NEW ZEALAND DEFENCE COLLEGE
Te Hāpua Kuranga o Te Ope Kaatua

Providing Pathways To Success
Whakarato Te Ara Momoho

Performance & Evaluation
Continuous improvement of learning grounded in evidence

DEFENCE FORCE

A FORCE FOR NEW ZEALAND

Empathy Mapping within NZDF

Presentation Team

Andy Moore – Senior Advisor, Performance & Evaluation
Email: andy.moore@nzdf.mil.nz

Victoria Carling – Senior Evaluator Strategic Operations, Performance & Evaluation
Email: victoria.carling@nzdf.mil.nz

Abstract

The Performance and Evaluation (P&E) team is responsible for conducting evaluation activities for all individual learning within the NZ Defence Force. In order to un-box what NZ Defence values in a programme and maximise contact time, a more efficient facilitation method was needed. This was achieved through combining the principles of Dave Gray's Empathy Mapping and Will Thalheimer's Result Focused questions.

Using sensor descriptors, empathy mapping encourages participants to consider what success of a programme looks like. By documenting what different stakeholders see, say, feel, hear, do, or think, a word picture is constructed on what each would consider success. These word pictures provide the building blocks to develop evaluation rubrics that are result focused, identifying the observable effect expected post programme.

P&E has found that this collaborative and tactile approach is engaging and clarifies what NZ Defence truly expect from a programme. P&E has observed a greater ownership of evaluation findings and an increase in evaluation capability within stakeholder. The success of this approach is evident by some stakeholders requesting further training on empathy mapping, with the intent to incorporate it into their own business processes for developing result focussed KPIs.

Drawing from their experience the presenters will demonstrate how empathy mapping has been used to build the foundations for successful evaluation within NZ Defence. Highlighting how empathy mapping can maximize contact time with key stakeholders, document the shared understanding of programme results and subsequently promote a collective interpretation of evaluation reports.

The session will allow participants to gain an insight into: What is empathy mapping? Where did it come from? What are the components of an empathy map? Why are they useful as building blocks for evaluation practice? How they can be used to build evaluation-rubrics?

Evaluation within NZ Defence Force
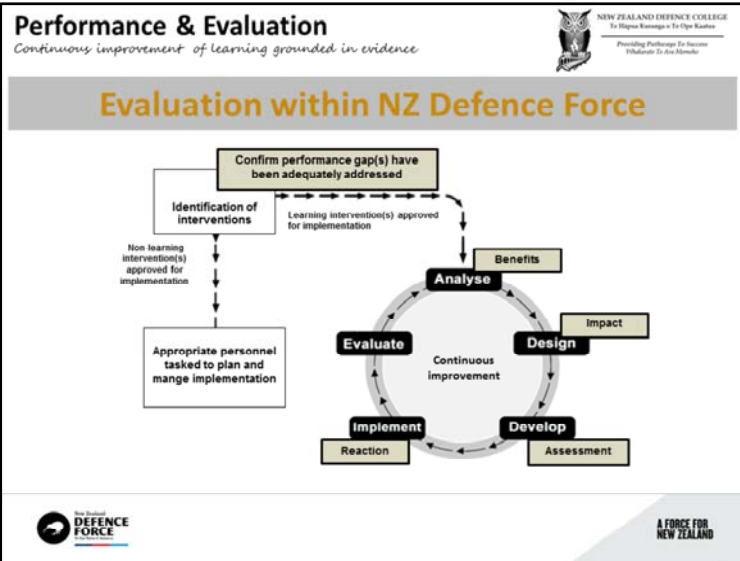
Evaluation within NZ Defence

The NZDF evaluation framework consists of multiple levels of evaluation, which provides a consistent pan-NZDF evaluation approach. The evaluation levels may be conducted separately and do not need to be undertaken consecutively.

The NZDF evaluation framework adapts the work of recognised evaluation leaders, using Kirkpatrick's levels of evaluation and Phillips' return on investment (ROI) methodology, combining these with other current evaluation theories and practices.

