Billions of dollars are spent on training each year, but…

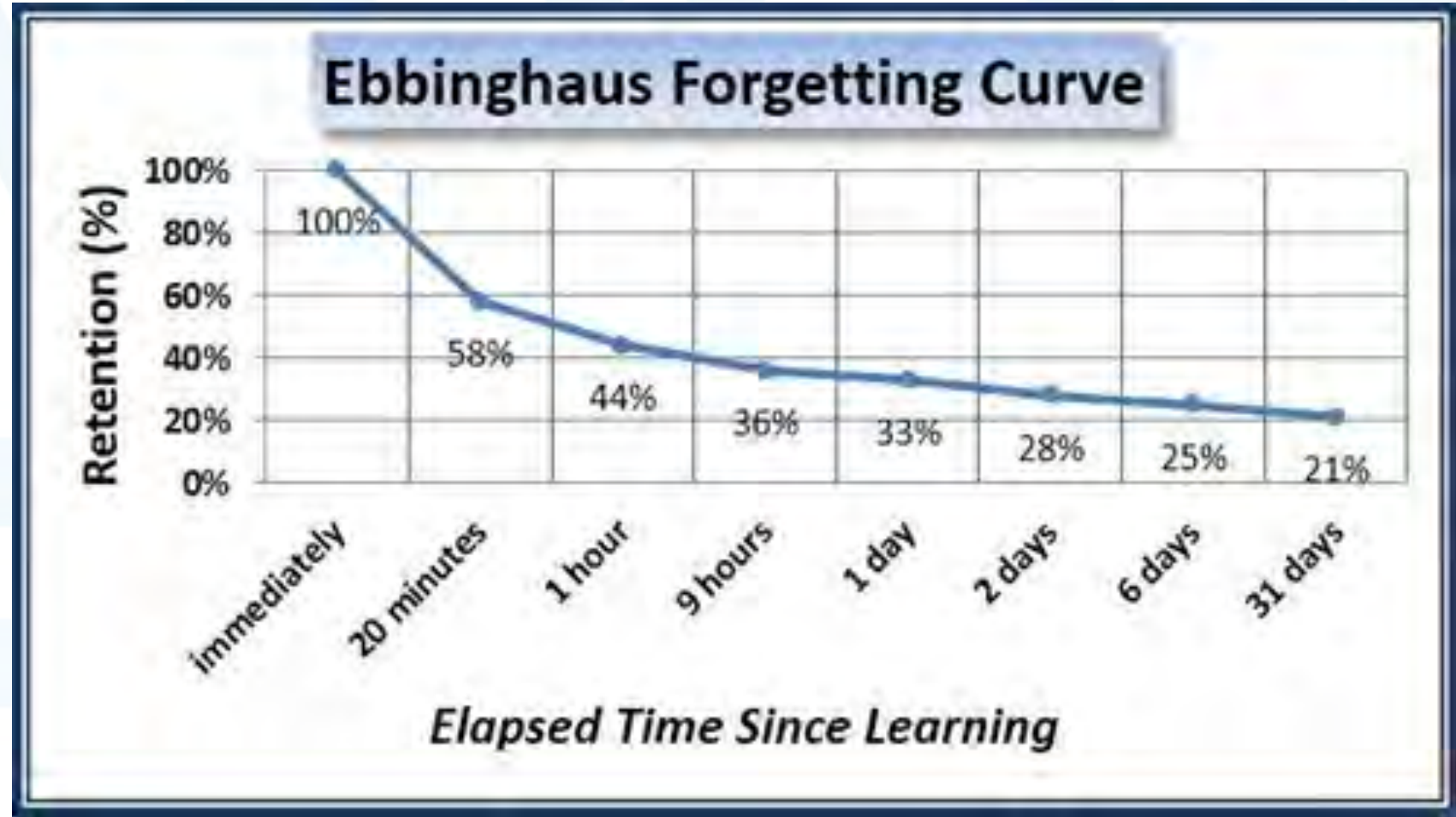It is estimated that **only 20%** of training benefits an organization

