A Lean Approach To Specifying And Evaluating Learning, Training and Development Linked To Work Performance And Organizational Results

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Preface

A long and edgy car trip on the haunted road from Banja Luka to Sarajevo was the setting for some compelling insights on the development of an effective Methodology.

In the spring of 2008 Bernard Woods (Goss Gilroy Inc.) and Hal Richman (Productivity Solutions Inc.) were at the end of a five year project to evaluate a capacity-building investment in Bosnia-Herzegovina. We were reflecting on what was lacking in the project team's evaluation of the project's training and development. Although the team was *capable* of examining in depth how the learning, training and development had impacted work performance and organizational results, they had been content with surveys of participant perceptions – a very limited measure. What was holding them back?

The discussion touched a raw nerve with both of us. Hal had wondered for years why so few thought leaders in learning evaluation know of evaluation methodologies in the natural and social sciences, and Bernard questioned the lack of formal results-based management in the training field. They also sensed that much training and development is akin to entertainment, where the gauge of success is whether or not participants enjoy the experience. They also noted that training and development budgets have often become so organizationally entrenched that training and development is like the adage "What do cooks do on the battlefield? They cook!" Within organizations training and development professionals do the same thing over and over again, they Train! – and they often train without any systematic attention to the impact of training on work performance and organizational results.

Our colleague [Charles Jennings] (former CLO Reuters and Reuters-Thompson) refers to this conundrum as a *conspiracy of convenience*[1] between everyone involved to develop and deliver training without due consideration for how it could impact work performance and organisational results.

Most people we talk with say they deliver and measure results. However, further inquiry reveals that the line of sight between learning, training and development (LT&D[2]) initiatives, performance and results is not usually drawn – or, if drawn, is

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[1] http://www.newswiretoday.com/news/3436/

[2] Learning, training and development encompasses a wide range of intentional, formal and informal activities to develop skills, competencies, values, attitudes (e.g. on-line training,

very fuzzy. People also frequently have vague ideas about what they mean by results and simply assume that something good must be happening that should impact the organisation. With LT&D that is seen as basic or necessary (e.g. on-boarding, specific skills training, leadership development, basic management practices) this line of sight is often a dotted line; however, there still must be a line. In organizations that are mandated to be transparent and accountable the line of sight must be drawn.

Consequently, Bernard and Hal started to sketch out a Methodology in response to the perceived shortfalls with current techniques, providing a variety of stakeholders with a roadmap in addition to rigorous methods and tools for specifying and evaluating LT&D. The Methodology gives senior managers, learning, training and development professionals, professional evaluators and similar stakeholders what they need to make a convincing case to senior management about improvements in work performance and organizational results.

The Methodology goes beyond current practice by joining Hal Richman's background in social science research methods, work flow modelling and innovative methods for training evaluation with the extensive and recognized work of Bernard Woods of Goss Gilroy Inc. in results-based management.

In summary, the Methodology's phases are:

1. Determining the organizational challenges and problems to be addressed: Focussing on the three main sources of challenge – external factors, the organization itself or a division or work team within the organization – we produce a precise definition of what needs addressing; e.g. too much overtime, high staff turnover, too few staff, etc.

2. Mapping the work system, especially as it relates to the determined challenges and problems: Our proprietary mapping method enables a broad range of stakeholders and analysts to quickly grasp the system, providing common ground for assessing what's needed to address the challenges.

3. Defining the performance improvements needed to address the organization's challenges: To ensure that initiatives are tightly linked to what people need to do to improve their work performance, we define specific and measurable performance improvements.

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face-to-face training, self directed study, communities of practice, leadership development, workshops, job shadowing, just-in-time learning, research, conferences, coaching).

4. Ensuring that the problem is not caused by performance, management, systems or leadership issues: If LT&D initiatives have been selected as a way of addressing the organization's challenges, we need to ensure that the problem is in fact one that can be addressed by LT&D.

5. Specifying the LT&D initiatives that can have impact, especially system-wide impact.

6. Drawing a clear linkage between outputs, immediate and mid-term outcomes and larger systemic impacts: This allows us to understand the potential effect of the initiatives on work performance and organizational results. We clearly specify the proposed initiatives and also annotate the work system map to illustrate how the initiatives are to be best placed within this system in order to have maximum impact on work performance and organizational results.

7. Completing a Measurement Framework: Building on this linkage we specify in detail how the intended effects of the initiatives will be measured, both quantitatively and qualitatively.

The Methodology does not aim to comprehensively address process levels such as the design, development, implementation and follow-through of LT&D, the production and follow-through of development plans, or the performance management of staff. What it does do is apply "lean manufacturing" principles to LT&D, presenting a minimal set of "must-do" tasks needed to link LT&D to workplace performance and organizational results. It is not positioned to replace other techniques and methods, but to complement them.

