TALENT DEVELOPMENT
&
EMPLOYEE ENGAGEMENT ANALYTICS

ripples learning

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Participant Guide – Ripples Learning Services

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Contents

Talent Development

Talent development, earlier called as Training & Development or Learning & Development, as per ATD website, is defined as the process of building the knowledge, skills, and abilities of others and helping them develop and achieve their potential so that the organizations they work for can succeed and grow.

It is important to note that through the process, not only the event or act of training is considered but the outcome of the same.

Why measure training?

Training is a cost to organizations and anything that an organization is spending money on must be tracked and measured, to be able to derive the maximum benefit out of it. Often, training is also said to be a necessary evil. In fact it is a very big cost for the companies.

Training costs associated

When organizations look deeper into the training expenses, it is not only the amount paid to the vendor company or to the trainer, but there are many other costs attached to training. And they, in total, form a huge cost for any company. The costs that can be linked to training are:

Salary cost: Employees who get trained are being paid their salaries and therefore, salary cost becomes a cost for the organization.

Productivity cost: While employees are going through training they do not produce anything. And this costs the organization as the productivity cost.

Infrastructure cost: Further, the training process requires many arrangements to be made in the form of a training room, furniture, projector, etc. and make up for the infrastructure cost.

Trainer cost: Along with all the above, an obvious cost attached as a part of the training cost is the trainer cost or the fees paid to the trainer or training company.

When all costs are put together, it forms a great cost for any organization and therefore needs to be calculated and tracked.

Problem statements

When it comes to the talent development metrics, what the initiatives tries to answer are the following broader questions:

- How well did the training intervention go?
- Was the training/ learning effective ?
- Do I see things changing on the ground ?
- What is the ROI for the organization ?

Cost of training often gets mapped as the effectiveness of training in order to understand whether an organization could get any benefit out of a training intervention.

And, speaking of training effectiveness, Kirkpatrick's Model for measuring training intervention is found to be very useful. This model has four levels at which the effectiveness of any training program can be measured. These are L1, L2, L3 and L4.

L1, also known as **Reaction feedback** is conducted keeping in mind that the best people to answer about the first question, i.e., How well did the training intervention go are the participants. They

have attended the training program and can best provide information with respect to whether they liked the event or not, whether the facilitator was knowledgeable or not, whether their queries were answered or not, etc.

An example of L1 feedback is:

CRITERIA	Strongly Agree	Agree	Disagree	Strongly Disagree
Facilitator had adequate knowledge about subject of training				
Facilitator's communication was effective				
Facilitator's response to participants was effective				
I enjoyed the learning process				
Concepts and skills learned are relevant to my role				
Ideas learnt will make a difference in the way I work				
I am committed to using these ideas at work				
Overall the training program was effective				

This feedback helps collect the reaction of participants and then stops!

It gives us a quantitative approach to collect basic information about the training. And measures whether the participants liked the training or not.

However, very often trainers and facilitators might get away with not actually delivering a program that meets the objectives that were initially set after the needs analysis process. They might build good rapport with the participants and then just make it some kind of event just to entertain the audience.

So, in order to fill the gap brought by the 'Reaction feedback', Kirkpatrick's L2 evaluation feedback comes to the rescue.

L2 or **Learning feedback** provides clarity on whether the participants learned anything or not. Such evaluation, in case of any technical topics, can be done well with the help of an assessment test.

However, for behavioural training sessions, such measurement might not be possible or relevant. In such cases, organizations can create criteria on which they ask participants to self-assess themselves before and then after the training.

For this it is primarily the creation of the criteria and then conducting training that addresses each of those criteria that matters.

An example of L2 feedback:

	A	B	C	A to B	
Pre-Training	Rate yourself on the criteria before the training.				
Post Training		Rate yourself on the criteria after the training			
Revised Pre-Training			Would you like to revise "A"?		
Changes from Initial Pre-Training				A to B	
Changes from Revised Pre-Training					C to B
1 Being aware of my own presentation style					
2 Being aware of behavior of others while presenting					
3 Being aware of my strengths and weaknesses in making presentations					

So Kirkpatrick's L2 feedback sets the criteria on which the training program was designed. It measures participant's understanding of the topic as per the objectives set for the program. And thus it keeps the facilitator in-line with the content of the session.

