Business Value Assessment for **Workforce Development Organizations**

HANDBOOK

THE ASPEN INSTITUTE

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PART 3: USING QUESTIONNAIRES

The benefits resulting from workforce services may not be measurable based on data that are collected by your business client as a matter of course. Sometimes new data must be collected from workers, supervisors or customers to answer important questions about the results of a workforce development service. In these cases, you and your business client may want to consider whether a special questionnaire-based data collection project is appropriate.

The types of questions that you may need to collect new data via questionnaires to inform include those that ask for opinions about workplace performance in areas for which data do not exist. These commonly include, but are not limited to: soft skills (such as confidence or communications), technical skills and knowledge, and satisfaction (employee, supervisor and customer). Some examples of these types of questions include:

> Are employees performing job tasks more confidently following a workforce service?
>
> Have employees demonstrated improved skills or knowledge on the job following a workforce service?
>
> Are customers more satisfied with services provided by employees following a workforce service?

As we introduce *Using Questionnaires* to the **Business Value Assessment toolkit**, we want to stress that the methodological rigor associated with traditional survey evaluation is likely to be neither feasible nor expected by your business client. This is because employers regularly make business decisions based on what they have described to us as imperfect yet timely, relevant and defensible information. The guidance in this Handbook is derived from reflecting on issues and practices that were commonly experienced among the Learning Group partnerships who implemented questionnaire-based data collection projects to inform assessment questions, and thus it is beyond our scope to provide detailed information about traditional survey methodology. Practitioners should be able to use this guidance, in conjunction with discussions about expectations of rigor with your business clients, to construct useful, locally credible questionnaires for business value assessment.

Consider Other Sources of Information for Your Assessment

While you and your business client may ultimately decide to collect new data via a questionnaire, this should not be your first choice of business value assessment method. Using questionnaires is time- and resource-intensive and involves designing a questionnaire tool; asking employees, supervisors and/or others to complete it; and key-entering and analyzing questionnaire responses. Furthermore, while questionnaires can provide meaningful and relevant quantified results, they are still imprecise methods for assessing business value results, because most questionnaires gather stakeholders' impressions and opinions, rather than factual data.

Consider first whether your business client has other (existing) sources of employee or management information that are appropriate for assessing the outcomes deemed relevant to the workforce service that has been provided.

> Look at the Excel Tool for pre-programmed results you can assess, and the employee, performance, and cost information you will need to assess those results.
>
> Look at the instructions for custom results you can assess with the Excel Tool and the information you will need to assess those results.
>
> Check the On-line Resource Center (www.aspenwsi.org/BVAresources) for case examples and more ideas about how you can gather concrete evidence of your workforce service results.

Consider if any of the options from the list above – alone or in combination – provide appropriate and sufficient data for you to assess the business value of your workforce services without using a questionnaire. If you decide that a questionnaire is the most feasible way to address your questions about business value, read through the remainder of this section of the Handbook and then work with your business client to complete the Questionnaire Planning Worksheet at the end of this section.

Fundamental Issues in Questionnaire Development

Our experience suggests several fundamental issues to consider as you proceed with developing a business value assessment questionnaire.

Frequently evaluate your developing questionnaire against your program and assessment objectives

As part of your planning and decision to use a questionnaire, you should review Part 1: Planning Your Business Value Assessment, and complete the *Assessment Planning Worksheet* included at the end of Part 1 to outline your workforce program objectives and the results your business client expects to see. Frequently, refer back to the program and assessment objectives and confirm that the questionnaire you are designing relates back to your original objectives as directly as possible.

Keep your questionnaire simple

Keep the whole process as simple and streamlined as possible. Questionnaires tend to take longer and involve more effort than anticipated, frequently becoming much more complex than necessary. Do not let the design process stretch out so long that interest and focus are lost. Here are several ideas for simplifying your questionnaire design and implementation. More information can be found at the *On-line Resource Center*.

