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Kirkpatrick®

Kirkpatrick Four Levels®

The One and Only Kirkpatrick®



Real World Tactics for Creating and Demonstrating Training Value in Government

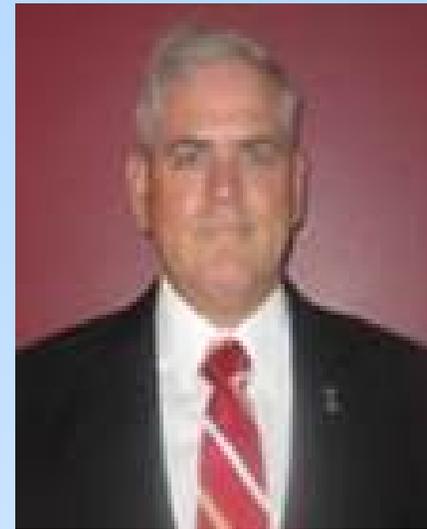
Jim Kirkpatrick, PhD, Wendy Kirkpatrick, Tony Putname, Robert Havlicek and Charles Wilhelm

Hosted by ASTD on February 12, 2014





Jim and Wendy Kirkpatrick



Charles Wilhelm



Robert Havlicek

Session Objectives

After this session, participants will be able to:

- Explain why starting with desired results in mind is critical for any initiative to be successful
- List specific tactics for influencing on-the-job behavior
- Incorporate tactics into mission-critical programs that enhance on-the-job behavior and mission accomplishment

Audience Poll

In the general chat window, please introduce yourself and let us know for what government agency or organization you work.





Quick Pre-test

In sequence from 1-4, what are the names of the Kirkpatrick levels?

- A. Reactions, Transfer, Knowledge, Impact
- B. Reaction, Knowledge, Behavior, Result
- C. Response, Learning, Transfer, Impact
- D. Reaction, Learning, Behavior, Results

LEVEL 1: REACTION



To what degree participants react favorably to the learning event

LEVEL 2: LEARNING



To what degree participants acquire the intended knowledge, skills and attitudes based on their participation in the learning event

LEVEL 3: BEHAVIOR



To what degree participants apply what they learned during training when they are back on the job

LEVEL 4: RESULTS



To what degree targeted outcomes occur, as a result of learning event(s) and subsequent reinforcement

Audience Poll

What is the highest level to which you currently measure *any* of your programs or initiatives?

- A. Level 1 Reaction
- B. Level 2 Learning
- C. Level 3 Behavior
- D. Level 4 Results

Why Evaluate?

**Improve
The Program**



Effective Training

**Maximize
Organizational Results**



Training Effectiveness

**Demonstrate
Program Value**



Unlocking the Power of the Four Levels

1. Keep the end in mind
2. Support on-the-job application
3. Monitor progress toward the goal



Return on Expectations (ROE)

What a successful training initiative delivers to key business stakeholders, demonstrating the degree to which their expectations have been satisfied



THE END IS THE BEGINNING

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EPA Leadership Program

- End in mind?
- Agency mission and key HR documents
- Collaborative development and delivery



U.S. Office of Personnel Management (OPM) Regulations



OPM 5 CFR 410 Regulations

Continuous learning

...agencies must develop and implement a process to evaluate its training and development program impact in terms of:

- a) learning
- b) employee performance
- c) work environment
- d) contribution to mission accomplishment

and the results of the evaluation must reflect a positive contribution to mission accomplishment.