**That's an 80% Failure Rate!**
**Why?**

# Ebbinghaus Forgetting Curve

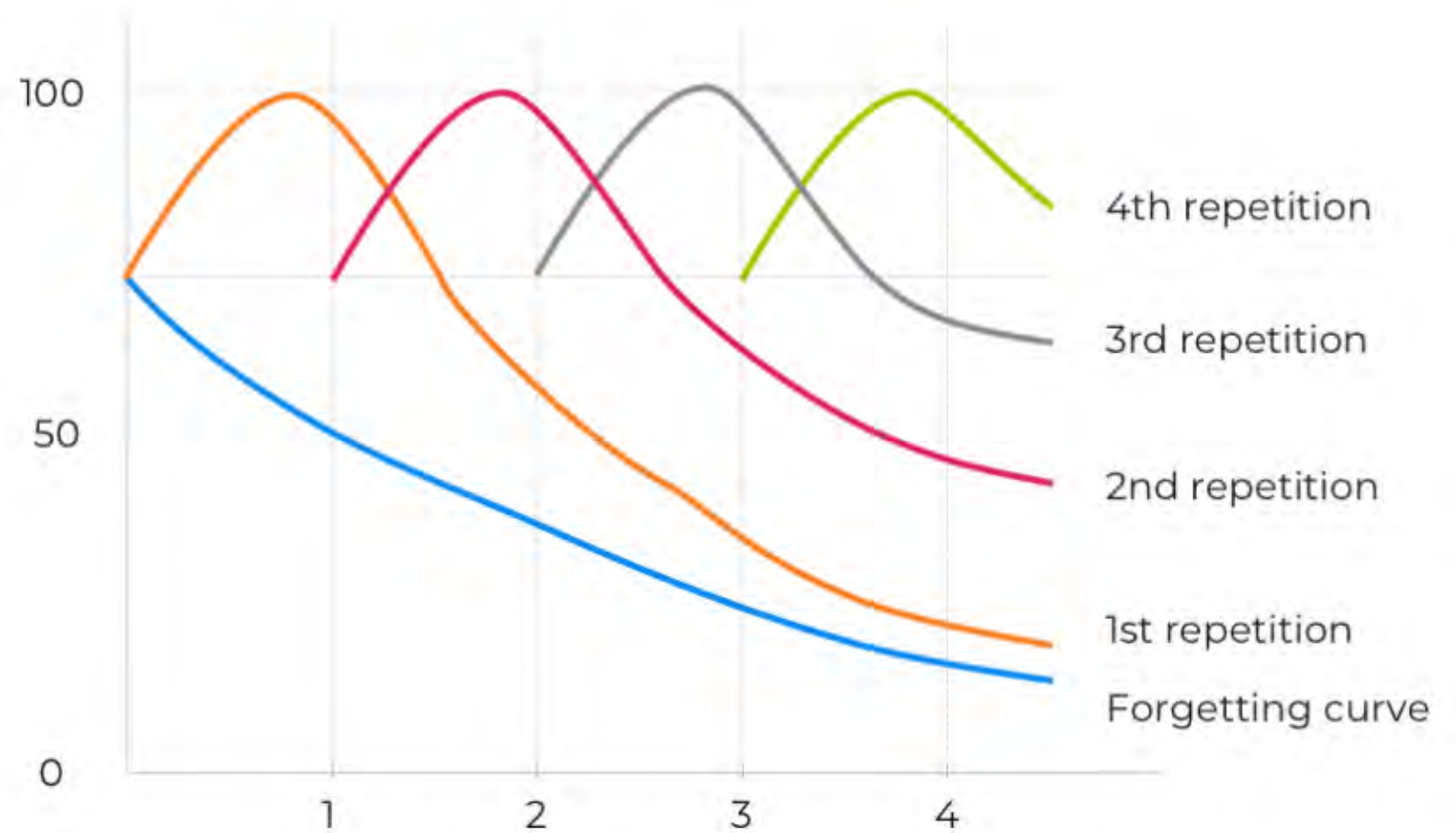**You will probably forget the Forgetting Curve before the end of this program**
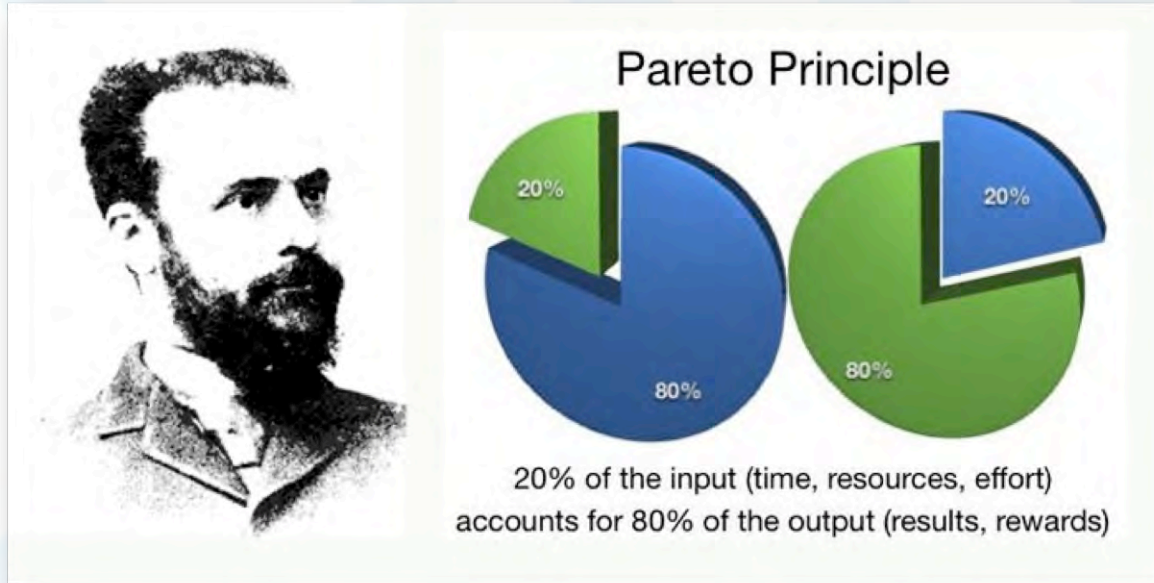
# Ebbinghaus Forgetting Curve

