Tell us what challenges you have with training evaluation.

Larry K: What to measure

Renee Brethorst: People actually completing

MaryBeth Simmons: Response rate

Alyssa: not enough data to work with

Marco: time

Karen 3: Having people fill them out

BM: People don't respond

Anthony G: response rates

Maxim L&D Team: Getting responses

Melody: Our people are field based so really hard to demonstrate behavior changes.

Nelly Gonzalez: Showing concrete ROI on Leadership

Sonya Abdelhadi: Accuracy

Paul B: getting attendees to respond

Mark M-W: I know very little about it

TJ: resistance to gathering feedback

Lavanya Thyagarajan: 1)) Fear of what the evaluation may reveal

Joni I: is it real

Vivian Lees: Asking the right questions and putting the responses into action

Ryan Lombard: Participation

Rebecca 2: response rate

Cathy Stawarski: getting people to understand not all data comes via surveys

Rick Davis: Acceptance from training management

Alexis Horiates: response rate
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Sebastian Romeo: Getting feedback on the training itself

Brenna: Low response rate

Linda Nelson: Having the right tools, manager participation

Kristen King: Creating *meaningful* evaluations.

Heather: We don't get the opportunity to be involved, once our eLearning is delivered to the client.

Diana Hice: connecting training to business results

Adam Maxfield: Lack of manager involvement

Guest 3: identifying KPIs for measurement

Ashley: Getting past a smile sheet

Joe A: low response rates

Theresa B: not sure where to start?

Karen Oliver: going beyond the smile sheet

Brian Wrest: making sense of the data

Carla: Participants not completing them.

Ege Turen: Action planning

Kim: response rates

Erica: we get stock non-helpful answers

Diane 2: measuring transfer of learning

Carla S.: Meaningful, reportable questions

Susan 4: gathering the right data

Neil: Getting people to complete the evaluation

Emily 2: getting to behavior change

Ashley Gleiter: Attention Span of others

Mark Chegwidden: The business outcomes from it
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Maxim L&D Team: implementing levels 2 and above
Heather Hoyer: Having people give feedback
Laurie Artruc: Having associates completing the surveys
Cindy B: knowing what to focus on for level 4
Karina: establishing best questions
Teri C: determining level 4 for business
Emily McCall: response rate due to multiple evaluations
Corinne: vague data
Katie Hines: time to do anything outside of a smile sheet
Richard Fernley: Lack of success metrics
Megan Wise: No way of collecting data from our LMS
Alicia McGrath: Asking the right questions. Getting people to answer the survey.
Deborah: Box checkers
Matt 2: connecting to business
Christy: Getting responses to surveys and then tying ROI to the responses
Cyndy: How to easily collect data
Kirsten: evaluating the right things
Desiree: Being in a nonprofit organization it is very hard to show level 4
Karen 2: Moving beyond participant impression into actual business impact.
Allison Dell: meaningful impact measurements
Jacqueline Lindsey: Resources to devote to evaluation, consistent metrics for multiple programs
Jen H: it isn’t being used to do anything
Brian: Getting evaluations back from employees
Elisa Farina Warren: What to measure and how to measure it correctly
Lisa A.: Getting cooperation from course owner

Vikki: Fully gaining all the content needed to evaluate

Rose: Divorcing the like of the trainer from what they actually learned

Heidi: knowing what kinds of meaningful data I can access

Jeanine Williams-Cook: participation

Drury.Fulcher@advhomecare.org: It’s a lot easier to measure results than to measure behaviors.

Dave 2: what format

Pamela Dempsey-O’Connell: Participants finishing the evaluation and submitting it

Cameron: getting authentic responses

Vicki: Client’s unwillingness to go the long haul

Charmain: No comments made

Cindy 3: training is so easy to develop...just type some stuff up!

Kristin Whitfield: Measuring impact in the field

Mary Atwood: Looking for formal measures

Matt: Time, Data Collection, getting the data

Angela: distribution to remote areas

Abbi: Getting our stakeholders to tell us what KPIs they want to impact

Candice: Finding concrete data

Nancy: No process in place and no defined goals

Anthony G: management buy-in

Stephanie Gosteli: Moving beyond Smile sheets to something that is meaningful for managers and staff.

Yudora: the right things to measure

Sonya Abdelhadi: Evaluating the right thing

M Webber: Robust level 3 and level 4
Greg Plezia: Linking ROI with actual learning outcomes
Jean-Christophe Normand: measuring ROI
Gary L: Getting timely and meaningful responses
Sharon: identifying root cause
Shari S: time and buy in
Kara: Where to start with levels 2 and higher, how to implement
Karen: learners not responding
Alexis Horiates: meaningful data
Jody Luckasavitch: getting started! Defining what to measure
Larry K: How to set appropriate benchmarks
Dawna: how to measure any shift in behavior
Beverly: We are just beginning to implement into our training.
D Wiley: the time it takes to go beyond level 1 and 2
Carole Bourdeau: Getting people to fill them
Chrissy: Response from participants
Michelle: getting managers to reply to level 4 surveys
Julie V: Responses
Kimberly: Time to do the evaluations
Michele: not working with the feedback
Meghan 2: Leadership is reluctant to include evaluations in training program, because clients perceive it as an additional cost.
Shelle: I know they can tell me what they know...can they apply it?
Doug: getting management onboard!
David: guiding our training team to begin looking at level 4 evaluation
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Esther: measuring and getting back transfer data

Patrick: getting people outside of my department to participate

Diane Anderson: Evaluating online learning modules. Getting feedback

Marissol Alves: differentiate when results are indeed connected to training and when they are just reflecting better economy or just...lucky :)

Andrew: response rates

Jeff C: connecting with business drivers

Hazel P: support from leadership

Lisa R Kenyon: getting useful information

Blythe: People convinced you can't measure

Italley: isolating the training effect

Debra B: Participation and completion

Paula 2: Finding the right measurement at a business level

Yadi Belay: response rat

Kristen King: People actually doing it.

Marisol: impact in productivity

Nick Smith: Getting clients to put in the effort to do it.

Lavanya Thyagarajan: No plan to take any action on the insights gleaned

Gabriele: time and support to analyze it

Mary Rapisardo: I think it is especially hard with online training, as it seems so basic, and hard to test for integration of knowledge

Sue: finding people for follow up

Kellie: getting buy in from management

Ron: Getting trainees to complete the evaluations and provide feedback

Beth Vogel: Evaluating ROI with quantitative values
Rebecca 2: Getting started

Julia Halar: measuring behavior change without being able to observe

Sara Ruiz: Not enough people respond

Diana Wilson: transfer of learning

Kristy: Due to so many locations, time for curriculum developers to review evaluations.

Ashley Gleiter: accuracy in what evaluated and when, how

Kate Herzog: Getting people to provide feedback

Angelique: Proving business metric improvement as a result of training

Michael A.: Business Partner buy in

Matt k: We have about 10k call center employees spread around the world, it's difficult to evaluate everyone and get meaningful feedback from each site

Theresa B: do not know what effective questions to ask?

Candice: Measuring the ROI of training programs

Vikki: lack of participation

Mary Doyle 3: Getting participants to complete the evaluation!

Kevin M. Yates: Hello Wendy. Getting access to nontraditional L&D data is my challenge. Data in sales, marketing, operations, etc.

Nicole 2: getting meaningful data. Knowing what questions to ask. Not having it be too generic.

Cristina: Attendees completion

Mildred C.: Measurement of change of practice - did the course make a difference in Best Practice?

Eulinice: how to convince all parties concerned that evaluation is important for everyone!

Sydney: response rate & useable data

Cindy: Technology problems

Samreen: How to actually conduct the evaluation

Beth Davis: Measuring L3/L4 with professional development and required learning
Dalan Siler: Ensuring Objectivity
Cindy B: How do we show business results
Alan: lack evaluation knowledge; don’t have a LMS to assist with gathering data
Jim Omohundro: Need impactful evals to reflect ROI
Joan Haase: Finding business measures that make sense and can be actually gathered
Michael A.: knowing what to evaluate
Lorraine Sturgeon: Doing something with the results
Suzi Kalsow: Lack of courage
Marty: being sure I am getting the correct information
Dave 2: did training work?
Earl G: Meeting test of diligence with legislated training
Marjie: response rate and it's hard to analyze just the "button" response - we need more comments
Michele: asking for feedback then doing nothing with it
Heather Hoyer: How to measure it if you do get it
Trent: keeping it paperless
Will P.: geographic separation after training
Lourdes: resources to develop and maintain current
Theresa F.: people completing the evaluations and providing constructive feedback
Sarah 2: Training external clients. Little to know contact post training and little to no incentive for completing level 3/4 on their part.
John Dodson: I feel we have very strong effectiveness metrics, but the call for and culling of the data is very time consuming
Stan Szarek: Resistance that Level 3 or 4 is possible
Carla S.: measurement
Jennifer Lampart: buy-in on business metrics to use for measurement
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Estela: connecting with business drivers

Yadi Belay: attendees do not like the length of evaluation

Carrie: management doesn’t start with a needs assessment, so there's nothing real to measure

Michael A.: having appropriate data

Bettina: Isolating success to training as opposed to a marketing campaign

Leticia Urrutia: Some predictive L3 but nothing beyond that

M Webber: Access to data

Carole Bourdeau: Having people taking them seriously

Deborah: training requests that are difficult to measure...obviously they may not be training then

Richard Fernley: Lack of workflow or how it ties into organizational blue chips

Mark Monaghan: Usable feedback.