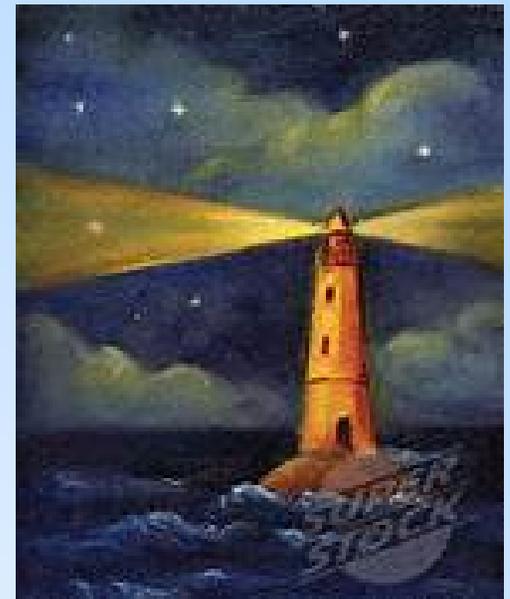
Audience Poll

In general chat, please type what you believe is the highest level result for your agency or organization.



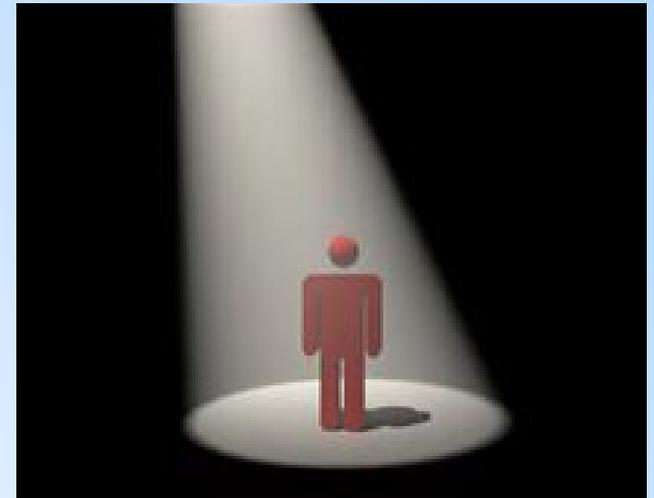
Agency Evaluation Strategy

- Tasked with effectiveness and efficiency
- All major initiatives begin with agency mission
- Forging ahead with “bright lights”



Agency's Initial "Bright Light"

- Redesigned new hire legacy program
- Maintained key results, reduced turnover, half the cost
- Entire agency now moving ahead





SUPPORT ON-THE-JOB APPLICATION

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OPM 5 CFR 410 Regulations

Continuous learning

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Expected Outcomes

Level of Effort
Critical Behaviors
Coordinated Approach

Training

THE NEW WORLD KIRKPATRICK MODEL

LEVEL 1 REACTION

- Engagement
- Relevance
- Customer satisfaction

LEVEL 2 LEARNING

- Knowledge
- Skills
- Attitude
- Confidence
- Commitment

U.S. Navy Gets It Right

- Emphasis on test validity
- Occasionally missed the mark on content validity
- “Back to the business” became “one of them”

