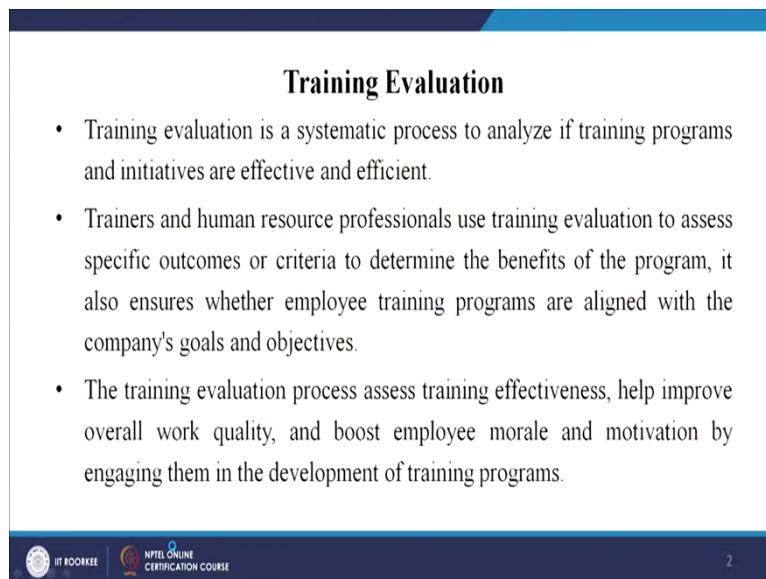


**Training of Trainers**  
**Professor Santosh Rangnekar**  
**Department of Management Studies**  
**Indian Institute of Technology Roorkee**  
**Lecture - 46**  
**Training evaluation - I**

Today we will discuss about the evaluation of training program. Like we have started with the contents of the training program, then we have talked about the different methodologies for conducting the training programs. And now we will talk about when the training program is over then how to evaluate the training program. So evaluation of training is basically a systematic process to analyze if training programs and initiatives are effective and efficient.



So whenever we talk about the output the output should not be only in terms of the quantity, but it should be in terms of the quality also. And therefore, there is the need for the effective and efficient training program. So whatever for the purpose we are conducting the training program, then we should be able to come out with the output that our trainees, for the purpose they have joined the training program, they are happy and satisfied.

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**Training Evaluation**

- Training evaluation is a systematic process to analyze if training programs and initiatives are effective and efficient.
- Trainers and human resource professionals use training evaluation to assess specific outcomes or criteria to determine the benefits of the program, it also ensures whether employee training programs are aligned with the company's goals and objectives.
- The training evaluation process assess training effectiveness, help improve overall work quality, and boost employee morale and motivation by engaging them in the development of training programs.

Trainers and human resources professionals use training evaluation to assess specific outcomes. Now, you see that is the training in industries are most of the time conducted on the basis of their demands. So, what is the output? Output is for suppose, it is about that developing the team building. Then when the training program is conducted, when you talked about, that is what are the different methods of the team building that is the forming, storming, norming, performing and adjourning.

And then when we talk about, they when they go back to the workplace, and that particular storming phase, whether that storming phase is reduced or not? Because whenever we are going from the forming to storming and storming to norming then in that case if the storming phase is short immediately the team building will be from forming to norming. Storming will be there little bit, but then norming will be there.

So, what is important is that is the after this training program the employees when they go there at workplace, executives when they go there at workplace, are they are having the less conflicts? Are they are understanding each other? Are they are making the teambuilding amongst themselves?

So this will be, if the period of the one quarter or two quarters we will be able to find out that is the now, the efficiency is increased of the overall organization or the particular department or section for which the trainees were there or if there were the complaints, the complaints have minimized. Or when that whatever the discussion is there, that is very friendly and very useful.

So if these are the issues, earlier there was problem, people were not communicating with each other, but now they communicate with each other and then they talk and they are having that type of the understanding amongst themselves.

So this specific outcome criteria, that is change in output, improvement in output, improvement in productivity, so that outcomes or criteria are to determine the benefits of the program and then if it is so, then definitely in that case you will find that is the, we are meeting our objectives and in the evaluation of training program then it is becoming successful. It also ensures whether employee training programs are aligned with the company's goals and objectives.

