

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

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 Learning 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 result of the initiative (what success looks like so you can do what?)	Determine a manageable number of observable critical behaviors that lead to on-the-job success and targeted results	Determine if formal training is needed or if drivers (e.g., mentoring, rewards, etc.) alone can support the critical behaviors	Determine immediate outcome(s) for each critical behavior—as though it is performed reliably on the job by participants being trained.	Reconvene stakeholders and review the plan. Discuss, negotiate and obtain approval.		
	Determine key stakeholders for the initiative—the critical group whose opinions will be most critical to the perceived success of the initiative	Determine how the result will be measured or quantified	Ensure critical behaviors relate to performance expectations of those being trained.	Determine types of support and accountability that will best ensure performance of critical behaviors on the job—they should balance one another. Gain support for the execution of required drivers.	Ensure that critical behaviors, leading indicators and targeted results directly correlate.	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 responsibility (pg. 24)	Determine if the result is reasonable to accomplish with allocated resources	Determine the degree critical to which behaviors are currently being practiced	Focus required drivers on critical behaviors that are most difficult to master and likely to encounter resistance.		Determine if all resources and systems needed to activate the required drivers are present. For those not present, determine if it is feasible to establish them as part of the initiative.		
		Identify possible collateral and intangible benefits that may be obtained (e.g., increased employee engagement, reduced turnover)	Identify reasons for the current level of application, whether high or low	For important initiatives, select at least one driver from the four dimensions (reinforce, monitor, encourage and reward). For less important initiatives, determine how much support and accountability will be required to achieve desired results. 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, including numeric data, stories and testimonials. Create an evaluation plan scaled to the strategic importance of the initiative and before the initiative is underway.		

Execution Stage

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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	Inputs	Outputs	Outcomes	Baseline	Inputs	Outcomes	Baseline	Outputs	Outputs	Outcomes	Outcomes		Outcomes	Baseline
Design pre-training activities such as pre-reading material, online training, etc. to prepare the participant for actual training	Ensure methods are in place to monitor the ongoing and ultimate effectiveness of the program or initiative.				Develop an initiative or program-specific dashboard with key metrics covering summative Level 1 and 2, required drivers, critical behaviors, leading indicators and Level 4 Results. Set targets for each metric when possible. If target can't be set prior to training, monitor early performance and set target accordingly. Include only one or two Level 1 and 2 metrics.			Ensure training is disseminated and completed.	Administer Level 1 and 2 evaluations as planned. Consider using qualified personnel other than the instructor. Do not use Level 1 and 2 to continually modify training programs and materials to the detriment of spending resources on supporting Level 3 Behavior and required drivers.		Implement drivers immediately after training has concluded (or on an agreed start date) to maximize on-the-job application.		Administer Level 3 and 4 evaluations as planned. Encourage participants to engage in post-training evaluation activities. Agency examples begin on pg. 56 and Level 2 and 3 evaluations examples of a Leadership Development Program begin on pg. 62.	
Create course objectives and build content that prepare participants to perform critical behaviors on the job. They should match the targeted results of the program or initiative, and include activities and simulation scenarios that should match real work situations. Create training materials with input from SME.	Consider data needs based on stakeholder input gained during the planning phase.				Make the dashboard a non-negotiable tool reserved and used for all mission critical programs. Use the tracking tool as a management and process improvement tool.			Deliver the training according to the plan. This should include pre-training activities so participants aren't surprised by the content. It should also include post-training involvement. Training alone doesn't produce targeted results.	Immediately analyze data in relation to targeted standards. If metrics are below, determine the cause. Look at data objectively, and do not focus on one-off comments.		Monitor the drivers to be sure they are being performed, and begin tracking in the beginning. Make modifications to the plan when indicated. The training department needs to include the stakeholders.		Immediately analyze data in relation to targeted standards. If actual metrics are below targets, determine the cause(s). Dashboard samples start on pg. 54	
Build the drivers that are the responsibility of the training function. Create tools to help other areas execute drivers.	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.				Update the dashboard monthly so it serves as a dynamic management system for making informed decisions, communication tool to keep participants, team members,				Determine proper interventions when indicated.				Determine and implement proper interventions where indicated.	

Execution Stage (cont.)

		stakeholders and other apprised of initiative progress. Use the valid analysis methods prior to making decisions. Use the analyzed data and make indicated adjustments during the program or initiative.				
	Use a blend of formative and summative evaluation methods. Do not use surveys as the primary evaluation method/tool.			Communicate training program modifications resulting from feedback to participants and stakeholders where indicated.		
	Use hybrid tools whenever possible.					
	Examples include: survey/questionnaire, knowledge test, skill/behavior observation, work review, request for validation, pulse check, individual or group interview, presentation/teach back, action planning, action learning, etc.					

