

Did The Training Make A Difference? Evaluating Transfer of Knowledge Using the Holton Model

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History of Holton



History of Holton

Why the Holton Model Is Necessary

- ▶ **Kirkpatrick has been viewed as a foremost authority in the field of Evaluation**
 - ▶ **For decades, his Four-Level Evaluation Model has been the dominant evaluation model for human resource development (HRD)**
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History of Holton

Why the Holton Model Is Necessary – Continued

Kirkpatrick's (HRD) model has been used for determining:

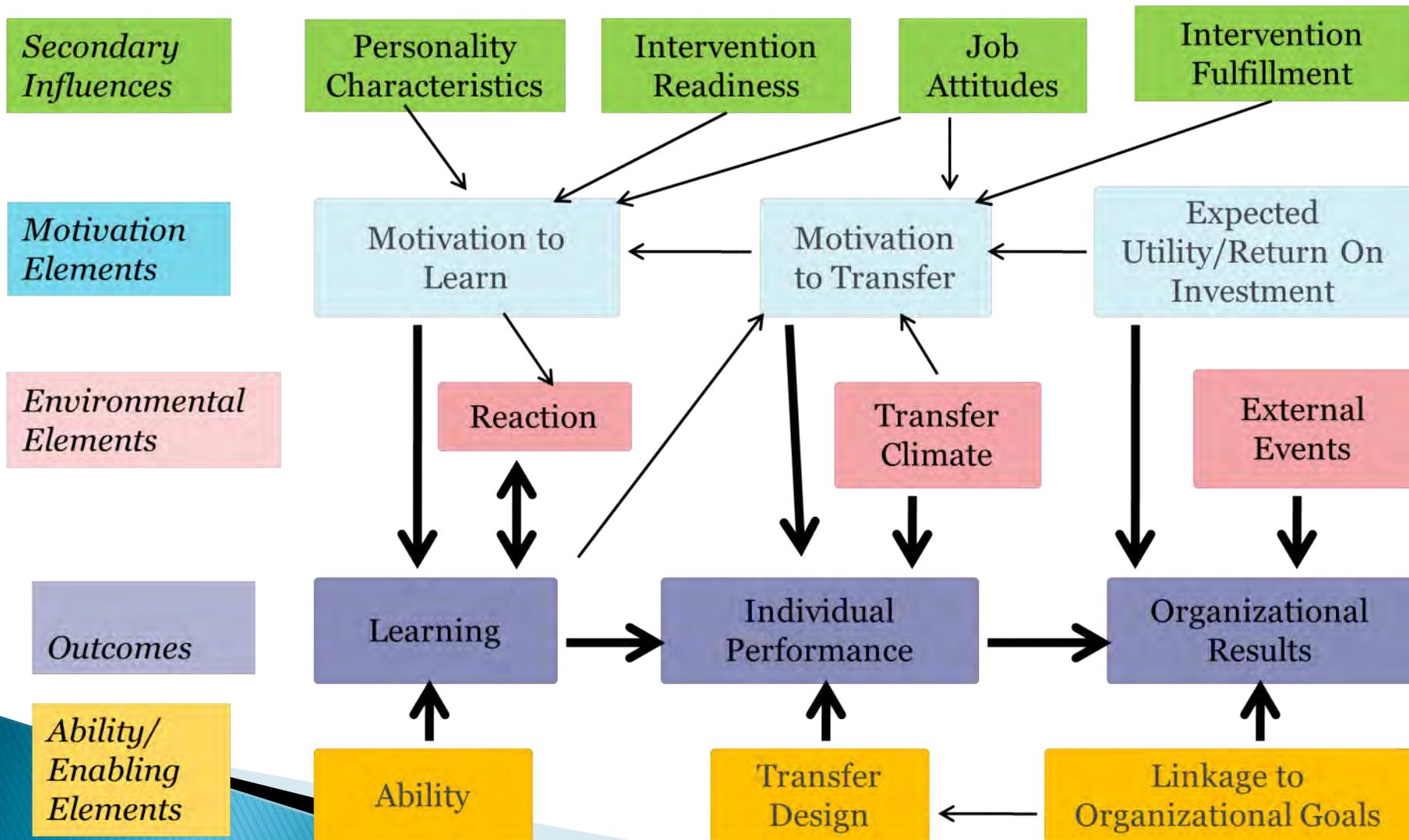
- Effectiveness of personnel development at four levels:
 - Reaction
 - Learning
 - Behavior & implementation application
 - Results

History of Holton

Why the Holton Model is Necessary – Continued

- ▶ **Holton proposed a model with three primary outcomes:**
 - **Learning:** Achievement of the learning outcomes desired by the training or intervention
 - **Individual Performance:** Change as a result of learning being applied to the job
 - **Organizational Results:** Changes at the organizational level as a result of changes in individual performance

Holton's:
Human Resource Development Evaluation Research and Measurement Model (HRDERMM)



History of Holton

Transfer of Learning (TOL)

Primary Intervening Variables:

- Ability
 - Motivation to learn
 - Reaction to learning
 - Transfer design
 - Motivation to transfer
- 

History of Holton

Transfer of Learning (TOL)

Primary Intervening Variables – Continued:

- Transfer conditions
 - Expected utility
 - Linkage to organizational objectives
 - External events
- 

History of Holton

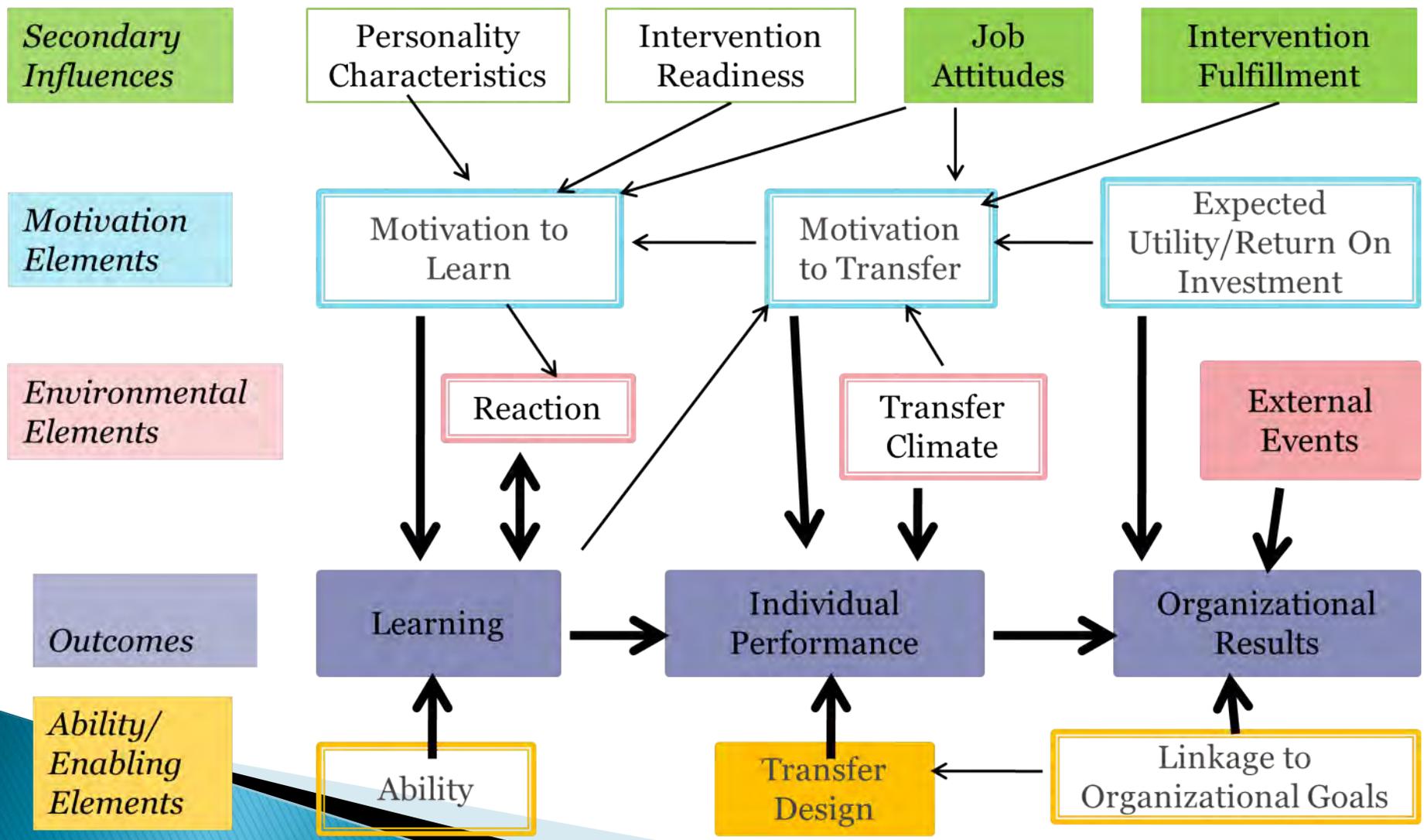
Transfer of Learning (TOL)

Secondary Intervening Variables:

- Intervention readiness
 - Job attitudes
 - Personality characteristics
 - Intervention fulfillment
- 

HRDERMM

Variables Tested in this Evaluation



History

Infant Adoption Awareness Training Program (IAATP)

- ▶ **Understanding Infant Adoption (UIA)** curriculum designed to ensure that healthcare professionals have necessary skills and knowledge when presenting the adoption option to women experiencing unintended pregnancies

History

Infant Adoption Training Initiative (IATI)

▶ Spaulding for Children

➤ Utilizes UIA curriculum as one aspect of their Infant Adoption Training Initiative (IATI):

- Delivered across 27 states and 3 U.S. Territories
- Developed by adoption experts
- Evidenced-based curriculum based on 27 Federal guidelines
- Video enhanced

History

IATI Continued

- ▶ Includes six modules:
 - **Module 1: Introduction**
 - Overview and general requirements
 - **Module 2: Adoption Practice**
 - History, types, and perspectives
 - **Module 3: Laws & Procedures**
 - State & federal laws and rights
 - **Module 4: Social, Cultural, & Personal Influences**
 - Individual factors influencing decision
 - **Module 5: Nondirective Techniques & Informed Choice**
 - Skills in nondirective techniques
 - **Module 6: Resources & Community Referrals**
 - Identifying needs and appropriate resources

Methodology

Questionnaire

- ▶ IRB–approved instrument and protocol
 - ▶ Included pertinent demographic questions
 - ▶ Included 35 items germane to the Holton Transfer of Learning model
 - ▶ Most items included a five–point Likert scale
- 

Primary Research Question

- ▶ Are there differences in those individuals who used the information as compared to those who did not use it six-months following the training when compared on relevant Holton factors?

Sampling

- ▶ 537 email invitations were sent to individuals who:
 - Attended IATI training sessions AND
 - Completed the IATI six-month follow-up survey AND
 - Had valid email addresses
 - Total of 356 valid invitations
 - Total of 157 respondents
 - 44% Response Rate to Web-Based survey

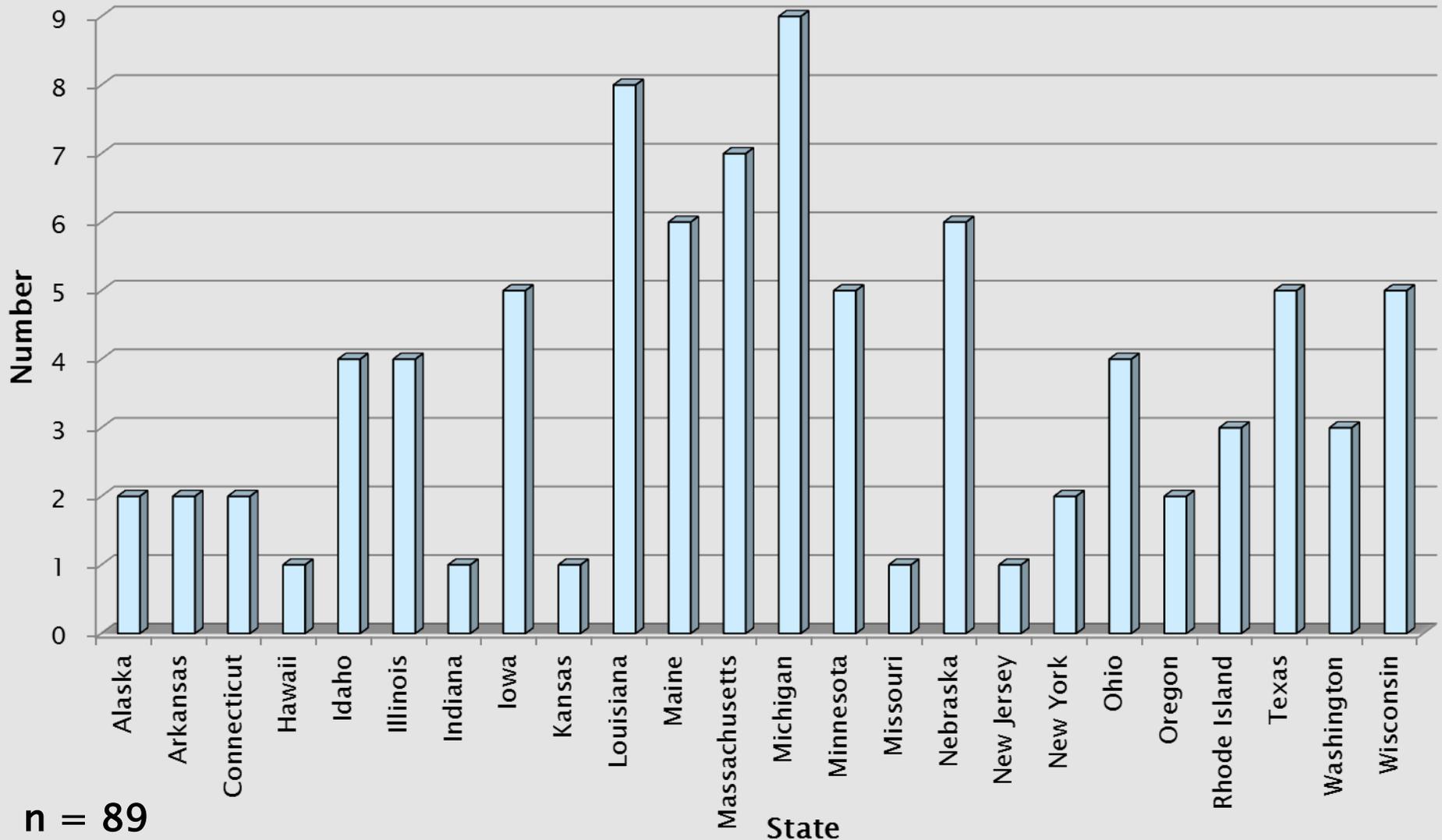
Respondent Groups

	Currently interacts with individuals experiencing unintended pregnancies		
Status at 6-month follow up	Yes	No	Total
Used Information	74	16	90
Did Not Use Information	41	24	65
Total	115	40	155

