COMPANION PDF

Building a Culture of Evaluation

The New Kirkpatrick Model for Performance and Innovation

Vanessa Milara Alzate

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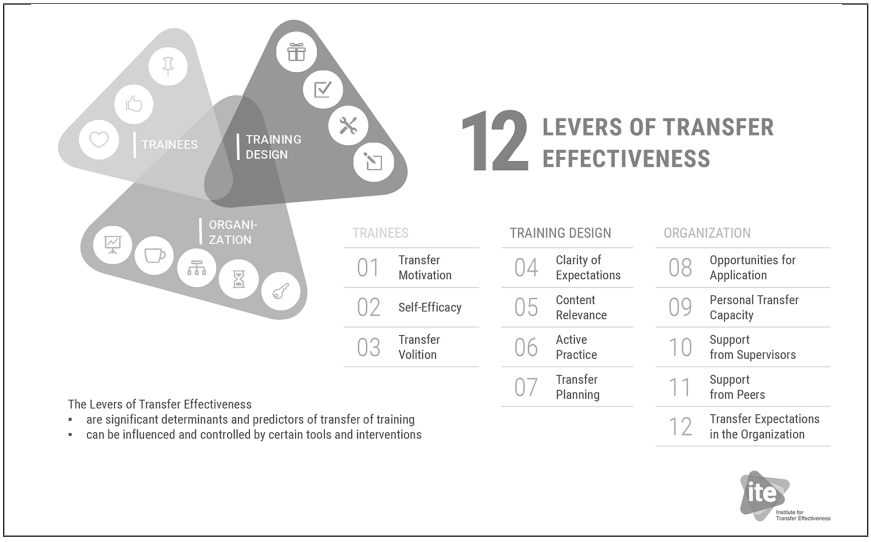
Figure 1. A Culture of Evaluation



Figure 2. The Kirkpatrick Four Levels®



Figure 3. The 12 Levers of Transfer Effectiveness



Source: Weinbauer-Heidel (2018).

