



Training Delivery and Evaluation

QQI Level 6 6N3326

Course Workbook

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Table of Contents

Introduction	3
Learner Record Log	4
Exercise 1: Common Training Terminology	6
Exercise 2: The Training Cycle	11
Exercise 3: The Characteristics of Adult Learning	12
Exercise 4: Kolb's Learning Cycle	14
Exercise 5: Honey & Mumford – the 4 learning styles	15
Exercise 6: Common barriers to learning	16
Exercise 7: The Skills Development Model	18
Exercise 8: Preparing and Delivering your Training Session	19
Exercise 15: Managing Learners	21
Exercise 17: Identifying Stakeholders that impact training	23
Exercise 18: Kirkpatrick's Four-Level Training Evaluation Model	25
Exercise 19: Creating Training Evaluation Forms	27

Introduction

Welcome to Training Delivery and Evaluation course from DCM Learning. This workbook is designed to help you to take notes from the interactive modules and videos that make up the course. This can then be used to assist you in preparing your assessments, as well as being a practical 'aide memoire' for you in your role as a trainer.

We advise that you use the table on the next two pages to keep a log of what you have learned during the course and how you think this will impact you as a trainer in the future. These key learning points can then be used as the basis for your 'Learner Record' assessment which we will discuss during the course.

Note that you will have received a course manual before your course begins, which can also be used as a reference source for your assessments but remember that you will also do other self-directed learning, such as reading and research (books, articles, relevant websites, videos etc.).



Learner Record Log

Key Learning Point	How it will impact me as a trainer



Key Learning Point	How it will impact me as a trainer

Exercise 1: Common Training Terminology

Active Learning — A learning principle that says participants learn more when they are actively involved in the process. Remember the saying “we learn more by doing”.

Agenda — A list, plan or outline of things to be done before, during and after the training. An agenda is the road map that will lead to the achievement of the learning objectives. Everyone needs a plan and wants to know where you are leading them.

Anecdote — A short story used to help illustrate a point.

Audio-Visual Aids — Training or educational materials directed at both the sense of hearing and the sense of sight. Materials that provide pictures and/or sounds to assist learning or teaching. Flip charts, overhead transparencies, graphical presentations, computer-based presentations, chalkboards, slide presentations, videos and films are just a few examples of audio-visual aids.

Brainstorming — A group method for collecting ideas and suggestions from the participants. This technique is used to problem solve and collect information by stimulating creative thinking through unrestrained and spontaneous participation in discussion.

Case Study — A technique where the participants are asked to investigate a situation or problem and report their findings, causes and/or solutions. Participants gather and organize relevant materials and report their findings.

Checklist — A list of relevant items to be considered when preparing and conducting a training program.

Competent (Competency) — Possessing sufficient or suitable skill, knowledge or experience to achieve a specific objective. For example: She is competent to supervise the carpet cleaning operation in our building.

Competency-Based Training — An educational process that focuses on specific core competencies that have been clearly defined.

Computer-Based Training (CBT)— Refers to learning that is conducted using a computer. This includes interactive CD-ROM, the internet and computer software. CBT uses the power of the computer by integrating sound, video, animation and text to allow the student to interact with the computer to learn and remember.

Conference — A group of people who get together to exchange information and ideas on a specific topic.

Constraints — These are the things that might hold the audience back from doing what you want them to do or from learning what you want them to learn. It is important to anticipate these constraints and be prepared to handle them.

Contract Learning — Also known as self-directed learning. It is a relatively new concept to trainers and learners. It allows the learner to select the topics or competencies they want to learn.

Core Competencies — Those things that are essential and “must” be learned for an individual to accomplish the primary objectives of their job. The central, innermost or most essential part of what the trainee must know to do their job effectively.

Core Curriculum — A curriculum in which all or some of the subjects or courses are based on a central theme in order to correlate the subjects and the theme.

Course — The organized body of information or curriculum that will be presented to the students.

Curriculum — The course of study given in a school, college, university or educational program.

Demographic Information — Things like the size of the audience, location of the presentation etc. may influence the effectiveness of the training.

