ROI INSTITUTE™

Session 506 – Beyond Learning Objectives

Session Handout

Upon completion of this session, participants will be able to:

- Describe the origin of objectives – who, what, when, where, and how
- Describe the importance of developing objectives beyond learning objectives
- Construct objectives at each level for a major program using the Objectives Summary Document

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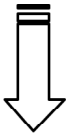
Levels of Objectives

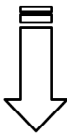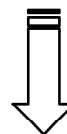| Level of Objectives	Measurement Focus	Typical Measures
0. Inputs and Indicators	The input into the project in terms of scope, volume, efficiencies, costs	Participants Hours Costs Timing
1- Reaction	Reaction to the project or program, including the perceived value	Relevance Importance Usefulness Appropriateness Intent to use Motivation to take action
2- Learning	Learning to use the content and materials, including the confidence to use what was learned	Skills Knowledge Capacity Competencies Confidence Contacts
3-Application	Use of content and materials in the work environment, including progress with actual items and implementation	Extent of use Task completion Frequency of use Actions completed Success with use Barriers to use Enablers to use
4- Impact	The consequences of the use of the content and materials expressed as business impact measures	Productivity Revenue Quality Time Efficiency Customer Satisfaction Employee Engagement
5-ROI	Comparison of monetary benefits from program to program costs	Benefit-Cost Ratio (BCR) ROI (%) Payback period

Power of Higher Level Objectives

Application and Impact Objectives:

1. Drive Problems

- ☐ Provide focus and meaning to program
- ☐ Provide direction to stakeholders
- ☐ Define success

2. Enhance Design and Development

- ☐ Define content issues
- ☐ Improve design of exercises and activities
- ☐ Make skill practice and role plays more relevant
- ☐ Facilitate action plans
- ☐ Make test more job-related

3. Improve Facilitation

- ☐ Show the end result and provide the focus to achieve it
- ☐ Focus the discussions on application and impact
- ☐ Ensure that the facilitator has job-related experience
- ☐ Teach to the test

4. Help Participants Understand What Is Expected

- ☐ Clarify expectations by detailing what the participant must do
- ☐ Set clear expectations about what the participant must ultimately accomplish
- ☐ Define "What's in it for me?"
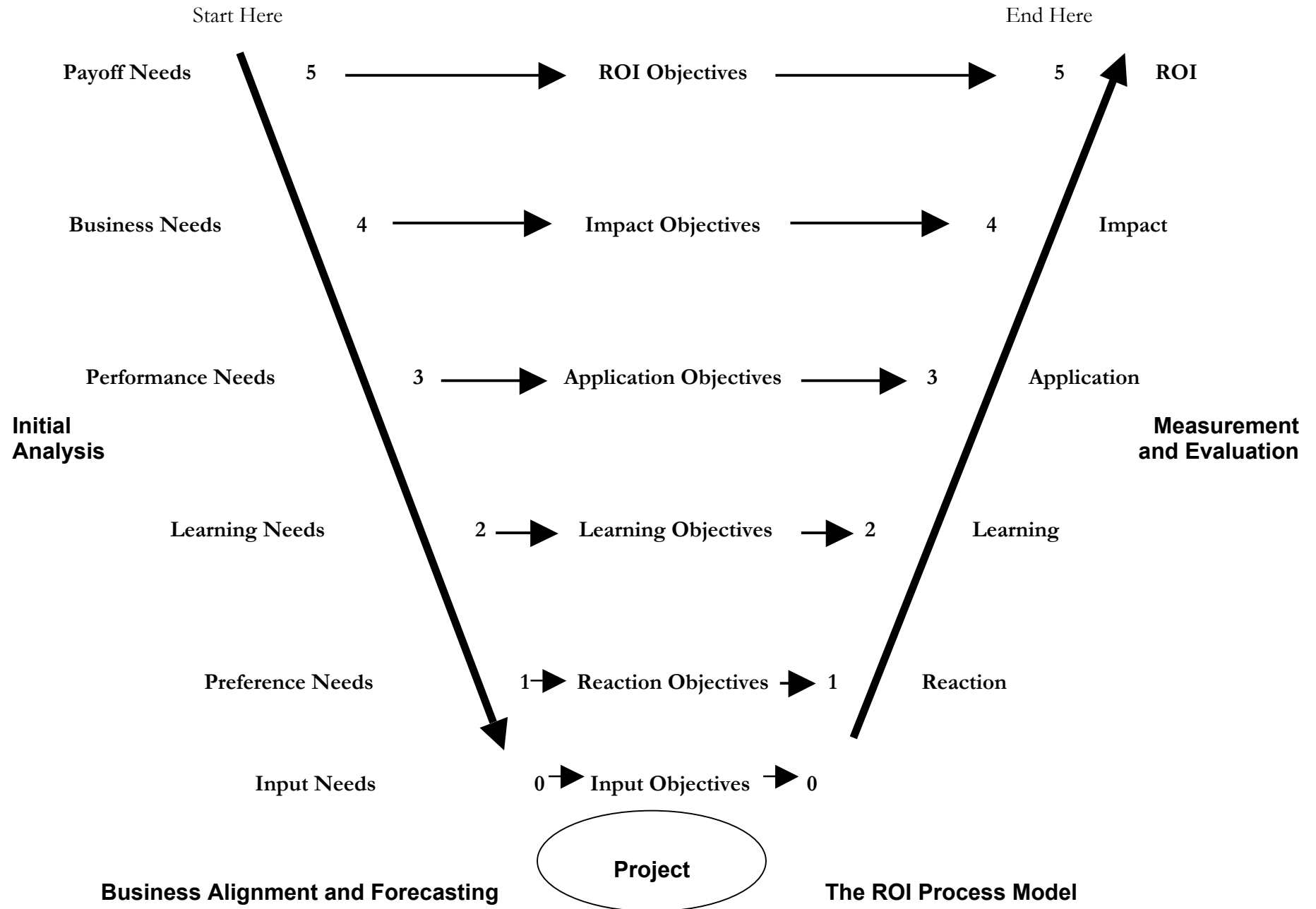- ☐ Explain why the program is being conducted