Figure 4. What Makes Training Really Work

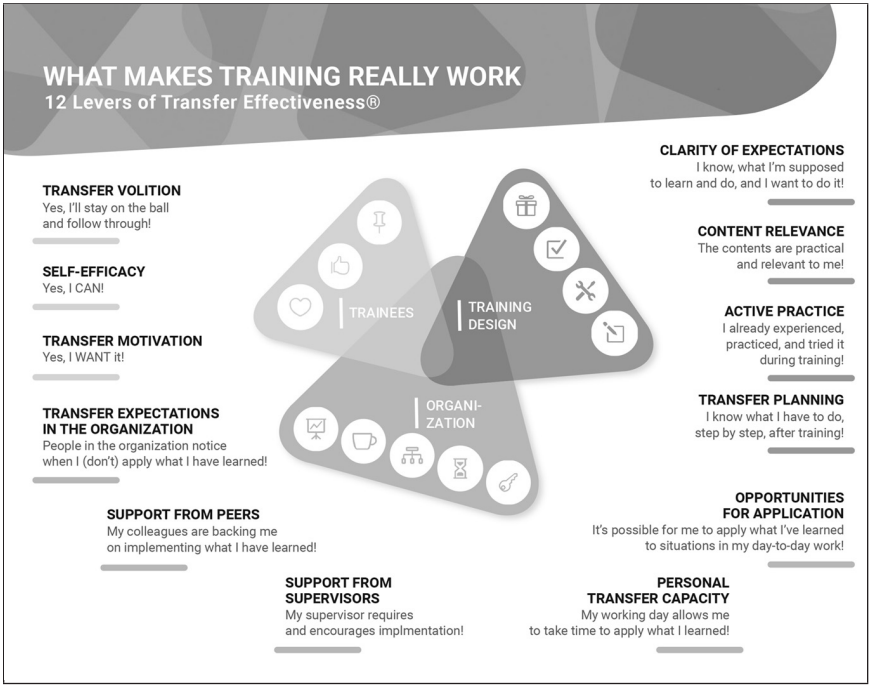


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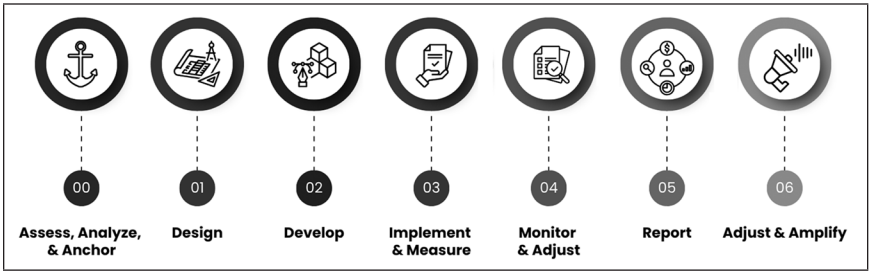
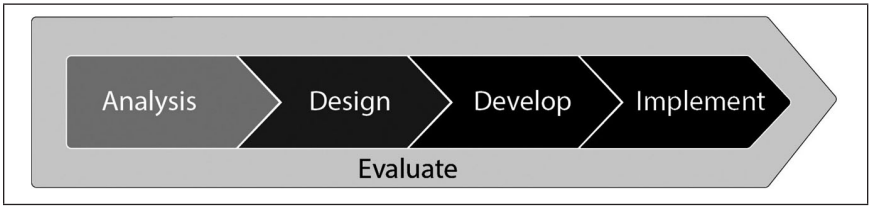


Figure 6. Design With the End in Mind



Tables

Table 1. Indicators Examples

Indicator Category	Leading Indicators (Internal)	Lagging Indicators (Internal)
Quality	• Percentage of processes passing internal audits • Number of defects caught in QA checks • Employee adherence to SOP • Frequency of peer reviews on work quality • Early customer feedback on product or service quality	• Defect rate at delivery (percentage of defective units) • Percentage of projects meeting quality standards • Audit pass rate • Customer-reported defect rates
Volume or production	• Units produced per hour per day • On-time delivery rate of production stages • Percentage of work orders started on time • Early shipment or delivery rates to customers	• Total units produced per quarter • Percent increase in production capacity • Order fulfillment rates • Percentage of market demand met on time
Compliance	• Audit preparation checklist completion rate • Pre-audit feedback from regulatory bodies	• Regulatory audit success rate • Percent reduction in compliance violations • Time to close compliance issues • Regulatory fines or penalties (absence indicates success)
Safety	• Near-miss reports filed • Vendor compliance with safety standards	• Lost-time injury rate • Total recordable incident rate • Workers' comp claims filed • Industry safety rating changes
Cost	• Forecast variance percentage • Percentage of cost savings increased • Supplier price trend monitoring	• Actual vs. budgeted cost savings realized • ROI of cost-reduction initiatives • Total operational costs • Customer cost savings passed on (e.g., discounts)
Efficiency	• Machine and equipment uptime rate • Average time to complete a task • Process bottleneck identification rate • Average customer onboarding time	• Cycle time reduction percentage • Process throughput increase • Overtime hours reduction • Customer wait times reduced

Table 1. (Cont.)

Indicator Category	Leading Indicators (Internal)	Lagging Indicators (Internal)
Employee satisfaction	• Pulse survey scores on job satisfaction • Percent of voluntary participation in engagement programs • Voluntary feedback submissions • Candidate acceptance rate for open positions	• Annual employee engagement survey results • Retention rates • Voluntary turnover rates • Employer brand rankings in the industry
Customer response	• Number of early inquiries or product trial sign-ups • Social media sentiment (positive mentions) • Percentage of customers responding to outreach campaigns • Early NPS after product or service launch	• Repeat purchase rate • Percent increase in customer referrals • Customer churn rate • Overall NPS score
Market or industry response	• Early mentions in trade publications • Number of inbound partnership or press inquiries • Social buzz metrics • Analyst or industry commentary prerelease	• Market share gain • Industry awards received • Ranking in industry benchmarks • Third-party ratings (e.g., Gartner or JD Power)
Customer satisfaction	• Post-service quick polls • Percentage of repeat customer transactions within 30 days • Ticket closure satisfaction rate • Early review ratings (e.g., 4+ stars within first month)	• Average CSAT score over 6–12 months • Long-term NPS trends • Customer loyalty index • Customer retention rate

