Train the Trainer Award

MQF Level 5

Janice Ellul

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Introduction

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Activity #1
ICE BREAKER

Learning Objectives

1. Understanding the purpose of learning evaluation.
2. Understanding the benefits of learning evaluation.
3. Listing the different types of training evaluation models.
4. Using Kirkpatrick's Model of Learning Evaluation.

Evaluating a Training Session

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The Training Cycle

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Ineffective Training Costs Money

According to Harvard Business Review, although organizations spend more than $350 billion globally on training, they are not spending their money effectively. Just consider these stats:

70% of employees report that they don’t have mastery of the skills needed to do their jobs.

Only 12% of employees apply new skills learned in L&D programs to their jobs.

Only 25% of respondents to a recent McKinsey survey believe that training measurably improved performance.

What is "Training Evaluation"

1. How would you define **"Training Evaluation"?**

2. "Training evaluation is the systematic process of analyzing if training programmes and initiatives are effective and efficient. Trainers and human resource professionals use training evaluation to assess if employee training programmes are aligned with and meet the company's goals and objectives."

   – SafetyCulture

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Why is Training Evaluation Important?

Why is Training Evaluation Important?

1. It helps analyze whether the learning objectives of the training programme have been met.
2. To justify the role of training, considering budget availability and cutback situations.
3. To improve the quality of training for employee development, training delivery, trainer deployment, duration, methodology, etc.
4. To assess the effectiveness of the overall programme, quality, and competency of the trainer.
5. To justify the course through cost-benefit analysis and ROI approach.

Why is Training Evaluation Important?

6 To indicate the extent to which trainees apply what they have learned back in the workplace (transfer of training), an issue which many organizations find they have problems with.

7 To help improve overall work quality and boost employee morale and motivation by engaging them in the development of training programmes.

8 To help trainers and managers determine improvements in training programmes and decide if certain programmes should be discontinued.

Learning Evaluation Models

1. When it comes to the evaluation of training programs, it’s best to start at the beginning.
2. So before you decide what to measure, or how to measure it, choose the evaluation technique that’s most helpful for your needs.
3. There are several learning evaluation models available that can be used to measure learning effectiveness:

Kaufman's 5 Levels of Evaluation

- **Step 1a:** Measure the resources that were invested into your training program, like time and costs in developing materials.
- **Step 1b:** Evaluate learners' reaction to the training process.
- **Step 2:** Assess whether or not the training objectives for individual learners or small teams were met. For example, did they learn new skills? The focus here is on individual (or micro) benefits of training.
- **Step 3:** Measure the practical impact of the benefits in Step 2. For example, are employees applying their new skills on their job?
- **Step 4:** Measure the greater (or macro) benefits for the business, like increased profitability or reduced costs.

Kaufman's 5 Levels of Evaluation

- **Step 5:** Evaluate the effectiveness of your employee training program in relation to societal benefits. For example, how did training improve your company's ability to add value to its clients or society as a whole?
- Kaufman does suggest some useful ideas that one can implement to evaluate a training programme.
- One such useful concept is to measure the training materials separately from the training delivery, as this might give more insight as to what went right or wrong.
- Any issues related to the material can be identified prior to proceeding with the evaluation.
- On the other hand, measuring societal impact is difficult to implement and should be focused on the organisation's customer base instead.

Kaufman’s 5 Levels of Evaluation

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The CIRO Model

- The CIRO model was developed by Peter Warr, Michael Bird and Neil Rackham in the 1970s.
- Unlike other evaluation models, the CIRO model is aimed to measure the effectiveness of management training.
- CIRO stands for “Context”, “Input”, “Reaction” and “Output” which make up the 4 levels of this model. The levels are hierarchical, meaning that one must start from “Context” and then move the “Input” and so on.

The CIRO Model

- **Level 1: Context Evaluation –** In this level, a training needs analysis is conducted and the skills that are lacking within the organisation are recorded.
- **Level 2: Input Evaluation –** In this level, information about the best training methods is gathered. The design, planning, management and delivery of the training courses are also addressed. The organization's resources are analyzed in order to see how best to use them to meet the desired objectives.
- **Level 3: Reaction Evaluation –** The third level involves collecting the opinions of views of the trainees about the training they just received.
- **Level 4: Outcome –** In this level, all of the information about the results of the programme are presented. The outcomes are then measured at the learner level, workplace level, team or departmental level and business level.