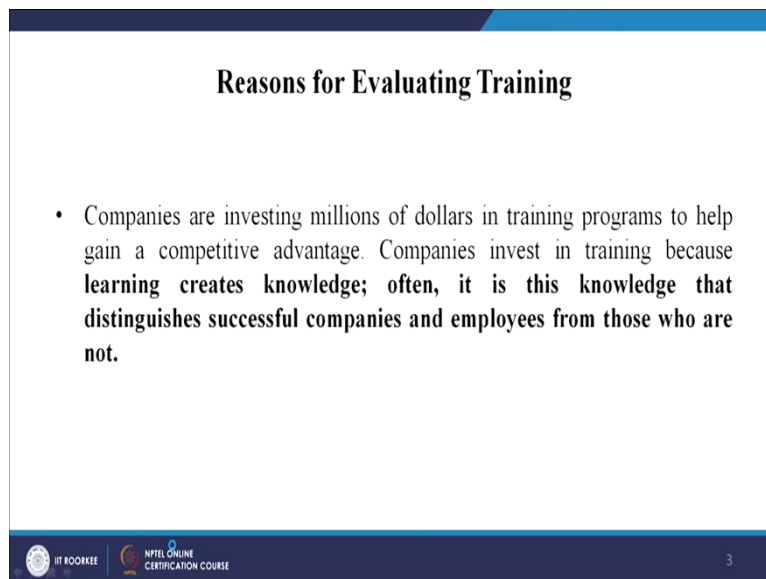
Now, I will take the same example of the teambuilding. So in teambuilding when we are talking about the achievements of the goals and objectives and organization has given the particular objective, that is the yes, conduct the training program and we want, that is our team effectiveness in the organization that has to be improved and we have to check whether the employee's training programs are aligned, the training program is as per the need of the organization or not.

The training evaluation process assess training effectiveness. So therefore, if you find certain gap is there, what was the expected, what is the output? If output is good fine, but output

requires certain improvements. Then definitely that assessment of training evaluation is very, very important. It help improve the overall work quality. As I mentioned, that is the, suppose trainer comes to know that is the trainee's feedback is talking about, that is no in the training program there were required more contents then definitely it will improve the quality and boost employee morale and motivation by engaging them in the development of training programs.

So there are many organizations. They are having the in-house training programs. And those in-house training programs, when this step of the evaluation is done the output is there, then they plan, they design, they understand and then they try to meet the goals and objectives of the organization through this training program. And once you meet the goals and objectives it means your efficiency and effectiveness is satisfied. And if it is satisfied then you can conduct such training programs again and again.

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**Reasons for Evaluating Training**

- Companies are investing millions of dollars in training programs to help gain a competitive advantage. Companies invest in training because **learning creates knowledge; often, it is this knowledge that distinguishes successful companies and employees from those who are not.**

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Reasons for evaluating (training) training. Companies are investing the millions of dollars in training programs to help gain a competitive advantage. That we know that there is lot of cost is involved into this particular training program and it is conducted. Companies invest in training because learning creates knowledge. I always talk about the knowledge management. Whenever we talk about the knowledge management, so there are seven steps are there. How do you get, how do you use, how do you learn, how do you contribute, how do you build, how do you assess and how do you divest? So this is called Wendi Ruth Model. The Wendi Ruth Model of knowledge management talks about the first and foremost is how do you get?

So therefore, most important is this, what is your source? So when the trainer is conducting the training program his source of information is very highly authenticated. It is of the standard of the understanding of the trainees. Then in that case it means that you are getting the right material. When you are using it, a trainer when use this training material he has to see that is the contents are very much relevant to the trainees.

Suppose he is using the case study. So it should not be the any case study. It should be very much focused to the theme of the training program. And if it is relevant to the theme of the training program then the trainees will understand very quickly and then they will go for this particular type of the practices which will be useful at workplace.

For example, when we are talking about the training in BHEL suppose. Then we take the similar industry like the Alstom, the case study of Alstom. So we have to use the case study which is relevant and then how these particular company, X company with the Y company, that is how Alstom has changed its decisions in going towards the building these railway coaches and whether the companies like BHEL, can they go or they cannot go?

So when you are talking about the business diversification, when we are talking of the challenges in the business and then how to overcome those challenges and find out the solutions and for this particular concept theme you are using the relevant case study, case study matching with the industry. So when you are talking about manufacturing industries, the case study is to be related to the manufacturing industries. When you are talking about the FMCG sector, FMCG sector. If you are talking about the textile sector, it has to be the textile sector. So there are, or the hospitality or the hotel industries.