**How to remember… Take notes (sorry Dave), Review, Repetition, and Application**



RANDY KEIRN

# Pareto Principle (80/20 Rule)



Pareto Principle

20% of the input (time, resources, effort) accounts for 80% of the output (results, rewards)

RANDY KEIRN

Also known as the
**Law of the Vital Few**

**20% of the Input**
(time, resources, effort)
accounts for
**80% of the Output**
(Results, Rewards)

RANDY
KEIRN
CSP, EFO, MPA, BSN, RN, EMT-P

My wish for you…

Become the **Vital Few**
who are creating **80% of the Results**

**Here is what I DON'T do:**
I don't use social media, I don't have a newsletter, website, blog, or a mailing list.

I have only ONE marketing goal... **Deliver Results when I speak.**

RANDY KEIRN

# 4 Step Process

**I. DEFINE the Problem**

II. DEVELOP a Solution

III. DELIVER a Result

IV. DETERMINE the level of Impact

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# I. DEFINE the Problem

**Identify their REAL problem:**

Current situation - *Ask them to provide some background information*

And then **LISTEN!**

NOTE: This is a needs assessment and the presented problem is frequently **NOT** the REAL problem

# I. DEFINE the Problem

## Identify their REAL problem

Desired outcomes –

*Ask them what success looks like?*

*Ask them to describe what we would actually see?*

The Real problem often becomes clearer when they describe their desired what success looks like in detail

# I. DEFINE the Problem

## Identify their REAL problem

Share and validate what you are hearing/sensing as the REAL problem

*Based on what I am hearing, it sounds as if…*

**RANDY KEIRN**

# I. DEFINE the Problem

**Determine measures of success**

*How will we measure success?*

*Are there any current metrics being used?*

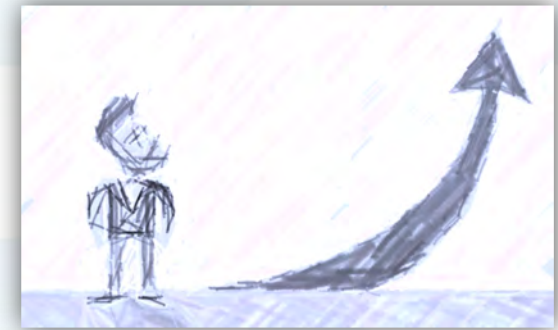*Can we create our own metrics?*

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# I. DEFINE the Problem

**Determine the value of solving problem**

When we solve this, how will that benefit the…Organization, team, etc.

What is that worth?

Lives, money, time, engagement, happiness.



**RANDY KEIRN**

# I. DEFINE the Problem

## Determine the Cost of NOT taking action

What impact/consequences will this have if we don't fix this problem?

Productivity, Personnel (Direct costs, Indirect costs),Team Effectiveness

*Does this issue warrant our time and resources?*

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# I. DEFINE the Problem

**At this point, you should BOTH have clarity on:**

The REAL Problem

The VALUE of solving the problem

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CLARITY

# I. DEFINE the Problem

**Because you:**

Listened to them, Cared about their problem, Asked them the right questions, and Were able to help them get clarity

**They will often:**

Know you understand the situation, believe you can help fix their problem, Trust YOU as the person to do it

**RANDY KEIRN**

# 4 Step Process

I. DEFINE the Problem

II. **DEVELOP a Solution**

III. DELIVER a Result

IV. DETERMINE the level of Impact

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# II. DEVELOP a Solution

**Ask about pertinent available Resources**

Location

Time allocation

Support

Budget?

