Measurement and Evaluation... Made Simple

Level 3 Evaluations Made Simple, Credible, & Actionable

ATD CORE4 Conference
October 25, 2022

PHILLIPS ASSOCIATES

Today's Presentation

Knowing whether or not participants apply back on the job what they learned in a training program is a critical issue for both L&D and the executives L&D supports. Demonstrating that learning is applied speaks directly to L&D's ability to be viewed as a credible business partner. However, according to an ROI Institute research study only 11% of CEOs reported receiving this type of information.

So, why don't more L&D departments conduct Level 3 evaluations? Three answers are frequently given: 1) it's too complicated; 2) L&D team members lack the knowledge and skills needed to collect and analyze Level 3 data; and 3) management doesn't require it.

In this informative, highly engaging session, you will learn how to implement an innovative, easy-to-use Level 3 evaluation methodology that produces credible, actionable data.

"Incredibly helpful "– simple, valid and effective guidelines for doing Level 3s."

-Southeast Florida ATD Chapter Member

"Speaker, content, everything was great"

-Training 2019 Conference attendee

"Ken supported the material with relevant examples and activities and I was able to relate the method to my company's current practice."

-Southeast Florida ATD Chapter Member

About Your Presenter — KEN PHILLIPS, CPTD

Ken Phillips delivers all programs and workshops in his signature style: professional, engaging, and approachable.

Ken is founder and CEO of Phillips Associates and the creator and chief architect of the Predictive Learning Analytics™ (PLA) learning evaluation methodology. He has more than 30 years experience designing learning instruments and assessments and has authored more than a dozen published learning instruments. He regularly speaks to Association for Talent Development (ATD) groups, university classes and corporate L&D groups. Since 2008, he has spoken at the ATD International Conference on topics related to measurement and evaluation of learning.

Prior to pursuing a Ph.D. in the combined fields of organizational behavior and educational administration at Northwestern University, Ken held management positions with two colleges and two national corporations. In addition, he has written articles that have appeared in *td* magazine, Training Today and HR.com, and is a contributing author to five books in the L&D field.

He earned the Certified Professional in Learning and Performance (CPLP) (now CPTD) credential from ATD in 2006 as a pilot pioneer and was recertified in 2009, 2012, 2015, 2018 and again in 2021.

Ken can be reached at (847) 231-6068 or ken@phillipsassociates.com.

Upcoming Events:

Ken is a frequent presenter at ATD chapter meetings and other industry events. Here's a preview of where he'll be speaking next.

November
1, 3, 8, & 10

ATD Suncoast Chapter

Workshop Title: Mastering M&E: Less Stress More Success Creating Level 1 – 4 Evaluations

February
6 – 8

Summit for Clinical Op Executives (SCOPE)

Session Title: Level 3 Evaluations Made Simple, Credible, & Actionable

12 – 14

Training Magazine Annual Conference & Expo

Session Title: Level 3 Evaluations Made Simple, Credible, & Actionable

USING ESTIMATION

Instructions
• Form a group of 3, 4 or 5 persons.

• Review the information in the chart below.

• Determine the amount of training transfer associated with the High Potential Leadership program.

• Be prepared to share your findings with the whole group.

Key:
Potential Error in Estimate = 100- Confidence Level of Estimate
Potential +/- Error Range = Potential Error in Estimate X % Program Applied Back on Job ÷ 100
Best Case Adjusted Training Transfer % = % Program Applied Back on Job + Potential +/- Error Range
Worst Case Adjusted Training Transfer % = % Program Applied Back on Job - Potential +/- Error Range

Program Name: High Potential Leadership Program

Participant Number	% Program Applied Back on Job	Confidence Level of Estimate	Potential Error in Estimate	Potential +/- Error Range	Best Case Adjusted Training Transfer %	Worst Case Adjusted Training Transfer %
017	15	60				
020	50	70				
003	25	75				
014	30	80				
025	70	90				
006	80	100				
027	25	90				
018	25	80				
019	20	80				
010	30	90				

USING ESTIMATION (cont.)

Training Transfer calculations

Calculation 1

| Sum Best Case Adjusted Training Transfer % | ÷ | Number of Focus Group Participants | = | Best Case Training Transfer % |

Calculation 2

| Sum Worst Case Adjusted Training Transfer % | ÷ | Number of Focus Group Participants | = | Worst Case Training Transfer % |

Calculation 3

| Best Case Training Transfer % | + | Worst Case Training Transfer % | ÷ 2 = | Most Likely Training Transfer % |

Best Case: _____

Most Likely Case: _____

Worst Case: _____

MAKING SENSE OUT OF TRAINING OBSTACLES

Now that you have learned how to calculate the amount of training transfer associated with your training program, your next task is to make sense out of the obstacles identified in response to the third data collection question:" What obstacles are inhibiting you from applying 100% of the material taught in the program back on the job?" Collecting this data is only half your job; making sense out of it is the other half.

