

Evaluation Process Guide

During both the development of the interventions and after their implementation, evaluation is necessary. The first evaluation helps guide in the development of the intervention by testing it before it is put into effect. The second evaluation is critical to evaluating the success of the intervention and is performed after the intervention is complete. This can often be a stepping off point to return to the beginning of the entire process to continue the intervention or alter it to improve it's effectiveness.

In the past, evaluation focused on how well the training helped the learner to gain the needed knowledge or develop the required skill. This was (and still is) important information to gather. But evaluation has gained a broader purpose. It is not just enough to know that the learner has mastered the information or skill, but was it the right information and skill to learn? Did it close the performance gap that prompted the intervention in the first place? Did it result in an impact on the whole organization? Was there a measurable result that that could be tied to the customer or the stakeholders?

Although evaluation is a critical part of the HPT process, it is often ignored or is incomplete in its use. There are key concepts that must be part of an evaluation for it to be successful.

1. Is there a gap in performance either at the job level, process level or organizational level?
2. What is the data that supports the identification of that gap? (i.e. decrease in productivity by 20% over the last 6 months, increase in safety incidents by 15% in the last month, etc.)
3. What would be the changes that would be expected after the interventions were complete? (i.e. production would increase 15% in the next 6 months without an increase in wages, no more that 1 safety incident would be reported per month, etc.)
4. How would these changes affect the organization as a whole? The customers? The stakeholders?
5. What interventions would be used to bring about these changes?
 - A. Are they keyed to specific objectives that have been determined to close the gap?
 - B. Do the objectives focus on relevant performance- things that are important to the organization?
 - C. Do the objectives have measurable (or countable) performance criteria that can be used to determine the success of the intervention?
 - D. Is there a time dimension to the objectives that can help identify the expertise of the performer?
 - E. Are there standards of performance present to measure?

In 1959, Kirkpatrick introduced a classification scheme for training evaluations that has 4 levels.

Level I- Reaction to training.

-Level I evaluations measure the reaction of the learner to the training. Did they enjoy the training? Was it relevant to their job?

Level II- Learning from training

-Level II assesses the extent that the learners have advanced in skills, knowledge, or attitude

Level III- Transfer of learned skills to the job

-Level III measures the transfer of knowledge or skills that has occurred in the learners behavior due to the training program

Level IV- Impact of training on organizational results

-Level IV measures the success of the program in terms that managers and executive can understand (i.e. increase in production, decrease costs, decrease accidents, ROI, etc)

The following job aid is designed to assist in the 2nd evaluation, after the interventions are completed. It is based on Donald Kirkpatrick’s evaluation model with additional information by Roger Kaufman and Carl Binder. It has been modified to apply to HPT interventions and not strictly training situations.

Level	Evaluation Questions	Results
Level I- Reaction <u>How to measure:</u> “smiley face sheet” rating scale interview	1. Did they enjoy the training? 2. Was the material relevant to their work? 3. Were the available resources and interventions used effectively and efficiently? -useful? -appropriate? -relevant Total	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no _____
Level II- Learning <u>How to measure:</u> Formal or informal testing Team assessment Self-assessment Pre & Post testing	1. Were the objectives appropriate to close the performance gap? 2. Were the interventions implemented properly based on the objectives? 3. Did the evaluation data show an improvement over the analysis data? 4. Were the objectives met? Total	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no _____
Level III- Transfer <u>How to measure:</u> Direct observation Performance indicators (standards)	1. Are the newly acquired skills, knowledge, or attitude being used in the everyday environment of the learner? 2. Are the skills and knowledge being applied correctly on the job? 3. Is the intervention working as intended? 4. Did the results of the intervention have a positive impact on the organization? Total	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no _____
Level IV- Results	1. Did what we set out to accomplish happen? 2. Were the results timely, quality outputs?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no

How to measure: Productivity levels Costs Revenues Customer satisfaction ROI Safety data	3. Did what happened on the job have any impact in the organizational unit? 4. Did this impact add value to the organization? 5. To the stakeholders? 6. To the customers? 7. Did it cost less to apply the intervention then the increase in revenues that resulted? Total	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no _____
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Consultants in the field:

Carl Binder	Binder Riha Associates	www.binder-rhia.com
Timm Esque	Esque Consulting	www.esqueconsulting.com
Roger Kaufman	Roger Kaufman & Assoc.	www.megaplanning.com
Jack Phillips		www.franklincovey.com/jackphillips/about.html