



Facilitator's Guide



Powerful Alternative Learning Strategies

MODULE 5

**KNOWING YOUR 4 LEVELS
OF EVALUATION**

Foreword

This Facilitator's Guide on Powerful Alternative Learning Strategies or PALS is designed for the use of local government training practitioners and individuals in delivering highly-effective and learner-centered training programs, including but not exclusive to the actual training for the newly elected officials (NEOs). These practitioners include local government operations officers (LGOOs) from the regional, provincial, city and municipal level.

The guidebook aims to reinforce the substance and content of training modules for the country's NEOs; the workbook on the first one hundred days in office and the task list for these local chief executives (LCEs). It provides useful insights and techniques that facilitators can employ in training LCEs on the crucial tasks of public service and in disseminating vital information on local governance.

This guidebook is a by-product of the arduous efforts of the Local Government Academy personnel who underwent the training intensive on PALS, through the auspices of the Philippines-Australia Human Resource Development Facility (PAHRDF)--an Australian Government-AusAID initiative.

This publication, developed in the advent of the National Government's New Philippines Agenda may be seen as an emerging paradigm for greater innovation and creativity among facilitators and trainers in responding to the challenge of transformative training.

Message

Hon. Ronaldo V. Puno
Secretary, DILG

Message

Marivel Sacendoncillo, CESO III
Executive Director
Local Government Academy

Message

The Australian Agency for International Development (AusAID) through the Philippine Australia Human Resource Development Facility (PAHRDF), extends its greetings to the staff of the Local Government Academy (LGA) for their participation at the recently conducted Training on Powerful Alternative Learning Strategies (PALS).

We commend the bold efforts of LGA in the institutionalization of Alternative Learning Strategies as a training standard for local government trainers and officials in the Philippines. The roll-out of PALS to Newly Elected Officials across the country is a significant step towards the realization of our shared goal of more effective and responsive Local Government Units.

It is our hope that LGA will continue to play a key role in improving governance at the local level through the introduction of innovative training strategies such as PALS. AusAID remains committed to working with our local partners for good governance leading to improved prospects for economic growth.

Mabuhay



Angus Barnes
Acting Counsellor
AusAID



Australian Government
AusAID

PHILIPPINES – AUSTRALIA
HUMAN RESOURCE DEVELOPMENT
FACILITY
An Australian Government, AusAID initiative

Message

The Australian Agency for International Development (AusAID) through the Philippine Australia Human Resource Development Facility (PAHRDF), congratulates the Local Government Academy (LGA) for recognizing a change paradigm to enhance their expertise in the design, management and conduct of high quality training programs for the local government.

It is truly admirable to note the speed of application that the core learners of LGA have demonstrated as they embark to adopt a refreshing Powerful Alternative Learning Strategies (PALS) to ensure a delivery of first class workplace training and improved customer service delivery to its huge stakeholders.

Congratulations for a job well done.

Milalin S. Javellana
PAHRDF, Facility Director

Technical and Intellectual Property Considerations

The materials of the Powerful Alternative Learning Strategies (PALS) modules are designed to assist the facilitator in delivering the PALS curriculum in the most appropriate and effective way. Included in the compendium of materials is a manual and a compact disc which contains the facilitator's manual, presentation slides including related multimedia materials.

The curriculum materials contained in this manual were developed in partnership with the eight (8) participants of the PAHRDF Capacity Building Workshop in Alternative Learning Strategies for Effective Workplace Training:

- *Lizabeth Jalimao*
- *Marciana Obispo*
- *Leah Marie Sanchez*
- *Myra Gabito*
- *Jose Gonzalo Ablay*
- *Oliver Larion*
- *Elmo Dimaano*
- *Liza Megia*

The PALS facilitator will need the following additional resources to be able to utilize these materials:

1. Audio-video room
2. Multimedia projector
3. Computer/Laptop with CD Drive
4. Microsoft Powerpoint software or Powerpoint Viewer
5. Windows Media Player or Real Player
6. Internet connection

Technical and Intellectual Property Considerations

To access and use the slide presentations, including embedded media, facilitator must first “unpack” or copy the module folders into the hard drive of the computer to be used. Failure to perform this initial procedure may result in inaccessible media or incomplete presentation. Module folders include Powerpoint Viewer in case host computer does not have MS Powerpoint installed.

The PALS Training Manual and CD are properties of the Local Government Academy (LGA) and the Philippines-Australia Human Resource Development Facility (PAHRDF).