Demonstration — A method for showing participants how to do a specific task or skill.

Discovery Learning — Students learn by doing and experiencing, rather than relying only on the instructor.

Evaluation — Testing and comparing results.

Exercise — A structured experience in which the participants are involved.

Facilitator — A trainer who lets the group become responsible for the learning outcome. A facilitator helps the group learn by controlling the group process and allowing the group to work through problems and solutions together.

Feedback — Constructive information provided by the participants and/or the trainer.

Field Trip — A trip to a location outside the classroom to assist in learning more about a specific topic.

Fishbowl — A group process using a discussion group and an observer group.

Flip Chart — An easel with large sheets of paper for presenting or collecting written lists or ideas.

Games — Discovery exercises where participants learn by experience. The rules for games should be clearly defined for all participants to understand. Competition should be controlled so that all participants feel like winners at the end.

Handouts — A written summary of the presentation that is distributed to the audience before, during or after the presentation. Handouts will reinforce important information, summarize action items for the audience to follow up on and supply supporting data you don't want to clutter your visual aids.

Icebreaker — A quick game or exercise designed to get participants settled or mixing with each other.

Instructor — The person who teaches, trains or instructs an individual or a group of people.

Involving Question — A question asked to the audience to involve the group and learn what they are interested in learning about.

Learning — Knowledge acquired by systematic study in any field.

Lecture — A one-way communication from the lecturer to the group.

LCD Projector — Electronic device that projects a computer image onto a wall or screen. It connects directly to a computer (typically laptop computers) to provide a professional looking presentation.

Main Idea — Have you ever heard the saying, Tell them what you're going to tell them — Tell them — Then tell them what you told them?

Motivation — A learning principle that says participants learn best when they are motivated. The material must be meaningful and worthwhile to the participant not only to the trainer.

Multicultural — Mixed races, nationalities or cultures.

Multimedia – Information in different formats including text, graphics, sound, video and animation to support computer-based applications.

Multiple-Sense Learning — A learning principle that says that learning is far more effective if the participants use more than one of their five senses.

Needs — There are two kinds of needs when training a group: 1) What the group thinks they need, and 2) What the trainer thought the group needed. It is important to resolve any conflicts before beginning the training.

Networking — Getting to know other participants and learning from them.

Objective — A statement communicating the specific goals to be achieved.

Observer — Someone who watches a group process and gives feedback on it.

Overhead Projector — Electronic projector that projects overhead transparency images onto a wall or screen.

Overhead Transparency — Sheet of transparent film with information written on it. It is used with an overhead projector.

Participant — A person attending a training program or involved in any group process.

Piloting — Testing something before sending it to the target population. Questionnaires and examinations are normally piloted before they are used.

Quotation — Direct quotes from credible people or organizations to help support your training concept.

Recency — A learning principle that tells us that the things that are learned last are those best remembered by the participants.

Reinforcement — Encouragement or praise given to participants to keep their interest or increase their motivation.

Relevant — A learning principle that tells us that all the training, information, training aids, case studies and other materials must be relevant and appropriate to the participant's needs if they are going to be effective.

Rhetorical Question — A question asked to the group with an obvious answer. This device is an excellent way to get the audience's attention.

Role-Playing — An acting out of specific situations in front of, or with, the group to demonstrate ways to handle specific situations or problems.

Self-Directed Learning — Participants take responsibility for their learning and learn-at-their-own-speed. Computer-based training is an excellent method for supporting this type of learning.

Seminar — Any meeting for exchanging information and holding discussions. Sometimes these are problem-solving sessions where the participants have similar needs or problems identified.

Session — Any single presentation that deals with one specific topic. It may last from a few minutes to a few days depending upon the subject.

Shocking Statement — This type of statement will help capture the audience's attention and elevate their interest in the subject.

Simulation — An exercise designed to create a real-life atmosphere.

Skill — A complex sequence of practical activities. A practical demonstration is essential when you are teaching a skill. Turning on a light, plugging in a vacuum cleaner, washing a window are examples of skills.

