

Orthodontics for your SMILE SHEETS



LET'S GET THEM STRAIGHT!

In this session, we will explore



- research-based evaluation techniques to help improve your evaluation processes
- tools and techniques to analyze the data you gather

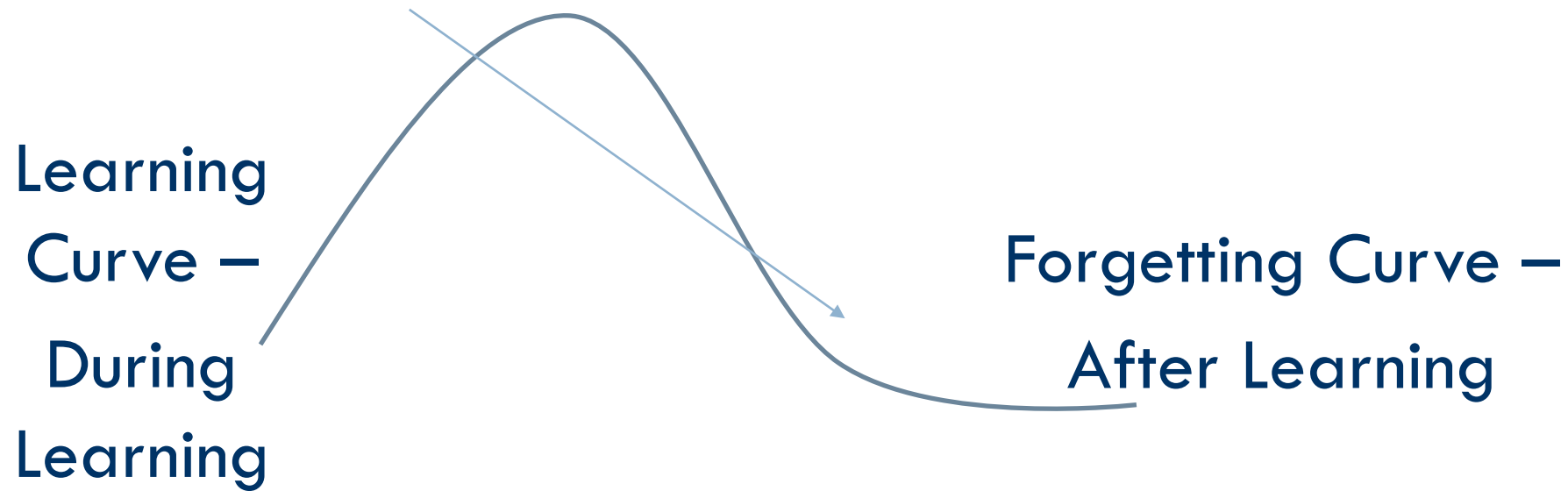
You will walk away with new knowledge of more effective questions and gain skills to improve analysis of quantitative and qualitative data collected.

The Crooked on Smile Sheets

Learners tend to give training and trainers high marks – making everyone SMILE!



Biases of the Traditional Approach to Smile Sheets



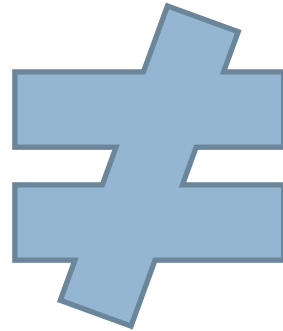
“Performance-Focused Smile Sheets” by Will Thalheimer, PhD

How effective was the training?



Best Measure of Learning: Performance

Do Smile Sheets relate to learning results?



