

Evaluation Implementation Plan

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Theoretical Constructs for Evaluation and Assessment of Instructional Design

Tanya Demmel

Capella University

Tanya Demmel

tmdemme@yahoo.com

Dr. Wendy Zender

Evaluation Implementation Plan

The company has within the last three years rolled out an elaborate coaching and development program that is comprised of a buffet of techniques that managers can select from to develop their direct reports. Managers can listen directly to a call, listen to a recorded call with their direct report, demonstrate skills and have the direct report teach them back, group direct reports at various levels of performance and have them share best practices, quickly plug into a call to identify and celebrate a specific behavior, as well as hold direct reports accountable for skills they have consistently demonstrated. This coaching program is designed to focus on the celebration of correct behaviors so direct reports can develop in a positive environment making the job a rewarding experience. Casual observation indicates that all of the available techniques are not being used to develop direct reports and first level managers have fallen into metric driven, scare tactics previously used by the company under the guise of the new coaching program.

Objectives, Rational, and Purpose for Evaluation

The purpose of this evaluation can be analyzed by using the guiding questions from the Eft & Preskill (2009, p145) text. Upon completion of the evaluation leadership will have the information needed to determine if the new coaching program should be replaced, modified, or left as is. The evaluation and resulting data analysis should be completed in four weeks and presented to leadership because this will ensure any necessary changes can be implemented in a timely manner to ensure maximum impact on front line employee job satisfaction. The first week the evaluation team will develop and submit evaluation for approval. The evaluation will be

administered in weeks two and three. The fourth week the evaluation team will analyze and assemble the data for presentation. Leadership will be reviewing the data to determine if the new coaching program is being administered correctly with positive reinforcement and if not why it is not being administered correctly with positive reinforcement. It is important to know how the new coaching program has been implemented because the goal of this coaching program is to help develop front line employees in a manner that makes them feel valued and respected, thus causing a higher rating for job satisfaction which directly impacts customer service delivery. The company has already invested millions into the new coaching program, thus the evaluation and the resulting data will help leadership to determine how best to proceed in improving front line employee satisfaction through development without investing into a new program because this would be the most cost effective. The new coaching program has not been evaluated since its implementation indicating that there is likely room for modification based on front line and first level management experiences with the new coaching program and changes within the business.

Supplying leadership with statistical results with proper analysis will ensure the evaluation accomplishes the goal it is designed for. Leadership will want to see an analysis of what respondents have to say as a group and what additional factors could contribute to the response. Evaluation data will be presented and analyzed for the opinions of the respondents as well as identifying any correlation to current job performance as measured in the exiting metrics. Only sound statistical results and analysis need to be presented to leadership including analysis of verbatim responses by coding. Verbatim responses in the evaluation will be used by the evaluator to determine the validity of the questions of the evaluation. If the evaluation analysis

demonstrates that there is a need for modification to the new coaching program adjustments would most likely be rolled out by the conclusion of the next quarter.

Questions and Issues with the Evaluation Plan

The evaluation of coaching can have many issues that stem from the diverse nature of coaching itself and the numerous components and configurations of coaching. According to Ely, et al. (2010) the various stakeholders, contributing factors, variety of potential outcomes, and the diversity of the data contribute to the challenge of evaluating coaching which is a key reason evaluation of coaching programs is not more commonplace.

The stakeholders of the evaluation of the coaching will range from the front line representatives to the decision making leadership. Front line representatives will look for the evaluation to determine if they are being developed effectively and express through the evaluation areas they feel need more focus. First level managers will look to the evaluation to determine if they are implementing the coaching program as it was intended as well as use it as a venue to express what is not working. Middle management's interest in the coaching program will be whether or not the coaching program is effective in changing behaviors that improve customer service satisfaction and to determine if the first level managers' time is utilized efficiently. Leadership will be interested in determining if the investment into the coaching program today has shown any positive return as well as what can be done to improve the return on the investment into the program.

Contributing factors to the coaching program than can be reflected in the evaluation are numerous and diverse. Front line employee job satisfaction is reflective of numerous components not just professional development. These components such as pay, benefits, and

hours, can have an impact on their responses. Each employee needs to have a coaching program that is designed for him or her and his or her specific developmental needs; this can lead to difference in interpretation of the purpose, process, and expected outcome of the coaching program. First level managers will also add a layer of complexity in how they interpret the intended purpose of the coaching program which will impact the coaching that they deliver. Because of the immense size of the company that the coaching program is used in and the variety of segments within the company the coaching program will be subject to varying levels of interpretation.