However, only learning does not help if there is no application on ground.

Kirkpatrick's L3 level feedback or **Behaviour level** talks about the point that there must be an evaluation at the third level. One way that many organizations proceed with the third level of evaluation is the 'Success case' where the trainer returns after 45-50 days of conducting the program and talks to the participants about how they have been able to apply the behaviours learned. Then, they later accumulate all these cases and present to the organization's management proving that the training program was effective.

Organizations might also break the program into small nuggets each with a single objective, then apply it for a period of time [say 10days], return to the session and again take back another learning for application.

Finally, at the end of the day, the purpose of training is to create results for the organization. And Kirkpatrick's L4 level feedback or **Result level** assesses the outcome for the business after assigning the dollar value to the training conducted and the impact created.

So, L1 and L2 level feedback gives quantitative data on the program and is primarily trainer-driven. However, when it comes to the L3 and L4 levels, it not only depends on the trainer but also the participants.

Resultslab - Kirkpatrick's L3 Tool

It enables the tracking of application of learning.

Workflow

Through the tool, as per the objective of the training, power questions are asked. Participants answer the questions in STAR [S=Situation, T=Task, A=Action and R=Result] format. And this proves that participants have been applying whatever they learned during the training.

Then multiple reports of the responses, number of responses, number of application of ideas, number of positive experiences and negative experiences, etc. can be extracted from the system and form data points to be used to understand the result of training.

Few data points collected from Resultslab:
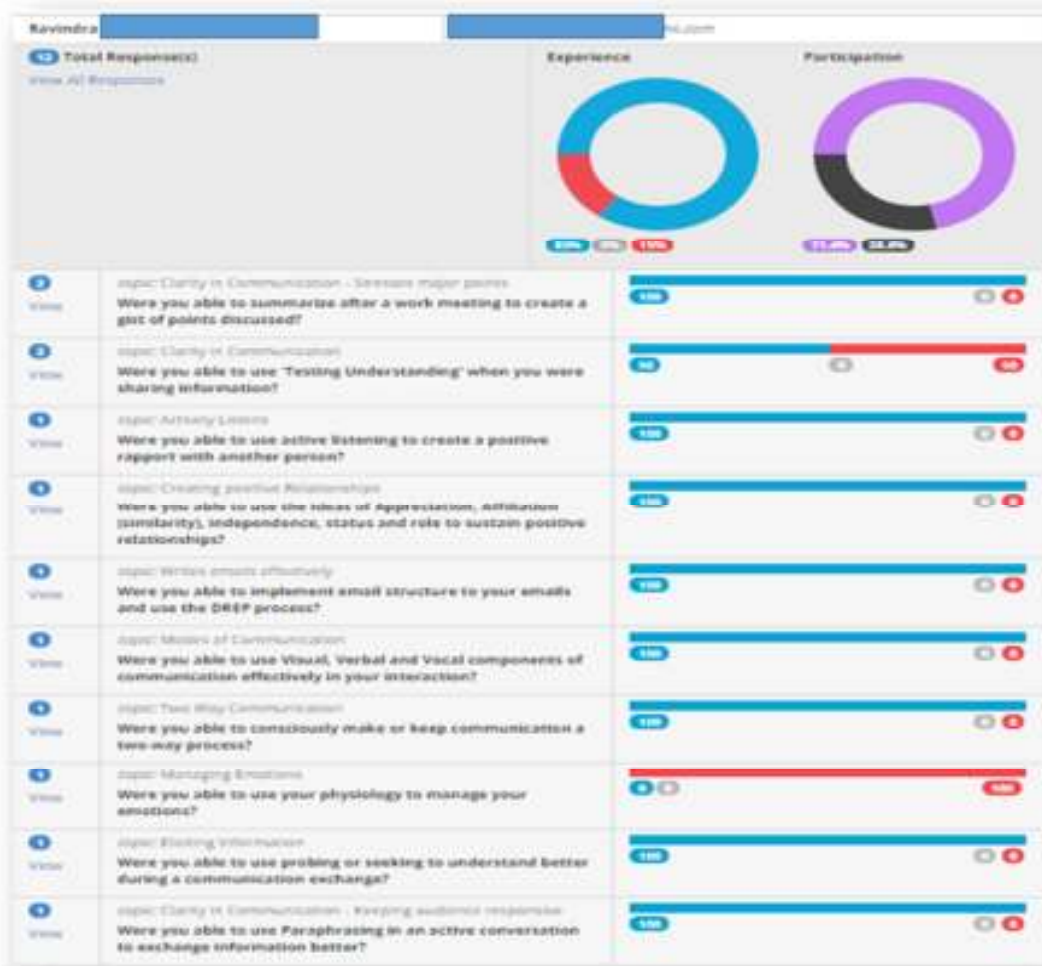
This all data can be used to lead to the multiple stories of application of training and then accordingly assessing the impact of training.