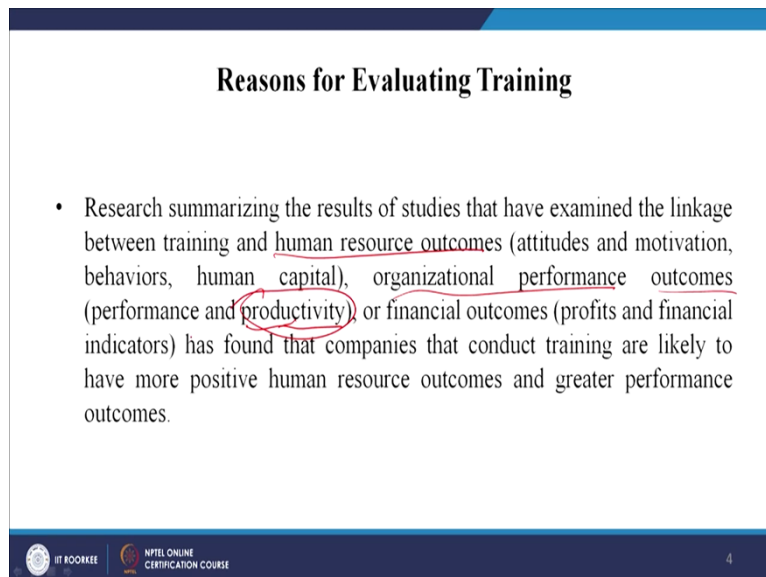
So therefore, in that case whatever the relevant the case study is there, that knowledge is to be used. And when you are using this, the third step that is the learning. So then when we talk about the learning, the process of learning that become faster. So this particular learning is there. Then it will start contribution at workplace.

When the trainees, when they will learn the relevant knowledge, it is not the general knowledge, it is very specific knowledge related to their nature of industry, related to their position, related to their work profile, related to their job description, then in that case definitely it is about, that is they will be able to, whatever they have get, used, learnt they will now contribute, contribute at the workplace.

As soon as they started contributing at the workplace then they are able to build and sustain. Building their positions and sustainability in their position in that particular organization. So therefore, in that case when they are evaluating they will see, that is whatever they are doing, so it is the proper evaluation of the sources, of the study material is getting the proper, they are using it properly, they are learning it, they are contributing it, they are building and sustain on that. And then they divest this particular knowledge at the, society, towards the society.

So therefore, when they, when somebody is trained, then he is capable of doing all these issues that is they are relevant for the purpose of getting their training program more efficient and effective.

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**Reasons for Evaluating Training**

- Research summarizing the results of studies that have examined the linkage between training and human resource outcomes (attitudes and motivation, behaviors, human capital), organizational performance outcomes (performance and productivity), or financial outcomes (profits and financial indicators) has found that companies that conduct training are likely to have more positive human resource outcomes and greater performance outcomes.

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When research summarizing the results of studies that examine the linkage between training and human resource outcomes, especially many people say that is you cannot teach in one week or one month or three months, that is the how to change your attitude. But here I am happy to share with you what research says.

Research summarizes that the results of studies have examined the linkages that is, the training and human resource output, attitude and motivation. You never know the contents of your training they may motivate somebody at what time? And therefore, the trainer they have to keep on trying this motivation. They are supposed to have the positive approach, positive attitude and they have to try to improve on the basis of whatever these stage or level they are, so it will be continuous learning.

And then creation of human capital. So when we talk about the knowledge management that knowledge management that creates the, help the talent to develop the human capital. Human capital means here it means that knowledge, skill and attitude. However, we also talk about the knowledge, skill, attitude and habit. So therefore, in that case that we are talking about, that is how the human capital is to be created.