Each manager and representative relationship will be working toward a different goal for the representatives. Representatives can be developed to advance within the same business unit, transfer to different business units, reach specific benchmarks within their current role as well as be used to help identify and remove individuals who are not vested in the success of the business.

The data collected for the evaluation will be diverse in nature too. Data will come from front line and first level managers who will have a difference in perspective. Verbatim responses will diversify the results of the data collected as well. Using the metrics to supplement the survey responses to identify trends within segments of a business unit will also diversify the data because each business unit has a unique set of metrics to meet.

Ethical and Legal Implications of the Evaluation Plan

The evaluation process could be construed as negatively political if it is determined that the first level managers are not implementing the program correctly and they are held accountable with the same “scare tactics” they are using on their front line representatives. However, by involving the front line representatives and the first level managers in the resolution

to the incorrect implementation of the program a positive political move would be made because they would take ownership of the coaching program and strive to implement it correctly.

In Molenda's (2009) article the measurement of productivity is discussed as being a challenging task in determining the effectiveness of the evaluation. In the company metrics change frequently because the business changes frequently resulting in additional challenges in determining the effectiveness of the evaluation. Realignment of management, realignment of workflows, and reclassification of what metrics matter the most all contribute to the challenge of determining the effectiveness of the evaluation.

Use of third party evaluations such as JD Powers and Nelson ratings can provide an unbiased overview of customer perceptions of the customer service. Because these are conducted externally they lack any bias from changing metrics and interpretation to determine the effectiveness of the coaching program that is the subject of evaluation.

Regulatory Guidelines and Organizational Policies

The evaluation will fall into the general evaluation standards that are currently published. According to the American Evaluation Association (2004) (AEA) and the Academy of Human Resource Development (1999) the evaluation and its administrators will be systematic, data based, competent, use integrity, respect the stakeholders and be responsible for the interests of the stakeholders and the company. The evaluation will also follow the company code of business conduct of respecting others and their privacy, acting with integrity and honesty, and reporting all results efficiently and accurately.

Congruency with Company Mission

The mission of the company is to provide first in class customer service because this is the way to maintain a competitive edge with other wireless carriers. It is known that employees who are satisfied and feel valued in their work produce better quality customer service. The new coaching program is designed to help employees develop their skills while providing them with a positive and rewarding work environment. The evaluation is congruent with this mission because it will ensure that the new coaching program is being used as it was intended to help develop front line representatives and first level managers in a positive and rewarding way.

Evaluation Model

The proposed evaluation model would be an organizational learning approach to evaluation so that all stakeholders can learn from the evaluation and have input to modifications thus, gaining more ownership by the front line representatives and first level managers (Torres, 2001). Using the organizational learning approach will set the foundation for a continuous evaluation process that will help the company develop employees and stay current with current trends and customer needs. After the results of the initial evaluation are compiled all stakeholders will need to review those results so they can contemplate their indications and propose modifications to the new coaching program. Completing the evaluation in this manner will help to ensure that front line representatives and first level managers are implementing a process that will work for them rather than implementing a coaching program they would feel is a requirement but do not see the value in it.

The evaluation plan used to evaluate the coaching program would be Rossi's Five-Domain Evaluation Model. Looking at the five domains in Reiser's (2012) text each one is applicable to the new coaching program and the information to be obtained through the

evaluation process. The first domain of needs assessment will determine if there is a need for the coaching program. The second domain will determine if the new coaching program has been designed to work based off available research on coaching and development. The third domain will determine if the implementation of the new coaching program was completed in a manner to allow the coaching program to work. The fourth domain will help to determine if the new coaching program is successfully developing direct reports in a positive manner. Lastly, the fifth domain will help to determine if the investment into the new coaching program has had the expected return of improved workforce moral and bottom line metrics.

Evaluation Plan

Evaluation Purpose

An evaluation of the front line representatives and their level one managers will be able to determine if the new coaching program is being used effectively, if not what has caused the lapse in behavior of the first level managers, and determine if practices in the new coaching program need to be modified to fit the needs of the first level managers and their direct reports.

Stakeholders

The stakeholders of the evaluation consist of upper management who are seeking a return on the investment of implementing the new coaching program through increased customer satisfaction. Second and third level managers are stakeholders in the evaluation because they need to know how effective the new coaching plan is and coach the first level managers accordingly. First level managers are also stakeholders in the evaluation plan because it will help them to identify what is working well in the new coaching program and what needs to change

based on the perception of the front line representatives. The frontline representatives are also stakeholders in the evaluation because the results of the evaluation will help to improve the new coaching process to better meet their needs.