Table 2. How to Write Clear Critical Behaviors

Poorly Written Critical Behavior	Well-Written Critical Behavior
Communicates with the team	Proactively shares relevant information with team members and implements active listening strategies to elicit team input and ensure alignment on tasks and goals
A high-performing leader	Provides clear direction, sets expectations, and supports team members with performance guidance and feedback to help them achieve goals
Meets deadlines	Consistently delivers work on or before deadlines by managing time effectively, prioritizing tasks, and addressing obstacles proactively
Handles conflict well	Resolves conflict using the five-step conflict resolution method

Table 3. Metrics and Methods for Level 2: Learning

	Components of Learning				
Methods of Evaluation	**Knowledge**	**Skills**	**Attitude**	**Confidence**	**Commitment**
Knowledge test or check	X				
Discussion	X	X	X	X	X
Role play	X	X	X	X	X
Presentation or teach back	X	X		X	
Action planning	X		X	X	X
Demonstration or performance test	X	X		X	
Survey			X	X	X
Interview	X		X	X	X
Focus group	X		X	X	X

Table 4. Self-Check for Transfer Expectations

No.	Signal	Yes	No
Signal Set 1	**Evaluation and Metrics**		
1	We evaluate using traditional feedback forms (smile sheets) and ask questions about the training (e.g., "How satisfied were you with the trainer?") but not about implementation (e.g., "How well are you able to apply what you have learned in your everyday work?").		
2	Our KPIs focus on the number of training sessions held or participant satisfaction, rather than transfer rates or implemented transfer projects.		
Signal Set 2	**Transfer Design**		
3	Our certificates are awarded at the end of training, regardless of whether anything has actually been implemented.		
4	Our participants see training attendance as mandatory, whereas follow-up activities or other transfer-supporting formats are considered less important.		
5	After our training sessions, there is usually no systematic contact between trainers, participants, or stakeholders to discuss transfer progress.		
6	We primarily invest in training design and delivery, while the budget for supporting transfer measures is often limited.		
7	Our participants' managers invest little to no time in supporting their employees' transfer.		
8	Our training descriptions mainly contain general learning objectives (e.g., "Participants improve their sales competence"), which are not directly measurable.		
9	At the end of our training sessions, there is little to no systematic transfer planning (e.g., a step-by-step implementation plan).		
Signal Set 3	**Transfer Competence**		
10	When we purchase external training programs, we assess trainers' transfer skills and systematically require transfer concepts.		
11	Our trainers and training designers are up to date on transfer, transfer success factors, and transfer-promoting measures.		
12	We use a scientifically based and systematic transfer model to design our training programs.		
13	We systematically use standardized transfer tools across the entire organization for all our training programs.		

Table 5. Adapted Kirkpatrick Levels for Nonhuman Systems

Kirkpatrick Level	Traditional Use	Adapted Use for Nonhuman Systems
Level 1: Reaction	Participant satisfaction	Ecosystem, structural, or market system response
Level 2: Learning	Skill or knowledge gain	System adaptation and performance improvement
Level 3: Behavior	Application for the job	Functional infrastructure, ecological, or market changes
Level 4: Results	Organizational impact	Long-term infrastructural, ecological, or systemic gains

Table 6. Example Introductory Coaching Log

Coachee Goals (What do they want to change?)	**Timeframe Estimation** (By when?)	**Current State** (Where they are now?)	**Goal Metric** (What success would look like very specifically)	**Method of Evaluation** (Tool or technique used to observe or capture the metric)
Goal 1				
Goal 2				
Goal 3				

Table 7. Example Ongoing Coaching Log

Signs of Progress Toward . . .	**Starting Point**	**Updates As of Coaching Meeting 1**	**Updates As of Coaching Meeting 2**	**Updates As of Coaching Meeting 3**
Goal 1				
Leading indicator 1				
Leading indicator 2				
Leading indicator 3				
Goal 2				
Leading indicator 1				
Leading indicator 2				
Leading indicator 3				
Goal 3				
Leading indicator 1				
Leading indicator 2				
Leading indicator 3				

Table 8. Example Level 3 Action Plan Tracker

Action Items (Specific critical behaviors)	**Timing** (Start, frequency, duration)	**Accountability** (How will we monitor progress on this behavior?)	**Support** (What would reinforce, encourage, and reward this behavior?)
Action Item 1			
Action Item 2			
Action Item 3			