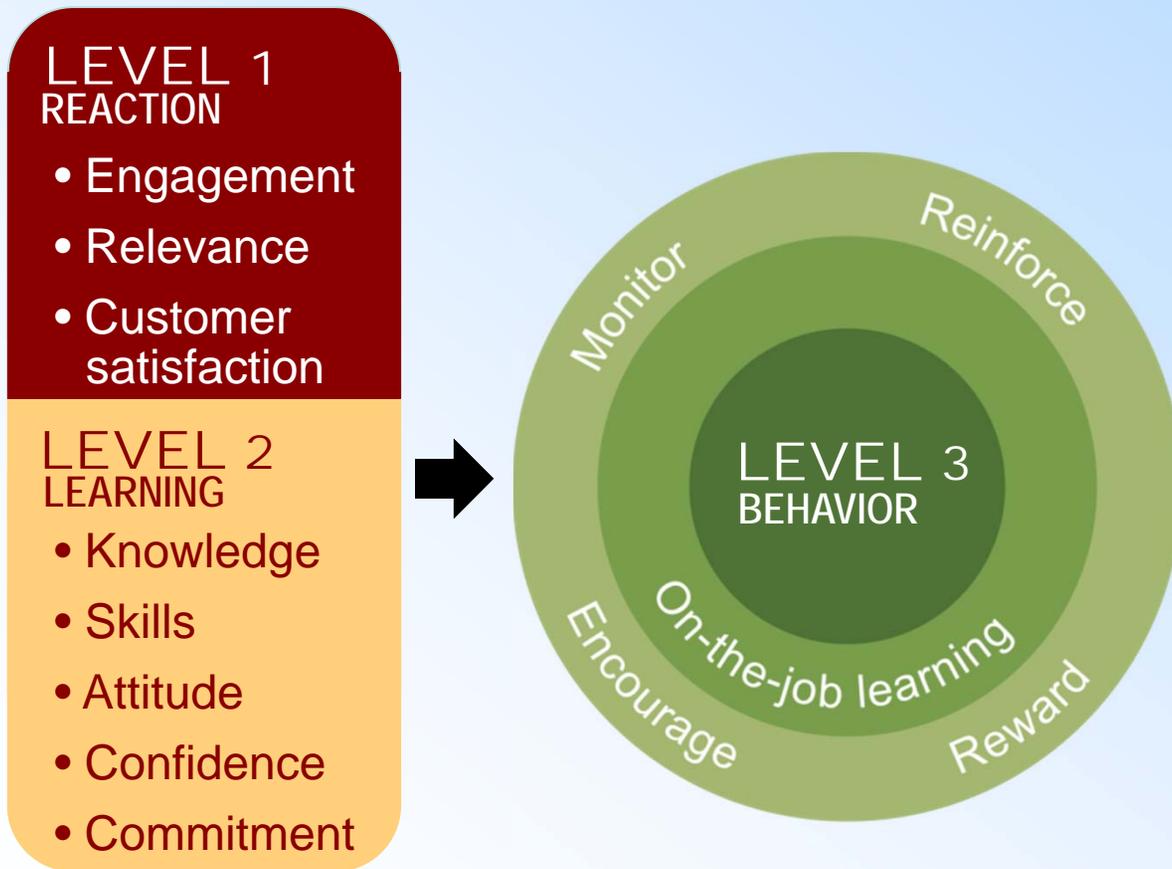


ICE Academy Impresses Funding Stakeholders

- Simple modification of immediate post-course hybrid evaluation form
- Retrospective pre and post revealed “huge improvements”
- This **ALONE** led to increased funding.



THE NEW WORLD KIRKPATRICK MODEL



Required Drivers

Processes and systems that reinforce, monitor, encourage and reward performance of critical behaviors on the job

Required Drivers

SUPPORT

Reinforce

- Follow-up modules
- Work review checklist
- On-the-job training (OJT)
- Self-directed learning
- Refreshers
- Job aids
- Reminders

Encourage

- Coaching
- Mentoring

Reward

- Recognition
- Pay for performance

ACCOUNTABILITY

Monitor

- Action learning
- Interviews
- Observation
- Self-monitoring
- KPIs (key performance indicators)

- Action plan monitoring
- Dashboard
- Work review
- Survey

Audience Poll

In the general chat area, let us know some ways that you personally can (or do) support on-the-job behaviors after training.



OPM: Working Beyond Policy

- Developed field guide through collaboration
- Website wiki
- On the road to help drive implementation