**Prediction
of Learning
Outcomes**

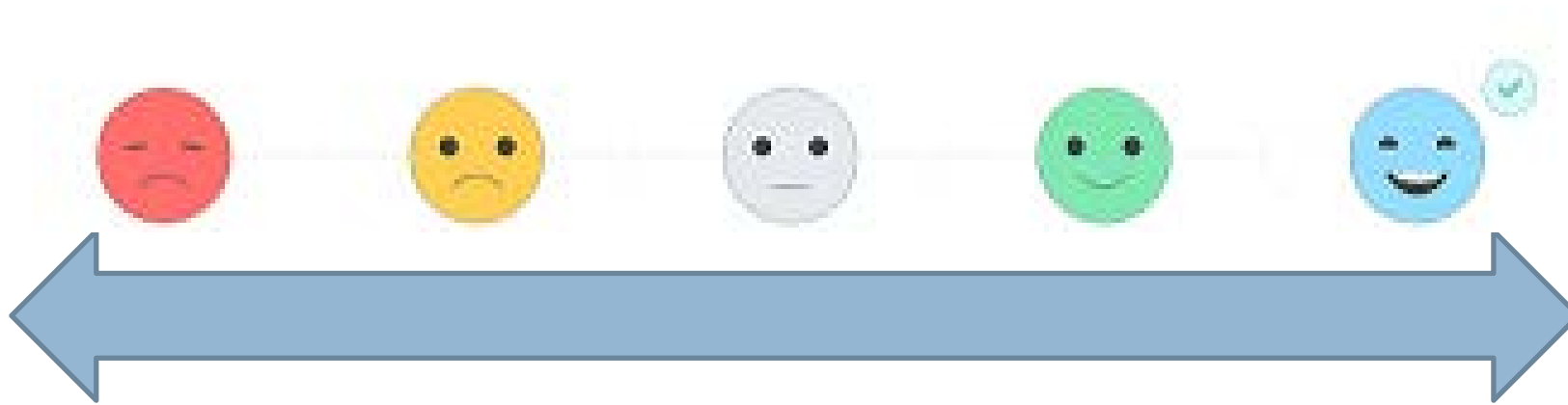
“Performance-Focused Smile Sheets” by Will Thalheimer, PhD, 2016

Smile Sheets are based on subjective input.



How Likely Are You to Like a Likert?

How many values are best?



Strongly Agree? 4?

Agree? 3?

Disagree? 2?

Strongly Disagree? 1?

Nebulous
Adjective
turned into
a number
value

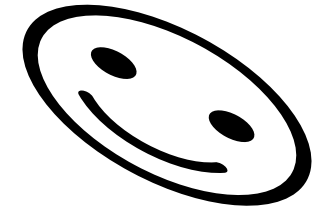


What does
it MEAN???

So, why use smile sheets?



- ✓ Tells us whether the training will be effective
- ✓ Produce actionable results that lead to training improvements



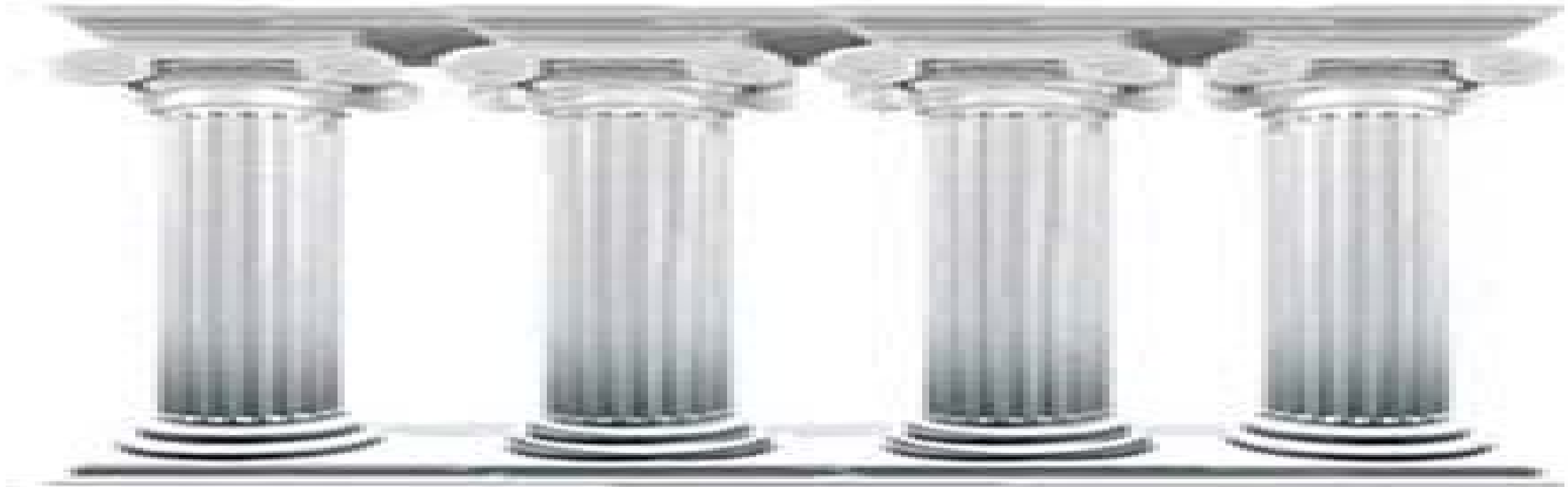
The four “pillars” of **training effectiveness** for smile sheet design

Understanding

Remembering

Motivation to
Apply What
is Learned

After-
Training
Supports



How do we get actionable results from our smile sheets?

