

RECRUITMENT, TRAINING AND DEVELOPMENT
LECTURE 12 : EVALAUATION OF TRAINING PROGRAMS AND
ADVANTAGES OF TRAINING

LECTURER: DR LUCY KARIMI KIRIMA

Lecture learning outcomes:

At the end of the lecture you will be able to:

- i. Discuss and understand evaluation of training programs**
- ii. Determine the importance of evaluation**

EVALUATION OF TRAINING PROGRAMS AND ADVANTAGES OF TRAINING

- The objective of the organizational policies process and programmes for the delivery of training is to achieve its HRD strategies by ensuring the availability of skilled and competent employees to meet its present and future requirements. Training and development is essential to remove performance deficiencies.

EVALUATION

- Evaluation of training refers to the process of examining the effectiveness of the training program in terms of the benefits to the trainees and to the organization, or company. Evaluation is a continuous process rather than a one-time activity.
- Evaluation literally means the assessment of value or worth. It would simply mean the act of judging whether or not the activity to be evaluated is worthwhile in terms of set Criteria

What to evaluate in a training evaluation?

- The trainees
- The trainers
- The training organisation or Department
- A certain set of training materials
- Training in general

Why to conduct training evaluation

Evaluation of training would answer the following four questions

- What did participants say about the training in general?;
- What knowledge, skills, or attitudes were learned?;
- Did the training create visible behavioural changes?;
- Did the training pay off?

Types of Evaluation

- **A formative evaluation** is usually conducted in the early stages of a programme and addresses questions about implementation and ongoing planning. This is used in the classroom with some planning.
- **Summative Evaluation:** Summative evaluations assess programme outcomes or impacts. To determine the relationship of different factors to outcomes, similar to formative evaluations, some information used in summative evaluations is collected early in the programme

Formative evaluations

Formative evaluations are useful for various purposes. For example:

- a) They may help find problems early, while they can still be corrected.
- b) They provide an opportunity to collect basic data for future summative (or "impact") evaluations.

SUMMATIVE EVALUATIONS

Some advantages of summative evaluations include:

- a) They can, if designed properly, provide evidence for a cause-and-effect relationship.
- b) They assess long-term effects.
- c) They provide data on impacts.
- d) They can provide data on change across time.

OBJECTIVES OF THE EVALUATION OF TRAINING

- To find out where the desired expectations (goal) are and are not being met.
- To make the training environment more supportive of learning.
- To revise and redefine the course to make it more effective.
- To identify and reduce workplace constraints that inhibits transfer of training.
- To prove that training is investment and not cost.

To get commitment and support of training by management.

To give instructors and course developers feedback to help them improve.

To justify and perhaps increase the training budget.

To influence future decisions like on what kind of programmes to be included.

To manage the training function more professionally

Evaluation of the training deals broadly with four questions

Whether a training programme has actually brought about the desired modification in behavior or not? (b) Whether training has demonstrable effect on the performance of the task or achievement of organizational goals?(c) Whether present methods of training are the superior one to achieve the desired results? (d) Whether the cost of training is proportionate with achievements in the performance.

NEED FOR EVALUATION

- To know increase in productivity and company profit through human perfection by training. To know whether improvement in quality of a company product or service has taken place.
- Whether exiting employees are ready for higher level jobs. Whether there is enhancement in personal growth of the employees and motivation towards their work-area has taken place.

- Whether improvement in organizational climate has taken place. Existing employees require refresher training so as to keep abreast of the latest development in job- operations. To make employees mobile and versatile. They can be placed on various jobs depending on organizational needs.

EFFECTIVENESS OF TRAINING

- The following steps maximizes the effectiveness of training
- Need identification – Employee must get the training in the area of needs
- Pre-training activities – Every superior is expected to explain to the subordinate the rationale for nominating him for training.

- Planning and organizing the programme- Factors such as location and venue and duration are significant.
- The training module must be discussed with either internal or external faculty to suit the participants.

Feedback on faculty

The feedback forms must be got filled from the participants. Feedback from the external faculty- They must give feedback on:

- i) Participation level of the trainees. Training infrastructure existing in the company and Training support received from the company.
- Training is conceived as an effort to bring about constant progress in the quality of person's work.

Philips gives following reasons for evaluation.

- To determine whether a programme is accomplishing its objective.
- To identify strength and weakness in HRD processes.
- To determine cost/benefit ratio of HRD programmes.
- To decide who should participate in the future programmes

- To reinforce major points made to participant.
- To identify which participants benefitted the most or the least from the programme
- To gather data to assist in marketing future programmes.
- To determine if the programme was appropriate.

PRINCIPLES OF TRAINING EVALUATION

Clarity Training Evaluation: The trainer or evaluator must be clear about the purpose of evaluation in order to set the standards and criteria of evaluation. **Objectivity All objectives should be evaluated.** The evaluation should be fair, free from any type of bias or subjectivity.

CONT.....

i. Objectivity is the characteristic of a good trainer.

ii. The evaluation must be feasible

iii. Evaluation Design to be custom-made The design and approach to evaluation has to be custom-made to suit specific training levels and standards

iv. Evaluation must emphasise on process and not end product

KIRKPATRICK'S EVALUATION MODEL

- Donald Kirkpatrick in 1959 developed four levels of evaluation. The four levels of training evaluation model was later redefined and updated in Kirkpatrick's 1998 book, called 'Evaluating Training Programs:
- The four levels represent a series of steps to evaluate training programs and are now considered an industry standard in personnel departments of Human Resources Development wings, and by training communities

Level 1: evaluation at this stage measures how the participant reacts immediately after the completion of the training program in which he/she has participated.

Level 2: At this level, a simple standardized questionnaire on the subject of training is administered before and after the program as a part of the evaluation process. This helps in assessing the degree of improvement/change in knowledge, skills and attitude of trainees as a result of training.

Level 3: In this phase, the evaluation is done to know the extent to which the trainees applied the learning and changed their behaviour. Generally, this type of evaluation is done after 3 to 4 months, to assess the performance of the trainees

Level 4: at this level, the final impact results are taken into consideration. The Training Evaluation final results can be in the form of increased production, improved quality, decreased costs, increased sales, reduced turnover, and higher profits. It is the acid test.

PROCESS OF TRAINING EVALUATION

- **Evaluation at the Beginning.** The learner's skills and knowledge are assessed at the beginning of the training program and termed, entry test. During the start of training, candidates generally perceive it as a waste of resources because most of the time candidates are unaware of the objectives and learning outcomes of the program

Evaluation During the Training .This evaluation is conducted when the instruction starts. It usually consists of short tests at regular intervals. The evaluation during the training is for both the trainer and the participant to know how well they are doing.

Evaluation at the End of the Training

The evaluation at the end of the training can help to identify:

- i) The trainees' reactions to the course and the learning experience.
- ii) ii) The learning or changes in attitudes, knowledge and skills of the participants.
- iii) The participants' evaluation of the performance of the staff. This evaluation cannot ascertain the impact on job behaviour.

Staff evaluation of the training programme .The evaluation of a training programme by the staff of a training organization is followed by some training organizations

STATISTICAL TOOLS FOR EVALUATION OF TRAINING

- The training coordinator may take the help of a statistician for the evaluation of a training programme. For example, it may be used to see the difference between pre and post test result of the trainees. The statistical analysis may be conducted internally or contracted out to external consultants if the trainees are large in number

References

Personnel and Human Resource Management. P.Subba, R,. Himalaya Publishing House,2016

A Handbook of Human Resource Management Practice. Armstrong Michael. A, London, England,2006