5. Excite Sponsors

- ☐ Connect the program to the business
- ☐ Connect the program to the key performance indicators (KPI)
- ☐ Show business value

6. Simplify Evaluation

- ☐ Identify questions to be asked
- ☐ Pinpoint the timing at which data are collected
- ☐ Establish the criterion for success

The Alignment Process

V Model

Start Here   End Here

| Payoff Needs | 5 | → | ROI Objectives | → | 5 | ROI |

| Business Needs | 4 | → | Impact Objectives | → | 4 | Impact |

| Performance Needs | 3 | → | Application Objectives | → | 3 | Application |

Initial Analysis   **Measurement and Evaluation**

| Learning Needs | 2 | → | Learning Objectives | → | 2 | Learning |

| Preference Needs | 1 | → | Reaction Objectives | → | 1 | Reaction |

| Input Needs | 0 | → | Input Objectives | → | 0 |

Project

Business Alignment and Forecasting   **The ROI Process Model**

Identifying Stakeholder Needs

By asking four basic questions, you can identify stakeholder needs and a preferred approach to address those needs.

Payoff Needs

What is the potential opportunity or cost burden that needs addressing?
Is the opportunity or problem worth pursuing?

Business Needs

What business measures need to improve to take advantage of the opportunity or reduce the cost burden?

Performance Needs

What is happening or not happening on the job (or in the system) that if changed would address the business needs?

