What can be improved? ➤ What can be added? ➤ What can be omitted? ➤ What barriers to performance exist? ➤ How does this program component compare to others? 	<p>Provide actionable information about a program</p>	<p>Program evaluation</p>
<ul style="list-style-type: none"> ➤ How well are we doing now? ➤ Where do we stand on our balanced scorecard? ➤ Are there any emerging trends I need to respond to? ➤ What mushrooms exist on the periphery? 	<p>Monitor progress against specified goals</p>	<p>Program monitoring</p>

But What Do Decision-Makers Want to Know? Selecting and Scoping Appropriate Evaluation Approaches

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INTERACTIVE EXERCISE 1: MAKING EVALUATION DECISIONS

Instructions

1. Break into groups of 2-5 people.
2. Read the scenario.
3. Refer to Job Aid 1.
4. Check the evaluation approach(es) you'd use to answer the question. (Make any assumptions you need.)
5. Write down your rationale.
6. In 10 minutes, we'll debrief.

② Scenario	④ Evaluation Choices	⑤ Rationale
Your training group just created and implemented new product training for your sales reps. The VP of Sales wants to know if his reps are selling more.	Kirkpatrick/Phillips <input type="checkbox"/> Program Evaluation <input type="checkbox"/> Program Monitoring <input type="checkbox"/>	
The Director of Marketing wants to know how well a recent product launch went and what she can do to improve future launches.	Kirkpatrick/Phillips <input type="checkbox"/> Program Evaluation <input type="checkbox"/> Program Monitoring <input type="checkbox"/>	
A manufacturing manager wants a dashboard that he can use to monitor inputs, outputs, and processes as they occur.	Kirkpatrick/Phillips <input type="checkbox"/> Program Evaluation <input type="checkbox"/> Program Monitoring <input type="checkbox"/>	
Your performance improvement group just created and implemented new-hire training for your sales reps. The CEO wants to know if the training is worth the money he's paying for it.	Kirkpatrick/Phillips <input type="checkbox"/> Program Evaluation <input type="checkbox"/> Program Monitoring <input type="checkbox"/>	
The CIO wants to know if the newly implemented software system is being used in the field and how it could be made better in future releases.	Kirkpatrick/Phillips <input type="checkbox"/> Program Evaluation <input type="checkbox"/> Program Monitoring <input type="checkbox"/>	

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JOB AID 2: SAMPLE EVALUATION MATRIX (A WORKED EXAMPLE)

Decision-Maker Question	Evaluation Approach	Level	Measures Used to Answer the Question	Data Type	Potential Confounds	Data Collection Instrument(s)	Unit of Analysis	Population Size	Sample Size	Data Format	Statistical Procedures
1. What is the return on investment in new-to-title training?	Kirkpatrick/Phillips Program Evaluation Program Monitoring	5	<ul style="list-style-type: none"> ➤ Productivity level before training (%) ➤ Productivity level after training (%) ➤ Work requiring training ➤ Productivity attributable to training (%) ➤ Productivity attributable to coaching, mentoring, and other management practices (%) 	Self Report & Extant Data	<ul style="list-style-type: none"> ➤ Respondent candor ➤ Inflated responses ("we're all above average here!") ➤ Lack of a control group 	<ul style="list-style-type: none"> ➤ Survey ➤ Computer-to-computer data collection scripts ➤ LMS reports 	Individual Classes	50 Classes; 600 Students	50 Classes; 600 Students	SQL Server download to Excel	Descriptive statistical comparison
2. What sales/marketing materials are working well?	Kirkpatrick/Phillips Program Evaluation Program Monitoring	N/A	<ul style="list-style-type: none"> ➤ Perceived satisfaction ➤ Frequency of use ➤ Suggestions for improvement (open-ended) ➤ Requests for discontinuation ➤ Ease in obtaining 	Self-report	<ul style="list-style-type: none"> ➤ Respondent candor ➤ Sampling bias 	<ul style="list-style-type: none"> ➤ Executive and Advisory Board interviews ➤ Survey ➤ Follow-up focus group teleconference 	Individual Reps	100 reps	100 reps	SQL Server download to Excel	Descriptive statistical comparison