No part of this manual may be used commercially, or be reproduced in any manner whatsoever outside of local governance training purposes, without written permission from the LGA and PAHRDF.

The Cover

The PALS cover design depicts the essence of alternative learning—its recognition of the multiple intelligences, the spirit of fun, learner-centered teaching and its transformative value to both learner and teacher.

Interpreted and rendered by LGA Artist Iris Alegro-Igrobay, the cover design is an original image-illustration developed in Adobe Photoshop.

Facilitator's Guide

MODULE 5

KNOWING YOUR 4 LEVELS OF EVALUATION

Powerful Alternative Learning Strategies (PALS)
COURSE ROADMAP

TOPIC	DAY 1 Creating the PALS Difference	DAY 2 Ownership and Accountability	DAY 3 Commitment to Transformation
Modules	<div><div>I. SOURCING THE INNOVATIVE TRAINER</div><div><ul style="list-style-type: none">• Setting the Tone• The Transformational Trainier</div><div>II. REFORMING LEARNING DESIGN</div><div><ul style="list-style-type: none">• The LGATRAK• Samples of Alternative Learning Strategies:<ul style="list-style-type: none">- Multiple Intelligence, Large Group Interventions, Learning Styles, Neuro-Linguistic Programming, Brain Compatible Learning</div></div>	<div>III. CREATING SUSTAINABLE LEARNING ENVIRONMENT</div> <div><ul style="list-style-type: none">• Blended Learning</div> <div>IV. CREATIVITY IN TRAINING DELIVERY</div> <div><ul style="list-style-type: none">• Facilitation Tools and Techniques• Coaching and Mentoring</div> <div>V. EVALUATING TRAINING</div> <div><ul style="list-style-type: none">• 4 Levels of Training Evaluation</div> <div>VI. THE TRANSFORMED TRAINER: Making a Difference</div>	<ul style="list-style-type: none">• Applying PALS: NEO FEET <div><div>I. Current Reality: An Introduction</div><div>II. Knowing my LGU and Achieving the National Vision</div><div>III. Knowing Myself</div><div>IV. Knowing my Environment</div></div>
Core Concept	<ul style="list-style-type: none">• TRANSFORMATION		<ul style="list-style-type: none">• COMMITMENT

Module
Core Concept

KRA/Outcomes

MODULE 5 : KNOWING YOUR 4 LEVELS OF EVALUATION

- Customer Satisfaction
- Appreciate the Importance of Training Evaluation

Transformed and Committed Trainer

Topic	Activity	Process	Time	Resources/ Materials	Remarks
Introduction	Interactive Discussion	<ul style="list-style-type: none">• Powerpoint presentation• Interactive discussion	5minutes	Laptop, LCD, Powerpoint Slides	
Diagnostic examination	Buzzer Beater	<ul style="list-style-type: none">▪ Arrange participants into 5 groups▪ Each group with a buzzer▪ Give 5 questions▪ Any member of the group can buzz▪ Buzz first before answering the question <p>1. The group that gave the most number of correct answer wins</p>	20 minutes	Computer, LCD, Buzzer, Timer	
Training Evaluation	Interactive Discussion	<ul style="list-style-type: none">▪ Show Powerpoint presentation of Training Evaluation	20 minutes	Laptop, LCD, Powerpoint Slides	

Topic	Activity	Process	Time	Resources/ Materials	Remarks
Presenter Evaluation	Jacket/Shirt Activity	<ul style="list-style-type: none">• Divide the class by asking participants to count of A-B, A-B• Persons A will stand across Person B.• Each pair of A and B will have either a jacket or blouse/shirt resting on the table. The jacket or blouse/shirt will face Person B right side up.• Persons A will teach persons B on how to unzip or unbutton so they can eventually put on the jacket or blouse/shirt.• Talk to the person to your right.• For 30 seconds: discuss if the instructions are complete and if the instructor are a competent coach.	10 minutes	Jacket that is zipped up or blouse/shirt that is all buttoned up This is a six (6) minute activity	
	dyad		10 minutes		
What to Evaluate?	Workshop	<ul style="list-style-type: none">• Group participants with 4 member each• Distribute easel paper and marker to each group• Discuss the procedure:• For 10 minutes discuss:<ul style="list-style-type: none">• What elements in the learners side should we evaluate• What elements in the trainers side should we evaluate• What elements in the course side should we evaluate• After the discussion, share the output in the plenary	20 minutes	Easel paper, marker, pencil	