Learning Needs

What knowledge, skill, and/or information do people need to know to do what we want them to do in order to address the business need?
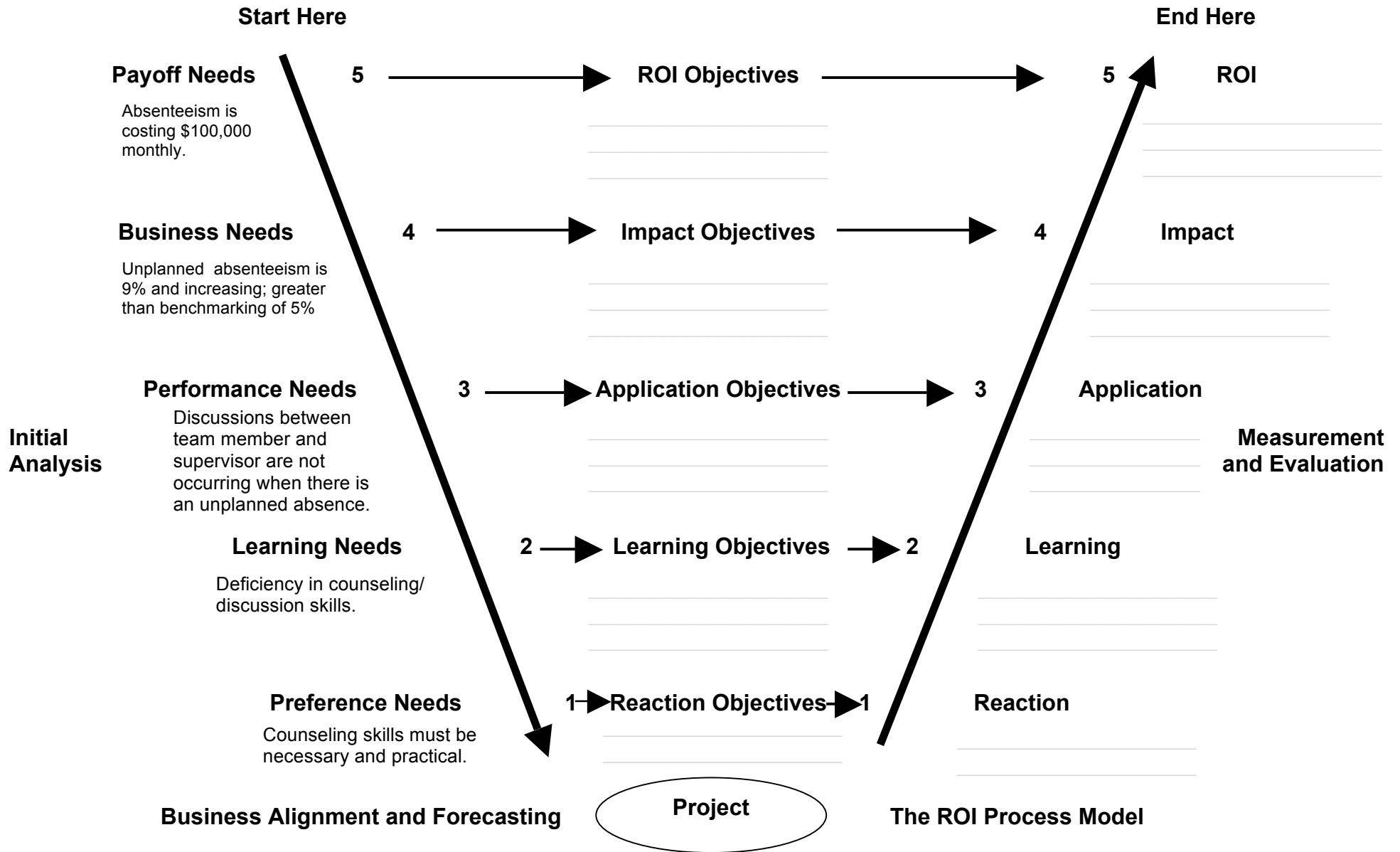
Preference Needs

