

# Being Stuck at Level 2 is Like Kissing Frogs!

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# Session “Objectives”

- Learn from Linda’s experiences so you too can move beyond level 2.

Learn from the mistakes of others-you can't live long enough to make them all yourself.

-Martin Vanbee

- Make a decision that you CAN reach level 4.

If you think you can do a thing or think you can't do a thing, you're right.

– Henry Ford



# Review of Evaluation Levels

**Level 1: Reaction**

**Level 2: Learning**

**Level 3: Behavior**

**Level 4: Results**

Lessons along the way . . .



# Successes & Failures on Our Journey

Hit or Miss?

- Seat at the table
- Collaborated
- Education Taskforce
- Train the trainer (hero)
- Taught 5 ways (I.S.)
- Had a theme
- Taught everything they would need to know
- Utilized web-based training



# What I learned



- Less is more
- Never underestimate the value of a great instructor
- When you go high-tech, you have to go high-touch



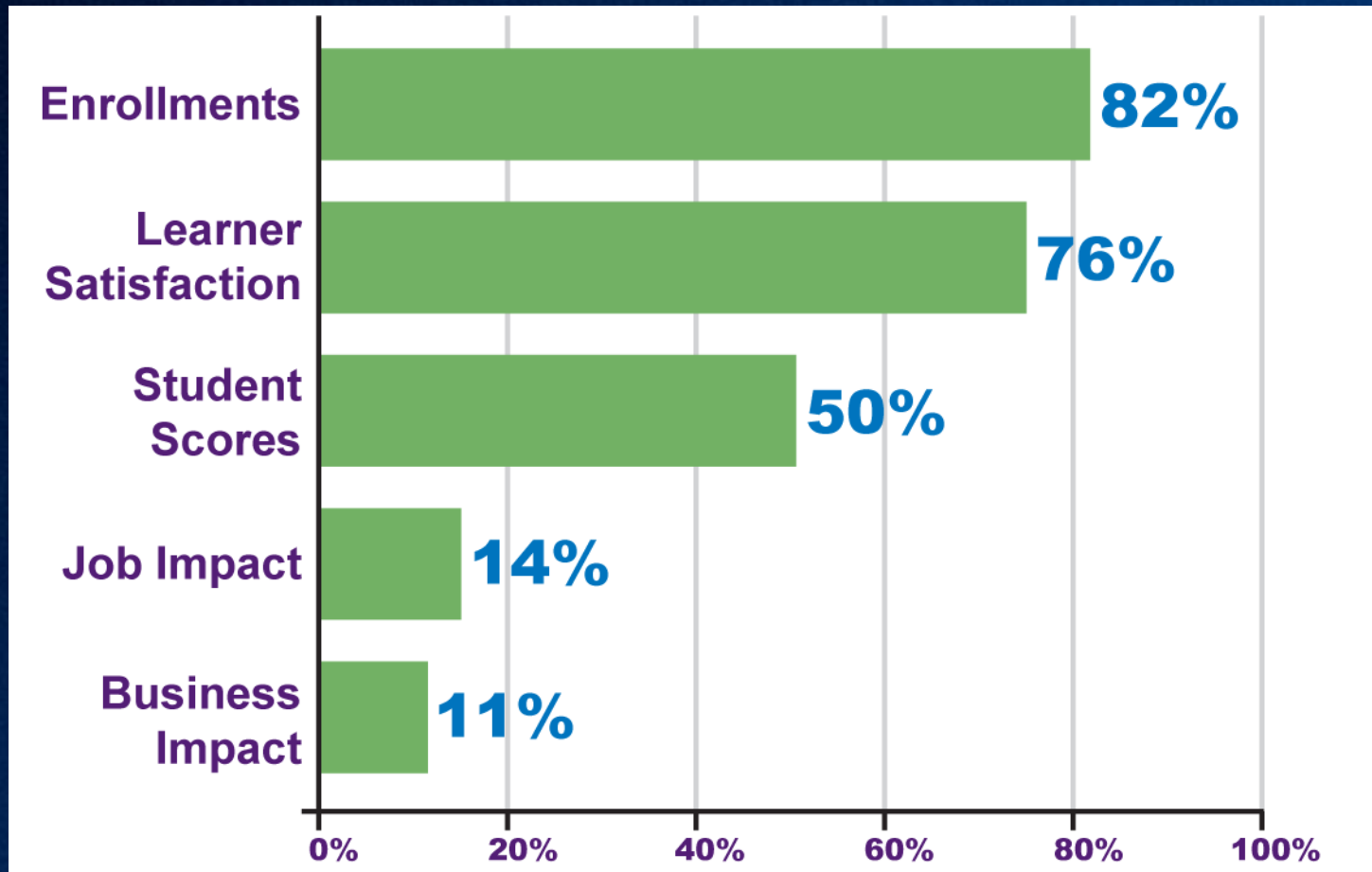
# Having some success . . .

