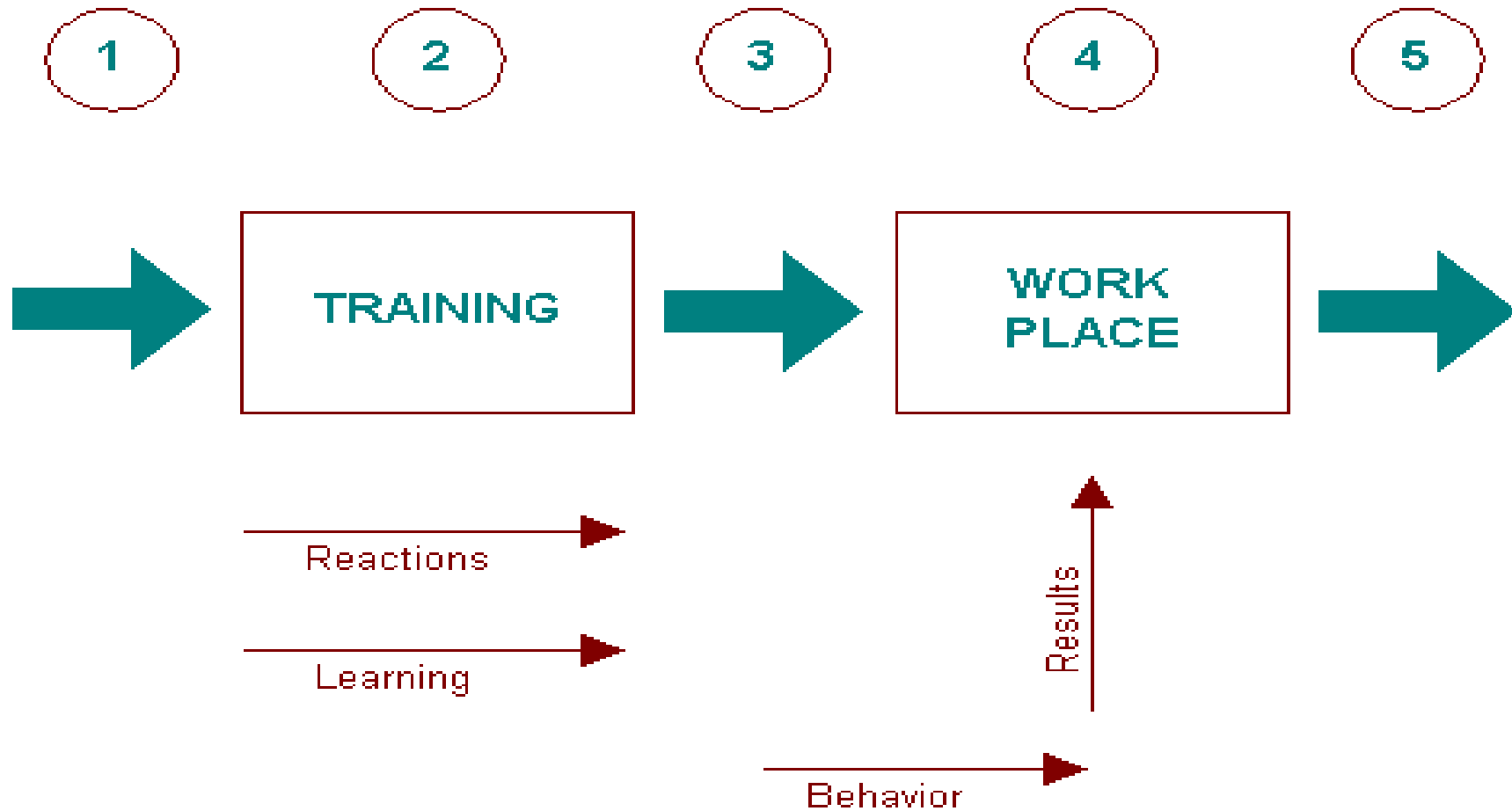


# Evaluating Training Program

By

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# The Structure of the Training Evaluation Problem



# Training and the Workplace

- The Five points indicated in the diagram by the numerals 1 through 5 are:
  - Before Training
  - During Training
  - After Training or Before Entry (Reentry )
  - In The Workplace
  - Upon Exiting The Workplace

# Overview

- The four levels of evaluating training programs
- Developed by Donald L. Kirkpatrick in 1959
- Named as "Kirkpatrick Model"
- Become the most widely used approach to evaluating training programs

# The Kirkpatrick Model

- The four levels are:
- Level 1-Reaction
- Level 2-Learning
- Level 3-Behavior
- Level 4-Results

# Level 1: Reaction

- Measures how participants in a program react to the training.
- Kirkpatrick also refers to this as a measure of "customer satisfaction" by those being trained.
- "Positive reaction may not ensure learning, but negative reaction almost certainly reduces the possibility of its occurring".

