Monitoring and Evaluation for Effective Training Outcomes

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EMBs worldwide expend considerable effort and invest significant resources in training programs.
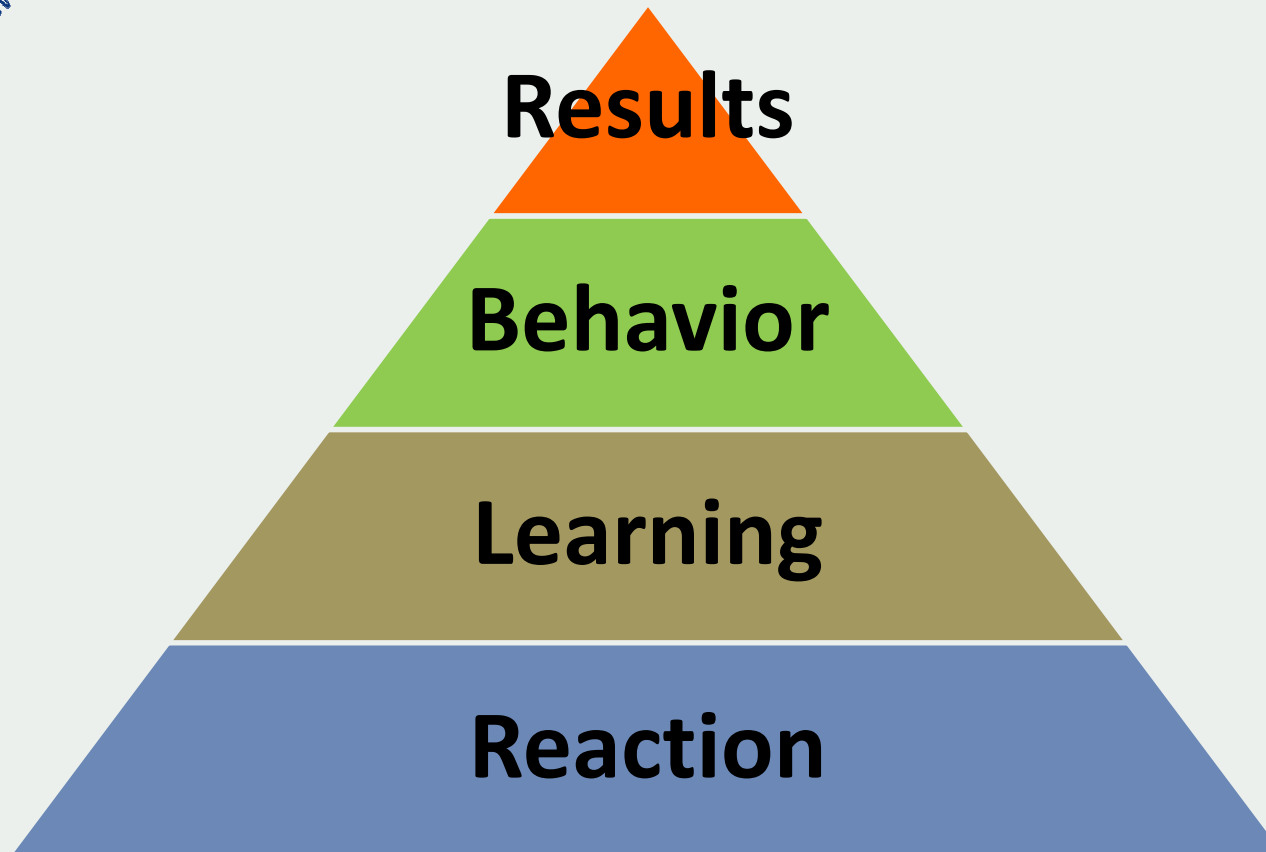
- Is this training adequate? Effective?

- Is it producing expected results? Sustainable results?

