

Participant Guide

Developing Effective Learning Leaders

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## **Course Overview**

*Developing Effective Learning Leaders* is an 8-week blended learning course for new leaders joining Concentra's Learning team. The goal of the course is to prepare new leaders to effectively lead their team within the first eight weeks of joining the learning organization. This course will contain a comprehensive learning roadmap. The roadmap will include various components of Concentra's culture, strategy, products, and services, in addition to leadership elements that will prepare them to create a successful 2-year strategy for their learning discipline.

## **Purpose**

The course is an online leader-led course accessed through the Canvas platform. During each week, there will be activities designed where the learner will meet with various departments, leaders, and colleagues and set-up with a formal learning plan for each interaction. There will be activities such as blogging, discussion questions, reading and reflecting on articles, company culture lessons, leadership lessons, and direct interaction with people who know and understand Concentra's culture, products, and services. The activities will relate to the course content from the discussions, strategic meetings, center visits, sales ride-alongs, and readings. Learners will also be developing strategic relationships within their own team while creating a 2-year strategy plan. Learners will need to present to leadership at the end of the 8-weeks, the learner will be building parts of the strategy presentation throughout each week of the course. The final presentation on their 2-year strategy will have an overall scorecard the participant will use to evaluate the learner. The leader will use the scorecard to identify areas of opportunity and strengths, which will carry over into the learner's development plan. The course will have weekly objectives that correspond to the course objectives. Each week the learner will need to complete a scorecard that is aligned to the learning objectives and activities for the week. This scorecard will help the learner recognize and track the learner's progression. There will also be a Level 1 (reaction) and Level 3 (behavior) evaluation to gain feedback on the course and how the learner feels they are tracking on the objectives and activities.

## **Audience Background**

The audience for Developing Effective Learning Leaders is for any new full-time learning team leader (manager and director level) at Concentra. The leaders could be promoted internally or join the team from outside the organization. They will possess expertise in their specific learning discipline and have leadership experience prior to starting this role.

## How to Navigate Canvas

### Canvas Guides

- [Canvas Overview for Students](#) - In this video, you will learn the basics about navigating through Canvas and managing your dashboard and sidebar.
- [How do I edit my Profile?](#)
- [How do I set my Notification Preferences?](#)
- [How do I submit an online assignment?](#)
- [Canvas Mobile Guides](#) - You can access Canvas using an Android phone, Android tablet, iOS phone, or iOS tablet. [Canvas' Accessibility Statement](#)
- Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen-readable. The Rich Content Editor encourages users to create accessible content pages (i.e. text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind [granted Canvas](#) the Gold Level Web Certification in 2010. Find more information by visiting the [Canvas Voluntary Product Accessibility Template \(VPAT\)](#)
- Canvas Guides license - The Canvas guides are licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#)

## Course Materials

### Books and Articles

- Kouzes, J. M., & Posner, B. Z. (2012). *The leadership challenge: how to make extraordinary things happen in organizations*. 5th ed. San Francisco, CA: Jossey-Bass.
- Concentra's "Orange Book"
- *Various articles available online via Canvas course*
  - Abdallah, E., Ahluwalia, A. (2013). *The keys to building a high-performance culture*. Gallup Business Journal. Retrieved from: <http://news.gallup.com/businessjournal/166208/keys-building-high-performance-culture.aspx>.
  - Byham, T. and Wellins, R. (2015). *Your first leadership job. How catalyst leaders bring out the best in others. Get Abstract*. ISBN: 978-1-118-91195-2
  - Insights Learning and Development. (2016). *Developing your leadership legacy today*. Retrieved from: [https://www.youtube.com/watch?time\\_continue=519&v=tGAsPt8BBLA](https://www.youtube.com/watch?time_continue=519&v=tGAsPt8BBLA)
  - Nawaz, S. (2017, May 30th). *Do you know how each person on your team likes to work?* *Harvard Business Review*. Retrieved by: <https://hbr.org/2017/05/do-you-know-how-each-person-on-your-team-likes-to-work>.
  - Rimmer, T. (2018). *10 things you could create instead of an e-learning course. E-Learning Heroes*. Retrieved from: <https://community.articulate.com/articles/10-things-you-could-create-instead-of-an-e-learning-course>.