Table 9. Example Coaching Log or Coachee Reflection Journal Entry Template

Session Date	What I Learned	What I Practiced	How My Attitude Shifted	How My Confidence Changed	How My Commitment Changed

Table 10. Example Level 2 Survey Questions

Questions	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
What I learned in coaching will help me achieve my goals.				
I reflected on what I learned during my coaching session.				
What I practiced in coaching will help me achieve my goals.				
My coaching session helped me identify what I need to practice between sessions.				
My coaching session helped me believe it is worthwhile to change my behavior.				
I had a mindset shift during my coaching session that will help me achieve my goals.				
My coaching session helped me build confidence.				
My coaching session helped me be more committed to change.				

Table 11. Example Level 1 Survey Questions

Questions	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
I was engaged in the coaching process.				
My coach is supportive of me and my goals.				
I trust my coach to help me achieve my goals.				
What I work on in coaching is relevant to my life or work.				
I find coaching to be supportive of my goals.				
I have a strong "working alliance" with my coach.				
Coaching has made my life or work better.				

Table 12. Linguistic Signifiers of Culture: What Language Reveals

Toxic Culture Signifiers	Healthy Culture Signifiers
"Cover your ass (CYA)."	"Let's learn from this." "Fail fast and safely."
"That's above my pay grade."	"How can I contribute?" "Let's escalate constructively."
"Don't rock the boat."	"Let's challenge the status quo."
"That's how we've always done it."	"Let's try something new." "What if we. . . ?"
Euphemisms for problems ("opportunities" or "stretch goals").	Direct acknowledgment of issues ("This is a bottleneck").
Silence or avoidance in meetings.	Psychological safety to speak up.
Gossip and rumor as primary communication.	Transparency and direct dialogue.

Glossary

Blended evaluation: A methodology in which data is collected from multiple sources using multiple methods in a blended fashion that considers all four levels of evaluation.

Chain of evidence: Data, information, and testimonies at each of the four levels of evaluation that, when presented in sequence, demonstrate the value obtained from a business partnership initiative.

Critical behaviors: The key behaviors the target audience has to consistently perform on the job to bring about the targeted outcomes of Level 4 (Results).

Culture of evaluation: Not only the practice of evaluation, but a transformative mindset that happens when data-driven decision making is deeply embedded into the fabric and operations of an organization.

Formative evaluation: A type of evaluation conducted during the development or implementation of a program or initiative with the goal of providing ongoing feedback to improve the initiative's design, effectiveness, or delivery.

Indicators: Specific, observable, and measurable metrics used to track progress toward desired outcomes. They provide early and ongoing signals to show whether a program or initiative is on track to reach its goals.

Lagging indicators: Longer-term measures that reflect the final outcomes or results of an initiative after they have occurred. These indicators are confirmatory, telling you what has already happened and allowing you to assess whether the desired organizational outcome was achieved.

Leading indicators: Shorter-term measures that signal progress toward desired outcomes before those outcomes are fully realized. They are predictive in nature, offering early evidence that an initiative, behavior, or process is likely to produce the intended results.

Level 1 (Reaction): The degree to which the target audience finds an experience or initiative engaging, relevant, and supportive of the work needed to achieve the targeted outcomes.

Level 2 (Learning): The degree to which the target audience acquires the intended knowledge, skills, attitude, confidence, and commitment necessary to achieve the targeted outcomes.

Level 3 (Behavior): The degree to which the target audience performs the critical behaviors in its environment and is supported and accountable for performance.

Level 4 (Results): The degree to which targeted organizational outcomes occur due to an experience or initiative and performance support (the performance package).

Organizational outcome: The highest Level 4 result contributing to the accomplishment of the organization's strategic plan or goals.

Performance environment: The setting in which critical behaviors will be performed. It includes tangible factors such as opportunity to apply, access to resources, and managerial support, as well as cultural elements like motivation, recognition, psychological safety, and organizational norms.

Performance package: The combination of the experience or initiative and performance support components.

Performance support: Components that reinforce, encourage, and reward the performance of critical behaviors.