- Are training resources being used wisely?
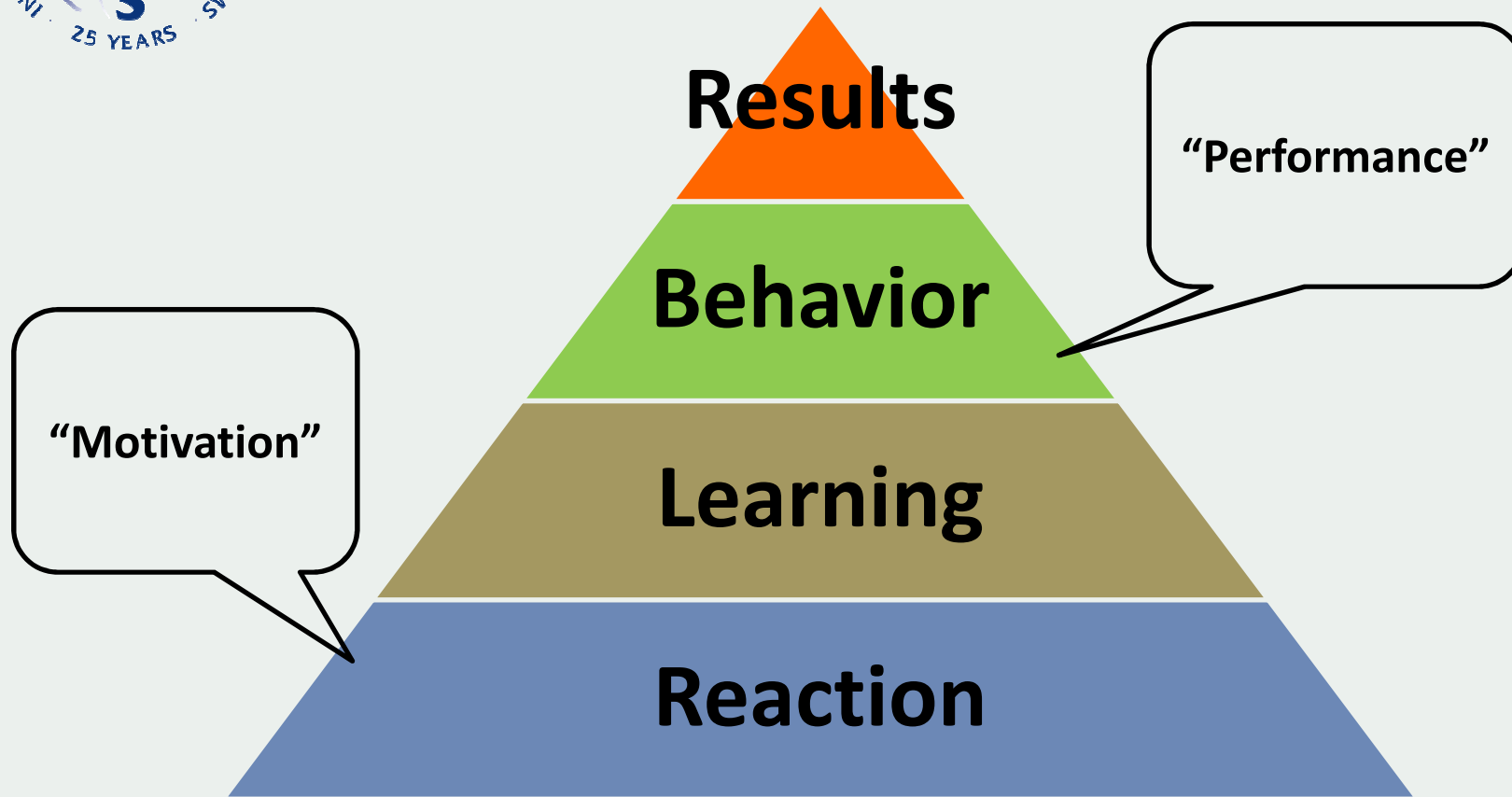
  ➢ *How do you know?*

Reaction → Motivation

- Any learner will make a decision about whether or not to pay attention to training.

- If training is relevant, the learner will motivated to engage in the learning process.

- The purpose of the training program design should be to learning not just to make a training activity "fun."
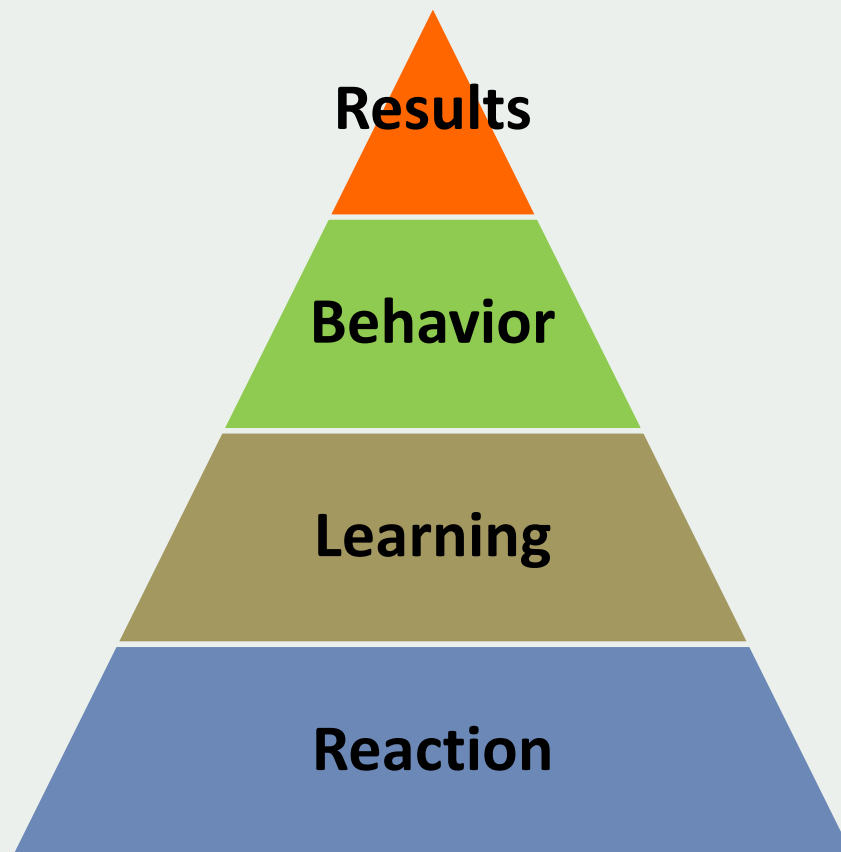
Behavior → Performance