- Rimmer, T. (2018). Empower your SMEs to make better e-learning with these 4 tips. *E-Learning Heroes*. Retrieved from: <https://community.articulate.com/articles/empower-your-smes-to-create-better-e-learning-with-these-4-tips>.
- Skyline Group Inc. (2018). Great strategies require great thinking: The seven steps to effective strategic thinking. *Skyline G Resources*. Retrieved from: <http://info.skylineg.com/resources>
- Tieger, H. (2016, October 27<sup>th</sup>). Creating a learning culture in your organization. *Clarity*. Retrieved from: <http://clarityconsultants.com/blog/creating-a-learning-culture-in-your-organization/>

### Hardware/Software

- Laptop
- Canvas platform
- Microsoft Office
- Conference room, offices, meeting rooms
- Printer
- Paper
- Wi-Fi
- Intranet/Internet

### Other Materials

- Evaluations
- Canvas
- Strategy Planning Tool

## Learner Performance Expectations

Learners are required to be active participants in the course, including participation in discussion boards, class assignments and activities.

Throughout the lessons, learners will:

- Work independently on course objectives, as needed
- Participate and conduct strategic meetings
- Complete assigned readings
- Complete assignments and activities by due dates provided by the instructor
- Develop team 2-year strategy
- To learn and model the Five Practices of Exemplary Leadership from *The Leadership Challenge*

- Model the Way
- Inspire a Shared Vision
- Challenge the Process
- Enable Others to Act
- Encourage the Heart
- Comply with appropriate online conversation etiquette (netiquette)
  - Be professional. Great discussions often include different perspectives.
  - Avoid sarcasm, ALL CAPS and excessive punctuation.
  - Stay on point, avoid taking the conversation away from course content.
  - Use the readings for reference points in your writing, when appropriate. This detail, including page numbers, will help you and your peers when reviewing content.
  - Avoid overly long posts; keep them clear and to the point, to assist with reading and participating in a timely manner.

**Tip:** It is often useful to type out responses in word processing or text editing software to refine comments before copying/pasting to post them in the discussion post.

## **What to expect from the Instructor/Facilitator**

- Assess learners weekly and final project progress.
- Set up Weekly Discussions to cover all Leadership and Strategy assignments.
- Provide feedback in a timely manner to ensure learners have feedback.
- Set up stakeholder meetings and provide meeting space on a weekly basis.
- Conduct weekly debrief meetings.
- To model and drive the Five Practices of Exemplary Leadership from *The Leadership Challenge*
  - Model the Way
  - Inspire a Shared Vision
  - Challenge the Process
  - Enable Others to Act
  - Encourage the Heart

## **Course Participation Time**

The average learner will spend approximately 40 hours per week participating in the course activities.

## **Academic Integrity**

Learners must adhere to all company policies including integrity and netiquette policies for blogging and activities.

## **Learning Goals and Objectives**

The overall Learning Goals and Objectives for this course are:



- G.1. Create a 2-year strategy for the leaders' learning discipline
  - O1.1 Discuss Concentra's strategy (cognitive)
  - O1.2 Recognize Concentra's services and products (cognitive)
  - O1.3 Explain Concentra's support functions (cognitive)
  - O1.4 Summarize the goals of the learning team – mission, vision, learning methodology approach (cognitive)
  - O1.5 Develop a deeper understanding of the learning teams people, processes, and purpose (affective)
  - O1.6 Discover the learning team clients' perceptions via constructive feedback (affective)
  - O1.7 Recognize leadership best practices and identify gaps (cognitive)
  - O1.8 Create the team's learning strategy (cognitive)
  - O1.9 Demonstrate leadership and knowledge of the company, culture, and team strategy via a formal presentation (psychomotor)
- G.2. Develop relationships within the organization to build confidence of the learning team enterprise-wide, while recognizing leadership and culture opportunities in the organization.
  - O2.1 Identify Concentra's Orange Book values (cognitive)
  - O2.2 Develop relationships with Concentra leaders to build credibility (affective)
  - O2.3 Recognize Orange Book behaviors demonstrated by colleagues in the centers (cognitive)
  - O2.4 Creates strategic relationships within the learning organization to understand culture (affective)
  - O2.5 Creates meaningful relationships with direct reports to develop trust (affective)
  - O2.6 Identify best practices when working with clients and stakeholders to build confidence (cognitive)
  - O2.7 Summarize Orange Book and leadership behaviors demonstrated by Concentra colleagues through relationship building (cognitive)

## Course Assignments and Expectations

The course activities encompass reading assignments, discussions, activities, blogs, and a final project.

### Readings

#### Description

- Learners will be required to read the weekly assigned readings.
- Readings are a part of learners' participation and enable them to complete the activities and discussions.
- Readings should be completed by Wednesday at 11:59pm.