How best can we deliver the knowledge, skill, and/or information in order to provide people what they need to know in order to do what they need to do in order to address the business need? What if we do nothing?
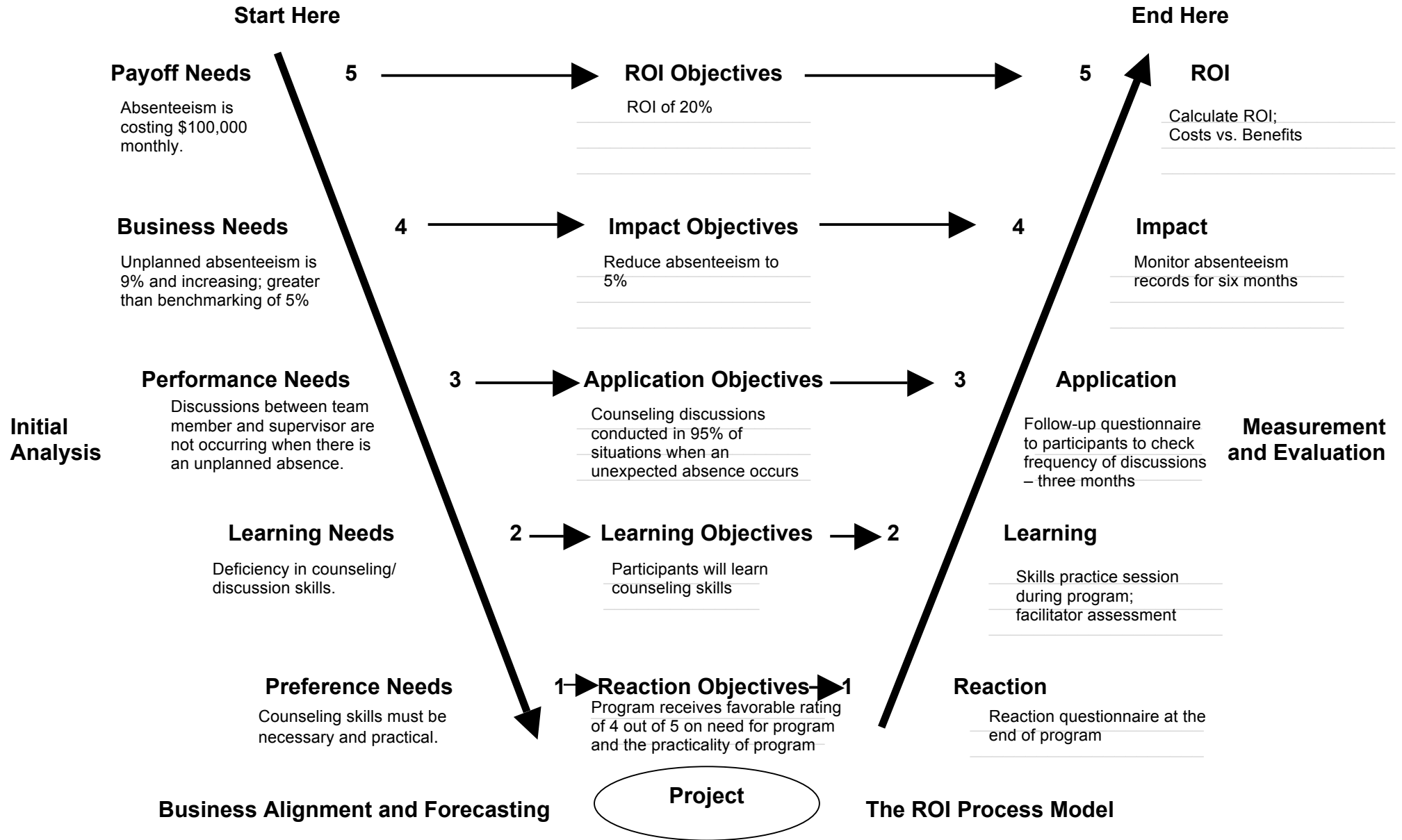
Input Needs

What resources and activities are required for the preferred solution? Who is the target audience?

V Model

Objectives

Start Here   **End Here**

Payoff Needs   5 ——————————▶ **ROI Objectives** —————————▶ 5   **ROI**

Absenteeism is
costing $100,000
monthly.

Business Needs   4 ——————————▶ **Impact Objectives** —————————▶ 4   **Impact**

Unplanned absenteeism is
9% and increasing; greater
than benchmarking of 5%

Performance Needs   3 ——————————▶ **Application Objectives** —————————▶ 3   **Application**

Initial
Analysis
Discussions between
team member and
supervisor are not
occurring when there is   **Measurement**
an unplanned absence.   **and Evaluation**

Learning Needs   2 ——▶ **Learning Objectives** ——▶ 2   **Learning**

Deficiency in counseling/
discussion skills.

Preference Needs   1 ▶ **Reaction Objectives** ▶ 1   **Reaction**

Counseling skills must be
necessary and practical.

