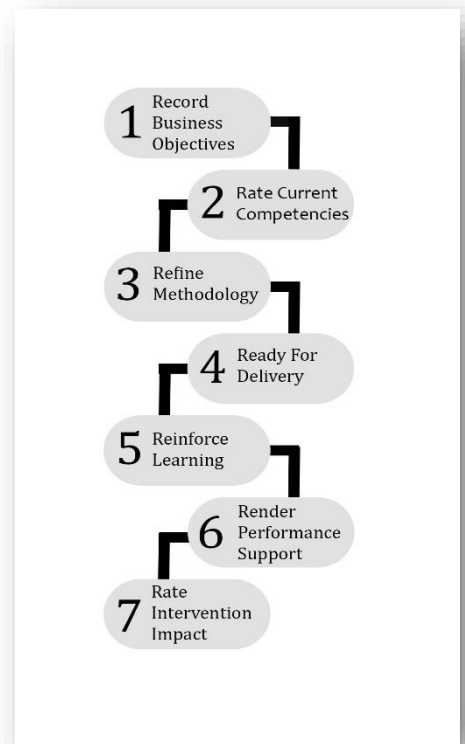# Team Results' 7R Approach to Making Learning Interventions Effective

We, understand that when our clients invest in a learning intervention, they expect performance to improve. We believe that learning is not an event but a process. A process that starts from defining learning in terms of business goals and then putting in place a robust, multi-point diagnostic process to assess current competencies and gaps. This helps us to design the complete learning experience that's strongly rooted in adult pedagogical principles and in your business realities.

The actual workshops are delivered to facilitate on the job application. Once a classroom training concludes, we drive learning transfer through various methods to ensure your talent is supported to improve performance. Because that is what is truly at the heart of People development- Better Performance and Results!

1 Record Business Objectives
2 Rate Current Competencies
3 Refine Methodology
4 Ready For Delivery
5 Reinforce Learning
6 Render Performance Support
7 Rate Intervention Impact

1. Record Business Objective and Gaps

All our interventions start with keeping a clear focus on the expected results. Our work begins with the golden question:

"What do you want to happen differently as a result of this intervention?"

This question goes to the heart of the performance issue that needs to be resolved or the specific business goal that needs to be met. The answer to this question may differ according to the stakeholder. Hence, we endeavour to have a direct interaction not only with the HR or the Learning & Development team of the organisation but also with the business and functional heads, the problem-owners. We try and comprehend the context, the business and the culture, the current internal and external situation, the participant profile and the exact needs and gaps that the intervention is expected to fill.

Who are the problem owners?	What Business Outcomes need to be achieved?
What specifically needs to happen differently?	What is the business context, culture, internal and external state?

Ideally, we would always wish to include the immediate managers of the intended participant in our discussions. This is because, on one hand, they are the source of the most productive insights about the participants, and on the other hand, the perception of co-creation by such an exercise ensures that they remain active and positive partners while implementing the learning.

All this helps us to align our solutions to the Organisational and business goals.

2. Rate- Current Competencies

The first step to learning is the ability to make an honest assessment of where you are currently

Measurement is a prerequisite to improvement. The rigorous practice of rating current competency levels of the learners is vital to ensure effective learning and ultimately improved performance.

We have a proven rating and diagnostic process in place that involves using multiple assessments to pinpoint exact areas of gaps. The assessments include psychometric evaluations, assessment and development centres (multi-assessor) as well as 360- degree surveys. This paints an almost three-dimensional picture of the participant and helps us put a solid learning plan in place for them.

