
















Kirkpatrick's Four Levels

| LEVEL | WHEN | HOW | PRO | CON | USAGE |
|-------------|--|--|---|---|-------|
| #1 REACTION |  <p>When participants are leaving the course.</p> |  <p>Using Reaction Sheets AKA Smiley sheets, Satisfaction sheets, Questionnaires</p> | <ul style="list-style-type: none"> • Deceptively easy to do • Can result in good ideas for course improvement | <ul style="list-style-type: none"> • Difficult to do well • Can result in making the course more likable while destroying it's value for improved performance • Can be ignored in some companies (then why do it?) • Can be given too much weight in some companies. | 93%* |
| #2 LEARNING |  <p>Throughout the course.</p> |  <p>Skill Check Using: Hands-on performance tests Written/verbal tests Summarized on course sign off sheet</p> | <ul style="list-style-type: none"> • Sound measurement • If done following the PBET steps, it is legally defensible | <ul style="list-style-type: none"> • This is not the end of the story! | 52%* |
| #3 BEHAVIOR |  <p>A few months after training.</p> |  <p>Using: Interviews / Surveys With trainee and/or supervisor</p> | <ul style="list-style-type: none"> • Has the performer changed or improved – This is the only way to find out. • Can uncover errors in the original job analysis, like tasks that are not included for training, but should be. | <ul style="list-style-type: none"> • Difficult to do. • Determining the causes of behavior changes or the lack thereof are difficult since there are many variables that prevent transfer of training to the job, including: <ul style="list-style-type: none"> ○ Poor supervisor ○ Poor motivation ○ Practical obstacles to implementation | 31%* |
| #4 RESULTS |  <p>A few months after training. OR  Before  After Before and after studies may be required.</p> |  <p>Selected Business Metrics- Examples: MTTR** MTBF Scrap Value of Increased Output Accident Rate Etc</p> | <ul style="list-style-type: none"> • Uses metrics understood by others in the company • Helps determine which training is valuable or valueless to the company.... Justify or destroy training courses or departments. | <ul style="list-style-type: none"> • Difficult to do. • Many metrics have multiple causes. Example: MTTR • If multiple causes of improvement exist, there will likely be competing champions (Training, Service, Documentation, Production, etc) | 28%* |

Additional Evaluation Considerations

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|  | <p>Establishment of the criteria for evaluation is part of the Identify Step (#1) of the PBET Steps.</p> |
|  | <p>Make ROI part of the Evaluation. This fits with the Level 4 Evaluation.</p> |
|  | <p>Make sure the performance intervention selected was the most cost efficient intervention compared to all other performance interventions. Again, this relates to Step #1, Identify.</p> <p>Make sure the training design (if training was the required intervention) was most cost efficient design.</p> |