Return on expectations (ROE): What a successful initiative delivers to key business stakeholders, demonstrating the degree to which their expectations have been satisfied.

Return on investment (ROI): A financial metric that calculates the monetary return generated by an initiative compared to its cost.

Return on performance (ROP): The degree to which a program or initiative delivers measurable improvements in targeted performance outcomes, demonstrating how well the program or initiative has helped the organization achieve its desired results.

Summative evaluation: A type of evaluation conducted after a program or initiative has been implemented with the purpose of assessing its overall effectiveness or impact.

Triangulation: The practice of using multiple data sources, methods, and perspectives across various timeframes to evaluate a program, initiative, or outcome to increase the accuracy, credibility, and depth of evaluation findings.

Validity: The extent to which an evaluation or assessment accurately measures what it is intended to measure.

Appendix

Tools and Additional Resources

Companion Guide and Free Kirkpatrick Model Training

Use this QR Code to access the companion guide to the book, along with additional resources to learn more about the new Kirkpatrick Model.



Building a Culture of Evaluation Quick-Start Checklist

- ☐ **Align leadership.** Ensure executive and management buy-in for evaluation as a requirement, not an option.
- ☐ **Assess the environment.** Identify existing attitudes, systems, and barriers related to evaluation.
- ☐ **Define what matters.** Clarify key goals, outcomes, and success metrics for your organization.
- ☐ **Integrate evaluation.** Embed evaluation in project plans, processes, and meetings.
- ☐ **Use multiple methods.** Collect both quantitative and qualitative data; avoid relying on a single survey.
- ☐ **Close the loop.** Share insights and actions from evaluation results with all stakeholders.
- ☐ **Foster trust and psychological safety.** Normalize open feedback and learning from mistakes.
- ☐ **Celebrate wins and learn from challenges.** Recognize progress and use setbacks as learning opportunities.
- ☐ **Be patient and give grace.** Remember, cultural shifts take time and require sustained commitment.

Blueprint for Brain-Aware, Behavior-Driven Learning

Before Training: Set the Stage for Success

Prepare learners and leaders by aligning purpose, expectations, and psychological readiness.

What to Do	Why It Matters
Engage leaders to frame the why	Creates buy-in, reinforces culture, and signals that the training matters
Pre-assess confidence and readiness	Identifies starting points and builds metacognitive awareness
Prime learners with relevance and goals	Activates attention and motivation by connecting content to personal and organizational priorities

During Training: Build Learning That Lasts

Design learning experiences that align with how the brain encodes, stores, and prepares for transfer.

What to Do	Why It Matters
Connect content to work emotionally	Increases attention and memory retention through emotional engagement
Use repetition, application, and reflection	Reinforces neural pathways and deepens understanding
Build in commitments and peer discussions	Strengthens accountability and social modeling

After Training: Sustain and Scale Behavior

Reinforce learning through environment, systems, and ongoing feedback.

What to Do	Why It Matters
Provide follow-up nudges and job aids	Supports habit formation and reduces friction
Train managers to support application	Ensures learners receive coaching, feedback, and reinforcement
Reinforce with storytelling and results	Makes the impact of behavior visible and meaningful

Evaluation Maturity Self-Assessment Tool

Rate how well your organization agrees with the following statements using a five-point scale (where 1 = strongly disagree and 5 = strongly agree).

Statement	Score (1–5)
We define success for initiatives based on business outcomes (Level 4), not just activity metrics.	
We identify and measure critical on-the-job behaviors required for success (Level 3).	
Our learning and development efforts build both capability and commitment (Level 2).	
We create early emotional buy-in and relevance at the launch of initiatives (Level 1).	
We discuss evaluation data beyond attendance and satisfaction regularly at the leadership level.	
Our evaluation processes are consistent and standardized across departments.	
Evaluation insights are used to inform real-time adjustments, not just after-action reports.	
Managers actively reinforce behavior changes tied to initiatives.	
We have systems in place to measure environmental factors that support or hinder success.	
Our organization shares a common language and understanding of evaluation.	

Scoring Guide

- **40–50:** You are operating at or near Powered by Kirkpatrick maturity.
- **30–39:** You are integrated or moving quickly toward full integration.
- **20–29:** You have defined practices but need deeper strategic integration.
- **10–19:** You are in compliant stage and ripe for transformation.
- **Below 10:** You are in ad hoc stage—and ready to build your foundation.