Business Alignment and Forecasting   (**Project**)   **The ROI Process Model**

6
The Alignment Process
V Model

End Here

Payoff Needs   5 ──────────▶ **ROI Objectives** ──────────▶ 5   **ROI**

Absenteeism is
costing $100,000   ROI of 20%   Calculate ROI;
monthly.   Costs vs. Benefits

Business Needs   4 ──────────▶ **Impact Objectives** ──────────▶ 4 **Impact**

Unplanned absenteeism is   Reduce absenteeism to   Monitor absenteeism
9% and increasing; greater   5%   records for six months
than benchmarking of 5%

Performance Needs   3 ────▶ **Application Objectives** ────▶ 3   **Application**

Initial   Discussions between team   Counseling discussions   Follow-up questionnaire   **Measurement**
Analysis   member and supervisor are   conducted in 95% of   to participants to check   **and Evaluation**
                          not occurring when there is   situations when an   frequency of discussions
                          an unplanned absence.   unexpected absence occurs   – three months

Learning Needs   2 ──▶ **Learning Objectives** ──▶ 2   **Learning**

Deficiency in counseling/   Participants will learn   Skills practice session
discussion skills.   counseling skills   during program;
                                                                                          facilitator assessment

Preference Needs   1 ▶ **Reaction Objectives** ▶ 1   **Reaction**

Counseling skills must be   Program receives favorable rating   Reaction questionnaire at the
necessary and practical.   of 4 out of 5 on need for program   end of program
                                           and the practicality of program

                                                (**Project**)

Business Alignment and Forecasting   **The ROI Process Model**

Developing Objectives

Exercise: Matching Objectives with Levels of Evaluation

For each objective listed below, indicate the level of evaluation at which the objective is aimed.
- Level 1: Reaction
- Level 2: Learning
- Level 3: Application
- Level 4: Impact
- Level 5: Return-on-Investment

Objective	Evaluation Level
After completing this project or program, participants should:	
1. Decrease customer complaints by 20% in one year.	
2. Use problem solving skills to undercover product defect causes.	
3. Follow the five steps to defuse a conflict, given two individuals in a heated argument.	
4. Rate the facilitator 4 out of 5 on presentation skills.	
5. Decrease the amount of time required to develop a proposal.	
6. Achieve a 20% ROI one year after program implementation.	
7. Perceive the content to be relevant to job situations (4.5 out of 5)	
8. Decrease security breaches by 25% in six months.	
9. Conduct a proper investigation using the 7 step process in 95% of complaint situations.	
10. Score an average of 75 or better on new product quiz.	
11. Conduct a meeting with direct reports to explain the new ethics policy.	
12. Use all ten negotiation skills in at least 50% of negotiation situations.	

Powerful objectives:
  ➢ **Represent stakeholder needs, including the highest levels of need**
  ➢ **Include conditions under which an objective is achieved**
  ➢ **Include criterion representing precision with which objective will be achieved**

Input Objectives	
Critical because	• Define scope of program • Provide parameters within which to design, develop, and implement the program • Identify costs to be used on ROI calculation
Characteristics include	• Identify volume and staffing requirements • Describe location, technology, contract requirements • Represent audience • Describe timing and duration • Identifies program origin
Example	• The program must be conducted with at least 100 participants per month • The program must be completed by September 1 • The content must be integrated with existing online content
Use to	• Finalize project conception • Budget for the program • Plan the program • Gain support for the program
Reaction Objectives	
Critical because	• Describe expected immediate and long-term satisfaction • Describe issues that are important to success of the program • Provide the basis for evaluating the beginning of measurement chain of impact • Places emphasis on planned action, if feasible
Characteristics include	• Identify issues that are important and measurable • Are attitude-based, clearly worded, and specific • Specify participants have changed their thinking • Represents a satisfaction index from key stakeholders • Have capability to predict program success
Example	• Upon completion of the workshop, at least 80% of participants will score the content a 4.5 out of 5 on relevance to their work • Upon completion of the workshop, 80% of participants will identify at least one action they plan to take using the tools provided