Topic	Activity	Process	Time	Resources/ Materials	Remarks
Surf theInternet		<ul style="list-style-type: none"> Go to: http://www.msha.gov/training/trainingtips From there, they will see some tips on the do's and don'ts of Training Evaluation Form 	15 minutes	Laptop, LCD, Powerpoint Slides	
Abstraction		<ul style="list-style-type: none"> Open Forum 	10 minutes		

Topic: Introduction and Background

(Slide 1 - 4)

- Materials needed: Laptop, LCD and Powerpoint Slides

Presentation:

1. Slide 1: Explain the core concept and expected outcome

i. Core Concept:

Client/customer
satisfaction

ii. Outcome:

Appreciate the importance of
training evaluation

2. Slide 2: Discuss the learning objectives of the module

i. Learning Objectives:

- Define training evaluation
- Explain the purpose of training evaluation
- Select appropriate methods to use for evaluating training
- Choose an appropriate model on which to base training evaluation
- Gather appropriate data on which to base conclusions on the efficacy of the training intervention

ii. Additional notes on the objectives

1. Looking at what the training project intended to achieve – what difference and impact did it want to make?
2. Assessing its progress towards what it wanted to achieve, its impact targets.
3. Looking at the strategy of the project. Was it effective in the use of the strategy? If not, why not?
4. Looking at how it worked. Were resources used efficiently and effectively?

3. Slide 3: Discuss the definition and purpose of training evaluation

i. Definition and Purpose

Evaluation means the worth or value of the training course in relation to the aims and objectives for which it was developed.

You may ask why we do evaluation. Training is evaluated because a number of questions need to be answered about the efficacy of training in addressing organizational concerns that are

perceived to be essentially caused by the inadequate level of knowledge and skills of the job incumbents..

4. Slide 4:
Evaluation

Discuss the Importance of Training

i. Why is training evaluation important

Phillips (1983) states that training evaluation is undertaken for two primary purposes: 1) to improve the human resource development (HRD) process; and 2) to decide whether or not to continue the training intervention .

There are 9 purposes and uses of evaluation:

1. To determine whether a training program is accomplishing its objectives
2. To identify the strengths and weaknesses in the HRD process
3. To determine the cost/benefit ratio of an HRD program
4. To decide who should participate in future programs
5. To identify which participants benefited the most or the least from the program

6. To reinforce major points made to the participant
7. To gather data to assist in marketing future programs to prospective participants
8. To determine if the program was appropriate in addressing training need
9. To establish a data base which can assist management in making decisions on future training interventions

Activity:

Buzzer Beater

(Slide 5 – 6)

Materials Needed:

- LCD, laptop, buzzer and timer
- Group the participants into 4 (5 members each sub-group)
- Distribute buzzer to each sub-group
- Any member of the sub-group who is ready to answer the question should buzz first before answering the question.
- Do not buzz until the Quiz master has finished reading the question. .
- The sub- group that gave the most number of correct answer wins (Give Prize)

Presentation:

1. The facilitator will read the question and the participants will choose the answer presented on the slide
 - a. It is a record of the feelings, thoughts and reactions of the learner about the course, the trainer and the training environment. (Ans: Happy Sheet)
 - b. It is undertaken to identify the strengths and weaknesses of the training program. (Ans: Evaluation)
 - c. It is a measurement of what a person knows or can do after training. (Ans: Achievement)
 - d. It is linking learning outcomes to objectives and providing a form of quality control. (Ans: Feedback)
 - e. He developed a four-level model of assessing training effectiveness. (Ans: Donald Kirkpatrick)
 - f. True or False
 1. Evaluation is something you do after a training program is completed. (Ans: FALSE)
 2. Training evaluation has a much broader scope or meaning than testing. (Ans: TRUE)

Buzzer	Beater
✓Happy sheet	✓Measurement
✓Evaluation	✓David Ricardo
✓Achievement	✓Carl Jung
✓Feedback	✓Questionnaires
✓Michael Tovey	✓Cost-benefit analysis
✓Donald Kirkpatrick	✓Interviews

Topic:

4 Levels of Evaluation

(Slide 7 – 16)

Materials needed:

- Laptop, LCD and powerpoint slides

Presentation:

1. The facilitator may say "Perhaps the best known training evaluation methodology is Kirkpatrick's Four Level Evaluation Model (1994)
2. Discuss Reaction as the first level of evaluation
 - i. Level 1 – Reaction: Evaluation at this level measures how the learners react to the training. This level is often measured with attitude questionnaires that are passed out after most training classes. This level measures one thing: the learner's perception of the course
 - ii. Discussion may include the following:
 - How well did they like the training activities? Do they think these are appropriate towards achieving the program objectives?
 - Typically it is administered at the end of training
 - Smile sheet – training materials and handouts, the instructor,

audio-visual aids, venue, and the training experience itself.

