

Collaborative behaviours on one of the world's biggest projects



John Doyle
B2B PPM LTD
 john@b2bppm.com

Increasingly, behaviours and competences need to resolve collaborative challenges brought on by accelerated change, and the management of uncertainty and ambiguity. The development of behaviours is just the start of the process and they need to be supported by collaborative processes and structures to maintain, improve and change them to respond to changing challenges. This article is based on a major case study and explores issues related to designing learning and organisational development for collaborative working and evaluating results.

who will be responsible for setting up an organisation to facilitate the delivery of a \$1trillion infrastructure project. The high-level aim of the development programme is to develop a high-performing collaborative team, and for them to create and agree action plans to develop and embed all the systems, structures and processes needed for effective collaborative relationship management. Following a training and development needs analysis, one of the first key steps has been the creation of "fit for purpose" learning and development objectives that respond to the overall aims, deliver to the expected benefits for the customer and provide a robust and comprehensive basis for evaluation of the development programme and its results.

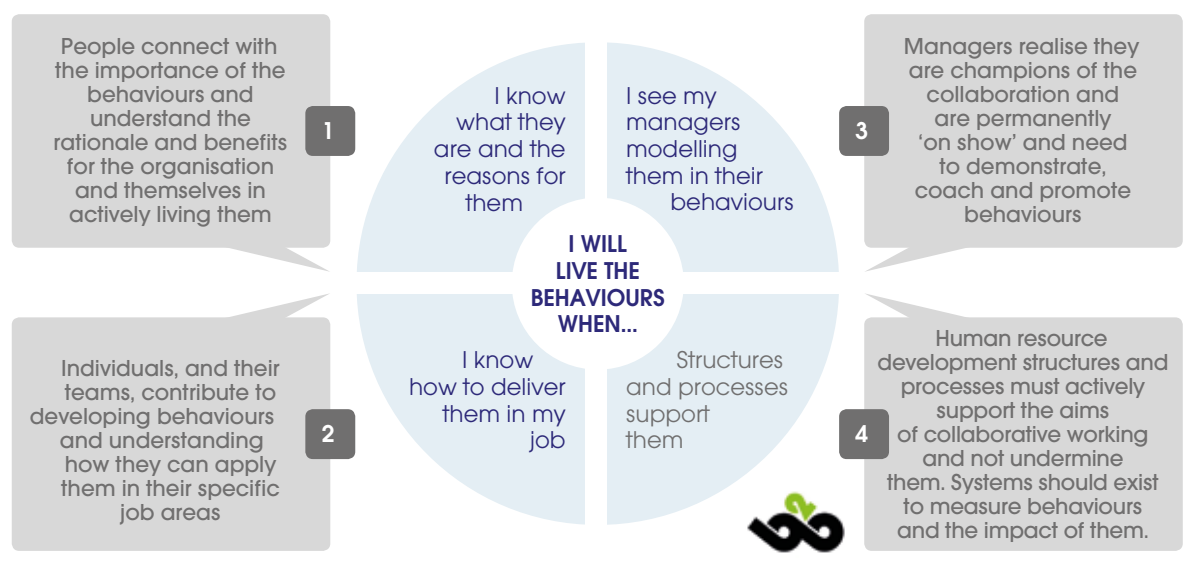
Behaviours don't just happen, and obtaining and maintaining the right behaviours needs the pulling of several levers (Fig 1). There is no definitive right way to do this, but this case study offers an insight into the design of training and development

for collaborative working for one of the world's largest infrastructure projects.

The collaboration development programme outline

The objective in 2023 is to develop a new team comprising the top 50 senior managers

Figure 1 **Developing and embedding behaviours: B2B key factors**



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CASE STUDY

Figure 2 Levels of evaluation in learning and development

LEVELS OF EVALUATION	Kirkpatrick	Phillips
1 Reaction Basic satisfaction levels with the development initiative		
2 Learning Extent of learning and insight gained by those involved		
3 Application Degree that learning was applied in work		
4 Behaviours Measures of the actual behaviours demonstrated		
5 Impact Measures of the impact of the behaviours and actions		
6 ROI Measures of the return on the investment in the development		

more compelling evidence or the more accurate identification of areas for improvement.