Design With the End in Mind Stakeholder Intake Guide

Project Assessment

Question	Answer
What problem are we trying to solve?	
What does success look like?	
Why is this problem happening?	
How does the performance environment affect this problem?	
Why is this program needed now?	
What training or performance support already exists?	
Who are the key subject matter experts (SMEs)?	

Performer Assessment

Question	Answer
Who needs to improve performance?	
How many people are in this group?	
Describe this group (e.g., their day-to-day location, attitudes, and challenges).	
What barriers currently prevent optimal performance?	
When and where will they apply what they learn?	
Who do they collaborate with (related to performing the critical behaviors)?	
Describe the current performance environment. (Is it ideal? What needs to change?)	

Critical Behaviors Definition Worksheet

Use this worksheet to clearly define the specific, observable actions that are essential for success in your initiative or program.

1. Behavior Description

What is the critical behavior? *(State the behavior clearly and specifically. For example, "Proactively follows up with clients within 24 hours.")*

2. Context and Example

When and where should this behavior happen? *(Describe the situation or trigger for the behavior.)*

What does it look like in action? *(Provide a real-world example or scenario.)*

3. Monitoring

How will you know when this behavior is happening? *(List indicators, measures, or evidence, such as observation, reports, feedback, and metrics.)*

4. Barriers and Supports

What might prevent this behavior? (*Identify challenges or barriers in the environment, culture, processes, and similar.)*

What support or tools are needed? *(List the required performance support, job aids, coaching, reminders, or accountability tools.)*

5. Connection to Results

How does this behavior drive business or project outcomes? *(Link the behavior to the leading indicators and overall goal.)*

Kirkpatrick Launch Success Map

Use this map to plan, align, and track your product launch for maximum results. Complete as a team before launch and revisit during post-launch check-ins.

Level	Key Questions	Planned Actions and Notes	Owners	Check-In Milestones
Performance environment	• What aspects of the environment enable or block launch success? (*e.g., tools access, manager and peer support, time for training, system readiness, culture, incentives, or competing priorities*) • What barriers or supports need to be addressed? (*e.g., revenue, adoption, retention, or market share*)			
Level 4: Results	• What business outcomes will define launch success? (*e.g., revenue, adoption, retention, or market share*) • What early signs will show you're on track? (*e.g., percentage trained, early sales, support trends, or feedback scores*)			30d: 60d: 90d:
Level 3: Behavior	• What must each team do differently for the launch to succeed? (*e.g., sales behaviors, new processes, or service delivery*)			
Level 2: Learning	• What knowledge, skills, or confidence do they need? (*e.g., product knowledge, pitch skills, or support scenarios*)			
Level 1: Reaction	• How will you create excitement, buy-in, and relevance? (*e.g., launch event, training incentives, or leadership involvement*)			

Kirkpatrick Change Measurement Canvas

Key Questions	Measures and Indicators	Action Steps and Tactics	Owners	Check-Ins
Performance Environment				
What aspects of the environment will enable or block change?	• Manager support • Resource access • Culture • Psychological safety			30/60/90 days
What must be addressed in systems, tools, or culture for success?	• System readiness • Policy updates • Time for learning			
Level 4: Results				
What are the business outcomes we want from this change?	• Improved retention • Revenue • Efficiency			
What leading indicators show progress?	• Adoption rates • Customer feedback			
Level 3: Behavior				
What behaviors must change for this initiative to succeed?	• New ways of working • Frequency of check-ins			
How will we observe or measure these behaviors?	• New ways of working • Frequency of check-ins			
Level 2: Learning				
What knowledge, skills, or mindsets must people adopt?	• Training completion • Mindset shift surveys			
How will we know learning has occurred?	• Post-training quizzes • Skill demonstrations			
Level 1: Reaction				
How do we build buy-in and positive sentiment for this change?	• Pulse surveys • Engagement • Relevance ratings			

Key Questions	Measures and Indicators	Action Steps and Tactics	Owners	Check-Ins
How will we track and act on feedback?	• Surveys • Focus groups • Open Q&A			
Performance Environment				
What aspects of the environment will enable or block change? What must be addressed in systems, tools, or culture for success?	• Manager support index • Psychological safety scores • Percent of employees reporting time or opportunity to apply • Resource access rate			

