

Estimated Duration: 1 hour 30 minutes (ILT)

Audience: Sales Training

Outcomes and Objectives

1. **Identifying Learning Outcomes Before Learning Objectives**
 - Content creators should identify learning outcomes before defining learning objectives for all instructional plans and content.
 - **By the end of this training, learners will be able to identify the outcomes to be produced as a result of training content.**
2. **Measuring Outcomes to Reflect ROI and ROE**
 - Content creators should measure outcomes to determine the return on investment (ROI) and/or return on expectations (ROE) for instructional content.
 - **By the end of this training, learners will be able to measure the outcomes produced as a result of training content.**

Instructor Preparation

- Print enough copies of the **Focusing on Outcomes Handout** so each learner and facilitator has a copy, plus a few extras.
- Prepare a **large notepad or whiteboard** for discussions.
- Have **markers (dry erase for whiteboard or regular for notepad)** available.
- Provide **blank sheets of paper** for learners to take notes.

Content Outline

B.A.N.G. Opener

1. **Ask:** *Can someone give me an example of a goal you currently have or a goal you achieved in the past?*
 - *(Pause for learner answers.)*
2. **Say:** *Awesome. Now can you tell me a bit about how you achieved your goal?*
 - *(Pause for learner answers.)*
3. **Ask:** *What were some things that came about as a result of achieving this goal?*
 - *(Pause for learner answers.)*
4. **Say:**
 - *Yes! The “things that came about” as a result of achieving a goal were outcomes. Maybe you knew you’d be able to see the outcomes, maybe you didn’t—but when you achieve a goal, there are often outcomes that accompany it.*
 - *The reason we’re in this session today is to learn how to identify the outcomes that should be produced as a result of our training—the behaviors (behavioral goals) we train job performers to do after the training session ends.*
5. **Ask:**
 - *What do you want to learn in our session today? (Pause for answers.)*

- *What outcomes would you like to have after today's session? OR What outcomes would you like to work toward along with your learning goal? (Pause for answers.)*

Objective 1: Identifying Outcomes

Information and Context

1. **Say:**
 - *Think for a moment about the learning objectives you've created or read in any of the team's instructional plans. By having a well-crafted learning objective, you've successfully identified the key behaviors a learner needs to perform by the end of the training session, yes?*
 - *Now think about what the results of those behaviors are or what they could be.*
2. **Ask:**
 - *How often have you thought about your content in this way? (Pause for answers.)*
 - *Why or why not? (Pause for answers.)*
3. **Say:**
 - *Before we get into determining training outcomes, let's calibrate on how we can differentiate behaviors from outcomes.*
 - *The Association for Talent Development (ATD) defines an outcome as "a valued accomplishment produced by a job performer; it's the end product of behaviors."*
 - *There are four key points to remember about outcomes.*
4. **Do:**
 - Have learners write these points down or display them on a giant notepad or whiteboard.
5. **Say:**
 - **Outcomes have value to the organization.**
 - **Outcomes are measurable.**
 - **Outcomes can be used to compare job performers, even when they aren't present.**
 - **Outcomes begin with a noun or noun structure—not verbs like behavioral objectives.**
 - *(Example: Calls are accurately logged in Salesforce.)*
6. **Say:**
 - *Behaviors produce outcomes to achieve business goals. What does that mean for us as learning professionals? It means that the training content we create should have desired outcomes that support our team's OKRs and the business's OKRs.*
7. **Ask:**
 - *What would be the benefits of having leadership and stakeholders help identify desired outcomes? (Pause for answers.)*
8. **Say:**
 - *Yes! There are many benefits to adding outcomes to our analysis process.*
9. **Do:**
 - Read examples of benefits/advantages of identifying outcomes:
 - **Outcomes are what most people care about.** They link directly to business goals.
 - **Outcomes are tangible and quantifiable.** We can measure whether the training met expectations.

- **Outcomes create a framework for prioritizing tasks.** We can prioritize them based on how critical they are to producing the desired outcome.
10. **Ask:**
- *Did anyone notice anything about the three statements I just shared? (Pause for answers.)*
11. **Say:**
- *They are all outcomes of identifying outcomes!*

Activity: Distinguishing Behaviors from Outcomes

1. **Say:**
 - *At some point, most or all of us have been in the analysis phase of creating training content.*
 - *Let's do a quick activity to determine whether a statement describes a behavior or an outcome.*
2. **Instructions:**
 - Read out each phrase below.
 - Have learners write down whether they think each phrase describes a behavior or an outcome.
 - No discussion—just individual responses.
3. **Phrases:**
 - **Accurately define consumer personas.**
 - **Consumer personas are a focal point in the sales process.**
 - **Build rapport with clients.**
 - **Define the role of a broker.**
 - **New hires make sales in the training bay.**
4. **Review:**
 - After time is up, go through each statement, discuss responses, and clarify.
5. **Answers:**
 - **Behavior**
 - **Outcome**
 - **Behavior**
 - **Behavior**
 - **Outcome**
6. **Ask:**
 - *How did that go? What questions do you have? (Pause for discussion.)*
7. **Say:**
 - *Now that we're on the same page about identifying behaviors vs. outcomes, let's learn how to incorporate outcomes into our content creation process.*

Worked Example: Identifying Outcomes in Training Development

1. **Say:**
 - *Let's say we've been tasked with creating training for salespeople. Leadership has determined that salespeople need to improve logging calls accurately in Salesforce.*
 - *Before asking about the behavior—the action someone will take by the end of training—we first ask about the desired outcome of training on this topic.*
 - *It might sound something like this...*
2. **Do:**