- iii. Typically, this level uses a Likert scale and surveys to determine participant satisfaction with the just concluded program. Often referred to as smile sheets, these instruments measure the participants' reaction to the material, the instructor, and the training experience itself. They do not however, measure if learning actually took place. Kirkpatrick believes this is a very necessary step in the process of determining the value of training. If participant's reaction to the training is negative, chances are participants may not have learned new skills. If reactions are positive though, learning is more likely to have taken place. Organizations that only measure reaction are making the assumption that just because the opinion meter may be positive that new knowledge and skills will be applied on the job.

3. Slide 11: Discuss Learning as the second level of evaluation

- i. Level 2 – Learning: This is the extent to which participants change attitudes, improve knowledge, and increase the use of a skill as a result of participating in the training program. It addresses the question; Did the participants learn anything? The learning evaluation requires post-testing to ascertain what skills were learned during the training. It is only valid

when combined with pre-testing, so that you can differentiate between what they already knew prior to training and what they actually learned from the training program.

ii. Discussion may include the following:

- “What principles, facts, techniques were understood and absorbed by the trainees?”
- “To what extent did participants improve knowledge, skills and change attitudes as a result of training?”

iii. This level requires the training team to actually measure each participant's knowledge and skills through testing. Tests can be administered that are directly related to the material presented and focused on job competencies. More and more professions are requiring workers to become certified, usually by passing a competency-based exam, as a condition of employment. To effectively measure if learning took place, pre and post tests can be administered to participants to gauge what skills were learned. The skill maybe demonstrated during the learning session and a feedback checklist will measure how well the skill was used. Comparative data from this level can be very helpful to trainers as they continuously improve their delivery of the material. It is important to realize however, that even though people may learn new skills, it doesn't necessarily mean

they will demonstrate these skills back on the job.

4. Slide 12: Discuss Behavior as the third level of evaluation

i. Level 3 – Behavior: This evaluation involves testing the students capabilities to perform learned skills while back on the job, rather than in the classroom. It determines if the expected performance is now occurring by answering the question, “Do people use their newly acquired learnings on the job?”

ii. Discussion may include the following:

- To what extent did participants improve knowledge, skills and change attitudes as a result of training?
- Is there disparity between behavior changes demonstrated during training and the behavior demonstrated when they are back on the job?

iii. Level three Evaluation addresses the issue of Behavior. As a result of a participant's positive reaction to the training and assuming that learning took place, are they changing their behavior on the job? In order to determine if behavior has changed, the training and development staff must observe specific tasks being

performed before and after training so that a comparison of behavior can be made. Or the immediate supervisor/manager will observe him/her on the job. This can be easily accomplished when teaching “hard” skills. For example, an organization who wants its employees to start utilizing more features of its spreadsheet software can measure employees’ behavior before the training event occurs. They can gather data on how many spreadsheets are produced, or what spreadsheet features are being utilized by the employees. They can also measure the same behavior after the training to determine if employees are producing more or better spreadsheets. For “soft” skills such as customer service, this can be more difficult, but not impossible. The use of behavioral checklists before and after a training event has been found to be very effective in measuring behavioral change in the proper demonstration of these skills.

5. Slide 13: Discuss Results as the fourth level of evaluation
 - i. Level 4 – Results: It measures the training program’s effectiveness, that is, “What impact has the training achieved?” These impact can include such items as efficiency, employee morale, organizational pride, teamwork, etc.
 - ii. Discussion may include the following:

- What organizational benefits result from the training?
- Reduction of costs, lower employee turnover and absenteeism, fewer or zero grievances; judicious use of company resources
- Increase in quality and quantity of work output

iii. The final level of evaluation is an approach which looks at results before and after training. This level of evaluation measures the organization's results and the individuals. As a result of a positive reaction, learning taking place and behavior change,.What is the result that affect the organization? Is it improved efficiency in your work processes? Is it improved customer satisfaction? Is it improved financial success or a reduction of cycle time or reduced costs? Level four evaluation require the training professional to conduct a comparative analysis of these measures and correlate them to the training material.

