

QQI Level 6

Training Delivery & Evaluation



9:30 Start

Damian McCourt



Essentials

- Go to Training ground rules
 - ▷ Mute your mic!
 - ▷ One mic open at a time
 - ▷ “Raise your hand” icon
 - ▷ Type a question in the text box



HELLO!

Damian McCourt

Escaped IT Project Manager

Full time trainer since 2014

damian@dcmlearning.ie

Format

- 4 x 45 minute sessions each day
- 9:30 to 10:15
- 10:30 to 11:15
- 11:30 to 12:15
- 1:00 to 2:00

Some short homework exercises each day – email with details



Course Schedule

Day 1

- This introduction
- The Training Cycle Part 1
- The Training Cycle Part 2
- Understand your Learners

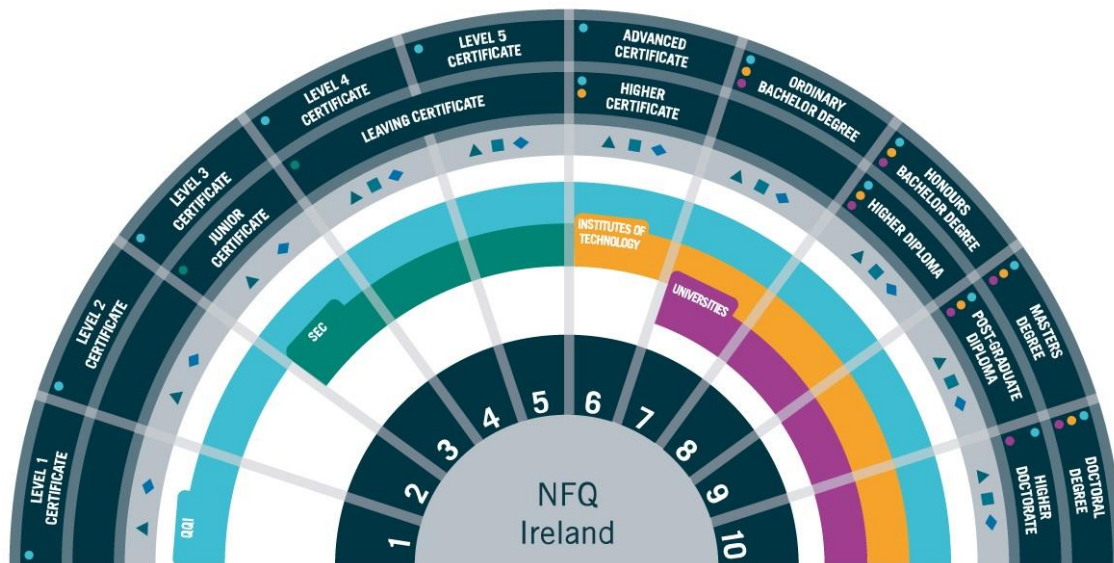
Day 2

- Kolb – Learning Through Doing
- Equality, Diversity and Disability in Learning
- Learning Styles
- Effective Presenting

Day 3

- Managing Learners
- Evaluating Training and Learners
- Introduce your Training Topic
- Open Session

QQI



www.qqi.ie

Train The Trainer

- QQI Level 6
- Training Delivery and Evaluation Component Certificate (6N3326) – what we're doing
- Training Needs Identification & Design (6N3325)
- Training & Development Special Purpose Award (6S3372)

Course Aim

Understand the theories behind effective training delivery and be able to demonstrate them in practice.

Course Outcomes

At the end of the course, you will be able to:

- Plan, Design, Deliver and Evaluate effective training programs
- Understand the factors that impact the effectiveness of training delivery
- Understand how Equality, Diversity and Disability legislation relates to training
- Effectively evaluate both the training you provide, and the learners themselves
- Confidently deliver training and deal with challenging learners

Course Topics

Live Modules

1. This introduction
2. The Training Cycle
3. Understanding your learners
4. Kolb: Learning through doing
5. Diversity & disability in training
6. Learning styles
7. Effective presenting
8. Evaluating training and learners

Short Videos

1. PowerPoint basics
2. Managing stakeholders
3. Aims, objectives and outcomes
4. Creating a session plan
5. Creating a feedback form
6. Preparing your skills demonstration
7. Assignment brief

Course Supports

■ Your course materials page

■ The course resource page

■ Me!

damian@dcmlearning.ie

■ The DCM admin team:

admin@dcmlearning.ie

Assignments

- Six weeks from completion of course (3rd September)
- Project – 40%
- Skills demonstration – 40%
- Learner record – 20%
- **NB- course resource page!**

Assignments

■ **Pass:** 50% to 64%

Show you know the material

■ **Merit:** 65% to 80%

Apply it to real-world issues

■ **Distinction:** 80% +

Deep understanding, research outside the coursework, written and presented professionally

What makes for good training?

- Good/bad training experience?
- Most useful training experience?

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Training Delivery & Evaluation

