

Evaluation Plan for the E-Com Group: Leadership Development Program

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Introduction & Background



Introduction and Background

E-Com Group is a membership-based, e-commerce company based in New York City, NY that uses 24-48 hour “flash sales” to sell consumers popular clothing and lifestyle brands at a reduced cost. Within the company, there are various areas of emphasis, such as merchandising, production, creative, technology, marketing, and editorial. After conducting exit interviews, E-Com found that approximately 48% of the employees left their company due to a lack of opportunities that provided them with professional growth. E-Com leadership realized that they needed to implement a training program for their Director-level employees.

E-Com Group, with the help of a leadership development firm, developed a leadership training for Director-level employees on their path to roles as Vice Presidents. The training consists of six modules that have been designed to encourage employee development with focusing their time, team development, positive impacts on the company, and collaboration. The E-Com training provides employees with the opportunities to gain experience by providing 1:1 coaching, conversations with senior leadership, peer learning, managerial check-ins, and group coaching. This training was typically held in person but shifted to an online learning model during the pandemic. E-Com is now at a point with their online training that they feel the need to evaluate the training’s effectiveness and whether or not it should continue to be conducted online.

The Evaluator Team

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Casie McClellan is the graduate assistant for Academic Counseling with the University of Georgia's Athletics Department where she provides academic support and counsel to student-athletes. She is transitioning to the world of higher education after an eight-year career teaching secondary science where she specialized in designing and implementing curriculum and instruction. She is pursuing an M.Ed in Learning, Design, and Technology at the University of Georgia.



Evaluation Purpose

Evaluation Purpose

The evaluation will assess the effectiveness of the Leadership Development Program at E-Com Group in providing Director-level employees with pertinent training and information to support and encourage positive employee interactions and effective managerial skills to help improve culture and retention among lower-level employees.

The evaluation team confirmed that throughout the six-month training program, the participating employees were provided support in the form of peer learning partners, manager check-ins, and group coaching. However, the program lacked any true growth assessment, and there were no incentives or penalties to ensure active employee participation.

To determine if the Leadership Development Program is providing basic knowledge and skills needed for Director-level employees to effectively support their employees, the evaluation team will review the program's formative evaluations upon the completion of each of the modules. In addition to the formative evaluations, the evaluation team will conduct a summative evaluation after the completion of the program to determine if the training improved employee retention and work environment.

The evaluation findings will be used to guide the implementation or need for any future training programs. Decisions based on the evaluation findings will determine how the training will be used in the future and if a reconstruction is necessary, or if this particular program should be discontinued.

Stakeholders

Stakeholders

Stakeholder	Importance Level	Perspective of Interest	Role in the Evaluation
Program facilitator	Primary	Effectiveness, Impact of program	Subject Matter Expert, involvement in the evaluation planning
Company's highest leadership positions (president, CEO, etc.)	Secondary	Efficiency	Recipient of evaluation report
Directors taking the program	Primary	Effectiveness, Impact of program	Recipient of training modules, sources for data collection
Employees who are subordinate to the directors and VPs	Primary	Impact of program	Sources for data collection
Instructional designers	Primary	Effectiveness, Impact of the program	Involvement in the evaluation planning



Logic Model

Logic Model

Introduction

To provide Director-level employees with an effective managerial training, E-Com created six eLearning training modules. The modules consist of an introduction, six training sessions, and a Fireside chat with two guest speakers. The introduction focused on the program's objectives and how to use the virtual platform. In session one, the participants learn how to delineate tasks effectively. In session two, participants learn how to tailor their coaching style to the situation at hand and the needs of the subordinate. In session three, the participants learn strategies to coach and support their subordinates. In session four, the training focuses on leading high-performance teams through fostering a good team culture and a productive team. In session five, the training focuses on developing a leadership brand by providing insight into how someone is perceived by others and how that information can be used to influence them.

eLearning Modules

The Leadership Development training modules were developed to support program participants as they improve their managerial skill set to aid in employee retention. As such, the individual learning modules provide participants with information that will help them build strong coaching skills and behaviors. The eLearning modules the Leadership Development Program:

- Strategic Self-Awareness - How do we coach and develop others, and how can we adapt our natural styles to fit our circumstances?
- Self-Leadership - In an increasingly VUCA work environment, how can we create time for the things that matter most?
- Leading High-Performing Teams - Why do some teams outperform the odds, and how can we create those conditions on our own teams?
- Influence and Storytelling - How can we elevate and inspire those around us, expanding our leadership influence?
- Leadership Brand - How do others perceive us, and what can we do about it?