- But how much?
- Am I making a difference?
- How will I know?

Time for Research



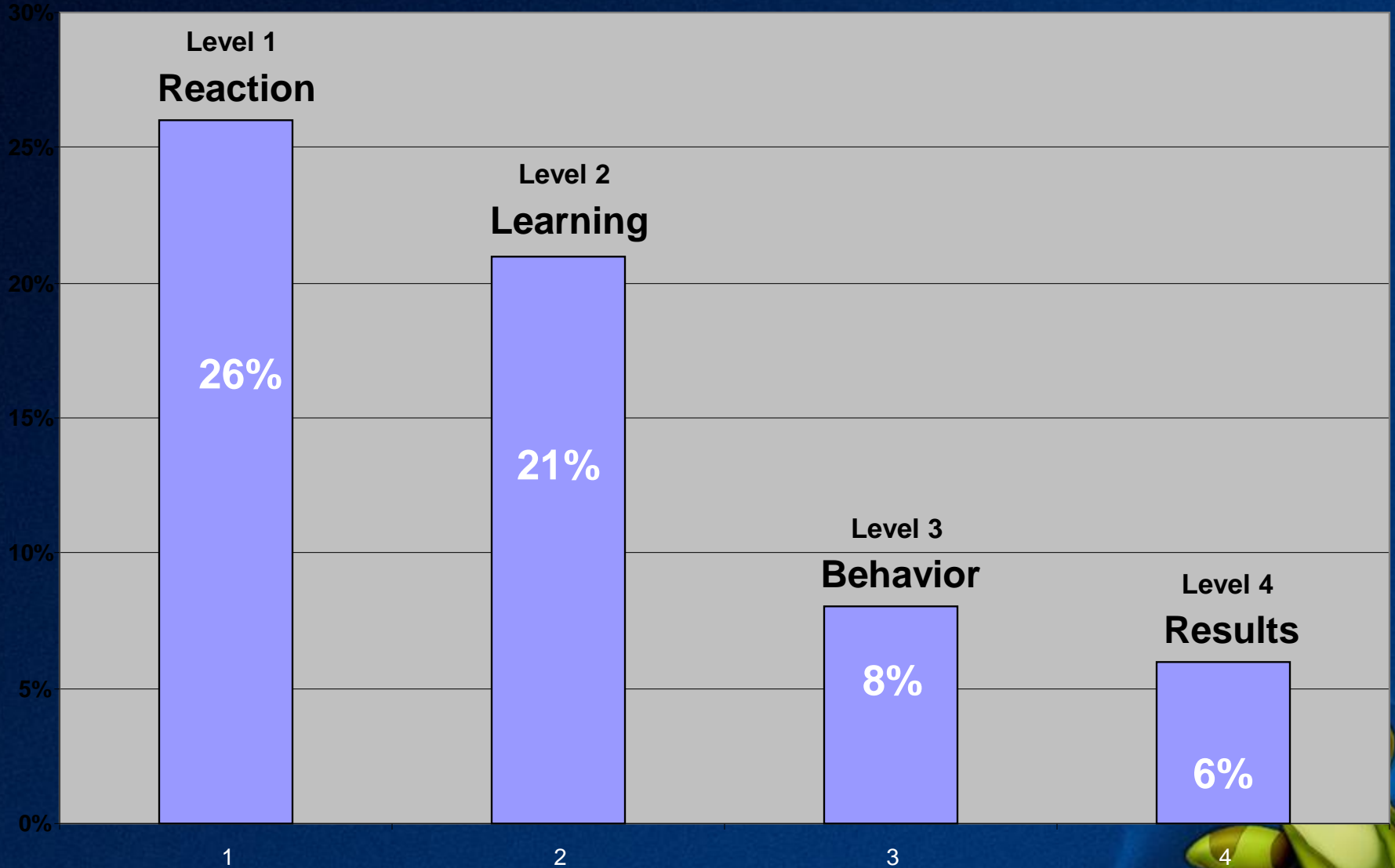
# Training Information Routinely Tracked



Source: Bersin & Associates – Training Analytics: How do Companies Measure Training and ROI



