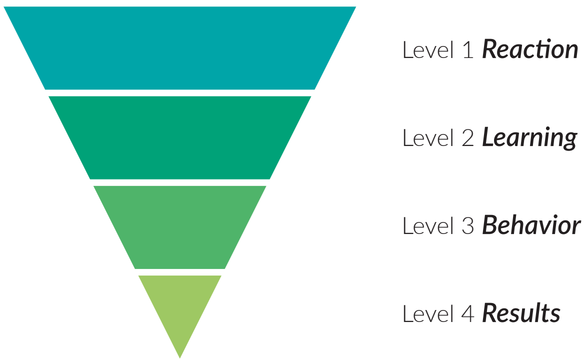
Measuring Training Results

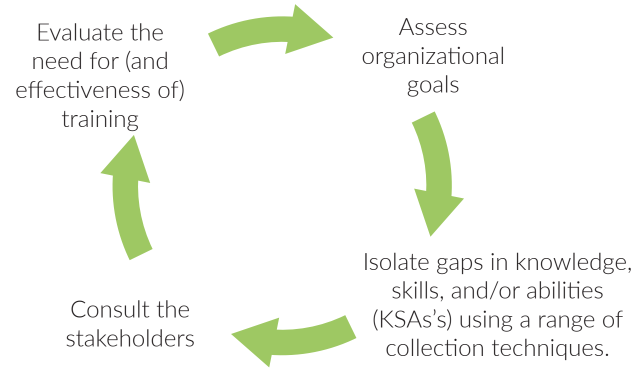
Quick Reference Guide

velsoft

Kirkpatrick's Evaluation Model



The ICE Process



Sample Rubric

Question: Describe six essential elements of a training program.

Unacceptable (1)	One or two elements are described, with no supporting information.
Needs Improvement (2)	Fewer than six elements are described. Training needs analysis is not among the answers.
Good (3)	Six elements are described. Each element meets the standards covered in training, including training needs analysis.
Excellent (4)	Six or more elements are described and all are technically correct. Answers include reflecting individual needs of the trainees.

Preparing for the Meeting

Here is a checklist of things that should be done before a training results meeting.

Information Gathering

Have all the information that stakeholders want available, including:

- The results of the training needs analysis
- Pre and post surveys
- Testing completed
- Anecdotal reports

Know Your Audience

- How do they like to receive information?
- Do they need a slide show, notes on a flip chart, or a concise handout?
- Prepare accordingly.

Agenda Planning

- Ensure that the appropriate individuals are invited
- Develop an agenda
- Set objectives for the meeting

During the Meeting

- Make sure that the meeting starts on time
- Encourage open communication
- Assign a note taker to record what happens during the meeting
- Set some ground rules
- Introduce the members of the training team if they are with you
- Cover one agenda item at a time
- Review the priorities from the training needs analysis and the training objectives
- Review main points of the training program, including goals, budget, and implementation date
- Discuss methods and tools used to meet the objectives and conduct the training
- Briefly discuss any challenges or issues that arose during the process
- Report the evaluation results, including the nuances of a return on investment if that was required
- Agree on and reiterate any follow-up activities or action items

Sample Follow-Up Survey

Are you using what you learned in training on <date or topic>?

- I don't need this skill in my job.
- I don't have time to implement this properly, so I am not using it.
- I am not and will not be using it (even though it is a skill related to my job).
- I am using it consistently.

If you need to <add the skill that was taught> in your job, how will you apply what you learned in the training?

- I'll do it the way I've always done it, and not use the training.
- I'll check with my supervisor first.
- I'll use the new skills/techniques that were taught.

If you aren't using <the new skill or technique>, what would it take for you to start using it consistently?

- More training, such as another class or refresher.
- More practice.
- A handout or job aid of some kind that presents all the steps to follow.

Evaluation Strategies

- Completing written tests (multiple choice, short answer, long answer, true/false, etc.)
- Completing practical tests (such as a demonstration)
- Teaching someone else
- Recording a video
- Writing a manual of instructions
- Performing in a role play
- Completing a simulation
- Organizing an event so everyone demonstrates the new skill (trade show, conference, etc.)

The Cost-Benefit Analysis

Cost and Schedule Estimates

This section provides rough but well-researched estimates of both the costs and the schedule for the training. Expect to answer questions like, "How did you arrive at that figure for the budget?" and "How was the deadline determined?" in this section of the CBA.

Projects are often done in addition to regular work, just like conducting training is, so having an idea of how much time, materials, and other resources are required is a very smart idea. If you have to hire replacement staff to do your regular work while you are delivering training, you have to include those costs as well. A fairly simple way to do that is to figure out how much time will be required and how much that person's time costs per hour.

List of Stakeholders

Here is where you identify all the key influencers such as managers, sponsors, etc. At a minimum, you should include the names and roles of the training manager, key training team members, the sponsor, managers with an interest in the training, and the trainees.

Authority Levels

This section defines who has authority for what, and how the lines of supervision or delegation have been established. This will help project team members understand the limits to their own authority and who they need to approach for help. An organization chart or matrix that outlines the important roles and responsibilities of the project is also useful. This approach can avoid problems such as people deferring responsibility ("Oh, I thought so and so was doing that part of the training") or becoming territorial about parts of the project.

Assumptions and Agreements

Any assumptions that limit the training planned or agreements that form the basis for interaction should be detailed here. Don't leave anything out that could affect the future management of the training project. If you want the project to be a success, all side agreements must be agreed to in the statement of work that is part of this plan, and included with your CBA.

Tips for a Successful Evaluation Process

Make it anonymous.

You will get honest feedback if trainees are not easily identified by the form. Forms that capture names or departments, or that have some kind of number identification, will discourage trainees from providing you with useful feedback.

You may have an optional section where trainees can be contacted for more information, if they wish.

Encourage additional comments.

If you prefer to add one or two open-ended questions to your form, you should do so at the end of the evaluation. These answers are more difficult to analyze statistically, but will give you more extensive feedback about any positive or negative aspects to the training.

Keep it positive.

It is not necessary to include questions about things that you could improve in training. Generally, if people are unhappy about something, they will let you know either in person or in a comments section.

Simple is best.

Extensive forms that get completed at the end of a program are often not completed fully. At the end of training, everyone is thinking about what they have to do next, and a long form or survey will not get their full attention.

Keep your evaluation short, to the point, and only request information that you need answers to. If you format your questions to reflect the objectives that were identified at the beginning of training, then you will have information that you can easily use.