MONITOR PROGRESS TOWARD THE GOAL

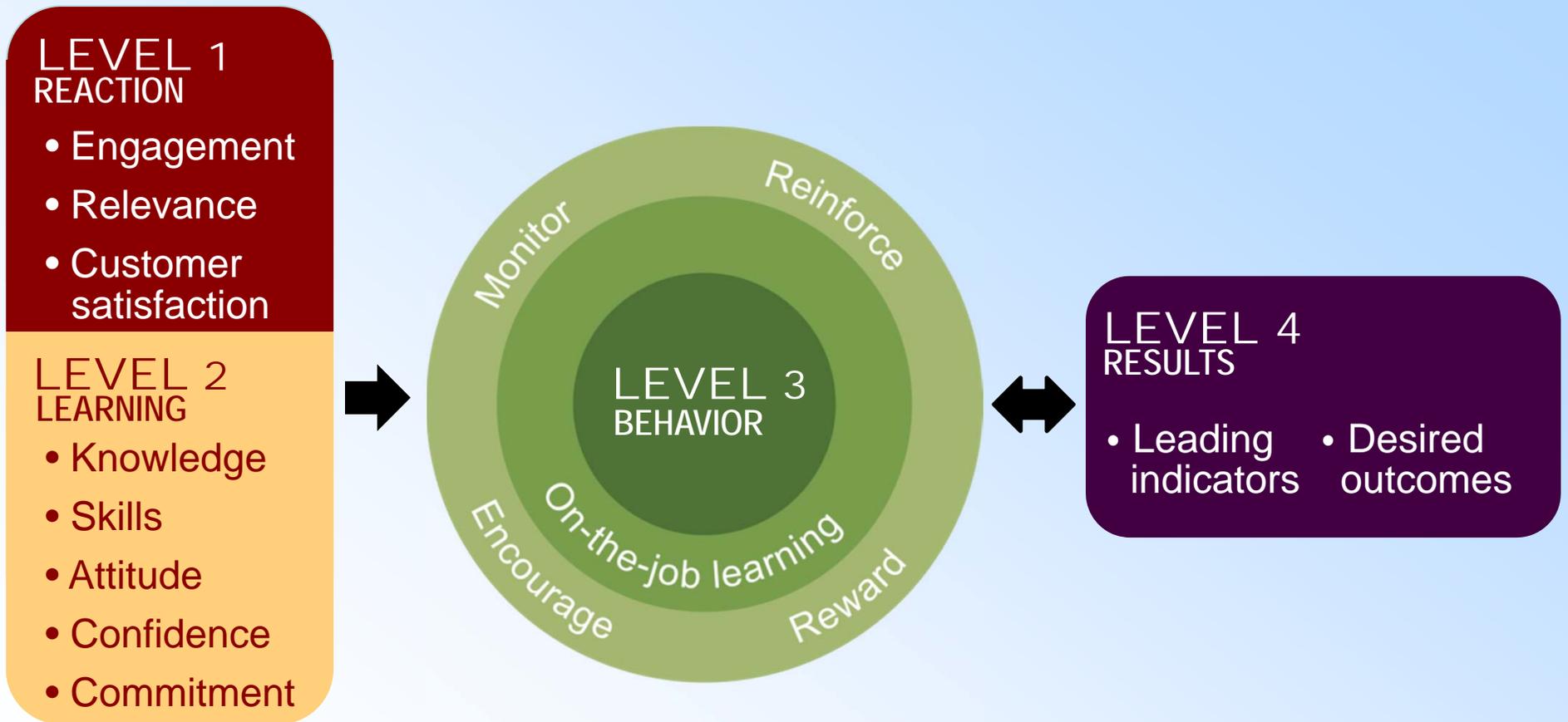
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OPM 5 CFR, Part 250 Regulations

Continuous learning

“...evaluate each program or plan established, operated, or maintained under subsection (a) with respect to accomplishing specific performance plans (L3) and strategic goals (L4) and *modify* such programs or plan as needed to accomplish such plans and goals.”