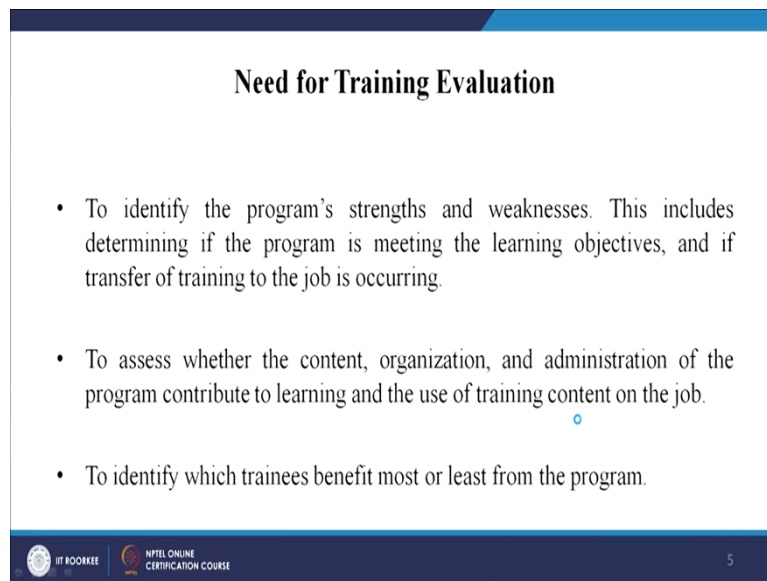
It is about the individual level because first we have to focus, that is the individual goals, but not only to the individual goals we have to relate the individual goals with the organizational goals. So then it comes about the organizational performance. So when individual's performance is enhancing, definitely organization's performance has to be also enhanced.

So organizational outcomes that is the performance of the organization, and productivity. So whether the training has been properly successful or not, it depends on improvement in the performance of the individual or of the organization. And when we talk about the efficiency and effectiveness and that is nothing but the productivity. So when we talk about the productivity, so here we will see that is the we are talking about how the individual human resource outcome (and organization's human resource outcome) and the organizational performance outcome, that is how they are increasing about the overall the productivity of the organization.

Sometimes we talk about the training programs which are related to the improving in the financial outcome. And that can be the profit and financial indicators. It is found that the companies, so individual organization, and then the financial is there; actually financial is also the part of the organization that companies that conduct training are likely to have more positive human resource outcome.

So naturally the trainees those who are attending the classes, definitely they will, when they will go back at their workplace, they will be highly motivated, highly performance oriented and the overall organization performance is increased. And as a result of which the financial outcome will also increase. And greater performance outcomes will be there (in their) at their workplace.

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### Need for Training Evaluation

- To identify the program's strengths and weaknesses. This includes determining if the program is meeting the learning objectives, and if transfer of training to the job is occurring.
- To assess whether the content, organization, and administration of the program contribute to learning and the use of training content on the job.
- To identify which trainees benefit most or least from the program.

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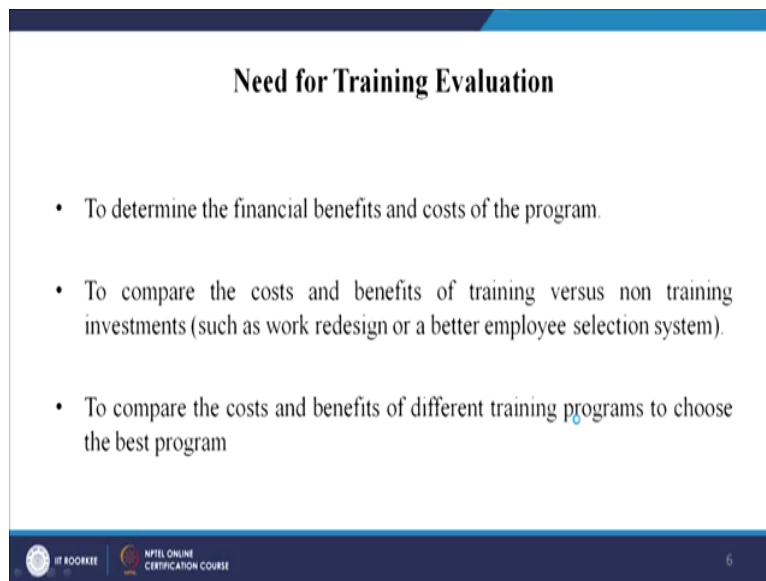
Now, to identify program's strength and weaknesses. This includes the determining of the program is meeting the learning objectives and if transfer of training on the job is occurring. Now the biggest challenge of the training program and especially classroom, off-the-job training. There are two types of training, on-the-job training and off-the-job training. So when we are talking of the classroom and training that is off-the-job training and if the off-the-job training is there then definitely we have to see that the knowledge of the trainer that has been transferred. If it is rightly transferred to the trainee then definitely in that case the outcome will be better.