With the exception of the mapping method, the Methodology's components are not new – its innovation lies in fusing established methods from several disciplines into a single cohesive Methodology.

This white paper is divided into the following sections:

> *I. Problems With the Specification and Evaluation of Learning, Training and Development* discusses third party research about the lack of linkage between LT&D and workplace performance and organizational results, some current breakthroughs in designing and evaluating LT&D, and how the Methodology addresses what's missing.
>
> *II. The Methodology* uses examples to identify and discuss the required work steps.

III. Case Study: Performance Management applies the Methodology in a detailed, real to life case study.

IV. Next Steps indicates how to apply the methodology in your organization.

In their recent book Fake Work, Brent Peterson and Gaylan Nielson define "fake work" as work that is not aligned to the strategies of an organization. The authors' view, after over twenty years of experience as consultants and executives in prestigious leadership development organizations, is that most LT&D is not aligned to organizational strategy and is in fact "fake work."

This Methodology is presented as a way of moving "fake work" to real work.

I. The Problem With the Specification and Evaluation of Learning, Training and Development

Background

Learning, Training and Development (LT&D) is a major investment area in the private and public sectors. However, these investments have a significant drawback: they often lack a systematic and rigorous approach to design and evaluation linking LT&D initiatives with performance and organizational results. What this means, of course, is that claims about the impact of LT&D on individual and team work performance and organizational results are often unsubstantiated or unknown.

For example, in the last 10 years the World Bank financed $720 million in training annually; however, most training was found to result only in individual participant learning[3]; only half resulted in substantial changes to workplace behaviour or enhanced development capacity. The World Bank Institute found that the training was not sufficiently anchored within comprehensive capacity-building strategies and not generally conducive to sustainable building of capacity; the quality of training was uneven due to the lack of explicit design standards and lack of expert support for training activities; finally, training was not adequately monitored or evaluated.

A KnowledgeAdvisors[4] survey (in their paper *Underutilized Learning Investments*) says the same thing: learners report that approximately 60% of training is not applied when back on the job; 65% of learners report not receiving adequate support in applying training when back on the job; and 57% of learners report that training content is not critical to their job success.

Drawing a *line of sight* between LT&D initiatives, performance and results is critical for results-driven organizations wishing to show value for money in investments in LT&D,[5]. As pointed out by Philips and Philips[6], the trend for accountability across the globe in all types of organizations and the process improvement mandate from

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[3] Using Training to Build Capacity for Development: An Evaluation of the World Bank's Project-Based and WBI Training, World Bank, March 2008

[4] www.KnowledgeAdvisors.com

[5] With LT&D that is seen as basic or necessary (e.g. on-boarding, specific skills training, leadership development, basic management practices), this line of sight is often a dotted line; however, there still must be a line.

[6] *Show Me the Money: The Use of ROI in Performance Improvement*, Performance Improvement, vol. 46, no.9, 2007)

initiatives such as Six Sigma are just two of the drivers of this demand for accountability in LT&D.

Some Breakthroughs in Thought Leadership

The field of learning evaluation has suffered from a dearth of thought leadership over the decades. However, some recent initiatives have moved the theory and practice forward:

- The Fort Hill Company offers a series of on-line, integrated tools to link LT&D to business outcomes, enhance learning transfer, measure results and manage the linkage of staff development plans to performance:
    - Friday5s® reminds participants of their objectives, prompts them to take action, tracks group and individual progress, involves managers and coaches, and documents results.
    - Development Engine® keeps individual development plans on track by ensuring follow-through, facilitating ongoing support by managers, executive coaches, and peers. The result is greater progress on plans, accelerated development, and improved performance overall.
    - ResultsEngine® is an online follow-through management system designed to support business objectives and business-relevant learning events.

- *Show Me the Money: How to Determine ROI in People, Projects, and Programs,* Phillips and Phillips, Berrett-Koehler, 2007; In this book, Jack Phillips and Patricia Phillips have enriched their concepts and methods for evaluation of LT&D. They have rounded out previous work on the five levels derived from Kirkpatrick (inputs, reaction and perceived value, learning and confidence, application and implementation, impact and consequences and ROI) and added more detail on how to isolate the effects of LT&D on ROI by using control groups, trend line analysis, estimates, customer input, etc.

- McBassi and Company has done extensive research relating predictor variables for LT&D (among other areas) to organizational results. Learning capacity (innovation, training, development, value and support and systems) is one of their core human capacity drivers that has been linked to organizational results such as mean income and total stock return[7].

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[7] Their excellent Harvard Business Review article Maximizing Your Return on People, HBR, March 2007) is available for download on their site.

- Berson and Associates[8] found that many executives "were not using the Kirkpatrick model. Instead, they were using measurement to help them understand how well they were aligning their business needs to learning and using metrics to measure more tactical — yet still important items — such as program adoption, efficiency and program reach[9]." They also point out how the obsession with Kirtpatrick has constrained the field of evaluation of LT&D and present a Learning Impact Measurement Framework with nine areas of concentration: adoption, utility, efficiency, alignment, attainment, satisfaction, learning, individual performance and organizational performance[10].