Context

One factor that may influence the implementation and effectiveness of the training program is the organizational setup and attitudes. This program is intended to improve leadership skills amongst directors who are moving into a vice presidential role, but both the attitudes of these directors and attitudes of their direct reports could influence the results of this training.

Population and Needs

The training program is intended to improve the leadership skills of the directors moving into a vice presidential role to increase efficiency of the business and increase retention of employees. Also, the program wants to encourage these directors to delegate their workload and incorporate more coaching amongst more junior employees, because almost 50% of junior employees who left the company did so because of perceived lack of growth and development opportunities.

Age and Phase

The training program has already been implemented once. The current phase is evaluating whether the training has been effective in changing company leadership culture, improving coaching relationships, and retaining lower-level employees. With this evaluation, we must decide whether the training is adequate in its current state, if it needs to be redesigned, or if it should be entirely eliminated.

Resources & Inputs	Activities	Outputs	Short-term Outcomes	Long-term Outcomes
<p>Workbook Speaker notes/facilitator's guides, articles such as "Who's Got the Monkey?"</p>	<p>Module 1</p> <p>1. Pre-read article on "Who's Got the Monkey?" with questions.</p> <p>2. Calendar Activity, detailing how participants spend their time.</p> <p>3. Creating Discretionary Time: 3D Model Activity</p> <p>4. Why Don't We Delegate?</p>	<p>Module 1</p> <p>1. Answering three written questions about the "Who's Got the Monkey?" article, including when the participant accepted a task from a coworker that was not their responsibility.</p> <p>2. The participants rate in a physical chart how they spend their time: boss imposed, system imposed, subordinate imposed, discretionary, totaling a percentage for each and describing responsibilities for each.</p> <p>3. Participants choose a task on their plate that they could delegate, downsize, defer, picking one of those terms and creating an action plan for it.</p>	<p>Module 1</p> <p>Participants recognize when they could actually be delegating their work vs. just doing it themselves.</p> <p>Participants comprehend that one of the main reasons for lower employee retention is lack of development opportunities.</p> <p>Participants apply their newfound coaching skills with their accountability peer partners.</p>	<p>Retention of employees. Less stressed leadership since they can now delegate more work to subordinates, allowing employees to take on "stretch" projects for them to grow.</p>
<p>Virtual meeting platform: Zoom</p>	<p>5. Accountability Peer Coaching</p> <p>6. Definition of Resilience</p> <p>7. Building Resilience</p>	<p>4. Participants apply checkmarks to their common excuses for not delegating to their direct reports, then write out how they might delegate one of their current tasks.</p> <p>5. Participants verbally assess the quality of their previous task delegation.</p>		<p>More collaborative environment.</p>
<p>Facilitators</p>	<p>8. Peer Learning Partner Debrief</p> <p>9. Survey</p>	<p>6. Participants work together to share their definitions of resilience and also personally add theirs to a digital flipchart.</p> <p>7. Participants enter "Optimistic Mindset," "Strong Network," or "Attention to Wellness" breakout rooms and discuss</p>		<p>Directors will be able to work more efficiently and focus on things that matter.</p>
<p>Workbooks and Peer Activities</p>				

Technology and PPT Slides		<p>behaviors to attempt. Then, they write which behavior they want to capture, why it has been challenging in the past, and how it can work in the future.</p> <p>8. Participants are assigned into peer pairs where they assess the quality of the lesson and make a plan on when to meet later.</p> <p>9. Participants complete a survey on their opinions of that day's lesson.</p>		
Instructional Designers				Directors will develop and build lasting teams that are provided ample growth and performance opportunities.
Access to laptop and Wifi				Directors will have a positive influence on the company with their confidence, influence, and causes they are passionate about.
Access to "E-Com" leadership and employees				Directors will develop a network of strong alliances across the different departments, encouraging long-term collaboration.
Technology to stream eLearning modules				Healthier, more supportive work environment with effective




