

# USING DESIGN THINKING TO DELIVER RESULTS

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# Objectives

**After completing this session, participants should be able to:**

- Explore the data sets possible from learning and development, by categories, including ROI.
- Identify the categories that are desired by top executives and other key stakeholders.
- Explain how design thinking is used to deliver and capture results.
- Pursue a plan to measure results and communicate results to different audiences.



# Which of These are True?

1. Most of learning and development is wasted (not used).
2. The learning outcome desired by executives in client organizations is rarely measured.
3. Most learning providers do not have data showing that they make a difference in the organization.

# The Executive View of Metrics\*

| Measure   | We currently measure this | We should measure this in the future | My ranking of the importance of this measure |
|---|---------------------------|--------------------------------------|--|
| <b>1. Inputs:</b> “Last year, 78,000 employees received formal learning.”             | 94%                       | 85%                                  |  |
| <b>2. Efficiency:</b> “Formal learning costs \$2.15 per hour of learning consumed.”   | 78%                       | 82%                                  |  |
| <b>3. Reaction:</b> “Employees rated our training very high, averaging 4.2 out of 5.” | 53%                       | 22%                                  |  |
| <b>4. Learning:</b> “92% of participants increased knowledge and skills.”             | 32%                       | 28%                                  |  |

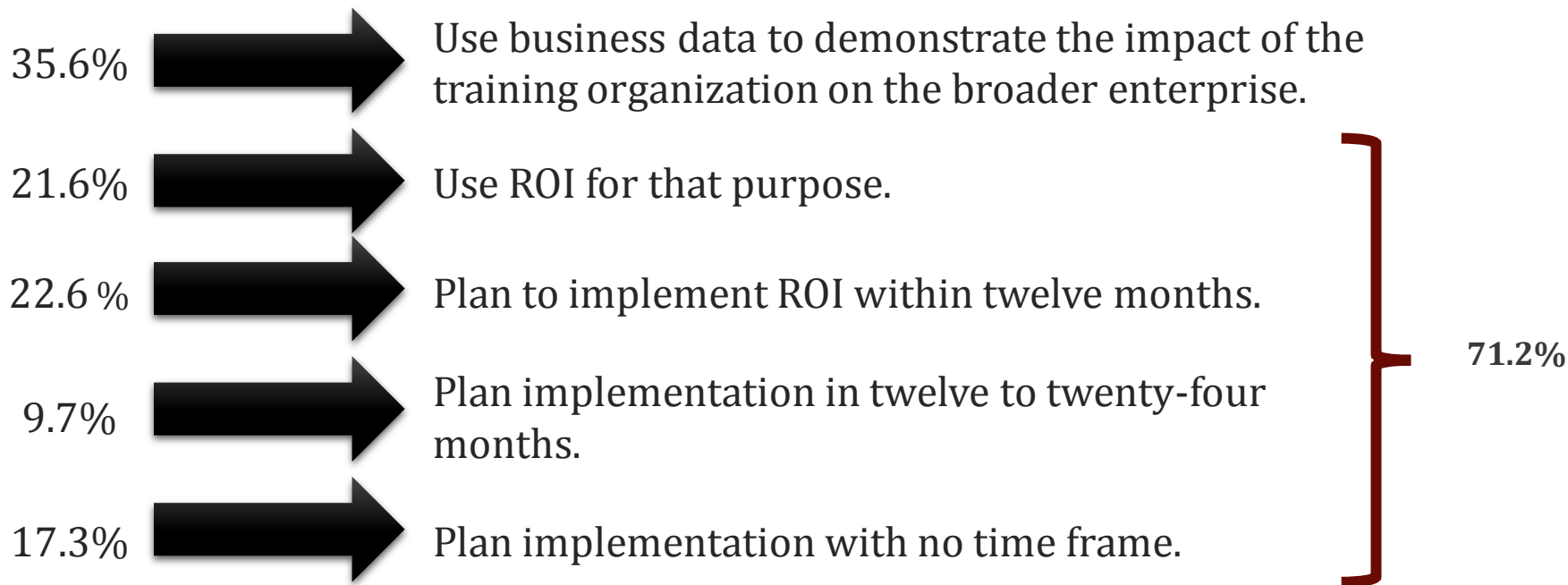
\*CEO Survey—Fortune 500 and Large Private Companies, ROI Institute  
N=96 Respondents