- David Van Adelsberg and Edward E. Trolley's book, *Running Training as a Business* (The Forum Corporation,1999), looks at training from the point of view of management and not training managers. It provides training managers with a roadmap for re-aligning and transforming what they do to meet the "value for money" hurdle that senior managers set for any investment.

So What's Missing?

While these breakthroughs have been significant, our observation over the past decade is that they are neither well known nor at the top of most people's minds. They also miss some key points:

Not framing the problem in the context of the wider work system

LT&D initiatives operate in a larger environment of variables – an environment that is always in a state of flux. LT&D professionals often neglect to understand and take into account the wider system in which these initiatives take place.

There is a need to create a model – standard practice in all research in the social and natural sciences – of the work system using methods such as causal modelling or system dynamics. Such a model allows us to:

- understand the dynamic inter-relationship of variables in the work system to grasp how they affect each other in a positive or negative manner,

[8] www.berson.com)

[9] The Learning Impact Measurement Framework, www.berson.com, 2006

[10] It is interesting to note that this view of evaluation has been embraced by the results based management community in international development for a long time.

- ascertain where LT&D initiatives are best placed within this system to have maximum impact, and
- state what reasonable effect LT&D can have on performance and results.

Lack of Proper Results-Based Management

The approach taken by the current thought leaders to understanding and isolating the link between LT&D, performance and organizational results is to use ad hoc methods or a form of root cause analysis in the vein of Six Sigma.

Rigorous results-based management (with the associated results chains and logic models) has not been applied to the design and evaluation of LT&D initiatives, leading to only vague connections between LT&D, individual and group performance and organizational results. A clear linkage is needed between outputs, outcomes (immediate and mid term) and larger systemic impacts to understand the potential effect of training and development on work performance and organizational outcomes[11].

Results chains provide *logical due diligence* for the claims of the affect of LT&D on organizational results.

Lack of Innovation in Research Methods for LT&D Evaluation

What we are trying to evaluate varies according to the focus and scope of the LT&D initiative. Possibilities include:

- reaction and perceived value in terms of usefulness, relevance to work, duration, satisfaction with instruction and instructional environment,
- learning - comprehension, ability to apply the learning in practice and role plays, and
- application of learning in the work environment, contributing to improved work performance (as well as attitudes and displayed values) and organizational results (workgroup, division, Ministry, etc.) as evidenced by outputs, productivity, quality, time, cost, stakeholder satisfaction, etc.

The most common ways of evaluating LT&D include:

- Reaction and perceived value - These are sometimes referred to as "smiley" sheets where people's perceptions and feelings become the basis for deciding

[11] A related issue is equating the "strength of treatment" (e.g. duration, intensity of the LT&D initiative) with the potential effect of training and development.

what is "good training." They are used commonly by organizations where results do not matter as the sole way of evaluating T&D.

- Comprehension testing of learning via multiple choice questions, short essays, responses to scenarios - This is important but very limiting in assessing the value of T&D.

- Surveys of perceived changes in performance and organizational results to assess application of learning in the work environment - Our recollection about what we do does not always match the reality (e.g. our weight, how old we look).

More innovative methods might involve:

- a review of action plans, work metrics,
- third party observation,
- use of quasi-experimental research design,
- analysis of organizational results data, and
- self and peer assessment of performance improvements as a result of LT&D.

II. The Methodology

In an innovative step that has proven convincing to senior management, Goss Gilroy Inc. and Productivity Solutions Inc. have developed an innovative and rigorous Methodology to link investments in LT&D to organizational results. Going far beyond current practice, it brings together an array of established techniques: social science research methods, work flow and systems dynamics modelling, innovative techniques for training evaluation and results-based management.

As mentioned in the Preface, the Methodology applies "lean manufacturing" principles to LT&D, presenting a minimal set of "must-do" tasks needed to link LT&D to workplace performance and organizational results. It is not positioned to replace other techniques and methods, but to complement them.

Its steps include:

1. Defining the business problem

In general, business problems can arise from a combination of factors in the external environment, the entire organization or a division or work team within the organization. They can have many causes: failing to meet key performance indicators for profit and other performance metrics; staff performance reviews and exit interviews; human resource metrics such as high staff turnover and low morale; customer complaints; a shifting environment for product demand; new competition; comprehensive organizational reviews and environmental scans; etc.

Any consideration of LT&D must emerge from the identification of a business problem and *not*, like the "cooks who cook on the battlefield," from simply trying to find a home for LT&D.