Rita Sharrock: How to determine if learners are applying their new skills.

Christina Lutz: Timing of the evaluation

djk: coming to a decision. We go round and round and end up not doing anything. Need to know what leadership wants measured but they don't know either or it changes midstream

Shari S: Support from Managers

Chrissy: what to measure in L3

Nancy: need to define measurable outcomes tied to business drivers

Laurie Artruc: Measures numeric business results precisely against training

T: determining if the training is sticking

PS: Getting buy in to do more

Erin K.: It's sometimes difficult for someone in my position to track down all the metrics that I believe would be relevant (engagement, recruiting expenditure)

Siri: Getting useful information

Nancy 2: take assessments until they pass
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Debra Turcotte: good measure that is quantitative

Amy House: Just getting the trainees to fill them out and not just generic answers.

Orlando: Some of it is from the mgt to do something with it.

D Wiley: identifying what are the useful metrics

Rikkie: We are just learning this process

Tony Caravella: tying the survey results to the monetary impacts

Patty 2: Performance results of the training

Cindy B: Choosing the metrics

Chelsea: setting appropriate targets

Julia Halar: convincing program staff of how important it is

Diana Koegler: Effective data collection tool for the Level 1 and 2 ... Oracle learn font is SMALL. And for Level 3 and 4, getting organization to make the relationship to the training.

Ashley Gleiter: using questions that measure what we are actually seeking detail on

Nelly Gonzalez: showing effectiveness on Leadership Training

Nicole Liebau: showing measurement of prevention services

Megan Wise: lack of engagement

Adriana and Bianka: Best tools to use

Mike 2: Same old Same old

Martin: Defining the business benefits of L4 and then bringing the organization on board

Ray: In large companies it becomes very inconsistent and subjective. Often disconnected from business KPIs

Stephen Heitic: Promoting Value of Evaluations

Rebecca: Adequate information provided without overwhelming them

Nelly Gonzalez: How do you measure Leadership?

Sharon: allowing for deeper responses vs. scale
Ben C: People to take the evaluation and taking it seriously
Katy: lack of responses, and slow levels of change from executives
Allison Dell: measuring sustained behavior change
Nancy 2: assessments after class and not after using content
Laurie Artruc: Getting data to compare directly to training
Italley: evaluating transference
Laura H.: measuring soft skills
Lisa A.: Getting metrics to prove effectiveness
Melissa Jordan: yes showing the prevention is true
Dave 2: consistency of follow up
Anthony G: Access to results from third-parties
Melinda: Planning a meaningful evaluation that is useful for ROI
Lorraine Sturgeon: Sharing feedback
Cathy Stawarski: helping people understand how to use results
Wendy: We would like to overlap level 4 and level 2 data so we can see the impact of training to help improve a performance problem.
Cindy 3: leadership doesn't really respect the collected data
Jeff Arnett: Accountability and communication back from the field at Level 3
Laurie Artruc: Keeping it simple!
Elisa Farina Warren: Yes, isolating and calculating are huge
Tatawan: How do I do it that tells valuable, actionable information?
Nancy 2: when training is over a period of time and modalities - when and how to assess total impact

Share at least one way that you will build in evaluation at the beginning of your programs (or go back and add it now for existing programs).
Larry K: we ask people how they can utilize a peer coach on the topic prior to the class

Patty 2: Pre-assessment of the desired behaviors

Heather 4: create a pre and post test

Michael A.: During the intake/governance process

Meghan 2: Conduct needs assessment

Beth Davis: Pre and post assessment

Rebecca 2: We use Google Forms and Articulate Quizmaker

Mary Atwood: Identify specific business measurements that will change - and what they will change to - as a result of the training

Lourdes: Build simple performance metrics into your needs analysis

Derick: We ask, "What metrics are you hoping to impact through the training."

LaTasha McPherson: assessment common knowledge of the topic

Teri C: writing objectives to what we want our people to do on the job

Richard Fernley: Engage the business partner before they engage you

Pamela Dempsey-O’Connell: A pre-course reflection/evaluation of the learners' knowledge of the objectives

Candice: Align objectives with desired results

Eva: role playing specific behaviors

Ken: test level of knowledge prior to starting training

Debra B: Pre assessment and then a post assessment

Heather 2: pre and post test

Lisa King: Use newly created quality reports as a baseline for training program.

Diana Wilson: Observation and coaching the learner to get to the results desired

Madeline Jimenez-Baez: have an analysis meeting with your stakeholders to know their requirements
Jon H: Evaluation assumes that we don't have hard data from systems that can prove L3 and in some cases L4.

Lucille Lo Sapio: 90 day follow up with attendees and management, working with them to adjust goals

Susan 4: Create survey questions that link to our engagement survey

Hazel P: at my law firm with prerequisite offerings

Diana Koegler: As Jim had shared, getting the org to sign "on" ... so up front we built an evaluation where the managers would do a review and mentoring.

Katy R. Fruge: create agenda's

Mary R: Ask the business partners if they already have access to the performance data they want to influence.

Cathy Stawarski: Recently worked with ISDs to improve objectives--ensure they are observable and measurable. And then build the evaluation from there.

Alyssa: conduct a business needs analysis

Angelique: We got leaders to share expectations, and then ensured we had reporting capability to support the expectations.

Kathy Frank: Tie assessments to objectives

Matt: find out the desired business results

PS: Consensus agreement amongst stakeholders of the criteria to consider it a success

Marissol Alves: recording assessments pre-training

D Wiley: use of a project charter

Italley: Preparing our consultants with key questions to ask and working on process to ensure our team is on the same page.

Kristy: We get buy in and involvement in the development of each course, but it fails in accountability with mid-level managers. How do we get them to buy in and change culture?

Gabriele: measures that show the problem. Need to get updated measures to see change after training.

Jen H: assess knowledge level prior
Ross: Participants evaluate each session all the way

Mark M-W: have stakeholders and sponsor define KPIs and define their role in driving success

Elizabeth Wenske: We are building on the job evaluations by working with dedicated persons within the individual functions

Gary L: Know at first what the performance gap we're trying to solve

Erin K.: Always bring it up with my supervisor when I'm asked to develop new training material - how should we evaluate effectiveness? What is indicative that the training has been effective?

Jennifer Lampart: Align with key stakeholders on metrics to evaluate when going through needs analysis process.

Patrick: involve stakeholders for both content and eval

Anthony G: Kate said it best - begin with the end in mind. Your entire trainings need to focus on what the end result (or desired result) is. Everything then builds upon itself from there.

M Webber: Fill out pre-self assessment and then again at the end.

Stephanie Gosteli: Meeting with stakeholders to identify "what success looks like" and what else outside of training is needed to create that success.

djk: manager sign off at end of course work... field application of skills learned. That's the plan

Allyn: pre-eval in registration to determine current level and expectations

Cindy B: added 60 day participant and manager survey to gather action implementation as a result of the training program

Jim Omohundro: Webinar polling; classroom conversations... or more formal pre-assessments.

Carole Bourdeau: training goals used in the individual coaching sessions after the training session

Shelle: Pre-assessment is the snap shot of current ability

Sara Ruiz: In the evaluation phase, we discuss business goals and expected outcomes.

Sebastian Romeo: Look at the expected outcomes and determine if those are attainable and how do we reach those behaviors

Cindy: Look at the learning from end-to-end
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Maxim L&D Team: they don't receive credit for the course until they complete the evaluation

Kristin Kastrup: document and agree on what "good" looks like

Yudora: Needs analysis and branch observations

Lisa A.: Discuss in kick-off meeting with stakeholders

Dawna: we ask what they expect to get from the class; we've also conducted pre/post tests

Kate Herzog: Ask for biggest challenges pre-

Rick Davis: Always begin development of a training program with a task analysis that includes the inputs from the stakeholders - they are who will benefit, and a usually willing to sign on!

Alyse: Identify key metrics to change. Agree with management on the skills they observe are missing against those KPI's. Build multi-modal program to account for many learning styles. Evaluate KPI's throughout program.