Descriptives

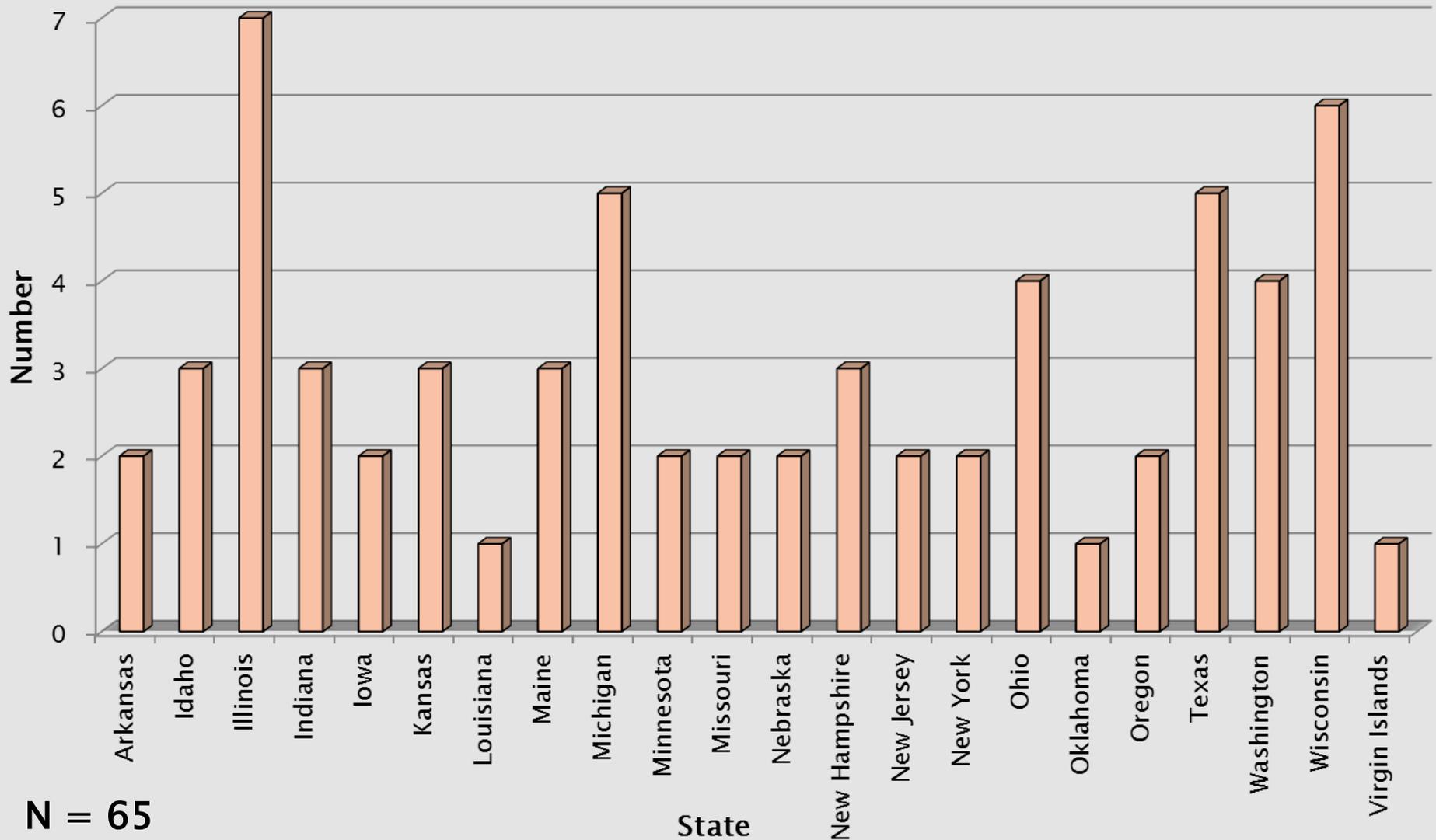
Descriptives - Users

Participants' Geographic Location



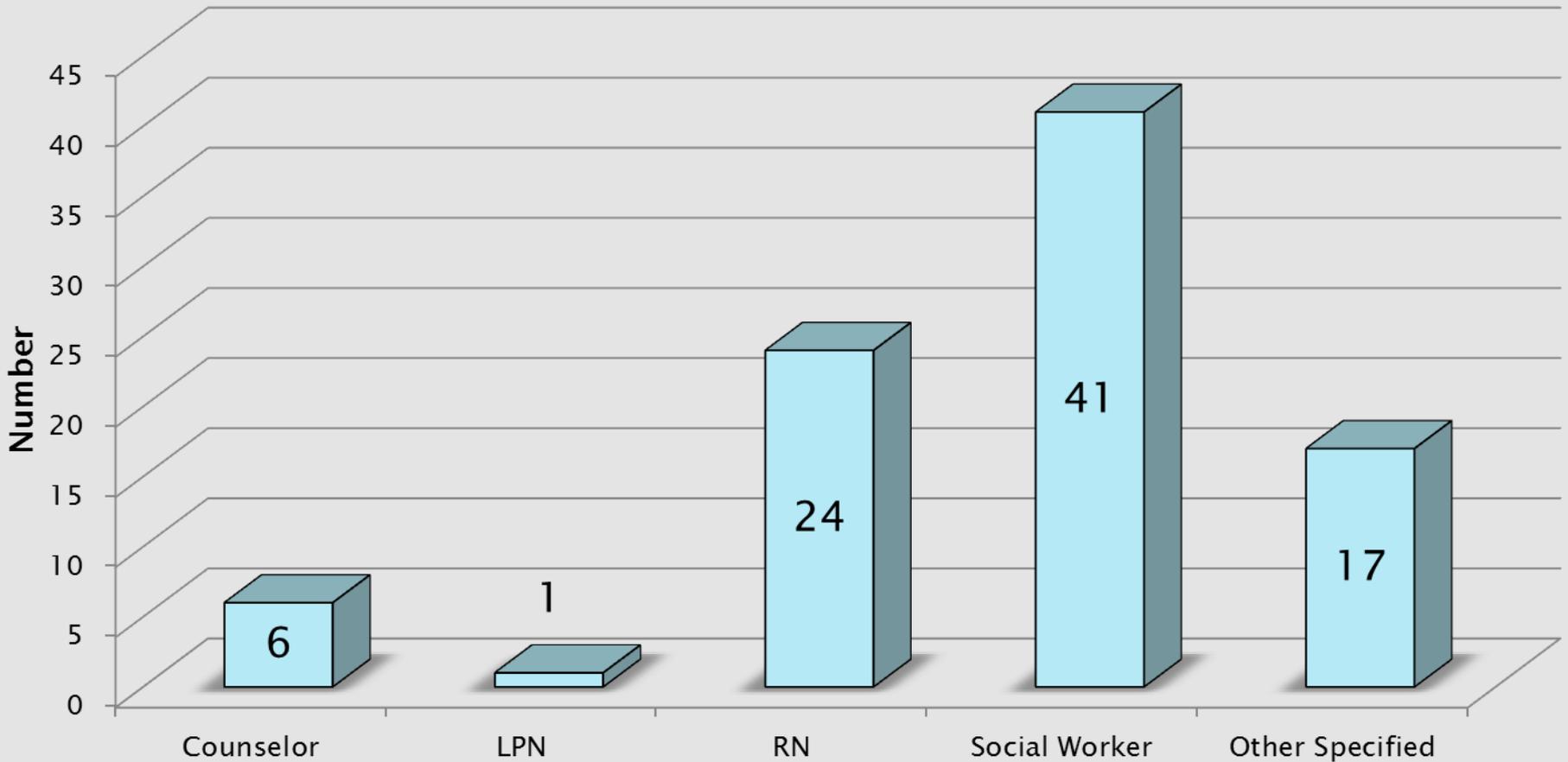
Descriptives - Non-Users

Participants' Geographic Location



N = 65

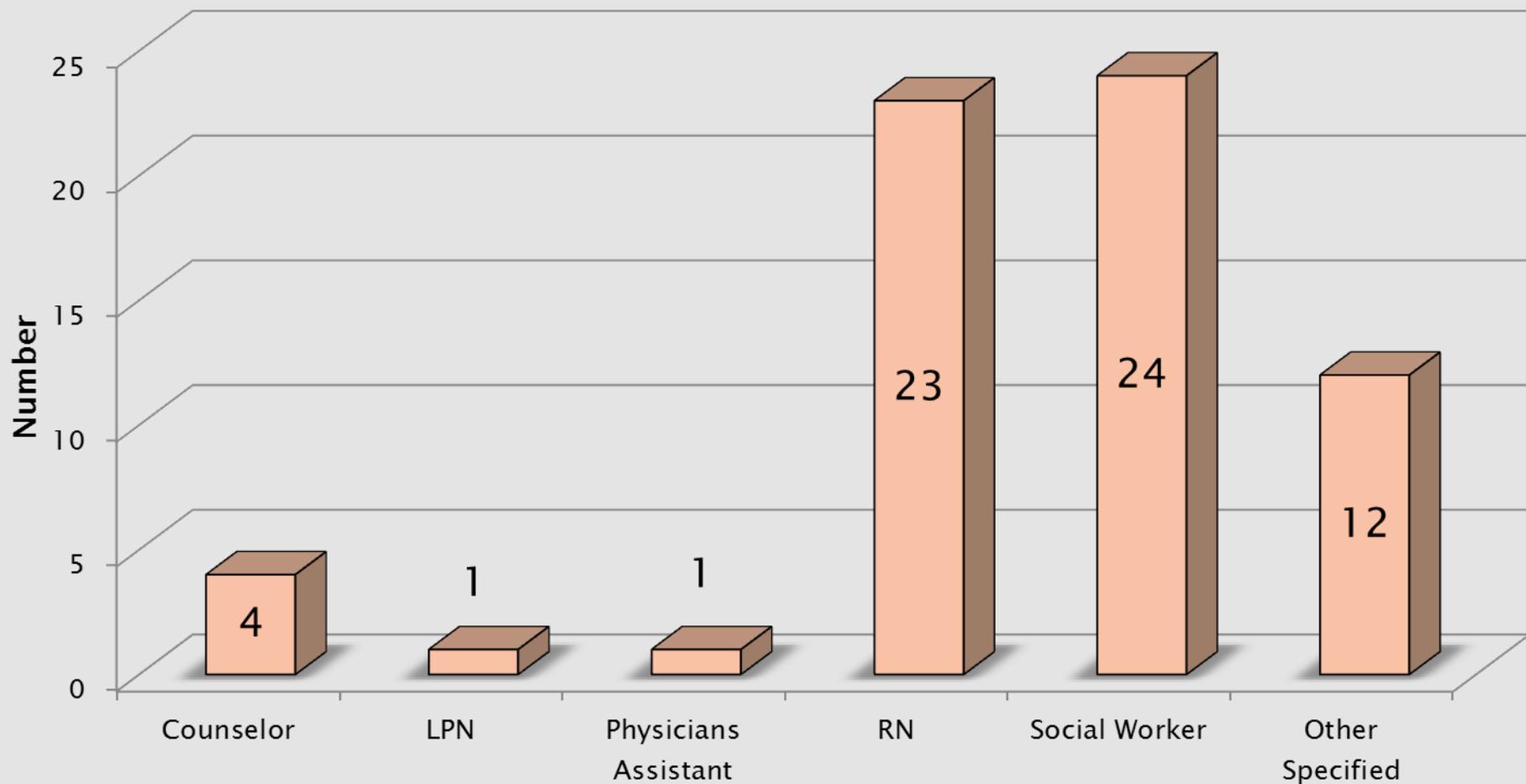
Descriptives – Users Participants' Licensure