# The Executive View of Metrics\*

| Measure   | We currently measure this | We should measure this in the future | My ranking of the importance of this measure |
|---|---------------------------|--------------------------------------|--|
| <b>5. Application:</b> “At least 78% of employees are using the skills on the job”                                      | 11%                       | 61%                                  |  |
| <b>6. Impact:</b> “Our programs are driving our top 5 business measures in the organization.”                           | 8%                        | 96%                                  |  |
| <b>7. ROI:</b> “Five ROI studies were conducted on major programs yielding an average of 68% ROI.”                      | 4%                        | 74%                                  |  |
| <b>8. Awards:</b> “Our learning and development program won an award from American Society for Training and Development | 40%                       | 44%                                  |  |

\*CEO Survey—Fortune 500 and Large Private Companies, ROI Institute  
N=96 Respondents

# CLOs Use or Plan to Use ROI



(N=335)

***2015 Measurement and Metrics Study by CLO Magazine***





# Changing Paradigms for Learning

|   | <b>Traditional</b>     | <b>Emerging</b>        |
|---|------------------------|------------------------|
|   | Job Training           | Talent Development     |
|   | Scale and Scope        | Speed and Adaptability |
| ✓ | Input Focus            | Outcome Focus          |
| ✓ | Cost                   | Investment             |
|   | Necessity              | Value Driver           |
|   | Standardization        | Customization          |
| ✓ | Fixed Setting and Time | Agile and Flexible     |
|   | Science of Learning    | Learning Analytics     |
|   | Command and Control    | Empowerment            |
| ✓ | Needs Assessment       | Performance Consulting |
| ✓ | Reaction and Learning  | Impact and ROI         |



A blue-tinted image of a city skyline with various skyscrapers and buildings, serving as a background for the top portion of the slide.

# So, what is Design Thinking?

- A way to take on design challenges by applying empathy \*
- An approach to collective problem solving
- A framework to balance needs and feasibility
- A means to solve complex or wicked problems
- A mind-set for curiosity and inquiry
- A fixed process and a tool kit
- A problem-solving approach to handle problems on a systems level
- A culture that fosters exploration and experimentation

\*Mootee, Idris. (2013). *Design Thinking for Strategic Innovation*. Hoboken, NJ: Wiley.

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# Design for Results:

## Use Design Thinking to Deliver Business Value

- **Start with Why:** Aligning Programs with the Business
- **Make it Feasible:** Selecting the Right Solution
- **Expect Success:** Designing for Results
- **Make it Matter:** Designing for Input, Reaction, and Learning
- **Make it Stick:** Designing for Application and Impact
- **Make it Credible:** Measuring Results and Calculating ROI
- **Tell the Story:** Communicating Results to Key Stakeholders
- **Optimize Results:** Using Black Box Thinking to Increase Funding



# **1. Start with why**

## **Aligning Programs with the Business**

- Alignment is the key
- Is it a problem or opportunity?
- Need specific business measure(s)