Standards — A rule or principle that is used as a basis for judgment. A road map that provides guidance and direction to lead us to an established objective or goal. Standards define the level of quality expected after an area or object has been cleaned. Standards represent the “measuring sticks” used in establishing productivity and performance guidelines.

Survey — A process of gathering information to determine whether or not there is a training need. They are often used to collect information related to a Training Needs Analysis.

Team Building — A training program designed to assist a group of people to work together as a team while they are learning.

Test — A way of determining a participant's level of knowledge, skill, expertise or behavior in a given area.

Trainer — The person or media that trains, instructs, teaches or informs an individual or a group of people.

Train — To make proficient by instruction and repeated practice, as in some art, profession or work. To discipline or instruct as in the performance of tasks. Designed to impart efficiency and proficiency. To prepare someone to accomplish an objective, task or job.

Training Aids — They are aids to learning and not a crutch for the instructor to lean on, or something that is used too much.

Training Need — The difference between what the employee can do now and what they are required to do in order to carry out their job effectively and efficiently.

Training Needs Analysis — A training needs analysis is the method of determining if a training need exists and if it does, what training is required to fill the gap.

Values — Answers the question, what is important to the group? Different organizations have different value systems. Even different departments within an organization can have different values.

Video Clip — A short section of video to visually help the participant learn.

Visual Aids — Supportive visual information used to enhance learning. The purpose of visual aids is to arouse and maintain interest, simplify instruction, accelerate learning and improve aid retention.

Whiteboards — A smooth white-surfaced board that can be written on with a special whiteboard marker.

Workshop — Training program where the participants learn by doing and interacting.

EXERCISE: In reviewing the above terms, please answer the following:

What does the expression “Core Competencies” mean?

What is meant by ‘Multiple-sense Learning’?

What is the difference between a Workshop and a Seminar?

Exercise 2: The Training Cycle

Training is one of the most profitable investments an organization can make. No matter what business or industry you are in the steps for an effective training process are the same and may be adapted anywhere.

If you have ever thought about developing a training program within your organization consider the following four basic training steps. You will find that all four of these steps are mutually necessary for any training program to be effective and efficient.



EXERCISE:

1. What is the most important of the four stages, and why?
2. Learners thought the course workbook needed to be a lot more comprehensive with practical examples. What part of the training cycle would you address this in?
3. Your learners loved the course, but complain they won't have the opportunity to put the learning to use in the workplace. What part of the training cycle would you address this in?

Exercise 3: The Characteristics of Adult Learning

1. Self-direction

Adults feel the need to take responsibility for their lives and decisions and this is why it's important for them to have control over their learning. Therefore, self-assessment, a peer relationship with the instructor, multiple options and initial, yet subtle support are all imperative.

2. Practical and results-oriented

Adult learners are usually practical, resent theory, need information that can be immediately applicable to their professional needs, and generally prefer practical knowledge that will improve their skills, facilitate their work and boost their confidence. This is why it's important to create a course that will cover their individual needs and have a more utilitarian content.

3. Less open-minded...and therefore more resistant to change.

Maturity and profound life experiences usually lead to rigidity, which is the enemy of learning. Thus, instructional designers need to provide the “why” behind the change, new concepts that can be linked to already established ones, and promote the need to explore.

4. Slower learning, yet more integrative knowledge

Aging does affect learning. Adults tend to learn less rapidly with age. However, the depth of learning tends to increase over time, navigating knowledge and skills to unprecedented personal levels.

5. Use personal experience as a resource

Adults have lived longer, seen and done more, have the tendency to link their past experiences to anything new and validate new concepts based on prior learning. This is why it's crucial to form a class with adults that have similar life experience levels, encourage discussion and sharing, and generally create a learning community consisting of people who can profoundly interact.

6. Motivation

Learning in adulthood is usually voluntary. Thus, it's a personal choice to attend school, in order to improve job skills and achieve professional growth. This motivation is the driving force behind learning and this is why it's crucial to tap into a learner's intrinsic impetus with the right thought-provoking material that will question conventional wisdom and stimulate his mind.