6. Slide 14: Discuss Return on Investment (ROI) as a sub-topic of the fourth level of evaluation

i. Measures the Contribution – The ROI will show how the benefits, expressed in monetary value, outweighs the costs of conducting the training interventon. It will

determine if the program made a positive and quantifiable contribution to the organization. In other words, level 4 will show if training was indeed a good investment.

ii. Focuses on Results - The ROI process is a process that focuses on the results of all consulting interventions, even for those not targeted for ROI calculation. The process requires consultants and support groups to concentrate on measurable objectives (what the training attempts to accomplish). Thus, this process has the added benefit of improving the effectiveness of all consulting interventions.

iii. Improves the Training Process – As with any evaluation technique, an ROI impact study provides a variety of data that can be used to make adjustments and changes to the training process. Because various data are collected at different levels, from many sources, the opportunity for improvement is significant.

7. Slide 15: Discuss Measuring Intangibles as a sub-topic of the fourth level of evaluation

i. The following are samples of intangibles that may be included in the discussion are::

- Knowledge base
- Level of employee Job satisfaction
- Employee's level of commitment to organizational goals
- Work climate

- Employee complaints and grievances
- Request for transfers to another department or work site
- Customer complaints, Customer response time, Customer satisfaction/ Dissatisfaction
- Community image of the organization
- Image of the organization to stakeholders

8. Slide 16: Present slide as additional samples and discussions on Measuring Intangibles

Activity

Buttons and Zippers Activity

Materials needed

- Jacket that is zipped up or blouse/shirt that is all buttoned up This is a six (6) minute activity.

Presentation

1. Divide the class by asking participants to count of A-B, A-B
2. Persons A will stand across Person B.
3. Each pair of A and B will have either a jacket or blouse/shirt resting on the table. The jacket or blouse/shirt will face Person B right side up. Persons A will teach persons B on how to unzip or unbutton so they can eventually put on the jacket or blouse/shirt.

Person B will behave like he/she has NEVER seen a jacket with a zipper or a blouse/shirt with buttons in his entire life so he/she has zero knowledge about this kind of apparel and how to wear it...This means he/she does not know terms like zipper, zipper handle, button hole, button, arm hole, collar, and the like.

Person "A" will decide how to instruct Person B. Person B all throughout will be totally dependent on Person A to complete the process of unzipping or unbuttoning to finally putting the jacket or blouse/shirt on and zipping or buttoning it closed

Unless Person A accurately describes the part of the jacket or shirt/blouse, Person B should not do anything. Person B has to consistently behave like he/she does not know what the terms mean.

4. If Person B can successfully wear the apparel within ten minutes, then Person B gave the instructions correctly.
5. After ten minutes, announce that the activity is over whether or not the task of putting on the jacket or blouse/shirt is done. t

For 2 minutes Person B will give feedback on how clear or unclear were the instructions of Person A. How well did Person B ask for clarificatory questions while the activity was going on? What does Person A need to do different to enable Person B to get the job done right within 6 minutes?

Topic:

What to Evaluate?

Materials Needed:

- Easel Paper, marker

Preparation:

- Form sub-groups with maximum of six (6) participants per sub-group
- Distribute easel paper and marker to each sub-group
- Discuss the procedure:

Presentation:

1. Slide 19: Present slide as an introduction to what are the items that may be evaluated
 - i. The facilitator may say the following statement as introduction on the items to evaluate:

“You can evaluate a large number of things but your choices will be influenced by the funds you have available, your access to information and the time you have available to complete the study.”
 - a. Let's assume that you have the funds to evaluate the PALS program from Level 1 to Level 2. For 10 minutes discuss:
 - What elements in the learners' side should we evaluate

- What elements in the trainers' side should we evaluate
 - What elements in the course design should we evaluate
- b. After the discussion, share the output of your sub-group in the plenary. Each sub-group has three (3) minutes to present.

Matching Techniques to Evaluation Areas	
AREAS OF EVALUATION	TECHNIQUES
A: Within Training Program	
1. Quality of Trainee's Experience	<ul style="list-style-type: none"> + Reaction forms during or at the end of program + Structured/unstructured individual comments
2. Feedback to Trainees (learning performance)	<ul style="list-style-type: none"> + Audio/video Recording + Attitude Questionnaire + Objective Tests of knowledge, skills, attitudes + Mutual Observation
3. Measures of Learning or Behavior Change Due to the training program	<ul style="list-style-type: none"> + Pre/Post Tests of knowledge, skills, attitudes + Essay / Narrative + Oral Examination + Self-Analysis
4. Immediate Feedback to Facilitator (Learning Methods)	<ul style="list-style-type: none"> + Result of Tests + Observation by Facilitator/Coach + Reaction Notes + Interview