Need

The need for the evaluation is demonstrated in the fact that first level managers are not using all available tactics and there is still a notable apprehensive attitude of front line representatives to coaching indicating the coaching they are receiving is not completely positive in developing them.

Context

The context for the evaluation is the fact that current front line representative performance could impact the responses they provide on the survey. Also the level to which the business unit is meeting the prescribed goals can impact the front line representatives' and first level managers' responses.

Target Population

The target population is front line representatives and first level managers.

Stage of Development

The coaching program that is the subject of the evaluation has been in effect for approximately three years. This evaluation will be on the implementation of the new coaching program.

Resources and Inputs

Existing company survey tools will be used to administer the evaluation and gather the data. A team consisting of an evaluator, a programmer, and a data analysis specialist will be compiled from the existing survey teams within human resources. Additional resources beyond what is already available in the company will not be needed.

Activities

1. Write the survey questions
2. Program the survey questions into the survey system
3. Work with workforce management to ensure the survey is taken during non-peak call hours
4. Launch the survey
5. Analyze the return data within the existing survey system
6. Report the analysis to Leadership
7. Implement feedback process during existing team meetings.

Outcomes

The intended outcome is to identify best practices for the positive coaching and development of front line representatives that will result in a measureable increase in customer satisfaction as seen through internal customer surveys, JD Powers surveys, and Nielson Ratings.

Evaluation Questions

The following questions will be answered using a Likert scale from one to ten with one being the least satisfied and ten being the most satisfied.

1. I receive regular coaching
2. The coaching I receive is positive
3. The feedback from my coaching drives me to perform better
4. I feel good about the development my manager is providing me through coaching
5. The coaching program meets all of my coaching needs
6. I am excited about my job because of the coaching and development I receive

Verbatim responses to the following questions will be recorded.

1. What changes can be made to make the coaching experience better for you?
2. What is the frequency you feel you need coaching?
3. How do you like to be coached?
4. What motivates you to perform well?

Stakeholder Needs

The upper management and second and third level managers will need an analysis of the statistical data in conjunction with an overview of the verbatim responses. First level managers and front line representatives will need to contribute to the modification of the coaching program in order to take ownership of the coaching program.

Evaluation Design

An organizational learning approach using Rossi's Five Domain model will be used because this will address all levels of the coaching program and drive for participative ownership

of the coaching program thus allowing for ownership of the coaching program by the front line representatives and first level managers.

Data Collection Methods

Data collection will be done through the company's existing survey system using a ten point Likert scale and verbatim responses. This system will automatically process and organize the statistical data for easier manipulation and analysis. This system also ensures that there is limited access to the results which will be assigned to the evaluator, the programmer, and the data analyst.

Indicators and Standards

Indicators of success will include increased customer satisfaction scores through JD Powers and Nielson ratings as well as improved perceptions of the front line representatives and first level managers as indicated in a reissue of the survey nine months after the initial launch. The survey will continue to be completed every nine months to ensure the new coaching program is currently and meeting the needs of the front line representatives.

Interpretation

The evaluator and the data analyst will work together to code and interpret the verbatim responses. The data analysis will report the data and work with the evaluator for interpreting the statistical data.

Use

The evaluation team will work together to establish and maintain a nine month cycle of the evaluation process. Issuing the evaluation for changes in perceptions and feedback will ensure the coaching program is current and meeting the needs of the front line representatives. The results will be presented to leadership as well as second and third level managers.

Communication

Status updates during the evaluation process will be sent via email to leadership. The results will be presented in a video recorded / live webinar for leadership and second and third level managers. Front line representatives and first level managers will learn what the next action steps are based off of the evaluation results in a team meeting.

Evaluation Team

The evaluation team will consist of an evaluator, a programmer, and a data analyst from the human resources department.

Data Collection Management

Once the evaluation is approved the evaluator will send out a corporate email directing first level managers and front line representatives about the survey process while the programmer will open access to the survey system for those needing to complete the survey. The data analyst will work with the programmer to ensure the survey results are tabulated and saved within the survey program.

Data Analysis Management

The data analyst will compile the statistical data and then work with the evaluator on the analysis of both the statistical data and coded verbatim responses.

Timeline

- Week one: Evaluation team will assemble and obtain approval for the survey.
- Week two: The survey will be administered
- Week three: The survey will be administered
- Week four: Analysis of the survey will be conducted and reported to leadership and second and third level managers
- Week five: Brainstorming activity and topics will be covered in team meetings
- Week six: Liaisons from each team will share ideas in a focus group.
- Week seven and eight: The evaluation team, leadership, and second and third level managers will compile appropriate actions to address the needs as expressed in the results of the survey.
- Week nine: Implementation of new processes will be announced in team meetings and implementation will begin.