	Assessment	Objective
1.	Psychometric Tools	Self-awareness on preferred behavioural and attitudinal aspects of the competencies validated by psychometric tools
2.	360-Degree Questionnaires	Assessment by participant and his/her manager and team members and other stakeholders on competencies that need to be strengthened.
3.	Assessment and Development Centres	Customised Assessment and Development Centres for individual and relative assessments of the participants on relevant competencies
4.	Current practices and internal data analysis	To understand the current state and deep dive into what 'is'
5.	On the job shadowing	Assessment of day to day challenges and behaviours that need modification to achieve business goals
6.	Mystery shopping	Observe and analyse customer experience and processes and behaviours that are in current practice
7.	Interviews and FGDs with all stakeholders	To gather data, understand and manage expectations and create buy-in

3. Refine Methodology:

Recording the business outcomes and rating current competencies of the learners provide clarity about the gap between the current and the desired outcomes. Next is creating the learning intervention as a whole.

This stage is crucial and involves the collective inputs of various functions to ensure that we have precisely targeted the learning design to meet the learning objectives. The stakeholders that work on the client brief include instructional designers, subject matter experts, the SPOC servicing the client and the facilitator who will eventually deliver the learning. The design then gets audited by the client before it is finalised.

Relevant and useful training offers practical skills critical to the current stage of organisational development. It should be essential to the job participants have to perform in the next six months—any later than that is a waste of resources!"

This is the phase where we employ instructional strategies to business outcomes, where we cater to all learning styles. It includes the application of instructional design principles such as spaced learning, scaffolding, active engagement, preparation, reflection, elaborative rehearsal, and practice with feedback.

4. Ready for Delivery

The success of an intervention depends on the model of learning that the facilitator uses.
All our facilitators and consultants practice our LEAP philosophy of discovery-based learning:

Learn	**E**xperience	**A**pply	**P**erfect

During a typical TeamResults learning experience, participants can be sure to be exploring, playing, watching, introspecting, doing, acting, discussing, listening, in short getting their hands dirty. While our methodology involves a healthy mix of **V**AK: **V**isual, **A**uditory and Kinaesthetic tools, we cannot hide our bias for the last mentioned.

Our workshops are designed around the simple philosophy of 'get it done here and now.' We are aware of the tremendous outages of learning post a workshop and our content and methodologies are created to increase retention and result in instant application in the real world.

Our LEAP practicing facilitators have a number of methodologies in their toolbox and use them as required. These include Facilitator Led Discussions, Role Plays and other Theatrical Tools, Games, Business Simulations, Audio Visuals, Self-Assessments, Process Labs, Group Activities and Competitions and Case Studies (Customised and Generic).

TeamResults facilitators are experienced, passionate about learner engagement and most importantly frequent learners themselves. They are required to upgrade their skills, knowledge and continuously challenge their own comfort zones.

5. Reinforce Learning:

All diagnosis and delivery efforts are in vain if the learners are not able to retain and recall new learning. In most programmes today, learning transfer is the missing link. *Learning that is not transferred and applied on the job is useless.*

"To change behavior and get the results you want, you need structure, support and accountability."
*(Ken Blanchard, Know Can Do)*

You can increase the ROI from the same training program by investing in learning reinforcement support. We help support learning transfer in a variety of ways which include:

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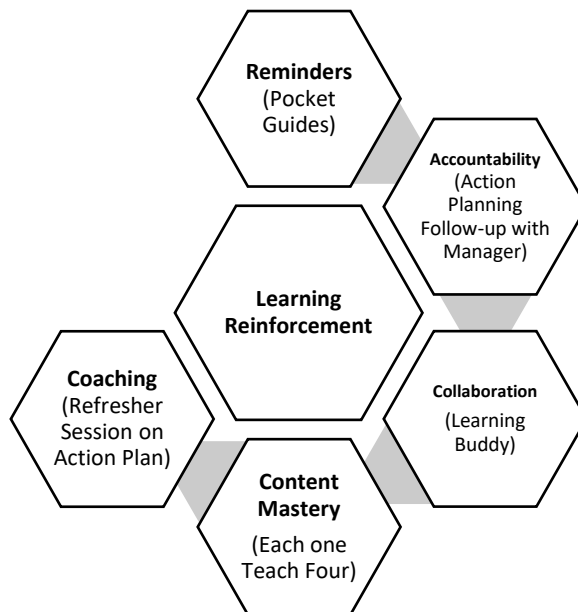
6. Render Performance Support

The final step in ensuring learning translates to performance is providing post programme support in applying the learning to business situations. This helps break resistance to adapting new habits and builds confidence in trying newly acquired skills to various on the job situations. Performance support also increases the probability of early success—which encourages the continued effort needed to achieve proficiency.