Module 2: The Training Cycle

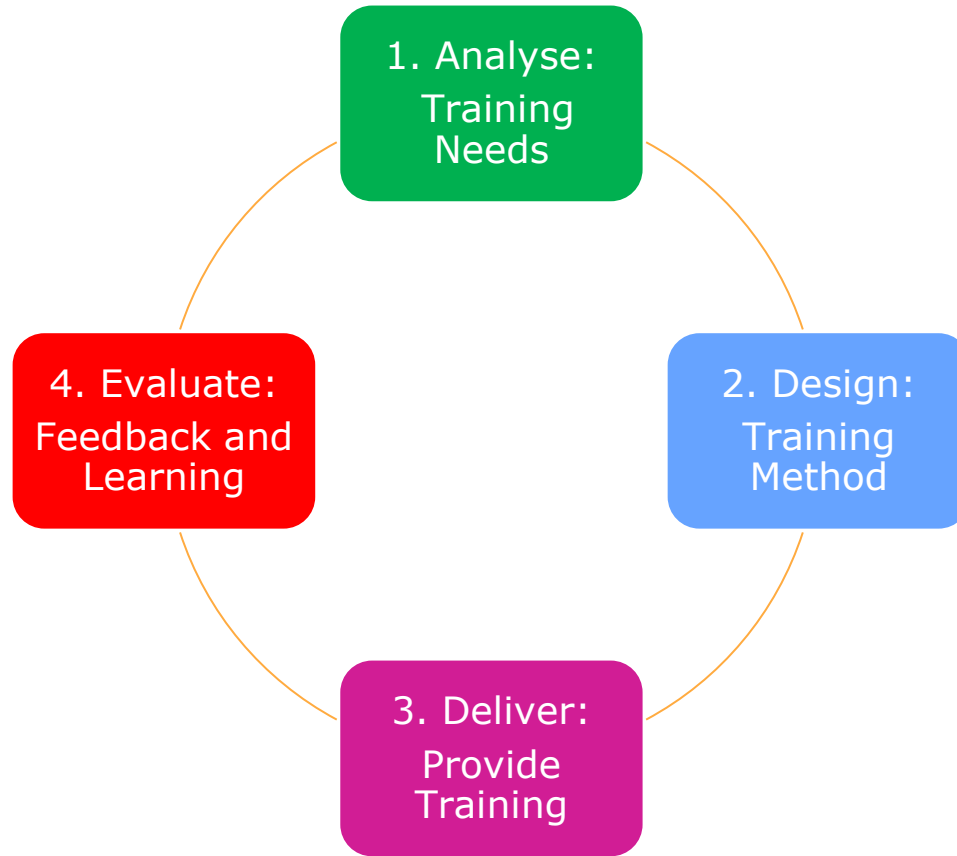


In This Module

- Why we need a framework on which to build training
- Things to consider when:
 - ▷ Working out why the training is needed
 - ▷ Designing and developing the training
 - ▷ Delivering the training
 - ▷ Evaluating how effective the training was

Training Cycle

- Cyclic training process
- Continuously improve your training
- Justify the training cost, highlight the benefits
- ADDE – Analyse, Design, Deliver, Evaluate
- ADDIE – Analyse, Design, Develop, Implement, Evaluate





The Training Cycle

Analyse Training Needs

Analyse

■ Training as a product

- ▷ The 'product' is the delivery section of the training cycle
- ▷ Wrong place to start!
- ▷ Start with market need – what need will my training satisfy?
- ▷ Only when you know that, can you design and deliver it

Analyse

What IS the training need? Usually...

- To comply with legislation (we'll get fined if...)
- To fix a problem (throw training at it)
- To create an opportunity (we could do this if...)
- For engagement and morale (people are leaving!)

Analyse

- Never assume your customer knows what they need!
- Training is seen as an easy answer to a problem...
- ...but the problem isn't always obvious
- Use the 5 'W's to help analyse training needs
- Who, what, when, where, why? (how, how many?)

Analyse

Why is the training needed?

- What content, what methodology?

- Where is the training needed?

- Who needs to be trained?

- When do they need training / can the training take place?

Analyse

Who will do the training?

- Level of expertise?
- Voluntary or mandatory training?
- Mandatory – do I need to prove they passed?
- Staff and managers together?
- Working times, working conditions?

Analyse

Levels of elaboration – digging down into each W

- “Training is needed by June 5th”
- Why June 5th?
- Who needs to be trained by then, all staff or just some?
- Do all locations need it by that date?
- What will happen if it’s not ready by that date?

Analyse

Organisational resources for training needs analysis

- Performance reviews: common source of requests for training
- Gap analyses : What we can do vs what we'd like to be able to do
- Project requirements: usually a training element to new projects
- Strategic (long-term) plans: what direction the organisation is going
- Customer complaints: good source for problem identification
- Competitors: are they doing something better than us?



The Training Cycle

Design/Develop Training

Develop

- Develop detailed content
- Develop training manuals
- Plan a delivery schedule
- Run a pilot training session – important!
- Train the trainers

Develop

Is group training the best solution?

- One-to-one coaching
- On-the-job training
- Automated web content
- Instruction manuals
- Formal education

Develop

■ How will I know the training is successful?

■ Metrics are vital! – Before and after measurements

- ▷ Productivity measurements – sales, units completed, calls made
- ▷ Customer complaints or feedback
- ▷ Referral business
- ▷ € value savings if at all possible
- ▷ Employee engagement surveys



The Training Cycle

Deliver Training

Deliver

- The trainer – covered tomorrow in Effective Presenting
- The environment
- Slides, props, support materials
- Video – PowerPoint basics
- Video – Skills demo overview

Environment

- Comfort, noise, temperature, refreshments
- Psychological factors
- Seating arrangements
- Equipment and props
- Be prepared, arrive early!



Evaluate

**Evaluation is the single most important
aspect of a training program**



Evaluate

- Friday: Training evaluation module
- Different types of 'success' in training:
 - ▷ Enjoyable - learners enjoy the training
 - ▷ Effective - learners change their behaviour
 - ▷ Cost-effective - creates more income than it uses up