N = 89

Licensure

Descriptives – Non-Users Participants' Licensure

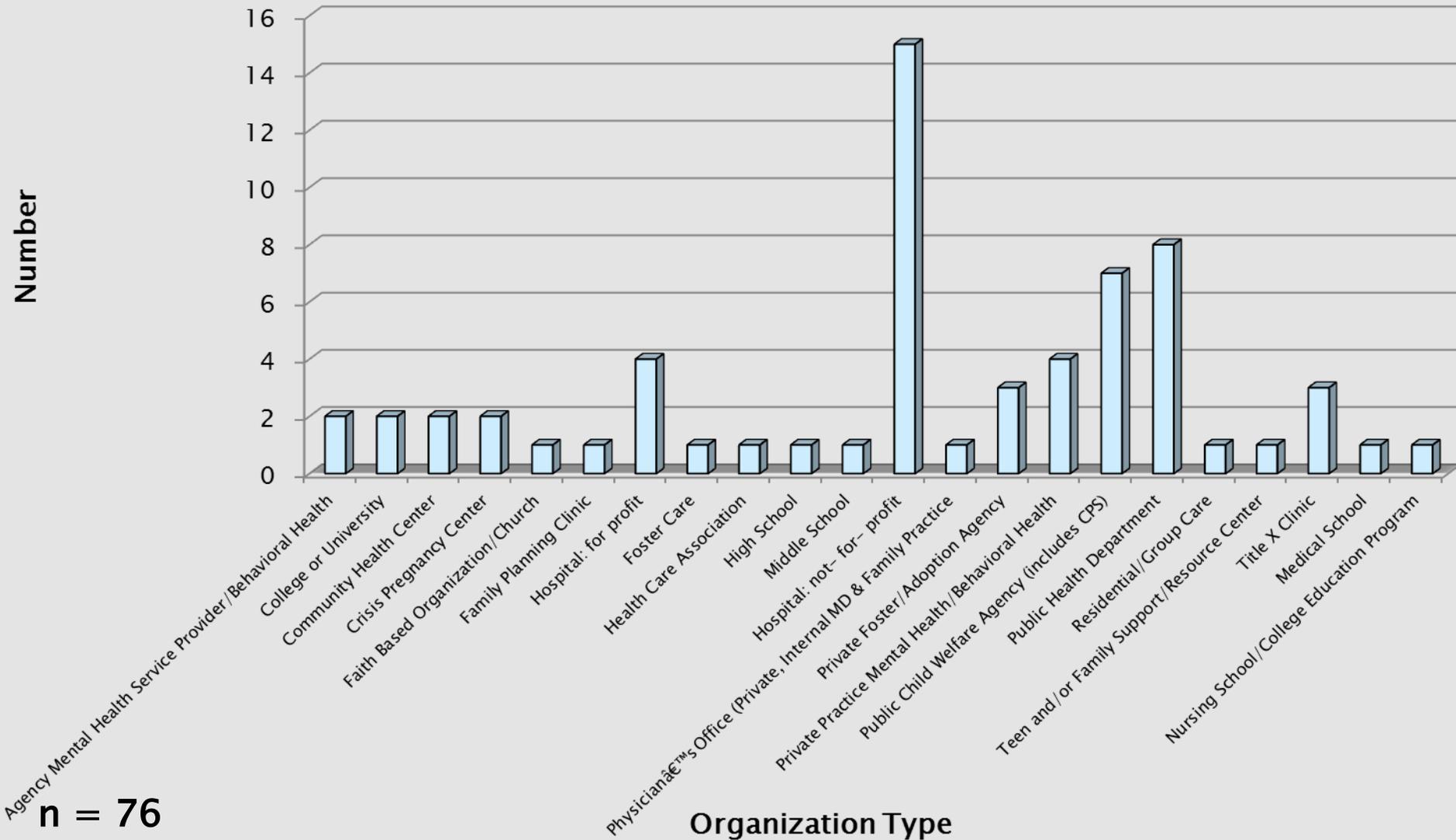


N = 65

Licensure

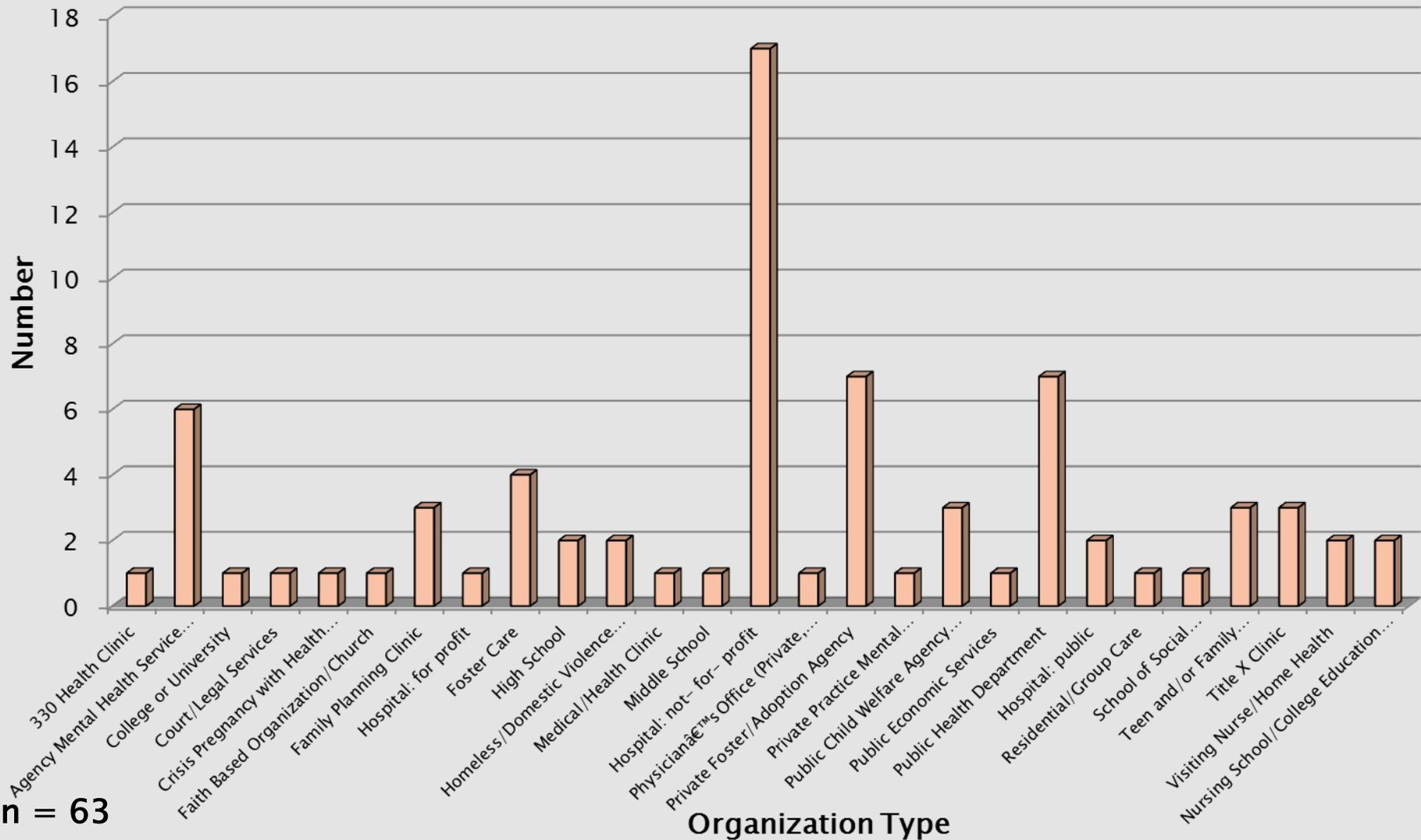
Descriptives – Users

Type of Organization



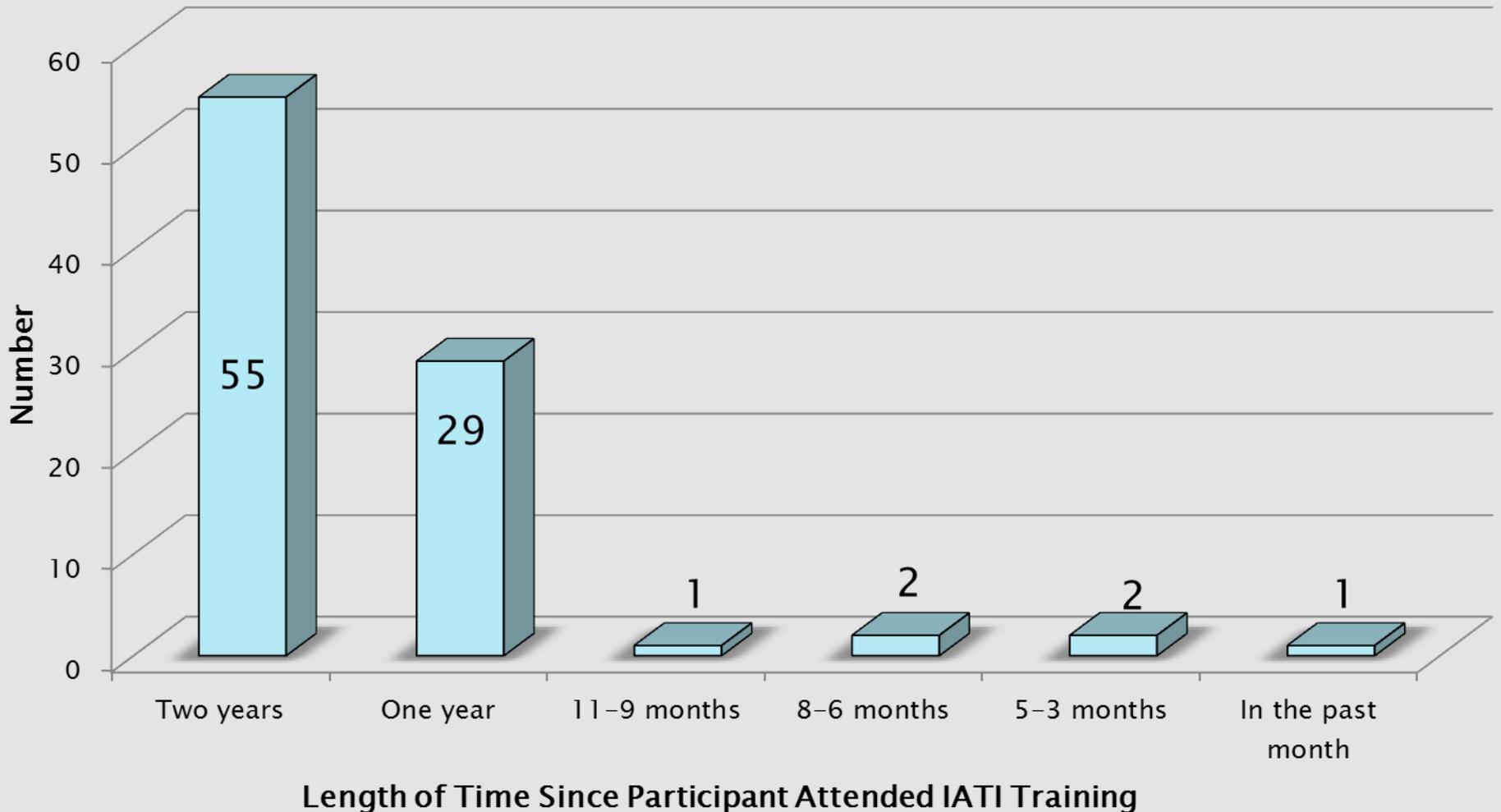
Descriptives - Non-Users

Type of Organization



Descriptives – Users

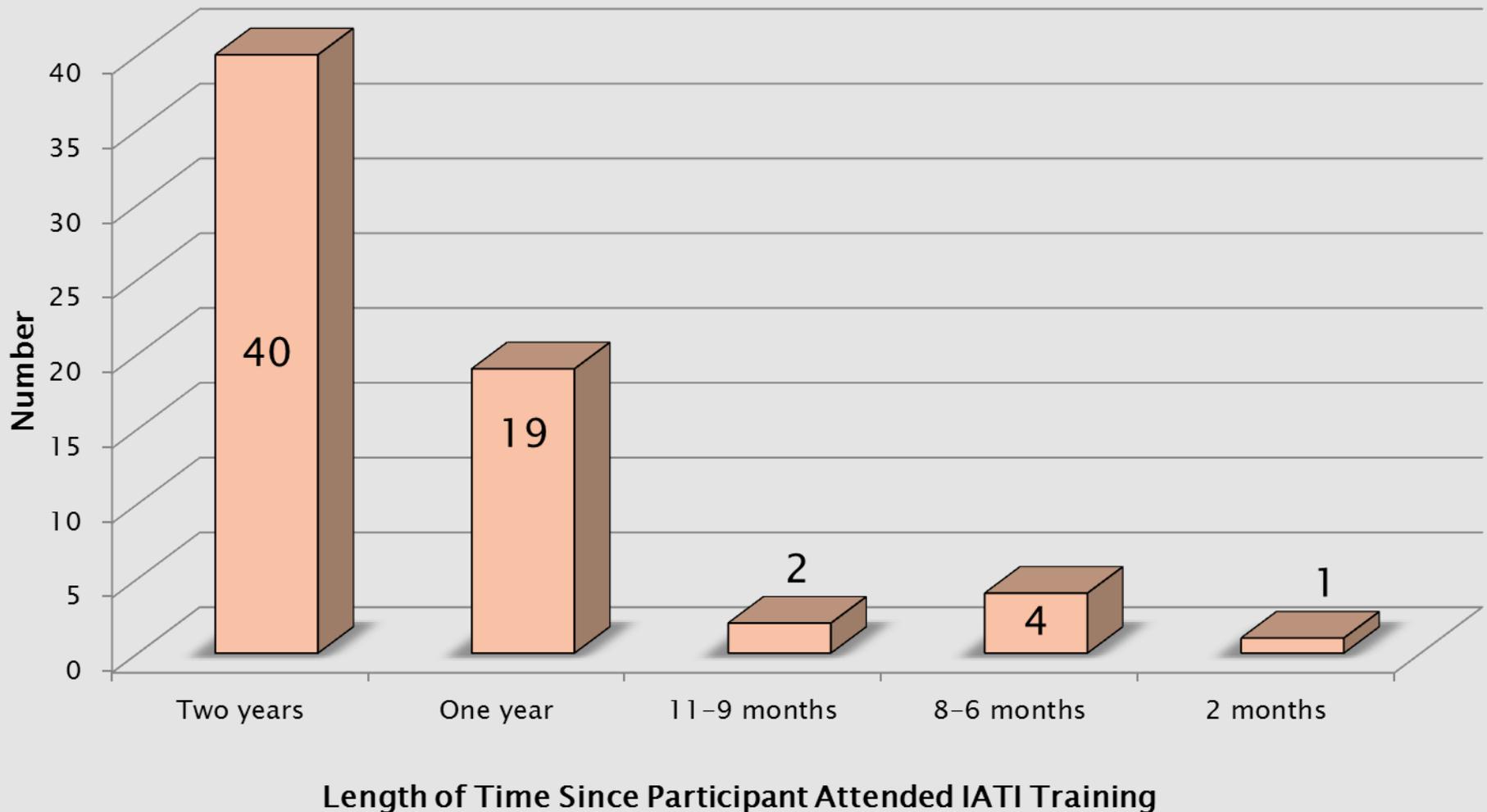
How Long Ago Participants Attended IATI Training



N = 90

Descriptives – Non-Users

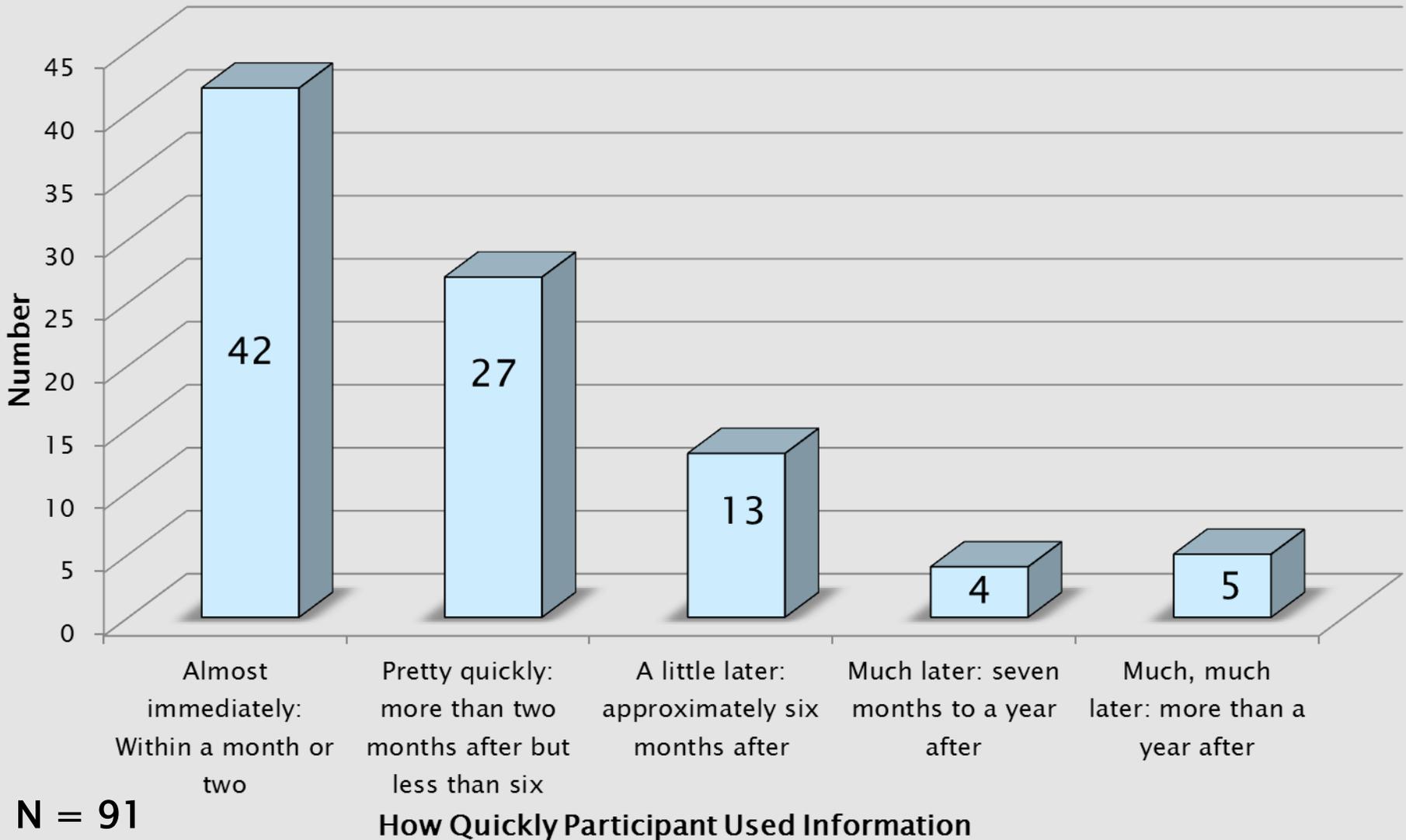
How Long Ago Participants Attended IATI Training



N = 66

Descriptives -Users