				<p>coaching (“pull”) relationships between higher-ups and subordinates.</p>
<p>Participants (Directors)</p>				<p>Employees complete their work in a “Eustress” zone, not too bored but not too burned out.</p>
<p>Guest Speakers (Leadership and Development Coaches) + Fireside Chats</p>				
	<p>Module 2</p> <ol style="list-style-type: none"> 1. Fact or Fiction: Coaching 2. My Coaching Relationships 3. My Coaching Style 4. Flexing Coaching Style 5. Peer Learning Partner Debrief 6. Peer Learning Partner 	<p>Module 2</p> <ol style="list-style-type: none"> 1. Participants use an “Annotate” tool to visually check whether statements about coaching are true or false. 2. Participants complete two written questions about who their most important coachee is and why. 3. Participants lump the Directive, Supportive, Independent, and Engaged coaching styles into “Fits Me Well” and “Unsure” boxes. They then pick the coaching style they identify most with and elaborate on the advantages and risks. 4. With three written questions, one multiple-choice question,, participants discuss a topic they 	<p>Module 2</p> <p>Participants will identify their preferred coaching style between Directive, Supportive, Independent, and Engaged coaching. Participants will apply these newfound skills to support their coachees.</p>	

	<p>Coaching Session</p> <p>7. Survey</p>	<p>need to coach about, check the box of the best fit coaching style, write about their action plans, then commit to a particular behavior with an accountability peer.</p> <p>5. Participants meet with their peer and write down the coaching plan/conversation that they vow to commit to.</p> <p>6. Before the next session, peers will trade off being a coach and a coachee to practice coaching their employees.</p> <p>7. Participants complete a survey on their opinions of that day's lesson.</p>		
	<p>Module 3</p> <p>1. Sharing Feedback</p> <p>2. Feedback Practice</p> <p>3. Setting Goals</p> <p>4. Stress Curve (relating to the Coachee)</p> <p>5. Finding Solutions</p> <p>6. Asking Powerful Questions</p> <p>7. Levels of Listening</p> <p>8. Into Action</p> <p>9. Survey</p>	<p>Module 3</p> <p>1. Participants write two answers about how they share feedback with their coachees (leaning towards candor or compassion) and what the advantages and risks are of their style.</p> <p>2. Participants fill in the four sections of the Feedback Action Planner (Micro Yes, Data Point, Show Impact, Question) with information about the feedback they need to give to their coachee, elaborating on how they could deliver it.</p> <p>3. Participants write two answers about how they set goals with their coachees (learning towards performance or development) and what the advantages and risks are of their style.</p> <p>4. Participants fill in one short-answer section about a big goal of their coachee, then circle the area on a stress-curve</p>	<p>Module 3</p> <p>Directors will implement performance feedback and provide developmental opportunities to their teams.</p> <p>Participants identify whether they share feedback in a way that gravitates towards candor or compassion.</p> <p>Participants identify whether they set goals in a way that gravitates towards performance or development.</p>	


		<p>graph that identifies how their coachee feels about this goal.</p> <p>5. Participants write two answers about how they find solutions (learning towards advocacy or inquiry) and what the advantages and risks are of their style.</p> <p>6. Participants draft open-ended questions in two sections, one about a discouraged employee and another a real challenge their coachee is facing.</p> <p>7. Participants later on will answer three written questions about active listening, detailing when, during a coaching conversation, they were in Level 1 (listening to reply), Level 2 (listening to hear), and Level 3 (listening to understand).</p> <p>8. With their peers, participants will complete an action plan about their coaching techniques, detailing what behaviors they will start, stop, and continue.</p> <p>9. Participants complete a survey on their opinions of that day's lesson.</p>	<p>Participants identify whether they find solutions in a way that gravitates towards advocacy or inquiry.</p> <p>Participants apply their newfound knowledge on open-ended questions and active listening in future coaching sessions.</p>	
	<p>Module 4</p> <p>1. The Magic Wand of Teamwork (our own title)</p> <p>2. Four Types of Teams reflection (AIIR Model)</p> <p>3. Group Discussion on</p>	<p>Module 4</p> <p>1. Participants verbally (and in chat) express what they'd like to change about their teams.</p> <p>2. Participants place a dot in the quadrant that most represents their current teams (Frozen, Comfortable, Driven, High-performing).</p> <p>3. Participants meet up based on their team type and write the answers to three different</p>	<p>Module 4</p> <p>Participants identify their team type.</p> <p>Participants apply their newfound knowledge to improving their team's performance.</p>	