Topic:

Designing an Evaluation

(Slide 21 – 32)

Materials Needed:

Laptop, LCD and Powerpoint Slide

Presentation:

1. Slide 24: Discussion on Designing an Evaluation
 - i. The facilitator may say the following to start the discussion
 - “Designing an evaluation is not a difficult process provided you adopt a systematic approach to it. Rushing in to evaluate this and that will not provide a good overall picture of what is happening. The succeeding slides will walk us through in developing an evaluation strategy.”
2. Slide 25: Discussion on the first step of designing an Evaluation
 - i. Step 1 explanation:
 - The audience for your evaluation will influence the techniques you use and the approach you take. For example, if the evaluation is primarily for the course designer/developer then the type of information to collect and evaluate will be different from what you

would gather if the user is the accountant and Finance Officer. Likewise, the information which line management will want will differ from that required by the Training manager. Therefore be very clear about why you are writing the report, who will read the report and what they might do with the information.

3. Slide 26: Discussion on the second step of designing an Evaluation

i. Step 2 explanation:

- It is not always possible to evaluate all parts of the training and often you may have to decide which parts will give you the most information. You might choose to evaluate the learner's impression, the program itself, the outcome of the training, the transfer of the learning to the workplace and the results or impact for the organization.
- There are a number of considerations you will need to think about when deciding on what to evaluate. These include factors like who to involve in the implementation of the evaluation. Should the training people be the only ones involved, or do we include line managers, subject matter experts or learners? It will be a good idea to involve those who are in the best position to add to your credibility and help spread the good news of the worth of the training intervention..

4. Slide 27: Discussion on the third step of designing an Evaluation

i. Step 3 explanation:

- Do not make the mistake of thinking your only customers are the your training participants. Your customers range from the learners to the Directors of your organization. You need to establish what your customers are going to do with the information you provide because this will directly affect the data you need to collect. It may also influence the technique you will use to gather the data.

5. Slide 28: Discussion on the fourth step of designing an Evaluation

i. Step 4 explanation:

- You need to implement a strategy so you will know when to evaluate and to set up processes to gather data.
- Your strategy will also act as a timetable and a plan of action for the implementation of the evaluation.
- Decide which aspects of the system you are going to evaluate. Identify the specific issues you want to address.
- You may wish to know how the trainer performed as a facilitator, the quality of the board work and the powerpoint slides, and the

appropriateness of learning exercises

- It is too late to decide what to evaluate if you do this only after the program has run.

6. Slide 29: Present slide as an introduction for the next discussion, the techniques in evaluation

- i. The facilitator may say the following statement as introduction on the Techniques of Evaluation:

“Before you can choose a technique you need to match possible techniques against areas where you might evaluate. The technique chosen must be suitable for the purpose for which it is intended.”

Matching Techniques to Evaluation Areas	
AREAS OF EVALUATION	TECHNIQUES
D. Cultural And Social Values	• Cost-Benefit Analysis
1. Contribution of Training to the National Economy	
2. Measurement of Social Costs And Benefits	• Cost-Benefit Analysis • Values Analysis • Multi-Attribute Utility Measurement
3. "Asset" Value of Employee	• Human Resource Accounting
4. Clarifying Individual Concepts of Value	• Value Revelation Techniques (description, focusing, confrontation)
5. Evaluation Against Ethical, Philosophical or Political Rationales Training	• Socio-Economic Change & Climate Surveys • Value Revelation Techniques • Statistical Indicators

1. Slide 30: Present slide as matching techniques to evaluation areas
 - i. The facilitator may say the following statement to start a discussion on evaluation techniques.
 - “This matrix provides a summary of suitable techniques to use for specific evaluation areas. This was provided by ANTA (Australian National Training Association)”
2. Slide 31: Discussion on Tips in Preparing the Training Evaluation Form (TEF)
3. Slide 32: Present slide for the continuation on the discussion on Tips in Preparing the Training Evaluation Form (TEF)

Topic:

Surfing the Net

Materials Needed:

Computer with internet connection

Preparation:

- Connect computer to the internet
- Enter the web site flash on the screen

Presentation:

1. Slide 36: Present slide as an introduction to the “Surfing the Net Activity”
 - From there, the evaluation tips can be viewed
 - Give the participants 10 minutes to scan .