Shermaine Perry: Use Polleverywhere so the class can respond

Nancy: Define the desired outcomes and behaviors tied to the organization's business goals

Amy Jaffe: We do this individual coaching but rarely with in person training

Elisa Farina Warren: We built pre-assessments, pre-test, post-test as well as a 3 month post training survey to identify what has changed for the learner. We also sent a survey to the supervisors

Alan: list competencies desired at beginning and follow-up 2-3 months later to assess growth in them

Megan Wise: We've incorporated it into our Training Needs Analysis form and discussion. We identify the performance gap and how to close it and then measure the effectiveness.

Esther: discuss results required during needs assessment

Kristin Whitfield: Work with business leaders to identify what behavior they are even expecting to see changed/started

Heather: Ask learners what they would like to know by the end of the training

Shelley Emperato: Assessment and Survey

Emily 2: targeting behaviors (competencies)

Amy House: We set our objectives.
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Brian: We embedded Learning Advisors into the business units to find out what their needs are before we begin any learning processes.

Rebecca: Ask learners the "what's in it for me?" question, and then relate back to it at the end of the training to see if they think they met that objective.

Laurie Artruc: In the project kick off meeting, we invite M&E experts to consider valuable ways to measure.

Ratanya Phillips: pre and post test

Nicole Liebau: based on program outcomes

Lavanya Thyagarajan: map the current state

Manuel M: offer knowledge base assessment at beginning of training.

Erica 2: KWL charts

Laura H.: When creating project agreements, ask business partner, what success looks like when project is complete - then we work to see plan for what L&D can do to make that happen.

Rikkie: define objectives

Jeff Arnett: Identifying all the stakeholders and doing a need analysis with each, identifying their skill gaps and desired results.

Michelle: get agreement with the key stakeholders during design as to what observable behaviors should change

Larry: Sounds a lot like Wiggins and McTigue's planning backwards. I live by that.

Cindy B: Learning Needs Analysis

Kaare: Control groups

Jaime Bacas: use a control group

Melody: Use a live Q&A session with managers to show that they can speak to the various topics in a cogent manner following training

PS: Get learner managers involved in the pre and post event

Stephen Heitic: Ask stakeholders what will be different after the training?
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Adam McCrory: Work with those who want our help to clearly define the business outcomes they want

Mary: Hands on practice

Ramon Villa: Incorporate practical application - "doing"

Deborah: utilize a stakeholder training request form to agree on results and methodology

Matt k: We’ve just recently started getting more in depth evaluation built into our training modules, and we’re beginning to get more buy in from stakeholders, we started by focusing on levels 1 and 2 to set building blocks and show evidence to stakeholders to start the conversation that we need a bigger conversation to see level 3 and 4 results

Dennis: control groups are not always feasible

Skip Gatlin: we ask what are the expectations of the training

Dennis: I wish

Rosalind: Post tests after classes

Martin: Anyone done this around a formal business change program?

Wendy: During task analysis and with the course design outline.

Marnie: Build it into the learning objectives.

Jo: Simulation gaming afterwards to both reassess and reinforce skills

Mary Atwood: Specificity: learners will be able to xx in yy timeframe using zz tools

Lavanya Thyagarajan: It’s a line item in the project plan, as soon as design is finalized

Kristy: Project scope meetings with all technical authorities and SMEs in essential. It has changed the shape of how we develop curriculum.

Cindy 3: assess to the learning objectives

John Dodson: We provide a pre-/post- training conversation template for employees to partner with their immediate leaders (adapted concept from Brinkerhoff’s High Impact Learning Model)

Sue: make sure people know what they can expect to learn, so they have realistic expectations before choosing to attend

Piyusha: line it up with the objectives (and goal)
Vonda: Scoping meeting with the business prior to training

Beth Davis: Build it into the agreement with the client upfront. They sign off/agree with how we will measure and the objectives together we hope to achieve.

Rosa: many steps from beginning to end and getting all levels of management involved.

Talitha: Track time to efficacy and compare to previous training models

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**Share at least one formative evaluation method you use today, or plan to use in the future.**

Matt: case study

Alyse: Pulse check

Candice: Role play, group interaction and discussion

Diana Wilson: 3-2-1

Katie Hines: role play

Mary Atwood: partner work and group read out

Melody: We use lots of discussions during workshops and training events

Cameron: I didn’t realize it but we use group activities

Keisha 2: Observations

BM: so formative eval happens only at levels 1 and 2?

Susan 4: role play

Blythe: Role play

Italley: fist of five

Dennis: pulse check

Tiffany Wilkins 2: discussion

JRobinson: role play, individual and group exercises

Linda Nelson: small group role play

Teri C: we look at Learner satisfaction scores and test scores and observer in class giving evaluations
Amy: Pulse Check

Sebastian Romeo: chat logs

Melody: We do partner shares

Cindy 3: role plays with feedback

Ege Turen: we use discussion, role play

Jessica DeMuth: pulse checks

Tory V: Role Play, pulse check

Elisa Farina Warren: Polls

Earl G: scenario exercise

Christine: group discussions

Jenifer Abubakari: role play

Rikkie: role plays/ case studies

Christy: electronic pulse check

Vicki: skill practice

Hazel P: in training poll (virtual)

Yudora: Group activities and role plays

Deb K: Role play and group work

Cyndy: role play

Sharon: role plays

Randy R: review questions

Maxim L&D Team: Polling

April: role play

Tatiane: group interview

Karen Oliver: case study and knowledge check in the duration of course
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djk: case studies and role plays.

JRobinson: check ins

Mary Doyle 3: group activity

Jenifer Abubakari: pulse checks

Rebecca 2: Manager discussion - pulse checks

Susan 4: present out

Cindy: We are trying to implement polling tools

Erin K.: When doing instructor-led soft skills training, we add in real-life scenarios for people to discuss.

Matt k: we use role plays, discussions and more, some of my personal favorites are team teach back activities

Tai Day: Group activity

Jennifer Lampart: role plays

Drury.Fulcher@advhomecare.org: Observed skills check

Gary L: live polls

Alexis Horiates: role play, pulse check, knowledge check

Rita Sharrock: case study

Rachel Arpin: metacognition activity

Shelley Emperato: Role Play and Knowledge checks

Beth Davis: polling

Sebastian Romeo: surveys

Mary Finigan: checklist

Julia Halar: We host a lot of webinars and use polling and chat boxes often

PS: Have used all the ones presented so far

Shelle: Rapid fire questions...participants to facilitator
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Jenifer Abubakari: case studies
Paula: case study
Tory V: Hot seats
Hazel P: knowledge check in training
Ruth Ronan: Plus-Delta Review
Pamela Dempsey-O’Connell: quick oral check in
Amy 2: teach back activities
Toni Burrows: poll questions
Shermaine Perry: Polls
Michael A.: Focussed observers
Caroline: case scenarios
Mary R: Application assessments
Estela: pulse check
Linda Nelson: round robin demo practice
Sydney: Interview style evals over the phone
Amy: Polling Questions
Nancy: Asking attendees to describe how they would use or apply what they are learning
Diane 2: case studies
Cindy B: Follow up on action items
Rose 2: Branched scenarios
Maxim L&D Team: Poll Everywhere
Lavanya Thyagarajan: Pilot group
Susan 4: group exercises
Rita Sharrock: role play
Mary Atwood: simulations

Erica 2: role play, knowledge check

Heather 2: knowledge check and pulse check

Carla: focus group

Sharon: independent activities w/knowledge checks

Marjie: role play and activities (case studies)

Diane 2: role play

Katy R. Fruge: pulse checks and role play

Jenifer Abubakari: small/ large group discussions

Siri: Online games

Adriana and Bianka: Role play, discussion, group activity, case study, questions

T: group actives with debrief following

Eric: pop quiz

Mark M-W: have them explain a similar system to the one they have been trained on

Meghan 2: Ask for examples of how learners will apply content

Brian: Observation, discussion, knowledge checks, role plays, etc.

Rosalind: case studies

Maurica: Knowledge check

Susan Turner: Role play, group activities, knowledge checks, discussion

Mary Finigan: test group

djk: group discussions, leveraging the wisdom of the class participants on a topic

Alexis Horiates: discussion

Rebecca: Facilitation observations with graded rubric. comments and feedback provided and then discussion if facilitator requests
Lucille Lo Sapio: We video record for our presentation skills training, for the participants to view on their own

D Wiley: individual and group activities

Pam: role play and knowledge checks

Shermaine Perry: Cahoots... quick review game

Shelle: group work

Lourdes: Observation - by instructor & peers - discusses immediate observations at the end; compare those to evaluations from learners

Cindy: group presentation

Madeline Jimenez-Baez: observations, discussions, pulse check, role plays

Diana Wilson: how will you use this going forward - develop a plan

Melissa Jordan: polling is excellent

Tory V: Focus group conversations

Mary R: Ongoing polls

Michael A.: Pulse checks

Heather: Can’t really think of how to do formative evaluations with asynchronous eLearning

Sarah 2: Hands on activities, group discussions, role play/scenarios.