	<p>Types of Teams</p> <p>4. Performance Management: Responding to Business Scenarios</p> <p>5. Commitment: Into Action Activity</p> <p>6. Survey</p>	<p>prompts about what it feels like to be on the team, challenges, and potential improvements.</p> <p>4. Participants brainstorm and respond to three different scenarios: employee isn't embracing responsibility for leadership, employee is missing deadlines and blaming others, and a direct report is defensive about their direct reports disliking their leadership.</p> <p>5. Participants commit to a behavior to improve their team's performance, and later on write down their peer partner's commitment.</p> <p>6. Participants complete a survey on their opinions of that day's lesson.</p>		
	<p>Module 5</p> <p>1. Develop Compelling Messages Reflection</p> <p>2. Amplifying Presence: Projecting Warmth & Competence</p> <p>3. Strategic Networking Tool</p> <p>4. Into Action: Peer Partner</p> <p>5. Survey</p>	<p>Module 5</p> <p>1. Participants fill out a single written response about the "why" behind their work.</p> <p>2. Participants fill out a written reflection of five ways they can project warmth and competence.</p> <p>3. Participants fill out six different sessions about how to develop core supporters, partners, and key stakeholders.</p> <p>4. Participants write how they will commit to expanding their leadership influence, and how their partners will.</p> <p>5. Participants complete a survey on their opinions of that day's lesson.</p>	<p>Module 5</p> <p>Participants discover their leadership styles, if they incorporate more warmth or competence.</p> <p>Participants incorporate both warmth and competence into their leadership.</p> <p>Participants begin to establish new contacts, networking, and supporters.</p>	

			<p>Directors will influence managers and senior leadership by bringing up issues they care about.</p> <p>Directors will increase collaborative efforts with other departments.</p>	
	<p>Module 6</p> <p>1. Past to Present: Reviewing Our Time Together</p> <p>2. How Has Your Leadership Changed?</p> <p>3. Present to Future: My Leadership Goal</p> <p>4. What Will Characterize My Leadership?</p> <p>5. Putting It All Together</p> <p>6. Survey</p>	<p>Module 6</p> <p>1. Participants go through their workbooks and verbally answer what this program has taught them that they didn't think about previously.</p> <p>2. Participants label three adjectives they embodied as leaders at the beginning of the program, explaining how they've changed.</p> <p>3. In their workbook, participants detail what kind of leadership impact they want to make in the next 5-10 years.</p> <p>4. In their workbook, participants write three words or phrases that will embody their leadership brand.</p> <p>5. Participants develop a leadership brand statement.</p> <p>6. Participants complete a survey on their opinions of that day's lesson.</p>	<p>Module 6</p> <p>Participants develop a leadership brand.</p> <p>Participants apply their action plan to embody their leadership brand.</p>	



Evaluation Questions



Evaluation Questions

Stakeholder	Stakeholder Needs	Evaluation Focus Areas	Evaluation Questions	Evaluation Design
Instructional Designers	Decide whether the program is suited for improving leadership and coaching	Activities, Long-Term Outcomes	<p>To what extent were the Peer Learning Partners helpful in practicing newly acquired skills?</p> <p>How has the coaching environment of E-Com Group changed?</p> <p>How effectively have flexible coaching practices been integrated throughout E-Com Group?</p>	Data analysis of company project results (look for improvement trends)
Participants (Directors)	<p>Ability to practice effective leadership skills</p> <p>Time and resources to complete the training program</p>	Activities, Short-Term Outcomes	<p>What were the participants' perceptions of the workbook exercises?</p> <p>How has the ability to delineate tasks to subordinates improved among participants? (Participants)</p> <p>How do the participants perceive their own coaching strategies?</p>	Surveys for opinions of those who took the program