# What is Value?



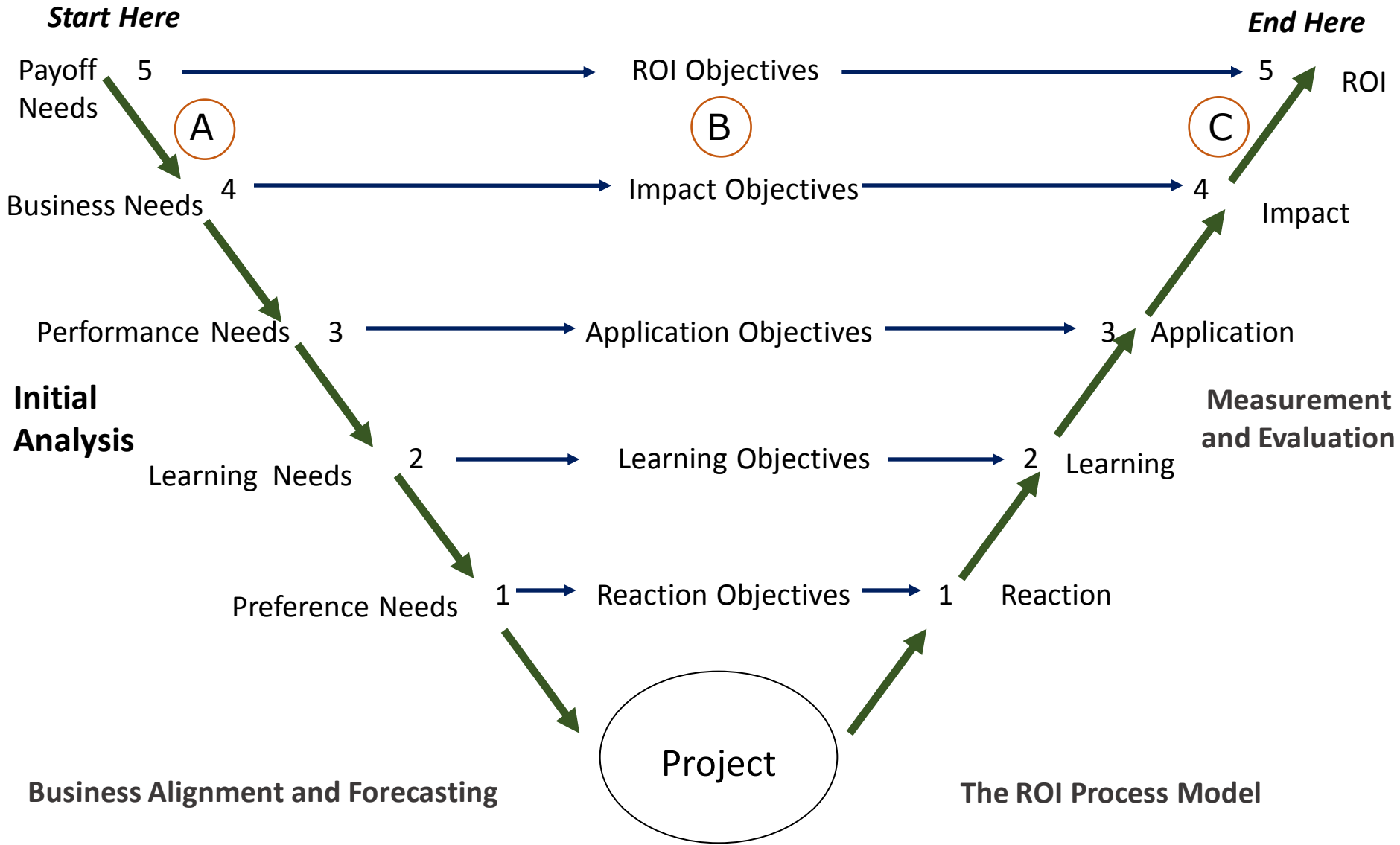
# The Value Chain

|                   |  | <u>LEVEL</u> | <u>ISSUE</u> | <u>MEASURES</u>  | <u>TARGETS</u> |
|-------------------|--|--------------|--------------|--|----------------|
| *Can predict      | <u>This is easy</u><br>Always measured                   | 0            | Inputs       | Volume, Hours, Convenience, Cost   | 100%           |
|                   | <u>This is easy</u><br>Almost always measured            | 1            | Reaction     | *Relevance, Engaging, *Important, Useful, *New Content, *Intent to Use, *Recommend to Others | 100%           |
|                   | <u>Not difficult</u><br>Usually measured                 | 2            | Learning     | Concepts, Trends, Facts, Contacts, Skills, Competencies                                      | 90%            |
| Executives prefer | <u>Possible</u><br>Often measured                        | 3            | Application  | Use of content, Frequency of Use, Success with Use, Barriers, Enablers                       | 30%            |
|                   | <u>Not so difficult to connect</u><br>Sometimes measured | 4            | Impact       | Productivity, Time, Quality, Costs, Image, Reputation, Engagement, Compliance                | 10%            |
|                   | <u>Possible for many programs</u><br>Rarely measured     | 5            | ROI          | Benefit Cost Ratio or Return on Investment, Expressed as a Percent                           | 5%             |

**Must take a step to Isolate the Effects**

\*Best Practice: Percent of Programs Evaluated at this level each year.

