FOSWAY GROUP
Impact is king
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Additional Questions
- What's the difference between impact in HR vs L&D? Are there any?
  - In HR it 'doesn't really enter their heads' to manage or measure the impact of what they're doing. HR is there to facilitate rather than make an impact itself.
  - Learning 'should' be easier to judge in terms of impact than HR - surely people either know more after a learning intervention or they don't? Or they have progressed somehow, or they haven't?

Who owns it?
- The organisation making most headway were sat in operations/business not coporate HR
  - Regulator requirements were operational and therefore compliance was recognised as necessary - it got done - no question
  - Stopped doing reports
    - Compliance for regulator - one pager
    - No one missed them!
  - Retail example - sim card sales
    - Stats indicated that particular stores did not sell these
      - Digging deeper established that it was not a training issue -
      - Reward/motivation issue - just one more product that they didn't cross sell
  - Measured the performance of the business
  - Reorganised the team and its focus
    - Employed a member of the data reporting team
      - Use a business product for analysing data
- Ownership often lies where the budget is
  - Ideally should be a partnership with L&D and the business
  - Whoever has ownership is responsible for the measurement
- "Nothing worse than a HR initiative"
  - L&D sat in HR and not close enough to the business
  - retail business
    - operational
    - messages from the top
- Business need to own it
  - C-level needs to recognise impact beyond the purely financial - this would affect culture of tracking impact across the rest of an organisation
- Business to own what the output should look like
  - Let employees measure their own progress - more accountability for individual
- Lots of debate in some organisations who does the measurement - is it learning designers, learning consultants, etc
  - Is it that the business are able to articulate what they need but the L&D team are not able to interpret this - is it an issue of mis-communication? Is it to do with L&D not understanding the business?

How do we make this possible?
- Starts in the Design process
  - Objective is to drive behaviour change
    - How is this measured?
      - Manager monitor behaviours
  - Find a business problem
    - Try to fix it
  - Good objectives
    - Context / driver
- Key is understand & establishing clear metrics
  - Vendors can help here
    - Although the business often find it difficult to articulate the measures themselves
  - Need to be clear on the outcomes that you are looking for.
  - Challenge up front - challenge the business
- Need to know the business - put real time and effort in to understanding it
  - As you move further away from the business it is more difficult to justify the impact
  - HR are seen as poor relations - need to directly engage the business and work in partnership with them
- L&D need to market themselves more rigourously

What skills are required?
- Person centric
  - Inclusive
  - Everyone invested in the solution
- Focused on the outcomes
  - What do you want people to do
  - Important that the business is clear about the requirements
- Scrum master
  - Aglie PM
- Business partners
  - Not order takers
    - Help stakeholders clarify requirements
  - L&D professionals now being know as consultants - internal consultants
  - Concentrate on learner experience / journey
    - what works
- Data scientist skills
  - Analytics - stirring up expectations
  - Or Analytics tools designed for L&D e.g. LRS xAPI
- Line Managers
  - Will require the capability to monitor / coach

What tools / methods do we need/use?
- Performance metrics that matter
  - smart sheets
  - combination of both causality and correlation
  - % difference to sales
    - e.g. 50% more effective after learning intervention
  - how useful was this resources
    - simple response on some learning systems
- Manager validation throughout the process and all involvement
  - Performance reviews/appraisals process provide invaluable insights into what learners want and need
  - Shouldn't just ask learners for their feedback, need to ask their managers as well to see if anything has changed or improved as a result of the learning intervention
- Good systems need to be in place to be able to delve in to the data
  - Need to have consultancy skill set to support the measurement process
    - Confident to initiate the discussion
  - Need to have a logical discussion therefore the data needs to be available
- Learning Reports - Digital dashboard
  - Statistic / metric game - hasn't had to be measured
    - Need to know where to start measuring!
    - Importance of learning analysts in the future
- NPS was beginning to be used

Impact is king - measuring and managing what we do to optimise impact
- Why do so many L&D professionals struggle to demonstrate the business impact they make? Why is it not a greater priority?
- How do you measure impact in an efficient way and where should the ownership of the measurement sit, in the business or in L&D?
- What systems, skills and processes need to be in place to successfully measure business impact?