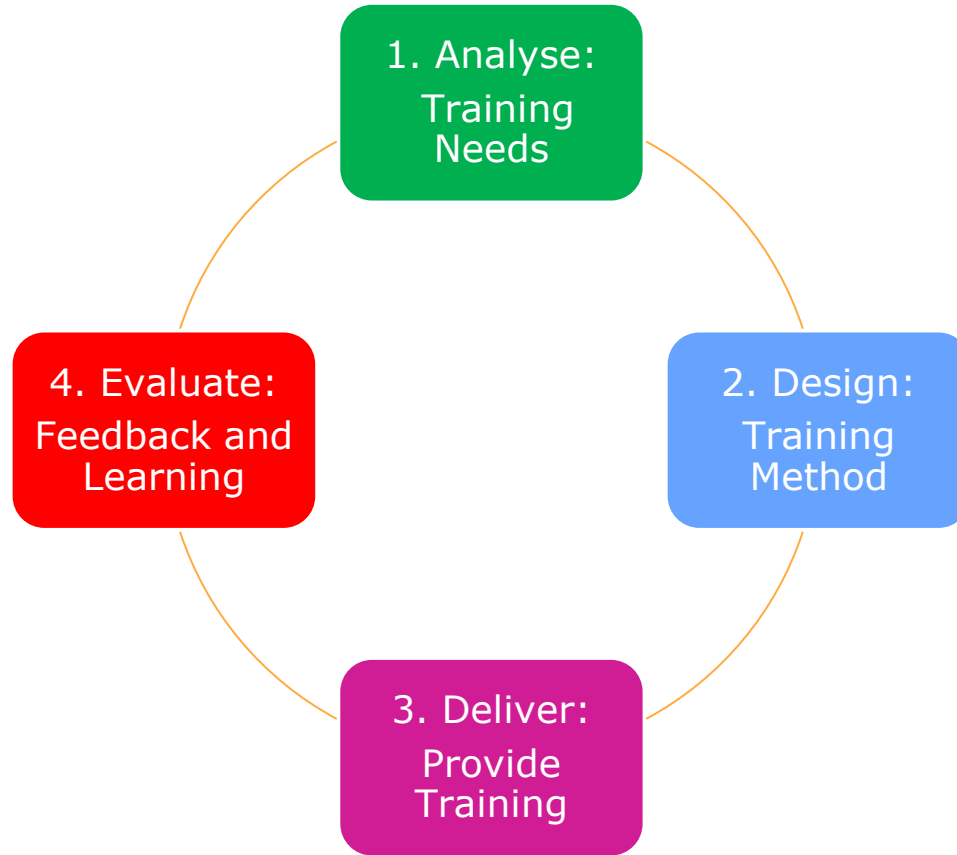
Evaluate

- Some factors to keep in mind as we go through the course:
 - ▷ Effectiveness of the trainer?
 - ▷ Usefulness of the support materials?
 - ▷ Appropriateness of the training method used?
 - ▷ How the feedback will be gathered – forms, online, in-session
 - ▷ Objectivity issues (polite feedback)
- Measurement!

Evaluate

Organisation:

- Is the training cost effective?
- Are there concrete benefits in the workplace (long-tail feedback)?
- Can I show – demonstrate – highlight these benefits?
- Metrics and measurement – engage with the organisation



Key Points

- Training is a continuous improvement process
- Training cycle is a framework for successful training
- Highlights your value to the rest of the organisation
- Ensures training is appropriate, relevant, cost-effective
- Consistent approach – ensures you don't miss anything

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Module 3: Know your Learners



In This Module

- Characteristics of adult learners
- Barriers to learning
- Knowledge, skills and attitude
- The skills development model
- Other people concerns
- How the workplace affects training

Grown Ups!



Grown Ups!

Self-directed

■ Results-oriented

■ Rigid

■ Slower to learn (but...)

■ Experienced

■ Motivated (usually)

■ Busy

■ High expectations

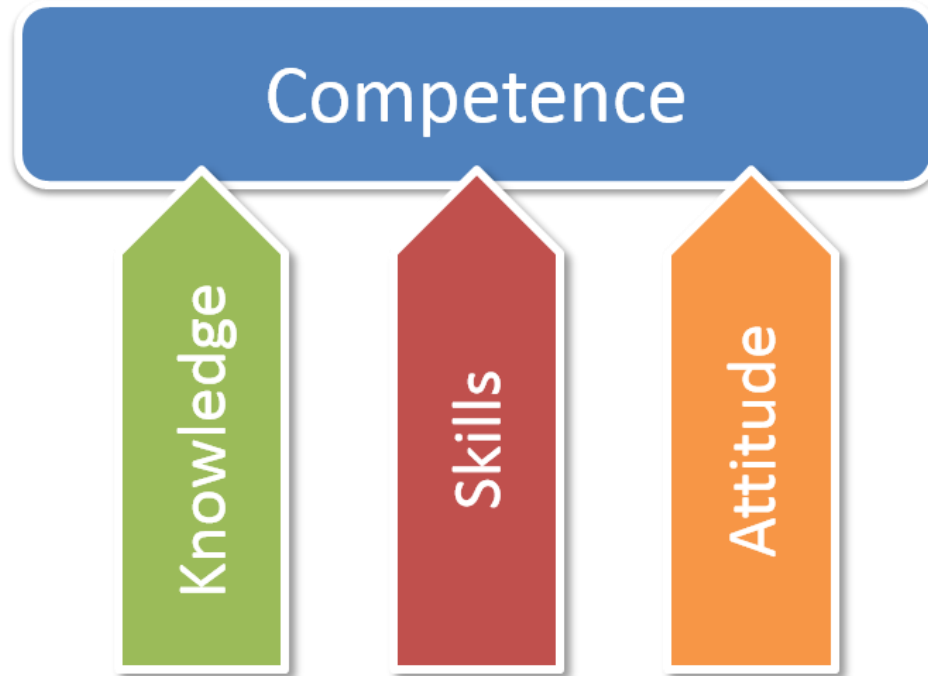
Barriers

- Independence
- Negativity
- Preoccupations
- Resistance
- Selective attention
- Unclear motivators
- Fear of participation
- Fear of change
- Fear of failure

Barriers

- What can we do to help?
- What, specifically, can you do in your training?

