INFORMATION SCIENCE PUBLISHING



701 E. Chocolate Avenue, Suite 200, Hershey PA 17033, USA Tel: 717/533-8845; Fax 717/533-8661; URL-http://www.idea-group.com **ITB9522**

Chapter IX

Guerilla Evaluation: Adapting to the Terrain and Situation

Tad Waddington Accenture, USA

Bruce Aaron Accenture, USA

Rachael Sheldrick Accenture, USA

ABSTRACT

This chapter provides proven strategy and tactics for the corporate evaluator. Topics include: adopting a performance-based operating model (the V-model) to shift focus from training for activity to training for results; using the V-model to plan and structure communication; leveraging modern measurement and statistics to save time and money (e.g., Item Response Theory, sampling procedures, regression); leveraging available data to calculate training ROI (return on investment); determining when to hire or contract skills and knowledge; using technology to save time and money; and making the most of your available applications.

INTRODUCTION

Most corporate evaluators confront an assortment of decisions and tradeoffs between the prescribed models of their discipline and the demands of the current business and technological situation. These exigencies demand flexibility in measurement and evaluation approaches. Adapting successfully to the situation and the reality of the corporate terrain often requires creative or "guerilla" tactics. In this chapter we share some of the tactics that have served us well in our endeavors to conduct effective evaluation in the larger corporate system within which we operate. For us, guerilla evaluation means adapting to two primary domains or constraints:

- 1. Terrain—the unique demands of the modern corporate training environment. Successfully navigating the corporate terrain requires tactical planning and communication, and a good map. Our map is a systems development model adopted from our corporate methodology and repurposed for evaluation and performance improvement work. This model guides our work as well as our communication plans. It helps us identify the unique characteristics and requirements of each stakeholder group, and deliver the information that each group needs in a timely manner.
- 2. Situation—constraints on resources of time, money, people, skills, and technology. We respond to these situational constraints with a second set of guerilla tactics based on lessons learned: leveraging data and statistical skills, using contractors and consultants, and maximizing our use of available technology.

It is important to note that what we describe in this chapter is based on our experiences as a small team with a large agenda. Our group of four is the evaluation team for the central learning organization of Accenture, a leading global management consulting and technology services organization, with more than 75,000 people in 47 countries. Our team's defined mission probably reflects that of other corporate evaluation teams:

To be an integral partner within our organization and provide valued information that enables us to improve the products and programs necessary to build capabilities within our company.

In essence, our mission is to use evaluation to create and drive value.

Our collective background includes graduate training in evaluation, statistics, and measurement, as well as applied measurement and evaluation in the public and private sectors. In recent years our business context has become

22 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-

global.com/chapter/guerilla-evaluation-adapting-terrainsituation/23939

Related Content

Exploring Student Support in a Completely Online Module Within an Open Distance eLearning Institution

Jabulani Owen Nene (2021). *International Journal of Online Pedagogy and Course Design (pp. 33-44).*

www.irma-international.org/article/exploring-student-support-in-a-completely-online-module-within-an-open-distance-elearning-institution/287535

PBL Implementation in Material Science and Engineering Education at Chinese Universities

Xiu Song (2019). Global Perspectives on Fostering Problem-Based Learning in Chinese Universities (pp. 130-158).

 $\frac{\text{www.irma-international.org/chapter/pbl-implementation-in-material-science-and-engineering-education-at-chinese-universities/229375}$

"If Many Were Involved": University Student Self-Interest and Engagement in a Social Bookmarking Activity

Kathleen Grayand Matt Carter (2012). *International Journal of Online Pedagogy and Course Design (pp. 20-31).*

www.irma-international.org/article/many-were-involved/74171

Handling Massive Enrollment for Achieving Results: A Flipped Classroom Approach

N. Noraini, T. Ramayahand Sarina Muhamad Noor (2020). *International Journal of Online Pedagogy and Course Design (pp. 45-58).*

www.irma-international.org/article/handling-massive-enrollment-for-achieving-results/262187

Educational Disparities Among Marginalized Groups of Students: Do Bully Victimization and Unsafe Schools Impede Students' Educational Attainment?

Monica Bixby Radu (2018). *Equity, Equality, and Reform in Contemporary Public Education (pp. 126-152).*

 $\frac{\text{www.irma-international.org/chapter/educational-disparities-among-marginalized-groups-of-students/201415}$