Length of Time to Use Information



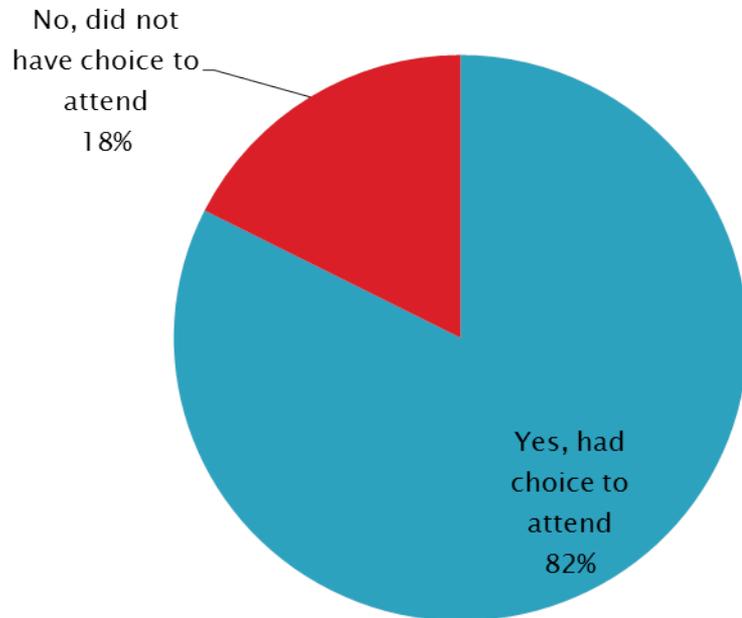
Findings

Intervention Readiness

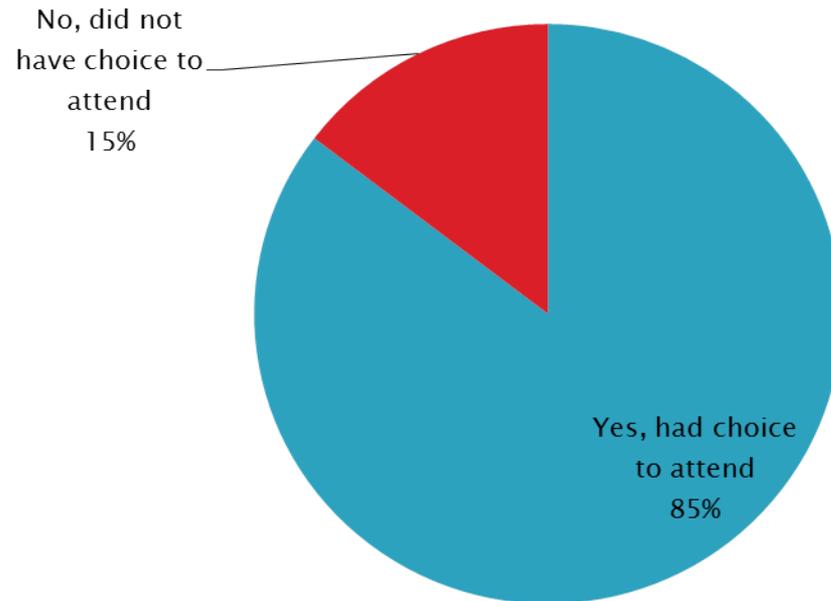
I had the choice to attend or not attend this training.

Choice of Attending Session

Used Information



Did Not Use Information



Motivation

I was interested in learning more about the option of infant adoption.

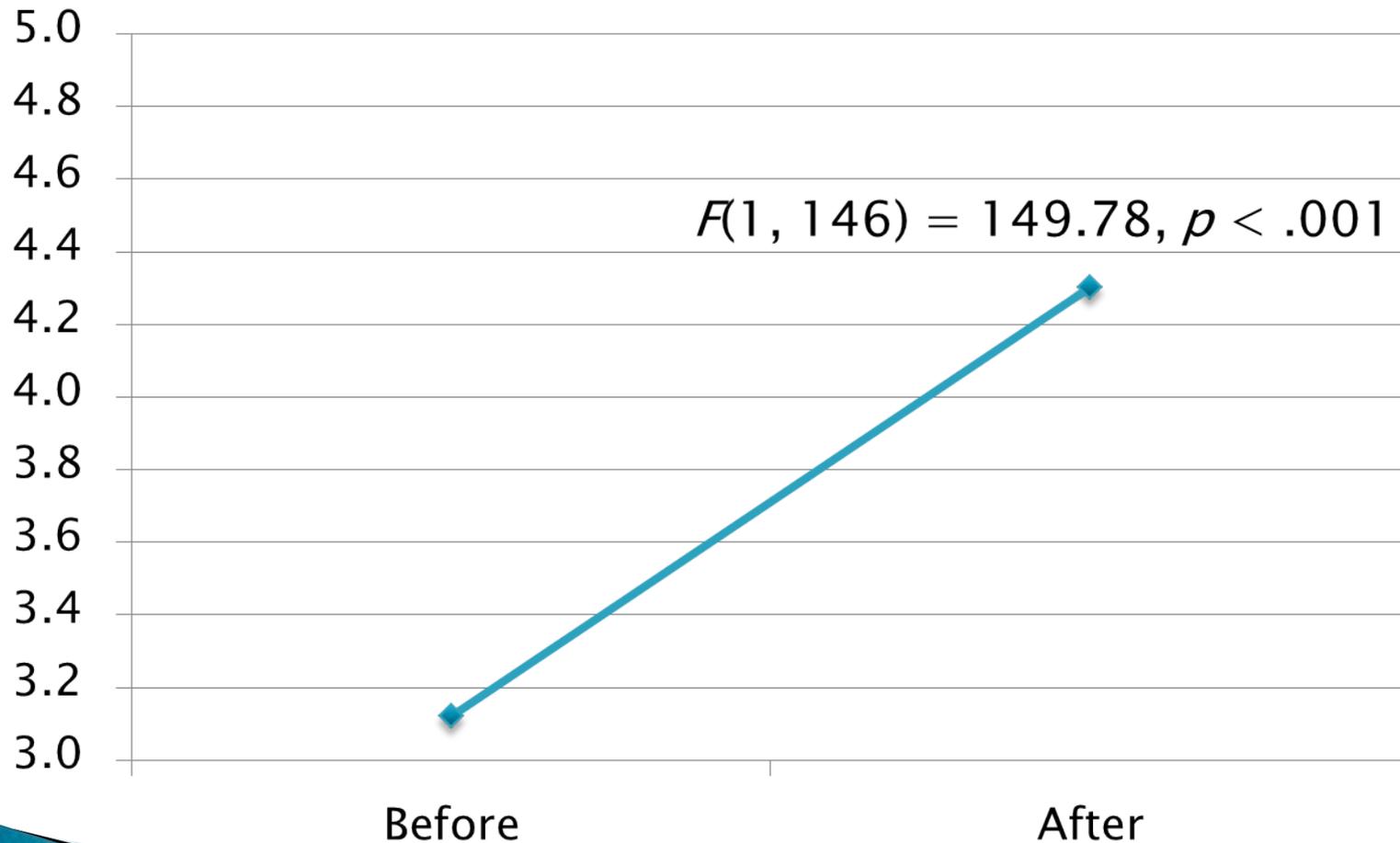
Interest in Infant Adoption

- Significantly greater when trainees work in a capacity to interact with individuals experiencing unintended pregnancies
- $F(1, 146) = 8.48, p = .004$

