# Training Evaluation Field Guide Supplement

The OPM Training Evaluation Field Guide Supplement is an abbreviated version of the *OPM Training Evaluation Field Guide located at http://www.opm.gov/policy-data-oversight/training-and-development/reference-materials/training\_evaluation.pdf*

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| Federal Supervisory and Managerial Training Evaluation:  Demonstrating the Value of Training at Every Level | | | | | | | | |
| **Planning Stage** | Pg. 11 | Pg. 13 | Pg. 15 | Pg. 17 | Pg. 20 | Pg. 22 | | |
| **Step 1: Address Stakeholder Issues** | **Step 2: Refine Expectations to Define Results** | **Step 3: Determine Critical Behaviors** | **Step 4: Determine Required Drivers** | **Step 5: Identify Leading Indicators** | **Step 6: Address Necessities for Success** | | |
| Inputs | Outcomes | Outcomes | Outcomes | Outcomes | Inputs | Outcomes | Baseline |
| Understand and identify the business/organizational need—be the consultant and ask questions. | Determine the desired results of the initiative (what does success look like so you achieve what outcome?). | Determine a manageable number of observable critical behaviors that lead to on-the-job success and targeted results. | Determine if formal training is needed by considering if knowledge, skills or the right attitudes are lacking. If not, drivers alone can support the identified critical behaviors and training is not needed. | Determine immediate outcome(s) for each critical behavior—describing how those being trained would specifically apply the critical behavior to successfully perform their actual jobs. | Reconvene stakeholders and review the training initiative plan. Discuss, negotiate and build consensus to obtain approval. | | |
| Determine key stakeholders for the initiative—the critical group whose opinions will be most critical to the success of the initiative. | Determine how the results will be measured or quantified. | Ensure identified critical behaviors align with the performance requirements to which those being trained are held accountable in their jobs | Determine the required types of support and accountability drivers that will best ensure performance of identified critical behaviors on the job. Gain support for the execution of required drivers. | Ensure that identified critical behaviors, leading indicators and targeted results, directly correlate to the outcomes. | Discuss organizational cultural realities that will impact participants’ ability and willingness to perform the critical behavior on the job. | | |
| Begin to identify the roles and responsibilities of training and business partners. Determine primary and secondary responsibilities (pg. 24). | Determine if the results are attainable with available resources. | Determine the extent and the degree to which identified critical behaviors are currently being practiced. | Focus required drivers on the most significant critical behaviors that have the greatest likelihood of successful impact on behavior and results. |  | Identify any missing conditions (e.g., resources and systems) required to drive critical behaviors. Determine feasibility of establishing these conditions. | | |
|  | Identify collateral and intangible benefits that may also be achieved (e.g., increased employee engagement, reduced turnover). | Identify conditions, including enablers and barriers, for the current level of application of the identified critical behaviors. | For important initiatives, select at least one driver from the four dimensions: reinforce, monitor, encourage and reward (pg. 17). Select realistic drivers that are not contrary to a particular organizational culture. |  | Discuss what type of quantitative and qualitative data will be required by each group of stakeholders to demonstrate training impact and to include in evaluation plan. | | |

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| **Execution Stage** | Pg. 28 | Pg. 31 | | | Pg. 47 | | | Pg. 49 | Pg. 50 | | Pg. 52 | Pg. 53 | |
| **Step 1: Design and Develop Pre-training, Training Program and Drivers** | **Step 2: Design and Develop Evaluation Tools** | | | **Step 3: Build Dashboard** | | | **Step 4: Deliver Pre-training and Training** | **Step 5: Measure at Levels 1 and 2** | | **Step 6: Initiate Ongoing Reinforcement and Monitoring** | **Step 7: Measure at Levels 3 and 4** | |
| Inputs | Outputs | Outcomes | Baseline | Inputs | Outcomes | Baseline | Outputs | Outputs | Outcomes | Outcomes | Outcomes | Baseline |
| Design pre-training activities (e.g., advance materials, online introductory training) to prepare the participant for the actual training initiative. | Ensure methods are in place to monitor the ongoing and ultimate effectiveness of the initiative. Consider data needs based on stakeholder input gained during the planning phase. | | | Develop an initiative-specific dashboard to monitor and communicate progress towards outcomes. The dashboard should include key metrics covering summative Kirkpatrick Level 1 and 2 assessment, required drivers, critical behaviors, leading indicators and Level 4 Results. Set targets for each metric when possible. If a target cannot be set prior to training, monitor early performance, and subsequently set the target as appropriate. | | | Ensure pre-training is disseminated and completed. The pre-training activities should prepare participants for the training content | Administer Level 1 and 2 evaluations as indicated in the evaluation plan. Consider using qualified personnel other than the instructor to increase honesty and candor. | | Ensure implementation of drivers no later than the conclusion of training (or on a start date upon which training participants agree) to optimize participant commitment to learning and application of critical behaviors in their actual jobs. | Administer Level 3 and 4 evaluations as planned. Encourage participants to engage in post-training evaluation activities. | |
| Create course objectives and training content (with input from Subject Matter Experts) that will prepare participants to perform critical behaviors on the job. The objectives and content should align to the targeted results of the initiative. They should also include activities and scenarios that simulate, and challenge participants to address, real work situations. | Measure all four Kirkpatrick levels for mission-critical programs. Do not overemphasize Levels 1 and 2 or ignore Levels 3 and 4. Samples provided starting on pg. 35. | | | Make the dashboard a standardized tool reserved and used for all mission critical programs. | | | Deliver the training according to the training initiative plan developed during the planning stage. This should include post-training activities to further reinforce learning and the achievement of results. | Immediately analyze the evaluation data in relation to targeted standards. If metrics are below target, determine the cause. | | Monitor the drivers at the training outset to ensure actual implementation. Make modifications to the training initiative plan when indicated by data. | Immediately analyze data in relation to targeted standards. If actual metrics are below targets, determine the cause(s). Dashboard samples start on pg. 54 | |
| Create the drivers, identified in step 4 of the planning stage, that are the responsibility of the training function. | Use a blend of formative and summative evaluation methods whenever possible. Do not use surveys as the primary evaluation method/tool. Examples of evaluation methods begin on page 33. | | | Update the dashboard on a monthly basis to optimize its value as a dynamic management system for making informed decisions, as well as a communication tool to keep participants, team members, stakeholders and other apprised of initiative progress. | | |  | Determine proper interventions where indicated by data. Communicate training initiative modifications resulting from feedback to participants and stakeholders, where indicated. | |  | Determine and implement proper interventions where indicated. | |