Why we don't measure impact?
- Recognition that no-one was near to achieving this
- Business stakeholders aren't really asking the questions around impact - not interrogating the impact of learning
  - Not enough in leadership who care
- L&D not the sponsor
  - L&D help the department/business build a business case and justify spend....but ultimately it often doesn't matter because of long lead times, so by the time they would even look at the impact the learning has made, the finance person has moved on so it doesn't matter!
- It IS difficult to demonstrate value
  - We should not have to measure value! - it's a leap of faith - people know it adds value. The rest is just playing with statistics
  - Not priority - coz so difficult
    - Much more than ticking a box to say they've done it
  - Knowing you add value but difficult to prove it - only becomes apparent when downsizing
- Too hard
  - Personal /individual performance measurement is a nice ideal
  - In some situations difficult to access whether even improving customer service effects the bottom line
    - e.g. choice of flight -more on the price than customer service
    - Does the training have more of an effect than if that employees flight is the last of the day of 5 short haul
    - People come to do the work and nothing more
  - L&D do not have the resourse
    - Difficult given the size of the L&D team - 66 for 110,000
  - Cognitive over load
    - Not got the time or head space to change
- 'You don't fatten the calf by weighing it'
  - It's not about measuring for measurement's sake
  - They don't have any systems in place although still track learner feedback
    - Is this too Kirkpatrick oriented though - measuring the learning not the actual impact?
- HR colleagues better at highlighting their worth - L&D still seen as the poor cousin
  - Expectation that L&D will do what they have always done
    - Bums on seats
    - Compliance

What to measure?
- We should be clear at the outset what the purpose of the learning is
  - Impact isn't just about the acquisition of knowledge and skill so it's hard to demonstrate!
- Increased productivity *should* be the impact of learning initiatives
  - Hard to prove a direct link...
- Apprenticeship schemes - measuring retention of staff
- Performance
  - Training is an input, communication is an input....learning is actually an outcome
  - Performance support is classed as learning but not generally evaluated the same way across the organisations
- One goal might be an 'employer of choice'
  - Some employees could 'work anywhere else'
    - People feel appreciated when orgs invest in their training
      - Couriers are brand ambassadors because they are so visible
  - So ensuring they are an employer of choice and instill pride in their workforce with regards to their brand is business critical
- A key impact indicator is how people respond to their training (including mandatory content) with regards to their NPS and employer brand proposition
  - Rating training immediately afterwards - they want an 'immediate 5 second reaction'
    - Kirkpatrick style evaluation not true impact
    - However, if the aim is for training to create a sense of reward and instill pride in the brand...then maybe this short sharp reaction *can* measure the impact they are looking for
- Three business areas require training - different impact/measures on each
  - ops
  - tech training
  - whitecollar
- ROI?
  - Some vendors selling learning solutions directly into other areas of organisations e.g. marketing
    - These other audiences have a totally different attitude to measurement and ROI
    - Marketing in particular already has a 'culture of metrics'
      - For example, a retail client conducted A/B split testing of performance of people trained vs not trained in different shops to measure impact
  - ROI - is this the right thing to do? Is it better to focus on ROE
    - Tangible evidence.
  - ROI is subjective
- Easier with formal programmes or sales programmes where there are immediate tangibles - what about behavioural programmes that run over several years - levels of attrition / promotions
  - It's very hard to measure behaviour change or incremental benefit to the organisation.
  - Day to day development is trickier
- Lots of 'training' is actually just communicating information so does this type of activity even need measuring?
  - Can you/should you separate the two? And if so, can you assess the impact of each?

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