Kirkpatrick, D.L., & Kirkpatrick, J.D., (2006), Evaluating training programs: The four levels, (3rd Ed.), Berrett-Kahler: NY.
Phillips, P.D., & Phillips, J.J., (2007), The value of learning: How organizations capture value and ROI and translate these into support, improvements and funds, Pfeiffer: CA.
Leone, P., (2015) Measuring and maximizing training impact: Bridging the gap between training and business results, Palgrave MacMillan: CA.

Evaluation within the Systems Approach to Learning

NZDF evaluation framework levels are integrated into the Systems Approach to Learning. Figure 1, shows the relationship between the phases of the Systems Approach of Learning and the NZDF evaluation framework.

Approach to evaluation

The evaluation approach provides a set of rules and guiding framework that specify what good or proper program evaluation is and how it should be applied. The NZDF have adapted participative and comple evaluation approaches to support the application of the NZDF evaluation framework.

Participative evaluation

Participative evaluation refers to a partnership approach to evaluation, involving a collaborative worki relationship with key stakeholders involved in individual learning throughout the NZDF. The partnersh on a combination of contemporary evaluation and subject matter expertise of respective stakeholders

Complementary evaluation

Complementary evaluation is a conceptual evaluation framework, the intent of which is for Performar Evaluation, NZDC, to complement other NZDF evaluation and quality assurance processes.
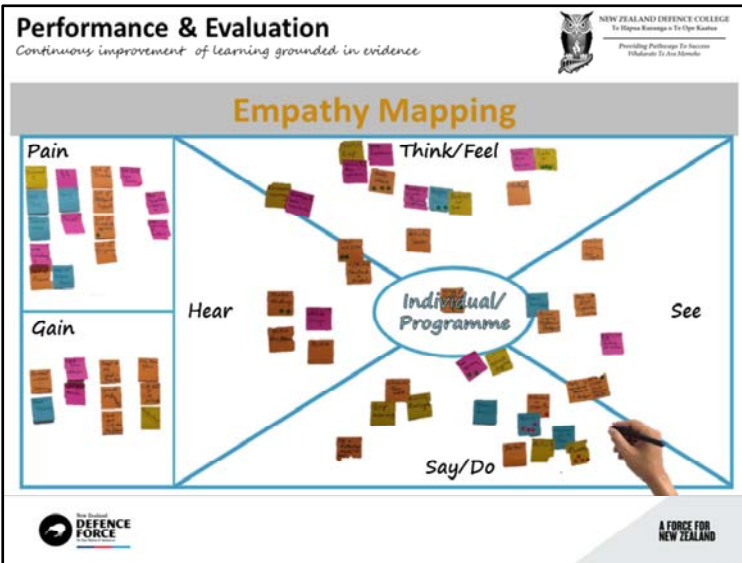
Empathy mapping – Discovering what they value

Empathy mapping is an emerging collaborative approach that focuses on the results of a programme. Used to gain the perspective of different stakeholders, from the commissioner to the programme participants, it seeks to define what they truly value from a programme. Empathy mapping requires participants to reflect on what success looks like, according to them, by considering what they would see, say, do, hear, think and feel during and post programme.

The collaborative approach ensures a shared understanding is achieved on the quality, value, and effectiveness of a programme.

The results can then be used, as the building blocks of evaluation rubrics to define measurable criteria.

.

Sensor Descriptors

By commencing in the '*See*' quadrant and working clockwise around the template, and finishing in the '*Think/Feel*' area, builds an impression of what our stakeholders may think and feel and creates an understanding of what it's like to walk in their shoes.

To assist with facilitation of the empathy mapping session create starter questions:

➢ **See:** What do they see? Who are the key people in their environment? What is their environment? What problems do they see?

➢ **Say/Do**: What do they say? What do they say matters to them? Do they influence anyone? What are they saying to colleagues, peers, subordinates, and bosses? What do they do? How do they behave in public?

➢ **Hear:** What do they hear in their environment? Who are their main influences? How are they influenced - through what means?

➢ **Think/Feel**: What do they understand and feel?

➢ **Pain/Gain:** What are their fears, frustrations. What are their wants, needs and hopes? What does success or failure look like?