7. Multi-level responsibilities

Adult learners have a lot to juggle; family, friends, work, and the need for personal quality time. This is why it's more difficult for an adult to make room for learning, while it's absolutely crucial to prioritize. If his life is already demanding, then the learning outcome will be compromised. Taking that under consideration, an instructional designer needs to create a flexible program, accommodate busy schedules, and accept the fact that personal obligations might obstruct the learning process.

8. High expectations

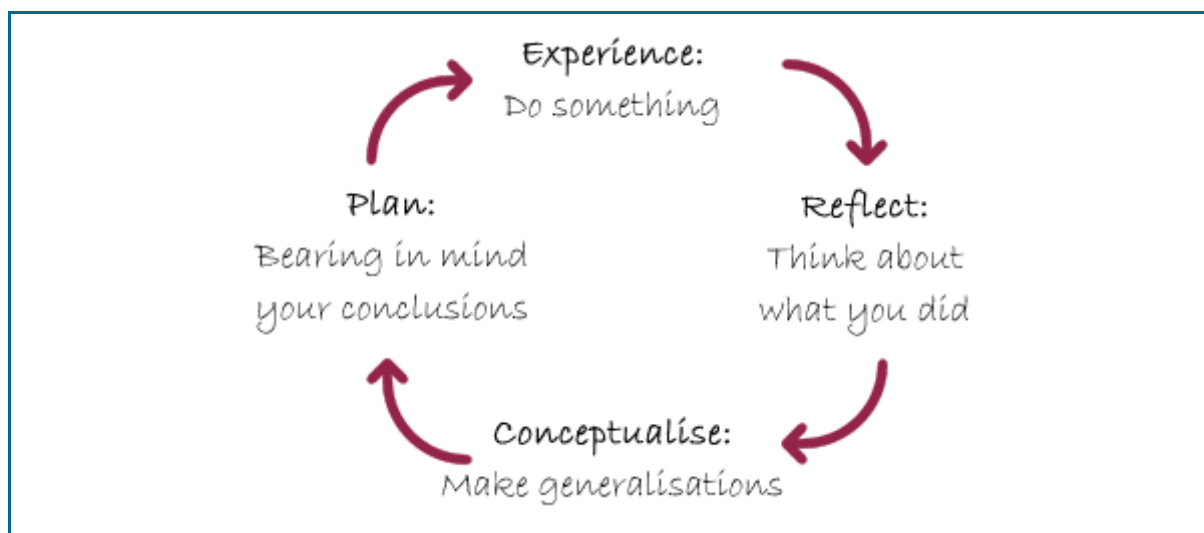
Adult learners have high expectations. They want to be taught about things that will be useful to their work, expect to have immediate results, seek for a course that will worth their while and not be a waste of their time or money. This is why it's important to create a course that will maximize their advantages, meet their individual needs and address all the learning challenges.

EXERCISE:

1. What part of the training cycle would you identify these characteristics in?
2. For your own training, are any of these impacting training effectiveness?
3. Are there organisational factors that you could work to improve? Do learners understand why training is important (motivation)? Do their existing responsibilities interfere with training? Trainers cannot work in isolation, and should always engage with other areas of the organisation to highlight the need for, and value of their training.

Exercise 4: Kolb's Learning Cycle

Kolb's Learning Cycle is a well-known theory which argues we learn from our experiences of life, even on an everyday basis. It also treats reflection as an integral part of such learning. According to Kolb (1984), the process of learning follows a pattern or cycle consisting of four stages, one of which involves what Kolb refers to as 'reflective observation'. The stages are illustrated and summarised below:



The essential idea behind Kolb is that learners understand by trying things out and being allowed to make mistakes, think about how to improve the process, and trying out those improvements. It's a repeating process that can be used to refine ideas and processes until they're perfect.

EXERCISE:

1. How much of this was new to you?
2. What two points will you take away from Kolb's Learning Cycle?
3. Why do you consider those two aspects significant?
4. Does your training make use of Kolb? Are learners allowed to have the experience (hands-on exercises), get it wrong, think about how they might improve and then try those improvements out?
5. If your training can't allow this (for logistics or safety reasons) can you simulate the effect somehow? Stories, videos or roleplays might be useful here.