To make sense out of the obstacles data, follow these four steps:

1. Analyze the obstacles for themes or patterns (there is no precise formula for doing this; use common sense and good judgement)

2. Consolidate like-minded obstacles into clusters

3. Count the number of comments in each cluster

4. Place the clusters into numeric order from highest to lowest

"Identifying obstacles to training transfer is only half your job; making sense out of them is the other half!"

Source: Ken Phillips

IDENTIFYING OBSTACLE THEMES AND PATTERNS

Instructions

• Form a group of 3, 4 or 5 persons.

• Analyze the obstacles below and on the next two pages and look for themes and patterns.

• Consolidate like-minded obstacles into clusters, count the number of obstacles in each cluster and place the clusters in numeric order from highest to lowest.

• Be prepared to share your results with the whole group.

Obstacles

Forgot about some of the techniques

Day to day job out in the field doesn't always allow for application of the learning

Some of it doesn't apply to me or I don't feel it is relevant or appropriate

No time

I am only applying what is appropriate for me, what I feel is applicable and relevant

It is very easy to slip back into bad habits

Maintaining a positive attitude is difficult due to the nature of the role/org

The environment around us can sometimes hinder as people are negative

Finding the time to apply the techniques - not getting caught up in the day job

Culturally it is very difficult to feel comfortable doing some of the techniques (i.e. breathing, meditation) as this is seen as "not to be the done around here"

Making it stick - finding ways to remember to apply the techniques

The culture does not lend itself to using the techniques

I think it is easy to slip back into old habits or forget some of the techniques, so it would be good to have a regular refresher

It's just remembering to do it!! Getting it embedded and a natural habit

IDENTIFYING OBSTACLE THEMES AND PATTERNS

Obstacles (cont.)

Time

When urgent activities come up I have to rebalance everything and it can be hard to remember the techniques then

Workload sometimes hinders application as you are so busy getting the day job done

Others in my area (or the environment itself) can sometimes be a hindrance to practicing the techniques

Managers need to understand the theory and techniques so as they can both encourage (and/or allow) people to use them but also understand when people are using the techniques

Remembering it is an obstacle

The culture here - some of the techniques just aren't "the done thing"

Pressure of workload - end up doing it outside of work

I need to stand up for myself though and just do it!

There is no follow up or reflection on how the program was or how I can apply it in the workplace

I revert to work mode and forget the great things I learned in the program

Time

Feeling uncomfortable in front of others

Feel that I should be working rather than taking time to breathe / walking away / meditating - we are here to work

No private space or quiet area to actually go to

I am the blocker... I don't give it the time and I don't refresh myself on the techniques

Need to reaffirm and embed as a natural habit rather than something I have to force

Mostly time factors and deadlines for getting things done

There is no space to go to (Quiet room)

IDENTIFYING OBSTACLE THEMES AND PATTERNS

Obstacles (cont.)

Can feel a bit awkward doing some of them in a work environment - particularly as our culture doesn't lend itself easily to their use

Not everyone has attended so people don't understand the theory behind it or what we are doing (I've been told not to do some of the things we were taught)

I am unable to take breaks when I want - it is all scheduled

All managers should attend so as they are aware of the theory and techniques

There isn't a dedicated space for applying some of the techniques (such as meditation at work - no quiet areas to do this)

It is quite difficult to do when stakeholders or influencers in the business are not attending and therefore do not understand

Remembering all of the content from the course and significant work pressures

There was a lot of information and it was probably all good, but I guess like most people some information just sticks and feels more realistic than other parts

Stopping to take the time to reflect and actually meditate for a few minutes; my organization is the only stopper

The culture here is what gets in the way. Some people have a different approach to Work Life Balance (which is not necessarily positive). Also, the nature of work around here (short deadlines/urgent demands) isn't helpful

Me – although I'm implementing the majority of techniques provided I need to ensure I practice and apply them 100% of the time.

Forgotten about some of the techniques

Level 3 Evaluations Made Simple Job Aid

➢ **Level 3 evaluation facts ***

- 54% of organizations evaluate some learning programs at Level 3 of the five-level evaluation model

- Organizations that use Level 3s on average evaluate 34% of all their training programs at Level 3

- Of those organizations using Level 3 evaluations, 79% view the data they collect as having high of very high value

➢ **Three reasons for the disconnect between the % of organizations that use Level 3s and the value obtained from the data collected?**

- Conducting Level 3 evaluations is regarded as too difficult

- Many L&D professionals lack the knowledge and skills needed to collect and analyze Level 3 data