Presentation Slides

MODULE 5

KNOWING YOUR 4 LEVELS OF EVALUATION

LGATRAK

Knowing Your 4 Levels of Evaluation

MODULE 5

LGATRAK

(Knowing Your 4 Levels of Evaluation)

- *Training must produce outcomes. That is, something needs to have changed after training is completed. If you cannot evaluate training, then you must seriously question why should it be done at all.*

- Michael D. Tovey

Training in Australia

Training Evaluation – The systematic collection of descriptive and judgment information necessary to make effective training decisions.

(Decisions related to the selection, adoption, value and modification of various instructional activities)

Why Training Evaluation is Important

Buzzzer Beater (Pre-test)

- Any member of the group can buzz
- Buzz first before you answer
- Wait until the Game master has read the question
- The group that gave the most number of correct answer wins

Buzzzer Beater

- | | |
|----------------------|-------------------------|
| ✓ Happy sheet | ✓ Measurement |
| ✓ Evaluation | ✓ David Ricardo |
| ✓ Achievement | ✓ Carl Jung |
| ✓ Feedback | ✓ Questionnaires |
| ✓ Michael Tovey | ✓ Cost-benefit analysis |
| ✓ Donald Kirkpatrick | ✓ Interviews |

- Measure results
(Kirkpatrick's 4 Levels of Evaluation)

Level 1 – *Reaction*

Level 2 – *Learning*

Level 3 – *Behavior*

Level 4 – *Results*

- Return on Investment (ROI)
- Measuring Intangibles

LGATRAK
(Knowing Your 4 Levels of Evaluation)

Level 1: REACTION

LGATRAK
(Knowing Your 4 Levels of Evaluation)

LIKERT SCALE:

"Sinangag is good for breakfast."

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly agree

LGATRAK

(Knowing Your 4 Levels of Evaluation)

Happy / Smile Sheet:

Participant's reactions, feelings and thoughts about the training program, the trainer and the training environment are recorded.

LGATRAK

(Knowing Your 4 Levels of Evaluation)

Level 2: Learning

LGATRAK

(Knowing Your 4 Levels of Evaluation)

Level 3: Behavior

LGATRAK
(Knowing Your 4 Levels of Evaluation)

Level 4: Results

LGATRAK
(Knowing Your 4 Levels of Evaluation)

Return on Investment (ROI)

LGATRAK
(Knowing Your 4 Levels of Evaluation)

Measuring Intangibles

LGATRAK

(Knowing Your 4 Levels of Evaluation)

Measuring Intangibles

- | | |
|---|---|
| <ul style="list-style-type: none">- Employee stress reduction- Employee Tenure- Employee Absenteeism- Employee turnover- Employee lateness- Innovation | <ul style="list-style-type: none">- Customer loyalty- Teamwork- Cooperation- Conflict- Decisiveness- Communication |
|---|---|

LGATRAK

(Knowing Your 4 Levels of Evaluation)

Jacket/Shirt Exercise

Dyad

LGATRAK

(Knowing Your 4 Levels of Evaluation)

What to evaluate?

Items to Evaluate

Learners	--
	--
Trainers	--
	--
Course	--
	--
	--
	--

LGATRAK
(Knowing Your 4 Levels of Evaluation)

Designing an Evaluation

Designing an Evaluation

Step 1 :

**Determine for whom you
are conducting the
evaluation**

Designing an Evaluation

Step 2:

**Decide what to
evaluate**

Designing an Evaluation

Step 3:

**Identify the type of
decisions that will be
made on the basis of the
evaluation**

Designing an Evaluation

Step 4:

**Develop a strategy
for the evaluation**

Techniques of Evaluation

Matching Techniques to Evaluation Areas

AREAS OF EVALUATION	TECHNIQUES
As Within Training Program:	
1. Quality of Trainee's Experience	<ul style="list-style-type: none"> • Reaction forms <i>during or at the end of program</i> • Structured/unstructured individual comments
2. Feedback to Trainees (learning performance)	<ul style="list-style-type: none"> • Audio/Video Recording • Attitude Questionnaire • Objective Tests of knowledge, skills, attitudes • Mutual Observation
3. Measures of Learning or Behavior Change Due to the training program	<ul style="list-style-type: none"> • Pre/Post Tests of knowledge, skills, attitudes • Essay / Narrative • Oral Examination • Self-Analysis
4. Immediate Feedback to Facilitator (Learning Methods)	<ul style="list-style-type: none"> • Results of Tests • Observation by Facilitator/Coach • Reaction Notes • Interview