SUPPORT

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# II. DEVELOP a Solution

**Develop a program for RESULTS**

**Step 1 - Be Creative:**

Brainstorm using a Mind map

**Step 2 - Develop training program and activities that will make an impact:**

Apply 4 Levels of Learning Evaluation (Donald Kirkpatick)

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# II. DEVELOP a Solution

**Develop a program for RESULTS**
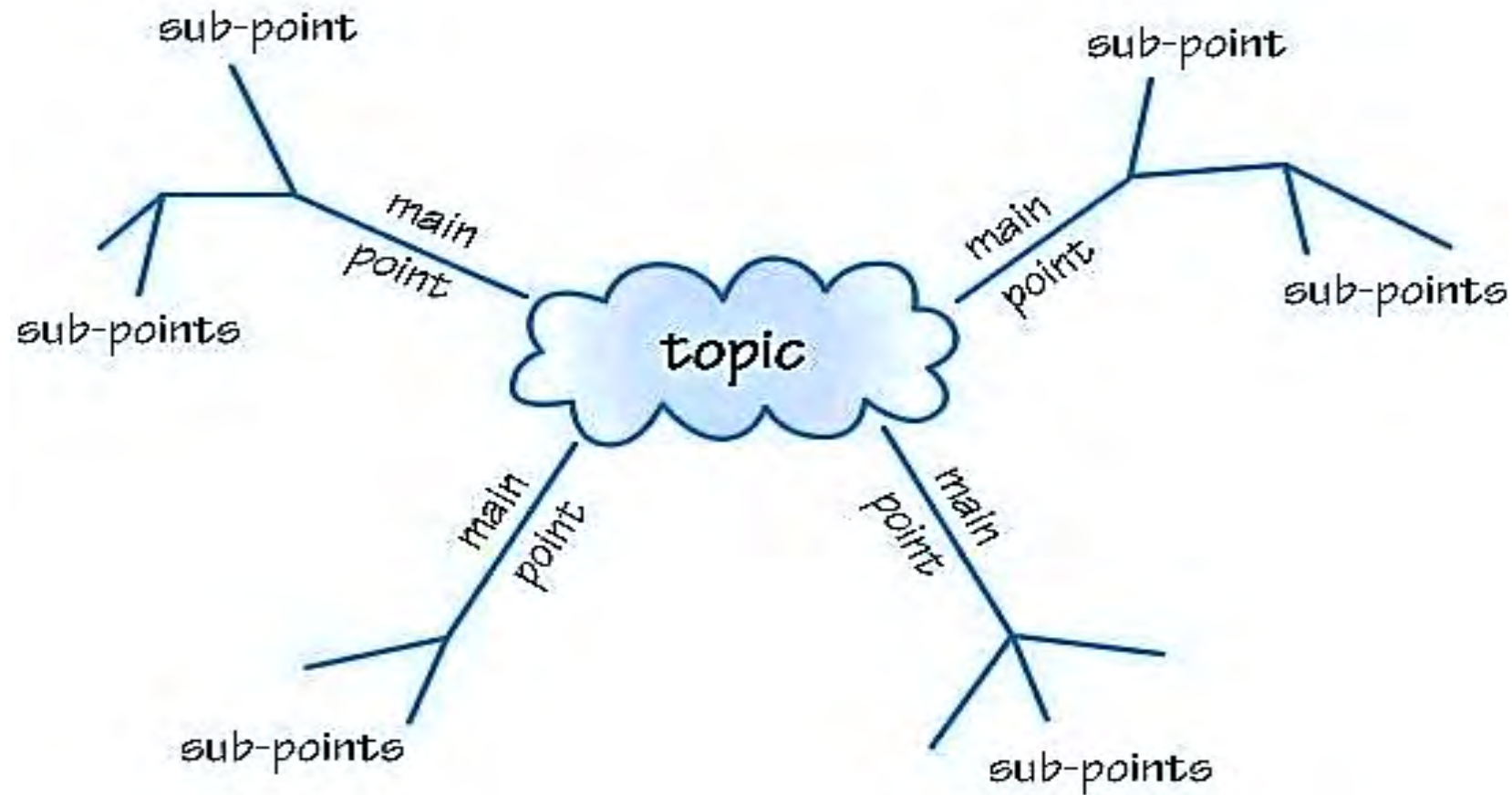
Be Creative: Brainstorm using a Mind map

Before you start, ask yourself and reflect on the following…

**If you were to see your participants 30 days after your program was SUCCESSFULLY delivered, what would you see them doing?**
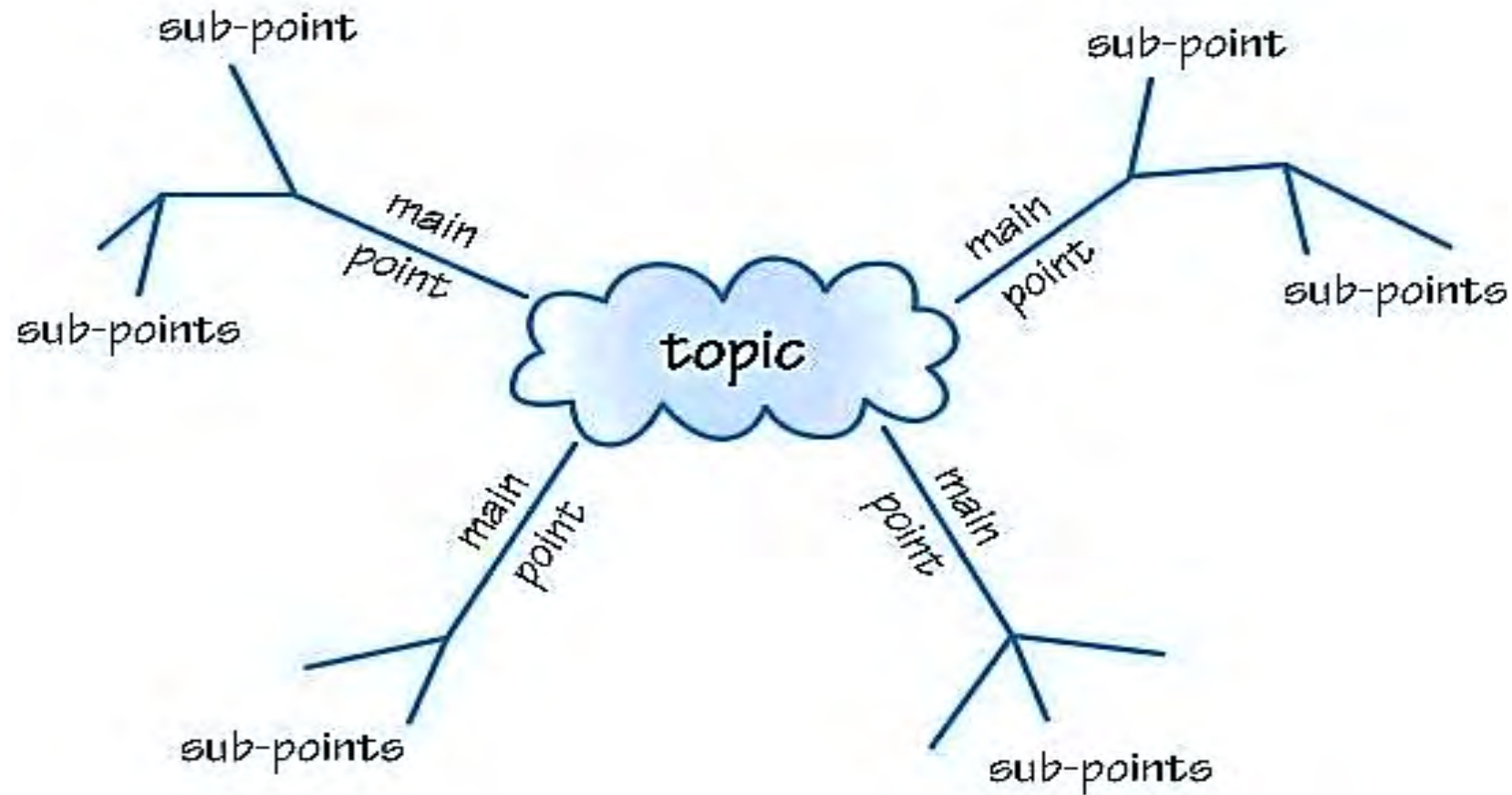
*What are they feeling (affect), thinking (cognitive), and doing (behaviors) to produce the desired RESULTS?*

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# Mind Map – Elements



**For ME, I usually have 3-5 MAIN POINTS**

# Mind Map – Practice Activity



**Utilize worksheet in Handout**

# Mind Map – Practice Activity

**Assignment…you have been asked to develop an Instructor Development training program. Mind map key elements of the program.**

Remember, ask yourself and reflect on the following…

**If you were to see your participants 30 days after your program was SUCCESSFULLY delivered, what would you see them doing?**