Caroline: Mentimeter

Rita Sharrock: group activities

Cyndy: knowledge checks

Lisa A.: We have used a Will Thalheimer’s blended evaluation form

Talitha: Our training is mostly online, so we do role play that they record an upload to our social site.

Shari S: Group Activities

Gabriele: discussion, case studies

Mark M-W: open questioning, discussion
Cindy B: simulations

Jane Winge: role-play

Wayne Chambers: progress checks

Laura H.: games

Sue: have small groups’ complete example, and then they share it with the entire group who provides feedback on their performance--after teaching them how to provide useful feedback

Lourdes: teach back

Denise McLaughlin: hands on practice

Cindy 3: do the actual job exercises

Hazel P: group conversation

Sara G: surveys and immediate feedback

Wendy: debate, role play, demonstration, share experiences, defend perspective, problem solving in the moment (scenario based)

Martin: Surveys like the one we completed earlier - every candidate gets a 'clicker' and results can be shared in real time

Julie V: knowledge checks, role plays, case studies, mind mapping, observational assessments

Kimberly: Role play, discussion, spot check

Dawna: pulse check, role plays, 2 facilitators in the room

Michele: practice before learning happens

Pamela Dempsey-O’Connell: small chalkboards/mini white boards for quick check in

Kathleen: have participants teach back!

Madeline Jimenez-Baez: weekly meetings

Erin K.: Metacognitive activities in discussion or private reflection on a participant guide.

D Wiley: pair and share

Manuel M: Pulse check - pop questions.
Jennifer 3: Knowledge Quizzes or Games
Dalan Siler: Teachbacks
Jenifer Abubakari: practice activities
Stephen Heitic: group teach back
Carlos: daily polls (using cahoots or something similar) for knowledge and training effectiveness
Michelle: role plays, observations, polls, formal assessments
Mike 2: How will you use what you learned?
   MsBrim: role play, games, quiz
Deborah: role playing, observations, games
Cindy B: group activates
Italley: observation
Rebecca Grace: knowledge checks, discussions, Q and A, role play, filling the blanks in a learner guide
Leticia Urrutia: Group activity
Marisol Alves: cahoots
Nelly Gonzalez: teach to learn
Jessica M: surveys and immediate feedback, quiz
Skip Gatlin: Offer a periodic evaluation data point/comprehension check of most recent topic discussed
Michelle: post training check ins
Shermaine Perry: ask participants to explain it to someone else...
Karlee: Knowledge checkpoints in eLearning courses
Rosa: role plays, quizzes and test
Melinda Wright: Feedback on Sales force chapter group set up especially for the course and allows them to share experiences
Rick Davis: Individual activity and discussion
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Rita S: ask attendees questions during session

Lorraine Sturgeon: Hands on activities, ask if them how they see themselves using it or sharing with others.

Lavanya Thyagarajan: Less than 2% of our trainings are ILT /Webinar; 98% are WBTs

Cindy: follow up surveys in one year

Pamela Dempsey-O’Connell: Linoit board

Megan Wise: video testimonials

Shelle: parking lot

Shermaine Perry: ask for "a-ha" moments within the training

Kirsten: round table role plays that simulate role-specific consultative conversations and foster a team environment where learners apply what they learn

Kate Herzog: take-away post its

Debra B: role-play and group activities

Elaine Allison: A learning tree with sticky notes

_____________________________________________________________________________________

MAIN CHAT POD / GENERAL CHAT:

Sandra Masters: Welcome everyone to today's event. We'll get started with announcements at about 10 minutes until 9am Pacific Time.

Wendy Kirkpatrick: Hello everyone! Thank you for joining us today.

Jim Kirkpatrick: Hi everybody. JimK here. Hope you are all well.

Michelle: hello

Sandra Masters: Is this your first TrainingMagNetwork webinar? Let us know in chat if this is your first event. Welcome everyone!

Wendy Kirkpatrick: Not my first (ha-ha) - just breaking the ice! Feel free to chime in.

Heather Rubio: Hello, this is my first time attending a TrainingMagNetwork webinar.
Sandra Masters: Welcome Heather!

Theresa: My first time joining TrainingMagNetwork webinar as well.

Heather Rubio: Thank you

Wendy Kirkpatrick: Welcome, Heather! We will keep it interactive, so be ready to type and share

Sandra Masters: Hi Theresa - Thanks for joining us!

Theresa: thank you!

Matt k: Attended quite a few webinars, though I’m excited to get to hear from the Kirkpatricks! Spent plenty of time reading their work in school

Wendy Kirkpatrick: Sandra has the handout located below for you to grab anytime, if you like to have the slides in front of you during a webinar.

Sandra Masters: That is AWESOME Matt - glad you're here!

Wendy Kirkpatrick:@Matt K - where did you go to school? Just curious

Matt k: Purdue University, have my masters in LDT

Wendy Kirkpatrick:@Matt K - that's a great school. I'm honored that they are teaching Kirkpatrick in their curriculum.

Brian: Good morning, everyone!

Matt k: Morning Brian!

Wendy Kirkpatrick: Welcome! Where is everyone located?
renetta.walk@state.mn.us:Minnesota

Matt k: Denver CO

Joni l: Pennsylvania - Pocono Mountains

Brian: Columbus, GA

Debbie Hooker: Mount Airy, NC

Alicia McGrath: Frankfort, KY

Heather: Edmonton
Diane: Atlanta
Michelle: Atlanta, GA
Paula: Newfoundland and Labrador Canada
Lisa R Kenyon: For some reason the system is not recognizing the microphone on my headset, are we muted for the webinar?
Jeanine Williams-Cook: Oakland, CA.
Sandra Masters: @Lisa - yes you are muted.
Chrissy: San Diego, CA
Lisa R Kenyon: Baltimore, MD
Sandra Masters: We have thousands registered for this event today!
Wendy Kirkpatrick: Great representation from our state of Georgia! We're broadcasting from Newnan.
Kathleen: Charleston, SC
Mary Doyle 2: My first time here too! Looking forward to learning more about Kirkpatrick evaluation.
Melissa Jordan: hello ATL here
Sandra Masters: @Mary - Welcome - glad you're here!
Jim Kirkpatrick: Ah, Matt. You probably read about my dad's work. I do hope universities like yours get into the New World.
Wendy Kirkpatrick: Excited to see some new people, and also to see people returning who have participated in past webinars and events. We will have good interaction. The time will fly.
Brian: Our Aflac team is live streaming the seminar
Jim Kirkpatrick: Hi Paula - a few years ago I stood where Marconi made his first connection to Europe.
Sandra Masters: @Brian - Wow! That's great! Thanks for sharing.
Matt k: we did focus on his, but we had some teachers who encouraged us to read up on the more updated content that was available, Kirkpatricks was integral to the entire program at Purdue, used it quite frequently
Sandra Masters: No speaking - I will start in a minute with announcements.
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Susan Reis: Pleased to be attending from South Africa.

Eva: Salt Lake City Utah here

Deborah: Hi Sandy...I recognized your voice immediately! This is Deborah from SITE

PS: Seasoned vet with TMN webinars

Alyssa: DC area. Love TrainingMag webinars

Rick Davis: Hello from Northern California!

Theresa F.: Dallas, TX - cold and getting colder

Jeanine Williams-Cook: This is my first time attending

Jim Omohundro: Returning attendee from Baton Rouge, LA. Warm today, cold tomorrow.

Wendy Kirkpatrick: @Matt K - we are encouraging universities to upgrade to "Kirkpatrick's Four Levels of Training Evaluation" so they are teaching the newest version of Kirkpatrick

Susan Reis: 46 degrees here in South Africa!

Kathleen 2: Hello from Birmingham, AL!

Ross: Good morning from Cyprus in Mediterranean

Premiere Response: Hello from North Bergen NJ

Rikkie: Hello from Brookhaven, Ms

Rosa: Have attended a few. Attending from Wayne, NJ

Alyssa: excited for the conference!

Ross: Cloudy and cold here

Susanne Ashmore: Hello, Regional Trainer here in Murfreesboro TN. very cloudy & cool today

D Wiley: greetings from rainy Indy!

Rick Davis: We might even see the sun today, after three days of rain!

Cindy: Hello from Washington DC

Kirsten: Hello from Vancouver WA
Debbie Hooker: Yes

Rick Davis: Been to many of your webinars

Ally: Hello from Albany NY

Jeanine Williams-Cook: I am a first time attendee

Estela: Hello from Albuquerque, NM

Tiffany Wilkins: hello from Houston, TX

Skip Gatlin: Hello Jim excited to learn something today.