# Levels of Evaluation

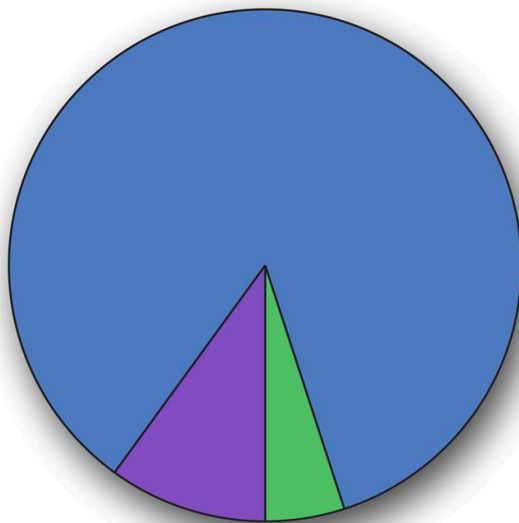


# Predictable Training Impact Distribution



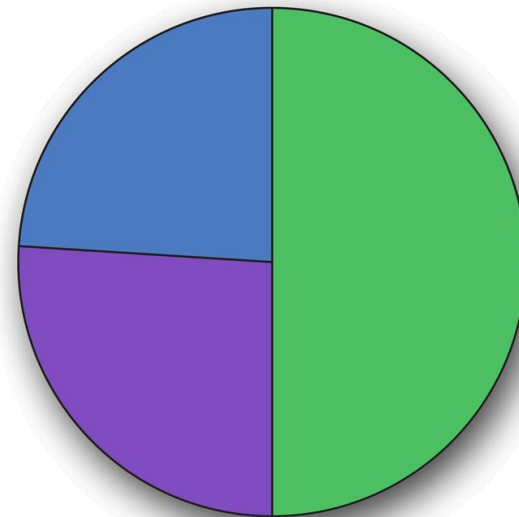
# How do we get learning and development to 'stick'?

## Typical Learning Investment



- Pre-Work 10%
- Learning Event 85%
- Follow-Up 5%

## Activities Contributing to Learning Effectiveness



- Pre-Work 26%
- Learning Event 24%
- Follow-Up 50%

# Principle Reasons for Failure

## Preparation and Readiness

- Lack of senior management alignment and commitment
- Lack of preparation and focus

20%

## Learning Intervention

- Could not learn it
- Wanted to learn, but instruction failed
- Facilitator did bad job

10%

## Application Environment

- Didn't get manager support
- Lack of peer support
- No incentive to use
- Lack of feedback and Coaching

70%



# What I Learned

- I was the statistic!
- Learning is a process, not an event
- 26/24/50 – 3 levels of learning

Are YOU the statistic?



# Working hard at kissing frogs Round two. . .

- Clinview - 26/24/50
- Question: Do any of you have resistant learners . . .



# Preparing the Learners



- Mourn the dead –
- Gestate the new –
- Prepare for the arrival –
- The time has come –
- Growth chart –



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---
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# Clinview Project . .

- Stellar Classroom
- 2<sup>nd</sup> level 2



# Working hard at kissing frogs Round two. . .

## Evaluation Results for Learning Intervention Pilot

<b>Audience</b>	<b>Total Staff</b>	<b>Total Evaluated Post Class</b>	<b>Scoring over 50%</b>	<b>(Goal) Scoring 100%</b>
<b>Totals:</b>	<b>90</b>	<b>46</b>	<b>80%</b>	<b>24%</b>



# What I learned

- 26/24/50 had real potential!
- I did have enough staff
- Kissing frogs . . .



# What I learned



- I'm kissing frogs - I still didn't know how to get to level 3 & 4



# What I learned

- If I didn't prove my worth in this economy, I would be cut . . .

I'm on trial – HELP!



# Kirkpatrick Upside Down

- Return on Expectation
- Begin with the end in mind
- Partner
- Measure then prepare your chain of evidence