Once the quadrants are completed the facilitator can categorize and cluster theme. Communicate conclusions from the patterns that have emerged and discuss ideas the team has generated.
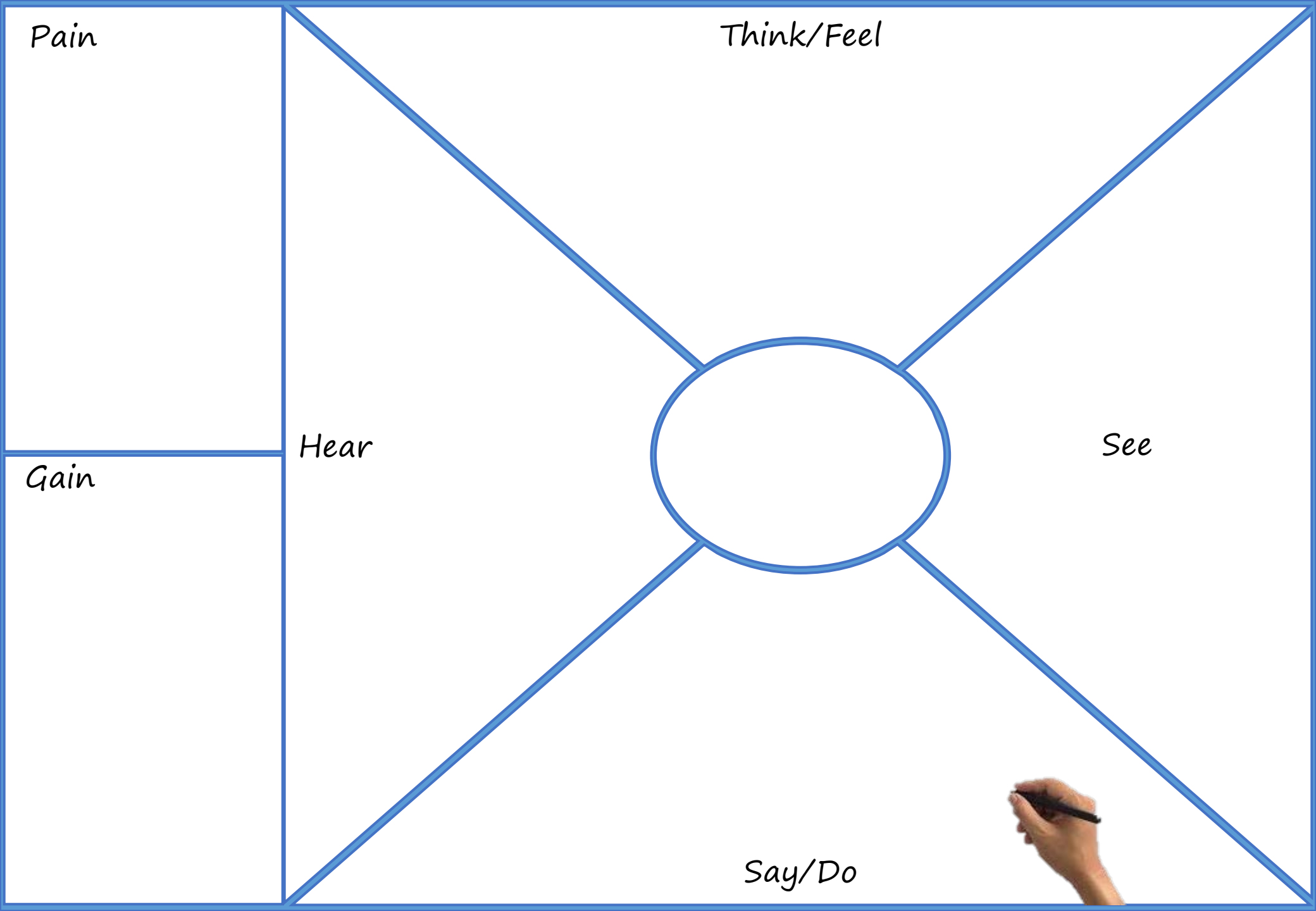
Pain

Think/Feel

Gain

Hear

See

Say/Do

Criteria Rubrics

Criteria rubrics define what is being measured and clearly define the levels of performance required to indicate success.

Traditionally there are two component to a rubric the "Score" and the "Criteria".

Components

Scale

The scale is used to assign a value to the measure, linking the criteria to the question stem. This provides a scale on which the criteria can be rated against and common scales included ; 'Very poor, to 'Excellent', 'Not at all' to 'Extremely', or a rating scale from 1 (lowest) to XX (highest), depending the number of criteria.