Shelle: Hello from Kitchener Ontario

Drury.Fulcher@advhomecare.org: Hello from High Point, NC

Jim Kirkpatrick: Hi Skip!

Krystal Hales: Good morning from Atlanta!

Eulinice: Hello from Oshawa Ontario

Melody: Melody from Cypress, TX (Houston suburb)

Deborah: :)

Alicia McGrath: Rainy & warm, but getting ready for a snow storm!!

Matt k: Matt K - Develop training materials for DISH Network call center employees

Alan: Alan from Sacramento, CA

Adam Maxfield: Salt Lake City Utah Area

Mildred: Blue Bell, PA

Eva: Clinical Trainer for SutterHealth

Tawnya Cartaya: Hello - Cincinnati, OH

Suzi Kalsow: Suzi Kalsow, Learning and Development VP, Iowa, MN, SD

Rick Davis: Senior Field Service Engineer - Training Specialist for Honeywell International
Pamela Dempsey-O’Connell: Hi everyone, I am in Worcester Massachusetts! We are in the 40s so it is a heat wave now

Mildred C.: Calling in from Alberta, Canada - minus 40 degrees Centigrade this morning

Grace: From Peoria, IL (cloudy here).

Hazel P: hi everyone I’m in Atlanta

Angela: San Ramon, a bit foggy but can't complain about the weather!

Michael A.: San Ramon, CA

Drury.Fulcher@advhomecare.org: Dru here, Learning and Development leader in Home Care

Debra Turcotte: Good morning from New York, it is cloudy here but mild. I'm a training consultant for GSA.

Latise: Latise from Buffalo, NY

Jennifer Lampart: Hello from Harrisburg, PA - finally above freezing here!

Kathleen: After freezing temps and SNOW last week, its 70 degrees and SUNNY!

Amy House: Amy House SC

Deb Harrison: Cedar Rapids, Iowa

Lavanya Thyagarajan: Hi! Lavanya Thyagarajan from Chicago-land; part of my role is Learning Evaluation!

Blake: Hi! Blake from Detroit

Sandra Sagara: Hello from Toronto, ON - 8 degrees here (Celsius)!

Dawna: Hello, Bay Area CA...It’s foggy here.

Wendy Kirkpatrick: Good day for a webinar! Cold and cloudy.

Ron: Ron from Nashville, Tennessee.

Rita Sharrock: Rita from Columbus Ohio.

Mary Atwood: Hi there - It's Mary from Portland, Maine

Antonio Perez: Hello! My Name is Antonio I’m In San Antonio, TX - I train for Aetna Health Care!

Jeremy: Hi from Columbus, OH!
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Ryan Lumbard: Hello from Des Moines, IA

Brianna Murdock: Joining from Peoria, Illinois

Cathy Stawarski: Cathy in Burke, VA

Kathleen 2: Birmingham, AL. Instructional Design Specialist for the University of Alabama at Birmingham. We aid in the development of training materials for medical researchers in our hospital and on campus.

Diana Wilson: South Dakota

Lourdes: Sunny Tampa Bay 70 degrees today

PS: PaulaP

Deb K: Good Morning from Reno, NV!

Jeff C: Hi from Lancaster PA

Donna: Industrial Organizational Psychology graduate student in Phoenix

Heather Hoyer: Heather in Boulder, Colorado

Heather: Brutally cold here in Edmonton (-27 C/ -17 F, and feels worse with the wind chill!!)

Billy Saleebey: Hi, Billy from California - On boarding & Growth

Betsy B: Hi from warm and sunny Orlando, FL

Amanda Bozarth: Owensboro, KY where it is 65 today and 25 with ice and snow tomorrow

Keegan B: Keegan here from Calgary, Alberta, Canada, was about -20F here this morning :)

Rosa: Talent Development Mgr. in Wayne NJ. Today is cloudy and cold but not too bad!!

Mary Doyle 2: I feel for you Heather!

Christina Lutz: Lancaster, PA

Cindy B: Hi Everyone from Toronto

Beth Vogel: Beth from Kohl's Corporate, Milwaukee WI

Jean-Christophe Normand: Hi from Nantes, France

Heather: Thanks, Mary Doyle 2!
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Susan: Susan from Reston, VA
Jim Kirkpatrick: Milwaukee is home for me. Or was
Liz Stapleton: Good morning from Baltimore!
Elaine Allison: Elaine Allison: KMMG, West Point, GA
PS: Paula, independent L&D professional, gloomy but warm Cincinnati, OH
Rosalind: Rosalind - From Newfoundland. Cold here.
Mary Doyle 2: Hi Liz! I’m in Baltimore too!
PS: bracing for a winter storm tomorrow
TJ: TJ in Vegas, LXD for Tesla
Megan: Morning! Megan, QA Specialist and Project Manager. Rainy here in Boise, ID!
Rose: Rose in Portland OR
Donna: -20?! 57 in Phoenix, which we think is cold, but nice and sunny as well.
Annie: Annie from Alexandria VA
Gary L: Hello from South Carolina - Wet but warmer!
Julia Halar: Good afternoon everyone from Ottawa, ON
Angelique: Jacksonville, FL
Sebastian Romeo: Good morning from Oakland CA]
Dave: Dave - Hi from Phoenix AZ
Madeline Jimenez-Baez: Hello from Pittsburgh PA
Leeann Wadman: Leeann Wadman Newfoundland Canada
Megan Wise: Hi! From Frederick, MD
Randy G.: Hello from Colorado Springs, CO.
Katy: Good Morning from LA!
Tim Bryant: Hi everyone, Tim from Amsterdam.
Cindy 2: good morning from San Ramon California

Alexis Horiates: Hi everyone from Dallas, TX!

Rikkie: Hey Katy!

Greg Plezia: Good evening from Warsaw, Poland

Italley: Hello from Baton Rouge!

Elizabeth Wenske: Liz Wenske Ceva Biomune

Carrie: Hello from NY, NY!

Mary Rapisardo: Hi from Fort Collins CO

Will P.: Hi from Augusta, GA

Diane Anderson: Hi from Santa Barbara, CA

Kristy: From Austin, TX

Lisa A.: Hello from Newport News VA - sunny and mild - finally!

Heidi Adams: hello from Boston MA

Denise McLaughlin: Greetings from Hamilton Ontario

Rita S: Hi from Raleigh NC

Kellie: Hello from Bangor ME :)

Cynthia Herpin: Good Morning, Ontario CA

Rose 2: Hello from Carrollton, TX

Robin 2: Hello from St Paul MN

Mark Monaghan: Finally no snow in Charleston SC!!

Merel: Leadership Development, Merel from Amsterdam!

Vikki: Hello from Sacramento, Ca.

Allyn: Hello from Birmingham, AL

Trent: Hello from Salt Lake City
Christy: Hello from Golden, CO
Kristen King: Hello from Leadville, CO
Cindy 3: Greetings from chilly Pennsylvania!
Allison Dell: Hello from Montreal, Canada
Desiree: Hello from the UK
Beth Davis: Hello from Minneapolis, MN
Trennie: Hey there! From Milwaukee, WI
Sara Ruiz: Hello from San Francisco Bay Area, CA
Gina K: Hello from Macon, GA
Andrew: Hi from Tukwila Washington
Stephanie Gosteli: Stephanie - hello from New Haven, CT
Julie V: Hi from Boise Idaho!
Nelly Gonzalez: Dallas, TX
Martin: Hello from England!
Lisa King: hello from Nashville!
djk: hi from Ottawa Illinois
John Dodson: Sacramento, CA
Dalan Siler: Salt Lake City, UT
Lisa: Hello from Pittsburgh
Carla S.: Hello from Marietta, GA
Nicole 2: Hello from Omaha, NE
Sarah 3: Northern, VA.
Karen 2: Good morning from Seattle!
Matt k: Will those sessions in Atlanta be recorded for those of us who unfortunately won't be able to attend?

Katie Hines: Hi from snowy Minnesota

Melinda Wright: Hello from Indianapolis

Mary Rapisardo: Where did you say we could take notes on this site during the training?


Sean M: hello from Dayton

Candice: Hello from Albay, NY!


Jeff Arnett: Hi from San Diego.

Heather 4: Hi from Orange County

BM: Sorry for your loss

Tony Caravella: Hello from lovely Milwaukee, WI!

Erica 2: Hello from Birmingham, AL

Lucille Lo Sapio: Hello from NJ!

Sandra: Hi from Birmingham, Al

Jody Sawchuk: my condolences

Dave 2: hello Dave form NJ

Bob: Hi Lucille, Bob Holliday here!

Leticia Urrutia: Hi to my SR team!

Denny Jim Bob: getting our management to be interested in it

Matilda: media delivery methods

Karen Dearing: making sure we are getting the ROI

Jody Sawchuk: no budget
Jeff Arnett: Accountability and communication back from out in the field at Level 3...