Computer-based questionnaires. If computers are used on a daily basis by those you wish to query in your business client's work setting, you might want to use a free or low-cost Web-based service to design and implement your questionnaire. These allow respondents to complete questionnaires online. They also tabulate responses and produce standard reports. Some of these Web-based survey design and implementation sites include: www.surveyz.com, www.surveymonkey.com, www.zoomerang.com, and www.questionpro.com.

Paper-based questionnaires. If your questionnaire will be paper-based, Microsoft Word and Microsoft Excel have many options for simple but clear questionnaire formatting. In addition to the examples in this Handbook, you can download and modify free templates from http://office.microsoft.com/templates/.

Writing questions. Use examples to jumpstart your questionnaire design process, rather than writing your own "from scratch." You can build upon examples from the On-line Resource Center. You will also find many examples of questions online (e.g., the Employee Survey Library at www.surveyz.com) and in reference books.

Keep your questionnaire brief

Limit the number of questions on your questionnaire in order to reduce burden on your business client's staff, reduce the burden of tabulating and analyzing results, and increase the likelihood of getting completed questionnaires. Consider these guidelines for evaluating the appropriate length of your questionnaire:

> How many business value items are you assessing? How many questions do you have for each result? Limit the number of questions that relate to each result.
>
> If you use more than one question to assess your results in any business value category, do the questions evaluate distinctly different aspects or is the outcome so important that you need to see it confirmed via different questions?
>
> Will respondents have to answer multiple questionnaires? For example, will one supervisor complete two separate questionnaires for two employees? Will employees complete a questionnaire before and then again after training? Consider reducing the number of questions, because the total questionnaire burden will increase in these cases.
>
> Do you have the time and capacity to key-enter and analyze the number of questions for the number of returned questionnaires that you expect?
>
> How long do you expect your report or presentation of results from the questionnaire to be? Rule of thumb –half a page for each question you ask (i.e., a paragraph explanation and a table or graph).

Review and re-review each question critically

Writing good questions is much harder than most people think! This Handbook does not attempt to entirely cover this complex topic, but rather provides examples to jumpstart your thinking about question writing and gives you some basic guidelines. The following Question Writing Checklist highlights what you should focus on as you write your questions. You can also check the On-line Resource Center for additional information.

Question Writing Checklist

Ask: "Does this question relate to our objectives?"

Does this question relate to one of our workforce program objectives?

Does this question relate to one of our business value objectives or expected business value results?

Ask: "Does this question give information that helps us present business value results?"

How will this question give evidence of our results?

Do I have any or enough questions about "how much" or "how many" changes, or time or resource savings that have occurred from the workforce program?

How do I envision reporting the responses from this question or response category?

Ask: "Can the respondent understand this question?"

Is the language simple, and clear? Are the sentences short? Are instructions clear? Keep in mind the typical respondent's reading skill level and comfort with English language.

Will employees interpret the question similarly? Are definitions provided for terms or concepts that the respondent might not understand or that can be interpreted more than one way?

Does this question ask about only one topic or aspect?

Is the question worded "positively?" Check for "no" or "not" in your question, which can cause respondents to respond exactly opposite of their true response because of confusion.

Ask: "Are the response categories/scales appropriate?"

Do the response categories (i.e., the items that the respondent circles or checks to indicate a response) relate to the question?

Do you use only one or two different response scales consistently throughout the questionnaire to avoid confusion? Examples include: [Yes / No], [Rarely / Sometimes / Frequently], and [More Likely / About as Likely / Less Likely].

Do you avoid putting the response scale components in the questions? For example, with an [Almost Always / Sometimes /Almost Never] response scale, the statement, "My supervisor always sets clear goals," would be impossible to answer with this scale.

Evaluate Your Capacity for Questionnaires

Confirm that you have adequate capacity to design, implement and interpret the results of your questionnaire project. For each of the following capacities, consider both the skills and the time that are necessary for your questionnaire. You may determine that the capacity is present in your staff, or you may decide that you need to seek (and pay for) assistance from a consultant.