To assess whether the content, that is the study material which we are providing to the participants, organization that is which is organizing and administration those who are supporting of the program contribute to learning and the use of training content on the job. So it should be the synchronization. There should be the synergy. There should be the coordination amongst the learning and the use of training content on the job. So whether it is the content or organization or administration that all program that should contribute to the learning and use of the training content of the job is there.

Third is to identify which trainees benefit most or least from the program. Now, this is also very, very important. It is not only the training program is evaluated from the point of view of the, the subject material, from the point of view of the trainer, from the point of view of trainer-trainee relationship, but it is also important to find out whether the trainees have learnt or they have not learnt.

And if then in that, it means that there should be, it will be mutual, the evaluation of the trainer also and the trainee also. So many times, many trainers they plan a very, very small short quiz on the basis of whatever they have taught in the particular period of time of the training, so whether the trainees have learnt or they have not learnt. And then in that case that will be seen that is the how, whether the trainees have learnt or they have not learnt from the particular training program that can be also the evaluation. So in the evaluation process it will not be only the content and trainer, but it should be also include the evaluation of trainees.

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The slide is titled "Need for Training Evaluation" in bold black text. It contains three bullet points: "To determine the financial benefits and costs of the program.", "To compare the costs and benefits of training versus non training investments (such as work redesign or a better employee selection system).", and "To compare the costs and benefits of different training programs to choose the best program". The slide has a blue header and footer. The footer contains the IIT Kharagpur logo, the text "NPTEL ONLINE CERTIFICATION COURSE", and the number "6".

**Need for Training Evaluation**

- To determine the financial benefits and costs of the program.
- To compare the costs and benefits of training versus non training investments (such as work redesign or a better employee selection system).
- To compare the costs and benefits of different training programs to choose the best program

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To determine the financial benefits and the cost of the program, this is very very important. Whenever we are proposing the training program then we have to see that is the how we can make the cost benefit effect analysis and that I will also discuss separately in my next, further module that is the, what is the cost and benefit analysis has to be done. But what is important is that whenever you are making the evaluation of the training program; also please try to find out the measures, how to evaluate the training program financially. So what, it was the financially viable or it was not financially viable.

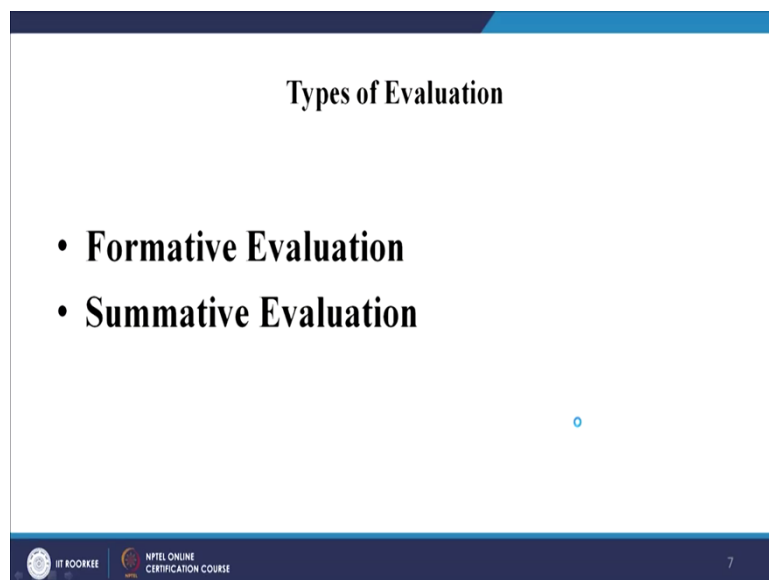
To compare the cost and benefits of training versus non-training investments, so therefore, we have to talk about, that is what are the training and there are the non-training costs and benefits are there, such as work redesign, a better employee selection system. So it is also important. For example I have discussed in the research methodology and that is the scales. The scales are to be there. And then therefore, there can be the better employee selection system can be used for the purpose of the training program.



And here, so it means that there is the, you can use those scales at the time of the selection and then whatever the scales have been developed. And scales can be developed through the training also. And then you can find out, that is the yes, then employee selection system that can be more effective. To compare the costs and benefit of different training programs to choose the best program.