Shaylae Dupris: ROI and measurement

Jo: We teach specific skills that are rarely used (but essential and life saving).

Tory V: Sharing feedback

Carole Bourdeau: Hello, from Montreal, Canada

Beth Davis: L4

Brian Wrest: Level 4

Shaylae Dupris: 4

Derick: L4

Kathleen: 3

Len Wick: L1

Lavanya Thyagarajan: 3

Lisa R Kenyon: 3

Cindy 3:l3

Kelli: 3

Tiffany Wilkins 2:L1

Yadi Belay: L4

Erin K.:L3

Allyn: 4

Tawnya Cartaya: 2

Heather 3:3

Cathy Stawarski: L4

Denise McLaughlin: Level 3

Cindy B: 3
Mary Doyle: 3 but not as often as I would like
Beth Vogel: 3
Skip Gatlin: L3
Tim: Level 2
Vanessa: Or you cannot get the information. :( 
Trent: 4
Kate Herzog: Begin with the end in mind
Cindy: Nailing jello to the wall!
Joan Haase: that's a great way to phrase it.
Shermaine Perry: how do you have those conversations in the absence of a leader to champion that?
djk: all hands, is tough, lucky to get a pinky
Shermaine Perry: Thank you...
Wendy Kirkpatrick: sign on, not sign off
Nancy: with objectives, too? You mentioned not objectives
Heather Hoyer: How do you prove the impact of training in a coordinated approach?
Neil: Clear...
Lucille Lo Sapio: What about making internal changes based on evaluations? That's an important step
Amy Jaffe: Intrested in learning more about tearless logic models to support building this kind of evaluation
Cindy: We are started a Results based management approach is that level 3 or 4?
Candice: Is there a group set up where we can share ideas on how to implement levels 3 and 4 evaluations?
Martin: I find it useful to use the phrase 'in order to' as an adjunct to the Learning Outcomes, so that it 'drives' you to the 'endgame' of benefit
Heather Hoyer: thank you
Lucille Lo Sapio: What about when stakeholders and participants have wildly different desired outcomes?

Karlee: I thought Objectives are the foundation of a course. What if you write objectives that once they are met in the learning solution, you know the learner has either gained the knowledge, skill or attitude?

Diana Hice: Do you have a questionnaire that aligns to this?

Kate Herzog: How does micro-learning interface with the 4 levels approach?

Julie V: We look at analytics but often don’t have hard numbers. Are there specific techniques used to position results to our business partners to demonstrate value?

Karlee: Thank you!!!

Sharon: How do you respond to one off gaps that are not included in the training?

Erin K.: I’d second Julie V’s question!

Sandra Masters: @Candice - you can share in the Insights Widget at TraininMagNetwork


Gary L: If no performance gap, why create any course/program. Use peer coaching.

Rebecca Grace: We use objectives/outcomes and competencies

Mary 2: can you share an example of learning objective with outcomes and critical?

Talitha: Love adding business outcomes and performance expectations!

M Webber: How to choose which trainings you should be doing a Level 4 evaluation on

Joe A: how do you measure performance?

Mildred C.: Our learning team is not empowered to measure the application of the learning. How do we partner with direct Management to obtain those analytics?

Nancy: I agree -correlation does not equal causation

Candice: Do all training sessions need a level 4 evaluations?

Alexis Horiates: ditto to Candice

Carlos: I like the concept of performance expectations and business outcomes. But, we also need to look long term, sustainability
Carrie: aren’t observations anecdotal?

Rebecca Grace: we use a 2 week micro-learning then a 30 day follow up asking if and how they have applied the information in their area if not why

TJ: How? Who?

Elisa Farina Warren: Management wants number so how do we generate numbers for senior management based on manager feedback

Mary Atwood: Training is less about training and more about business performance.

Nancy: What if you train virtually?

Ramon Villa: So true about non-responsive to surveys. Especially when they come to your business in a spam-like fashion.

Heather 2: If you are virtual, would it be possible for us to conduct surveys by Skype or Zoom?

Carrie: What’s a good sample size if you’re going to do 1x1 interviews to evaluate?

Rebecca: How do you suggest working with management that does not take into account the results of the evaluations? For example, the results show a few people are not performing well, and do not have intention of performing better?

Sebastian Romeo: could you describe what level 3 and 4

Marnie: Where does confidence level of a skill fit? e.g. Level 2?

Janet Cope: where are these?

Cathy Stawarski: where are handouts?

Heather Hoyer: What would an action plan look like for a technical training, such as training on the use of a new system?

Marti Martin: Why are you using a 10 point scale?

Kellie: how to you get the information behind this slide?

TJ: what I find challenging is the studies that talk about how evaluations are self-report and unreliable - studies have shown that users evaluate based on how well he/she did in the course or exam, and not on the actual quality of instruction - I think this heavily skews results on difficult courses
Visitor: what if our leaders emphasize quantitative over qualitative data. For example, they use SPSS and like statistical analysis

Sandra Masters: See Handouts pod below.

D Wiley: I have the handout open - how to do you make the sample questions appear?

Talitha: They are at the end of Handout Training Evaluation Kirpatrick.pdf

Julie V: how important is formatting in obtaining survey responses?

D Wiley: thank you!

Mary Atwood: Talitha - scroll to page 23

Kellie:@talitha thanks

Wendy Kirkpatrick:@Marnie: yes, confidence to do something on the job is part of Level 2

Gary L: What suggestions do you have for using eval info to get business unit managers to change attitudes about importance of learning programs?

Talitha: Your welcome!

Wendy Kirkpatrick:@Julie V: I think formatting is important just to the degree that you make the survey fast and easy to accurately complete

Talitha:*You're

Nancy: Any tips for Level 1 on Adobe Connect?

Sebastian Romeo: What can you do in e-learning?

Nancy C: I get frustrated when I am asked "what Kirkpatrick level is your training?" or even "...your materials?" as if it is a property that you can build in.

Dennis: How much emphasis should you place on instructor performance for L1?

Wendy Kirkpatrick: @ D Wiley: the sample questions are in the handout itself. Pages after the slide images.

Mary Atwood: Do you document observations of formative activities you're measuring?

Wendy Kirkpatrick:@Dennis: I suggest you look at our sample tools in the handout to see how we go about getting feedback on the instructor.
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Dennis: thanks

Deb K: Love role-play! So excellent

Martin: Has anyone had any success in persuading managers to attend training of their staff?

Mildred C.: Good question Martin

Shneay Kazan: What about all-online learning? How do you get a "pulse check" when there is no facilitator, classroom, etc?

Talitha: I second Shneay's questions. Ideas here would be much appreciated!

Anthony G:@Martin - good managers don't need more than an invitation. Others you will never win over and as Jim and Wendy said, that's where influencers come in handy.

Talitha: Level 1 and 2, no problem for online learning. Level 3 and 4 get a little harder.

Heather Hoyer: I also second Shneay's question.

Talitha: Especially, with a global audience

Megan Wise: Martin - for larger programs we've engaged our leadership by making them have an active role in the program, such as, introduction of the program, have them facilitate a portion, or an activity.

Mildred C.: Yes - we work entirely in online and virtual environment

Martin: [https://www.amazon.com/Robert-O.-Brinkerhoff/e/B001JS0I0Y](https://www.amazon.com/Robert-O.-Brinkerhoff/e/B001JS0I0Y)

Latise: What’s the name of the study? Author?

Deborah: Martin...we now do’calibration’ training with managers prior to training their direct reports

Christy: How does ongoing reinforcement affect these numbers?

Shermaine Perry: I "check in" with participants 30 days from training

Wendy Kirkpatrick: Candice: Do all training sessions need a level 4 evaluations? - Our response: no. Only those that are mission critical. However, all programs should be structured with a focus on how they will contribute to results, and what people should do as a result of training should be defined.

Jessica M: 90 day follow-up or survey will not be responded to if not required, even then, not always.
John Dodson: Brinkerhoff’s High Impact learning Model has had a significant influence on how I lead my training teams and the tools/strategies we employ for engagement/impact - however, more easily applied to soft skills than technical training (in my experience)

Martin: @Megan Wise - great approach - their feedback is gold!

Candice: Thank you, Wendy! That's helpful!

Ruth Ronan: @Shneay - In eLearning putting knowledge check questions that jump back to content if answered incorrectly has worked for me.

Wendy Kirkpatrick: Mary Atwood: Do you document observations of formative activities you're measuring? - Response - if someone other than the trainer needs to see it, yes, we capture through facilitator recap, or photo/video documentation

Maxim L&D Team: Does that mean that the content and support that would otherwise be in the development and such was just accessed in the post portion?

Kate Herzog: This requires that managers & leadership buy-in to this level of mentoring/feedback

Nancy C: I appreciate hearing the Kirkpatrick team say that there are two many complex and uncontrollable interacting variables to ever be definitive about the cause-effect relationship of the training to the changes and outcomes.