This is done through a live project around various aspects of an existing business challenge. Learners use their new competencies to solve this challenge. This process includes:

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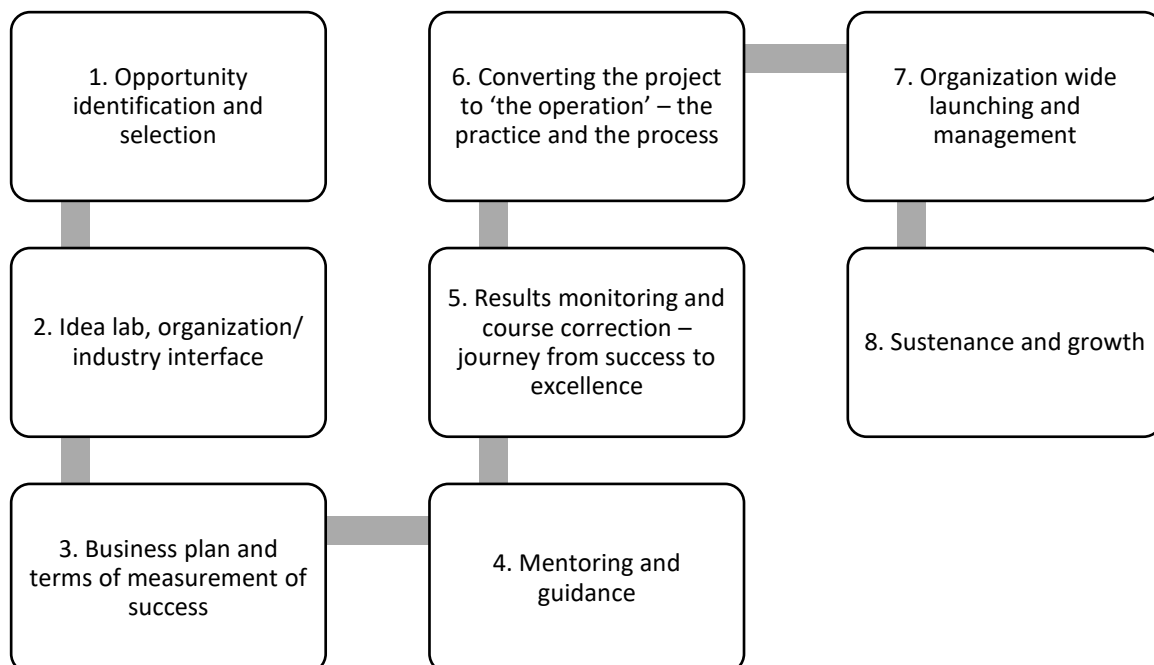
7. Rate Impact of Intervention

Level 1- Response: The 'response' is an area that we have taken from the old and reliable training effectiveness model – the Kirkpatrick model of training effectiveness, level one. If the training program was genuinely relevant and was fun, it should reflect in the immediate response of the participants selected through post-intervention feedback. Recalling the Kirkpatrick model, a positive score on the immediate response may be of limited value, but negative feedback works as an effective gatekeeper; such training is unlikely to be implemented. It, therefore, would not be impacting the results in any significant manner.

Level 2- Learning: Techniques to measure learning vary from informal to formal tests and self-assessment to team assessment to pre and post-tests.

Level 3- Transfer: This level tests if learning has transferred on the job. Usually, 360-degree evaluations and manager feedback are effective indicators of learning transfer.

Level 4- Results: In our experience this elusive level four measurement of impact is guaranteed if the intervention includes 'Rendering performance support' step. We have helped many Organisations to translate learning into tangible, concrete results that can be assigned a monetary value.

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