THE NEW WORLD KIRKPATRICK MODEL



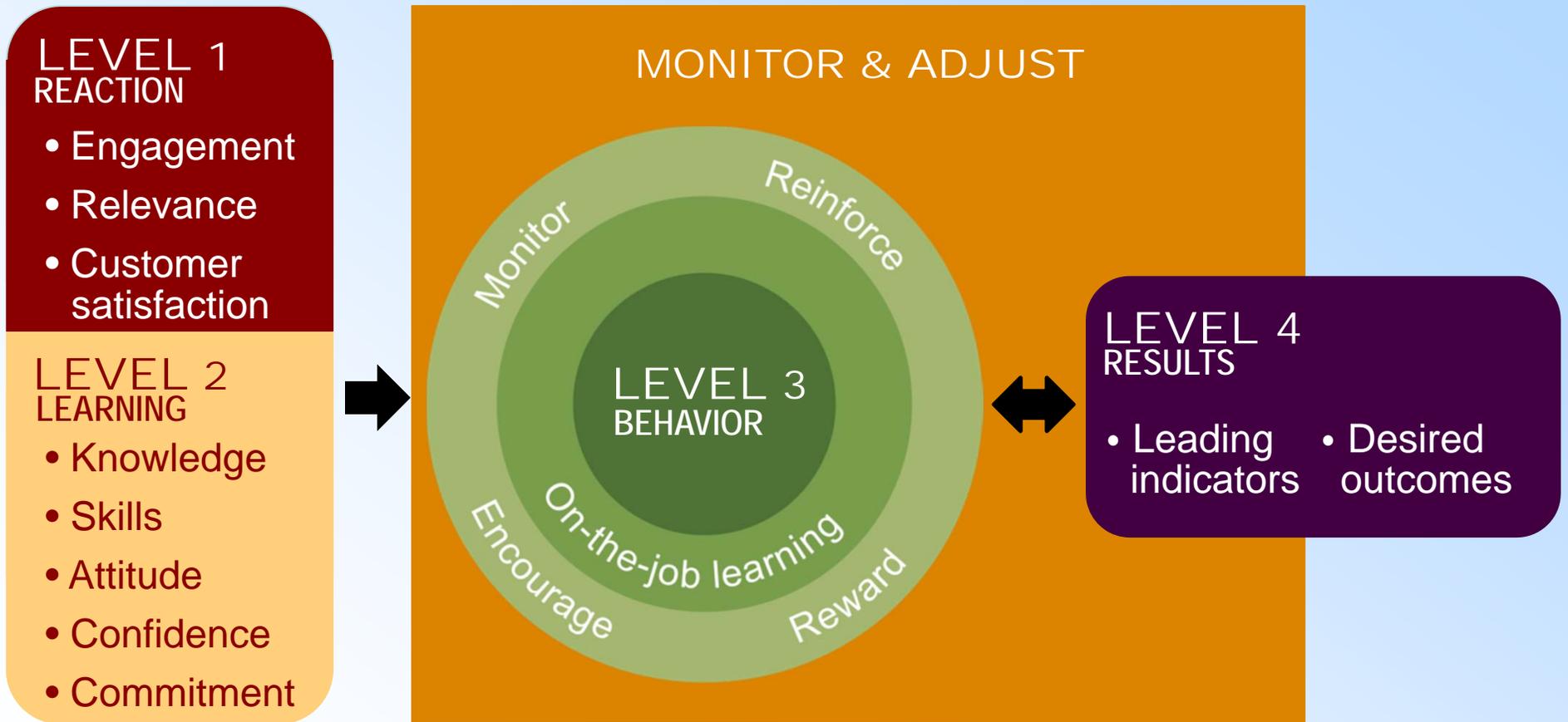
Leading Indicators

Short-term observations and measurements that suggest that critical behaviors are on track to create a positive impact on desired results