Case discussion

- Workshop on Leadership Skill was conducted
- 5 Key Criteria for Skill enhancement was set for training
- 5 Participants attended the training
- Application of Ideas were done trough Kirkpatrick L3 Tool – Results Lab

Idea implementation, Recommended responses, Participation & Participant experience was captured.

Criteria:

| Topic	Question
Delegation	Did you use the delegation planner to delegate work to your team members? *recommended responses: 3*
Feedback	Did you take and give constructive feedback in star format? *recommended responses: 3*
Empathy	Did you use empathy and esteem appropriately? *recommended responses: 3*
Coaching	Did you use coaching skills to increase buy in? *recommended responses: 3*
Win-win approach	Did you create win-win situations for your stakeholders? *recommended responses: 3*

Application: Leader1

Leader 2:

Leader 3

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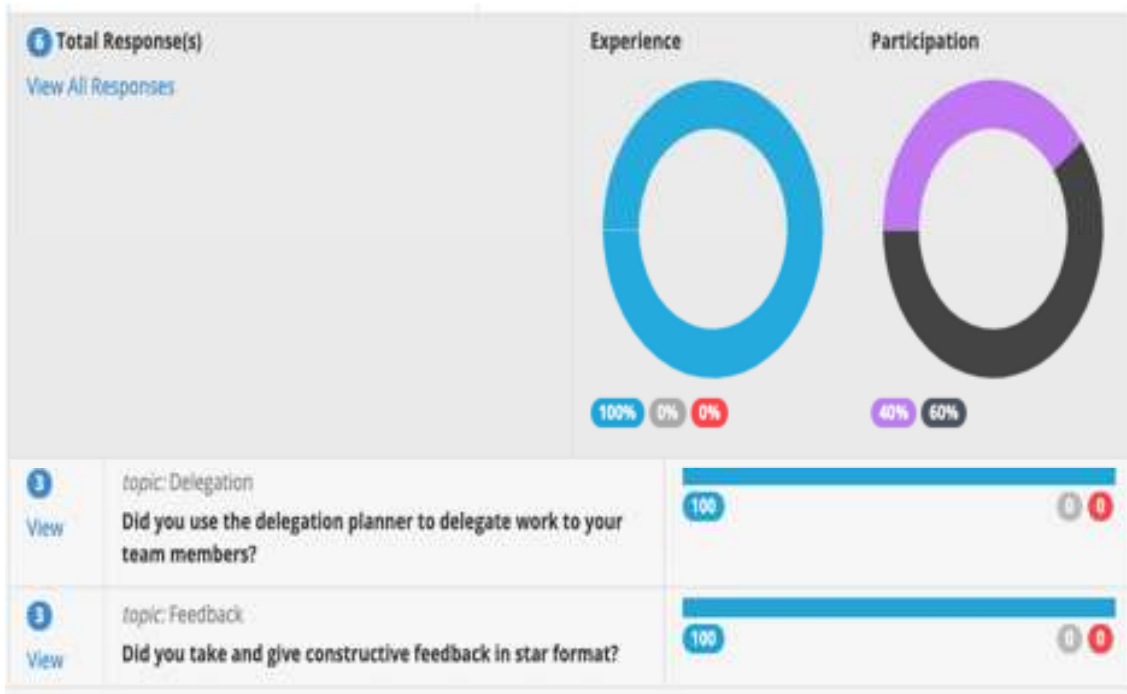
Leader 4:

Leader 5:

Point out the next intervention for each leader by looking at the provided reports.