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| **Demonstration of Value Stage** | Pg. 76 | | | Pg. 78 |  |
| **Step 1: Prepare Chain of Evidence** | | | **Step 2: Report Data and Information** |
| Inputs | Outputs | Outcomes |  |
| Consider the audience identified in the planning stage and the types of evidence requested by each. Consider the following: not all data is for all audiences; degree of detail will vary by stakeholder; and more data is not always better. | | | Verify that the report provides the most relevant information to the specific audience for which the report is intended. |
| Present the evidence sequentially to the Kirkpatrick Levels, starting with Level 1 and ending with Level 4. Include data on required drivers and leading indicators. Highlight connections between training, learning, job environment, performance and mission accomplishment. | | | For oral presentations, rehearse to ensure successful delivery. |
| Where appropriate, include employee testimonies that will help make powerful connections between the levels to demonstrate value. | | | If appropriate, offer recommendations for future applications of the Kirkpatrick Business Partnership Model (pg. 7). |
| Identify any intangible or collateral benefits at the end of the chain of evidence. | | |  |
| Determine the simplest way to communicate the data: verbally, in writing, with the dashboard, or through other key visuals (graphs, tables, charts). | | |  |

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| **Resolutions**  **to common challenges** | Pg. 80 | |
| **Common Challenges** | **Strategic Business Partnership Solution** |
| “Our budget is too small to train.” | Solicit and obtain senior agency leadership commitment to training, and emphasize a resource-efficient interagency training solution to minimize agency-specific costs and a resulting quantifiable return on investment. |
| “Our budget is too small to do much other than train.” | Review and strategically realign resources to organizational mission and training priorities:  • Conduct an inventory of your current training programs and prioritize these programs based on organizational value including impact on strategic goals.  • Identify more cost-effective learning methods, particularly for lower-value programs (e.g., technological solutions can often provide electronic or other distance-learning methods as a substitute for content-heavy instructor-led or even on-line training, and training needs may at times be met through job aids or other on-the-job interventions).  • Apply resulting savings in resources (time and budget) to Level 3 efforts for delivering more strategic and impactful programs. |
| “We do not have clear enough direction from senior leaders to ‘start with the end in mind’” | Delivery of training or any type of intervention without knowing the “destination” will often lead to wasted resources, minimal mission accomplishment, and inadequate leadership commitment. This message needs to be brought boldly to senior leaders, and collaborative sessions arranged to identify specific, measurable Level 4 Results that will accurately reflect mission accomplishment and be realistic to accomplish. |
| “Our leaders are only asking for training. They are not interested in the other aspects of the model.” | Move from being a training provider to a strategic business partner. Educate your leaders as to the inefficiency and ineffectiveness of training events alone:  • Show them relevant research and best practices.  • Convince them of a better way, typically through a successful business partnership pilot program within your agency.  • Articulate specifically how you can enable your leaders to achieve strategic outcomes through a more substantive training program; explicitly state what participants will learn and how it will benefit the agency. |
| “We do not have enough staff to go beyond Level 2.” | Make Level 1 and 2 evaluations as efficient as possible to save resources for the higher-impact Levels 3 and 4.  • For Level 1, use short, learner-centered reaction sheets.  • For Level 2, use retrospective pre- and post-assessments instead of full pre- and post-tests.  • Conduct Level 3 and Level 4 surveys and focus groups only for mission-critical programs. |