Nancy C: *too many

Jody Sawchuk: me also Nancy C

Martin: KPIs are critical to our evaluation as an organization working in a highly-regulated pharma industry

Elisa Farina Warren: Sometimes the training group is large. What is a good "Sample" group size?

Kate Herzog: Need time for reflection

Mary Atwood: @Wendy - Thank you!

Gary L: Our survey to 1000 people to see if they like surveys was mixed 50/50...one did, one didn't

Nancy C: @Jody thanks!

Lucille Lo Sapio: We occasionally have HR people sit in on training to observe.

Shneay Kazan: @Gary L: HA!
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Rachel Arpin: @Gary - that's funny

Anthony G: @Gary – lol

Elisa Farina Warren: This is something that we always do; but how does it turn into accountability

Jessica DeMuth: @Gary L We have similar issues

Merel: would a digital community work?

BM: what about level 4?

Cindy: Where does Result Based Management Fall in Level 3 or 4

Jean-Christophe Normand: How do you include coaching and mentoring in training fees?

Lucille Lo Sapio: they can observe how the participants' skill set improves, particularly with presentation skills

Erin K.: Providing job aids and reminders doesn't guarantee people will use them. How do we overcome that obstacle?

Heather Hoyer: What does an action plan look like for technical training, such as on a new technical computer system?

Marisol: how to improve a non-training culture in a salespersons company

djk: one barrier is the administrative element it adds. How much time or % of project should it take to develop the eval portions?

Heidi: are you saying that post-training support techniques are considered a Level 3 evaluation? Not understanding how you report it.

Martin: @Merel Digital communities can work, but take a lot of effort - can be very worthwhile

Kristy: how often should evaluations be reviewed?

Erin K.: I'd second @Heidi’s question

Mary R: Small bites learning - how can you evaluate impact and are a learner’s thumbs up as good as a full-blown L1.

Kelli: @Erin K. - good question - same issue!

Melissa Jordan: great webinar
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Jo: How do we level 3 and 4 evals of skills that are rarely performed?

Lavanya Thyagarajan: When you measure performance, its way after classroom training is done, how do you keep the Business interest on?

Bettina: Good question Heidi

Sebastian Romeo: Can we get more information

Michael A.: Any tips for getting our business partners to hold themselves accountable?

Shermaine Perry: create 1-page Job Aids...

Talitha: Online training suggestions still seem pretty heavy for level 1 and 2. Ideas for level 3 and 4?

Nancy C: Good Q @Talitha.

Katy R. Fruge: What websites would you recommend that will assist on tools to use in training sessions. Example role play

Heather Hoyer: How do you show training ROI in a collaborative approach?

Nancy: I agree @Tabitha

Mildred C.: A webinar for Leaders and Managers on signing "on" instead of signing "off" would be great!

Trent: What about a standard of work that operations agree to

Christy 2: Why don't more people get to level 4? Where does xAPI come in, in regards to data collection and being able to get to level 4 and 5?

Sandra: I ditto Katy.

Erin K.: Thank you so much!

Gary L: Sometimes if reports are producing $$, mgrs aren't concerned about other issues

PS: We built in director talking points for their scheduled coaching sessions.

Manuel M: Kay considers Kahoot.com this help drive interaction with Q&A.

Martin:@djk - not sure you can apply a % of the plan, but my view is that evaluation should be part of the business case / benefits analysis in any case

Shermaine Perry: Please share the chat log with us....
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Jim Ferreira: Working with the geographic worker's councils (German Worker's Council)?

Candice: Are 360s considered a level 4 evaluation? Or level 2?

Laura H.: How can we set goals for Level 3 then measure success to those goals when we can't quantify success with data?

Diana Wilson: thanks great info - stretched my thinking

Shermaine Perry: yay

Bettina: Please elaborate on how providing training support, job aids, can demonstrate level 3 or 4 evaluation?

Jim Kirkpatrick: Contact us, Laura! We will chat

Rebecca Grace: Nice to know our training area is moving in the right direction

Alexis Horiates: thank you for a great webinar!!

Jon H: Is ROI your preferred method? If so, what are we to do when we don't have access to salary info etc? Wouldn't something like Return on Expectations be a good way of proving value?

Candice: This was fantastic, thank you to Jim and Wendy!

Amy: The information is great. I can't wait to review all the material

Nelly Gonzalez: what is the cost of the certification?

Mark: any programs in Canada?

Marisol: do you have plans to come to México?

Matt k: $17.88 on Barnes and Noble

Talitha: I did find this with some good questions for measuring level 3: http://www.phf.org/programs/preparednessresponse/evaluationrepository/Pages/Evaluation_Strategies.aspx

Katy R. Fruge: I have read this and it has a lot of information.

Martin: Great read

Tatawan: this was an eye opening book for me!

Wayne Chambers: Great Book, have already read it
Candice: Thank you Talitha!!!

LaTasha McPherson: I have the book its great!

Lavanya Thyagarajan: Blended Evaluation

Nancy: Not sure yet

Elizabeth Wenske: order the book

Jean-Christophe Normand: buy the book

Mary Atwood: Get managers to Sign On rather than Sign Off

Diana Wilson: Debrief with our team

Gary L: Flips the Fours Levels!

John Dodson: Is there literature distinguishing evaluation strategies on soft skills v. technical training - methodologies may be the same, but perhaps interpretations are different

Lisa: Purchase the book

Lynn: Buy the book

Mildred C.: Buy the book!

Diana Hice: Start with results

Kimberly Yadon: Buy the book :)

Kellie: get the business unit to sign on!

Christine: blened evaluation; buy the book

Deb K: Re-read the book

Cindy B: blended eval and buy the book

Candice: Identify performance in my objectives!

Scott: Eat spaghetti

Cindy 3: performance expectations + business outcomes!!!!!

Teri C: what was the book name again?
Jim Omohundro: encourage the observation aspect for classroom training

Nancy: I plan to look at the website for WBT ideas

Lourdes: share the information with team

Susan 4: Buy the book

Rebecca Grace: buy the book

Karen 2: Start with a level 4 objective and measure.

Lucille Lo Sapio: I’ll be sharing the idea of “blended evaluations” with my President

TJ: we need to partner better with our stakeholders to evaluate upstream

Kristin Kastrup: order the book and sign up for the newsletters

Jennifer Lampart: blended evaluations

Tim: get the book

Alexis Horiates: blended eval; get sign on rather than sign off, start with the end in mind

Michael A.: Sign on vs. Sign off!

Karen Eugenio: review our after training survey and see how it stacks up against your samples

Rebecca: Speak with direct management on how to implement more of the concepts discussed here and in the book

Tiffany Wilkins 2: start thinking with a Level 4 mindset

Carla S.: Post course observation and/or polling

Lorraine Sturgeon: Try to get leaders involved

Mark: start planning evaluation from the start

Christy: Plan the next training with the measurement goals as a guide.

Katie Hines: implement some of the accountability measurements for level 3

Shari S: Certainly, flip and start with the end in mind

Kaare: Read the book
Anthony G: Blended evaluation

Ann: communicate with peers about ideas

Ken: evaluate up front

Kathleen Cook: find ways to design in the 4 levels up front.

Len Wick: Refocus on L3/L4; pick up the book to learn more

Sean M: Starting with the results and working back!

Vanessa: Create the evaluation at the beginning of the project.

Ryan Lumbard: facilitator evals

Rick Davis: I will share what I learned with the training manager and development manager

Neil: I like the sign on not off idea and I will purchase the book

Michele: meet with a colleague to help him build his new workshop from level four down

Deborah: Utilize the 4 level form at the end of the handout

Nancy C: I’m going to stick to my guns when I get naive questions or expectations regarding Kirkpatrick levels.

Jennifer: Evaluate my training initiatives using the 4 models

Dawna: share with my colleague

Denny Jim Bob: love the point of less time focusing on training prep, more time spent on partnering with the business to plan pre- and post-

Trent: Revers engineer training request

Rosa: focus more on the end results.

Estela: Start with Level 4

Tom Heffner: pursue the certification program

Shelley Emperato: post Training push

Rita Sharrock: Stakeholders have to sign ON, not just off on the training.

Rikkie: sending out reminders
Pam: Focus on more pre and post class support

Trennie: Read the Kirkpatrick's book

Michelle 2: Buy the book!

Julia Thompson: More post-training follow ups

Lisa King: start with results

Betsy B: Blended eval

Tory V: Sign on vs. sign off

Andrea: Look at how to add behavior objectives to in class trainings.

Gabriele: evaluation methods for L3&L4

Chrissy: Start with level 4

Kristin Whitfield: identify one L3/L4 evaluation before beginning to create the training

Wayne Chambers: Get Bronze certification

Liz Stapleton: sign on vs. sign off

Cynthia Herpin: Always start with level 4.