Use to	• Design program
	• Deliver and implement program
	• Communicate to participants
	• Evaluate facilitators, content, design
Learning Objectives	
Critical because	• Communicate expected outcomes fro learning
	• Describe competent performance that should be the result of learning
	• Provide a basis for evaluating learning
	• Focus on learning for participants
Characteristics include	• Describe behaviors or actions that are observable and measurable
	• Are outcome based, clearly worded, and specific
	• Specify what the participant must do as a result of the program
Example	• Given a sample size table, participants will identify the appropriate sample size for a population of 1,000 within a +/-.05 margin of error
	• Given a list of objectives, participants will identify the appropriate level to which the objective should be evaluated with 100% accuracy
Use to	• Design and deliver program
	• Market program
	• Build participant confidence
	• Support compliance
	• Evaluate content, design, and participant readiness to apply
Application Objectives	
Critical because	• Describe expected intermediate outcomes
	• Describe competent performance that should be the results of the program
	• Provide the basis for evaluation of performance changes
	• Place emphasis on applying what was learned
Characteristics include	• Identify behaviors, tasks and actions that are observable and measurable
	• Are outcome-based, clearly worded and specific
	• Specify what performance will change based on what they learned during the program
Example	• Within one year of program implementation, 10 percent of employees will submit documented suggestions for saving costs
	• Within 15 days of the meeting, all participating mangers will initiative three workout projects
Use to	• Design and deliver program
	• Focus participants on application of knowledge and skills
	• Engage participants' managers in learning transfer process

	• Provide evaluators guidance
Impact Objectives	
Critical because	• Describe expected outcomes • Describe business unit performance that should be the result of training or instruction • Provide basis for measuring the consequences of application of skills and knowledge • Place emphasis on achieving bottom line results
Characteristics include	• Contain measures linked to the skills and knowledge gained as a result of the program • Describe measures that are easily collected • Represent measures that are readily available • Are results-based, clearly worded, and specific
Example	• After nine months of the program, grievances should be reduced from three per month to no more than two per month at the Golden Eagle tire plan • Tardiness at the Newbury foundry should decrease by 20 percent within the next calendar year
Use to	• Design and deliver program • Focus participants on outcomes • Market program • Provide evaluators guidance
ROI Objective	
Critical because	• Provide ultimate measure of program success • Compare monetary benefit to program costs
Characteristics include	• Account for one-year benefits only for short-term programs • Target hurdle rates established by other investments, break even, or client expectations • Establish a target benefit-cost ratio, ROI, and/or payback period
Example	• Within one year, the program will achieve a 2:1 benefit-cost ratio • Within one year, the program will achieve a 100% ROI • The program will pay back the investment within six months
Use to	• Design and deliver program • Gain additional funding • Eliminate ineffective programs • Market program • Compare alternative investments • Provide evaluators guidance

Using Objectives to Drive Evaluation

Powerful program objectives help drive the evaluation process by helping evaluators answer the following questions:
> ➢ **What do we ask?**
> ➢ **How do we ask?**
> ➢ **Whom do we ask?**
> ➢ **When do we ask?**
> ➢ **Did we achieve our objective?**

Broad Objective	Powerful Objective
At the end of the course, participants will view the content as relevant	At the end of the course, 80% of the participants will score course content as relevant to their job a 4.5 out of 5.
At the end of the course, participants will be able to implement Microsoft Word.	During the program, within a 10-minute time period, participants will demonstrate to the facilitator the following applications in Microsoft Word with zero errors: • File, Save as, Save as Web Page • Format, including font, paragraph, background, and themes • Insert tables, add columns and rows, and delete columns and rows
Meeting participants will follow up with new contacts	Three months after the meeting, participants will have followed up with three new contacts to gather information they would otherwise have spent time researching.
Errors in report writing will be reduced	Within six months after the course, the time analysts spend rewriting their reports due to formatting errors will be reduced approximately 2 hours per week.
The program will generate a positive return on investment	Using first-year annual benefits, the ROI for the program will be 25%

Objectives Summary Document

Developing Objectives for a Major Program

Think of a program that is linked to important organizational goals. Develop at least two objectives for the program for every level of objective. Make any assumptions you need to complete the objectives.

Program Title:_____

Target Audience:_____ Duration:_____

Input Objectives (Level 0):
This program must be:

1. _____

   _____

2. _____

   _____

Reaction Objectives (Level 1):
Participants should rate each of the following statements at least 4 out of 5 on a 5-point scale.

1. _____

   _____

2. _____

   _____

Learning Objectives (Level 2):
After completing this program, participants will be able to:

1. _____

   _____

2. _____

   _____

Application Objectives (Level 3):
When this program is fully implemented:

1. _____

   _____

2. _____

   _____

Impact Objectives (Level 4):
After this program is fully implemented, the following consequences should be met:

1. _____

_____

2. _____

_____

ROI Objectives (Level 5):
When this program is fully implemented:

1. _____

_____

Notes

_____

_____

_____

_____