Self-Efficacy

*I believed that I could
present the adoption
option very well.*

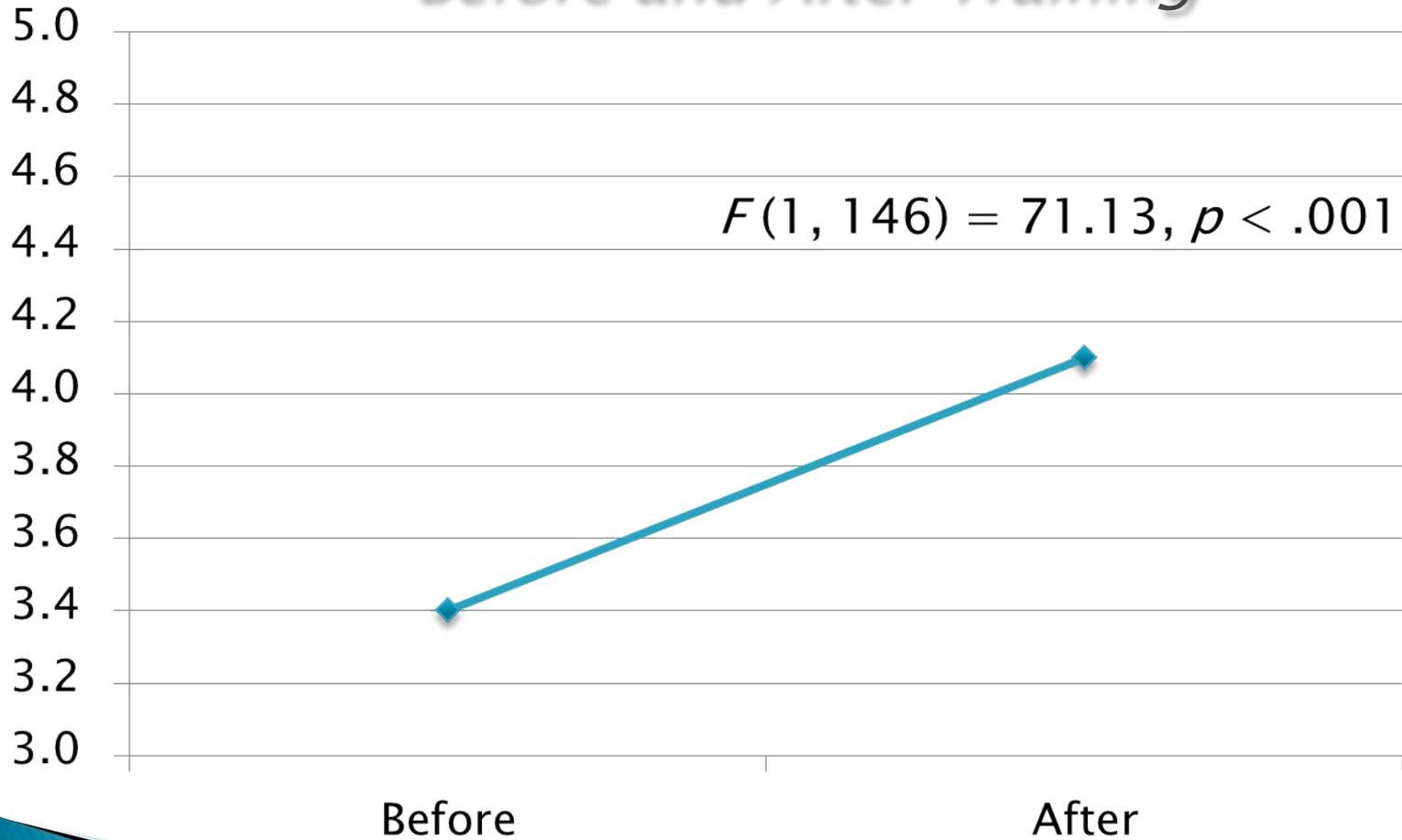
Belief in Ability to Present Topic of Infant Adoption



Reaction

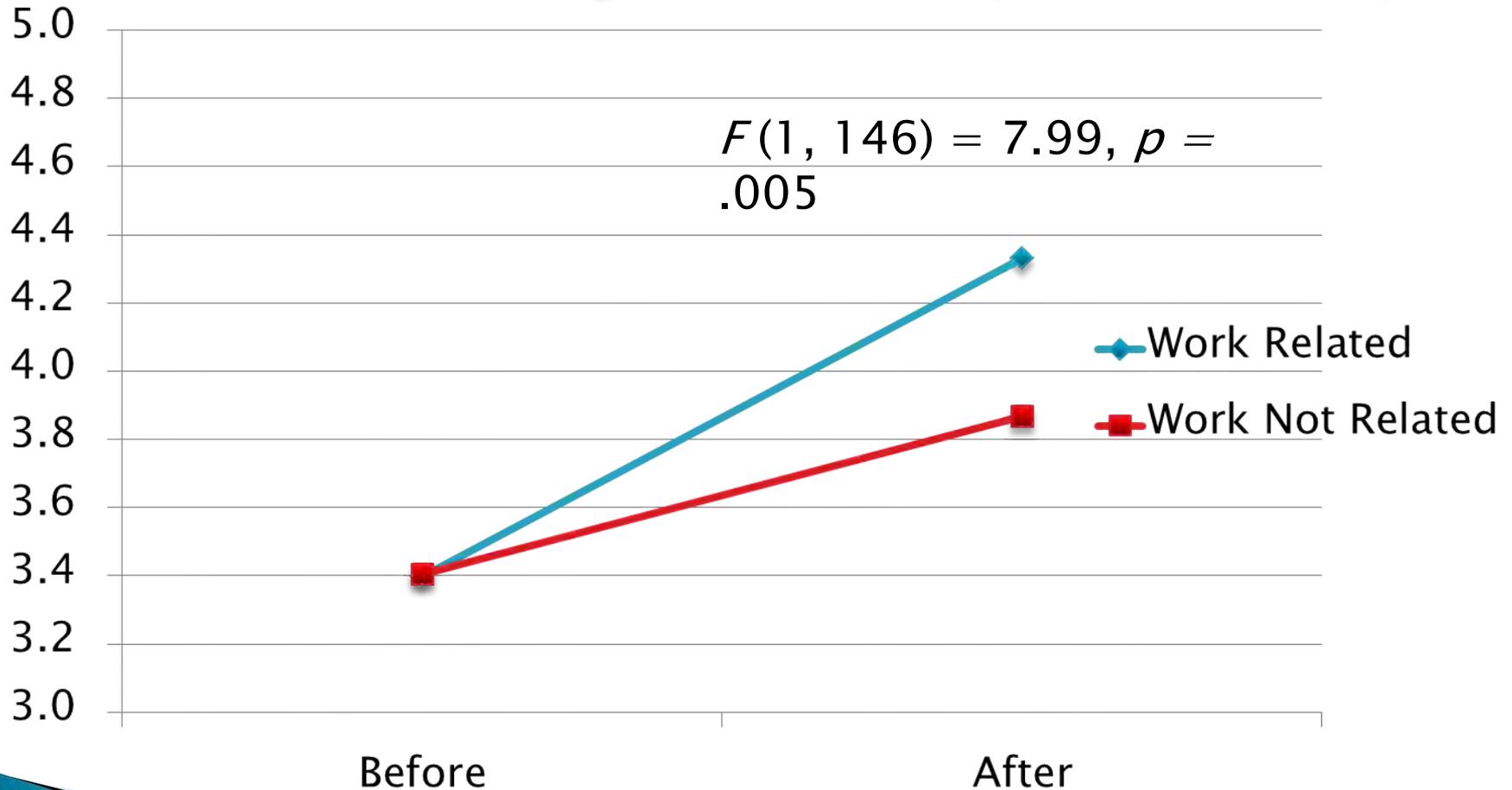
I THOUGHT about how I could incorporate the topic of infant adoption into my on the job performance.