Demonstration of Value Stage

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Step 1: Prepare Chain of Evidence		Step 2: Report Data and Information
Inputs	Outputs	Outcomes
Refer to the audience identified in the planning stage and the types of evidence requested by each. 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 is in proper form for the audience.
Put the evidence in order, starting with Level 1 and ending with Level 4. Do Include data on required drivers and leading indicators. Highlight connections between training, learning, job environment, performance and mission accomplishment.		Practice the presentation if it is to be given orally. Do not present too many detailed accounts of Levels 1 and 2 to non-learning and development staff.
Where appropriate, include employee testimonies that will help make powerful connections between the levels.		If appropriate, offer recommendations for future applications of the business partnership model.
Include 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)—don't focus too much on the narration. Tell a logical and compelling story of value. Do not overemphasize any level.		

Resolutions to common challenges

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Common Challenges	Strategic Business Partnership Solution
“Our budget is too small to train.”	Solicit and obtain senior agency leadership commitment to do training, and emphasize the resource-efficient interagency training solution to minimize agency-specific costs.
“Our budget is too small to do much other than train.”	<p>Take an inventory of your training programs and determine how many truly drive strategy.</p> <ul style="list-style-type: none"> • For those that do not (or only do so to a limited degree), find alternate ways of delivering the information other than instructor-led or online training. • Often these needs can be met with job aids or other on-the-job interventions. • With the time and budget you save, you will have resources to address Level 3 efforts for more strategic programs. <p>Technological advances have made it unnecessary to continue to deliver content-heavy training; large amounts of information can be obtained on-demand on the internet.</p>
“We do not have clear enough direction from senior leaders to ‘start with the end in mind’”	Delivering training or any type of intervention without knowing what the ‘destination’ is will likely lead to wasted resources a 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.”	<p>Move from being a training provider to a strategic business partner. Educate your leaders as to the inefficiency and ineffectiveness of training events alone:</p> <ul style="list-style-type: none"> • Show them relevant research and best practices. • Convince them of a better way, typically through a successful business partnership pilot program within your agency. • Explicitly state what participants will learn and how it will benefit the agency.
“We do not have enough staff to go beyond Level 2.”	<p>Make Level 1 and 2 evaluations as efficient as possible to save resources for Levels 3 and 4.</p> <ul style="list-style-type: none"> • Create short, learner-centered Level 1 reaction sheets. • For Level 2, use retrospective pre- and post-assessments instead of full pre and posttests. • Conducting Level 3 and Level 4 surveys and focus groups for mission critical programs only.

Key Elements of an Effective Evaluation Strategy Map/Perspectives

Pg. 84	Perspective 1/Learning Environment Sample questions begin on pg. 88	Perspective 2/Learning Sample questions begin on pg. 88	Perspective 3/Behavior Change Sample questions begin on pg. 92	Perspective 4/Enterprise Impact Sample begins on pg. 95
<p>Critical Elements: Preparation of the learner</p> <ul style="list-style-type: none"> ○ Self-assessment of competencies/skills ○ Leadership learning objectives ○ Commitment <p>Preparation/Partnering with Supervisor of Record</p> <ul style="list-style-type: none"> ○ Outcomes (leadership learning) ○ Role of supervisor ○ Commitment <p>Usability of content Relevance of content Engagement of the participant Quality of instructional activities</p>	<p>Critical Elements: Integration of key elements by the learner Change in attitude and/or awareness of leadership behaviors Competence Commitment Confidence in using new skills Evidence of mastery</p> <p>Critical Steps:</p> <ul style="list-style-type: none"> ✓ Incorporate “awareness” of behaviors needed at course completion (what behaviors need to change and what is the learner committed to) ✓ Integrate process to capture participant commitment to longer term leadership strategies ✓ Incorporate “demonstration” project or activity when relevant for course completion ✓ Incorporate measure of “mastery” of leadership thinking and strategy setting 	<p>Critical Elements: Identification of behaviors by learner On the job strategies Incentives that encourage a change in behavior Coaching Partnering with supervisor and peers Follow up reminders- job aids Dashboards (track behavior/competency changes) Follow on programs (elective courses/continual learning)</p> <p>Critical Steps:</p> <ul style="list-style-type: none"> ✓ Monitor and reinforce “awareness” of behaviors needed at course completion (what behaviors need to change and what is the learner committed to). ✓ Facilitate feedback from supervisors ✓ Facilitate continued learning (VTC peer forums, executive mentors, monthly leadership blogs) ✓ Best Practices Seminar ✓ Build awareness of consulting services and intact team development programs 	<p>Critical Elements: Recognition of Corporate or division-level accomplishments in promoting leadership culture Evidence of investment in promoting and applying the high performance leadership strategy Multiplier affect (consultation requests, partnering, engaged in learning of others) Growing others- requests for team development consultations, contribution to leadership enrichment activities Corporate Performance Objectives met Leadership and organizational culture enhanced Employee viewpoint and other engagement survey results (incremental movement forward)</p>	