**Level 4: Results**

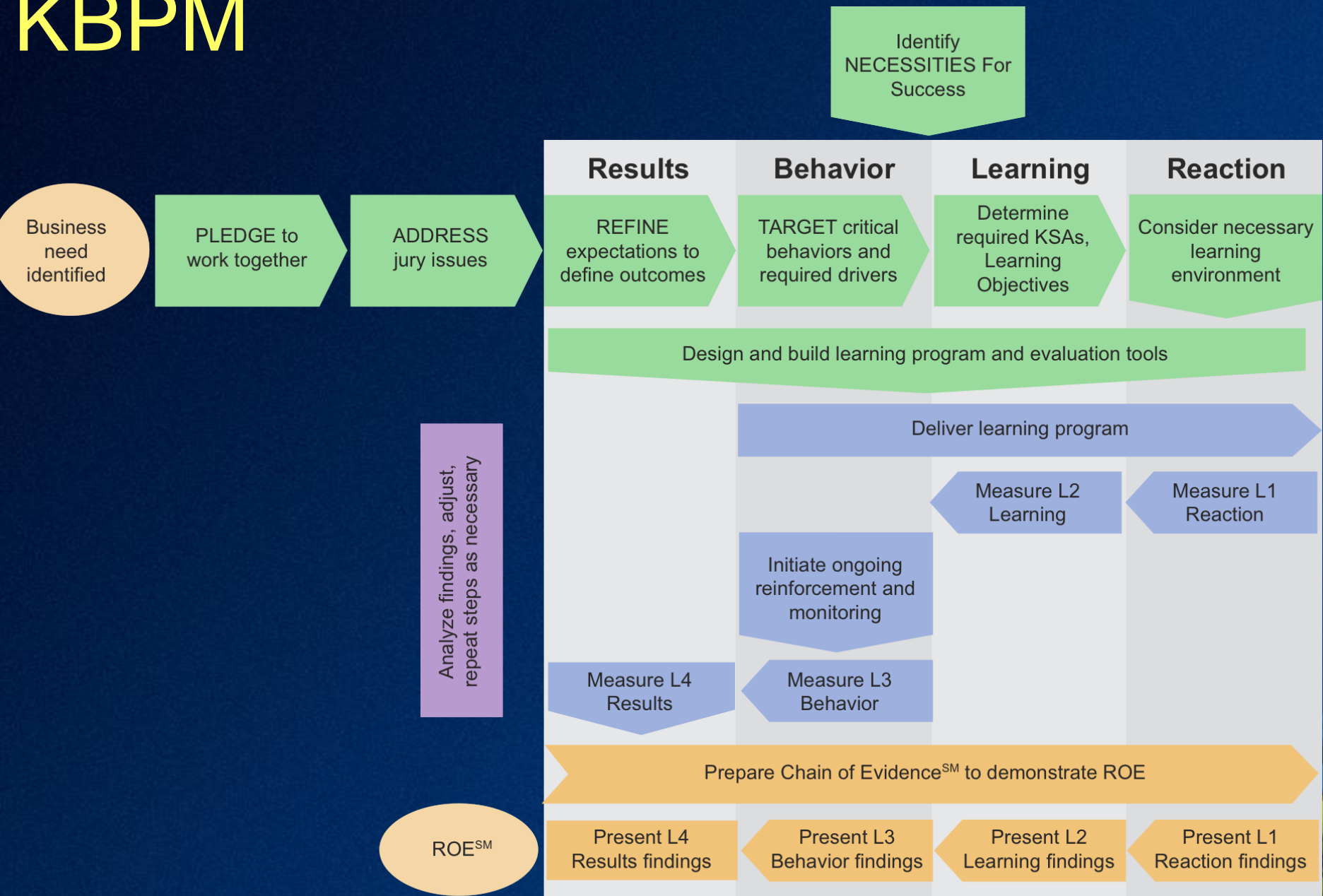
**Level 3: Behavior**

**Level 2: Learning**

**Level 1: Reaction**



# KBPM



# Kirkpatrick Upside Down

- Begin with the end in mind
- Partner, partner, partner
- Measure, measure, measure

**Level 4: Results**

**Level 3: Behavior**

**Level 2: Learning**

**Level 1: Reaction**

So, if you are going to go, go big!