### Activities

#### Description

- Learners will be required to participate in all weekly activities during the week.
- Replies are due Friday at 12:00 pm.
- Participation and engagement will be assessed and become part of the learner's overall development plan.
- Reflection - Each week, you will have an opportunity to do a number of activities that will build your awareness of Concentra, your role, your team, and your customers – internally and externally.

### Discussions

#### Description

- Learners will be required to respond to weekly discussion questions on The Leadership Challenge.
- Replies are due Friday at 12:00 pm.
- Posts should be constructive and use knowledge gained from resources in or related to this course.
- Discussion will be counted in weekly scorecard.

### Blogs

#### Description

- Learners will be required to Blog weekly on The Orange Book behaviors.
- Discussion posts are a part of learners' participation.
- Replies are due Friday at 12:00 pm.
- Posts should be constructive and use knowledge gained from resources in or related to this course.
- Blog will be counted in weekly scorecard.

### Strategy

#### Description

Your strategy is the ability to take your experiences from each week, leverage the reflection exercise, and then begin to conceptualize your team's strategy. Each week,

you will begin to develop your overall strategy for your department, culminating in a Strategy Presentation for your leader and peers. The insight that you gain during conversations, observations, readings, and reflection will help you create opportunities within each of the four segments of your overall Strategy:

- Relationship Strategy
- Building Best-in-Class Learning Solutions
- Building a Best-in Class Learning Team
- Becoming a Best-in-Class Learning Leader

## Final Project – 2-year team strategy

### Description

- A final project will be used to assess learners' overall comprehension of course content. Learners will produce their 2-year team strategy.
- During your presentation, your leader and peers will assess your performance on the following criteria:
  - Content
  - Presentation Skills
  - Consulting Skills
  - Meeting Facilitation

### One-hour presentation:

Incorporate the following components:

- Title Slide
- Presentation Objective
- Relationship Strategy
- Building Best-in-Class Learning Solutions
- Building a Best-in-Class Team
- Becoming a Best-in-Class Leader

## Questions?

- Contact facilitator via email/phone

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## Week 1 – Understanding Concentra’s Strategy

Objective: *The learner will build key relationships with leaders in Concentra’s organization while learning the company strategy, culture, and leadership development.*

### Course Assignments:

#### Required Reading:

- Orange Book, in its entirety
- *The Leadership Challenge*, Chapter 1
- Articles/Videos
  - [\*The Keys to Building a High-Performance Culture\*](#)
  - [\*Your First Leadership Job. How catalyst leaders bring out the best in others.\*](#)
  - [\*Developing your Leadership legacy today.\*](#)
  - [\*Creating a learning culture in your organization.\*](#)

#### Activities

- Review SKEA Learning Leader Roles
- Build Key Relationships
- Learning Strategy
- Debrief with Leader

#### Discussion 1

- *The Leadership Challenge* weekly questions

#### Blog 1 – Culture

- Set up Blog site
- The Orange Book focus question

#### Final Presentation

- Review and understand Final presentation and presentation plan for Week 8

## **Week 2 – Concentra’s Services, Products, Culture**

Objective: *The learner will visit Concentra’s centers and attend a field ride-along with sales. They will observe Orange book behavior while gaining a basic understanding of center colleagues roles and Concentra’s services and products.*

### **Course Assignments:**

#### Required Reading:

- Orange Book
- *The Leadership Challenge*, Chapter 2 – Credibility is the Foundation of Leadership

#### Activities:

- Learning Strategy
- Center Visits
- Services and Products
- Sales-Ride Alongs
- Debrief with Leader

#### Discussion 2

- *The Leadership Challenge* weekly questions

#### Blog 2 – Culture:

- The Orange Book focus question

## **Week 3 - Concentra's Support Functions**

Objective: *The learner will meet with Concentra's center support functions to gain an overall understanding of the Concentra ecosystem.*

### Course Assignments:

#### Required Reading:

- Orange Book
- *The Leadership Challenge*, Chapter 3 & 4 - Practice 1: Model the Way
  - Chapter 3 – Clarify Values
  - Chapter 4 – Set the Example

#### Activities:

- Learning Strategy
- Meet with AST, CBO and Referral Leaders
- Debrief with Leader

#### Discussion 3:

- *The Leadership Challenge* weekly questions

#### Blog 3 – Culture:

- The Orange Book focus question

## Week 4 - Create Learning Team Relationships

Objective: *The learner will meet with the different disciplines of the learning department to gain an understanding of the team culture, people, processes and purpose.*

### Course Assignments:

#### Required Reading:

- Orange Book
- *The Leadership Challenge*, Chapter 5 & 6 - Practice 2: Inspire a Shared Vision
  - Chapter 5 – Envision the Future
  - Chapter 6 – Enlist Others
- Articles
  - [10 things you could create instead of an e-learning course](#)
  - [Empower your SMEs to make better e-learning with these 4 tips](#)

