

value
analysis
in action

CSVA 2009 Conference
Ottawa, Ontario
November 23-24, 2009

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MINISTRY OF TRANSPORTATION



Objectives

- MTO's training strategy
- Why Gold
- What you can do



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The 'box' is in people's minds.

How do you get people let go and to step away from the current solution or process and ensure good value is achieved?

How do you introduce VA in your organization so that people from see the benefits of reviewing existing solutions from a value perspective AND actively finding ways to implement VA?

Today: MTO's training strategy & what we did differently, why our training approach earned a gold medal from CSTD, and how you can do the same for your organization.

How do you get people to think differently?

Training Strategy

1. Ground Up

2. WIIFM – What’s In It For Me

3. Experiential



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1. Ground Up
 - Put VA on the organizational radar
 - Not just an engineering tool
 - Current training (5 day course) targeted people who were already familiar with and experiencing VA
 - Wanted to attract people who didn't know what VA was; who could benefit from and promote VA within the organization
 - Create an experiential workshop that would prepare all types of employees to look at existing and possible solutions from a different perspective to increase value
2. WIIFM
 - Speak to adult learning principles re engagement, practical, meaningful
 - Once we 'captured' them in the classroom, we had to engage them immediately and ensure the course was practical, realistic, hands-on. We knew we had to give them tools, techniques and motivation to challenge the status quo and bring VA forward.
 - Knew that participants had to leave with an understanding/confidence that they understood what VA could do for them in the workplace
 - Something we all have to overcome is:
 - Your Employees have always made what they believed to be the best and most effective decision for any project they are engaged in – so how do you convince them that a VA study isn't just doing the work twice, and that there are tools and processes that can increase the VALUE of a project. Let's be clear – they haven't done anything wrong – but sometimes, there is a better way which will increase value. How do you convince them that there is more than one solution?
 - -----
 - Had to give them tools, techniques and motivation/inspiration to challenge status quo in the workplace and intro VA concepts
 - We spend time getting participants to identify throughout the day "Why is this important; how can I use it" and create personal action plan before leaving
 - Speak to engagement principles
 - .
3. Experiential – relationship to WIIFM and leaving with tools and techniques
 - Who here brought a laptop to the conference and will either do some type of work or check messages – raise your hand?
 - Who brought a blackberry? Or a cell phone?
 - With data overload, speeches, sessions, work, family calling....according to popular culture, almost everyone here will have forgotten at least 50% of what I say today, within 48 hours. That % will increase over time.
 - What isn't useful, immediately applicable, meaningful/memorable is instinctively filtered out
 - So with everything going on in your brain, all the information you have to sort through and prioritize, if there isn't something 'in it for you' (practical useful) you're instinctively going to filter it out. You really don't have a choice.....
 - So how do you make training stick? Experiential.

Experiential Training

- The centre of learning is experience
- Knowledge begins with experience
- Experience is how we test and proving things
- Experience tells you when you have learned something

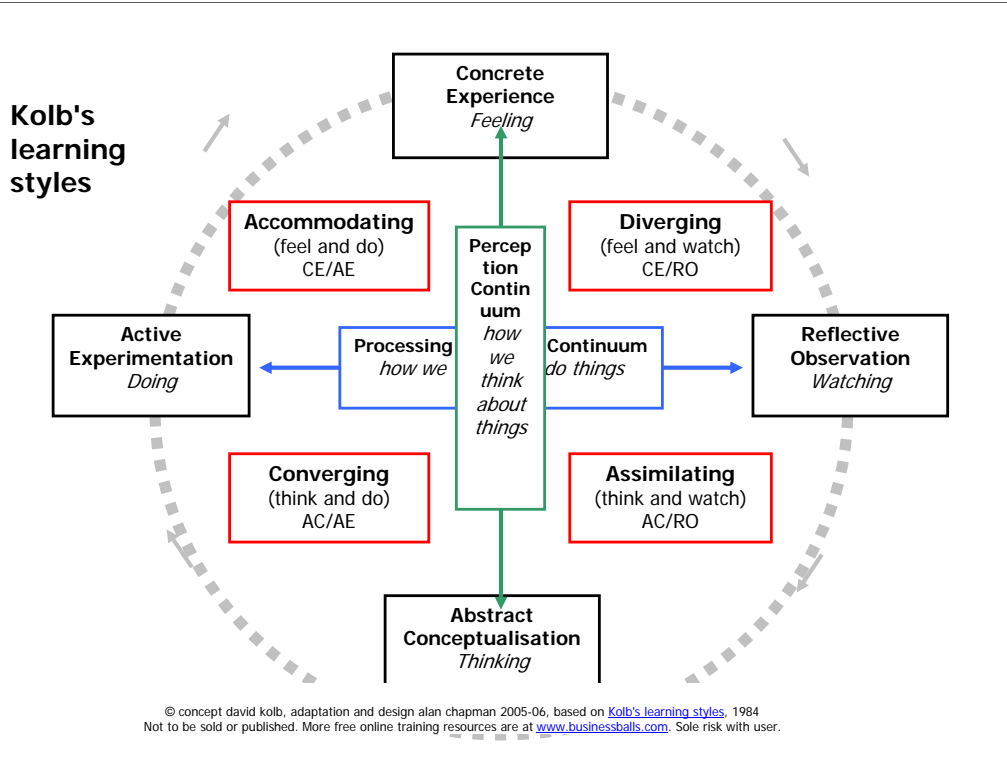


- *David Kolb – 1984 “Experiential Learning: Experience as the Source of Learning & Development*

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- Learning Styles and Learning Style Inventory - Hay Group



Activities

- Activities that generate learning by discovery
- Threaded case study – Doug’s Deck
- Used the Deck project to experience the stages of a VA study



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Activities that generate learning by discovery

Combination of instructor-led training, breakout sessions and group problem solving exercises that includes real plans and material costs, situations and practical skills.