KSA



KSA

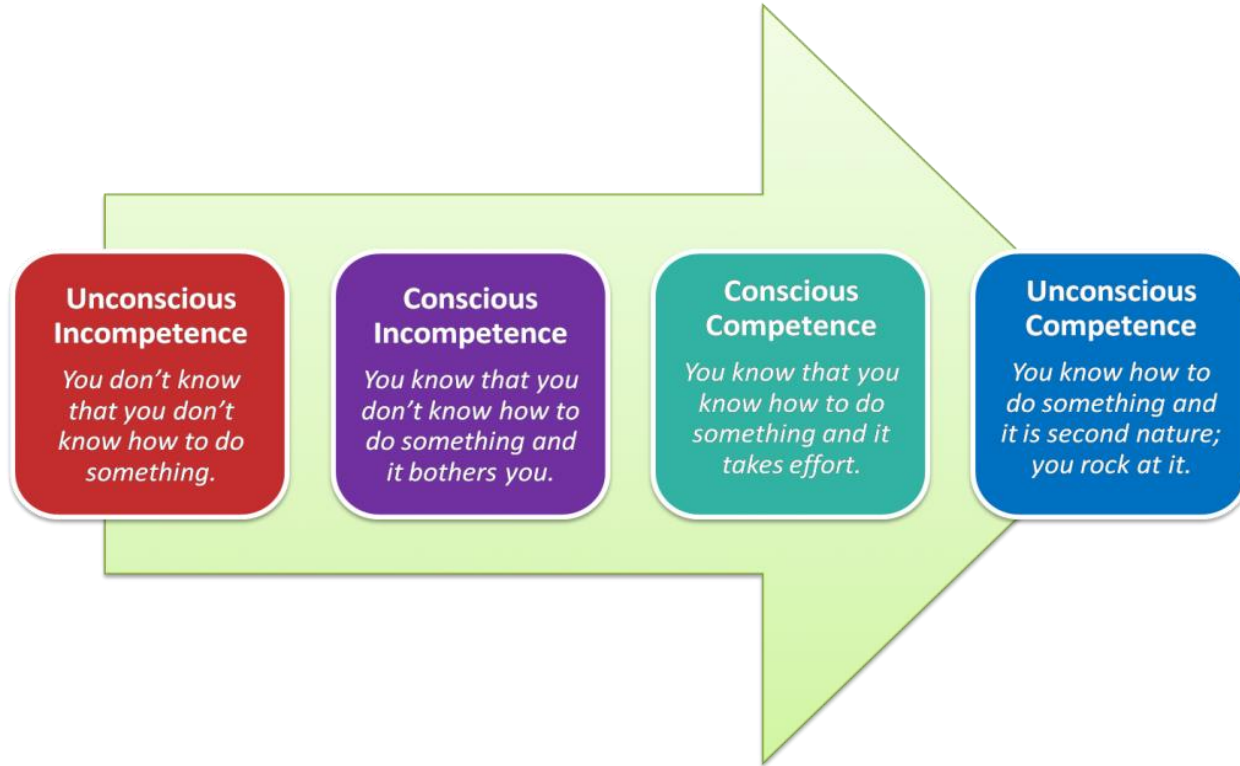
- Knowledge: the facts I need to know to do this
- Easy to design: topics, level of detail
- Easy to measure: exam, project, question session
- Can be hard to design interesting training for knowledge

KSA

- Skill: an ability that improves with repeated practice
- Juggling, sales techniques, training delivery!
- Training design must include practical, hands-on exercises
- Brings learners to a basic level of competency
- Hard to measure success – needs follow up after training
- Learners must have the opportunity to practice after training

KSA

- Attitude: how you approach challenges, work with others, deal with setbacks, view other people and groups
- Training requires perspective changing
- Question assumptions, see things from another's point of view
- Innovative exercises to demonstrate different perspectives
- Very difficult to measure success



Skills Development Model

Unconscious Incompetence

- I believe I already know this stuff!
- Learner resentful (or doesn't turn up at all)
- Highlight this lack without activating a learning barrier
- Self-test, question and answer session, hands-on exercise

Skills Development Model

Conscious Incompetence

- I'm aware that I don't know this, and that bothers me
- Ideal learner, wants to learn
- Can start straight into theory / practical examples

Skills Development Model

Conscious Competence

- I already know how to do this...
- ...but I'd like to be able to improve
- Non-standard examples
- Different methods – hands on required, may be a skill...
- ...and therefore initially slower than the existing method

Skills Development Model

Unconscious Competence

- I'm an expert at this!
- Either be more expert than the learners
- Or have them learn from each other
- Group exercises, scoring, point-of-view reversals

Other concerns

- Mixing skill levels in training
- Mixing managers and staff
- Introverts or extraverts?
- Plan for during the training needs analysis stage

Workplace Stress Effects

- A day in training is a day spent not working
- Is work building up while learners are in training?
- Are managers likely to interrupt training for problems?
- Do learners understand the purpose of the training?
- Stressed learners won't learn!
- Off-site training can help

Key Points

- Adult learners are busy, experienced, rigid, results-oriented
- Barriers – 3 fears, motivation, negativity, resistance
- KSA - knowledge, skills, attitude
- Skills development – adapt your training accordingly
- Be aware of the mix of learners in your training
- Can you mitigate workplace stress effects?

Day 1!

■ Well done!

■ Self-Directed Learning for this afternoon:

- 1. Watch “Aims, Objectives and Outcomes”**
- 2. Watch “Preparing for your Skills Demonstration”**
- 3. Complete the Learning Styles Questionnaire**

Day 1!

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Day 2



9:30 Start

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Recap!

- The Training Cycle
- Analyse first, design based on analysis, deliver and always evaluate
- Adult learner: characteristics and barriers
- KSA – Knowledge, Skill or Attitude?
- Skills Development Model – governs your training design
- Workplace stresses, mixing skill levels, managers and staff



Course Schedule

Day 1

- Course introduction
- The Training Cycle Part 1
- The Training Cycle Part 2
- Understand your Learners

Day 2

- Kolb – Learning Through Doing
- Equality, Diversity and Disability in Learning
- Learning Styles
- Effective Presenting

Day 3

- Managing Learners
- Evaluating Training and Learners
- Introduce your Training Topic
- Open Session