# Level 2: Learning

- Defined as (KSA) participants improve knowledge, increase skill, and change attitudes, as a result of attending the program.
- According to Kirkpatrick learning has taken place when one or more of the following occurs:
  - ✓ Knowledge is increased.
  - ✓ Skill is improved.
  - ✓ Attitudes are changed
- For behavior to be changed one or more of these changes have to take place

# Level 3: Behavior

- For behavior to change, the person must :
  - ✓ have a desire to change.
  - ✓ know what to do and how to do it.
  - ✓ work in the right climate.
  - ✓ be rewarded for changing.
- Some trainers want to bypass levels 1 and 2 in order to measure changes in behavior.
- The four levels be dually carried out with each level contributing to the accuracy of the next.



# Level 4: Results

- Occurred because the participants attended the program.
- Can include increased production, improved quality, decreased costs, reduced frequency or severity of accidents, increased sales, reduced turnover, and higher profits.
- Can help measure, improvement in leadership, communication, motivation, time management, empowerment, and decision making.

# Measuring Reaction

- **Important for two reasons:**
- Gives us valuable feedback that helps us to evaluate the program as well as comments and suggestions for improving future programs.
- Tells trainees that the trainers are there to help them do their job better and that they need feedback to determine how effective they are.

# Guidelines for Evaluating Reaction

- Determine what you want to find out.
- Design a form that will quantify reactions.
- Encourage written comments and suggestions.
- Get 100 percent immediate response.
- Get honest responses.
- Develop acceptable standards.
- Measure reactions against standards, take appropriate action.
- Communicate reactions as appropriate

# Measuring Learning

- **Requires determining one or more of the following:**
  - ✓ What knowledge was learned?
  - ✓ What skills were developed or improved?
  - ✓ What attitudes were changed?
- No change in behavior can occur or be expected unless one or more of the above learning objectives have been accomplished

# Guidelines for Evaluating Learning

- Use a control group if practical.
- Evaluate knowledge, skills, and/or attitudes both before and after the program.
- Use a paper-and-pencil test to measure knowledge and attitudes.
- Use a performance test to measure skills.
- Get a 100 percent response.
- Use the results of the evaluation to take appropriate action

# Three reasons for measuring behavior

- Trainees cannot change behavior until they have an opportunity to do so.
- It is difficult to predict when a change in behavior will actually occur.
- Trainee may apply the learning to the job and choose to continue the behavior or terminate the behavior for various reasons.

# Measuring Results

- Most important and most difficult component of evaluation
- Aides in determining what final results were accomplished because of the training program