Recommended trainings:

Leader	Recommendation
Leader 1	Advance Stage Leadership Training
Leader 2	Empathy & Coaching , Suggest Implementing Win Win Approach
Leader 3	Training on coaching and win-win approach Implement empathy
Leader 4	Training on coaching, empathy and win-win approach
Leader 5	Attend similar programs again

ROI Calculation

$$ROI \ = \ (Net\ benefits\ /\ Total\ cost)\ *\ \textbf{100}$$

$$Net\ benefits\ =\ Total\ benefits\ -\ Total\ cost$$

Example for calculation:
Buy an artefact for $100 and sell it for $250.

$$Net\ benefit\ =\ \$250\ -\ \$100$$

Total cost = $100

$$ROI\ =\ [\$150\ /\ \$100]\ *\ 100\ =\ 150\%$$

Case

- A long-term training program is expected to reduce absenteeism by 10% for your company.
- Total cost of absenteeism was $10,20,000 in the previous year.
- Hiring a trainer would cost $25,000 & Additional overall cost is equal to $5,000.
- A total of 15 managers will participate in the training for 8 hours a month for 12 months.
- Average pay for a manager (including benefits) is $60.00/hour.
- Benefits in terms of Absenteeism can be seen for upto 2 years

Calculate the ROI.

Recommended solution

Trainer: $25,000

15 Managers => 15 x 8 hours/month x 12 months x $60.00

= $86,400

Additional Cost (Cost of training material, facility, miscellaneous cost) = $5,000

TOTAL COST = $ 1,16,400

Benefits:

Estimated reduction of absenteeism of 10%

Total costs of absenteeism is $10,20,000

10% x $10,20,000 = $1,02,000 per year

How long will the effect last = 2 Years

Total benefits = $2,04,000

Net benefits = Total benefits - Total cost = $2,04,000 - $1,16,400 = $87,600

ROI = $(Net\ benefit\ /\ Total\ cost)\ *\ 100$ = ($87,600/$1,16,400) $*$ 100= 75.25%
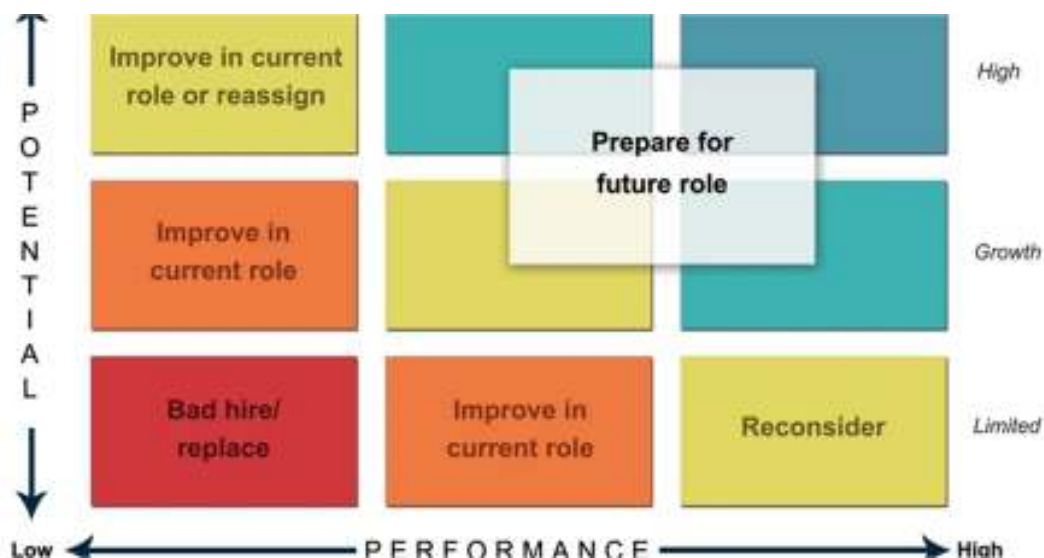
Succession Planning

Succession Planning is the identification of foreseen job role vacancies across the organization that might occur through resignation or retirement, etc, and planning about how internal candidates might fill those vacancies when they occur. There are the following focus points for succession planning:

- What is the cost of mistakes in this role?
- How difficult is it to replace someone in this role?
- How closely is this role tied to the success of our business strategy

You look at performance data, manager feedback and plan for the future roles.

The strategy for the future roles can be decided as per the below graph:

Example for mapping key personnel with the existing pool:

|	Ram	John	Krishna	Veronica
Sonali	X	X		
Mohammed		X	X	
Saurav	X		X	
Sarah				X
Peter	X		X	

The 3E Methodology
- Education
- Exposure
- Experience

Succession planning is now known as succession development.