Thought about topic and on-the-job performance Before and After Training

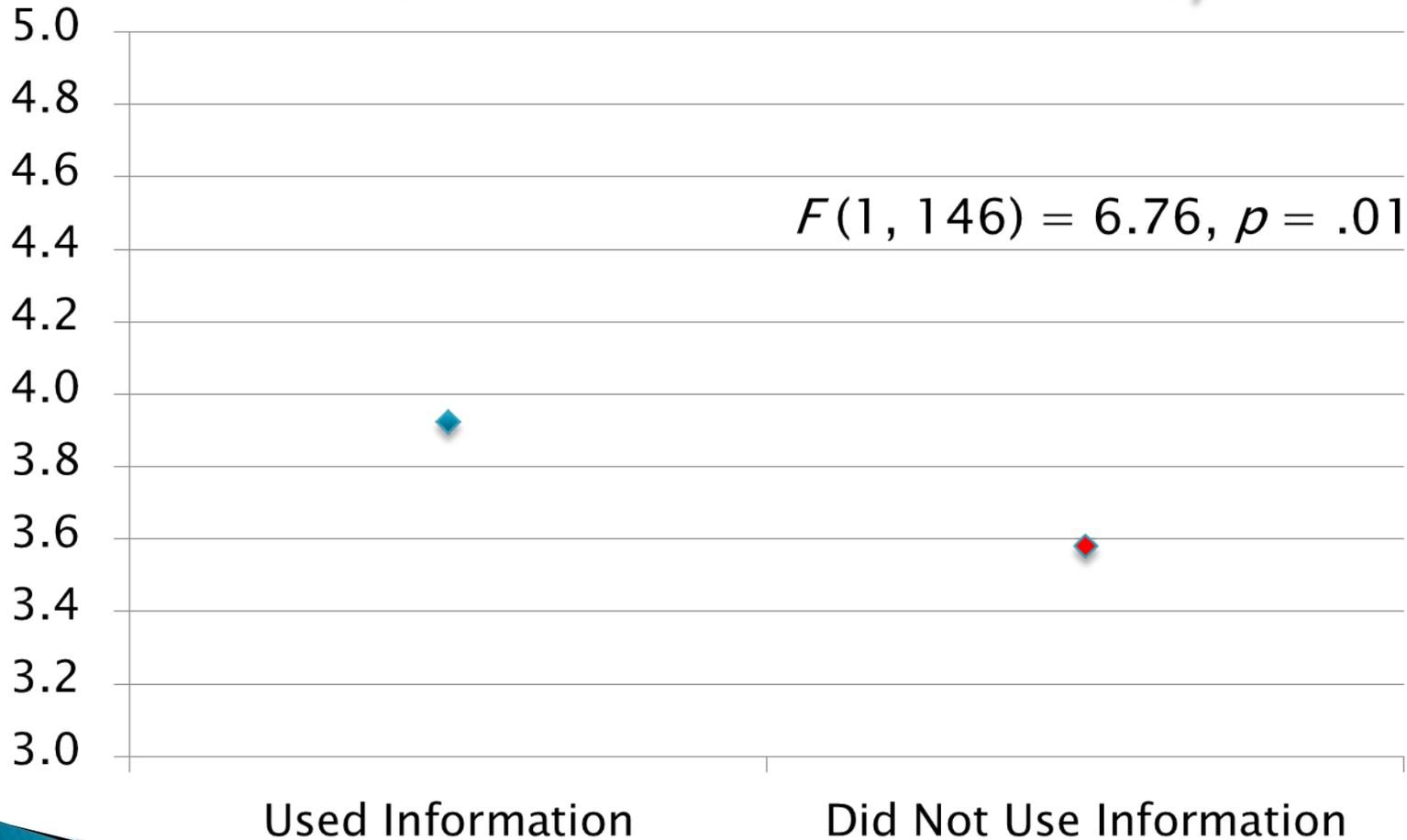


Thought about topic and on-the-job performance

Before & After Training BY Relationship of Work to Topic



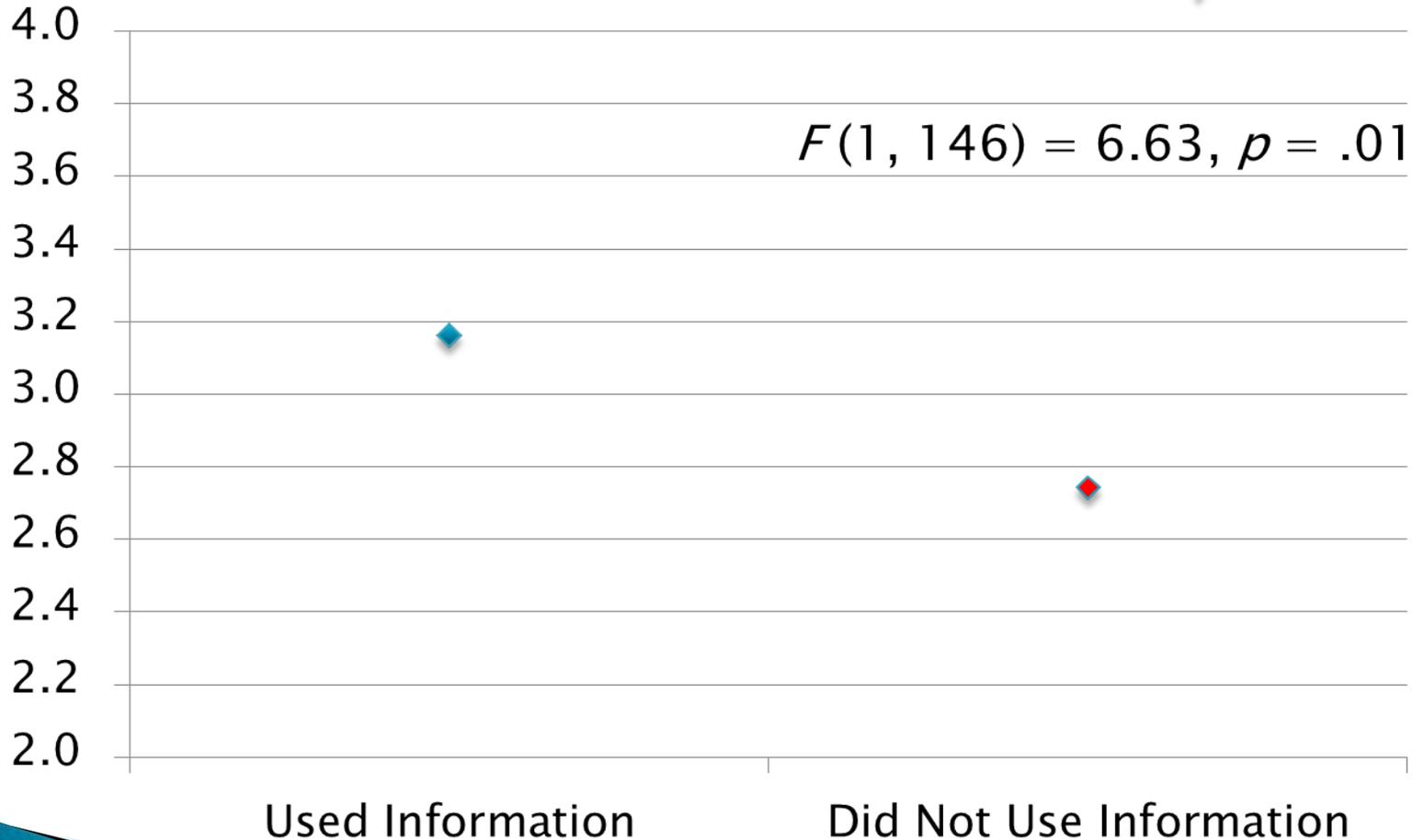
Thought about topic and on-the-job performance Status at 6-Month Follow-Up



Personality Characteristics

*I SET GOALS to incorporate
the topic of infant adoption
into my on the job
performance.*

SET GOALS to incorporate topic into on-the-job performance Status at 6-Month Follow-Up

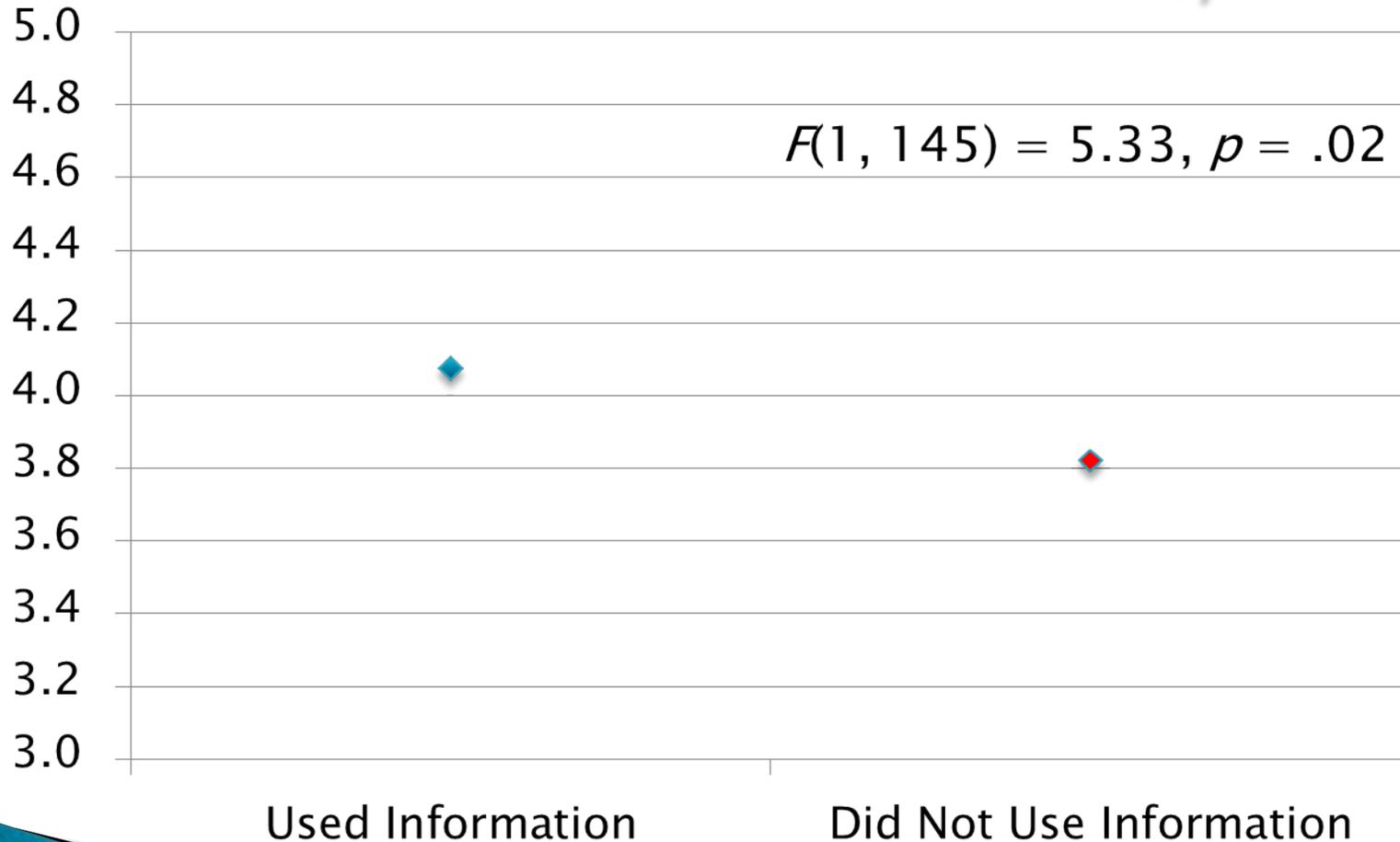


Expected Utility/Return On Investment

The information/skills I gained at the training were meaningful to my personal and/or professional performance and goals.

The training was meaningful personally and/or professionally

Status at 6-Month Follow-Up

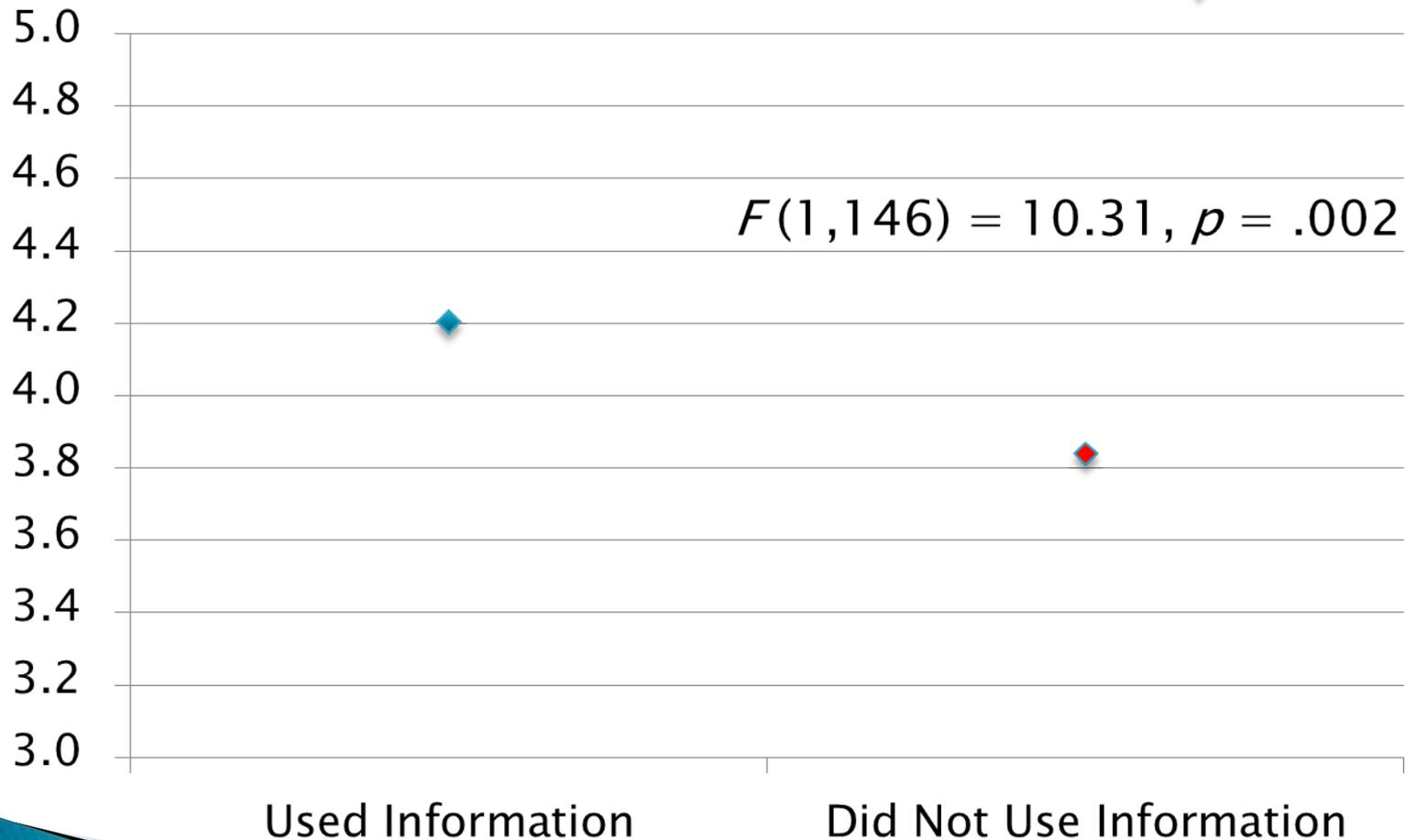


Expected Utility/Return On Investment

*I felt the information could be
used in my job responsibilities.*

The information could be used in my job responsibilities

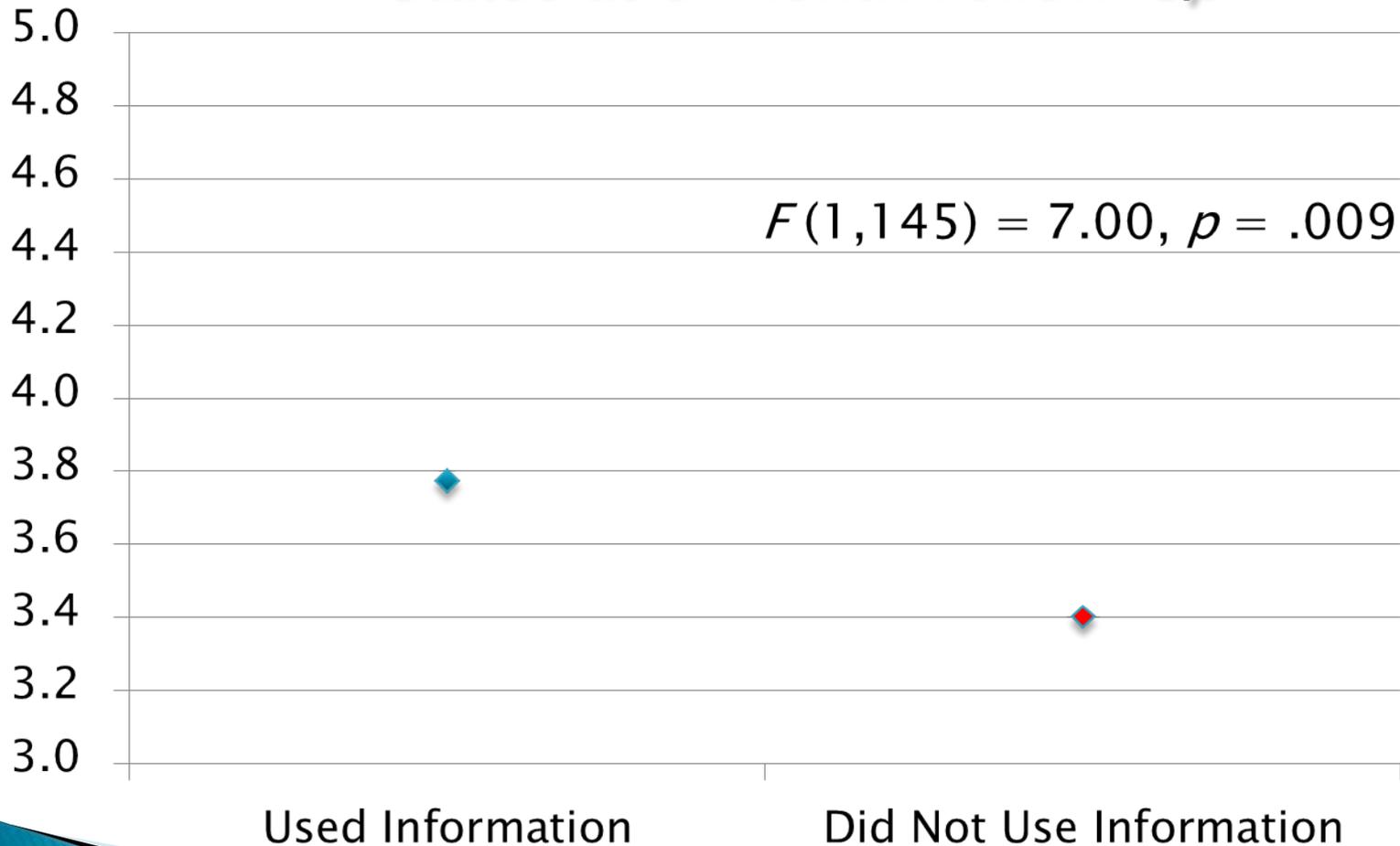
Status at 6-Month Follow-Up



Motivation to Transfer

*I believed that if I used
the information I learned
my job performance
would improve.*