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Decision-Maker Question	Evaluation Approach	Level	Measures Used to Answer the Question	Data Type	Potential Confounds	Data Collection Instrument(s)	Unit of Analysis	Population Size	Sample Size	Data Format	Statistical Procedures
3. To what extent is the marketing organization responsive to reps' sales needs?	Kirkpatrick/Phillips Program Evaluation Program Monitoring	N/A	<ul style="list-style-type: none"> ➤ Perceived level of communication ➤ Perceived frequency of problem resolution ➤ Timeliness of problem resolution ➤ Satisfaction with problem resolution ➤ Suggestions for improvement (ranked) 	Self-report	<ul style="list-style-type: none"> ➤ Respondent candor 	<ul style="list-style-type: none"> ➤ Executive and Advisory Board interviews ➤ Focus groups ➤ Survey (quantitative) 	Individual Reps	4000 reps	4000 reps	SQL Server download to Excel	Descriptive statistical comparison
4. To what extent do reps in different regions feel that they receive adequate support from the sales and marketing organizations?	Kirkpatrick/Phillips Program Evaluation Program Monitoring	N/A	<ul style="list-style-type: none"> ➤ Perceived Adequacy of <ul style="list-style-type: none"> ▪ Marketing strategy ▪ Sales goals ▪ Product information ▪ Software tools ▪ Coaching ▪ Feedback ▪ Incentives ▪ Consequences ▪ Training (new hire, continuing) ▪ Sales manager support ➤ Timeliness in obtaining the above ➤ Satisfaction with the above ➤ Suggestions for improvement (open ended) 	Self-report	<ul style="list-style-type: none"> ➤ Respondent candor ➤ Sampling bias 	<ul style="list-style-type: none"> ➤ Executive and Advisory Board interviews ➤ Survey ➤ Follow-up focus group teleconference 	Individual Reps	4000 reps	500 reps	SQL Server download to Excel	Multivariate Analysis of Covariance (MANCOVA) Structural Equation Modeling Qualitative Analysis using NUD*IST

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Decision-Maker Question	Evaluation Approach	Level	Measures Used to Answer the Question	Data Type	Potential Confounds	Data Collection Instrument(s)	Unit of Analysis	Population Size	Sample Size	Data Format	Statistical Procedures
			<ul style="list-style-type: none"> ➤ Regions ➤ Annual \$ Sales 								

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Glossary

Decision maker question	What your decision maker wants to know. Usually it's either related to the reports that sit on their desks that their managers use to assess their performance. Ideally, it's related to a strategic business objective.						
Evaluation approach	Could be any or all of the following approaches selected using Job Aid 1: <ul style="list-style-type: none">➤ Kirkpatrick/Phillips evaluation..➤ Program evaluation.➤ Program monitoring.						
Level (if appropriate)	For Kirkpatrick/Phillips evaluation. <ol style="list-style-type: none">1. <i>Reaction</i>: Was the response favorable?2. <i>Learning</i>: Do they demonstrate learned performance at the end of training?3. <i>Transfer</i>: Do they demonstrate learned performance on the job?4. <i>Impact</i>: Does demonstrated performance impact the organization?5. <i>Return on Investment</i>: What is the return on the organization's investment in the learned performance?						
Measures	The data you will collect and appraise to answer the decision maker's question. You may choose to use multiple measures to answer a given question.						
Data types	<table><tr><td>Extant data</td><td>Already exists</td></tr><tr><td>Observational data</td><td>Collected by watching someone do something</td></tr><tr><td>Self-report data</td><td>What someone tells you, including comments and rating scales.</td></tr></table>	Extant data	Already exists	Observational data	Collected by watching someone do something	Self-report data	What someone tells you, including comments and rating scales.
Extant data	Already exists						
Observational data	Collected by watching someone do something						
Self-report data	What someone tells you, including comments and rating scales.						
Potential confounds	Things that can jeopardize the trustworthiness of your data collection and analysis. Confounds are typically "hidden" variable that you're NOT measuring but affect and distort your results. Sampling bias is a common confound.						