Descriptor

The criteria is the descriptor that clearly defines what quality, and/or success would look like, to receive the associated scalar. The information gathered from the empathy mapping is used to develop sensory focused descriptor (See, Hear, Feel, Do, and Think). These allow stakeholders and evaluation participants to have observable criteria on which to base their responses.

Design Elements

These indicate what the expected response for a particular criteria is, from the evaluation design. This provide a common understanding of criteria and allows stakeholders to assign value to information.

➢ **Superior**. Exceeded the acceptable performance.

➢ **Acceptable**. An acceptable performance has been reached (expected response).

➢ **Conditional**. An acceptable performance has been reached, under some conditions.

➢ **Developing**. Some development is Indicates that some development is required to achieve the required standard.

➢ **Unacceptable**. Is an unacceptable response under any condition.

Minor Reaction (Level 1) survey criteria – Shows the criteria used within question sets

Instructional Delivery (Engagement)

Measure

The degree that course participants are engaged with learning.

Scale	Descriptor	Design Element
Extremely engaged	Instructor(s) were engaging and activities encouraged learning.	Superior
	Instructor(s) were engaging, offering a variety of opportunities to support learning.	Acceptable
Engaged	Instructor(s) were engaging welcoming two-way communication.	Acceptable
	Instructor(s) were not engaging offering some opportunities to support learning.	Developing
Not engaged	Instructor(s) were not engaging and activities discouraged learning.	Unacceptable

Learning Environment

Measure

How effective was the learning environment in supporting learning.

Scale	Descriptor	Design Element
Extremely effective	Resources/facilities and/or location(s) promoted learning	Superior
		Acceptable
Effective	Resources/facilities and/or location(s) supported learning	Acceptable
		Developing
Not Effective	Resources, facilities and/or location(s) were a barrier to learning	Unacceptable

Reflection

Measure

The level of confidence that a course participant has to apply the learning.

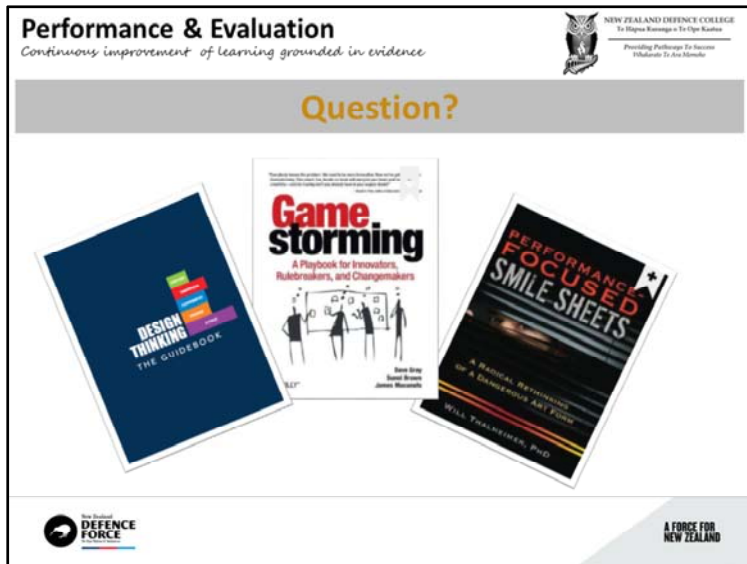| Scale	Descriptor	Design Element
Extremely confident	Confident to pass on learning to others.	Superior
	Confident to apply learning.	Acceptable
Confident	Confident to apply learning with support (Support could be physical or access to reference material).	Conditional
	Confident to apply some of the learning (Some gapes in learning, needs further experience or learning)	Developing
Not confident	No confidence to apply any of the learning	Unacceptable

Instructional Delivery (Knowledge)

Measure

The degree of knowledge is displayed through explanations and answering of questions.

Scale	Descriptor (Response)	Design Element
Extremely Knowledgeable	Explanations/answers were short, clear, coherent and precise.	Superior
	Explanations/answers were clear and accurate.	Acceptable
Knowledgeable	Explanations/answers were generally clear and accurate	Acceptable
	Explanations/answers were unclear, incoherent, and/or inaccurate.	Developing
Not at all Knowledgeable	Explanations/answers were not given.	Conditional

Content

Measure

The degree that the course material delivered was relevant to the course aim.