Questionnaire design capacities

This Handbook provides guidelines and the On-line Resource Center offers examples of a variety of types of questions and formats, but there are no ready-made questionnaire templates for all situations. Assign someone who has knowledge of both the workforce service and business' objectives to design your questionnaire. This person must be able to integrate basic questionnaire design principles with your program objectives and what your business client wants you to assess.

Analysis capacities

As you review your questionnaire, you must determine: "Can we analyze and interpret the questionnaire data?" The individual who will perform data analysis and write reports should also be involved with design and/or review of the questionnaire before use.

Data entry

> Who can review the completed questionnaires for accuracy and valid responses prior to data entry?
>
> Who will enter the completed questionnaires into a computer database (e.g., Excel)?
>
> How much time will this review and data entry of responses take?

Tabulation (e.g., statistics)

> Who understands simple statistics well enough to provide meaningful data output?
>
> Who knows how to use Excel[1] to produce simple data output, including counts, percentages, means, medians, tables, frequency tables, two-way tables and charts?
>
> Does this person also have an understanding of the business' objectives for acquiring the workforce service?

Interpreting and reporting results

> Who can interpret and understand the questionnaire results when they are presented as counts, percentages, means, medians, tables, frequency tables, two-way tables and charts?
>
> Who can prepare a brief and meaningful report about the questionnaire results in relation to the assessment question(s)?

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[1]Microsoft Excel is a readily available database and data charting software that is adequate for typical business value assessment uses. SPSS and SAS are other commonly used data analysis software packages.

Assistance from outside your organization.

> Will you need a consultant or assistance from outside your organization, or from staff who are not involved on a daily basis in the workforce programs for your business client, to analyze and interpret the results?
>
> This person should be involved in questionnaire design and implementation, so he or she can knowledgeably interpret the results.

Decide Who You Want to Answer Your Questionnaire

You must identify the group of staff at your business client who should answer your business value assessment questionnaire.

> Who has the perspective, opinion or feedback that will help you assess whether your workforce services resulted in improvements, changes or other business value in the work setting?

This is your **respondent** and determines what kind of questionnaire you will design: one targeted for employees, supervisors, customers or human resources staff.

Our experience from the Learning Group suggests that typical business value assessments most often use an employee or supervisor questionnaire. Therefore, the majority of our guidance is focused on employee and supervisor questionnaires.

"Employee" and "supervisor" defined

For the purposes of business value assessment questionnaires, **employees** are the workers who attended the workforce program(s) or workers in similar positions as the workforce group, if we are referring to a comparison group of employees.

"Supervisor" is defined relative to the specific workforce situation that is the focus of your business value assessment. **Supervisors** manage and oversee the groups of workers who attended the workforce program and/or who are being used as a comparison group. Supervisors may hold titles such as managers, team leaders or supervisors; they have interactions with the workers, such that they are able to give their opinions or perspectives on whether the workforce program results can be seen on-the-job.

Employee questionnaires

Employee questionnaires ask employees to reflect about their use of knowledge or skills acquired from the workforce services. These instruments might ask employees to answer questions on topics such as the following:

> Whether the employee believes he/she is performing better or differently (due to the workforce services) for the specific tasks.
>
> Whether the employee feels that he/she can perform job tasks more confidently, quickly, or accurately, and by how much (e.g., a lot, somewhat or a little),
>
> Whether the employee can estimate how much more quickly or accurately (e.g., minutes or percentages) he or she performs these job tasks.

> Whether the employee feels he or she can communicate better, read and write better on-the-job, or troubleshoot and repair problems better (due to the workforce services).
>
> How the employee thinks his or her improved skills and/or knowledge show up in his or her day-to-day work (e.g., less time spent on tasks, fewer problems, ability to do new tasks, etc.).
>
> Whether the employee can estimate by how much these changes affect his or her day-to-day work (e.g., a lot, somewhat, a little, in minutes, or in hours).