Applying the Kirkpatrick Model to Nonhuman Initiatives

Kirkpatrick Level	Ask This Question	Look For	Use It To
Level 1: Reaction	How did the system initially respond?	• Sensor readings • Short-term physical signals • Stakeholder alerts	• Adjust implementation plans • Refine roll outs
Level 2: Learning	Is the system adapting or absorbing change?	• Calibration • Early improvements • Functional feedback	• Improve strategies • Refine support mechanisms
Level 3: Behavior	Are new behaviors becoming consistent?	• Routine performance patterns • Reduced failure • Resilience	• Scale up successful components • Manage risk
Level 4: Results	What long-term effects have been realized?	• Ecological health • Structural performance • Policy outcomes	• Justify investment • Evaluate ROI • Inform strategy

AI Initiative Evaluation Checklist

- ☐ I have clearly defined the intended business outcome (Level 4: Impact).
- ☐ I have identified which users need to adopt the AI tool and what behaviors need to change (Level 3: Adoption).
- ☐ I have documented the data sources used to train the AI model and conducted an alignment review (Level 2: Alignment).
- ☐ I have surveyed or interviewed users to assess initial reactions and trust (Level 1: Perception).
- ☐ I have created a plan for tracking and updating these metrics regularly.
- ☐ I have shared this framework with cross-functional partners and stakeholders.

Coaching Logs

Introductory Coaching Log

Coachee Goals (What do they want to change?)	**Timeframe Estimation** (By when?)	**Current State** (Where they are now?)	**Goal Metric** (What success would look like very specifically)	**Method of Evaluation** (Tool or technique used to observe or capture the metric)

Ongoing Coaching Log

Signs of Progress Toward . . .	**Starting Point**	**Updates as of Coaching Meeting 1**	**Updates as of Coaching Meeting 2**	**Updates as of Coaching Meeting 3**
Goal 1				
Leading indicator 1				
Leading indicator 2				
Leading indicator 3				
Goal 2				
Leading indicator 1				
Leading indicator 2				
Leading indicator 3				
Goal 3				
Leading indicator 1				
Leading indicator 2				
Leading indicator 3				

Coaching Action Plan Tracker

Action Items (Specific critical behaviors)	**Timing** (Start, frequency, duration)	**Accountability** (How will we monitor progress on this behavior?)	**Support** (What would reinforce, encourage, and reward this behavior?)
Action Item 1			
Action Item 2			
Action Item 3			

Coaching Log and Coachee Reflection Journal Entry Template

Session Date	**What I Learned**	**What I Practiced**	**How My Attitude Shifted**	**How My Confidence Changed**	**How My Commitment Changed**

Coaching Chapter Reflection Prompts

Prompts	**Reflections**
This is what I learned or what resonated with me from this chapter	
These are the options I see in front of me to apply what I learned	
This is the course of action I want to commit to trying	
This is what I need to feel supported or accountable in taking action	
I anticipate that these actions will affect my organization in the following ways	

Culture Change Measurement Planning Tool

Step 1: Define the Desired Culture

- What cultural values or norms are we trying to embed? (For example, transparency, collaboration, or psychological safety)
- Why is this cultural shift important for organizational success?
- What are the business outcomes this culture is intended to drive (Level 4)?

Step 2: Identify Critical Behaviors (Level 3)

List three to five observable behaviors that demonstrate the desired culture in action and why they matter.

Critical Behavior	Why It Matters
Example: Team members openly sharing feedback in meetings	*Signals psychological safety and openness*

Step 3: Determine Supporting Systems

What reinforcement tools or accountability mechanisms will help these behaviors stick?