Matching Techniques to Evaluation Areas

AREAS OF EVALUATION	TECHNIQUES
On the Job, After Training	
1. Relevance of Learning Goals to Specified Needs of participating	<ul style="list-style-type: none"> • Performance Appraisal • Questionnaire • Action Planning
2. Measuring Use of Learning or Change of Behavior on the job	<ul style="list-style-type: none"> • Performance Appraisal • Self-Appraisal • Observation • Interview with superior
3. Later Feedback to Trainer on Training Strategy/Methods	<ul style="list-style-type: none"> • Data From Immediate Feedback (Interview) • Comparative Analysis of Cost-Effectiveness
4. Study of Factors Affecting Use of Learning in the Workplace	<ul style="list-style-type: none"> • Data From Measurement of Use of Learning or Behavior Change on Job, Plus Interview
5. Studies of Individual Learning and Development	<ul style="list-style-type: none"> • Interview • Observation of Trainees • Self-Analysis

Matching Techniques to Evaluation Areas

AREAS OF EVALUATION	TECHNIQUES
1. Organizational Effectiveness Measuring Changes in Indicators of Organization Performance	<ul style="list-style-type: none"> Statistics, Output, Downtime, Accidents, Quality Control, Complaints, Customer Satisfaction
2. Measures of Trainee Implementation of Individual Action Plans	<ul style="list-style-type: none"> Review of Progress in Implementation Data-Form Measurement of Use of Learning or Behavior Change, plus Interview
3. Cost-Effectiveness of Training	<ul style="list-style-type: none"> Calculation of Actual Cost Cost-Benefit Analysis Cost-Utility Analysis
4. Congruence Between Organization Policies and Training Policies	<ul style="list-style-type: none"> Interview Content Analysis of Organization Policies

Matching Techniques to Evaluation Areas

AREAS OF EVALUATION	TECHNIQUES
5. Cultural And Social Values 1. Contribution of Training to the National Economy	<ul style="list-style-type: none"> Cost-Benefit Analysis
2. Measurement of Social Costs And Benefits	<ul style="list-style-type: none"> Cost-Benefit Analysis Values Analysis Multi-Attribute Utility Measurement
3. "Asset" Value of Employee	<ul style="list-style-type: none"> Human Resource Accounting
4. Clarifying Individual Concepts of Value	<ul style="list-style-type: none"> Value Revelation Techniques (description, focusing, confrontation)
5. Evaluation Against Ethical, Philosophical or Political Rationale Training	<ul style="list-style-type: none"> Socio-Economic Change & Climate Surveys Value Revelation Techniques Statistical Indicators

LGATRAK

(Knowing Your 4 Levels of Evaluation)

• TIPS in Preparing the Training Evaluation Form (TEF)

- Determine with the training team WHAT they wish to KNOW and WHY,
- Decide HOW data is going to be analyzed and used
- Prepare standard TE form
- Provide options so respondent must choose from range of possible responses.
- Respondent answers 1 statement at a time
- Personal data of the trainee should always be left optional to avoid overly positive feedback.

LGATRAK

(Knowing Your 4 Levels of Evaluation)

- **TIPS in Preparing the Training Evaluation Form (TEF)**

- Make questionnaire easy to read and answer
- Customize questionnaire
- Pre-test the Qs on a pilot sample to ensure it is clearly understood
- Judgment info. – reflects opinion or belief about what has happened ("the instructor did not answer the questions adequately")

Evaluation Tip Writing Better Survey Questions

- Go to:
<http://www.msha.gov/training/trainingtips>

Powerful Alternative Learning Strategies: Facilitator's Guide
Module 5 – Knowing Your 4 Levels of Evaluation

Copyright © 2007 Local Government Academy (LGA)

All rights reserved. No portion of this book may be copied or reproduced in books, pamphlets, typewritten, xeroxed, or in any other form for distribution or sale, without permission from the Academy.

ISBN No. : 978-971-0383-36-8

Printed and bound in Manila, Philippines.

Published by:

Local Government Academy,
Department of the Interior and Local Government
8/F Agustin I Building, F. Ortigas Jr. Road (formerly Emerald Avenue),
Ortigas Center, Pasig City, 1605 Philippines
Tel. No. (632) – 634-8430 / 634-8436
www.lga.gov.ph

This project was undertaken in collaboration with the
Philippines Australia Human Resource Development Facility-
An Australian Government, AusAID Initiative



Australian Government
AusAID

PHILIPPINES - AUSTRALIA
HUMAN RESOURCE DEVELOPMENT FACILITY
An Australian Government, AusAID initiative
www.pahrdf.org.ph