Data collection instruments	<p>What you'll use to collect the data for your measures, which can potentially include:</p> <ul style="list-style-type: none"> ➤ Queries for extant data. ➤ Observations. ➤ Surveys. ➤ Interviews. ➤ Focus Groups.
Unit of analysis	<p>The level at which you'll collect and analyze data. The unit of analysis could be individuals, groups, or organizations. As a rule, you want the unit of analysis that you use in the evaluation to match the unit at which people either received training or participated in the program.</p> <p>You do NOT want to train people in classes and then collect individual measures of student performance.</p>
Population size	The size of the total group affected by the evaluation.
Sample size	The part of the population that you'll actually measure in the evaluation.
Data format	How you'll get the data and the format in which it will be stored and used in any analysis.
Statistical procedures	Any inferential or descriptive statistics you'll use to answer the question. (If you're not familiar with them, you may need to get help.)

INTERACTIVE EXERCISE 2: USING THE EVALUATION MATRIX TO SCOPE AN EVALUATION EFFORT

Instructions

1. Break into groups of 2-5 people.
2. Refer to Job Aid 2.
- ③ Specify the decision maker for whom you are scoping the evaluation effort.
- ④ Determine whether you'll use the provided sample decision-maker question or specify your own question you think that your decision maker would like answered.
- ⑤ Complete as many of the white columns as you can.
- ⑥ Specify other information in the gray columns if you have time.
7. After 20 minutes, we'll debrief.

③ Decision Maker: _____

④ Decision-Maker Question	⑤ Evaluation Approach	⑤ Level	⑤ Measures Used to Answer the Question	⑤ Data Type	⑤ Potential Confounds	⑤ Data Collection Instrument(s)	⑥ Unit of Analysis	⑤ Population Size	⑤ Sample Size	⑤ Data Format	⑥ Statistical Procedures
1. How can we decrease the time that newly hired employees require to master their jobs while also improving their productivity?	Kirkpatrick/Phillips <input type="checkbox"/> Program Evaluation <input type="checkbox"/> Program Monitoring <input type="checkbox"/>										
	Kirkpatrick/Phillips <input type="checkbox"/> Program Evaluation <input type="checkbox"/> Program Monitoring <input type="checkbox"/>										

BIOGRAPHIES

Deborah L. Stone, CPT

Since 1982, Deborah has been the President and CEO of DLS Group, Inc. Deborah has received over 20 professional awards, including Microsoft's Award of Excellence for the Outstanding Performance Support System. She has also co-received the International Society for Performance Improvement's awards for Outstanding Performance Intervention, Outstanding Instructional Product, and Outstanding Systematic Approach. A frequent author and international presenter, Deborah was a co-author and presenter at ISPI's first two award-winning HPT Institutes in Chicago and San Francisco. She also co-authored the chapter on PSS in the second edition of the Handbook of Human Performance Technology. A certified Human Performance Technologist, she has delivered over 75 presentations and three Masters' Series at various conferences and has co-authored numerous articles that focus on applying the latest, proven research to real-world performance solutions. Deborah is the proud mother of a 14-year-old boy named Sam and a cat named Gizmo.

Steven W. Villachica, Ph.D., CPT

A certified performance technologist, Steve is Chief Learning Officer (CLO) for DLS Group, where he specializes in applying research, theory, and practice to close gaps in organizational performance. A frequent presenter at international conferences and member of ISPI, Steve also co-authored the chapter on PSS appearing in the second edition of the Handbook of Human Performance Technology. A two-time winner of ISPI's Outstanding Systematic Approach award, he completed his doctorate in educational technology at the University of Northern Colorado.

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