



MONITORING AND EVALUATION FOR EFFECTIVE TRAINING OUTCOMES

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Training – Outputs versus Outcomes

EMBs worldwide expend considerable effort and invest significant resources in training programs.

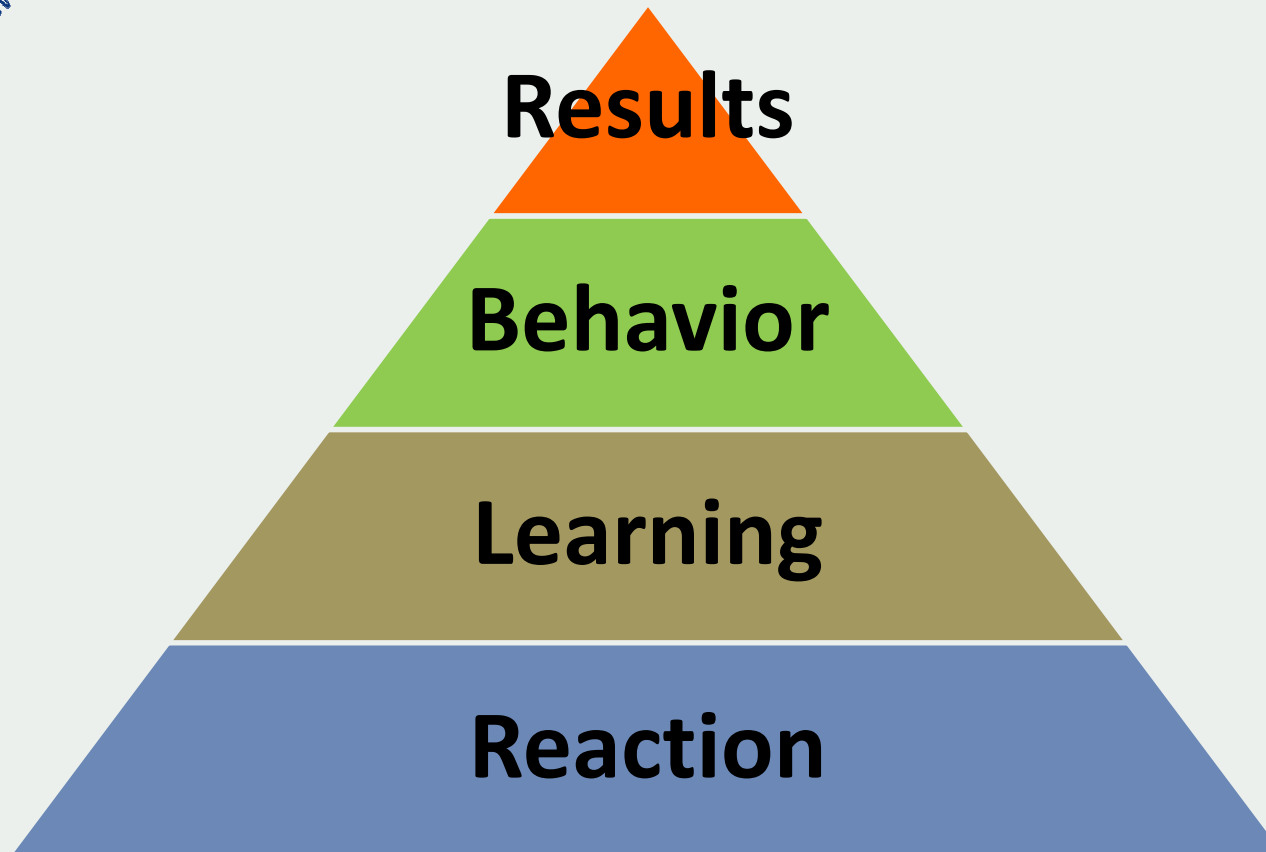
- Is this training adequate? Effective?
- Is it producing expected results? Sustainable results?
- Are training resources being used wisely?