Exercise 5: Honey & Mumford – the 4 learning styles

Peter Honey and Alan Mumford maintained that by identifying your preferred style, you could try and apply it to learning new things. Most of us have elements of more than one learning style, so you should think about your strongest and your weakest style to identify how you learn. If you're able to use your natural style, you're likely to find learning much easier and quicker. The four categories Honey and Mumford identified are: ACTIVISTS; REFLECTORS; THEORISTS; PRAGMATISTS;

Activists like to be involved in new experiences, tend to be open minded and enthusiastic about new ideas but get bored with actual implementation. They do, however, enjoy getting their sleeves rolled up and doing things. They can be impulsive, tending to act first and consider the consequences afterwards. Activists enjoy working in teams but do tend to hog the limelight.

Reflectors prefer to stand back and look at a situation from varying perspectives. They like to collect a variety of information and views, and consider everything thoroughly before coming to any conclusions or making decisions. They enjoy observing others and will listen to their views before joining in and offering their own.

Theorists like to adapt and integrate observations into complex and logically sound theories, thinking problems through with a precise step-by-step methodology. They can be perfectionists who like to fit things into a rational scheme, being objective and analytical rather than subjective or emotive in their thought processes.

Pragmatists are keen to try things out. They want concepts that can be applied to their job. They tend to be impatient with lengthy, abstract discussions and are practical and down to earth.

EXERCISE:

Complete the Honey and Mumford questionnaire that has been provided to you, and note your scores for each of the four categories.

Do you think your scores reflect your training style?

If you scored high on Theorist and Reflector, your training might be heavy and theory teaching and subsequent discussion.

If you scored high on Activist, your training likely contains lots of hands-on content.

Use your results to ensure you don't neglect a particular training style when you develop course content – remember you will always have a mix of learning styles in your training.

Exercise 6: Common barriers to learning

Many people find that there are barriers impeding their ability to access learning. These include:

1. Social and cultural barriers: peer pressure and family background.
2. Practical and personal barriers: transport; time; disability; caring responsibilities; childcare; finance; cost; age; language; and lack of access to information.
3. Emotional barriers: lack of self-esteem or confidence due to low skills levels; negative personal experience of learning; previously undetected or unaddressed learning disabilities; social problems such as unemployment, abuse or bullying.
4. Workplace: time off; access; discrimination; unsupportive managers; shift work; isolation.

Overcoming Specific Common Barriers to Learning

Barriers can lead to disgruntled learners ... low to no participation ... and negativity. And one bad attitude can spread like a virus. You can prevent potential problems and challenges. See how today's trainers overcome the nine common barriers to learning.

1. Barrier: Independence
It is critical to respect your participants' experiences and accomplishments.
2. Barrier: Negative Feelings About Training/Learning
Encourage learning by avoiding situations that "test" your learner or situations that have a risk of failure.
3. Barrier: Preoccupations and Mental Distractions
Help your participants relax and get them focused on what you want them to think about.
4. Barrier: Resistance to Change
Sometimes attitudes have to change before permanent learning can take place. To persuade them, they need to see the benefits of the new way.
5. Barrier: Selective Filters
Adults only pay attention to what is relevant, interesting, or stimulating to them.
6. Barrier: Unclear Motivators
The most effective training sessions satisfy learners' needs, solve their problems and can be used immediately in the work place.
7. Barrier: Fear of Participation

Even people who normally enjoy socializing are inclined to get cold feet when it comes to taking part in learning activities. The wise trainer creates an atmosphere that keeps anxiety levels as low as possible.

8. Barriers: Strongly Established Habits and Tastes

Change becomes possible if we feel safe and secure. Keep it cool and make sure the winds of change are soft and gentle – that's when learning happens.

9. Barrier: Fear of Failure

Place the emphasis on personal improvement. their own standards.
Always let them know if there will be a formal test following the training.

EXERCISE:

Why is it important that you understand the common barriers to learning?

What did you find the most interesting?

How can you identify fears in your learners? Think of the training cycle as a tool for continuous improvement with each iteration of the training.