Results aren't numbers
Remind

Understanding

Descriptive Answers

Motivation



Not too short

Not too long

Measure Standards

Persuade

Relevant questions

Delayed Smile Sheets

Time to play, “Good Question or Bad?”



Is it a good question or a bad question for performance-focused data collection?

□ Question 1

I learned new knowledge and skills from this training.

- A. Strongly Disagree
- B. Disagree
- C. Slightly Disagree
- D. Neutral
- E. Slightly Agree
- F. Agree
- G. Strongly Agree

Is it a good question or a bad question?

□ Question 1

I learned new knowledge and skills from this training.

- A. Strongly Disagree
- B. Disagree
- C. Slightly Disagree
- D. Neutral
- E. Slightly Agree
- F. Agree
- G. Strongly Agree

This question is a bad question for the following reasons:

- ❖ Uses a Likert-like scale, making it hard for learners to calibrate their answers and difficult for stakeholders to understand the meaning of the outcomes.
- ❖ The statement is conveyed as an affirmation which likely lead to biased results toward positive outcomes.

Is it a good question or a bad question?

□ Question 2

In regard to the concepts taught in the course, how motivated will you be to utilize these skills in your work?

- a. I will NOT MAKE THIS A PRIORITY when I get back to my job.
- b. I will make this a PRIORITY – BUT A LOW PRIORITY – when I get back to my job.
- c. I will make this a MODERATE PRIORITY when I get back to my job.
- d. I will make this a HIGH PRIORITY when I get back to my job.
- e. I will make this one of my HIGHEST PRIORITIES when I get back to my job.

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This is a good question because:

- ❖ It focuses on whether learners will be motivated to apply what they have learned (one of the “pillars” of training effectiveness).
- ❖ The answer choices give learners a choice between real alternatives – specifically different levels of priority they may have in applying the learning.
- ❖ Because of the wording in the answer choices, it will be possible to highlight clear distinctions in the results of this question when reporting to stakeholders.

World's Best Smile Sheet Question

In regard to the course topics taught, HOW ABLE ARE YOU to put what you've learned into practice on the job?

- a. I'm NOT AT ALL ABLE to put the concepts into practice.
- b. I have GENERAL AWARENESS of the concepts taught, but I will need more training/practice/guidance/experience TO DO ACTUAL JOB TASKS using the concepts taught.
- c. I am ABLE TO WORK ON ACTUAL JOB TASKS, but I'LL NEED MORE HANDS-ON EXPERIENCE to be fully competent in using the concepts taught.
- d. I am ABLE TO PERFORM ACTUAL JOB TASKS at a FULLY COMPETENT LEVEL in using the concepts taught.
- e. I am ABLE TO PERFORM ACTUAL JOB TASKS at an EXPERT LEVEL in using the concepts taught.

Best question: This question is specifically aimed at training effectiveness. It asks learners for their impression of their ability to put the training concepts into practice on the job. It is written so that it is relevant at the end of training and can also be used on a delayed smile sheet given to learners 2-4 weeks after training. The question's message is that the focus of training is on-the-job performance.

Delayed Smile Sheets



- ✓ Evaluate how well they've remembered
- ✓ See practical outcomes
- ✓ Rethink the value of training
- ✓ Report their actual successes and failures
- ✓ Report on specific obstacles faced



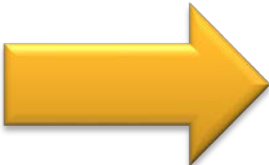
Are you using what you learned?



What enabled you to apply what you learned?

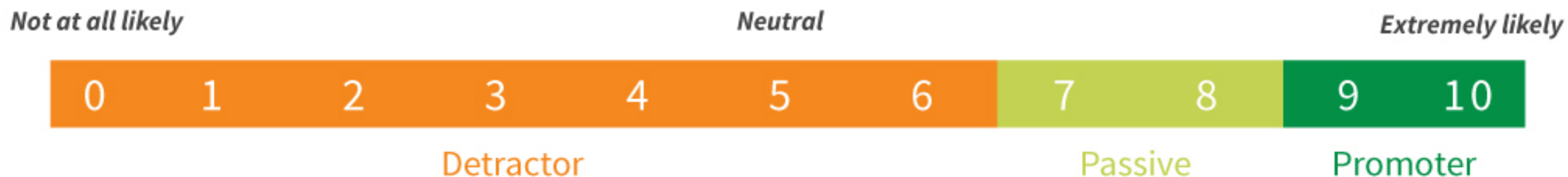


What is holding you back?