Common Examples of Leading Indicators

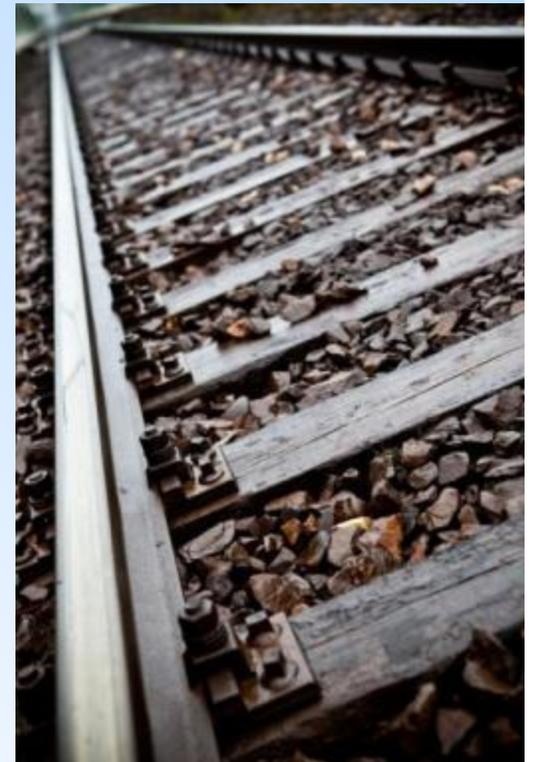
Individual / Departmental	Human Resources	Customer / Client
Speed to implement Projects completed Process cost Individual goal accomplishment	Critical incidents Employee satisfaction Employee engagement Turnover / retention Safety	Unsolicited referrals Program participation Donations External “buzz”

THE NEW WORLD KIRKPATRICK MODEL



Leading Indicators

- Keep your initiatives on track
- Reassure your stakeholders
- Motivate your participants
- Decrease dependence on required drivers
- Form important links in your chain of evidence



ICE Academy Executes the Full Power of the Four Levels



Background:

- Conducted full four level evaluation of a FLETA accredited course
- Examined training impact on field related lawsuits, use of force data, lawsuits and radio usage
- This is the declassified version...

Process:

- Delivered blended learning and performance package
- Modified Kirkpatrick immediate post-course and delayed surveys and interview tools for grads and supervisors
- Conducted historical comparisons of test scores, costs and injury reports
- Determined impact on operation outcomes

Results:

- “We do not have statisticians and the figures we used were extremely simple.”
- Qualitative data supported statistical data
- “Training did have a positive effect on the operational areas.”
- “Using a preponderance of evidence I believe we got our point across”

Final Outcomes:

- “... we shared with our funding stakeholders”
- “Despite sequestration, diminishing budgets, and minimal hiring, the requests and funding for these two programs have increased”
- “In 2010, we had 6 different training programs ... regular basis... lost all of those classes save these two.”

Army Reserve Accreditations

Charles Wilhelm

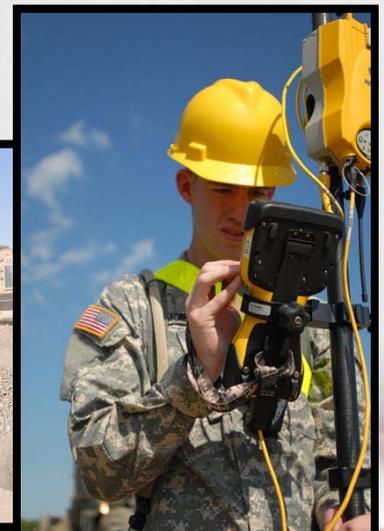


Over 30 years Government service
22 years in the Army (Retired Army)
9 Years Department of the Army employee –
Masters and Bachelors in Education from Drury
University, MO

Robert Havlicek



Over 41 years Government service
12 years in the Army
29 years Department of the Army employee –
Master of Arts in Human Resource Education
from the University of Louisville, Kentucky



Our Project

Business Need: The Army Reserves training institutions were not achieving successful accreditation ratings. During their last evaluation, the institution received a “Conditional Accreditation” rating and eventually upgraded to “Full accreditation” after follow-on evaluations. These ratings are an important element in ensuring successful execution of missions.

Stakeholder Expectations: Increase the Army Reserve accreditation rating within each battalion and obtain “Institution of Excellence” at brigade level, which, at some point, will positively contribute to mission accomplishment.

Desired Results: Contribution to successful execution of missions.