A quick case study illustrates the point:

> The micro finance division Acme Bank (pseudo-name) had the following business challenges, needing to:
>
> - sustain business results,
> - gain above 10% market share,
> - attract and hire right people,
> - keep right people,
> - win the talent war by helping branch staff to be productive, grow and be happy in their job, and

- implement rapid ramp-up and replication of on-boarding and continual learning.

The bank had added 140 new branches and was planning to add an additional 31 branches by year end. They needed to recruit 31 new branch mangers for the branches and replace 10% of the current branch managers due to turn-over.

Senior management indentified that recruiting the right people was more important than spending time and money training the wrong people. They wanted to develop LT&D – with a heavy focus on on-the-job training and mentoring – that would get new branch managers into their branches as soon as possible. They believed that this LT&D for branch managers was critical in order to reach their business objectives.

The payoff for solving the business problem was huge, as the microfinance division normally accounts for 17% of the portfolio and 25% of the bank's net profit after taxes.

2. Mapping the work system related to the business problem

Our experience over the last two decades' consulting is that in discussions about business problems, people tend to speak past each other because they lack a shared vision of the system. Mapping the work system helps a variety of stakeholders understand the dynamic inter-relationship of variables so that they can grasp the system as a whole.

The proprietary, rule-driven mapping method[12] developed for the Methodology borrows from value network analysis, role activity diagrams, system dynamics modelling and process mapping from system development life cycle (SDLC) methodologies. This method enables a range of stakeholders to quickly grasp the system, thereby providing a common ground for assessing what is needed to address the business problem (e.g., LT&D, process improvements, new tools and systems, recruitment and retention). Using a rule-driven mapping method ensures consistency of diagrams across analysts and projects.

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[12] This is considered a formalism, since the mapping method uses formal, considered rules; however, we have added a feature to allow for overlaying a variety of useful contextual information (such as where LT&D are best placed in the system to have maximum impact).

3. Defining the performance improvements needed to address the business problem

This is a critical step in ensuring that LT&D is tightly coupled to what people need to do to do a good job. It takes a view that competencies have a 1:1 relationship to real work.

This brief case study of the microfinance division of Acme Bank (pseudo-name) illustrates the point:

> We conducted interviews with senior management and branch managers and spent several days observing a number of branches. We assessed that in order to meet corporate expectations branch managers needed to improve performance in the following five areas:
> - grow loans from existing and new markets,
> - maintain portfolio quality,
> - maintain process quality,
> - recruit and engage people, and
> - care for the community.
>
> We then broke down each area into activities. For example, in order to grow loans from existing and new markets, branch managers needed to:
> - conduct market research and select markets,
> - ensure that the sales officers are meeting targets by filling the pipeline, verifying this pipeline data and engaging in consultative sales, and
> - quickly solve sales officer performance problems.

4. Isolating the problem

If LT&D is selected as a way of addressing the business problem, we need to ensure that the problem is not caused by performance, management, systems or leadership issues. Our associate, Charles Jennings[13], believes that 70-80% of workplace performance problems are NOT knowledge and skills related (areas amenable to LT&D) but related to motivation and environmental factors such as lack of clear objectives and work processes, poor or no feedback, inadequate tools or resources, administrative obstacles, etc.

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[13] http://www.duntroon.com/

Using the system diagram as a back drop, we use a three-part system of anonymous surveys, interviews and focus groups. This allows us to triangulate problems that can be addressed by LT&D and problems that need to be addressed via other interventions.

Following are sample questions from a survey to address performance issues:

- How do you know when you've done a really good job in performing a specific task?
- How do you know when you need to correct or improve on a specific task?
- I know what is expected from me in my job: true or false?
- I have the skills and knowledge to do my job at a level that meets the expectations of others: true or false?
- The people with whom I work have the skills and knowledge to do their job to a degree that meets my expectations: true or false?

Another brief case study from Acme Bank helps illustrate the point:

> Acme Bank has a simple work system with three clear product lines, a straightforward consultative sales process and effective scoreboards. Branch manager success in reaching net profit after taxes depends on selecting the right people as sales officers, then supporting these people to do a few things well.
>
> The performance management process (e.g., tracking hour by hour sales activity and non-performing loans) enforces process discipline that leads to high net profit after taxes.
>
> While LT&D cannot train people to *develop* these competencies and values, it effectively introduces, defines and reinforces the key competencies and values needed for success.

5. Specifying the LT&D

At this point, we need to specify at a high level the proposed LT&D, and also to annotate the system diagram illustrating how LT&D initiatives are best placed within this system to have maximum impact on work performance.

Again, a brief case study from Acme Bank is presented to help illustrate the point:

> We specified a range of field work, coaching, performance support and targeted training in key areas for Acme Bank. For example, for the area “grow loans from

existing and new markets", the branch manager needs to conduct market research and select markets, ensure that the sales officers are meeting targets by filling the pipeline and engaging in consultative sales, and quickly solving sales officer performance problems.