Exercise 7: The Skills Development Model

1. Unconscious incompetence

The individual does not understand or know how to do something and does not necessarily recognize the deficit. They may deny the usefulness of the skill. The individual must recognize their own incompetence, and the value of the new skill, before moving on to the next stage. The length of time an individual spends in this stage depends on the strength of the stimulus to learn.

2. Conscious incompetence

Though the individual does not understand or know how to do something, he or she does recognize the deficit, as well as the value of a new skill in addressing the deficit. The making of mistakes can be integral to the learning process at this stage.

3. Conscious competence

The individual understands or knows how to do something. However, demonstrating the skill or knowledge requires concentration. It may be broken down into steps, and there is heavy conscious involvement in executing the new skill.

4. Unconscious competence

The individual has had so much practice with a skill that it has become "second nature" and can be performed easily. As a result, the skill can be performed while executing another task. The individual may be able to teach it to others, depending upon how and when it was learned.

EXERCISE:

What level are your learners usually at? If you have learners at the unconscious incompetence level, what could you do in your training to convince them that they need to be there?

If you have learners at the unconscious competence level, do you need to be at that level in order to train them? How might you use the Design stage of the training cycle to enable them to learn from each other?

Exercise 8: Preparing and Delivering your Training Session

Defining Aims, objectives and learning outcomes

Aims, objectives and learning outcomes provide a clear indication of the goals and purpose of the training. Trainers use them to focus the training and to assess performance and success of participants. Participants can use them to evaluate the training from their own perspective.

Aims

These are overall statements of what you hope the training event will achieve. For example:

“The aim of this training is to give you the skills to manage health and safety at work”

Objectives

These are more specific statements of what you will present to the participants, in the order you will cover them:

- Health and Safety Legislation
- Setting up a safety committee
- Auditing the workplace
- Reporting accidents

Outcomes

This is a set of statements setting out what the participants should be able to do or understand by the end of the training event. For example:

“By the end of this course you will be able to carry out a health and safety audit on your workplace, recognise common safety risks and apply a set of tools to reduce workplace accidents.”

EXERCISE:

Can you complete aims objectives and outcomes for your own training?

In particular, does the outcome give learners something of value?

The aim of my training is to...

These are the topics I will cover...

At the end of this training, you will be able to...

Exercise 9: Providing Feedback to Learners

According to QQI guidelines, when developing their quality assurance system, providers' procedure on feedback to learners should seek to ensure that:

"Individual learners receive timely and constructive feedback on their assessments which informs their participation on the programme. The feedback is appropriate to the nature of the assessment, i.e. formative or summative"

In addition to meeting the requirements of a provider's quality assurance agreement, other reasons for giving feedback to learners are:

- Learners need positive feedback on the skills and abilities they demonstrate, as well as constructive feedback on where evidence is weak or does not match the learning outcomes as outlined in the award specification or the assessment guidelines laid down by the assessor
- Tutors/assessors need to provide feedback to the learner as to the strength and appropriateness of the evidence produced to prove that learning has occurred and to offer direction as to 'the next steps'
- Recorded and documented feedback may be used by the teacher/assessor and the learner to chart learner progress
- Recorded and documented feedback is part of a process which contributes to programme review and evaluation.

EXERCISE:

1. How do your learners know that they've met the training outcomes?
2. What formative feedback do you provide during training, and how do you provide it? If you don't currently provide formative feedback, how might you integrate this into your training? Think of question and answer sessions, hands-on practice, and before and after measurements
3. Are you training knowledge, skills or attitude? Does your feedback to learners reflect the type of training you provide?

Exercise 15: Managing Learners

A lot of training is delivered in groups, in workshops or seminar sessions, and the 'mood' of the group is something that the trainer learns to read instinctively. There are no short cuts to competence. With any new subject, you need to understand it fully yourself, then build up the repertoire of phrases and techniques to train it with. You simply must be well prepared.

Within group contexts, people often take on different roles, and these roles can be dependent upon the context. With 'change' projects, where something is being changed from what they are used to, trainees can experience fear and the instinctive reaction is resistance.. This is a challenging one to deal with, because often the change is positioned in terms of 'doing things better', with the implicit underlying assumption that things were not good before. When people have gone through lots of change, as is quite common in large organisations these days, they also develop a healthy resistance to the process.