Kathleen: Buy the book

Kristy: Talk about buy on with mid-level managers to hold more staff accountable

Erin K.: Manager interviews about learning implementation

Richard Fernley: Start with expected results or behaviors

Ashley W: I want to use the verbiage "have leaders sign ON to a program, not just sign off"

Jeanine Williams-Cook: blended evaluation

Matt 2: Following up w blended approach

Rebecca Grace: Thoughly read the handout

Andrew: we'll be reevaluating out post training survey to start...

Suzi Kalsow: Start with level 4
D Wiley: agree on performance outcomes at next stakeholder meeting

Nancy: learn more about Blended Evaluation

Wendy: The "detective" approach to gathering data in person or phone calls to measure from 3rd parties if there is an improvement in closing a knowledge or skills gap.

Laura H.: Do more to document L1 and L2 learning in programs that are not quantifiable, but still count as success!

Mildred: Use the Virtual techniques

Tatawan: build out performance expectations in the leader's guides for the facilitators to look for during live training

Matt k: Focus more on supporting new behaviors and building that support net in the field with coaches and more

Sue: increase amount of resource we spend in preparation for training

Rosalind: Involve managers more in output of evaluation

Yudora: Buy the book and use the sticky method for participants to provide feedback of the course

Beth Davis: Share this with the larger global learning community in my organization.

Susan 4: Stop trying for Level 4 in everything - focus on the most critical drivers

Martin: Setting up online user groups around training events, for peer to peer discussions / evaluation

Toye Halpin: Great information!!

Linda 2: start evaluation with training needs

Tawnya Cartaya: Start with the end in mind, focusing on what the purpose (level 4) then working backward

Bryan: One thing I plan to do: Order the book (yaay) AND map this to a program I've been wanting to effectively assess for 8 years!!! THANK YOU Kirkpatrick Dynamic Duo!! - Bryan Lubic

Diana Wilson: more collaboration with Business Partners and Advisors

Drury.Fulcher@advhomecare.org: keep it simple

Tai Day: Order the book and work on stakeholder signing on instead of signing off.
Rita S: Focus on post class results

Katy R. Fruge: Blended Evaluation as well as making sure I follow up more with the trainee

Sharon: reevaluate our current eval progress to determine if it aligns with our new program

Joan Haase: build behavior expectations into course and evaluation

John Dodson: I liked getting sign-ons rather than sign-offs!

Paul T: I want to convince those in my organization to concentrate more on level 3 and 4 rather than the 1 and 2.

Mark Monaghan: We are going to audit our training survey process to see how we can better align to a blended approach.

Charmain: Relook at including evaluation in the beginning. We do constantly check for knowledge with each new topic so that is good.

Irina: blended evaluation idea

Madeline Jimenez-Baez: apply a greater focus on level 3 and 4

Joni l: create checklist of course designer

Elisa Farina Warren: Access your blended evaluation form

Mary Doyle 3: Focus more of my evaluations on Level 3 & 4

Melody: I will template out the types of required drivers that I will take note of in the future and make sure that those are captured and forwarded as a report to stakeholders to demonstrate the training value. At this point, as soon as something is complete, I hurry and move onto the next issues.

Mildred C.: Try to partner with Leadership to do Levels 3 and 4 evaluations

PS: Have the discussion as part of the initial project conversation

Donna: Look further into the methodology... all new info to me.

Pamela Dempsey-O’Connell: Backwards design...start with the outcomes

Shaylae Dupris: blended eval

Kate Herzog: Spend more time talking with supervisors about their responsibilities post-training

Eulinice: I plan to include in my future proposals all the things I need to completed the level 4
Ramon Villa: Ensure the team and stakeholders understand we must begin with an end in mind.

Kara: Already signed up on your website and do plan to look at the samples you provided to see what I can immediately use. Will continue to learn and do more in the area of M&E & will be better job of starting with end in mind.

Karlee: buy the book; include different types of objectives in the training proposal, so they're not focused only on "learning"

Mike 2: I will plan an evaluation plan.

Teri C: what is the name of the book again?

Stephen Heitic: Stakeholder - "Sign In" not "Sign-off"

Jim Ferreira: Blended evaluation!

T: Develop blended evaluation for one of our training modules

Talitha: Sorry, where did you say the recording of this webinar will be?

Kara: Great webinar, thank you so much!

Rick Davis: Thank you for this great and useful webinar!!!!

Marnie: Talk to colleagues about blended evaluation

Alexis Horiates: how cool

Sandra: Thank You!!

Sandra Masters: https://www.trainingmagnetwork.com/recordings

Gary L: Great session. Thanks!

Brian: Thank you very much for this very useful information!

Anthony R. Arrington: ooh never mind

D Wiley:@Teri C the book is shown at the end of the handout

Marnie: Thank you.

Wendy Kirkpatrick:@talitha - the recording will be at the TrainingMagNetwork site where you registered. You will also receive the link in a follow-up email.
Kirkpatrick Partners Chat Session – 180111 WEB TMN GA - Thursday, January 11, 2018

Tawnya Cartaya: Thank you.

Teri C: thank you

Talitha:@Sandra thank you

Rikkie: is there a link for us to get credit for today's webinar?

PS: Great webinar; thank you Jim and Wendy!

Kristin Kastrup: that's funny

Kara: ha that's funny


Kristin Kastrup: that’s what I thought too

Mary R: Always good to get confirmation that you are a real person.

Shaylae Dupris: lol that’s funny

Richard Fernley: I thought that as well :)

Rita S: Great webinar. Thanks


Kara: and clearly you are both smart!!

Mary Atwood: Thank you very much!

Estela: Thank you!

Jeff Arnett: Thank you!

Skip Gatlin: I plan to help the client understand how the chain of evidence reveals feedback value to existing training. A training evaluation plan may be needed to be implemented in the future.

Maxim L&D Team: Thanks for your time

Nancy 3: Great webinar and refresher for the Bronze training I took last year. Thanks! You all are awesome. Always appreciate that you also bring in and remind of the human element :) The heart!
Deb K: Thank you! Great webinar

Karen Eugenio: just purchased the book

Mildred C.: Thanks for a great webinar

Jeanine Williams-Cook: thank you very much

Heather 2: Thank you!

Alexis Horiates: thanks again, great info!!

Rhonda: thank you

Keisha 2: thank you

Michelle 2: Thank you very much! Great Session!

Karen Eugenio: thanks so much!

Tai Day: thanks

Karlee: Thank you

Rebecca Grace: thank you

Cindy 3: THANK YOU!!!

Liz Stapleton: Thank you!

Lisa King: Thanks for the useful information!

Kellie: thank you!

Kristin 2: Thank you!

Gabrielle: thank you

Dalan Siler: Thank you tremendously

Chrissy: Thank you for a great webinar>

Yudora: Thank you!

Sharib: Thank you!

TJ: thank you
Len Wick: Great session - thank you!
Shaylae Dupris: awesome webinar. Thanks
Jenni: thank you!
Lenny: Thank you
Matt k: Thanks Jim and Wendy, it was a pleasure!
Joan Haase: great program. Thank you.
Pamela Dempsey-O’Connell: Thank you -great information!
Cindy 3: EXCELLENT INFORMATION AND IDEAS
Zelda VL: thank you!
Lynn: Thank you great session!
Ruth Ronan: Thank you!
Mark: Thank you
Rita Sharrock: Thank you!
Cynthia Herpin: Excellent session.
Katy R. Fruge: Amazing program. Thank you so much.
Kimberly Yadon: Thanks for the great webinar!
Shari S: Thank You-great info
Beth Davis: Thank you so much! I had the great honor of attending as session with Don a number of years ago. This was just as great!
Audrey Savas: Many thanks for a relevant session
Pam: thank you~!!
Antonio Perez: Thanks! We'll see you again in the near future!
Martin: Thanks TMN for making this happen!
Nancy 3: Thanks to TrainingMagNetwork, too, for hosting this :)
Tiffany Wilkins 2: thank you

Micah Carioto: thank you for the great info

Christine: Thank you.

Skip Gatlin: Awesome webinar! Thanks Wendy, Jim, and Sandy!

Talitha: Thank you!

Leticia Urrutia: Thank you!

D Wiley: thank you!

Toye Halpin: Thank You!!!

Kirsten: Thank you!!

Cindy B: Thank you

Sharon: great session!!

Latise: thank you

Nelly Gonzalez: Thanks!

Sara G: thank you

Donna: Would love to have a conversation about bringing your presentation to a different audience. (ASQ) Quality has gotten a lot more attention in education, and I think that a presentation at an ASQ conference would reach a receptive audience

Carla S.: Thank you

Skip Gatlin: Thanks!