Assignment brief + videos

**“Tell me and I will forget.
Show me and I may
remember. Involve me and I
will understand.”**

Confucius, 450 BC

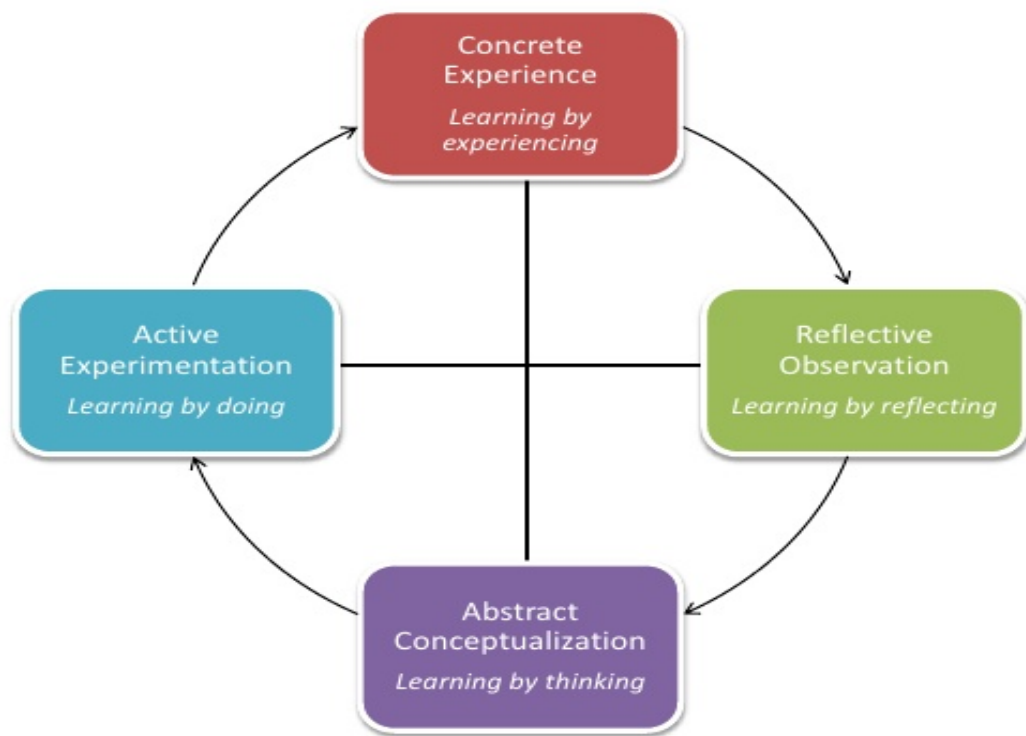
Kolb Learning Cycle

- David A. Kolb – American educational psychologist
- Kolb's experiential learning theory (ELT)
- Kolb Learning Cycle

Kolb Learning Cycle

- Theory of how humans learn naturally
- Experience it
- Reflect on the experience
- Think about changes or improvements
- Test those changes (experiment)

Kolb Learning Cycle



Taken from Kolb Learning Style Inventory, p5

Kolb Learning Cycle

- Iterative learning (cyclic)
- Natural cognitive process – happens automatically
- Very useful in training to mirror this effect...
- ...if learners need to understand why they should do something a certain way
- Participants work things out for themselves

Kolb in Training

- Have the experience – hands-on, practical exercise
- Must be ok to get it wrong – barriers to learning
- Reflection & conceptualisation – discuss more efficient methods
- Experimentation – let's try them out!
- Leads to much greater understanding of why something is done a certain way

Kolb Learning Cycle

Not always possible to do this:

- Time consuming
- Making mistakes may be unacceptable – critical processes, health and safety issues, legal constraints
- Simulations, videos, stories

Kolb Learning Cycle

Simulations:

- Roleplay exercises, fishbowl exercises (barriers to learning!)
- What-if scenarios and discussions
- Differentiated group exercises (different methods in each group)
- Props, models
- Videos and stories

Videos in Training

- Short videos are useful to break up training sessions
- Quickly visually illustrate a concept or issue
- Shouldn't duplicate something you could easily do in training
- Beware tech issues and..
- Always, always rehearse video use

Videos in Training

- Try not to rely on YouTube
 - ▷ Fast, reliable internet access required
 - ▷ Autoplays videos if you don't stop it, may contain advertisements
- Have the video as a separate file (MP4, WMV or similar)
- Embed the video in PowerPoint
- Make sure the sound will be adequate for the venue

Stories in Training

People:

- Can't resist a story
- Are wired to remember stories
- Relate the message to themselves more easily
- Remember images more easily than words

Stories in Training



Stories in Training

- Stories should be true...
- ...relevant to the learning
- ...and not overused
- Ideally a story should allow the learner to see the practical outcome of doing something a certain way
- Simulate the 'reflect' part of Kolb

Exercise

- Does / can your training follow the cycle?
 - ▷ Try something out (experience)
 - ▷ Think about how it went (reflect)
 - ▷ Interpret, make connections, generalise, revise
 - ▷ Test the revisions – experience again
- Can you simulate the process? How?

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Equality, Diversity and Disability in Training



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In This Module

- Legislation affecting training
- Common pitfalls and solutions
- Non-obvious disabilities
- Data protection issues

Legislation

- The Employment Equality Acts 1998–2015
- The Health, Safety & Welfare at Work Act 2005
- Disability Act 2005
- General Data Protection Regulations

Legislation

- The Employment Equality Acts 1998–2015
- Make it illegal to discriminate on the basis of:
 - ▷ Race, gender, sexual orientation, religion
 - ▷ Civil status, family status, disability
 - ▷ Age, Traveller Community membership
- **The trainer is responsible for managing the room!**
- Comments made by learners – ground rules

Legislation

- The Health, Safety & Welfare at Work Act 2005
- Wide range of training to comply with this act
 - ▷ Machinery operation
 - ▷ Emergency procedures
 - ▷ PPE
 - ▷ Industry specific training
- Trainer obligations

Legislation

■ Disability Act 2005

- ▷ Access to training
- ▷ “Reasonable Accommodation”

Common Pitfalls

- Slang language, Irishisms
- Mispronouncing names
- Assumptions based on stereotype – culture, age, gender
- Culturally specific stories, videos with stereotyping issues
- It's not up to you to decide if someone should be offended by your words or actions

Solutions

- Pre-course questionnaire:

- ▷ “Please let us know if you have any special requirements regarding training”

- You will make mistakes – apologise genuinely when you do

- Name tags; ask someone how to pronounce their name

- Talk to learners privately, get their point of view

- Try to notice your assumptions

Non-obvious Disabilities

- Poor hearing or sight
- Dyslexia or dyspraxia
- Low levels of literacy
- Poor English
- Training needs analysis to catch / prepare for these

Data Protection

■ General Data Protection Regulations – 25/5/2018

- ▷ Keep a record of all training and attendees
- ▷ Be aware of the rules regarding personal data
- ▷ Especially requests for such data
- ▷ Recording or photographing of training sessions
- ▷ www.dataprotection.ie