Effective Training: Levels 1 and 2

- A focus on how to apply the accreditation standards within training institutions and complete self-assessment reports
- Prior to this training, staff and faculty lacked the knowledge to complete these tasks
- A survey was conducted to identify training needs
- This resulted in the first training program for Reserve Component institutional staff and faculty at the proponent level

Training Effectiveness: Level 3

- Critical behaviors
 - Commanders refute findings based on accreditation standards
 - Staff and faculty actively pursue excellence with curriculum IAW accreditation standards
 - Graduates rapidly and seamlessly adapt to change of accreditation standards

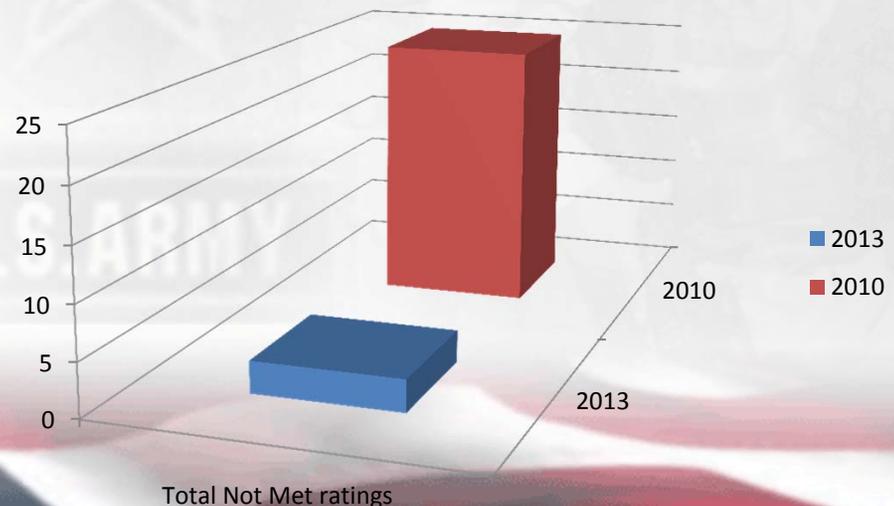
Training Effectiveness: Level 3

- Required drivers
 - Document and self-assessment review
 - On-site observations
 - Surveys
 - Interviews
 - Ongoing communication

Training Effectiveness: Level 4

- Key Leading Indicators

- All battalions improved ratings, with an overall rating for the brigade of “Institution of Excellence”
- Increase in leader participation
- Fewer “Not Met” rating (25 to 3)



Lessons Learned

- How to complete project while keeping the measurement attainable
- Failures before the training - turned to success stories
- Completed case study for project with Kirkpatrick Gold considerations
- Partnerships with the staff and faculty
- A project can be completed with U.S. Army personnel from all over the USA

The Way Ahead

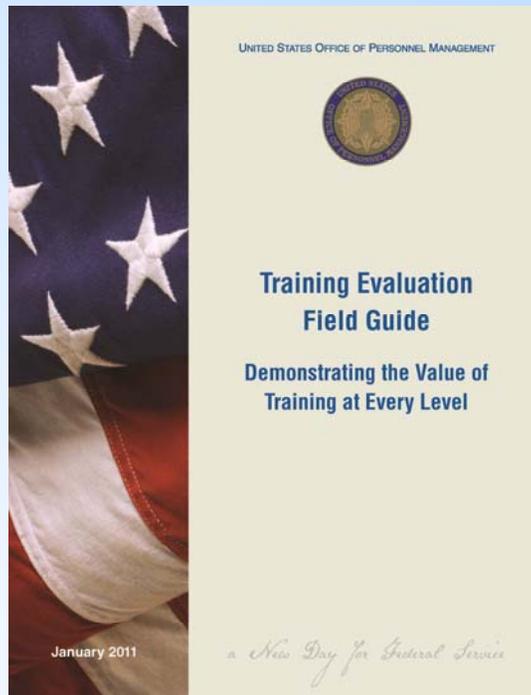
- Further expand on L3 and L4
- Leverage soldiers trained in the institutions to determine job performance
- Conduct an analysis of job performance and determine results comparatively between components
- Eye on the prize: **Level 4 Desired Results** – determine the benefits to the field Army in terms of contribution to mission accomplishment

Questions

We will answer questions that have been chatted in during the program, or any that you wish to pose now.