We therefore specified a range of targeted LT&D to address these activities, including:

- action learning on market research, case studies, field work,
- consultative sales workshop,
- sales coaching workshop, and
- role play sales coaching

6. Completing a results chain and logic model

The logic model provides a clear linkage between outputs, immediate and midterm outcomes and larger systemic impacts, allowing us to understand the potential effect of training and development on work performance and organizational outcomes.

The results chains in a logic model[14] provide *logical due diligence* for the claims of the effect of LT&D on organizational results.

The components of a results chain are described below.

[14] Logic models are composed of multiple inter-related results chains.

Table 1 - Results Chain Description

Impacts (societal)	What are the final outcomes of the policy, program or initiative, or, why are these activities being engaged in? These are generally outcomes that take a longer time period to be realized.
Outcome – Long Term	What are the next links in the chain of outcomes that occur, flowing from the activities and outputs and occurring after the immediate outcomes have been achieved? These outcomes could be considered to be midterm.
Outcomes – Near Term	What are the near term outcomes that stem from the activities and outputs? Outcomes in a logic model typically have an action word associated with them (e.g., "increased", "improved") and represent the consequences of the activities and outputs. Immediate outcomes show the impact of the program on the stakeholders.
Outputs	What are the outputs of the key activities? That is, what demonstrates that the activities have been undertaken? Outputs are the products or services generated by the activities and they provide evidence that the activity did occur.
Activities	What are the key activities that staff are engaged in under the policy, program or initiative? What are the key activities intended to contribute to the achievement of the outcomes?

7. Completing a Performance Measurement Framework (PMF)

The PMF builds on the logic model by specifying in some detail how the intended effects of the LT&D initiative in the logic model will be measured. It is important to justify the performance targets in the performance measurement framework in the context of the "strength of treatment" (duration and intensity of the LT&D) and in the context of the potential effect of other variables in the system diagram.

PMFs specify:

- performance indicators,
- performance targets (benchmarks),
- data source/collection method options,

- responsibilities, and
- timing & frequency.

III. Case Study – Performance Management Program

1. Defining the Business Problem

In the Department of Public Works, performance appraisals are done annually, and are the backbone of the Performance Results System (PRS).

Problems with the current PRS:

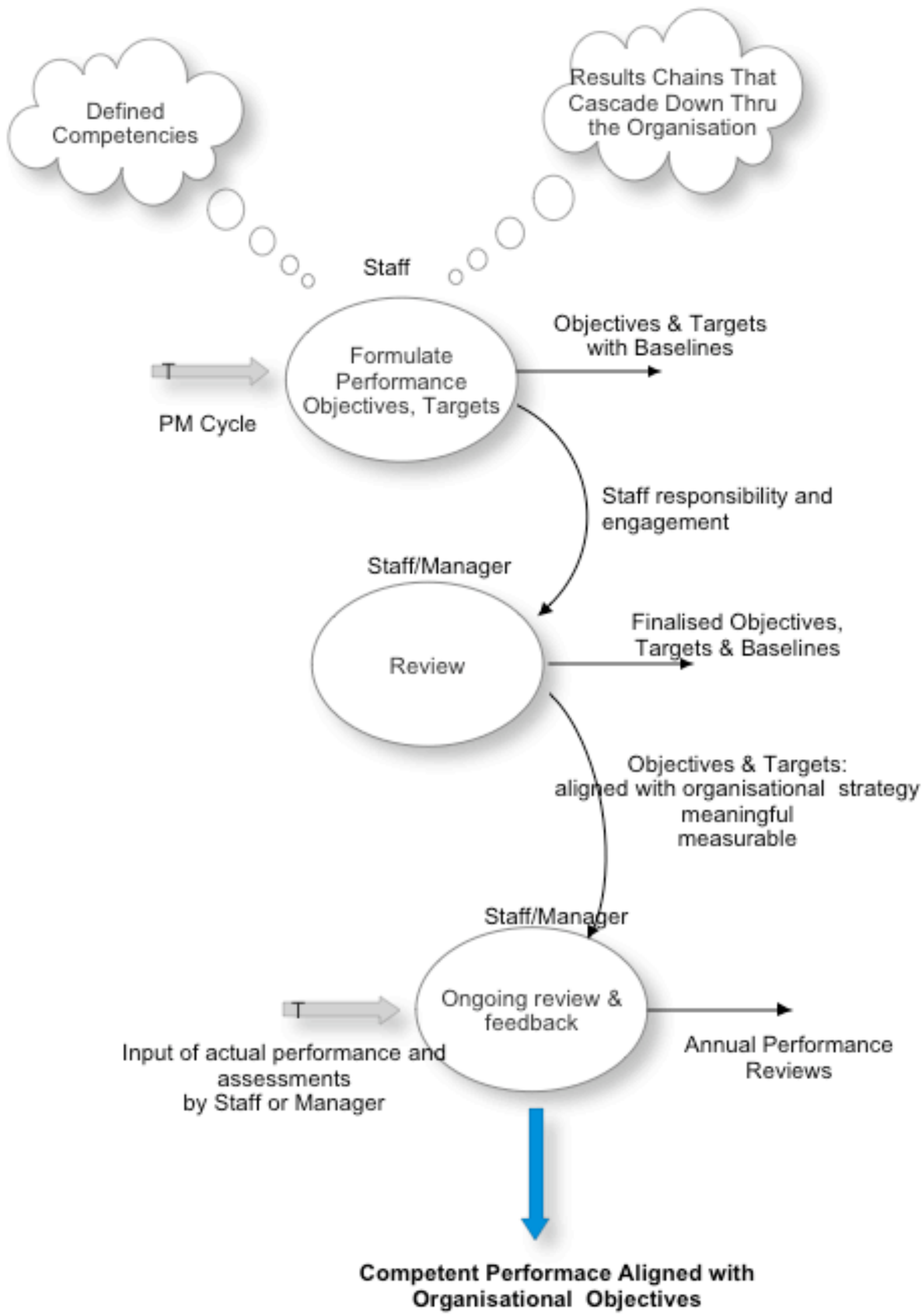
- Staff and their managers do not see any links between the criteria on their performance management forms, their daily work and the Department's strategic plan.
- Managers understand the rationale for the PRS; however, there is a disconnect between the theory and actual practices in the Department.
- Managers are not trained to give and receive the feedback needed to guide and enhance staff performance.
- Confusion/frustration surround performance management (PM) policies and processes; "*A simple, concrete, step-by-step explanation of the process is needed.*"
- Overarching discomfort with performance management and results-based management concepts inhibits the process.
- There is a significant lack of motivation related to absence, or perceived absence, of incentives, especially for managers who are nearing retirement.