Diversity

- Don't be afraid to make use of diverse groups of learners
- Compare and contrast group differences
- Ask for points of view
- But again, be aware of your own biases and assumptions

Key Points

- Legislation covering equality, disability and data protection
- You're also responsible for learner actions
- Beware your assumptions, apologies for mistakes
- Try to anticipate and plan for common issues
- Be aware of data protection issues
- Don't be afraid to make use of diversity in your training

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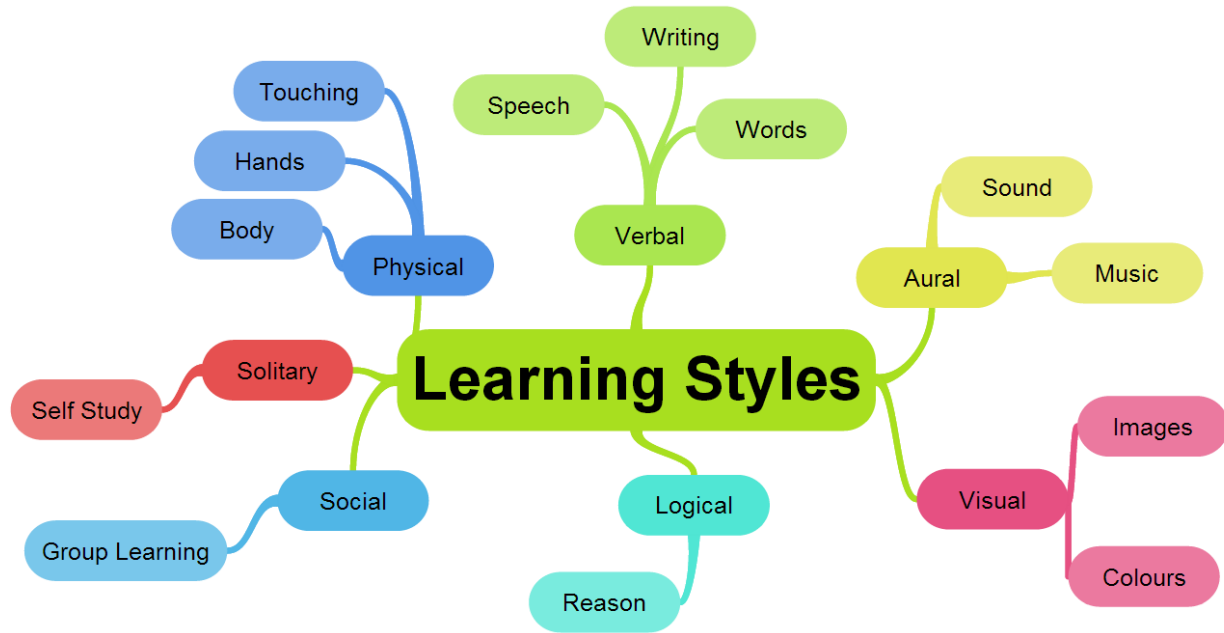
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Learning Styles



In This Module

- Learning style myths
- Teaching styles
- Disrupting learner expectations
- Honey and Mumford class exercise
- Implications of H&M results



Learning Styles

- Learning style does impact preference...
- But not how effective the learning is
- Higher engagement when learning style matched...
- ...so it is useful for keeping people interested and engaged
- But using one preferred style can be detrimental to learning

Learning Styles

- Tendency: to match the learning style to the subject
- **Mixed methods improves learning**
- Teaching
- Discussions
- Roleplays
- Group work
- Energisers

Learning Styles

- Higher value placed on 'being taught'
- As opposed to interactive learning
- Interactive learning tends to be more effective and fun...
- ...but you might need to set expectations before training

Disrupt Expectations!

■ Manual handling?

■ First aid?

■ Statistics?

■ Technical Writing?

■ Assertiveness?

■ Judo?

■ Guitar?

■ History of WW2?

Honey & Mumford

- Adapted from Kolb's Learning Cycle
- Experience – Reflect – Theorise – Experiment
- Do people spend differing amounts of time on each part?
- Honey and Mumford developed a questionnaire to test this
- Everyone completed this?

Honey & Mumford

Activist

Reflector

Theorist

Pragmatist

Honey & Mumford

- Wide range of scores – reflector / theorist tends to be highest
- Effect of how we're taught in school?
- Take note of your own high and low scores – training design
- Some industries may have different high / low scores

Key Points

- Learning style helps engagement but not effectiveness
- Everyone benefits from mixed methods
- Everyone expects a style to go with a topic – disrupt!
- Your H & M score reflects your default way of designing training, but
your learners may have very different scores

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Effective Presenting



In This Module

- Managing your stress
- Manage your voice
- Manage your body language
- Common mistakes
- Applying these lessons to online presenting

Presenting is a Skill

- Knowledge: what you need to know to provide training
- Skill: how well you deliver the training
- Training delivery improves with repeated practice
- It's ok not to be perfect when you start...
- ...but you should try to find opportunities to present to groups
as often as possible

Acute Stress



- Fight, flight, freeze reaction!
- Quick, shallow breathing
- Increased heart rate and blood pressure
- Muscles tense for action
- Sweat glands activate
- Not ideal for presenting!

Acute Stress



- Stress is natural, helpful
- Fades as presenting becomes 'normal'
- Tips to reduce stress
- Tips to avoid triggering it

Avoid Triggering Stress

- **Prepare, prepare, prepare!**
- Unexpected events stress us out
- Know your topic – including common questions
- Know your timings – not running out of time or material
- Know your technology – most common source of issues
- Know your venue – don't make assumptions, get there early

Reducing Acute Stress

- Take a walk!
- Slow, deep breaths (before and for pauses during)
- Hold a hot drink
- Ground your feet
- Give your hands an anchor – pointer, clicker
- Be well rested and watch your coffee intake

Avoid Triggering Stress

- Be well rested – tiredness is a fundamental stressor
- Physical health improves mental health
- Cognitive reframing
 - ▷ See failures as an opportunity to improve your training
 - ▷ Beware of perfectionism. The training cycle will look after this!
 - ▷ Feedback is a valuable resource, not a personal attack!