Feedback to:
+Management
+Learners
+Learning Professionals

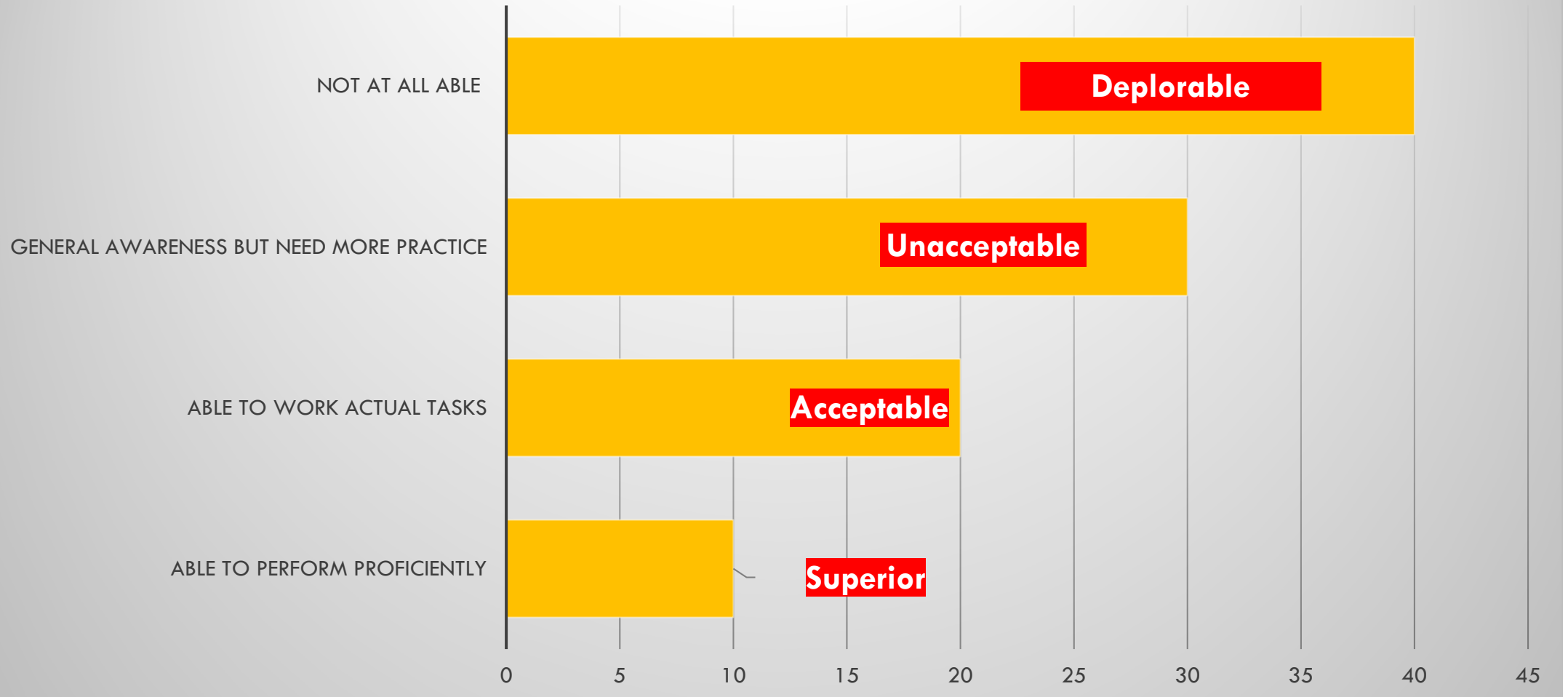
Sharing Smile Sheet Results; What can we learn from NPS?



$$\% \text{ PROMOTERS} - \% \text{ DETRACTORS} = \text{NPS (NET PROMOTER SCORE)}$$

Net Promoter Score®[®], or NPS®[®], measures customer experience and predicts business growth. The calculation of a Net Promoter Score begins with collecting the answer to a question about referrals using a 10 point scale and ends with one value based on % positive minus % negative responses.

In regard to the course topics taught, HOW ABLE ARE YOU to put what you've learned into practice on the job?



Percentage of respondents

TEN KEYS TO REPORTING DATA



Share the data



First examine each question separately



Consider using “World’s Best” and four pillars in summary



Share the four pillar model



Use good visual design



Set goals for acceptability indices



Share the standards



Integrate concept of acceptability into visuals



Compare current results to previous results



Include Anecdotal, consider sentiment analysis

Are we starting A REVOLUTION??



What about the smile sheets I use now?



Do we toss all we have done out? What can we take from this? What is realistic? Do we use all or part of this approach?