#### Activities:

- Learning Strategy
- The Learning Department meetings
- Debrief with Leader

#### Discussion 4:

- *The Leadership Challenge* weekly questions

#### Blog 4 – Culture:

- The Orange Book focus question

## Week 5 - Create Learning Discipline Relationships

Objective: *The learner will meet with their team to gain an understanding of the team culture, people, processes and purpose.*

### Course Assignments:

#### Required Reading:

- Orange Book
- *The Leadership Challenge*, Chapter 7 & 8 - Practice 3: Challenge the Process
  - Chapter 7 – Search the Opportunities
  - Chapter 8 – Experiment and Take Risks
- Articles
  - [\*Do you know how each person on your team likes to work?\*](#)

#### Activities:

- Learning Strategy
- Meet the Team 1x1
- Debrief with Leader

#### Discussion 5:

- *The Leadership Challenge* weekly questions

#### Blog 5 – Culture:

- The Orange Book focus question



## **Week 6 - Discovery of Client Needs/Perceptions**

Objective: *The learner will discover their client's perceptions of the team while creating a strategic partnership.*

### Course Assignments:

#### Required Reading:

- Orange Book
- *The Leadership Challenge*, Chapter 9 & 10 - Practice 4: Enable Others to Act
  - Chapter 9 – Foster Collaboration
  - Chapter 10 – Strengthen Others

#### Activities:

- Learning Strategy
- Learning Team Client Meetings
- Debrief with Leader

#### Discussion 6:

- *The Leadership Challenge* weekly questions

#### Blog 6 – Culture:

- The Orange Book focus question

## Week 7 - Create a 2-Year Team Strategy

Objective: *The learner will continue to create their 2-year strategy for the team based on knowledge gained throughout the course.*

### Course Assignments:

#### Required Reading:

- Orange Book
- *The Leadership Challenge*, Chapter 11 & 12 - Practice 5: Encourage the Heart
  - Chapter 11 – Recognize Contributions
  - Chapter 12 – Celebrate the Values and Victories
- Article
  - [Great Strategies Require Great Thinking: The Seven Steps to Strategic Thinking](#)

#### Activities:

- Learning Strategy
- Prepare Strategy Presentation
- Review “Presentation” competent and proficient skills in SKEA
- Debrief with Leader

#### Discussion 7:

- *The Leadership Challenge* weekly questions

#### Blog 7 – Culture:

- The Orange Book focus question

## **Week 8 - Present 2-Year Team Strategy**

Objective: *The learner will formally present their 2-year strategy for the team based on knowledge gained throughout the course.*

### Course Assignments:

#### Required Reading:

- Orange Book
- *The Leadership Challenge*, Chapter 13 – Leadership is Everyone’s Business
  - Chapter 13 – Leadership is Everyone’s Business

#### Activities:

- Learning Strategy
- Present 2-year strategy to leadership
- Present 2-year strategy to team
- Debrief with Leader

#### Discussion 8:

- *The Leadership Challenge* weekly questions

#### Blog 8 – Culture:

- The Orange Book focus question

## Course Calendar

<b>Week 1 Assignments</b>	<b>Due Date</b>
Readings	Wednesday at 11:59pm
Learning Strategy Activities	Friday at 12:00pm
Leadership Challenge Discussion post	Friday at 12:00pm
Orange Book Blog	Friday at 12:00pm
Debrief meeting	Friday at 2:00pm

<b>Week 2 Assignments</b>	<b>Due Date</b>
Readings	Wednesday at 11:59pm
Learning Strategy Activities	Friday at 12:00pm
Leadership Challenge Discussion post	Friday at 12:00pm
Orange Book Blog	Friday at 12:00pm
Debrief meeting	Friday at 2:00pm

<b>Week 3 Assignments</b>	<b>Due Date</b>
Readings	Wednesday at 11:59pm
Learning Strategy Activities	Friday at 12:00pm
Leadership Challenge Discussion post	Friday at 12:00pm
Orange Book Blog	Friday at 12:00pm
Debrief meeting	Friday at 2:00pm

<b>Week 4 Assignments</b>	<b>Due Date</b>
Readings	Wednesday at 11:59pm
Learning Strategy Activities	Friday at 12:00pm
Leadership Challenge Discussion post	Friday at 12:00pm
Orange Book Blog	Friday at 12:00pm
Debrief meeting	Friday at 2:00pm