Manage your Voice

- **Tone:** conversational. Be yourself!
- **Pacing:** slower than normal
- Pauses, silences for impact, questions
- **Projection:** head up, standing
- Skill! Takes practice



Manage your Voice

- Test the room before training
- Mixed methods learning: constant talking strains your voice
- Crutch words: em, ah, right, so...
- Preparation!



Manage your Body Language

- **Closed body language:** folded arms, clasped hands, lack of eye contact, foot orientation
- **Open body language:** hands open, expressive. Facing learners and orienting towards speaking learners
- **Eyes:** moving regularly between learners, paying attention
- Be visible to everybody

Manage your Body Language

- Fidgeting, rocking, swaying – nerves
- Use the space available to you – seating arrangements
- Ensure learners can see and hear you and any slides/props
- Dress comfortably!

Common Mistakes

- Presenting to the slide deck
- Presenting to a single, eager learner
- Having your back to learners
- Speaking too quietly or too quickly
- Forgetting to confirm learning and ask for questions
- Not noticing learners who want to ask a question
- “Losing the room” during practical demonstrations

Training via Webcam

- Very different experience to classroom training
- Can't generally see all the learners at once
- Harder to judge engagement and learning
- Interactive exercises require a different approach (apps!)
- Some basics of webcam use

Being seen



Being seen

- Poor lighting
- Can't see hands / body language
- Voice projection when sitting and looking down
- Literally looking down on people
- Try out different software – Teams, Webex, Zoom, GTT

Being seen



Key Points

- **Presenting is a skill, you will improve with practice**
- Stress is normal, fades with time. BE PREPARED!
- **Voice:** slow, clear, pauses, projection.
- **Body:** open, steady, aware of your space and learners
- **Common mistakes:** video your training sessions!
- Translating these lessons to online training

Day 2!

■ Well done!

■ Self-Directed Learning for this afternoon:

- 1. Read SMART Goals in the Workbook**
- 2. Watch “Managing Stakeholders”**
- 3. Watch “Creating Feedback Forms”**
- 4. Watch “Creating a Session Plan”**

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Day 3



9:30 Start

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Recap!

- Kolb – learn by doing, and being allowed to get it wrong
- Learning styles – keep it varied, be aware of your ‘defaults’
- Equality, diversity, disability – you’re in charge of the room
- Nerves fade with practice and with lots of preparation!
- Voice, body language, online considerations

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Managing Learners



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In This Module

- Engaging the room, getting learners talking
- Managing challenging learners
- Answering questions
- Interactive exercises

Ground Rules

- Rules of behaviour agreed with learners at the start of the training
- Acceptable behaviours
- Technology
- Food and housekeeping

Ground Rules

- Adapt to the group and environment
- Get agreement or have learners agree rules themselves
- Framework for dealing with issues
- Sets the tone right at the start of training:

"this is a learning environment – act accordingly"

Open Questions

- Learners often won't admit ignorance in a group!
- Open question can't be answered with a 'yes' or 'no'
- "Why wouldn't that work?"
- "How would that affect other areas?"
- "What do you think would happen if we did it this way?"
- "What does everyone else think?"

Be EPIC!

- For starting a presentation:
- Engage the room – short statement on problem
- Present the problem – issue, scope, impact
- Inform about possible solutions
- Call to action – let's get to work on it

Shocking Statement

■ Attention-grabbing first sentence

- ▷ “37% of your organisation’s sick leave is due to stress”
- ▷ “There are 15,000 registered charities in Ireland”
- ▷ “A female mouse produces an average of 56 young per year”
- ▷ “On average, humans have one testicle”

■ Make your shocking statistic visual

Around the Room

- Opinion from each participant in training
- Where one or two people are dominating an issue
- Where nobody's volunteering information
- As an interactive way of recapping a topic

New Voices

- Getting the quiet ones to speak up
- “We haven’t heard from you on this yet John...”
- Encourages participation
- Inclusive – everyone’s point of view has value

Bottom Lining

- When someone is over-explaining or being vague

“If you had to sum up the issue in one sentence?”

- Helpful for the speaker’s and everyone’s understanding

Process Observation

- Pointing out what's going on...
- And the consequences
 - ▷ "Everyone looks drained at this stage, let's take a break..."
 - ▷ "We'd better move on if we're to get through this module..."
 - ▷ "I see a lot of confused faces, but nobody's asking questions..."

Parking

- Asking if you can 'park' a question for later
- Enthusiastic learners, ahead of everyone else
- When you don't want to confuse other learners

Off-lining

- Something is brought up...
- Where the training course isn't the place to discuss it
- Sensitive issues, confidential discussions

“Training isn't the appropriate time or place to have this conversation.”

Time-out

- Remember that you control the pace of training!
- Don't be slaved to pre-arranged breaks or slides
- Use process observation to keep an eye on energy levels
- Training cycle – adjust your next session to improve timings

Answering Questions

- Asked before? – answer genuinely
- Testing your expertise? – answer genuinely
- Don't know? – admit it, but go find the answer during a break
- Opportunity for discussion – ask the room for opinions
- Repeat the question to ensure all learners have heard it
- Training cycle – take note of questions for future sessions

Irate People

- No-one ever wins an argument – don't engage one-to-one
- It's almost never about you - compassion
- Your responsibility to everyone to achieve their learning objectives
- Time out, off-lining, parking
- Training cycle – feed the lessons into your next course

Interactive Exercises

Should have a definite purpose:

- **Ice-breakers:** no learning outcomes - settle learners, make friends
- **Hands-on:** Kolb - learn by doing and making mistakes
- **Competition:** scored exercises to highlight differences in methods
- **Fishbowls and Roleplays:** learn by observing / doing
- **Energisers:** get people moving after theory-heavy sessions

Recap

- You're in control of the training, not the schedule or slides!
- Ground rules, open questions
- Rounds, new voices, bottom lining, parking, process obs.
- Off-lining, time-outs, don't argue in training.
- Answer questions genuinely, feed into the training cycle
- Know the purpose of your interactive exercises