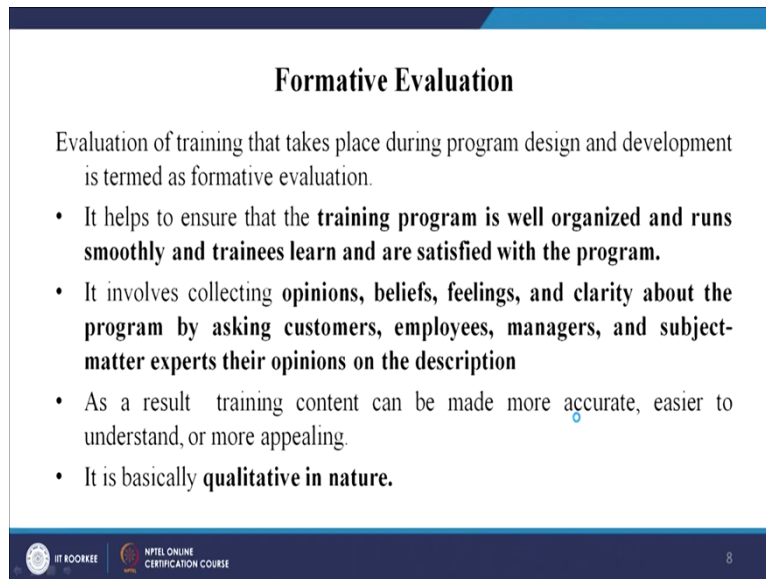
Now you see if you are, any organization is announcing the 10 programs in a calendar year, then they have to find out that is the which program is the more cost and benefit is effective as compared to the other training programs. It means that the particular training program that will be more in demand and as a result of which the R O I will be there.

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Now I will talk about the different methods of the evaluation of training program. Now I will talk about the different methods of the evaluation of training program. There are two methods, formative evaluation and the summative evaluation.



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**Formative Evaluation**

Evaluation of training that takes place during program design and development is termed as formative evaluation.

- It helps to ensure that the **training program is well organized and runs smoothly and trainees learn and are satisfied with the program.**
- It involves collecting **opinions, beliefs, feelings, and clarity about the program by asking customers, employees, managers, and subject-matter experts their opinions on the description**
- As a result training content can be made more accurate, easier to understand, or more appealing.
- It is basically **qualitative in nature.**

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First we will go by the formative evaluation. Evaluation of training that takes place during the program design and development is termed as the formative evaluation. It helps to ensure that the training program is well-organized and runs smoothly and trainees learn and are satisfied with the program. And therefore, in that case, it becomes very very important that is whatever training program is organized, it should run smoothly. And trainees are learning and satisfied with the program.

Many times, organizations are having the different centers. They are called the HRD centers, Human Resource Development Centers. Or like IIT Roorkee is having the one Greater Noida extension center, and then there also we conduct the training program for the leadership development program, LEAP programs we are conducting there.

Now, here we have to find out that is the, because we are conducting at the another center, so HR Department should take care that is the all resources are properly managed there. So management of resources and optimization of resources, that has to be organized so that your programs run smoothly. Because your trainees are going to a particular place, your employees are going to a particular center and at that center all comforts for the trainees and trainer also, that has to be organized. But it is the responsibility of the trainer to ensure that whatever the training program he is conducting and then the trainees they are into the comfortable positions and they are able to understand, learn and smoothly the program is conducted.

For this purpose what we can do, we can take the opinions the people that is whether it is right or wrong to conduct the training program at that particular center, then we have to take the beliefs, understand the beliefs also, that is yes or no, why it is yes, or why it is no. Then the feelings of the people, whether they are, find emotionally attached there or not at that particular place. And therefore, if there is a emotional connect. When the organizers, they feel, the organization feels, that is yes, we can conduct this training program at particular place and there is an emotional connect, then definitely the training program will be more successful.

Then there should be the clarity about the program by asking customers. Customers means those who are the different departments, if the organization is there, internal customers, those who are the different departments, those who are looking from the H R D department, this particular type of the trainings, the employees, who are the employees are there, managers, that who are the managers who are interested in this particular training program and what they want, the topic they want.

So therefore, many organizations they do the survey. Many organizations they find out these topics of the training program on the basis of performance appraisals. And then they find out that is the yes, if this is the possibility to conduct this training programs on the demand, demand of the employees, what demand they are having about the program by asking customers, employees, managers, and subject matter experts that is sometimes in channel experts, sometimes the external experts and their opinions on the description.