- The intent being to view behavior not just as a means but also as an end (i.e. the consequence of behavior being performance) and the end is the thing with which we are most concerned.

Planning Considerations

Results

What is the institution trying to achieve (mission, strategic priorities, institutional goals)?
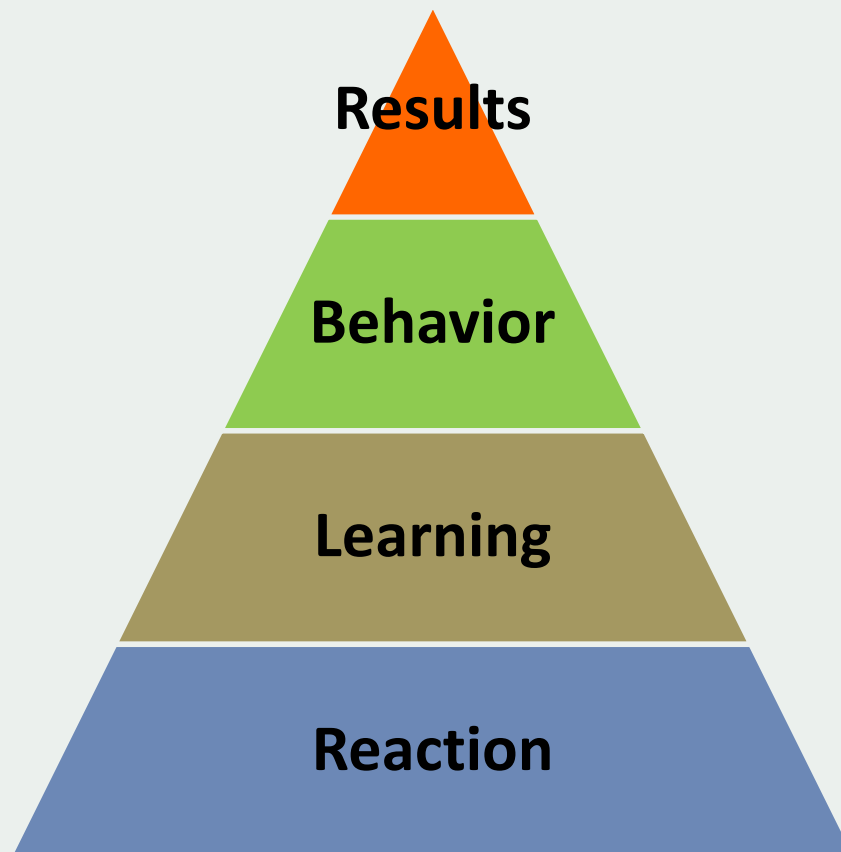
Behavior

What behaviors / performance are necessary to achieve these objectives?

Learning

What new knowledge and skills are needed in order to perform? What training approaches would best contribute to improved performance?

Reaction

What training delivery mechanisms, training approaches, content is most likely to motivate and engage trainees?

METRICS TO MEASURE SUCCESS

DURING COURSE ← EVALUATION → AFTER COURSE

REACTION TO THE LEARNING

MEASURES
What knowledge, skills, attitudes, confidence or commitment were acquired?

MEASURES
Do the course participants like it?

KNOWLEDGE

BEHAVIOR CHANGE

MEASURES
Has the course helped improve business results?

MEASURES
Do participants use their newly acquired skills on the job?

LEARNING RESULTS & IMPACT

1   2   3   4

RESULTS ARE USED BY

| Trainers | Training Managers | Supervisors and Managers | Leadership |

Lessons Learned

- Consider all four levels of evaluation at every step in program design, execution, and measurement.

- Clarify and refine stakeholder expectations at the start.

- Convert expectations into observable, measurable outcomes and impacts.
    - *What does success look like?*

- Don't treat training as an isolated or function

  - Training professionals need to be involved beyond levels 1 and 2 (reaction and learning)

  - Producing a return on expectations requires a strong level 3 execution plan (behavior / performance)

    - This means involving supervisors, managers, HR team from the outset

Thank you for your attention!

QUESTIONS? COMMENTS?