Supervisor questionnaires

Supervisor questionnaires ask supervisors to rate employees' use of knowledge or skills acquired from the workforce services and how this affects the work setting or their own jobs. These instruments might ask supervisors to answer questions on topics such as the following:

> Whether employees are performing better or differently after the workforce services for specific tasks.
>
> Whether employees perform job tasks more confidently, quickly, or accurately, or, whether employees perform job tasks more confidently, quickly, or accurately than employees who did not receive the workforce services? By how much (e.g., a lot, somewhat or a little).
>
> Whether supervisors can estimate how much more quickly or accurately (e.g., minutes or percentages) employees performs specific job tasks.
>
> Whether supervisors report that employees are able to communicate better, read and write better on-the-job, or troubleshoot and repair problems better after the workforce services or, compared to employees who did not receive the workforce services.
>
> Whether new skills or knowledge show up or affect supervisors' or employees' day-to-day work (e.g., less time spent on tasks, fewer problems, etc.).
>
> Whether supervisors can estimate by how much these changes are evident in day-to-day work (e.g., a lot, somewhat, a little, in minutes or in hours).

Deciding between supervisor or employee questionnaires

You may choose to ask employees about their own experience; to ask supervisors for feedback about their employees' performance; or to ask both supervisors and employees for their feedback indicating what business value your workforce service provided. Your choice of questionnaires depends on the specific situation for assessment, your business client's needs and expectations, and which type of questionnaire is the most feasible to accomplish with the least burden that will give you the most reliable and credible results?

Define a Benchmark or Something to Compare Against

Benchmarking comparisons help you know that the results you observe are likely to be linked with your workforce services and should not be the result of randomness or some other factor in the work setting. For example, by comparing employee performance or experiences in time periods occurring before and after the workforce services, you can assess whether a group of employees "improved." By comparing the performance or experiences of employees who received a workforce service to other, similar employees who did not receive workforce services, you can assess whether employees "are better" on some element. Scan the questionnaire examples in the *On-line Resource Center* for ideas about including a comparison element in your business value questionnaire design.[2]

It is important that you carefully discuss with your business client the variety of other factors that may affect performance between different employee groups or in different time periods. Examples of these include things like changes in work activities or assignments to employees that are unrelated to skill level or training, changes in equipment or company procedures, changes in the flow of work due to contracts or other factors, among others. Your business client must feel confident that these other factors will not overwhelm any change believed to be due to the workforce service.

Basic types of comparison

There are four primary comparison options for workforce business value questionnaires. They are explained briefly here. Examples and further information for each option are presented at the *On-line Resource Center.*

Ask the same questions twice and compare the differences

One way to assess the results of your workforce services is to use the <u>same</u> questionnaire twice and report the differences in the responses as your results.

1. In a **before-and-after** design, you ask the questions from your questionnaire before the workforce program and then ask the same questions from the same questionnaire after the program. For example, if you ask this question before and after the workforce program…

   How many minutes, on average, do you spend completing the Error Report form?

   …the difference between the reported time spent completing Error Report forms before and after the program are your business value results. That is, if all things were equal, asking the same questions twice would give you the same responses. However, with your workforce services as the "treatment," when you ask the <u>same</u> questions twice – once before the workforce service and again afterward – you should get different responses, and these differences indicate the results of your program.

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[2]See WSI Update 3 for a brief discussion of the evolution of benchmarking methodology used by members of the working group that informs this Handbook.

2. In a **comparison group** design, you ask the same questions for the employees who were part of the workforce program and employees who were not part of the program. For example, you ask supervisors to rate two employees: one from the workforce program and another for comparison…

   How much time (minutes/hours), on average, do you spend correcting this employee's completed tasks each week?

   …the difference between the reported time spent for each employee is your business value result.

Respondents report the differences from the workforce program

Another comparison option is to ask the respondent to report about the differences that are observed pursuant to the workforce program. What the respondent observes as different is assumed to be the results of your workforce program.