# Guidelines for Evaluating Results

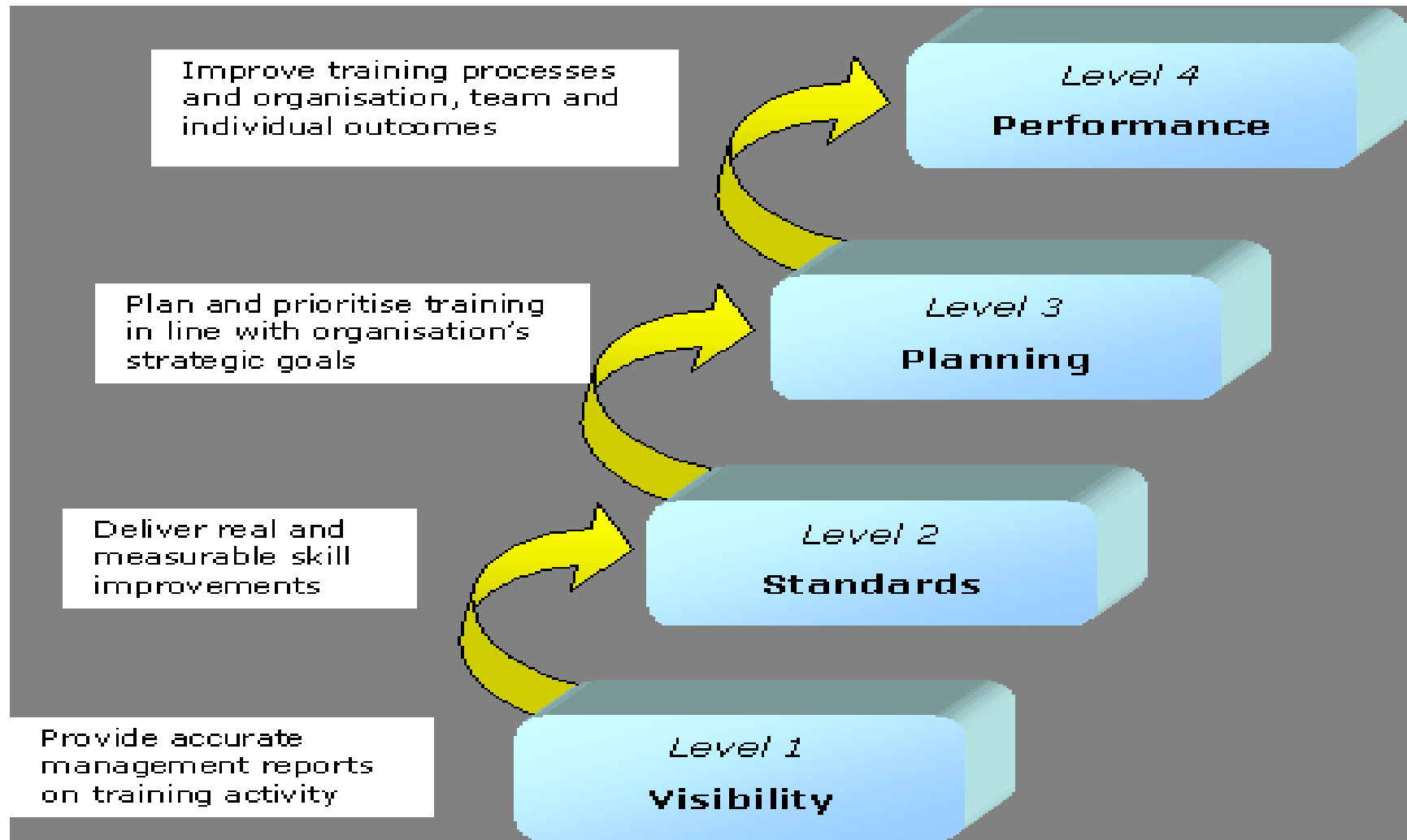
- Use a control group if practical.
- Allow time for results to be achieved.
- Measure both before and after the program if practical.
- Repeat the measurement at appropriate times.
- Consider cost versus benefits.
- Be satisfied with evidence if proof is not possible.
- These guidelines are very similar to the guidelines for evaluating change in behavior.



# Guidelines for Evaluating Behavior

- Use a control group if practical.
- Allow time for behavior change to take place.
- Evaluate both before and after the program if practical.
- Survey and/or interview one or more of the following: trainees, their immediate supervisor, their subordinates, and others who often observe their behavior.
- Get 100 percent response or a sampling.
- Repeat the evaluation at appropriate times.
- Consider cost versus benefits.

# How effective is your training program



# Level 1: Visibility

- concentrate on getting the basic administrative processes defined and practiced rigorously.
- Without knowing who has been trained in what and when, how much it cost and what they thought of it, improvement activities at the next level would be administratively unsupported and chaotic.

# *Level 2 - Standards*

- there is a focus on improving the quality of the training product developed and finally delivered. Skill gaps are identified before training begins and designers and trainers are professionally equipped to ensure that participants have learned the desired skills following the training.
- If the training product remains of poor quality and does not deliver the required skills, planning activities conducted at the next level are destined for failure even before the ink has had a chance to dry

## *Level 3 – Planning*

- more emphasis is placed on mobilising training to hit areas of greatest organizational need.
- Training is used more effectively as an organizational tool for achieving strategic objectives and less as discretionary expenditure in response to ad hoc requests.
- Without a clear picture of where the organization is going and robust planning processes in place, improvement activities at the next level will have little direction and means of verification.

# *Level 4 – Performance*

- leverages off the disciplines, systems and practices put in place during the previous three stages to achieve real organizational benefits from training.
- The focus is unswervingly on measurable performance improvement at the level of the organization, teams and individuals. At this level, attention to training activities and inputs is only maintained in so far as they serve the achievement of organizational outcomes .