- Coaching guides for managers
- Observation checklists
- Peer recognition programs
- Storytelling platforms to share examples of culture in action

Step 4: Plan Data Collection

Kirkpatrick Level	Method	Frequency
Level 1: Reaction	Post-training surveys and focus groups	Immediately post-event
Level 2: Learning	Knowledge and attitude assessments and reflection journals	1 to 2 weeks post-event
Level 3: Behavior	Manager observations, 360-feedback, and pulse surveys	30, 60, 90 days
Level 4: Results	Retention rates, innovation metrics, and customer satisfaction scores	Quarterly or annually

Step 5: Create Your Measurement Dashboard

Use a simple dashboard like this one to track leading and lagging indicators of cultural change:

Metric	Leading or Lagging	Source	Notes

Step 6: Develop a Feedback Loop

- How will you communicate progress to employees?
- How often will you review data and adjust your approach?
- Who will own the process of monitoring and reinforcing culture change?

Choosing the Right Technology: Red Flags and Smart Questions

Red Flags

- They only measure satisfaction, not relevance, confidence, or commitment.
- They rely on quizzes instead of real-world application.
- They don't assess what happens after the training program ends.
- They assess behavior with only a 90-day survey.
- They cannot tie behavior change to organizational goals.

Smart Questions

- How do you measure application of learning on the job?
- How does your tool support manager involvement or performance support?
- Can you show how your system aligns with ROE?

Your First 90 Days: How to Start Becoming Powered by Kirkpatrick

Becoming Powered by Kirkpatrick is not an event—it's a deliberate transformation. Here's how to build momentum from day 1:

First 30 Days: Set the Foundation

- **Align leadership.** Host a leadership briefing. Share the vision of a culture of evaluation. Commit to a unified language of results, behavior, learning, and reaction.
- **Select your pilot area.** Choose a team, department, or initiative where results will be visible.
- **Define clear business outcomes.** Start with Level 4 in mind. Set specific, measurable results as your north star.

Days 31–60: Design and Activate

- **Design for measurement.** Build an evaluation strategy before designing training or program content.
- **Assess and prepare the environment.** Ensure systems, tools, and leaders are ready to support behavior change.
- **Collect baseline data.** Understand where you are today so you can measure true progress.

Days 61–90: Launch, Measure, and Adapt

- **Deploy and monitor.** Launch your initiative and track behavior change and results in real time.
- **Tell the story.** Share successes, insights, and opportunities with leadership and your team.
- **Close the feedback loop.** Celebrate wins, adjust where needed, and keep the momentum going.

The Goal

- Demonstrate the power of a culture of evaluation
- Build proof points and champions
- Lay the foundation for enterprise-wide transformation

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Vanessa Milara Alzate is the owner and CEO of Kirkpatrick Partners and the founder and CEO of Anchored Training. With 20 years of experience in instructional design, learning strategy, and performance consulting, Vanessa has worked with organizations across industries, such as federal and state government, life sciences, financial services, higher education, and global retail. Her expertise is in aligning learning systems with mission outcomes, evolving traditional practices, and building organizational capability through proven frameworks and new technologies.

Throughout her career, Vanessa has been both a committed user and a strong advocate of the Kirkpatrick Four Levels®. She has experienced firsthand how the model drives meaningful improvements in training and performance. This deep professional connection made the opportunity to acquire Kirkpatrick Partners in 2023 not just a strategic decision, but a natural progression, allowing her to become the next steward of the world's most recognized evaluation standard.

Under Vanessa's leadership, the Kirkpatrick Model has evolved beyond its roots as a post-training measurement tool and is now a comprehensive operating system for designing, executing, and continuously improving programs that drive behavior and business results.

Vanessa's leadership philosophy is built on a deep respect for legacy, a drive for innovation, and a belief that transformation happens when people are empowered to challenge assumptions and build cultures of accountability and continuous improvement.

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A proud Latina from New Jersey, today you can find Vanessa in South Florida, living out her dream of living within driving distance to Miami to enjoy a cortadito and Cuban sandwich. When she isn't working, you

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About ATD

The Association for Talent Development (ATD) is the world's largest association dedicated to those who develop talent in organizations. Serving a global community of members, customers, and international business partners in more than 100 countries, ATD champions the importance of learning and training by setting standards for the talent development profession.

Our customers and members work in public and private organizations in every industry sector. Since ATD was founded in 1943, the talent development field has expanded significantly to meet the needs of global businesses and emerging industries. Through the Talent Development Capability Model, education courses, certifications and credentials, memberships, industry-leading events, research, and publications, we help talent development professionals build their personal, professional, and organizational capabilities to meet new business demands with maximum impact and effectiveness.

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