# Alignment Model







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**10 Steps to Successful Business Alignment**





## **2. Make it Feasible**

### **Selecting the Right Solution**

Ask:

- What are we doing (or not doing that's influencing the business measure?
- How can we achieve this performance?



# **3. Expect Success**

## **Designing for Results**

- Set objectives at multiple levels
- Redefine success of learning
- Expand responsibilities



# Matching Evaluation Levels with Objectives

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| Objective   | Evaluation Level |
|---|------------------|
| After completing this program or project, participants should:  |                  |
| 1. Decrease citizen complaints by 20% in one year.  | <hr/>            |
| 2. Use problem-solving skills to uncover product defect causes.   | <hr/>            |
| 3. Be able to demonstrate the five steps to diffuse a conflict, given two individuals in a heated argument. | <hr/>            |
| 4. Rate the facilitator 4 out of 5 on presentation skills.  | <hr/>            |
| 5. Decrease the amount of time required to develop a proposal.  |                  |

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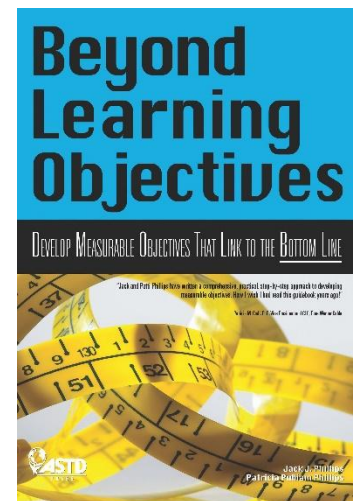
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## **Beyond Learning Objectives**

**Developing Measurable Objectives  
that Link to the Bottom Line**





# Define Success

- Write a one sentence description of the success of your learning programs



# What's Your Business?

| The Possible Measures |   |      |             |                |                      |               |
|-----------------------|---|------|-------------|----------------|----------------------|---------------|
| Your choice           | Value Description   | Rank | Measure Now | Executive Rank | Percent Measured Now | Best Practice |
|                       | "Serve the largest number of people with the least amount of disruption and cost."  |      |             |                |                      | 100%          |
|                       | "Participants are engaged, enjoy the programs, and see their experience as valuable."                                       |      |             |                |                      | 100%          |
|                       | "Participants are learning the latest information and skills to make this a great organization."                            |      |             |                |                      | 90%           |
|                       | "Participants leave the center, take action, use the content, and make important changes."                                  |      |             |                |                      | 30%           |
|                       | "Participants are driving important business measures and having an impact in their work units and the organization."       |      |             |                |                      | 10%           |
|                       | "Participants and the organization have a positive return on the investment of their time and the resources of the center." |      |             |                |                      | 5%            |

# 4. Make it Matter

## Designing for Input, Reaction, and Learning

- Focus on the objectives
- Think about the definition of success
- Make it relevant
- Make it important
- Make it action-oriented





# ROI is Reported in Two Ways

$$\text{Benefits-Cost Ratio (BCR)} = \frac{\text{Program Benefits}}{\text{Program Costs}}$$

$$\text{ROI (\%)} = \frac{\text{Net Program Benefits}}{\text{Program Costs}} \times 100$$



# Think about Efficiency and Effectiveness

- Low cost doesn't mean more impact
- Focus on numerator and denominator of ROI equation

# 5. Make it Stick

## Designing for Application and Impact

- Focus on objectives
- Ensure transfer of learning
- Design application
- Collect data