Being able to read the group and spot the underlying trends is something that only comes with experience, but being able to do something about it is harder. Sometimes it is possible to engage directly with the minority who feel most strongly, try to draw out concerns, fence them, talk it through and agree to put them to one side. Sometimes that is not possible. Whichever is the case, it's important to recognise the dynamics at work.

At the other end of the spectrum, it's possible that a group with lots of enthusiasm and interest will hijack your agenda and take the learning down their own path. Keeping an appropriate distance and focusing on the role of 'guide', listening to the flow, but trying to keep it within the parameters or framework of the discussion, is the role of the trainer.

Whatever the mood of the group, it is important to acknowledge it. This might sound obvious, but if you don't allow people to express their views, they are likely to disengage. Engaging with the group, reading the mood and responding accordingly is something that is second nature to experienced trainers, but something that we should never underestimate.

EXERCISE

1. What tool can you use to manage and reassure enthusiastic learners?
2. What tool can you use to politely ask a learner to get to the point?
3. What tool can you use to get balanced feedback on a topic from every participant on the training?
4. If you have one dominant learner who answers every question, what tool can you use to engage quieter learners?
5. How might you change your question style if you're getting short 'yes' and 'no'?

answers?

6. Someone asks a question that was asked 20 minutes previously. How do you answer?
7. Someone asks a question that you suspect is purely to test your knowledge. How do you answer?
8. You want to get learners up and moving after a particularly theory-heavy section of training. What type of group activity would you use?
9. You want to give learners the experience of seeing a technique put into practice, without the pressure of having to do it themselves. What interactive exercise might you use?
10. What type of interactive exercise would you use to help learners to get to know each other and become more comfortable in the training session?

Exercise 17: Identifying Stakeholders that impact training

Stakeholders are defined as anyone in an organization's environment that are affected by that organization's decisions and actions. These groups have a stake in, or are significantly influenced by, what the organization does. In turn, these groups can influence the organization. Note that these Stakeholders include both internal and external groups because both groups can affect what an organization does and how it operates.



Trainers benefit from good management of stakeholders because strong relationships;
Can lead to desirable organisational outcomes
Can affect organisational performance
Demonstrate doing the “right” thing

Managing Stakeholders

It is important for the trainer to identify all stakeholders, assess which ones have the largest impact and those that have the most to gain, and to consult thoroughly with them. Without the support of a critical stakeholder, either an individual, department or organisation, a well-designed project or initiative may well fail.

Common stakeholders in organisational training are:

- Learners
- HR
- Line managers
- The IT Department
- The Finance Department
- Health and Safety officer
- Facilities departments
- Third party suppliers
-

Common stakeholders in freelance training are:

-
- Learners
 - Clients
 - Suppliers
 - Insurers
 - Venue providers
 - Equipment providers
 - Social media
 - Community groups

EXERCISE:

Use a mind map to identify your stakeholders. This is a diagram with you, the trainer at the centre, and the stakeholders who affect you as branching connections. A mind map is useful because each stakeholder may in turn have connections that can affect your training. A facilities department, for example, may have a connection to a supplier. Mapping not only your direct stakeholders, but also the connections of these stakeholders can help you identify the complete web of stakeholders that can affect your training.

Exercise 18: Kirkpatrick's Four-Level Training Evaluation Model

Analysing Training Effectiveness

Evaluate the effectiveness of your training at four levels.

If you deliver training for your team or your organization, then you probably know how important it is to measure its effectiveness. This is where Kirkpatrick's Four-Level Training Evaluation Model can help you objectively analyse the effectiveness and impact of your training, so that you can improve it in the future.

The Four Levels

Donald Kirkpatrick, Professor Emeritus at the University of Wisconsin and past president of the American Society for Training and Development (ASTD), first published his Four-Level Training Evaluation Model in 1959, in the US Training and Development Journal.

The model was then updated in 1975, and again in 1994, when he published his best-known work, "Evaluating Training Programs."