<p>E-Com Group Executives</p>	<p>If this program will successfully reduce attrition in employees.</p>	<p>Resources, Long-Term Outcomes</p>	<p>Is there evidence of increased talent retention in E-Com Group?</p> <p>How has the ability to delineate tasks to employees improved among participants?</p> <p>To what extent has the work environment become more supportive between superiors and subordinates?</p>	<p>Data analysis of company retention</p>
<p>Participants' Direct Reports</p>	<p>If the directors efficiently delegate their work to them</p> <p>“Stretch” projects</p> <p>More supportive coaches</p>	<p>Short-Term Outcomes, Long-Term Outcomes</p>	<p>Have the program participants increased their delegation of work to direct reports rather than completing work themselves?</p> <p>Do the direct reports feel supported by their coaching relationships, if they have a coach?</p> <p>Are there enough assignments and projects that help direct reports grow their skill set and confidence?</p>	<p>Surveys for opinions of those who work under the program participants</p> <p>Focus groups established only for direct reports</p>

<p>Program Facilitators</p>	<p>Implementing effective training that has an impact on company culture</p> <p>Helping new generation of future VPs develop leadership skills</p> <p>If training affects the retention of lower-level employees</p>	<p>Resources, Short-Term Outcomes, Long-Term Outcomes</p>	<p>Did the program participants effectively apply the program's leadership lessons to their direct reports?</p> <p>Has there been an increase of supportiveness, cooperation, and delegation in the company culture?</p> <p>Did the training outcomes affect the retention of lower-level employees?</p>	<p>Data analysis of company retention</p> <p>Surveys to program participants and direct reports</p>
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Evaluation Rationale

E-Com Group has requested an evaluation to be completed on the recent learning modules to determine how efficient the program has been for retaining director-level employees. For E-Com Group to reach their short-term and long-term employee retention goals, they have requested an evaluation of their leadership development training program.

After reviewing the current training program materials and discussing the plan with the key stakeholders, the evaluation team has developed a logic model that includes improved activities, outputs, and short and long-term goals. Using the information we have gathered, our team has designed an evaluation process that combines quantitative and qualitative data to assess the effectiveness of the program.

Quantitative data will be collected from Likert-scale survey questions as well as document analysis, the latter focusing mainly on retention rates prior to the training program's implementation and the launch of the online leadership development program in 2020. Qualitative data will be collected from open-ended survey questions from program participants and their direct reports, focus groups with program participants and their direct reports, and interviews directed towards the highest and lowest achieving program participants. E-Com Group employees will also have the opportunity to provide feedback and additional thoughts in a confidential way to ensure the employees' privacy.



Evaluation Instruments

Data Collection and Analysis Plan

Leadership Development Training: Skill Development and Retention

Based on the needs of E-Com Group, the evaluation team identified four key areas of focus for this evaluation. The evaluation assesses the influence the eLearning training modules had on the Director-level employees in improving employee retention, enhancing coaching relationships, and increasing assignment delegation. To determine the efficacy of the program, surveys will be provided to both Director-level employees who participated in the training program and their employees. Survey responses will be analyzed using descriptive analysis for the Likert scale questions and thematic analysis for short-answer questions. Using these two different question styles and analysis techniques will provide the evaluation team information on if there are any trends or program deficiencies between the two employee groups.

Another component of the evaluation is to determine whether or not the training program positively influenced employee retention. Document analysis will be used to review various human resource documentation to identify any employee retention trends. This data can help determine if there are certain departments, employee demographics, and employee level that leave the company or have less than desirable work environments.

Focus groups will be utilized for program participants and direct reports to hear authentic experiences on how leadership styles throughout the organization have changed, if workload delegation has improved, and if there are enough opportunities for lower-level employees to grow (and if this is still a major factor in employee retention). These focus groups will be assessed with thematic analysis.

Lastly, semi-structured interviews will be conducted with the highest-achieving and lowest-achieving program participants. These interviews will assess if the training is a distinct factor in their performance, or if there is a separate issue that training did not address.

Leadership Development Training: Engagement and Motivation

The second part of the evaluation will look at how participants felt about the content, delivery, and participation while working through the eLearning modules.

Components of the surveys, focus groups, and interviews will be dedicated to evaluating employee expectations, opinions, and insights on the effectiveness of the training. The responses collected from the open-ended sections will be evaluated using thematic analysis to look for significant trends, but related questions in the Likert-scale surveys will be assessed using descriptive statistics.