1. In a **retrospective** design, you ask the respondent how the situation is different after the workforce program compared to what they remember about the situation before the program. For example:

   Compared to before training, do you need [more help, less help, about the same amount of help] setting up the machine?

2. In a "**comparison to the average**" design, you ask the respondent to compare against an "average" employee who did not attend workforce services. For example:

   Compared to employees hired from other sources, how well does this employee resolve conflicts [better, worse, about the same]?

How Many Responses Is Enough? – Sample Sizes and Response Rates

In survey methodology for political surveys or nationwide evaluation surveys, there are statistical determinants of how many respondents you must have; in common terms, people speak of "sample size" and "response rates." For typical workforce business value assessments, it is unlikely that you will be able to meet these rigorous statistical standards. Rather, think about sample size and response rate as concepts to help you consider your results "in context." So, for the purposes of our work with basic workforce business value assessment questionnaires:

"Sample size" relates to the group of people you want to answer your questionnaire. For example, if you plan a questionnaire for the 17 supervisors and managers of 63 recently trained workers, the sample size is 17. A pool of 17 responses may seem very small, but it is an appropriate sample size if it is comprised of all relevant supervisors and managers.

"Response rate" is the number of people who complete your questionnaire from the total you give it to, expressed as a percentage. So, if 15 of these 17 supervisors complete your questionnaire, your response rate is 88 percent, and you will probably be fairly confident that you got responses from the range of perspectives you wanted.

There are no rigid guidelines for considering sample size or response rate. Rather, the guidelines are based on your business client's perspective and what he or she considers credible and useful. Here are some ideas for discussing sample size and response rates with your business client:

> What percentage or number of responses will you consider to be a reasonable and credible indication of the workforce program's results? Are there other factors we should consider?
>
> How many workers received the workforce services? Were there enough that we can reasonably expect the workforce services to contribute to a noticeable difference in the workplace, or is it appropriate to reconsider the feasibility of assessment or the unit of assessment (e.g., workplace versus individual workers)?
>
> Would it be useful to look at this (small) group of employees now and consider those results along with the next group we serve? Will this information be useful for you to understand the value of our services?

If supervisors will compare their impressions of the workforce group against another group of workers, consider:

> How many similar employees who did not receive the workforce services are available to compare against? Are there enough to allow a reasonable comparison, so that we are comfortable the workforce services contributed to the results?

If you want to assess the results of the workforce program on the overall work environment, consider:

> Did enough employees participate in the workforce program, as a proportion of the total workforce or the workgroup of interest, to see a change?

Whatever decision is the result of your discussing the "size" of the group included for the assessment, keep this discussion in mind when interpreting the results.

Strategies to Optimize Questionnaire Administration

There are several issues to consider while you plan your questionnaire with your business client, so that you can effectively gather information about the business value of your workforce services.

Accommodate your business client's staff

Using questionnaires with employees in a business setting presents several issues, including issues of burden, authority to ask for employees' input, and information privacy.

> Do you have to request permission from someone, other than your primary business client contact, to distribute questionnaires to employees, e.g., someone at a higher level or someone who directly manages the employees?
>
> Take several minutes at a regularly scheduled meeting to discuss the upcoming questionnaire with supervisors.
>
> Is there a supervisor or manager who can review the questionnaire prior to use? His or her perspective on its relevance to the day-to-day work setting and job tasks related to the results you hope to assess will probably be very helpful.

> Are there other events or situations in your business client's work setting that might interfere with getting responses to your questionnaire?