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Training Delivery & Evaluation

Evaluating Training and Learners



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In This Module

- Evaluating learners: formative and summative feedback
- Evaluating training:
- Kirkpatrick's four levels of training evaluation
- Kaufman's Levels of Evaluation Model
- Evaluating training for the freelance trainer

Learner Feedback

- Feedback to learners on how they're doing in training
- Two types:
 - Formative feedback takes place over the course of training
 - Summative feedback takes place after the training is done

Formative Feedback

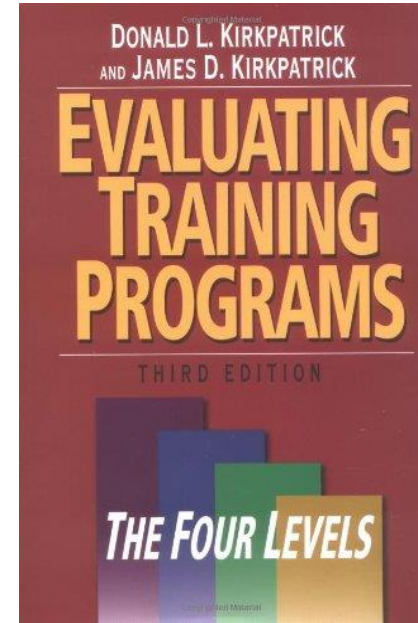
- Feedback at regular intervals to show learners their progress
 - ▷ Question and answer sessions, short exams, hands-on work
- Helps trainer to see if anyone is falling behind
- Learners get to see their progress, good for engagement
- Planned during Design section of Training Cycle
- Takes up time during the course and effort to implement

Summative Feedback

- Feedback after the training on how well learners performed
- Final exam, project, workplace evaluations
- Simpler than formative feedback...
- ...but means learners can be left behind
- Can be more costly in the long run as a result
- Repeated or ineffective training

Kirkpatrick Model

- Kirkpatrick's four-level training evaluation model
- Donald Kirkpatrick: 1959, revised 1975 and 1994
- Feedback forms tend to be based on emotion
- Objective way of measuring training effectiveness



Kirkpatrick Model

Reaction

Learning

Behaviour

Results

Reaction

- How participants reacted to the training
- Did they enjoy it?
- Did they feel it was useful?
- Did they like the trainer?
- Are they looking forward to putting it into action?

Reaction

- All about participant's emotional reaction
- Limited, but still useful
- Positive reaction – high engagement
- High engagement: higher engagement and retention
- Evangelisation: learners will recommend your training
- Measuring feedback is easy!

Learning

- How much has learner knowledge increased?
- Learning objectives as a starting point
- Evaluation method depends on KSA:
 - ▷ Knowledge – exam, project, question-and-answer session
 - ▷ Skills – on-the-job evaluation, productivity monitoring
 - ▷ Attitude – surveys, staff reviews, morale
- Measuring learning is a little harder

Behaviour

- Do trainees actually apply the skills learned?
- Has their behaviour changed to incorporate the training?
- 'No' doesn't mean it hasn't worked:
 - No opportunity to apply the training
 - Resistance from peers / organisation / manager
- Measuring behaviour change is hard!

Behaviour

Evaluation methods:

- Learner record
- On-the-job monitoring
- Peer feedback, 360-degree feedback
- Customer feedback
- Performance monitoring and reviews

Results

- Were the outcomes achieved?
- Defined in the planning stage
 - ▷ Did we save the money we thought we would?
 - ▷ Has the problem happened since?
 - ▷ Did engagement levels rise?
 - ▷ Are we now legally compliant?
- Measuring results requires input from the organisation

Results

Evaluation:

- Financial reports
- Staff surveys
- Customer complaints
- Internal audits

Kaufman

Roger Kaufman's 5 levels of training evaluation

1. Input and Process
2. Acquisition
3. Application
4. Organisational Output
5. Societal Outcomes

Based on Kirkpatrick, but with a costs vs. benefits approach

1. Input and Process

- What went into the training – resources, time, money?
- How efficient was the training process?
- Not interested in learner reaction at all!
- All about the total cost of implementing the training...
- ...and whether it could have been done more efficiently

2. Acquisition

- Did the learning 'stick'?
- How have we measured this?
- Same as Kirkpatrick's Learning level
- But with a focus on measurement

3. Application

- Is the content of the training being used in the workplace
- Do we have some way of measuring this
- Again, similar to Kirkpatrick's Behaviour level
- ...with a focus on measurement

4. Organisational Output

- Is there a return on investment for the organisation?
- What's the 'product' of the training, can it be measured?
- Focused on input cost vs. output benefit
- Good way for organisations to measure training
- Kirkpatrick lacking in this regard

5. Societal Outcomes

- Is there a wider impact beyond the organisation?
- What's the greater good?
- Training can be a branding / marketing tool
- But also useful to highlight personal benefits for learners
- Practically impossible to measure

Pros and Cons

- Both methods designed for large organisations...
- ...with accurate measurement processes in place
- Each higher level is a more useful measure of training
- But also progressively more difficult and costly to measure
- Useful to demonstrate the value of your training
- Online resources for pros and cons

Evaluation for Freelance Trainers

- Are Kirkpatrick and Kaufman useful to solo trainers? YES!
- Useful to know that good feedback doesn't = success
- Measuring learning is good for learners and you
- Novel methods of measuring behaviour:
 - Social media groups for past learners, refresher courses, testimonials

Key Points

- Measuring learner progress is useful for you and learners
- Summative is easier, formative more useful
- Kirkpatrick and Kaufman – objective measurement of success
- Progressively more difficult and costly with each level...
- ...but more useful to the trainer and the organisation
- Don't ignore Kirkpatrick and Kaufman as a solo trainer

QQI Level 6

Training Delivery & Evaluation

Module 10: Your Skills Demonstration



Damian McCourt

Key Elements

- 10 – 12 minutes (max!) of training
- Aim, objectives, outcomes
- Learner interaction
- Props, training aids
- Confirm learning and ask for questions
- Let's hear what you're doing!

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LEARNING
EXPERTS