Evaluation Questions	Data Collection Method	Data Sources	Activities	Data Analysis Method
How effectively have flexible coaching practices been integrated throughout E-Com Group?	Survey	One survey issued to all the participants who took the program Another survey issued to the subordinates who are coached by said participants	Develop close-ended and open-ended survey questions for each group	Likert-scale descriptive statistics for close-ended -Thematic analysis for open-ended
How has the coaching environment of E-Com Group changed?	Focus group	Around 8-10 employees who all took the training course Around 8-10 subordinate employees who are coached by the participant attendees	-Develop focus group questions -Establish meeting times around everyone's schedule	Thematic analysis
How do the participants perceive their own coaching strategies?	Interview	The highest and lowest performing professionals who took the training program	-Develop interview questions -Establish meetings and safe meeting spaces with each interviewee	Thematic analysis
Is there evidence of increased talent retention in E-Com Group?	Document Analysis	Human resource documents collected six months prior to training and six months post-training.	-Determine appropriate document review items -Retrieve and review documentation	Content analysis

Program Participant Survey

Evaluation Question

How effectively have flexible coaching practices been integrated throughout E-Com Group?

Data Collection Method

Data will be collected through the Program Participant Survey. It will use Likert-scale and open-ended questions. These questions will use descriptive statistics and thematic analysis to analyze the vice presidents' perceptions of both the training program and their new leadership skills.

The survey contains two parts. First, the questions focus on the Director-level employees' beliefs about participating in the training program. They ask about the quality of the training program and what the participants liked or disliked about it. Second, the questions focus on the effectiveness of the training program in improving the Director-level employees' leadership skills. They ask about the program participants' perceptions of their new leadership style and style of coaching their direct reports.

Precautions

1. Ensure that the directors know that all surveys are anonymous.
2. Highly encourage taking the survey to increase sample size. Explain this will improve company mentorship, which will benefit them.
3. Make all individual survey questions voluntary to avoid skewed or unreliable data.

Program Participant Survey

Thank you for taking the time to complete this survey. All responses are anonymous.

1. How would you rate the quality of this leadership training program?
 - a. 1 - Very Poor
 - b. 2 - Poor
 - c. 3 - Fair
 - d. 4 - Good
 - e. 5 - Very Good
 - f. 6 - Prefer not to answer
2. What parts of this training program did you like the most?
 - a. Open-ended answer
3. What parts of this training program did you like the least?
 - a. Open-ended answer
4. How has the training program impacted your leadership style?
 - a. Open-ended answer
5. How confident do you feel about coaching your direct reports?
 - a. 1 - Very Poor
 - b. 2 - Poor
 - c. 3 - Fair
 - d. 4 - Good
 - e. 5 - Very Good
 - f. 6 - Prefer not to answer

Document Analysis Summary

Evaluation Question

Is there evidence of increased talent retention in E-Com Group?

Data Collection Method

The data used to track retention progress will be collected through document analysis. Data collected six months before and after the training will be analyzed to provide insight into whether or not the training program was effective in retaining talent. The documents being analyzed include performance evaluations, exit interview forms, employee engagement surveys, training records, promotion history, and employee demographics data.

The documents will be analyzed and interpreted using content analysis. The data collected will determine how effective the employees were at applying the skills they developed from the training and will reveal any gaps or inconsistencies that may still be prevalent. By assessing the documents and data, a clear understanding of the efficacy of the training and what the training did and/or did not accomplish. This information will help guide the trajectory or need of any future training programs and/or revisions.

Precautions

1. The employee data and documents will have to be sorted and parsed to bring focus to only relevant information.
2. Determination of who will provide the documents or have access to this information prior to the analysis will ensure this data is collected and organized using a certain protocol/system.

Document Analysis

Data collected six months before and six months after the training.

Document	Six Months Pre-Training	Six Months Post-Training
Performance Evaluations	<p>Quantitative sales data</p> <p>Qualitative peer, boss, or direct report feedback</p> <p>Data Collector: Data Collected:</p>	<p>Quantitative sales data</p> <p>Qualitative peer, boss, or direct report feedback</p> <p>Data Collector: Data Collected:</p>
Exit Interview Forms	<p>Reasons for leaving</p> <p>Amount of exit interviews</p> <p>Data Collector: Data Collected:</p>	<p>Reasons for leaving</p> <p>Amount of exit interviews</p> <p>Data Collector: Data Collected:</p>
Employee Engagement Surveys	<p>Satisfaction level with company values</p> <p>Satisfaction level with mentorship</p> <p>Satisfaction level with growth potential</p> <p>Data Collector: Data Collected:</p>	<p>Satisfaction level with company values</p> <p>Satisfaction level with mentorship</p> <p>Satisfaction level with growth potential</p> <p>Data Collector: Data Collected:</p>
Training Records	<p>Logs of mentorship training hours</p> <p>Data Collector: Data Collected:</p>	<p>Logs of mentorship training hours</p> <p>Data Collector: Data Collected:</p>