Privacy of responses. When asking for feedback via questionnaire, it is important to assure respondents that their responses will be kept confidential. Develop a plan for keeping responses private, so that employees can feel comfortable giving truthful responses:

> Include a brief paragraph on the questionnaire introducing the questionnaire purposes, how the business hopes to use questionnaire results, and explaining how confidentiality will be maintained.
>
> Consider providing an envelope for returning the completed questionnaire by mail.
>
> Have a non-supervisory staff member collect and secure the completed questionnaires.
>
> Explain your plan to report results without names or identifying information.
>
> If you must keep track of who did and did not complete questionnaires, assign respondents unique identification numbers. Keep a list of the names and identification numbers, and put only the identification number on the questionnaires you distribute.

Decide if you will administer questionnaires to all employees of the workforce program

If a large number of employees were involved in a workforce program, you must decide if you will try to obtain a completed questionnaire from each employee.

If you use an <u>employee</u> questionnaire for a large group of employees, consider:

> Will you be able to accommodate (e.g., distributing, collecting and key-entering) that number of questionnaires, or do you need to think of a less burdensome approach?
>
> Can you assess the results among a sub-group of employees and feel confident that they reflect the overall results? If so, determine how this sub-group will be selected in collaboration with your business client.

If you use a <u>supervisor</u> questionnaire for a medium-size or large group of employees, consider:

> Can you provide the list of employees that each supervisor will rate with the questionnaire? This list should include at least the employee names and other information that allows the supervisor to clearly identify and think about the employees they will rate.
>
> From among the employees to be rated, how many will you ask each supervisor to rate? That is, will each supervisor have to rate 10 employees? Is it too much effort? Will the supervisor be able to distinguish among the performance of individual employees in answering questions?
>
> If you must limit the number of employees each supervisor will rate individually, try to select the employees they will rate using a <u>random</u> process, so that the selected employees are more likely to represent the larger group.

> If supervisors must complete separate questionnaires for different employees, provide multiple copies of the blank questionnaire so they do not have to make copies.
>
> You may be considering asking supervisors to rate a number of employees as a group. Be aware that, in addition to possibly creating difficulty for supervisors tasked with generalizing across their experiences with a number of individuals, this will also reduce your "sample size." You and your business customer must feel comfortable interpreting the results with the knowledge that there may be only a few completed questionnaires.

Increasing your response rate

Even though your target response rate for workforce business value questionnaires is determined not by statistical considerations, but by the expectations of your business client, you still want to get the highest possible response rate so that you are confident you received feedback from the range of perspectives you wanted.

> Use a regularly scheduled meeting to distribute the questionnaires and have employees complete and return them before the end of the meeting.
>
> Make sure employees are authorized to complete the questionnaire as part of a scheduled shift. Make sure that this authorization is communicated to workers and their supervisors.
>
> Provide food and ask employees to complete the questionnaire during break.
>
> Provide a nominal incentive for completing questionnaires (e.g., $3-cafeteria credit or cash).
>
> Conduct a raffle for a larger prize that only questionnaire returnees have an opportunity to enter.

The Questionnaire Planning Worksheet

There are a variety of possible questionnaire frameworks, accounting for different comparison options, whether the questionnaire will be administered to employees or supervisors, and of course, the purpose of the questionnaire and, therefore, its response categories/scales and substantive content! The On-line Resource Center provides a number of examples of how and why different types of questionnaire designs have been used by group members. Check the On-line Resource Center occasionally for examples of how other workforce-business partnerships across the country are using questionnaires in their assessments.

We do not provide rigid guidelines about which type of questionnaire to use for any given situation, because **the choice of a questionnaire type and comparison framework will vary from one situation to the next. In addition to the factors noted above,** you must also consider, for example: the type of workforce program, how many employees were included in the program, the timeframe of the program, and timeframe over which results are expected. Use the following Questionnaire Planning Worksheet with your business client to help you get started.

QUESTIONNAIRE PLANNING WORKSHEET

Person completing this form: Date:

(1) DEFINE THE BUSINESS VALUE RESULTS YOU WANT TO ASSESS

Complete the *Assessment Planning Worksheet*, to describe, in detail, the results you will assess. Summarize business value results you expect in this space. Consider whether the Excel Tool or questionnaires are the best method for this assessment.