- Write the following **questions** on a large notepad or whiteboard:
 - **How did you determine this is a training gap?**
 - **What improvement would you like to see?**
 - **Three months from now, what does success look like post-training?**
- 3. **Say:**
 - *These questions help define the training outcome before focusing on specific behaviors.*
 - *If we guess incorrectly about the outcome, we risk delivering training that isn't valuable to the organization—missing the first key principle of defining outcomes.*
 - *Instead of assuming, we use open-ended questions to:*
 - Align on the expected result of training.
 - Identify measurable indicators of success.
 - Determine whether training is even necessary.
- 4. **Say:**
 - *Sometimes, when we ask about training outcomes, stakeholders don't have a clear answer or the outcome is not measurable.*
 - *This can reveal that a training request is actually a coaching opportunity rather than a need for formal training.*
- 5. **Ask Check-In Questions:**
 - *Does this process make sense?*
 - *Have you encountered situations where training was requested but the real need was coaching or process improvement?*

Completion Problem: Determining Training Outcomes

- 1. **Say:**
 - *Now, let's apply this concept to a different training scenario.*
 - *Imagine we are developing training for new construction salespeople. Leadership believes salespeople aren't asking for referrals.*
 - *The first question we ask in our initial meeting with stakeholders is:*
 - **"How did you determine this is a training gap?"**
 - *Now, let's go deeper with an activity!*
- 2. **Activity Instructions:**
 - **Pair up:** One person plays the learning professional, and the other plays the leader/stakeholder.
 - **The learning professional asks open-ended questions** to determine the desired outcome of the training.
 - **The leader/stakeholder provides answers** (and may offer slight pushback for realism).
 - **Each person takes turns playing both roles.**
- 3. **Check-in After Activity:**
 - *What challenges did you encounter when defining outcomes?*
 - *Did you get clear, measurable responses?*
 - *What would you do if a stakeholder couldn't define an outcome?*

Objective 2: Measuring Training Outcomes

Information and Context

1. **Ask:**
 - Who here is familiar with Kirkpatrick's Levels of Evaluation? (Pause for responses.)
 - Which levels do we commonly use to measure training in our organization? (Pause for discussion.)
2. **Say:**
 - That's right! We often use:
 - **Level 1:** Learner reaction (e.g., surveys)
 - **Level 2:** Knowledge assessment (e.g., quizzes or tests)
3. **Ask:**
 - Measuring training outcomes falls into which Kirkpatrick level? (Pause for responses.)
4. **Say:**
 - It falls under **Level 4: Results**, where we measure the tangible impact of training on business performance.
 - Some people assume that measuring outcomes is all about Return on Investment (ROI), but there's another important factor:
 - **Return on Expectation (ROE)**—Did we achieve the desired outcome?
5. **Ask:**
 - How do we determine if training met expectations? (Pause for discussion.)

Example: Measuring Outcomes in Healthcare Training

1. **Say:**
 - Let's look at an example from the healthcare industry.
 - <http://www.kirkpatrickpartners.com/Portals/0/Resources/White%20Papers/Patient%20Safety%20White%20Paper.pdf>
 - A hospital implemented training on a new medication-tracking system. They identified two critical behaviors:
 - Nurses correctly **use** the system.
 - Nurses correctly **identify** when to use the system.
2. **Do:**
 - Write down the **expected training outcomes**:
 - **Reduction in patient safety incidents.**
 - **Reduced healthcare costs from medication errors.**
3. **Say:**
 - At the end of a fiscal quarter, the hospital measured these outcomes and found:
 - **Medication errors decreased from 1.5 defects per unit to 0.5 over three years.**
 - **Healthcare costs dropped by eliminating medical complications related to errors.**
4. **Ask:**
 - Do these outcomes seem realistic? (Pause for responses.)
 - What measurement methods would work in your own training? (Pause for discussion.)

Activity: Measuring Training Outcomes

1. **Say:**
 - Now, let's apply this process to our own work.

- *In pairs, review a real or hypothetical training project and answer the following questions:*
 - **What are the potential outcomes to measure?**
 - **What tools would you use to measure them?**
 - **How would you define success?**
 - **What adjustments would you make if results were negative?**
- 2. **Check-in After Activity:**
 - *What challenges did you encounter when defining measurements?*
 - *What new insights did you gain?*

Final Wrap-Up & Takeaways

Practice with Feedback

1. **Say:**
 - *For your next training project, apply today's concepts by:*
 - **Identifying outcomes before defining learning objectives.**
 - **Determining how you will measure success.**
 - **Aligning training with business goals.**
2. **Assignment:**
 - **Use the "Focusing on Outcomes Handout"** to revisit a past training project and outline its outcomes.
 - **Evaluate whether your training met its intended results.**

Closing Discussion & Reflection

1. **Say:**
 - *Today, we differentiated between behaviors and outcomes.*
 - *We practiced asking questions to define training outcomes.*
 - *We learned methods for measuring training success.*
2. **Final Task:**
 - *Take a moment to email (**alias here**) with the training outcome you hope to achieve after today's session.*
3. **Ask:**
 - *Did this session meet your expectations? (Pause for responses.)*

Evaluation Plan

Level 1: Learner Reaction Survey

- **Survey Link:** [Google Form Provided in Training]
- **Example Questions:**
 - *I understand the difference between behaviors and outcomes. (Scale: 1-5)*
 - *I can confidently define measurable outcomes for my training content. (Scale: 1-5)*
 - *How will you apply today's session to your training development? (Open-ended response)*

Level 2: Knowledge Check

- **Scenario-based assessment:** Learners analyze a past learning project of their choosing and define appropriate outcomes.