VILT Evaluation Debrief
The Problem

- VILT delivery began in April 2017
- VILT program was receiving lower satisfaction scores when compared to the traditional in person training
Setting the stage

• Learning team paired with master’s students completing an evaluation course through Boise State’s Organizational Performance and Workplace Learning (OPWL) program
• Course ran from January - April 2018 (16 weeks)
• The evaluation team from Boise State worked with learning stakeholders to look into ways to improve the VILT program
Before we got started....

<table>
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<tr>
<th>Resources</th>
<th>Activities</th>
<th>Program Capabilities</th>
<th>Critical Actions</th>
<th>Key Results</th>
<th>Business Goals</th>
</tr>
</thead>
</table>
| • Organizational goals  
• Customer Feedback (Level 1 Reaction data)  
• Instructional designers  
• Partner Success Manager  
• Certified Master Trainers  
• Training Centers  
• Marketing materials  
• Training Administrators  
• Sales Executives  
• Customer Success Managers (CSM)  
• Service Desk Representatives  
• Customer inquiries about workshops & VLTs  
• Zoom  
• Salesforce  
• Survey Monkey  
• Existing Management Training program materials | • Review existing Instructor Led content  
• Conduct learner needs analysis  
• Adapt instructor led content for virtual delivery  
• Develop materials for virtual program  
• Conduct Level 1 Training Evaluations  
• Conduct level 2 Quiz  
• Measurement of Net Promoter Score (NPS)  
• Selection and comparison of Virtual tools  
• Perform pilot test of virtual program  
• Identify economics of the Master Training Center model  
• Development of marketing communications (one-sheets, emails, etc.)  
• Train CMTs to deliver virtually  
• Communication with delivery personnel and trainees  
• Setup product offering in salesforce  
• Train the trainers  
• Training sales team to pitch the program appropriately  
• Piloting the program with the sales team so they have a better idea of what is involved  
• CSMs informing clients of product offering (selling, up selling, etc.) | • Learners know/have:  
• Factors and Factor Combinations  
• Different management styles with direct reports  
• Different management styles for different purposes  
• Willingness to provide and use feedback | • Learners do:  
• Use appropriate management styles with direct reports  
• Provide timely, relevant, and effective feedback to peers and direct reports  
• PI behavioral and job assessments  
• Skills to decode PI behavioral patterns, behavioral needs and drives  
• Different management styles for different purposes | • The client gets:  
• Effective communication between managers and their direct reports  
• Changes and conflicts that are proactively and well managed  
• Maintained positive relationships between managers and direct reports  
• Increased job satisfaction scores  
• Increased employee engagement | • Pi achieves:  
• Increased client retention  
• Increased training penetration within clients  
• In providing customers with consistent and excellent services  
• Number of training days sold  
• Increased revenue  
• Development of Pi champions within client organizations  
• Increased brand value and recognition within organizations  
• Expanded training methodology options to reflect world-class organizations  
• Additional method of reaching clients with geographically dispersed teams  
• Pi clients achieve:  
• Employee Retention  
• Engagement  
• Improved communication  
• Team cohesion  
• Improved performance  
• Organizational alignment  
• Succession planning  
• Leadership  
• Self awareness  

THE PREDICTIVE INDEX
Evaluation Dimensions

- **Program Design & Delivery**
  - How well is the curriculum designed?
  - How well does the VILT modality satisfy the needs of the learners?
  - How well is the content delivered by instructors and how well are the learners engaged?
- **Learner Application**
  - How well are learners applying their knowledge upon returning to work?
- **Completion Rate**
  - How well is the program designed to track learner’s enrollment and session completion rate?
- **Sales/Marketing**
  - What can we learn from the clients to create a targeted marketing campaign and sales approach? (quotes, NPS, etc)
Data Collection

The team used the following instruments for data collection throughout the length of the project:

- Reviewed existing level 1 results
- Reviewed enrollment & completion rate data
- Observed of March & April Sessions
- Performed a literature review of virtual best practices
- Distributed a web based survey to participants in April sessions
- Interviewed the Sr. Training Coordinator
- Interviews with Learners*

* Given the brief time frame of this project, the evaluation team was not able to collect any data from learners.
# Evaluation Results - Overall Quality Rating

<table>
<thead>
<tr>
<th>Dimension</th>
<th>An Evaluation of The Predictive Index’s Fundamentals &amp; Managing People to Perform VILT Programs</th>
<th>Overall Quality: High Quality</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Design &amp; Delivery</td>
<td></td>
<td>X</td>
<td>Most Important</td>
</tr>
<tr>
<td>Learner Application</td>
<td></td>
<td>X</td>
<td>Extremely Important</td>
</tr>
<tr>
<td>Completion Rate</td>
<td></td>
<td>X</td>
<td>Very Important</td>
</tr>
<tr>
<td>Sales/Marketing</td>
<td></td>
<td>X</td>
<td>Important</td>
</tr>
<tr>
<td></td>
<td>Mediocre</td>
<td>Good</td>
<td>Excellent</td>
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</table>
Evaluation Results
Program Design & Delivery