# Training on Trial Arraignment



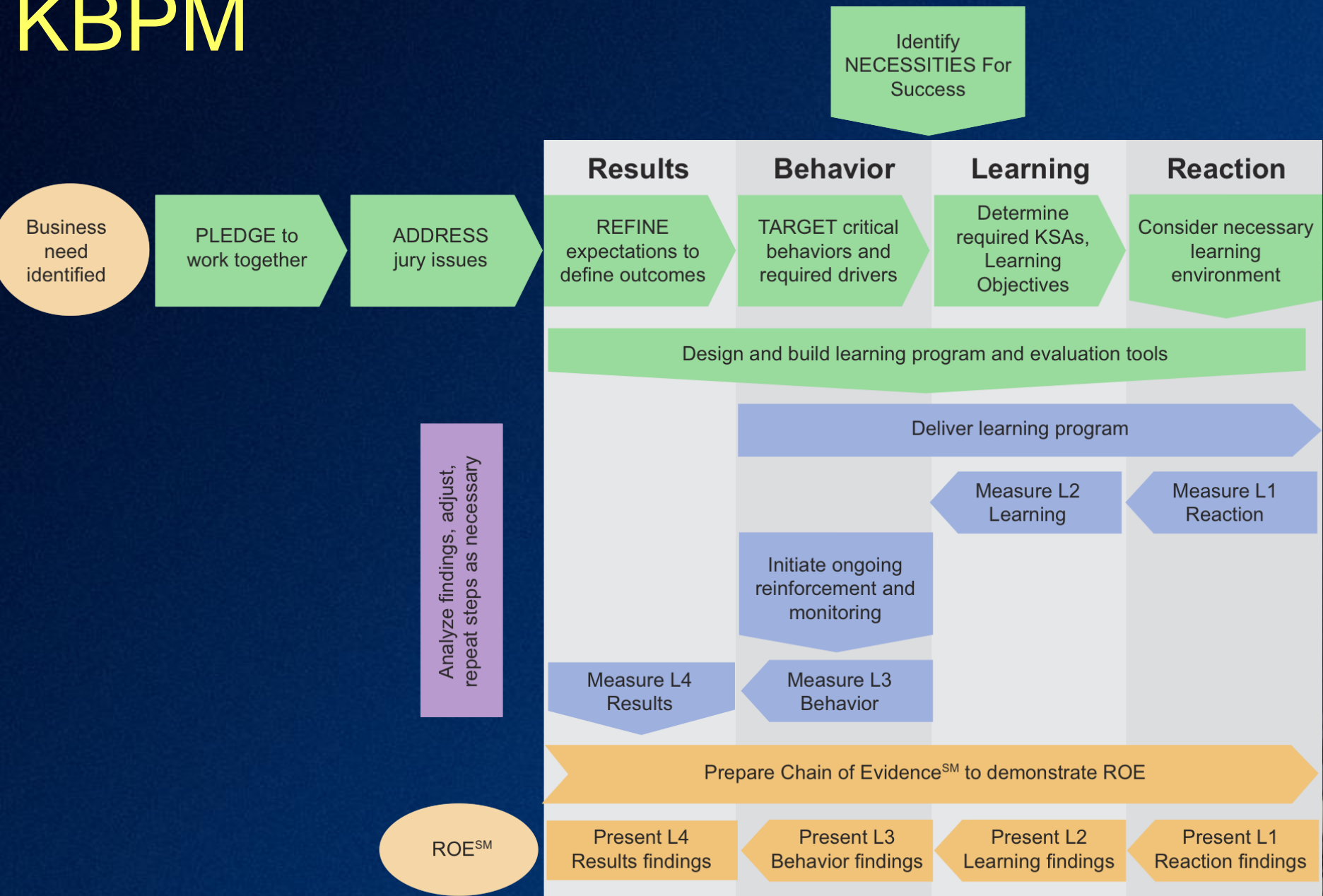
# Journey from Frog to Crown

- CareMobile

I'm REALLY committed – HELP!