The CIRO Model

- While this model involves simpler and faster data collection requirements, this model is aimed at evaluating management training courses because it does not take into account behaviour.
- Thus, it cannot be used to evaluate training programmes that are delivered to other roles and positions in the organisation.

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Brinkerhoff's Success Case Method

- Brinkerhoff's (2005) success case method is fairly simple and can be implemented within a short time frame.
- It aims to identify what has worked, what did not, which are the effective results that have been achieved and what can be done differently to get better future results.
- The success case method is divided into two parts. In the first part, potential success-cases trainees who have shown success when using some new skill obtained through training, are identified.
- This is usually done either with the implementation of a survey or by reviewing reports, performance data and also by asking people.

Brinkerhoff's Success Case Method

- In the second part of this method, the potential success cases are interviewed and the reason for them being a success is also documented.
- The first section of the interview is aimed at screening to check whether the individual being interviewed is an actual product of success.
- When a successful individual is verified, the second section of the interview will contain probing questions to understand the reasons for success.

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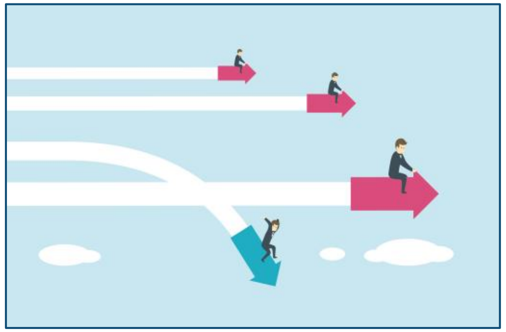
Brinkerhoff's Success Case Method

- The success case method also looks at instances that did not derive success. The process is similar to the success cases.
- Potential non-success cases are identified and interviewed.
- The reasons for non-success are identified and analysed.
- The documented reasons for success and non-success cases are then compared.
- The identification and documentation of the success factors and non-success factors will be of great benefit when making decisions to improve future programmes.



Brinkerhoff’s Success Case Method

1. Whilst the Brinkerhoff’s success case model is easier and more cost-effective to apply, it does bring about various limitations.
2. It offers only a qualitative analysis and as the quantitative analysis is equally important, both should be used in a proper learning evaluation.
3. Finally, this method also relies on extreme cases of success and failures and ignores all the other instances which might not give a proper overview of what has been or not been achieved.

Kirkpatrick's Model of Learning Evaluation

- Donald Kirkpatrick, former Professor Emeritus at the University of Wisconsin, first published his model in 1959. He updated it in 1975, and again in 1993, when he published his best-known work, "Evaluating Training Programs."
- Each successive level of the model represents a more precise measure of the effectiveness of a training programme. It was developed further by Donald and his son, James; and then by James and his wife, Wendy Kayser Kirkpatrick.
- In 2016, James and Wendy revised and clarified the original theory, and introduced the "New World Kirkpatrick Model" in their book, "Four Levels of Training Evaluation." One of the main additions is an emphasis on the importance of making training relevant to people's everyday jobs.

Level 1: Reaction

- You want people to feel that training is valuable. Measuring how engaged they were, how actively they contributed, and how they reacted to the training helps you to understand how well they received it.
- It also enables you to make improvements to future programmes, by identifying important topics that might have been missing.

Questions to ask trainees include:

Did you feel that the training was worth your time?
Did you like the venue and presentation style?
Did the training session accommodate your personal learning styles ?
Were the training activities engaging?
What are the three most important things that you learned from this training?
From what you learned, what do you plan to apply in your job?
What support might you need to apply what you learned?

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LEVEL 1

Level 2: Learning

- Level 2 focuses on measuring what your trainees have and haven't learned.
- To measure how much your trainees have learned, start by identifying what you want to evaluate. Training sessions should have specific learning objectives , so make those your starting point.
- You can measure learning in different ways, depending on the objectives. But it's helpful to measure these areas both before and after training.
- Before the training begins, test your trainees to determine their knowledge, skill levels and attitudes.
- Then, when the training is finished, test your trainees a second time to measure what they have learned, or measure their learning with interviews or verbal assessments.

