

Responses to Unanswered Questions from the Kirkpatrick Webcast

How do we begin to change the mindset about improving evaluations in L&D?

Share the recording of this webinar with others in training. Use the questions included in the program to start more meaningful conversations with stakeholders and managers about expectations prior to training. Pick one important program and try out a new approach. Propagate the success, and address the challenges. It will grow from there.

How important is it to actually ask the program participants their input regarding what programs should be offered (aka, needs analysis) versus just asking management what they think their people need?

I don't know that I can comment on which input is more important; there are a variety of issues there. Ideally, if this is done via a survey to start, you could poll both groups. From there, identify the key items, and then have a conversation. One way to get balanced input is by creating a performance improvement council that has members from both management and the workers who would attend the training.

Do you recommend a required assessment that all participants must pass? In what situations does this work best?

We generally only recommend this formal of an approach to learning when the data are required, and testing is not precluded by labor unions or organizational norms. Also, think about the practical use for the data you gather. Do stakeholders wish to see it? It is required by regulations?

When is the right time to collect data - measurements of success?

Levels 1 and 2 data can typically be collected during and immediately following training. Levels 3 and 4 data can be collected starting when there is a reasonable time for participants to have applied what they learned, and then ongoing as long as practical or required. So there is no one-size-fits-all answer; it depends on the content, the application time frame, and the importance of the data to the organization.

We often have clients ask for a ROI - going above a Level 4. Do you think a ROI has value?

We believe that Level 4 Results is a complete measurement, and ROI is not necessary, or "above and beyond." Level 4 evaluates the degree to which the training and subsequent reinforcement contribute to organizational results. These can be numeric or qualitative measures; ideally a combination of both.

ROI, by definition, is an isolation of the impact of training on results. We believe isolation is not really possible in the real world, and that attempts to isolate are actually more damaging to the training profession than helpful.

This article provides a deeper explanation: <http://www.kirkpatrickpartners.com/Resources/ROEs-Rising-Star>

How exactly can the attitude, confidence and commitment be measured in Level 2?

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These components of Level 2 can be evaluated in a similar fashion to other items. It works well to have a discussion during training, if possible. They can also be evaluated with written questions in a post-program evaluation. The Kirkpatrick® Blended Evaluation Plan® Form Samples, available in our online resources library, provides some sample questions.

Go to <http://www.kirkpatrickpartners.com/Resources> and login to access it.

What is your opinion about asking in advance what the participants comments/feedback about the coming training by providing the agenda for the training?

This sounds like it could be helpful if the program is new, or if there is uncertainty about the needs analysis that was completed in advance. Also, it would probably only make sense if the ability to change the program to meet the comments exists.

Prior to Initial Training, do you recommend a survey to capture attendee needs/goals?

See the response to the previous question.

Anyone have a list of focus group questions they use?

Pages 104 and 108 of our latest book have sample questions that can be used.

Go to <https://www.td.org/Publications/Books/Kirkpatrick-Four-Levels-of-Training-Evaluation> to order.