➤ *How do you know?*





Kirkpatrick's Evaluation Model for Training



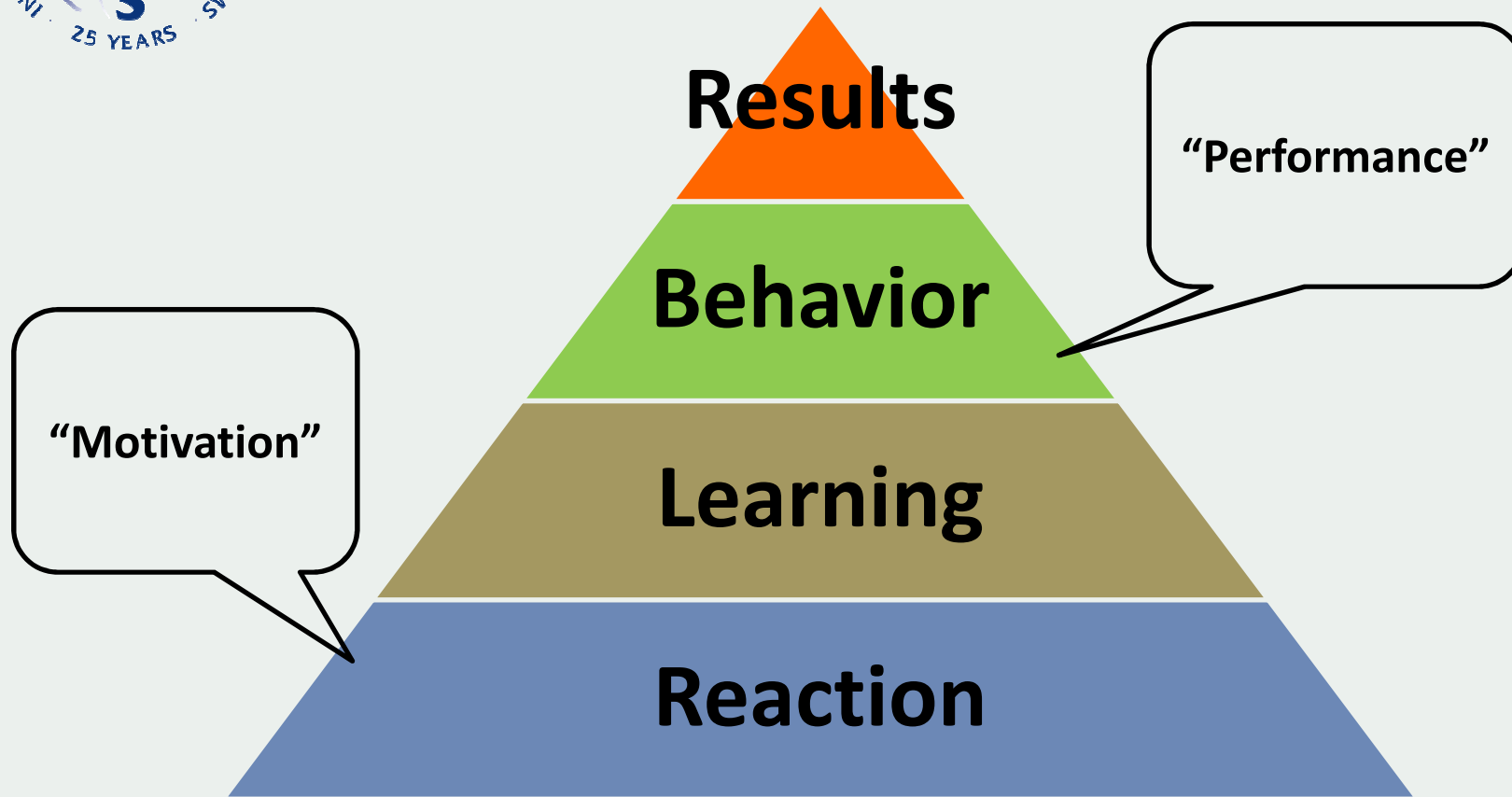


Evaluative Considerations

Results	What are the results of the training in terms of stated goals, outcomes, and impacts. (i.e. higher level changes within the institution or related to its overall mission)?
Behavior	What is the affect on trainees' behavior / <u>performance</u>? e.g. are trainees applying what they've learned on the job? Are they sharing newfound knowledge and skills throughout the institution?
Learning	What have the trainees learned? e.g. What do the trainees know? Can they apply newfound knowledge and skills? How has training affected attitudes? Confidence? Level of commitment?
Reaction	How do the trainees react to the training? e.g. Were trainees satisfied? Were they engaged (actively involved and participating)? Did they find the training relevant (<u>motivated</u> to learn and able to use what they've learned)?



Kirkpatrick's Model - Updated





Kirkpatrick's Model Updated

Reaction → Motivation

- Any learner will make a decision about whether or not to pay attention to training.
- If training is relevant, the learner will be motivated to engage in the learning process.
- The purpose of the training program design should be to learn, not just to make a training activity “fun.”