# KBPM

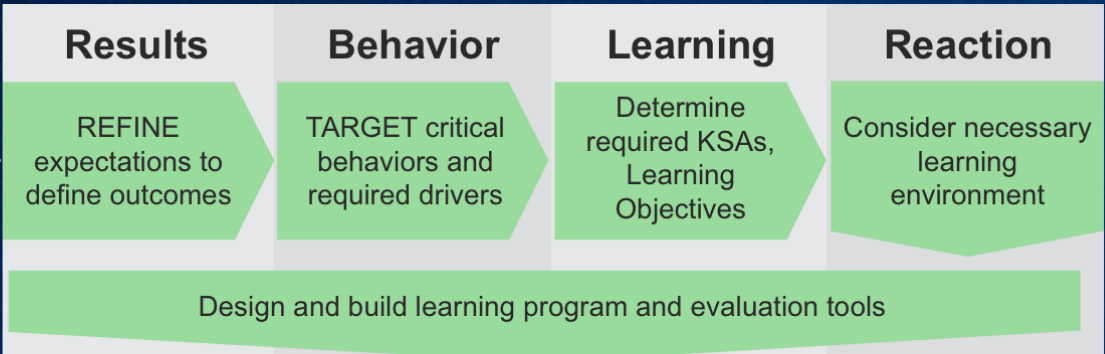


# KBPM

## Preparation

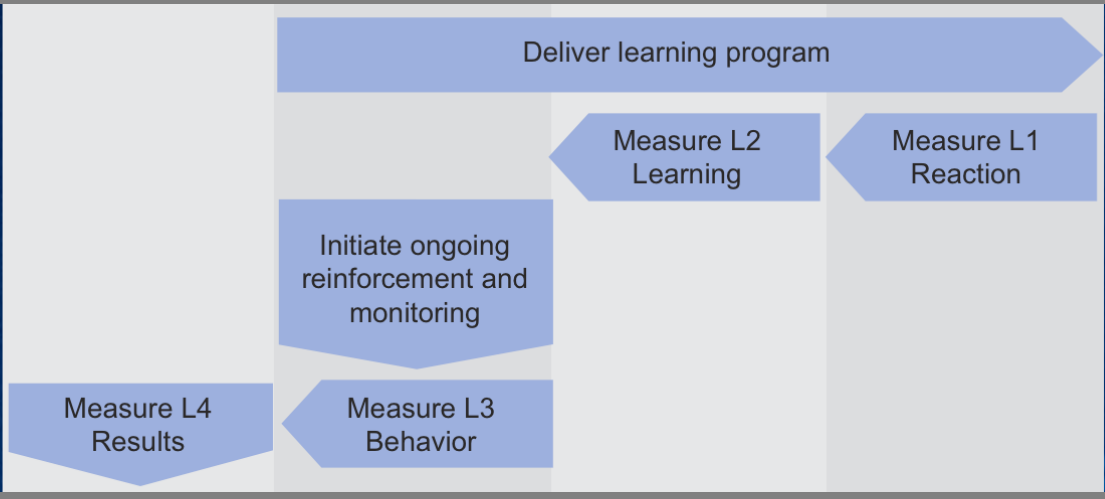


Identify NECESSITIES For Success



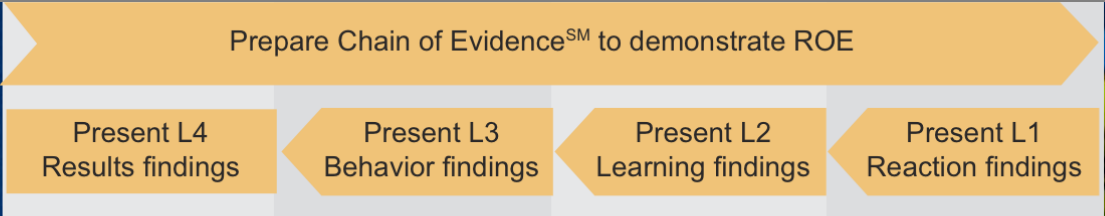
## Measurement

Analyze findings, adjust, repeat steps as necessary



## Evidence

ROE<sup>SM</sup>



# KBPM

Identify  
NECESSITIES For  
Success

## Preparation

Business  
need  
identified

PLEDGE to  
work together

ADDRESS  
jury issues

Results	Behavior	Learning	Reaction
REFINE expectations to define outcomes	TARGET critical behaviors and required drivers	Determine required KSAs, Learning Objectives	Consider necessary learning environment
Design and build learning program and evaluation tools			

## Measurement

Analyze findings, adjust,  
repeat steps as necessary

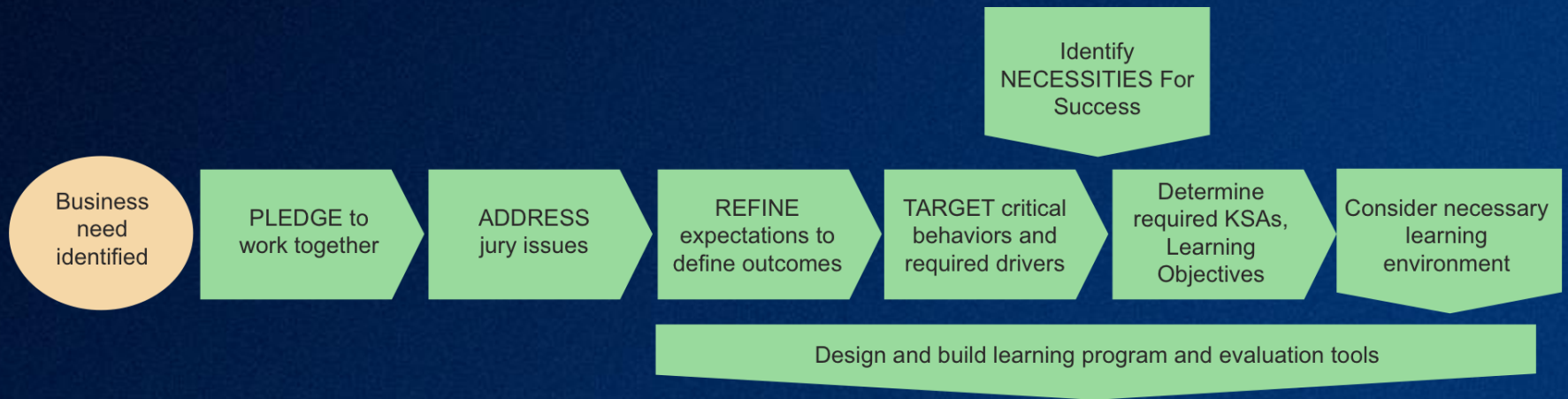
	Deliver learning program		
		Measure L2 Learning	Measure L1 Reaction
	Initiate ongoing reinforcement and monitoring		
Measure L4 Results	Measure L3 Behavior		