Lecture is 30%; 70% activities and debriefs (addresses learning styles of self discovery and reflection, thinking)

Opening Exercise – set the foundations see the value of communication, team work, everyone has something to contribute, always more than one solution

- Created a case study that threaded throughout the day simulating an actual VA study
- Introduce Doug and his deck; deliberately non-technical function that everyone can participate in; cross functional, easily transfer skills back to workplace; not caught up in the details
- All scenario based activities need to be translated into practical skills that could be used on the job

Why Gold

- Modelled VA principles of creativity and innovation
- Criteria
 - Originality
 - Instructional Design
 - Evaluation Strategies
 - Packaging
 - Communication Style
 - Overall Value



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Briefly review Criteria and provide examples of how MTO met/exceed criteria:

Originality: ingenuity, creativity, modelled on the VA process

Instructional Design: activities to address all learning styles

Evaluation Strategy: learner reaction, learning, behaviour transfer (on the job) results to the organization

Packaging: original design,

Communication Style: motivational to learner, ease of comprehension, effective use of language

Overall value: excellence across all criteria, a “wow”

Briefly speak to Additional Info

- Regional trainers, facilitator’s guide, consistency
- Opportunities for VE Coord to personalize based on their VE experiences
- Cost effectiveness of trainers kits, materials, participant manuals
- Factoids, successes
- Ongoing enhancements
- Ratio of slides and activities to course time

Kolb Learning Styles

Kirkpatrick levels of evaluation

Team

- MTO VE Coordinators:
 - Ted Lane, Mike Pearsall, Norm Meyers, Roch Pilon, Dan Preley, Mike Sit, Dan Leake, Rakesh Shreewastav, Steve Holmes
 - Consultant: Shaughnessy Howell Inc



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Being a VE coordinator is not for the uninspired. It takes creativity, innovation and determination to challenge the status quo. The course is a success because the VE Coordinators' lived and modelled the course on the principles of VE.

Program Accomplishments

Increased the number of employees who are/can:

- ✓ Aware of VA and its benefits
- ✓ Able to participate in VA studies
- ✓ Apply activities associated with VA
(ie identifying functions; evaluating cost models)



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Energy generated by the 'ah ha' moments, that this could actually be something useful and manageable in the workplace, could help them, NOW is the momentum that's helping to move VA forward throughout the organization and beyond MTO

Ah ha – when learning through discovery – experience, is the now momentum that's helping.....

What You Can Do

- Active learning
- Simulate reality



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1. Active Learning:

1. Popular culture says:

- people remember 10% of what they read
 - 20% of what they hear
 - 30% of what they see
 - 50% of what they hear and see
 - 90% of what they hear, see and do
-
- 30% lecture (focused on the facilitator) – rest of time group and individual activities, reading, reflection.....
 - Appeal to multi-generational and cross functional audiences (step away from your own comfort levels, learning styles)

2. Simulate reality

- Practical, transferable (examples from course)
- Built in skill checks
- Personal action plans

3. Coaching

- Instruction on adult learning principles and course design
- Coaching on training delivery – give your trainers the skills, techniques and confidence to do the job

Sample Activities

Subject	Purpose	Description
Ice Breaker	Foundations of VA	Be There or Be Square
Value	Personal perspective of Value	Value and You (car)
Value	Different perspectives of value	Value of Doug's Deck
Verb-Noun Definitions	To practice creating verb noun definitions	Teams create verb nouns for Doug's Deck
FAST Diagrams 2 exercises	Explain relationship between functions	Teams create 2 FAST diagrams using for the deck
Cost Function Relationships	Apply cost function relationships to the deck	Review hierarchical cost model and place costs to each function on FAST diagram
Function Based Brainstorming	To experience brainstorming related to function	Large group brainstorming
Voting with Discussion	Rate feasibility of ideas	Large group evaluates/ranks ideas
Developing Ideas for the Deck	Experience development phase	Assess if their idea or value proposal is better, the same or worse than Doug's
Multiple activities re: assessing benefits of VA	Reflect on personal and organizational benefits	Group discussions
Personal Action Plan	To plan how to apply the learning	Personal reflection and template

What You Can Do...continued

- Coaching for instructors
- License to imagine



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1. Coaching

- Instruction on adult learning principles and course design
- Coaching on training delivery – give your trainers the skills, techniques and confidence to do the job

4. License to image

- Let them experience there is 'no box' – opportunities for brain storming, build in FUN exercises
- Give them an experience to create a 'memory' (helps learning stick)
- Use imagery

Conclusion:

Your employees can be the best ambassadors of VA within the organization

By designing a course that is practical, transferable and memorable, they will identify opportunities to implement VA and be the users of the tools and techniques, focused on increasing value



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A ghostly voiced whispered to the Iowa farmer – build it and they will come.
Build it and they will come.

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Kolb Learning Cycle

- A cycle of experiencing, reflecting, thinking, and acting
- Immediate or concrete experiences lead to observations and reflections
- Reflections are assimilated (absorbed and translated) into abstract concepts with implications for action, which the person can actively test and experiment with.
- Which in turn enable the creation of new experiences.



- http://www.businessballs.com/freematerialsinword/kolb_learning_styles_diagram_colour.doc