Scale	Descriptor	Design Element
Extremely relevant	Some material also related to the next level of learning.	Superior
	Material also related to real life experiences.	Acceptable
Relevant	All of the material related to the course aim.	Acceptable
	Only some of the material related to the course aim.	Developing
Not relevant	Did not relate to the course aim.	Unacceptable

Time Management

Measure

How efficiently was time managed during the course.

Scale	Descriptor	Design Element
Extremely Efficient	Learning time had momentum that ensured learning is occurring every minute.	Superior
	Learning time was maximized through good structure and smooth transitions between topics.	Acceptable
Efficient	Learning time was structured.	Acceptable
	Some learning time was lost time due to program confusion, interruptions, and/or off topic discussions.	Developing
Not Efficient	Learning time was lost time due to program confusion, interruptions, and/or off topic discussions.	Unacceptable

NEW ZEALAND DEFENCE COLLEGE
Te Hāpua Kuranga o Te Ope Kaatua

Providing Pathways To Success
Whakarato Te Ara Momoho

Performance & Evaluation
Continuous improvement of learning grounded in evidence

NEW ZEALAND DEFENCE COLLEGE
Te Hāpua Kurunga o Te Ope Kaatua
Providing Pathways To Success
Whakaute Te Ara Momoho

Question?

On-line resources

Mind tools

http://www.mindtools.com/pages/article/empathy-mapping.htm

Handbook to Design Thinking

https://.researchgate.net/publication/39310644_Handbook_of_design_thinking

Empathy Map - Gamestorming

https://gamestorming.com/empathy-map

Action Evaluation

Https://actionevaluation.org/action-learning-tools

Book Descriptions (Source: Amazon)

Gray, D., Brown, S., & Macanufo, S., (2010), Gamestorming; A playbook for innovators, rulebreakers, and changemakers.

Great things don't happen in a vacuum. But creating an environment for creative thinking and innovation can be a daunting challenge. How can you make it happen at you company? The answer may surprise you: Gamestorming. This book includes more than 80 games to help you break down barriers, communicate, better, and generate new ideas, insights, and strategies. The authors have identified tools and techniques from some of the worlds most innovative professionals, whose teams collaborate and make great things happen. This book is the result: a unique collection of games that encourage engagement and creativity while bringing more structure and clarity to the workplace. Find out why – and – how – with Gamestorming. Overcome conflict and increase engagement with team-oriented games improve collaboration and communication in cross-disciplinary teams with visual-thinking techniques. Improve understanding by role-play customer and user experiences. Generate better ideas and more of them, faster the ever before. Shorten meetings and make them more productive. Simulate and explore complex systems, interactions, and dynamics. Identify a problems root cause, and find the paths that point towards a solution.

Thalheimer, W., (2016), Performance focused smile sheets; A radical rethinking of a dangerous art form.

The Smile-sheet Rebuild: Organisations of all types, from large pharmaceutical companies, to global non-profits, to trade associations, to global conglomerates, to advertising firms have aske Will Thalheimer to lead them in rebuilding their smile sheets. While there is no one right way to do this, typically the process begins with educating the organisation's key stakeholders about the new methodology. This is followed by uncovering the goals for the learning metrics and then building iterative drafts until a pilot version (or versions) are ready.   Piloting is done, lessons learned are gathered, and final modifications are made to create a new smile sheet questions – ones that are much improved in gathering data on learning effectiveness. Smile Sheet stakeholders – often find it critical to get feedback on their smile sheet questions. It may look easy, but writing fair and valid questions is extremely difficult, and most always benefits from an iterative process and a second or third pair of eyes. Even Dr. Thalheimer, known as the smile-sheet whisperer, finds it essential to iterate and get feedback on his own work. That's why he recommends no just using the candidate question in the book – they can often be improved by tailoring them to your specific situations! The Book: Will Thalheimers's award-winning book, Performance-Focused Smile Sheets: A <Radical Rethinking of a Dangerous Art Form, is widely acclaimed as the future of learner feedback.