Employee Lifecycle

Two key terms discussed under the lifecycle are:

- Absenteeism
  - Employee not available for work
- Employee turnover
  - Employee leaving the organization and the vacancy needs to be filled.
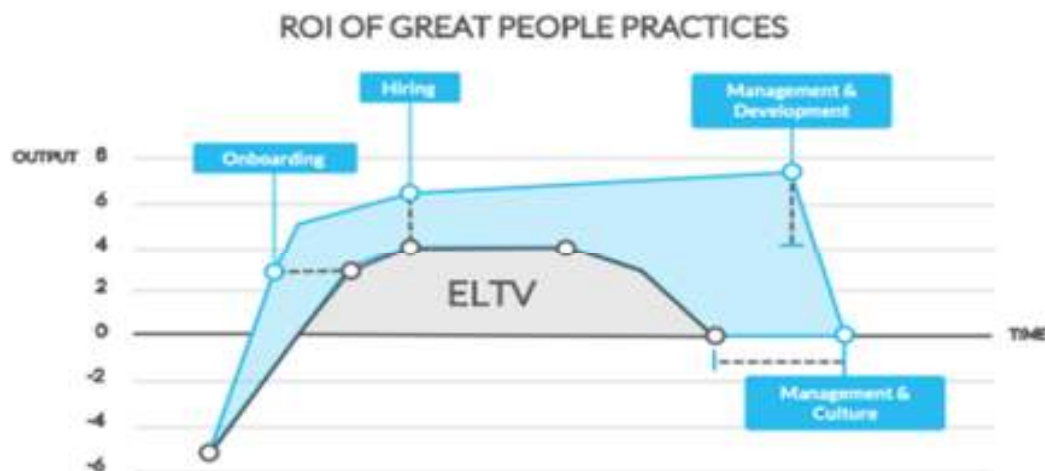
Absenteeism formula:
Direct cost of absenteeism:

- ❖ Hourly/ Daily wages
- ❖ Benefits (insurances, pensions, holiday pay, etc.)
- ❖ Premium pay for temporary help
- ❖ Premium pay for overtime work
- ❖ HR administrative cost

Indirect cost of absenteeism:

- ❖ Costs to manage the effects of absence and replacement
- ❖ Replacement costs of new or temporary employees
- ❖ Recruiting
- ❖ Training
- ❖ Onboarding
- ❖ Productivity loss (quality & quantity)
- ❖ Client service costs
- ❖ Employee morale

TCA = [HL (HP + CEB) + S (SHP + CSB) + OC) / E

- TCA - Total costs of absenteeism per employee
- HL - Hour lost due to absence
- HP - Weighted average hourly pay
- CEB - Costs of employee benefits per hour per employee ($\approx$ 10-40% of WH)
- S - Supervisor hours lost in dealing with absenteeism
  (n of supervisors x average hours lost per supervisor per day x n of days)
- SHP Average Hourly pay for supervisor
- CSB Costs of supervisor benefits per hour per supervisor ($\approx$ 20-40% of RH)
- E Total employees

Absenteeism rate = (No. of man days lost / Total no. of man days schedules) * 100

Total no. of man-days scheduled = Average no. of workers * Average no. of work-days

Employee turnover

Cost of attrition

- Hiring cost
- Training cost
- Onboarding cost
- Salary cost
- Other cost [HR & Admin mgmt]

Annual cost of attrition = [(Hiring + onboarding + development + salary + other cost} * {No. of employees * annual turnover percentage}]

$$Attrition\ rate\ =\ (No.\ of\ employees\ who\ left\ the\ workforce\ /\ Average\ no.\ of\ employees) * 100$$

Employee turnover: More metrics to track

- Voluntary turnover rate
- Talent turnover rate
- Retention rate per manager

Linking data with employee strategy

- Launch specific Employee Initiatives to be Prioritized
- More Budget to Initiatives which Solve Attrition & Absenteeism Issues
- Create Intelligent Employee Feedback Mechanism (Surveys & Exit Interviews)
- Policy Change Mechanism for unpopular policies
- Better & More Transparent Management Practices
- Make Organization less Hierarchical & more Agile