- Dimension Rating = **EXCELLENT**
- Data Sources = 148 Level 1 evals, observations, literature review of virtual best practices
  - Current curriculum provides a baseline introduction to PI Methodology
  - Starts to get fuzzy when moving into application - solving specific problems within industries and the workplace
  - 12% of learners encountered technical difficulties
  - Network introduces variance around delivery
  - Despite difficulties learners felt engaged
  - Will need improvement if the team is looking to scale the virtual program to the rest of the network
Top 5 Recommended Improvements
Program Design & Delivery

- Determine the overall strategy for the VILT program, ex. Is it just a virtual version of the in-person training or does it have its own purpose and goal?
- Conduct learner interviews with previous learners to get more in depth feedback/gather further insights
- Decrease the length of the virtual sessions to be less than 90 minutes. Research shows 60-90 minutes max, were at the higher end.
- Incorporate content that provides examples of challenges from different industries or business problems. These could be in the form of case studies, job aids, or challenge questions.
- Introduce an introductory activity to grab learners attention rather than just jumping directly into content
Evaluation Results
Learner Application

• Overall dimension rating = EXCELLENT
• Data Sources = web-based survey limited to 5 learners (April sessions)*
  • Overall, learners felt prepared to apply what they learned when they return to their workplace
  • There is currently no measurement in place to determine if they have applied the content upon their return to work.

* Given the brief time frame of this project, the evaluation team was not able to collect interviews of the learners.
Top 5 Recommended Improvements

Learner Application

• Develop a Level 3 evaluation to be delivered to the learner after a specified duration (3 months) after the completion of class to measure whether they have applied concepts they learned when they returned to their workplace.

• Conduct individual interviews with learners who previously completed the virtual program to gain a greater understanding of their experience and gather further insights about their overall experience.

• Provide examples and exercises to learners that clearly demonstrate the utilization of information presented throughout the sessions in the workplace.

• Introduce pre-and post-tests (such as an entry and exit survey) to learners to track the impact of their learning.
Evaluation Results

Completion Rate

- Overall dimension rating = GOOD
- Data Sources = enrollment & completion data, web-based survey, interview with Senior Training Coordinator
  - Extremely laborious process for internal staff who handle existing registration, enrollment, & completion tracking
  - No negative experiences for learners
  - Will need significant improvements if were looking to roll out the virtual program to the larger network
Top 5 Recommended Improvements
Completion Rate

• Develop a customer facing website that makes self-registration for learners an easy “one stop shop”. The site should contain a calendar of training events where customers can see what dates available and easily register themselves for sessions.
• If self-registration is not possible, modify the initial learner interest email currently sent from Hubspot to be sent directly to the clients corresponding Customer Success Manager.
• Establish an automated workflow that sends out calendar invites to attendees after they have registered for the virtual sessions. The invites should also include a link to the course material.
• Initiate an automated reporting process that compares who registered for a virtual session against who attended. This will allow the internal team to easily pull completion data for virtual sessions.
• Establish a metrics dashboard that enables easy distribution of virtual training metrics to stakeholders (Customer Success, Marketing, Product, Sales) across the organization.
Evaluation Results

Sales & Marketing

- Overall dimension rating = EXCELLENT
- Data Sources = web based survey, literature review of best practices
- Overall, learners are highly likely to recommend the program to their colleagues (8.2/10)
- The area of most contention is that their expectations for the course were not in line with what was actually presented throughout the course

* Given the brief time frame of this project, the evaluation team was not able to collect interviews of the learners.
Top 5 Recommended Improvements

Sales & Marketing

• Adapt the marketing strategy to clearly indicate expected learning outcomes and what strategic elements/business problems learners can expect to solve based on their attendance of the virtual sessions.
• Consider introducing a formalized process for post event follow-up – it could be in the form of a marketing event or messaging
• Incorporate quotes from learners who have successfully completed the virtual training program into marketing collateral (examples provided below and in Appendix D)
Project Limitations

• The overall sample size used for the observations was low - only 2 courses throughout March & April (4 sessions total)
• Unable to gather interview data due to learners not opting into
• Only 2 instructors were observed - we expect more variance in delivery as more instructors are introduced to the equation
Resources

• **80+ page final report available on Google Drive**
  • A full list of conclusions & overall recommendations can be found on 
    pages 30-33 in the report
  • Raw data scoring, rubrics, survey results, and literature review are 
    included in the appendixes for anyone who’d like to take a deeper 
    dive into the results
  • Appendix G has best practices literature review for Virtual training 
    programs