Evaluation Budget

The largest cost of the evaluation will be the offline time taken by the front line representatives to complete the survey. Only fifteen minute time slots will be administered to ensure minimal impact on the amount of offline time each representative gets which will keep the financial impact of the evaluation to a minimum.

Data Collection Process

The evaluation data will be gathered by using a 10 point Likert scale to answer questions within the current assessment and survey system. The 10 point Likert scale is the format that customers use to complete surveys on the customer service representatives; using this format will ensure familiarity with how the scale is measured. There will also be a field for verbatim feedback. In addition to survey responses by front line employees and first level managers, data from the scorecard on team and center performance will be used to determine if metric results can impact the respondents' answers. Data will be pooled in spreadsheet format as pulled from the existing survey and metrics measurement tools. Verbatim responses will be coded and categorized for more precise interpretation. The Likert scale responses will be analyzed to determine the understanding level of the coaching process as well as identify what tactics work and what tactics do not work. Front line employees will be coded for 15 minutes of offline time at the beginning of their shift or immediately following their lunch to take the survey. First level managers will be expected to complete the survey at the same time as their direct reports. The evaluation will take two weeks to administer to ensure proper staggering of staffing for inbound call taking coverage. The survey process is a good process for organizational needs and will obtain data that is easy to analyze and report according to Eft and Preskill (2009). The survey method will also minimize the amount of time front line representatives and first level managers will need to be offline thus minimizing expenditures for the initial portion of the evaluation. Once the survey results are collected and reported strategic focus groups will need to be held to brainstorm what modifications are needed and how to implement them. Managers can present the survey results during regularly scheduled team meetings and elect one representative from

the team to present the teams' ideas and suggestions in the focus group. This again will minimize the amount of expenditures the company will need to invest in the evaluation because only a minimal number of people will need additional off line time. From the focus groups the evaluation team can compile the suggestions and set a plan to implement the suggestions that have been submitted by numerous focus groups. Managers can receive the results in their weekly manager meeting and inform their teams during their weekly team meetings.

Assuring Validity

The data collection method of tapping into the resources of front line representatives and first level managers to help identify ways to improve upon the new coaching program will ensure the validity of the evaluation. In the article by Brandon (1998) the definition of validity is based on the inferences from the data collected and how reliable those inferences are. Involving the front line representatives and first level managers will provide reliable inferences because they are the segment of the company that uses the new coaching program the most. This process will also take into consideration the different inferences and needs of the various business units that use the new coaching program. With front line representative and first manager involvement the resulting use of the collected data will hold meaning for them because it applies to their daily work routine. Also using the front line representatives and first level managers will ensure the data is understood in the manner they wished it to be understood, it will not be as open to misinterpretation as it would be if a separate third party were to propose adjustments to the new coaching program without first-hand experience of the program's use.

Reflection on Scholarly Research

The Eft and Preskill (2009, p145) text provided the foundation of the purpose, objectives and rationale for the evaluation that the evaluation would provide valuable information to leadership and second and third level managers to help modify the new coaching program to better fit the needs of the front line representatives resulting in improved customer service as measured by JD Powers, Nielson ratings, and internal surveys. Molenda (2009) served as a guide when identifying ethical and legal ramifications of the proposed evaluation process. Both the American Evaluation Association (2004) and the Academy of Human Resource Development (1999) provide guidelines to be used in the creation, implementation and analysis of the evaluation which is important to ensure the data obtained is valid and relevant. The literature of Ely et al (2010) guided the process of preparing for questions and issues with the evaluation plan; the benefit of this is to minimize expenses in evaluation revisions because the concerns have already been projected and addressed. Torres' (2001) and Reiser's (2012) were used to identify the organizational learning and Rossi's Five Domain models as appropriate modes to follow to obtain the desired data.

Conclusion

An evaluation of the new coaching program for the company is needed to help realign the intentions of the new coaching program with its implementation. Evaluating the new coaching program and determining what tactics work, what tactics do not work, and which tactics have been misinterpreted will help in ensuring the new coaching programs success. Utilizing the resource of the front line representatives and first level managers will ensure that the results of the evaluation will be applied in a manner that is most effective in ensuring their development and job satisfaction; which ultimately is reflected in customer satisfaction. Using an organizational learning approach will prepare the company for continuous evaluation and

improvement that will not only be accepted but also embraced by the front line representatives and first level managers. Minimizing the amount of offline time will help get the buy in of the middle level of management. Providing leadership with statistical analysis of both the evaluation and the corresponding metrics will help them to see the impact this approach has on the business as measured by customer satisfaction.

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