## Evidence

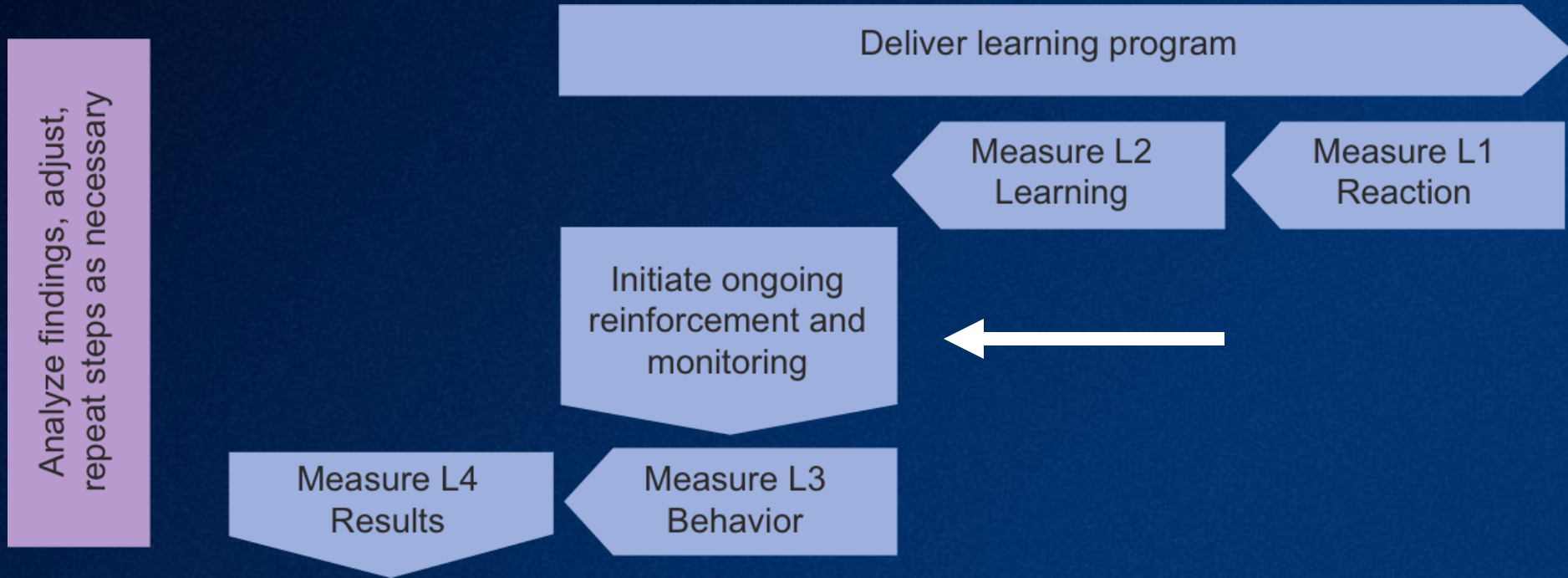
ROE<sup>SM</sup>

Prepare Chain of Evidence <sup>SM</sup> to demonstrate ROE			
Present L4 Results findings	Present L3 Behavior findings	Present L2 Learning findings	Present L1 Reaction findings