<p>Promotion History</p>	<p>Statistics on amount of promotions that fiscal year, which departments, and reasons</p> <p>Data Collector: Data Collected:</p>	<p>Statistics on amount of promotions that fiscal year, which departments, and reasons</p> <p>Data Collector: Data Collected:</p>
<p>Employee Demographics Data</p>	<p>Information usually collected during onboarding</p> <p>Data Collector: Data Collected:</p>	<p>Information usually collected during onboarding</p> <p>Data Collector: Data Collected:</p>

Focus Group Exploration

Evaluation Question

How has the coaching environment of E-Com Group changed?

Data Collection Method

This focus group is designed solely for the direct reports of the program participants, who are the most obvious benefactors to any shift in leadership skills or coaching culture within the organization.

Around 8-10 employees who are noted to work regularly with program participants will be asked to join the focus group. The focus group facilitator will be a neutral party (e.g., not one of the coaches or program participants), who asks the focus group structured questions, although related topics may be explored if they come up. One section will be dedicated to if direct reports noted any changes to their coaches' leadership styles post-training (with a caveat assessing if the direct reports feel they *do* have a coach), another section will ask if work delegation from higher-ups has increased and if stretch assignments are more available, and the last section will assess beliefs on if the lack of employee retention is due to leadership and delegation flaws or another issue entirely.

These responses will be recorded and assessed with thematic analysis to pinpoint common themes.

Precautions

1. A safe space needs to be established so focus group members feel comfortable sharing any negative experiences without fear of retaliation or judgement from facilitators.

2. Focus group facilitators need to strongly convey that everything stated in the focus group will remain anonymous (to the extent possible with only 8-10 participants), so no one individual's opinions will be isolated.
3. Issues with specific program participants, coaches, etc. cannot be highlighted outside the focus group for confidentiality's sake: only coaching trends should be analyzed.

Focus Group

Section 1

- Since the directors took the training program, have you noticed any cultural changes within our company, like more support, communication, etc.?
 - If yes, can you give us an example? If no, can you tell us why?
- Was a lack of support, communication, leadership, etc. an important issue you faced pre-training?
 - If yes, can you give us an example? If no, can you tell us why?
- Do you have any relationships with company employees where you consider them a coach, mentor, etc.?
 - If yes, have you noted any shifts in their coaching style post-training? Do you like these changes? Dislike them? Do you feel supported by these changes?
 - Before the training was implemented, was there anything you wished could change about your coaching relationship, if it existed?
 - If yes, can you give us an example? If no, can you tell us why?
 - If you feel you don't have a significant coach in this company, why do you think that is?
 - Do you wish you had a coaching relationship with a higher-up?

Section 2

- Before this training, were you in any way frustrated by how your bosses chose to delegate their work to you? Did you consider this a problem?
 - Have your bosses' amount of delegation changed since the training program?
 - If yes, are you satisfied with these changes? If no, what would you like to be changed?
 - Is there anything else you wish could be improved with your bosses delegating work?
- Before this training, were you satisfied with the amount of "stretch" assignments you were given to increase your skill set and confidence?

- How do you feel about the amount of “stretch” assignments post-training?
 - Have they increased?
 - Have they improved in quality?
 - Do you feel supported by your coaches while working on them?
- Is there anything you would improve about these assignments?

Section 3

- We pinpointed that a large reason that employees leave this company is due to a lack of opportunity to grow, which could have been caused by lack of coaching, lack of delegation, and lack of “stretch” assignments.
 - Do you agree with our assessment of employee retention?
 - If yes, has the training improved on any of these issues?
 - If no, do you have any recommendations on improvement?
 - Are there any other reasons you can think of that employees may leave for other positions?
- As a hypothetical, if you were ever inclined to leave this organization for a new role, what would your top reasons be?
 - Would a lack of growth (from lack of delegation and lack of stretch assignments) play an important role in your decision to leave?
 - How about the leadership culture in this organization?