July-August 2013

Welcome to *the* Centre for Change Management monthly bulletin

We are a growing qualifications centre, interested in the subject of organisational change.

Our bulletin is designed to share our thoughts and insights in effective change management. Please share anything we publish with your clients and help us by adding your experiences and comments to our blog, twitter or facebook page:

If you'd like to know more about how our qualifications can add value to your change proposition, visit our website www.c4cm.co.uk, email me at amanda.muscat@c4cm.co.uk or call me on 0117 230 5091.

Regards

Amanda Muscat
Marketing & Communications Director

Effective Training
organisational insight

Fair and valid assessment?
I have just re-read a paper on assessment by Will Thalheimer on Measuring Learning Results. The premise of the paper is a question about what do we want to know from the assessment of a delegate on a training course and how do we get what we want.

The first question: what do we want to know from a course assessment? If you are an employer paying for the training, and the opportunity cost of time for your employee to attend the course, then you might want to know if they turned up; or you might want to know if they learned anything; or you might want to know if the employee is going to behave differently in a way that benefits the organisation. The first assessment is easy: an attendance list does nicely and a feedback form completed by the delegate can indicate their initial response to the course. The second assessment is more difficult but a memory test on the contents of the course is a common method. The third assessment is much harder, especially to gather evidence of actual new behaviour - which is different from the intentions often noted on the feedback form!

The memory test at the end of the course is going to tell us something about how much has been taken into the delegate's memory. But the test only measures the ability to recall data and information. It does not measure knowledge which is used in the work place because the assessment takes place in the context of the course (same room, same trainer, same colleagues as the course, same format of assessment as that practiced during the course, and artificial scenarios). All of these are known indicators which improve recall. All of us know that changing the environment will reduce recall and that over time recall decays very rapidly. So an end of course assessment is both artificial and measures the past (the learning during the course) rather than the future (new beneficial behaviour). It is also common for post course assessment to focus on all sorts of low level detail, much of which is not going to be used in the workplace; and which often forces delegates into using memory cramming techniques during the course which are known to reduce later recall of

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#Tweet of the week - Focus on the business outcome

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Online Courses

Aspire Europe now have courses available for online study. These are ideal for individuals who want to control both the time and pace of their learning experience. Aspire provide expert tutorial support alongside the e-learning modules so a human is never very far away! Many of these courses lead to C4CM qualifications which includes our modular Certificate in Managing Change.

For more information go to the Aspire website or email enquiries@aspireeurope.com

Patrick Mayfield publishes book on stakeholder engagement

In September Patrick Mayfield publishes his book entitled "*Practical People Engagement - a bias to relationships*" and is about stakeholder engagement. This topic is one of our qualifications and we will be reviewing our online course to include the new book.

However, if you can't wait until September Patrick is running a workshop in the 2013 pearcemayfield summer school on this topic which will also preview

information from the course. If this type of assessment is the only criteria for success then there is no incentive to improve performance and thus benefit the organisation.

In his paper Will Thalheimer proposes characteristics of assessment that will enable some indication of future beneficial behaviour. He suggests that a delay between learning and assessment will ensure that recall focuses on key ideas, not detail. The assessment needs to take place in the same situation in which the learning is to be used (the workplace), with the workplace colleagues, and needs to use realistic situations so that knowledge can be applied in the complex environment of the workplace. This leads us to consider workplace based assessment using workplace situations as the best way to answer the question: "how is training benefiting the organisation?".

Workplace based assessment is at the heart of C4CM qualifications. Delegates must apply the learning from their course to actual situations in their workplace which they are involved in. They need to be able to recall relevant material and apply it in the complexity of a real situation. They then write up what they have done using their new knowledge (and it is knowledge because it has been used to solve real problems). This means they also practice the language of the new knowledge in the workplace and necessarily translate it in a practical way to enhance their own understanding and those affected by the assessment work. The write up then becomes the evidence that there is new behaviour and how it has benefited the organisation.

The downside to the workplace based assessment is that only a part of the material learnt on the course is actually used for the assessment. But that is also real life. We want our newly trained people to be able to select relevant information for each situation and apply it. The selection of the relevant information is an important part of the assessment. Does that mean some parts of the course may never be used and forgotten - yes it does. However, the beneficial parts have been well learned and used!

For more about our qualifications and assessment visit our website www.c4cm.co.uk.

If you are interested in including our qualifications in your learning portfolio please contact Amanda on 0117 230 5091 or email me at amanda.muscat@c4cm.co.uk.

EDI Supporting learning and performance

C4CM™ is an EDI Licensed Centre. All of our qualifications are accredited by EDI as an approved qualification. EDI is itself accredited and authorised by the UK Government.

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the book. This is an amazing opportunity, book here.

#tweet of the week

We re-tweet ideas and comment from close associates - this link proved to be quite popular:

Bestoutcome
Making change happen

Focus on the business outcome

When doing projects the team often become focused internally on project results and products. Sometimes keeping to plan is more important than doing something useful. Hence it is imperative to remain focused on the purpose of the project - see the full story

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