LEVEL 2

Level 3: Behaviour

- This level helps you to understand how well people apply their training. It can also reveal where people might need help. But behaviour can only change when conditions are favourable.
- Imagine that you're assessing your team members after a training session. You can see little change, and you conclude that they learned nothing, and that the training was ineffective.
- It's possible, however, that they actually learned a lot, but that the organizational or team culture obstructs behavioural change. Perhaps existing processes mean that there's little scope to apply new thinking, for example.
- As a result, your people don't feel confident in applying new knowledge, or see few opportunities to do so. Or, they may not have had enough time to put it into practice.

LEVEL 3

Level 3: Behaviour

- Be sure to develop processes that encourage, reinforce and reward positive changes in u. The New World Kirkpatrick Model calls these processes "required drivers." If a team member uses a new skill effectively, highlight this and praise him or her for it.

- Effectively measuring behaviour is a longer-term process that should take place over weeks or months following the initial training.

Questions to ask include:

Did the trainees put any of their learning to use?
Are trainees able to teach their new knowledge, skills or attitudes to other people?
Are trainees aware that they've changed their behaviour?

- One of the best ways to measure behaviour is to conduct observations and interviews. Another is to integrate the use of new skills into the tasks that you set your team, so that people have the chance to demonstrate what they know.

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LEVEL 3

Level 4: Results

- At this level, you analyze the final results of your training.
- This includes outcomes that you or your organization have decided are good for business and good for your team members, and which demonstrate a good return on investment (ROI).
- These could be measured by different factors such as less turnover, improved quality of work, increased sales, increase in profit, increased customer satisfaction and so on.
- Level 4 will likely be the most costly and time-consuming. Your biggest challenge will be to identify which outcomes, benefits, or final results are most closely linked to the training, and to come up with an effective way to measure these outcomes in the long term.

In a nutshell...

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Calculating the ROI

- Calculate the ROI using the program benefits and costs.
- ROI (%) = net benefits / programme costs x 100
- The net benefits are the programme benefits minus the costs:
- Net benefits = programme benefits – programme costs

Calculating the Programme Benefits

- A number of techniques are available to convert data to monetary values; the selection depends on the type of data and the situation.
- Use the participants' wages and employee benefits as the value for time in programs where employee time is saved. A variety of programmes focus on improving the time required to complete projects, processes, or daily activities. The use of total compensation per hour provides a conservative estimate for the value of time.
- Convert output data to profit contribution or cost savings. With this technique, output increases are converted to monetary value based on their unit contribution to profit or the unit of cost reduction.
- Calculate the cost of quality, and covert quality improvements directly to cost savings. This standard value is available in many organizations for the most common quality measures (such as rejects, rework, and scrap).

Tabulating Programme Costs

Include the following items among the cost components:

- ✓ Cost to design and develop the programme (and instructor if applicable).
- ✓ Cost of all programme materials provided to each participant.
- ✓ Cost of the facilities for the training program.
- ✓ Cost of travel, lodging and meals for the participants, if applicable.
- ✓ Salaries, plus employee benefits of the training function, allocated in some convenient way.
- ✓ In addition, specific cost related to the needs assessment and evaluation should be included, if appropriate. The conservative approach is to include all of these costs so that the total is fully loaded.

Choose the right Training Evaluation Tools

- You wouldn’t measure length with a thermometer, right?
- So, before you start collecting information about the results of your training, make sure that you have the right tools for the job.
- Here are some of the most common training evaluation tools to choose from.
- Feel free to use more than just one to measure training effectiveness and track employee training.

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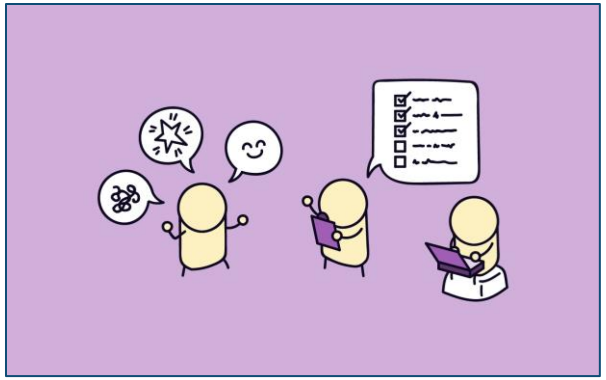
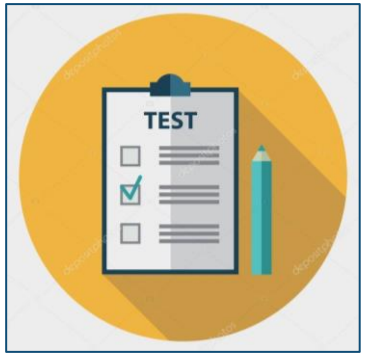
Observations