*What are they feeling (affect), thinking (cognitive), and doing (behaviors) to produce the desired RESULTS?*
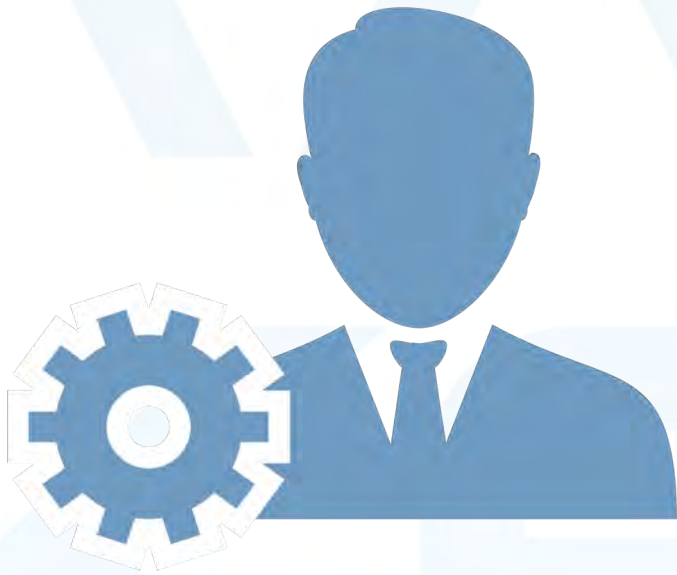
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# II. DEVELOP a Solution

**Develop a program for RESULTS**

**Step 1 - Be Creative:**

Brainstorm using a Mind map

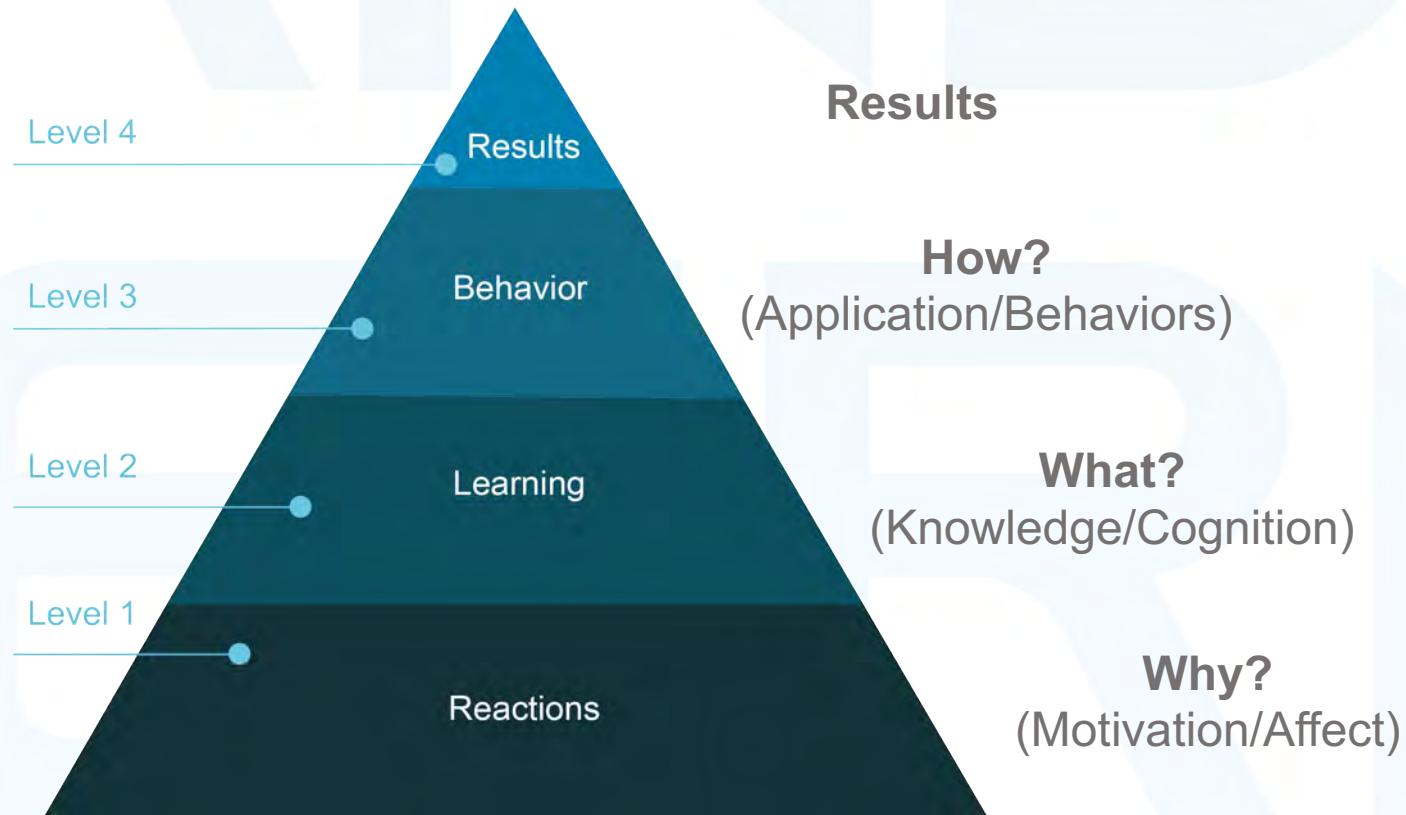**Step 2 - Develop training program and activities that will make an impact:**