The Department of Public Works aspires to create a PRS that:

- Links employee performance to strategic priorities and increases organizational capability to deliver results
- Builds employee engagement and promotes a culture of excellence through staff learning/development, knowledge-building, and knowledge-sharing in the Department's practice areas
- Provides employees with opportunities to discuss career aspirations, shape expectations and understand their strengths and developmental needs
- Enhances management's ability to recruit, develop and retain staff
- Ensures unsatisfactory performance is effectively addressed
- Bolsters a shift in organisational culture (i.e., norms and behaviours)

2. Mapping the Work System Related to the Business Problem

The following diagram is a simplified view of a typical performance management process.


Defined Competencies
Results Chains That Cascade Down Thru the Organisation
Staff
Formulate Performance Objectives, Targets
Objectives & Targets with Baselines
T
PM Cycle
Staff responsibility and engagement
Staff/Manager
Review
Finalised Objectives, Targets & Baselines
Objectives & Targets: aligned with organisational strategy meaningful measurable
Staff/Manager
Ongoing review & feedback
T
Input of actual performance and assessments by Staff or Manager
Annual Performance Reviews
Competent Performace Aligned with Organisational Objectives

The beginning of the performance management cycle triggers the process *Formulate Performance Objectives, Targets* by the Staff. The outputs of this process are *Objectives and Targets with Baselines* (in an expanded example, the outputs would include competencies, learning objectives, etc.). This process ensures that the Staff takes responsibility for the *Objectives and Targets* and are engaged in the process. The clouds above this process, *Defined Competencies* and *Results Chains That Cascade Down Through the Organisation*, represent necessary conditions for a successful PRS.

Completion of this process triggers a *Review* of the Staff's *Objectives*, *Targets* and self-assessment of *Baselines* with his/her Manager. The outputs are *Finalised Objectives, Targets and Baselines*. These *Objectives and Targets* are aligned with *Organisational Strategy*, meaningful to both the Staff and Manager, and measurable.

Through subsequent, ongoing and mutual *review* of and *feedback* on activity-to-date, the Staff and Manager compare *Objectives and Targets* to *actual performance*. The output of this process is the *Annual Performance Review* that delivers *Competent Performance Aligned with Organisational Objectives* to the larger work system.

3. Defining the Performance Improvements Needed to Address the Business Problem

Good work performance for the PRS includes:

For Managers:
Provide staff with the necessary feedback and guidance to ensure they:
- develop performance objectives aligned with divisional and organisational objectives
- formulate their performance targets to be measureable in a cost effective manner
- adjust (as needed) and attain their performance objectives and targets based on manager, peer feedback and self-assessment

For Staff:
- formulate performance objectives that are in line with divisional and organisational objectives
- formulate performance targets that are measureable in a cost effective manner
- adjust performance objectives and targets based on self-assessment of actual performance and manager, peer feedback
- attain performance targets

We conducted a performance survey, analysed a sample of past performance management reports, and conducted interviews and focus groups with key stakeholders to ascertain the performance gaps. It was concluded that both Staff and Managers need greater knowledge of the PRS, and improved competencies and skills to address all of the above activities, especially in the areas of results-based management and coaching.