- Few L&D leaders require Level 3 evaluation data from their staff

➢ **The Solution: Level 3 Evaluations Made Simple, Credible, & Actionable****

➢ **What makes the methodology simple?**

- It only requires collecting data from 25-30 participants 30 days post-program

- It only requires asking three data collection questions

➢ **Why wait thirty days?**

- Increases the validity of the training transfer calculation

- Allows for the full range of obstacles to emerge

➢ **The three questions:**

1. What percent of the program material have you applied back on the job?

2. How confident are you that your estimate is accurate?

3. What obstacles have prevented you from applying all the material you learned?

➢ **Three methods for gathering answers to the three questions:**

1. Focus groups (virtual or face-to-face)

2. One-on-one interviews

3. Electronic or paper survey

- ➢ **What makes the estimation technique credible?**
  - It has been used extensively since the early 1970s
  - It accounts for any error in a participant's estimate of the percent of the program material applied back on the job
  - It uses a range to identify the training transfer percent which is more credible than a specific number

- ➢ **How to make training transfer obstacles actionable**
  - Analyze the obstacles for themes and patterns
  - Consolidate all like-minded obstacles into clusters
  - Count the number of obstacles in each cluster
  - Place the clusters into numeric order from highest to lowest

*   ATD research study: "Effective Evaluation: Measuring Learning Programs for Success," 2019.

** Ken Phillips, "Level 3 Evaluations Made Simple, Credible, and Actionable," Training Industry Magazine, Summer, 2022.

In the world of Measurement & Evaluation...
only PHILLIPS ASSOCIATES shows you HOW!

CORPORATE WORKSHOPS

Offer These Workshops To Your Entire Learning & Development Team

Mastering M&E 2-Day Workshop

Provide your L&D team with the latest guidelines and hands-on techniques for creating valid, scientifically sound Level 1, 2, 3, and 4 evaluations that produce data perceived by business executives as both credible and valuable.

Boost Training Transfer Using Predictive Learning Analytics™ (PLA) 2-Day Workshop

Equip your L&D team with a systematic, credible and repeatable process for maximizing the value of your learning investments by boosting training transfer.

Crack the Code of Level 2 Test Question Design 1-Day Workshop

Equip your L&D team with practical tips and specific techniques for creating quizzes and tests that actually measure something.

Survey Magic: Capturing Elusive Level 3 Evaluation Data 1-Day Workshop

Equip your team with a five-step process for creating Level 3 surveys that capture on the job behavior change.

PUBLICATIONS

Phillips Associates publishes articles of interest to learning and development professionals, such as:

- **The PLA Series** – Ongoing articles, case studies, and ebook on the topic of Predictive Learning Analytics

- **The M&E Series** – Ongoing articles, case studies, and ebook on topics related to the measurement and evaluation of learning

PARTNERSHIPS

Phillips Associates partners with training organizations and consulting firms to deliver its corporate workshops and measurement and evaluation consulting services to private businesses and public sector organizations around the world. Contact Ken for more information about establishing a partnership arrangement.

Sign up for our mailing list and download members-only resources at www.phillipsassociates.com

Coming Soon: 2 NEW CERTIFICATION PROGRAMS

PLA Predictive Learning Analytics Certificate

M&E Mastering M&E Certificate

Learn more at www.phillipsassociates.com

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Are you looking for a **PROVEN SPEAKER** *for an upcoming* **CHAPTER MEETING** *or* **WORKSHOP…**

…a presenter you can count on to provide a HIGHLY-ENGAGING PROGRAM and RELEVANT CONTENT your members will value? If the answer is yes, you may have just found your next speaker: Ken Phillips, founder and CEO of Phillips Associates.

Ken is available to present on the following topics. All include the valuable, "how-to" tips and hands-on measurement and evaluation techniques that L&D professionals crave—and can't find anywhere else!

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Only Phillips Associates shows you how!

PRESENTATIONS

ALL TOPICS CAN BE DELIVERED IN-PERSON OR VIRTUALLY.

- **Power up your Level 1 Evaluations and Gain Surprisingly Useful, Valued Data**

- **Create Level 2 Quizzes & Tests That Actually Measure Something**

- **The Holy Grail: Capturing Elusive Level 3 Evaluation Data**

- **Business Results Made Visible: Design Proof Positive Level 4 Evaluations**

- **Boost Training Transfer Using Predictive Learning Analytics™ (PLA)**

- **Going the Distance: Making Sense Out of Evaluation Data**

1-DAY WORKSHOPS

- **47 Tips and Best Kept Secrets for Creating Level 1–4 Evaluations**

- **Crack the Code of Level 2 Test Question Design**

- **From Training to Application: Bridge the Gap with Predictive Learning Analytics™ (PLA)**

- **Survey Magic: Capturing Elusive Level 3 Evaluation Data**

What Past Participants Have Said:

"Incredibly helpful—simple, valid and effective guidelines..."

"All the information was valuable. The speaker was excellent and engaging."

"Excellent advice. Fantastic info to bring back to work."

"Because of your workshop, I know my level 4 evals will accurately capture what is essential for the eval as well as state exactly how the training contributed to improvements in the bottom line."

Learn more at **www.phillipsassociates.com**

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