Kirkpatrick's Model Updated

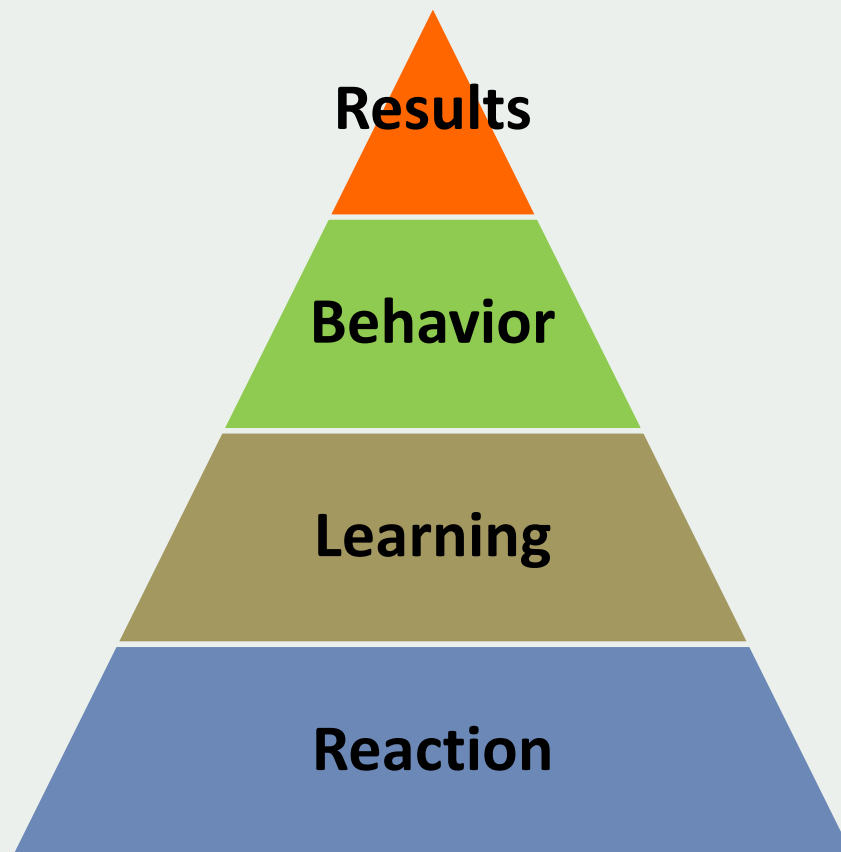
Behavior → Performance

- 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



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

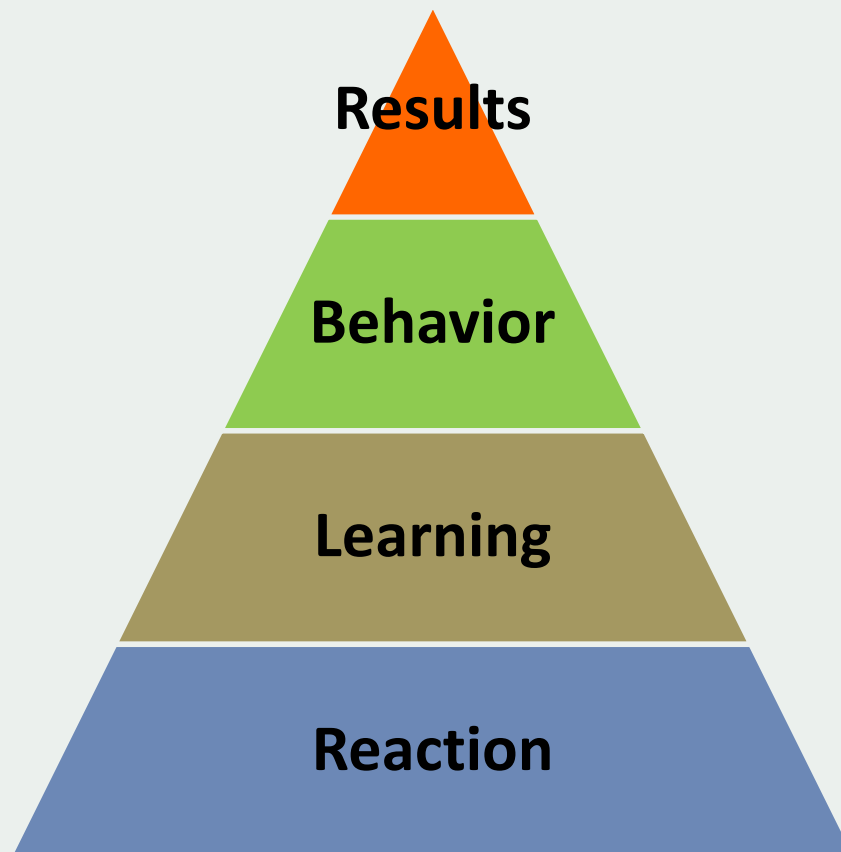
What behaviors / performance are necessary to achieve these objectives?

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

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



What Evaluation Tools / Methods?



End user surveys / polls, observation, evaluations (including control groups), audits, analysis of official data / reporting

Observation, performance reviews, interviews, surveys, reporting

Pre / post / ex-post test (before and after, using a control group), simulations

Trainee satisfaction surveys, trainer reports (based on observation), interviews, focus groups



Looking Beyond the Training Team





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?*



Lessons Learned



- 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?