<b>Week 5 Assignments</b>	<b>Due Date</b>
Readings	Wednesday at 11:59pm
Learning Strategy Activities	Friday at 12:00pm
Leadership Challenge Discussion post	Friday at 12:00pm
Orange Book Blog	Friday at 12:00pm
Debrief meeting	Friday at 2:00pm

<b>Week 6 Assignments</b>	<b>Due Date</b>
Readings	Wednesday at 11:59pm
Learning Strategy Activities	Friday at 12:00pm
Leadership Challenge Discussion post	Friday at 12:00pm
Orange Book Blog	Friday at 12:00pm
Debrief meeting	Friday at 2:00pm

<b>Week 7 Assignments</b>	<b>Due Date</b>
Readings	Wednesday at 11:59pm
Learning Strategy Activities	Friday at 12:00pm
Leadership Challenge Discussion post	Friday at 12:00pm
Orange Book Blog	Friday at 12:00pm
Prepare 2-Year Team Strategy	By Friday, Week 8
Debrief meeting	End of business Friday

<b>Week 8 Assignments</b>	<b>Due Date</b>
Readings	Wednesday at 11:59pm
Learning Strategy Activities	Friday at 12:00pm
Leadership Challenge Discussion post	Friday at 12:00pm
Orange Book Blog	Friday at 12:00pm
Present 2-Year Team Strategy	TBD Friday

## Course Assessments

At the end of each week, the learners will be assessed on how well they completed each week’s assignment through a scorecard. The scorecard will contain criteria that the learner will have to learn or perform on a weekly basis. They will be scored on criteria of whether or not they completed the assignment, and on a scale of 1-5 on how effective they performed the assignment.

There will also be a formal scorecard in Week 8 around their “presentation” which will be a 20% of the overall assessment scorecard.

The learner will also be assessed weekly on timely scorecard completion of all activities. The leader will review the scorecard and make sure it’s completed before the learner can move onto the next week. This will ensure that the client standards and expectations from each learner are being accomplished. For the final project, the learner will be assessed on whether or not they are able to apply their knowledge to create a 2-year strategy framework for their team. They will need to demonstrate what they’ve learned in their final presentation and be assessed by their leader through observation with a formalized checklist of criteria (scorecard). The criteria will be selected on various components that will need to be included in the overall strategy plan.

Performance monitoring involves the participant checking the progress of the scorecard completion around discussions, readings and activities. The learner will be expected to perform at a 4 or 5 on all tasks which will indicate mastery of the content. Participant will conduct final learner scorecard evaluations upon them completing their core course material and evaluations. The final scorecard process will be signed off by the client, who is initiating the evaluations of each learner, and their progress through the course curriculum. The leader will use the scorecard to identify areas of opportunity and strengths, which will carry over into the learner’s development plan.

### Assessment Scale

#### Assessment Scale



## Evaluations Description

### ***Level 1 Evaluation***

Learners will provide feedback on effectiveness of learning course by completing a Level 1 survey. The survey results will be reviewed quarterly for feedback and considered for course improvement. The client will assess all feedback and make updates to the course on a maintenance schedule.

From a scale of 1 to 5, the learner will assess the course under the following criteria:

- **Importance:** The ***importance*** of the course to their roles and responsibilities.
- **Quality:** The ***quality*** of the instructional design.
- **Quantity:** The ***quantity*** of information for the learner to perform their daily job functions
- **Impact:** The ***impact*** on providing perfect service.
- **Value:** The learning contribution to the ***value*** of the patient and customer experience
- **Intent:** The ***intent*** to apply to their daily job

### ***Level 3 Evaluation***

Leaders and Learner will both fill out a Level 3 evaluation. It will deploy at the end of the course to the learner, and their team's customers, learning team leaders, AST leader, CBO leader, senior leadership.

The learner will be assessed through a Level 3 evaluation (behavior) on whether they were able to apply what they've learned. The Level 3 evaluation will be filled out from a combination of both management observation, and stakeholders involved in their learning process. The stakeholders/manager will fill out a formal evaluation on whether the new leader applied their learning, and the learner will fill one out on how well they felt they were able to apply their learning. This survey will reflect questions around how well the learner applied their knowledge of Concentra's products, services, culture and leadership beliefs. The questions will also evaluate the application around knowledge of the learning team's peoples, processes, and purpose. The feedback from this evaluation will assist the participant/leader on creating the learner's future development plan.

Course maintenance will be done annually based on both Level 1 and 3 results. The scorecard will also be considered and evaluated based on the timing and completion of assignments. Learner evaluation scores and comments before the course changes will be compared to the learner evaluation scores and comments after the course changes are implemented.