4. Isolating the problem

Our *Analysis of the Business Problem* (Step 1) points out issues related to lack of incentives and motivation, especially by managers nearing retirement. These issues cannot be addressed by Learning, Training and Development (LT&D) and must be addressed by senior management through instituting a compliance system for the PRS. If, after examination, the Department's strategic plan does not contain results chains that ripple down through the organisation, this also will need to be addressed before initiating the PRS.

LT&D **can** address issues of knowledge (e.g., understanding of the PRS, results-based management) and skills (e.g., coaching).

5. Specifying the LT&D

The high-level learning objective is to develop and practice the basic skills and competencies to engage the PRS at an acceptable level of quality and timeliness. The LT&D specific to addressing gaps in knowledge and skills includes:

General eTraining on performance management policies, functions and processes and specific e-training for each stage in the PMP process. Modules include:

- Purpose
- Basic components
- Roles of staff
- Roles of supervisors
- The role of the Career Review Group
- Career planning and progression

General eTraining on results-based management (RBM). Modules include:

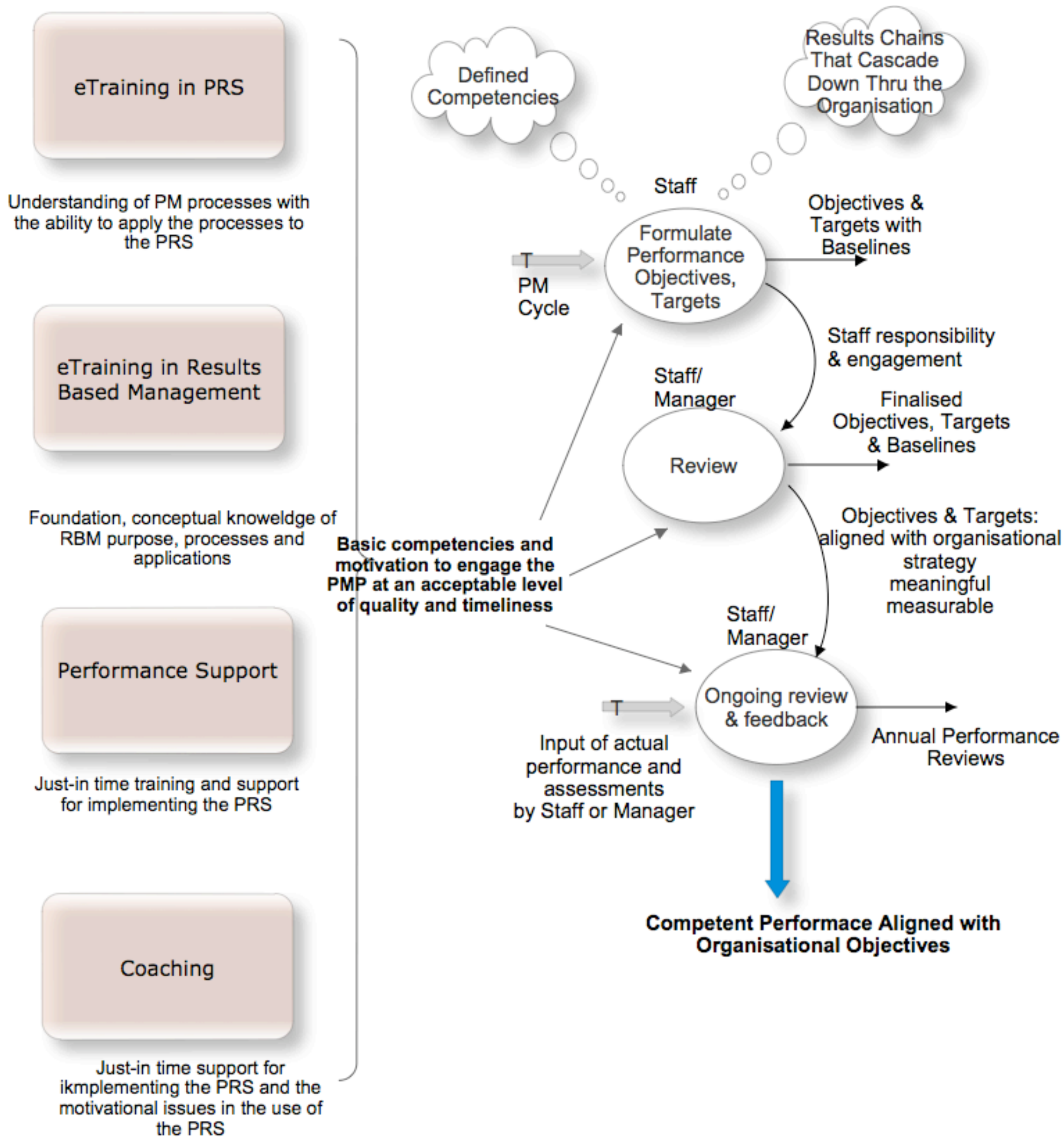
- Purpose
- Results chains
- Logic frameworks
- Cascading results
- Indicators – baselines and targets

