

500 WORDS ON LEADERSHIP
DEVELOPMENT

THE LITMUS TEST

Would You Recommend This Programme?

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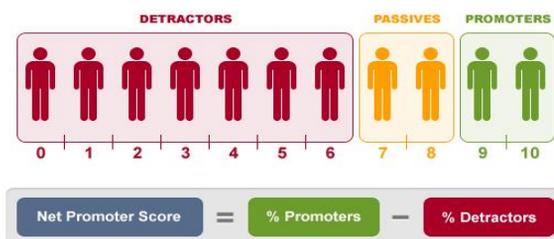
Building on the Net Promoter Score developed by Bain to evaluate customer satisfaction, a simple 2-minute evaluation is all you need to discover the success of a development programme .

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Let's face it, the evaluation is often the obligatory part of a learning development programme. At its best, what is being evaluated has been decided upon in the design of the programme. At its worst, it is one page, one-sided and once-off in the form of the so-called 'happy sheets'. However, if we consider how humans communicate, we can evaluate development programmes in a much more effective and simpler manner by asking the ultimate question: would you recommend this programme?

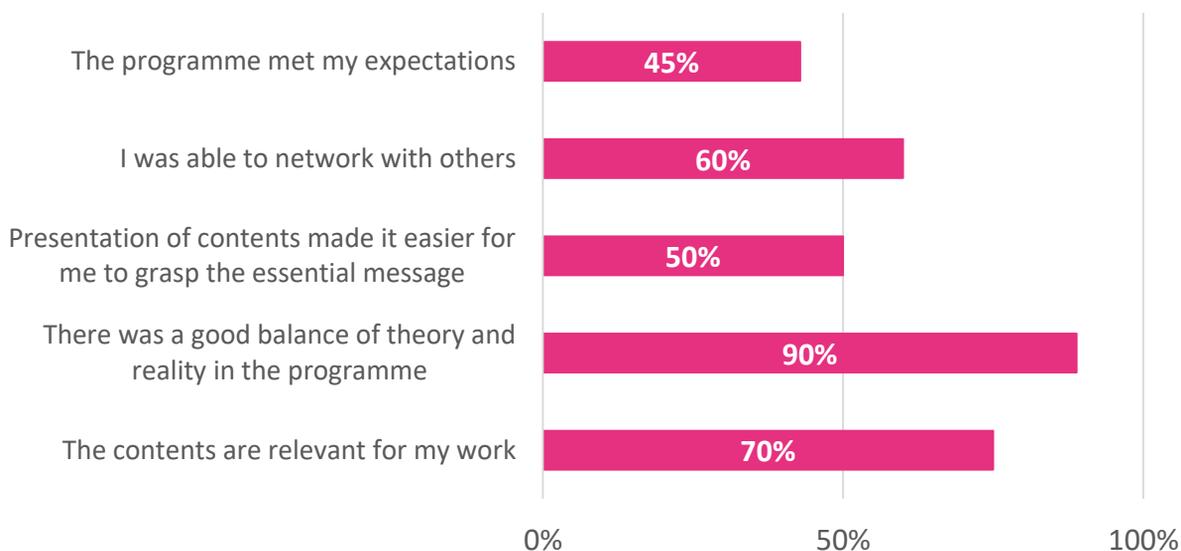
At CLP, we **constantly strive to improve our programmes in collaboration with our clients.** With a Net Promoter Score (NPS) - based evaluation, we can combine quantitative and qualitative assessment, as well as open the door to discovering the needs of the participant—the one who is at the centre of our endeavours!

Building on the NPS developed by Bain to evaluate customer satisfaction, and based on our expertise as a provider of customised development landscapes, a simple 2-minute evaluation is all you need to discover the success of a leadership development programme.



Participants who score between 9 and 10 will most likely talk positively about the programme over coffee in the office and promote the programme. Participants who rate 7 through 8 obviously enjoyed the programme, but the personal takeaways were limited; if given the choice, they could have participated in a completely different event. Ratings between 0 through 6 indicate that participants will talk negatively about the learning programme at work and delight in putting it down to others.

Example of Evaluation



The **first - or ultimate - question** stems from the fact that when we recommend something, we stake our reputation on the answer. It is not a question that we take lightly. So asking your participants whether they would recommend the programme for others will give you an honest estimation of its usefulness for that target group.

Add 'on a scale of 0 to 10' to the beginning, and you have a pool of valuable data at your fingertips, depending on whether the participant can be expected to promote your programme to others or detract from it by sharing negative stories. The overall NPS of the programme is simply the percentage of promoters minus the percentage of detractors.

The **second question** is an open one, asking participants why they gave the score they did. It can also include space for future recommendations.

The **third question** is usually a short list of factors about the programme that have been identified as key in its design. Each factor is described by a statement that can in turn be evaluated on the 0-to-10 scale.

It could include, for example, statements about the practicality of the content, the link to the business strategy, or the relevance to the participants' work. While the ultimate question gives you an estimation of the value of the programme, question three clearly shows where problems can arise, and is the heart of continually improving long-term development programmes.

Finally, the evaluation can be rounded off by asking participants if they are interested in expanding upon their feedback in a personal call. In the call, weak points can be expanded upon, and the participant can make recommendations for improvement.

If you would like to know more about how we do evaluation at CLP, do not hesitate to contact us at 500words@change-leadership.net !

Yours,
Fiona Higginson and the CLP-team



Fiona Higginson is Programme Director at CLP.

Fiona's focus is on linking learning to strategic objectives and supporting organisations in realising their training and development needs.

With over 15 years experience in L&D management in international companies, Fiona specialises in the design and delivery of customised learning programmes and is passionate about the value of alignment and clarity of content to facilitate the learning transfer.

Fiona was born in Africa, grew up in Ireland and speaks fluent English and German, as well as Spanish. She holds degrees from Ireland and Germany and enjoys jogging, cycling and Pilates.