# Data Collection During and After Program

| Method                                | Type of Data |         |         |         |
|---------------------------------------|--------------|---------|---------|---------|
|                                       | Level 1      | Level 2 | Level 3 | Level 4 |
| Surveys                               | ✓            | ✓       | ✓       |         |
| Questionnaires                        | ✓            | ✓       | ✓       | ✓       |
| Observation                           | ✓            | ✓       | ✓       |         |
| Interviews                            | ✓            | ✓       | ✓       |         |
| Focus Groups                          | ✓            | ✓       | ✓       |         |
| Tests/Quizzes                         |              | ✓       |         |         |
| Demonstrations                        |              | ✓       |         |         |
| Simulations                           |              | ✓       |         |         |
| Action Planning/<br>Improvement Plans |              |         | ✓       | ✓       |
| Performance Contracting               |              |         | ✓       | ✓       |
| Performance Monitoring                |              |         |         | ✓       |





# **6. Make it Credible**

## **Measuring Results and Calculating ROI**

- Isolating the effects of programs
- Converting data to money
- Tabulating Costs
- Calculating ROI



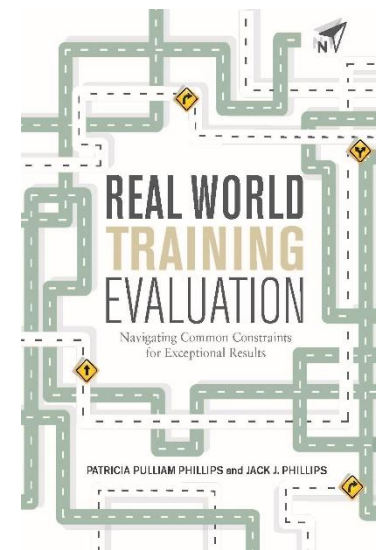
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## **Real World Training Evaluation**

**Navigating Common Constraints for Exceptional Results**



# Measurement Targets

| Level         | % of Programs |
|---------------|---------------|
| 0 Input       | 100%          |
| 1 Reaction    | 100%          |
| 2 Learning    | 80-90%        |
| 3 Application | 30%           |
| 4 Impact      | 10%           |
| 5 ROI         | 5%            |

# Bean Counters Need Beans to Count



# 7. Tell the Story

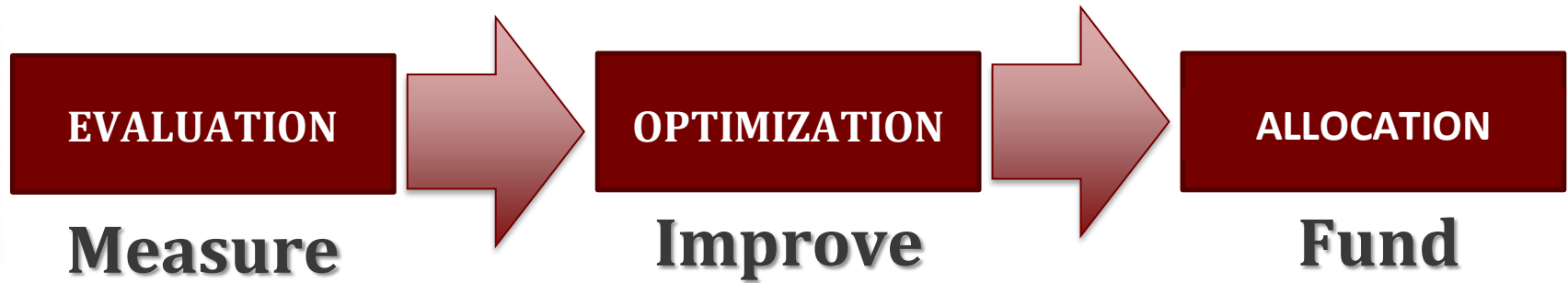
## Communicating Results to Key Stakeholders

- Define audience
- Identify why they need it
- Select method
- Move quickly
- Consider one page summary