*I believed using the information
would improve my job performance*
Status at 6-Month Follow-Up

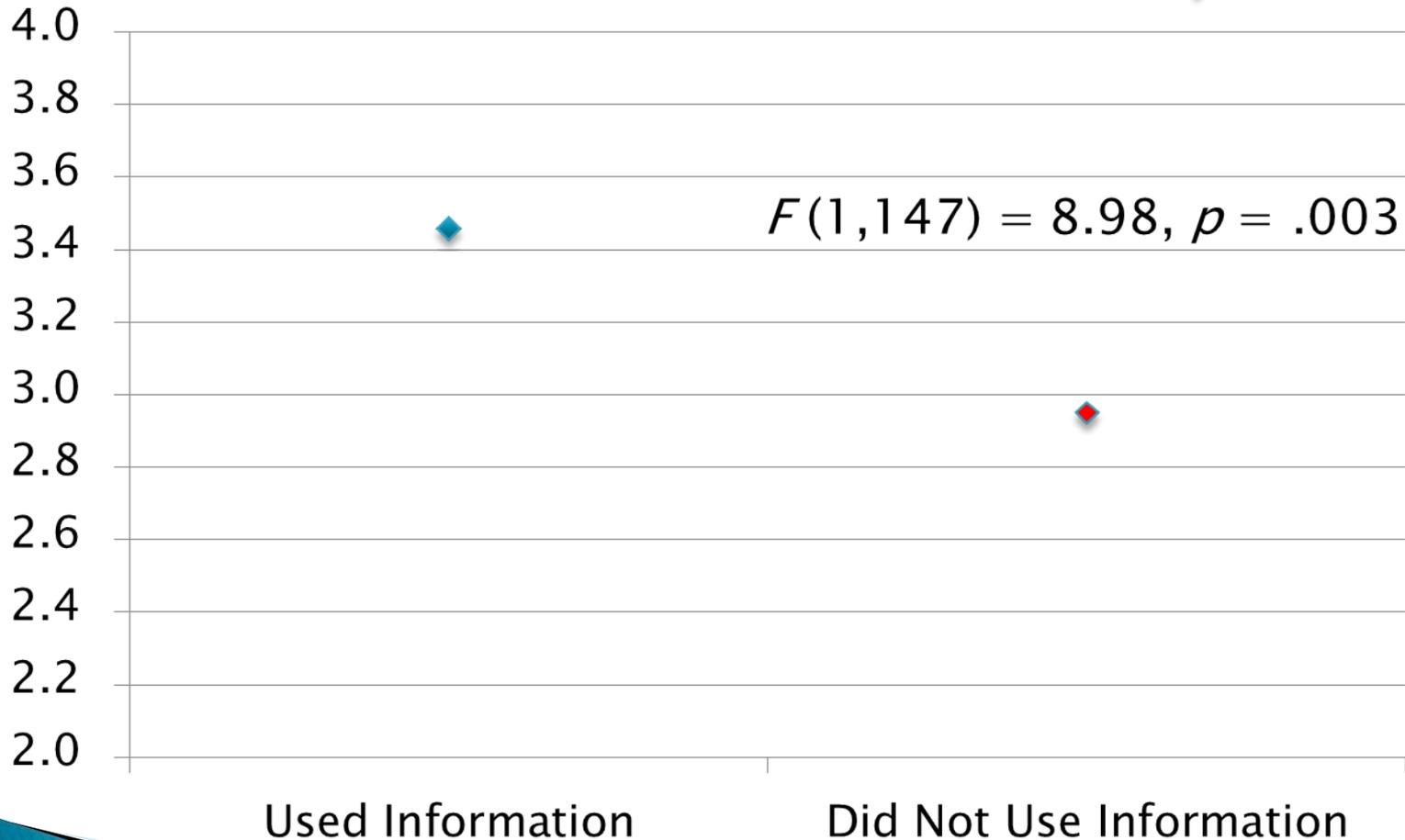


Ability

*Present GENERAL
information related to a
patient /client's
pregnancy.*

Ability to present GENERAL information related to pregnancy

Status at 6-Month Follow-Up

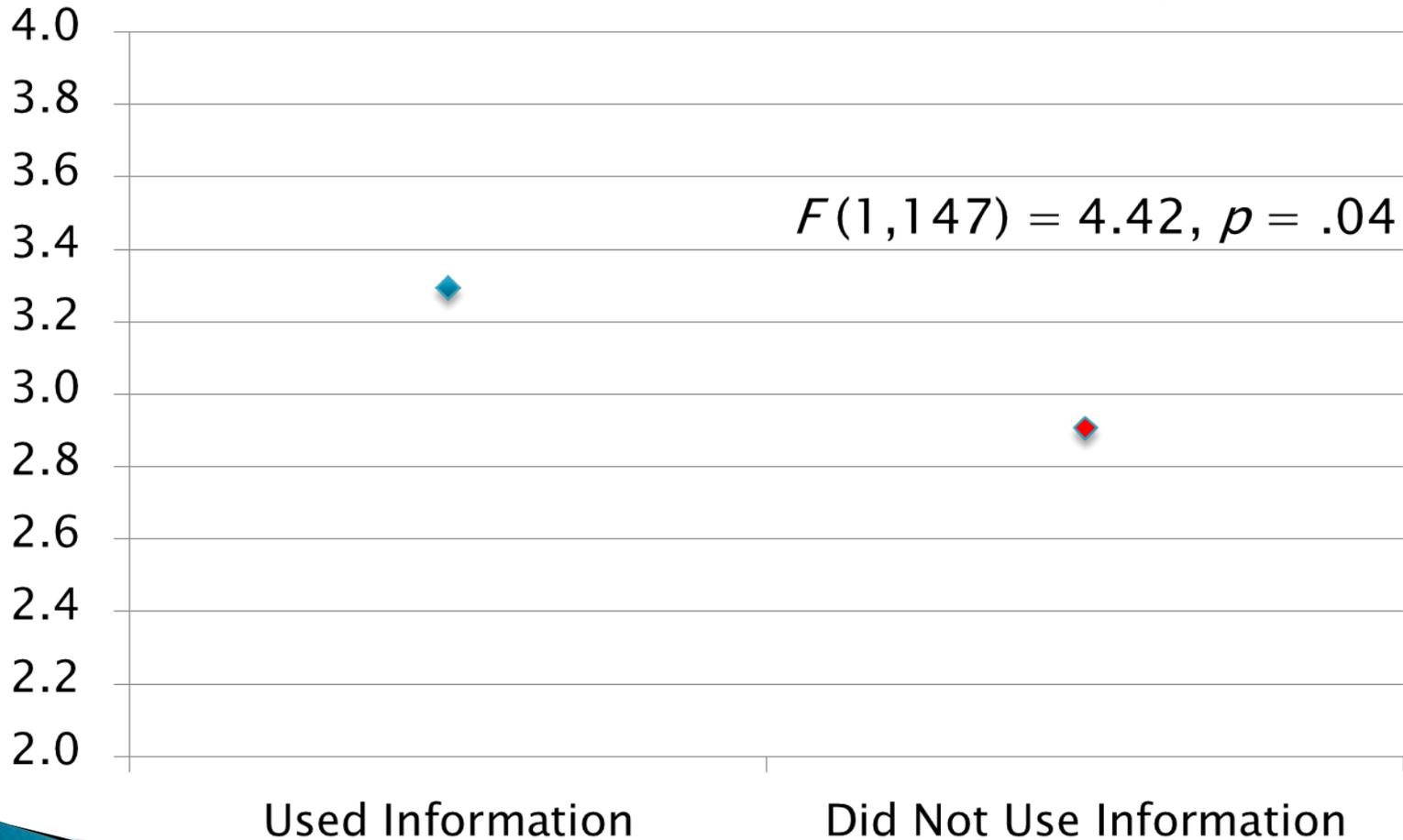


Ability

*Present the adoption option
if requested by
patients/clients experiencing
an unintended pregnancy.*

Ability to present the adoption option if requested by patients/clients

Status at 6-Month Follow-Up

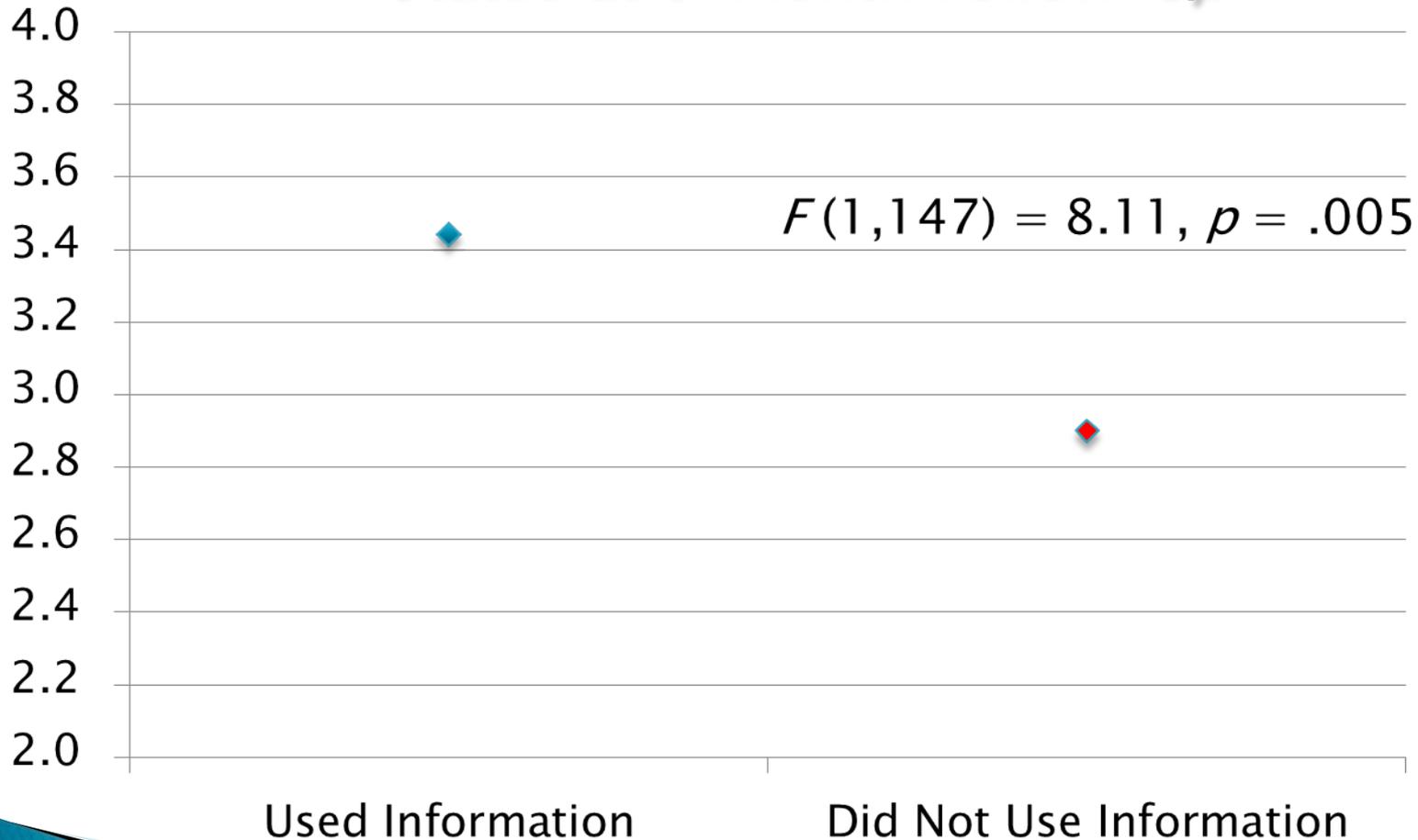


Ability

Provide REFERRALS for services related to infant adoption.