U.S. Federal Government Training Evaluation Field Guide



<http://www.opm.gov/hrd/lead/pubs/FieldGuidetoTrainingEvaluation.pdf>

Knowledge Check

Which response best describes your use and awareness of the OPM Training Evaluation Field Guide?

- A. I was not aware of it.
- B. I am aware of it, but have not implemented it.
- C. I am implementing it.
- D. I have implemented it and have results to share.

Feel free to share comments in general chat.

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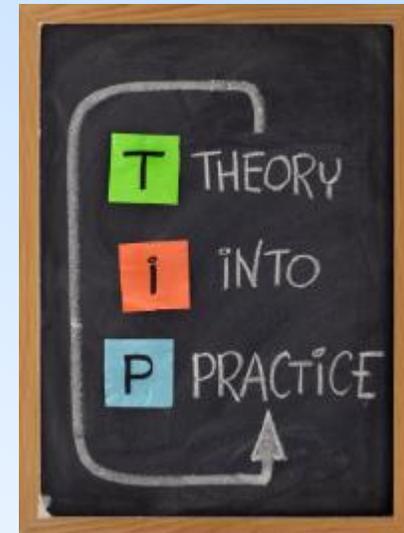
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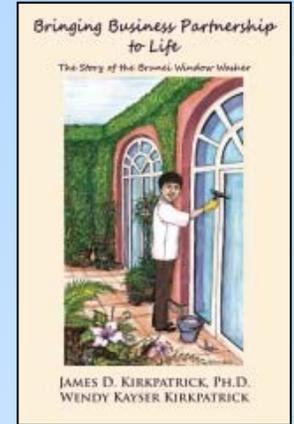
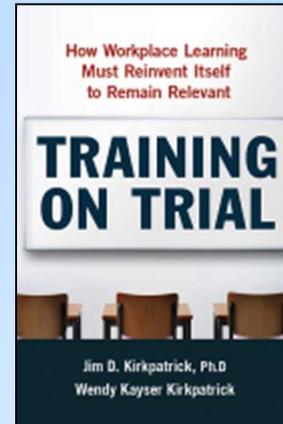
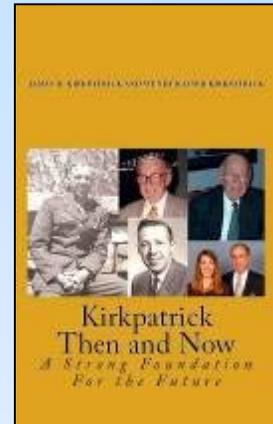
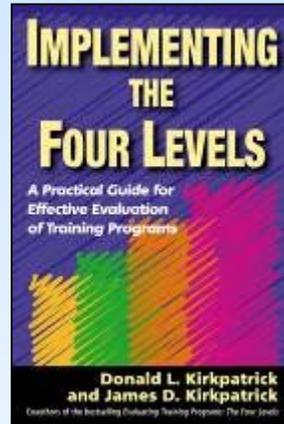
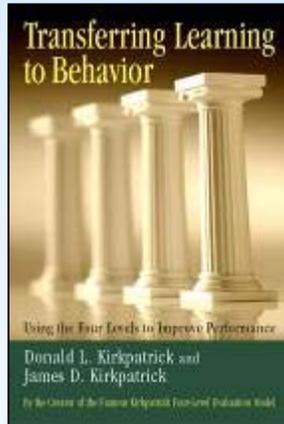
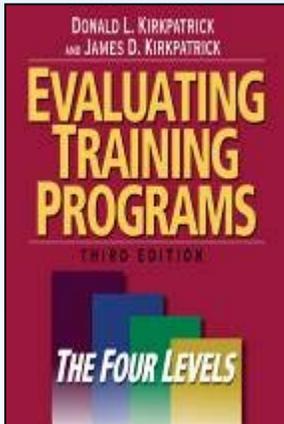
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Thank You!



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