The four levels are:

1. Reaction.
2. Learning.
3. Behaviour.
4. Results.

Level 1: Reaction

It's important to measure reaction, because it helps you understand how well the training was received by your audience. It also helps you improve the training for future trainees, including identifying important areas or topics that are missing from the training.

Level 2: Learning

At level 2, you measure what your trainees have learned. How much has their knowledge increased as a result of the training?

It's important to measure this, because knowing what your trainees are learning and what they aren't will help you improve the training program.

Level 3: Behaviour

At this level, you evaluate how far your trainees have changed their behaviour, based on the training they received. Specifically, this looks at how trainees apply the information.

Level 4: Results

At this level, you analyse the final results of your training. This includes outcomes that you or your organization have determined to be good for business, good for the employees, or good for the bottom line.

Considerations

Although Kirkpatrick's Four-Level Training Evaluation Model is popular and widely used, there are a number of considerations that need to be taken into account when using the model.

One issue is that it can be time-consuming and expensive to use levels 3 or 4 of the model, so it's not practical for all organizations and situations. This is especially the case for organizations that don't have a dedicated training or human resource department, or for one-off training sessions or programs.

In a similar way, it can be expensive and resource intensive to "wire up an organization" to collect data with the sole purpose of evaluating training at levels 3 and 4. (Whether or not this is practical depends on the systems already in place within the organization.)

The model also assumes that each level's importance is greater than the last level, and that all levels are linked. For instance, it implies that Reaction is less important, ultimately, than Results, and that reactions must be positive for learning to take place. In practice, this may not be the case.

Most importantly, organizations change in many ways, and behaviours and results change depending on these, as well as on training. For example, measurable improvements in areas like retention and productivity could result from the arrival of a new boss or from a new computer system, rather than from training.

Kirkpatrick's model is great for trying to evaluate training in a "scientific" way, however, so many variables can be changing in fast-changing organizations that analysis at level 4 can be limited in usefulness.

EXERCISE

1. What level of evaluation are you measuring at Kirkpatrick Level 1?
2. Do you currently measure learning (Level 2) and if so how?
3. Measuring behaviour change is generally costly and time-intensive. Are there other areas of the organisation that could help? As a solo trainer, are there novel ways of finding out if your training results in long-term behaviour change?
4. How do you measure success in your training? Do you have before and after measurements, or do you know how much your training cost to put on compared to how much is saved/makes for the organisation?

Exercise 19: Creating Training Evaluation Forms

Training evaluation focuses on how effective the trainer was in designing and delivering the training, rather than on content acquisition by the trainee. When creating your training evaluation form for submission, keep the following points in mind:

1. Keep the evaluation short – no more than one page, no more than five minutes to complete. Remember that collecting additional information for marketing purposes requires consent under data protection regulations.
2. Include and Outcomes statement. Directly
3. Ask only about things you could or would change: different sequencing of material, different length of session, different venue. For example, if the training will never be in this location again or if it has to be delivered in this location, then there is no point in wasting the trainee's time asking about the location.
4. Use Likert Scale statements. Rather than asking questions, provide statements that the learners can rate, such as "The trainer was knowledgeable and answered questions well"
5. Have a minimum of three and a maximum of five rating options. Giving only two response options (Yes/No) triggers a judgmental right/wrong mind set instead of a more open evaluative mind set. Giving more than five response options is confusing and distracting as most people have trouble making that fine a differentiation and so the data you get is of poor quality.
6. Include a question about the action they are willing to take – e.g., recommending the training to others – as this is the best single measure of customer satisfaction.
7. Ask at least one open question: What would you improve about the training?
8. Make completing the evaluation the last part of the training, leaving sufficient time after you have "closed," so that they do not have to take their own time to help you.
9. In distributing the evaluation forms, make sure they understand that you want their honest feedback as it will help you know what to keep the same and what to modify in order to provide effective training.
10. Make sure that the evaluation forms are anonymous so that the trainees feel they can be honest without hurting your feelings. This includes having a way to turn them in (e.g. put them in a box, put them face down on a table, submit them online without their return email address being apparent) that is anonymous.