- There are many advantages to using observation as a training evaluation tool. You get to observe learning and behaviour changes in a real workplace setting. Behaviour changes aren't easy to measure quantitively.
- It also tends to be more accurate than self-report questionnaires which can be biased, or influenced by poor memory.
- Still, this tool has some downsides. First, you need to find someone objective and knowledgeable with enough time on their hands to watch each employee for an hour or more.
- Then, even if you find an observer, there's the risk that employee behaviour will change simply because they know they're being watched. This can skew the results.



Tests

- Perhaps the best part about tests is that you can measure a specific skill or knowledge area without the distraction of being observed. For example, you could measure a medical sales rep's understanding of a new product with a few multiple-choice questions completed in a private and quiet environment.
- But there's a catch. Tests usually don't measure knowledge and skills in the same environment in which they'll be used – the workplace, that is. So you won't know whether an employee is able to apply what they've learned when there are other distractions and pressures at play.
- It's also worth mentioning that tests aren't the best measure for skills like persuasion, which are better assessed in practice (think role-plays). And when it comes to skills for high-risk jobs, like pilots and surgeons, tests aren't enough on their own. More realistic assessments, like simulations, are necessary, too.

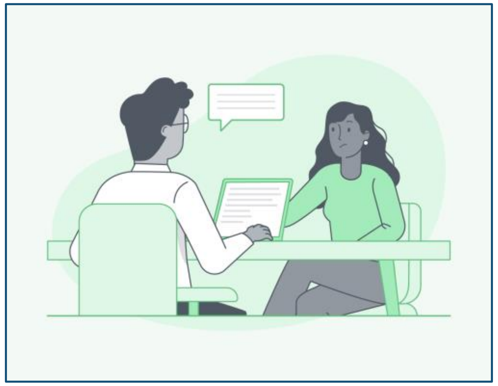


Surveys

- Why are surveys so popular? Probably because they're highly efficient! You can design one survey, and send it out to millions of employees at the click of a button.
- If your survey is delivered via your employee training software, it gets even better, because you can access the results as an easy-to-interpret and downloadable report.
- There's just one important limitation that you should know about: not many people like questionnaires! Sadly, surveys get an average response rate of 30% to 40%. So it's important to explain to employees that surveys help you improve training, and that you really do want to hear their feedback.
- You can ask employees what they liked about training, whether the platform was easy to use, and if the content was useful to improving their work.

Interviews

- Interviews can be conducted face-to-face or online. But either way, they're as effective as questionnaires – and even more so. Why? Because not only can you ask employees a set of questions, but you can answer their questions and delve deeper into their responses, too.
- This flexibility often means that you get more valuable and detailed information from employees about their training.
- Unfortunately, the same flexibility can result in a few problems for this evaluation tool. Each interview has to be conducted separately, which means that it will be time consuming.
- Still, if you're exploring the reasons behind other results, this is the tool to do it. For example, if most employees rate the learning experience poorly on a questionnaire, then interviews could help you find out why..



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Focus Groups

- Focus groups are carefully facilitated discussions among a small group of employees who all completed the same training. These are great tools for exploring what employees think and feel about training, and to get suggestions for future improvements.

- Of course, focus groups are a little less time-consuming than interviews, because you can question a number of people at the same time. A group dialogue can also lead to deeper conversations about topics that might not have been explored in a one-to-one setting.

- This makes focus groups a particularly effective way to unpack obstacles to training success, and to explore ideas for improvement.

- Just watch out for group conflict or any other dynamics that could damage your ability to gather constructive information about training.

Performance Records

- If training doesn't improve job performance, it isn't working. So, performance records are surely an important measure to include in any training evaluation.
- The performance records you choose to use will depend on your training. But some common examples are deals closed, support tickets solved, units made and customer satisfaction ratings.
- The biggest advantage of performance records is that they're based on numbers, not opinions. This makes them free from bias, and a trusted source of information to judge your training success by.
- The only downside when it comes to performance records is that they sometimes create more questions than they answer. Performance data shows you where a problem exists, but not why it exists. So to get to the bottom of "why", you'll need to leverage more qualitative tools, like interviews or focus groups.

Questions?


That's all Folks!