Apply 4 Levels of Learning Evaluation (Donald Kirkpatick)
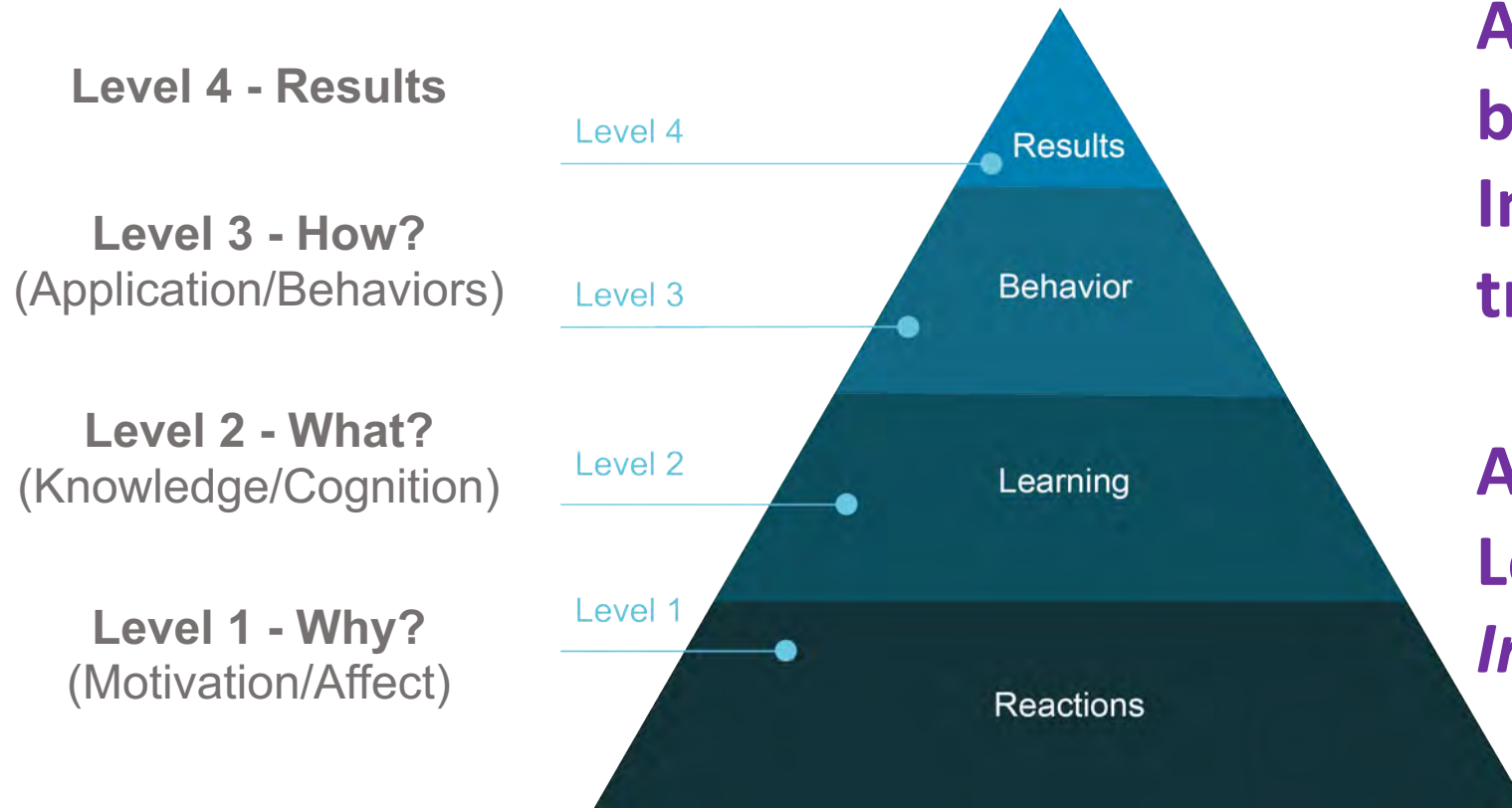
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# DEVELOP – 4 Levels of Learning Evaluation

## Taught in order,
## but developed in REVERSE ORDER



Level 4 — Results

**Results**

Level 3 — Behavior

**How?**
(Application/Behaviors)

Level 2 — Learning

**What?**
(Knowledge/Cognition)

Level 1 — Reactions

**Why?**
(Motivation/Affect)

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# Mind Map & 4 Levels of Learning Eval - Practice
## Develop in Reverse order

**Level 4 - Results**

**Level 3 - How?**
(Application/Behaviors)

**Level 2 - What?**
(Knowledge/Cognition)

**Level 1 - Why?**
(Motivation/Affect)

Level 4 — Results

Level 3 — Behavior

Level 2 — Learning

Level 1 — Reactions

**Assignment…you have been asked to develop an Instructor Development training program.**

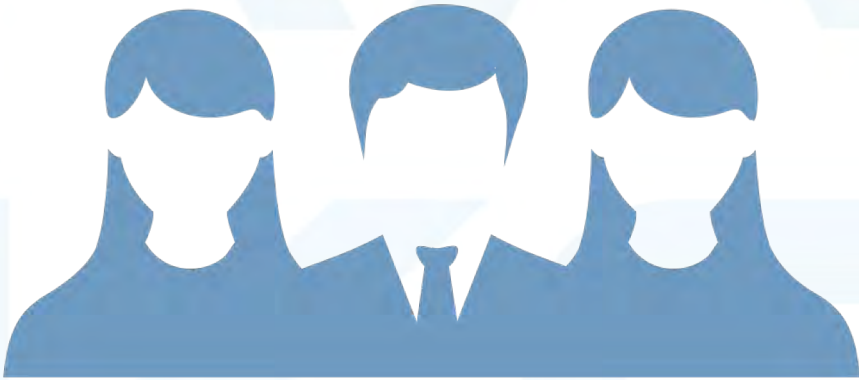**Apply the 4 Levels of Learning Evaluation –**
***In reverse order.***

# II. DEVELOP a Solution

# ENGAGE

**Your Audience in their Learning (from beginning to end)**

**HOW HAVE I USED ENGAGEMENT in this PROGRAM?**

To create RESULTS and be **SUCCESSFUL: activities should closely resemble actual activities whenever possible** (Level 3)

RANDY KEIRN

# 4 Step Process

I. DEFINE the Problem

II. DEVELOP a Solution

**III. DELIVER a Result**

**IV. DETERMINE the level of Impact**

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# III. DELIVER a Result

**Your GOAL is to deliver Results**
Not to deliver a PowerPoint/Speech

Prepare (usually 2-3 hours for every hour delivered)

Whenever possible, mimic real life and have them practice needed skills (Level III)

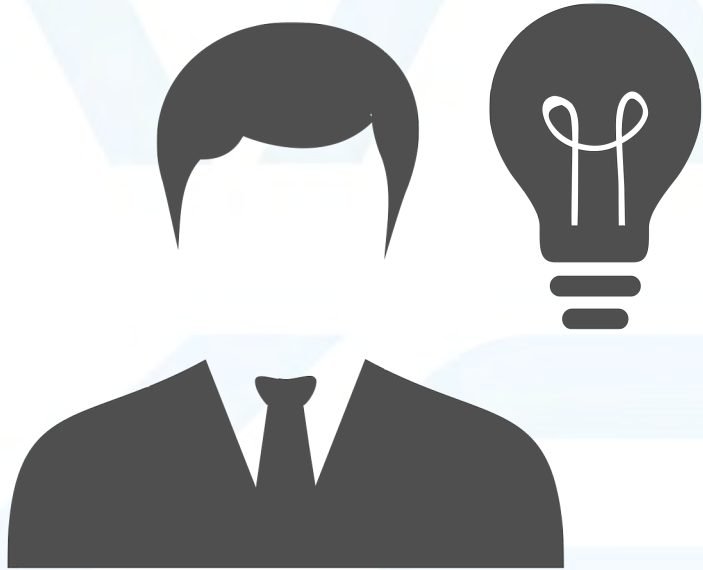Be flexible – NOT teaching a PowerPoint: teaching a RESULT

# IV. DETERMINE the Level of Impact

**Measure** - pre-determined measures of success/metrics

Compare pre and post metrics – usually reported as a % increase

Determine ROI – identify additional benefits as a result of your training

RANDY KEIRN

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