Ability to provide REFERRALS for services related to infant adoption

Status at 6-Month Follow-Up

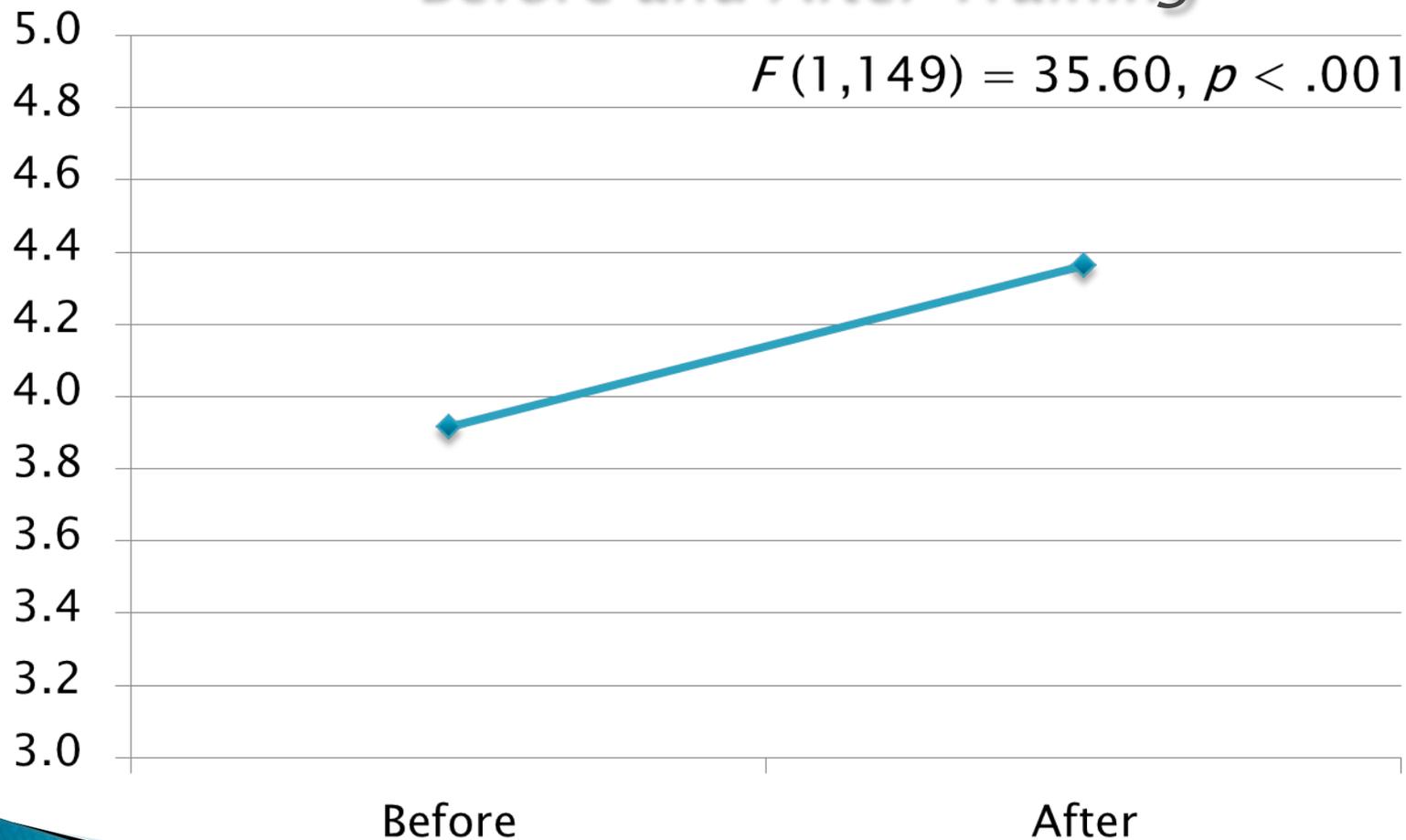


Organizational

*My agency presented
infant adoption as an
option for unintended
pregnancies.*

My agency presented infant adoption as an option for unintended pregnancies

Before and After Training

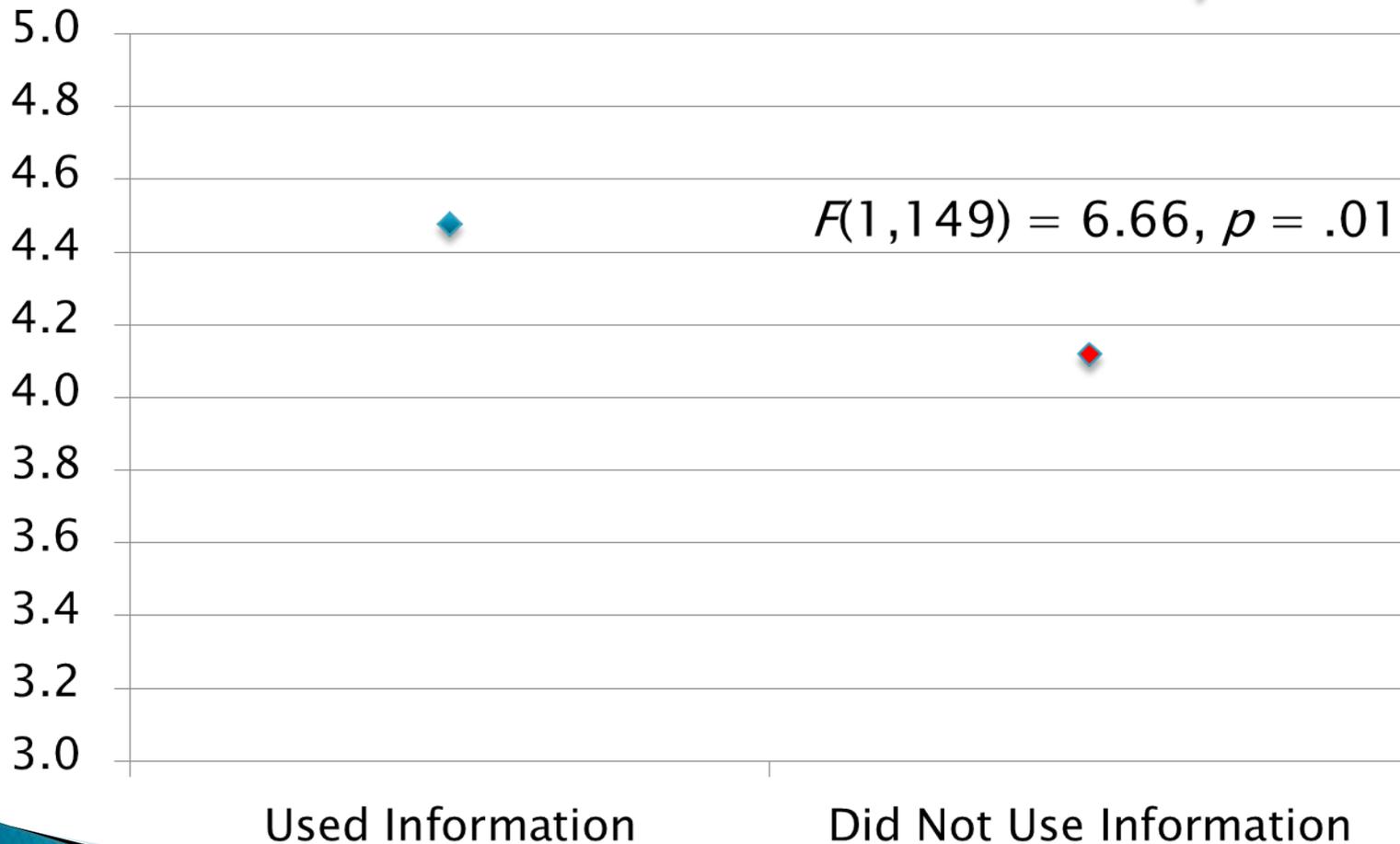


Transfer Climate

My agency was supportive of me using the information I learned regarding the infant adoption option.

Agency was supportive of trainees using the information learned

Status at 6-Month Follow-Up

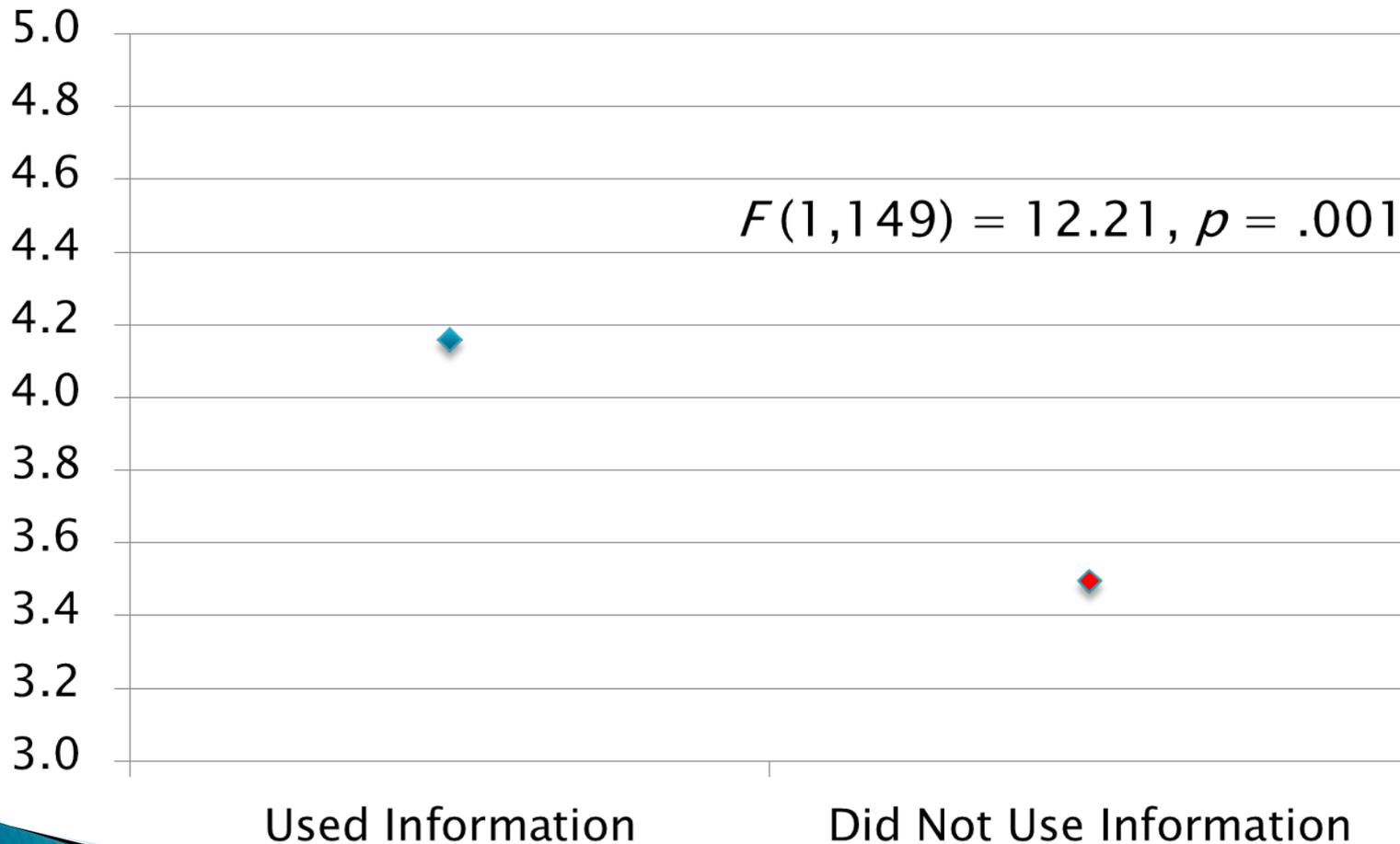


Transfer Climate

*Agency provided me with
RESOURCES so that I could
use the information I learned
from the training.*

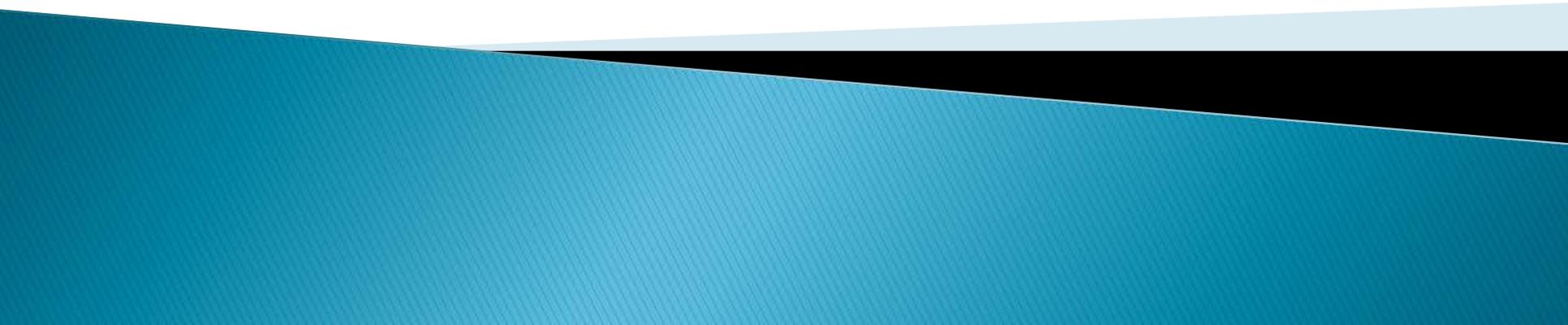
Agency provided me with RESOURCES to use the information I learned

Status at 6-Month Follow-Up



The Importance of Trainee Readiness

Implications



Questions and Answers