Getting the objectives right

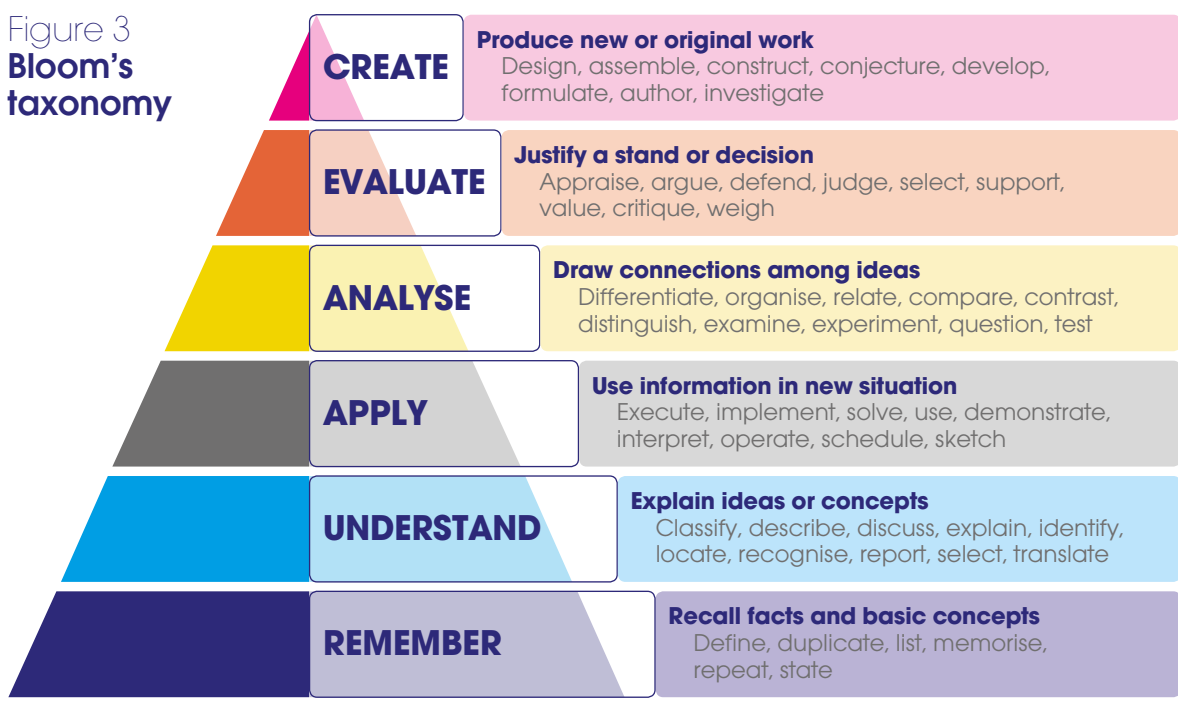
“Begin with the end in mind” is the second of Stephen Covey’s The Seven Habits of Highly Effective People and a key step to support delivery of the collaboration development aims, and later to facilitate effective evaluation, is the specification of objectives; what are the ends you have in mind? Where learning objectives are concerned, we used Bloom’s taxonomy (3) to describe and

Evaluation of learning and development

There are many models for the evaluation of learning and development. Kirkpatrick (1) and Phillips (2) are two commonly used approaches. Figure 2 shows the levels of evaluation in the two models. According to Phillips, the

learning and development should create a chain of impact at a number of levels, beginning at the level of satisfaction of those being developed. Going up the evaluation levels increases effort and cost, but in our view, going as high as is feasible is usually the better practice and will provide the

Figure 3 Bloom’s taxonomy



classify objectives in terms of knowledge, skills, attitudes, behaviours and abilities (Fig 3). The model advises the creation of learning objectives via the use of measurable verbs to indicate what the learner has to do to demonstrate learning.

Learning is not enough

However, the Kirkpatrick and Phillips evaluation models (Fig 2) show that if we only accomplish learning gain, that is insufficient and there is a need to state and achieve objectives that are related to what people will do with the learning, and what those things they do (e.g. demonstrate behaviours) will be expected to deliver in terms of organisational results.

We developed an initial set of objectives, agreed the physical outputs to be created, and the expected end benefits for the customer organisation. The development programme has three themed workshops and linked assignments for participants: **people** (e.g. behaviours, values and culture); **process** (e.g. systems, structures and collaborative processes); **plan** (e.g. action planning and commitments).

Across the workshops we initially developed dozens of objectives. We discovered in review that we had a high number of learning and understanding objectives and those related to facilitating learning (Fig 4), but too few explicit objectives related to specific and tangible outputs

and outcomes i.e. objectives related to: deciding and agreeing; creating and developing; applying and actioning.

In consultation with the client, we revised the objectives to get the right balance and to highlight those most critical for the client. Before work on the design of the workshops started we agreed with the client: overall high-level aims; the specific range of objectives for each workshop; the "hard" outputs to be produced; the measurable benefits for the client and stakeholders of the priority objectives.

Conclusions

Our aim has been to start delivery from March 2023 onwards.

As *The Partner* went to press, we were anticipating that the

effort above will pay off and we aim to agree with the client to take the evaluation as high up the evaluation ladder as we can. In developing, delivering and evaluating collaboration learning and development, and organisational development, there are at least three key success factors which follow the cycle of plan, do, check and act:

Design it well:

Clear needs analysis and business case, the right objectives and benefits clearly stated;

Deliver it well:

A design that is inclusive, plays to different learning styles and is fit to deliver the objectives;

Deploy it well:

Clear post delivery commitments, ability to track outcomes and continued feedback on evaluation results and their implications.

After delivery we aim to report the project more fully and to share lessons learned. ■

Figure 4 Objective types used in the case study

Learning/understanding e.g. how I need to be a better collaborative leader	
Deciding/agreeing e.g. on a way to implement an approach e.g. establish a JRMP	
Creating/developing and output e.g. a draft charter	
Applying/actioning e.g. personal and team actions to take away and implement	
Facilitation process objective objectives related to running the workshop	

References:

- 1 Kirkpatrick, D. L. (1998). Evaluating training programs: The four levels (2nd ed.). San Francisco: Berrett-Koehler
- 2 Phillips, J. J. (1997c). Return on investment in training and performance improvement programs. Boston, MA: Butterworth-Heinemann
- 3 Bloom, B.S. (1956) Taxonomy of Educational Objectives, Handbook: The Cognitive Domain. David McKay, New York