(2) DEFINE YOUR EMPLOYEE QUESTIONNAIRE

Describe the workforce employees, and comparison employees, if appropriate. Complete this description even if you will not use an employee questionnaire.

Employee questionnaire? ☐ **Yes** ☐ **No**

Topics: List specific improvements, changes, time/resource savings, or other results employees will assess. This will form the basis for developing the content of your questions.

Workforce program employees: Describe the employees who participated in the workforce program

How many? Who are they?

Comparison group employees: Describe the employees who will serve as a comparison, if appropriate.

How many? Who are they?

Comparison: What type of comparison will you use, for the employee questionnaire?

1 ☐ *Before-and-after* (same questions asked of employees before-and-after program) Describe:

2 ☐ *Retrospective* (employees compare situation now, to before) Describe:

3 ☐ *Comparison group* (same questions asked of different groups of employees) Describe:

Other:

(3) DEFINE YOUR SUPERVISOR QUESTIONNAIRE

Complete this description even if you will not use a supervisor questionnaire.

Supervisor questionnaire? ☐ **Yes** ☐ **No**

Topics: List specific employee performance changes, time/resource savings, or other results supervisors will assess. This will form the basis for developing the content of your questions.

Who: Describe the supervisors who will provide feedback about the results of the workforce program or services

How many? Who are they?

(Continues on next page)

QUESTIONNAIRE PLANNING WORKSHEET

How many employees will each supervisor assess? Or what is the maximum number a supervisor will assess?

____ Can you provide a list of names? ☐ Yes ☐ No

Comparison: What type of comparison will you use, for the supervisor questionnaire?

1 ☐ *Before-and-after* (supervisors asked same questions about employees before-and-after program)

2 ☐ *Comparison group* (supervisors asked questions about employees in program group, and in comparison group, from Section #2)

3 ☐ *Retrospective* (supervisors compare situation now, to before)

4 ☐ *Implicit group* (supervisors compare individual employee in program group to "average" employee)

Describe:

Other:

(4) STOP HERE—DRAFT YOUR QUESTIONNAIRE

In light of the content areas and respondent group you have identified above, draft a list of questions you would like to include on your questionnaire

- Consult the *Question Writing Checklist* and assess the questions you have written.
- Consider if you need all of the questions you have composed. Do you need more questions?
- Review the questionnaire order. Is the order of the questions easy for the respondent to follow?
- Simulate responding to your questionnaire. How long might it take a typical respondent to answer your questionnaire? Are there some questions that are particularly hard for your respondent to answer? Can they be made simpler? Can they be eliminated?
- Try to get feedback from other individuals. People who are very similar to your respondent group are, of course, the best "testers", but others who are familiar with what you are trying to assess can also be a helpful set of "fresh eyes" in the editing process.
- You will probably want to draft and re-draft your questionnaire several times before you consider it ready.

(5) DEFINE YOUR TIMELINE AND ASSIGN RESPONSIBILITIES

Discuss these logistics with your business client. Refer to the Handbook for specific discussion points and check the On-line Resource Center for examples. Make note of important issues below.

Permission for questionnaires? From whom? Approved : __ / __ / __

Plan for privacy of responses?

Questionnaire(s) used <u>before</u> the workforce program:

Distributing questionnaires Who? When : __ / __ / __

Collecting questionnaires Who? When : __ / __ / __

Questionnaire(s) used <u>after</u> the workforce program:

Distributing questionnaires Who? When : __ / __ / __

Collecting questionnaires Who? When : __ / __ / __

Response incentive? (describe)

Other:

(6) PLAN TO ANALYZE AND REVIEW THE QUESTIONNAIRE RESULTS

Make note of <u>who</u> is assigned to tasks, timelines or <u>dates</u>, and other important issues below.

Review completed questionnaires:

Key enter, tabulate and analyze the information:

Write or prepare the report:

Plan for discussing and reviewing the results:

Other: