



What is your certification worth?

How to Use a Value of Certification
Study to Increase the Long-term
Growth of Your Program

Who are we?



Nikki Eatchel
Vice President, Program Management



Rory McCorkle, MBA, Ph.D.
President



Manny Straehle, Ph.D.
Chief Assessment Officer

Agenda

- What is Value? – Rory
 - How do we define value in credentialing?
- Past Research on Value – Manny
 - Case Studies
- How do you market Value? – Nikki
 - Recommended practices

What is Value?



What is Value?

- An assessment of the worth of a good or service¹
 - Can be conducted by consumer, business, or other stakeholder
- For most product, value = cost + subjective factors (e.g., durability)
- For certification, value is more complex

¹ Neap, H.S., & Celik, T (1999). Value of a product: A definition. *International Journal of Value-Based Management*, 12(2), 181-191. doi:10.1023/A:1007718715162

Value and Stakeholders

- One way to look at value is by stakeholder group



Certificants

Employment
condition

Salary

Professional
reputation /
credibility

Professional
development

Commitment
to profession

Personal
achievement

Employers

Barrier to
employment

Professional
development
/
Improved
employee
performance

Career path

Customer
satisfaction

Obtaining
contracts

Industry /
government
regulations

Training and Development Organizations

Package
educational
elements

Increase revenue

Existing
framework for
new courses

Public

Evolves practice standards

Identifies potential service providers

Value and Stakeholders

- What other sources of value do you use in your organization?

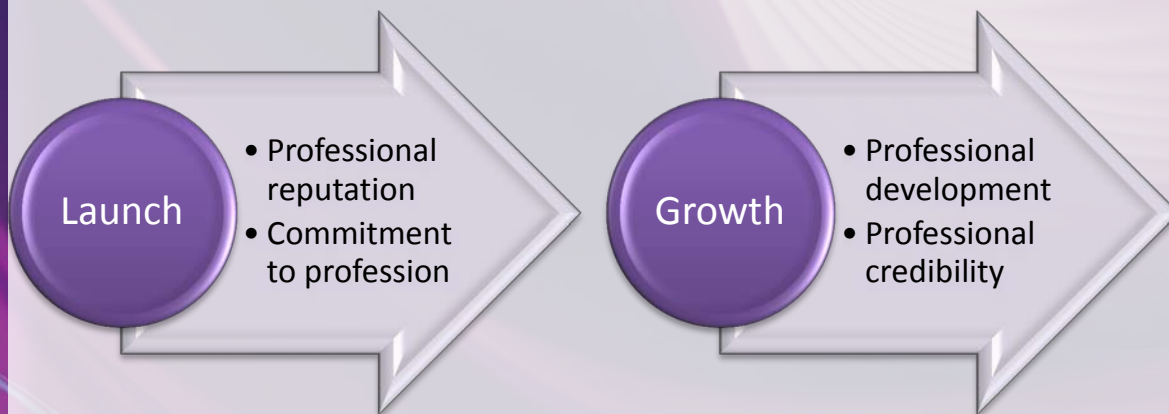
Value and Product Lifecycle

- Another perspective is to examine typical value indicators by the product lifecycle stage:



Value and Product Lifecycle

- Another perspective is to examine typical value indicators by the product lifecycle stage:



Value and Product Lifecycle

- Another perspective is to examine typical value indicators by the product lifecycle stage:



Research



THE SCIENTIFIC METHOD... FOR TEN-YEAR OLDS



* THIS IS SURPRISINGLY CLOSE TO HOW REAL SCIENTISTS ACT AT CONFERENCES.

Research: Question

- What does this certification/certificate do for you?
- Example
 - If you were a certified **master sommelier** what would it do for you?



- What does this certification/certificate do for others?



Pharmacists example

- Patients
- Employers
- Public
- Healthcare providers
- Payers (insurance companies)

Research: Data Collection



Data Collection Methods

- Literature reviews
- Surveys
- Interviews
- Focus groups
- Case studies

Research: Analysis

- Quantitative
 - Statistical analysis
- Qualitative
 - Techniques
 - Observation, Interviews, Focus Groups, Artifacts
 - Methods
 - Ethnographic, Critical Theory, Action Research, Discourse Analysis, Critical Social Researcher, Ethical Inquiry, Foundational and Historical, Ground Theory, Phenomenology, Content Analysis, Consensual Qualitative Research (CQR)
 - Analysis
 - Recurrent themes and relationships until saturation is met
- Mixed Methods

Research: Reporting

- Who are the internal and external decision makers you need to share the data with?
- What and how will you share these results?

Results - Public Health Credential Example

TABLE 2—The Feasibility of Public Health Credentialing: Survey of Public Health Leaders (n = 257)

Item	Mean Response ^a (SD)	Disagree, %	Undecided, %	Agree, %
1. Common body of knowledge	3.67 (1.13)	20.7	5.6	73.7
2. Direct at disciplines with common knowledge	3.80 (0.98)	12.4	12.0	75.6
3. Jobs could be restricted	3.39 (1.12)	25.4	17.5	57.1
4. Public health is too diverse	3.55 (1.23)	28.2	11.5	60.3
5. Direct at subspecialties	3.44 (1.09)	24.4	17.6	58.0
6. Used by employers	3.42 (0.92)	19.3	22.7	58.1
7. Practitioners support license	2.70 (0.95)	45.7	30.9	23.5
8. Practitioners support certification	3.05 (0.96)	27.7	36.3	35.9
9. Government not support license	3.35 (0.94)	18.5	36.9	44.7
10. Practitioners not support certification	2.96 (0.93)	38.8	31.0	30.3
11. Employers not interested	2.72 (0.95)	54.3	20.3	25.4

^aResponse scale ranged from 1 (strongly disagree) to 5 (strongly agree).

Results - Public Health Credential Example

TABLE 3—The Benefits of Public Health Credentialing: Survey of Public Health Leaders (n = 257)

Item	Mean Response ^a (SD)	Disagree, %	Undecided, %	Agree, %
12. Will improve work quality	3.20 (1.11)	30.1	20.7	49.2
14. Will benefit practitioners	3.49 (0.99)	18.8	14.9	66.3
15. Clarify nature of public health	3.45 (1.09)	21.8	16.4	61.7
17. Distinguish public health from others	3.66 (1.04)	18.0	9.0	72.7
20. Identify qualified job applicants	3.30 (1.11)	27.3	5.6	56.7
21. Increase emphasis on public health	3.42 (1.13)	23.8	14.8	61.0
22. Greater status for practitioners	3.48 (1.01)	20.9	18.4	61.3
24. Result in higher salaries	2.89 (0.94)	20.9	40.5	24.9
28. Weed out incompetence	2.78 (1.04)	41.2	31.4	27.1
31. Reduce minority discrimination	2.69 (1.05)	50.4	27.0	22.3

^aResponse scale ranged from 1 (strongly disagree) to 5 (strongly agree).

Results - Public Health Credential Example

TABLE 4—Problems with Public Health Credentialing: Survey of Public Health Leaders (n = 257)

Item	Mean Response ^a (SD)	Disagree, %	Undecided, %	Agree, %
37. Inappropriate barriers for people entering	3.00 (1.09)	40.0	17.0	43.0
38. Limit number of people entering	3.30 (1.03)	25.8	18.4	55.9
44. Curriculum control by credentialing	3.33 (0.90)	21.6	29.0	49.4
45. Exclusion of disciplines	3.20 (1.00)	30.8	22.7	46.4
46. Reduce mobility	3.11 (1.00)	34.7	22.3	43.0
48. Focus on minimum	3.64 (0.86)	15.0	16.5	68.5
33. No value to practitioners	2.31 (1.01)	72.7	14.1	12.9
34. No value to society	2.51 (1.13)	64.7	14.9	20.0
36. Exclude minorities	2.85 (1.10)	48.7	16.5	34.9
39. Create economic burden	2.59 (0.89)	54.7	29.3	16.0
40. Too costly to practitioners	2.51 (0.79)	53.7	37.3	9.1
41. Undermine quality	2.09 (0.82)	80.8	12.9	6.3
42. Undermine MPH	2.22 (0.89)	73.8	15.3	11.0
43. Create undesirable elitism	2.59 (0.99)	57.9	21.7	20.4
47. Reduce innovation and flexibility	2.69 (1.02)	56.3	20.3	27.4

^aResponse scale ranged from 1 (strongly disagree) to 5 (strongly agree).

Overall Research

- Guess which one was more valued, overall?
 - A. Internally valued
 - B. Extrinsically valued
 - C. A relationship cannot be determined given the data present
 - D. See Rodriguez article on why three options may be a better alternative to a four option exam.

Overall Research

- Internally valued items
 - Personal satisfaction
 - Proof of knowledge / accomplishment
 - Confidence of skills/abilities
 - Commitment to field
 - Professional growth
- Externally valued items
 - Earnings
 - Promotions
 - Job stability
 - Marketability
 - Recognition from peers
 - Employer recognition

Turning Value into Marketing Messages

Your certificate program is a product.



Basic Tenets of Marketing

1. Identify your target market
2. Create a compelling message
3. Engage consumers
4. Tell your program story

Identify your target market

- Certificants/Candidates
- Potential Employers
- Public
- Training Organizations

Basic Tenets of Value Marketing

Create a compelling message

- Certificants/Candidates
- Potential Employers
- Public
- Training Organizations

Create a multi-message approach
tailored to the stakeholder group

Engage Consumers

- Various channels
- Ongoing update
- Social media foundation

Use your social media sites to allow stakeholder interactions.

Tell Your Program Story

- Various channels
- Ongoing update
- Social media foundation

Use your social media sites to allow stakeholder interactions.

Value Above All Else?

Value is not an isolated concept. Value messaging needs to address stakeholder concerns.

What's in
it for me?

Why is it
better?

Promise

Differentiation

Price

Effort

Risk

Why should I believe
you?

What could go
wrong?

Value Above All Else?

Results of a Value of Certification Study Answer the Key Questions

Why should I believe
you?

What could go
wrong?

Unbiased Data
Positive Results
Identifiable Participants

Case Studies
Stakeholder Feedback
Certificant Stories

Questions?

■ Contact Information

- Nikki Eatchel
neatchel@questarai.com
- Rory McCorkle
rory@intlcred.com
 @rorymccorkle
- Manny Straehle
manny@intlcred.com