# 8. Optimize Results

Using black box thinking to increase funding





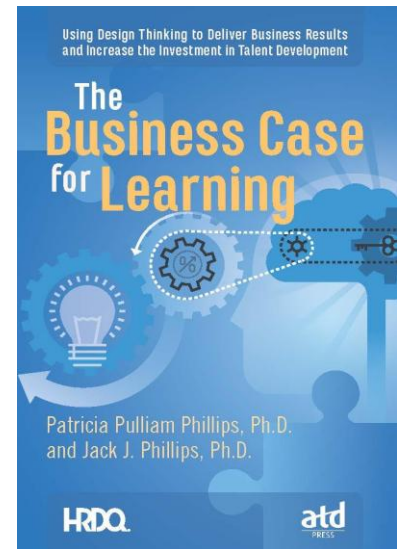


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That  
Easy**

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**Business Case for Learning**





# Be Proactive

Remember, when it comes to delivering results from leadership development:

- Hope is not a strategy
- Luck is not a factor
- Doing nothing is not an option

Change is inevitable. Progress is optional.

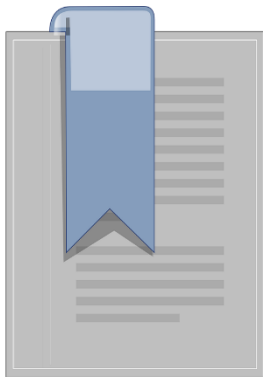
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# The Payoff

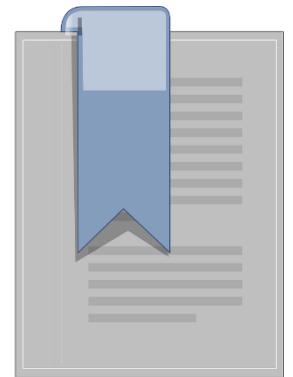
- Align projects to business needs
- Show contributions of selected projects
- Earn respect of senior management/administrators
- Build staff morale
- Justify/defend budgets
- Improve support for projects
- Enhance design and implementation processes
- Identify inefficient projects that need to be redesigned or eliminated
- Identify successful projects that can be implemented in other areas
- Earn a “seat at the table”

To receive an article  
with more information,

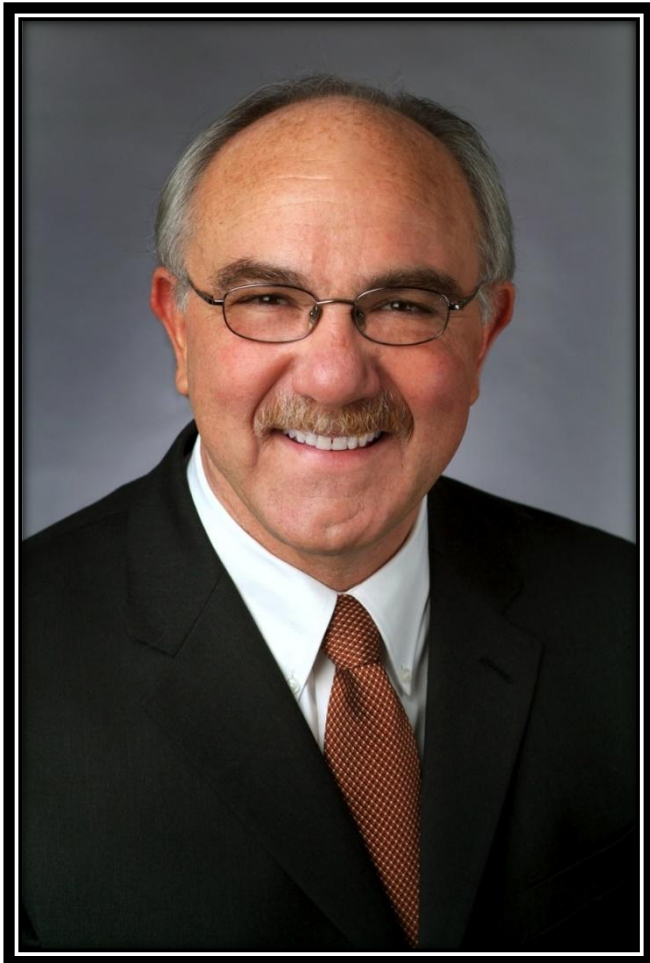
“If Learning and Development Are Essential to an  
Organization’s Growth and Competitiveness, Then Why  
is Your Budget Always in Jeopardy?”



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# Questions?

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