Performance Support

- Just-in-time on-line support for each stage in the performance management process
- Enable users to locate their individual performance objectives within broader strategic performance priorities of Department
- Support sharing of performance management ”best practices” through the PRS wiki, e.g., model performance indicators/objectives, performance rewards, etc.
- Provide links to sources of additional PRS-specific or more general performance management training and training opportunities

One of the key findings from the recommendations to emerge from *Defining The Performance Improvements Needed To Address The Business Problem* (Step 3) is the need for more training, information and ongoing assistance for Staff and Managers as they complete the annual PRS process. The aim of creating a “**PRS Peer Coaching**” via a wiki is to provide timely access to on-line coaching on PRS policies, the PRS cycle and the use of the PRS Toolkit.

The diagram below illustrates the effects of the specified learning, training and development on the work system.


eTraining in PRS
Understanding of PM processes with the ability to apply the processes to the PRS
eTraining in Results Based Management
Foundation, conceptual knoweldge of RBM purpose, processes and applications
Performance Support
Just-in time training and support for implementing the PRS
Coaching
Just-in time support for ikmplementing the PRS and the motivational issues in the use of the PRS
Defined Competencies
Results Chains That Cascade Down Thru the Organisation
Staff
Formulate Performance Objectives, Targets
T
PM Cycle
Objectives & Targets with Baselines
Staff responsibility & engagement
Staff/ Manager
Review
Finalised Objectives, Targets & Baselines
Basic competencies and motivation to engage the PMP at an acceptable level of quality and timeliness
Objectives & Targets: aligned with organisational strategy meaningful measurable
Staff/ Manager
Ongoing review & feedback
T
Input of actual performance and assessments by Staff or Manager
Annual Performance Reviews
Competent Performace Aligned with Organisational Objectives

6. Completing a logic model and results chain

The logic model provides a clear linkage between outputs, immediate and midterm outcomes and larger systemic impacts, allowing us to understand the potential effect of training and development on work performance and organizational outcomes.

Logic models are composed of multiple inter-related results chains. A sample results chain appear for the PMP appears below.

Table 2 – Sample Results Chain

Impacts (organisational)	Impact 1: Organisational targets meet in a cost effective and timely manner – Competent performance is a key factor along with capacity, clarity of results, organisational culture and values, leadership, etc. that drives organisational results[15].
Outcomes – Midterm (MT) ↑	Outcome MT 1: Basic competencies and motivation to engage the PRS process at an acceptable level of quality and timeliness
Outcomes – Near Term (NT) ↑	Outcome NT 1: Increased knowledge of the PRS and RBM Outcome NT 2: Basic skills and competencies to engage all aspects of the PRS process
Outputs (of the LT&D) ↑	Output 1: Completed eTraining by Staff and Managers Output 2: Utilisation of the PRS Output 3: Utilisation of coaching support
Activities (undertaken for the LT&D) ↑	Activity 1: Formulation and design of eTraining, Performance Support and Coaching Activity 2: Delivery of eTraining in the PRS and RBM, Performance Support and Coaching

[15] The map of the work system could be augmented to address these larger processes by focusing on specific divisions within the organisation.

7. Completing a Performance Measurement Framework

The Performance Management Framework (PMF) builds on the logic model by specifying, in some detail, how the intended effects of the LT&D initiative in the logic model are measured. Note the difference between the *indicator* (aspects measured and the metric used for measurement) and the *performance target* (the expected result). Table 2 illustrates the PMF for the Near Term and Midterm Outcomes.

Table 3 – Sample Performance Management Framework

Element	**Performance Indicator**	**Target**	**Data Source & Collection Method Options**	**Responsible Party**	**Timing & Frequency**
Outcome NT 1: Increased knowledge of PRS and RBM	Test scores	75% with scores above 80	Comprehension tests and exercises	Training & Development (T&D) Officer	Pre/post tests eTraining
Outcome NT 2: Basic skills and competencies to engage all aspects of the PRS process	Assessment of sample PRS templates	70% with scores above 80	Case study	T&D Officer Human Resources (HR) Manager	Post eTraining
Outcome MT 1: Basic competencies and motivation to engage the PRS process at an acceptable level of quality and timeliness	Timeliness	80% submit within 1 week of deadline	Administration database	HR Manager	Twice annually
	Quality rating of the PPRS templates	75% with scores above 80	PRS templates	3rd party evaluator	Annual

IV. Next Steps

To ensure that learning, training and development drive workplace performance and organizational results, we invite you to contact us to discuss the methodology and its use within your organization.

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