# Preparation Phase



# Measurement Stage

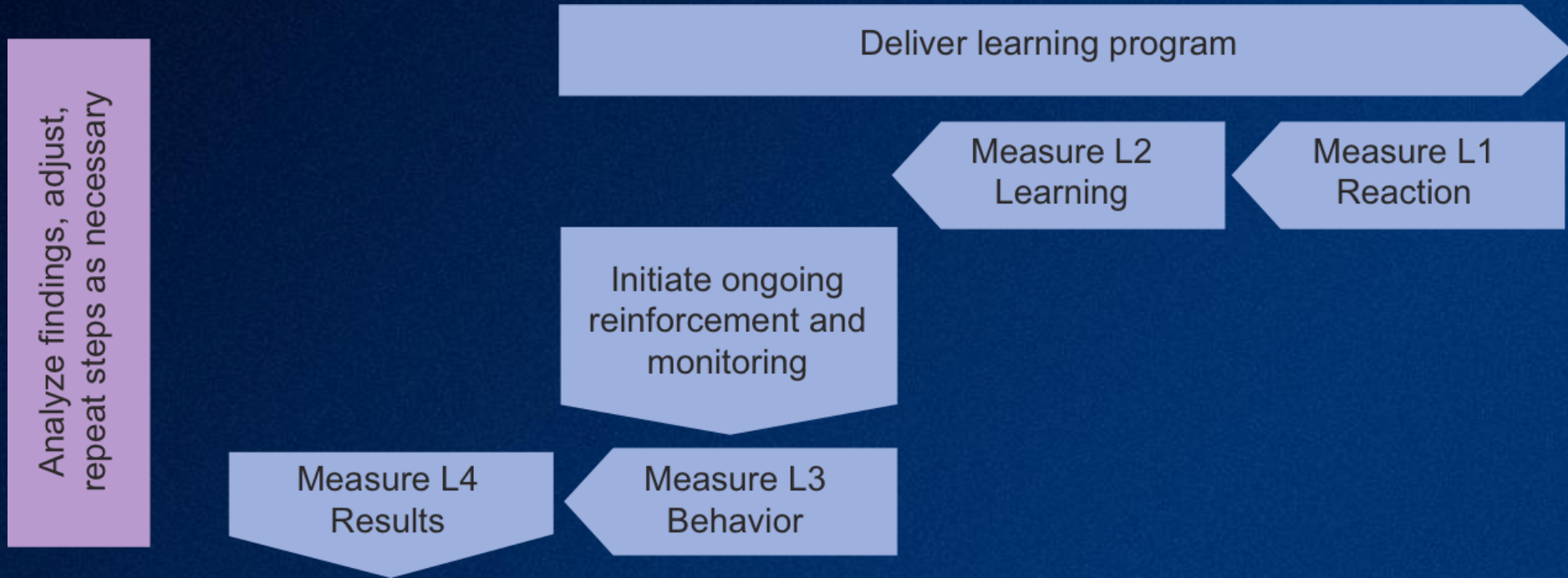




Failure is a temporary condition--giving up is what makes it permanent!



# Measurement Stage



# Evidence Stage Reflection in the Mirror

Prepare Chain of Evidence<sup>SM</sup> to demonstrate ROE

ROE<sup>SM</sup>

Present L4  
Results findings

Present L3  
Behavior findings

Present L2  
Learning findings

Present L1  
Reaction findings



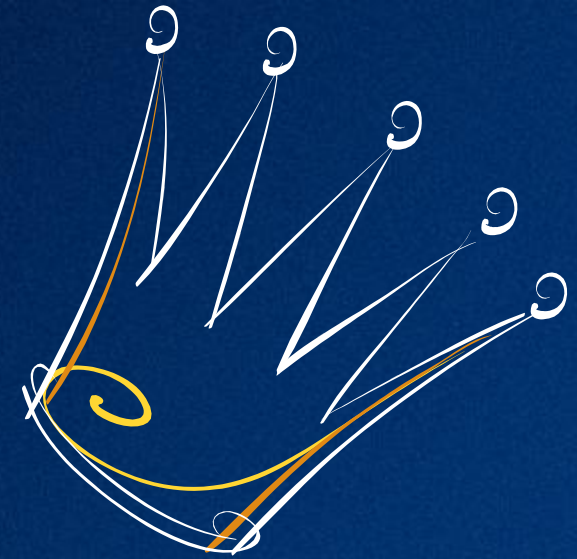
# What I learned

- KBPM really works!
- Partner early and often
- Measure, Measure, Measure
- Kiss until it takes!





# Wearing the crown!



Do you have stacks of rosters but no evidence?

Are you ready to stop kissing frogs and start partnering for a crown?