That is what we can do and what is the, what type of the support is required and what type of the training program will be more successful, and what are the expectations of the training and therefore, what are the expectations of the trainer, what are the expectations of the other stakeholders, those who, administrators like, those who are organizing this particular training program.

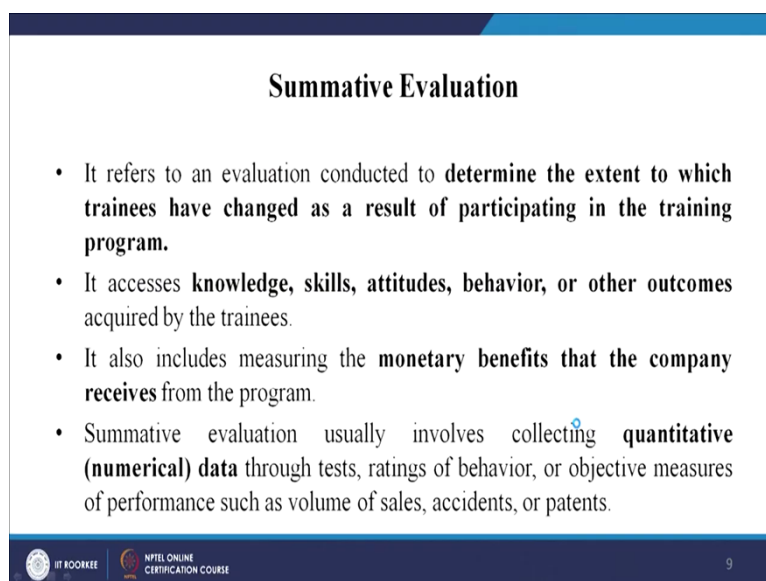
So therefore, in the formative evaluation we have to involve the opinion, beliefs, feelings and clarity about the program by asking to whom? To customers, employees, managers and subject matter experts their opinions on the description. As a result training content can be made more accurate, easier to understand or more appealing. So, if it is a demand from the trainees itself that is they want to learn then definitely in that case it will be becoming more and more efficient and effective training program.

However, we have to also see that is the, if the duration of the training program is long, the motivation of the trainees, the retention of that motivation level of the trainees, that will be a challenge. And therefore, the good trainers, they will make the more participative training programs as a result of which, there we can overcome that particular challenge.

It is basically qualitative in nature. And what we understand is, that is the whenever we are talking about the quantitative, as I mentioned at the time of the research methodology and the training program also, that is if you are going by this survey you are taking the, giving the scales, taking the responses, they are responding, you are analyzing, but then you have to understand there may be the biasness. To avoid this biasness you have to go for the common method bias and then in that case it becomes very, very important that is you are going for, that is subject matter expert's opinion on the description whether we are going into the right track or not. As a result training content can be made more accurate.

So therefore, because we are taking from the trainees itself. So there accuracy will be more. To understand it will be easier for them to understand because they are coming from the same academic background, they are coming from the same industrial background. So their understanding level will be more. And more appealing also. And they will be more keen to attend these type of programs. So this particular qualitative nature and the understanding and accuracy and then opinion and belief, this all will be creating a formative evaluation of a particular training program.

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**Summative Evaluation**

- It refers to an evaluation conducted to **determine the extent to which trainees have changed as a result of participating in the training program.**
- It accesses **knowledge, skills, attitudes, behavior, or other outcomes** acquired by the trainees.
- It also includes measuring the **monetary benefits that the company receives** from the program.
- Summative evaluation usually involves collecting **quantitative (numerical) data** through tests, ratings of behavior, or objective measures of performance such as volume of sales, accidents, or patents.

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## Formative Evaluation

Evaluation of training that takes place during program design and development is termed as formative evaluation.

- It helps to ensure that the **training program is well organized and runs smoothly and trainees learn and are satisfied with the program.**
- It involves collecting **opinions, beliefs, feelings, and clarity about the program by asking customers, employees, managers, and subject-matter experts their opinions on the description**
- As a result training content can be made more accurate, easier to understand, or more appealing.
- It is basically **qualitative in nature.**



Now I will talk about the summative evaluation. It refers to an evaluation conducted to determine the extent to which the trainees have changed as a result of participating in the training program. And therefore, that is the, how during the evaluation process is the trainee they have made the changes in, in, find the change in their behavior, in their approach, in their thought process, in their action. So therefore, it becomes very important that is the, at what extent they find.

Even they are motivated to change so then we are one step ahead. Because they will try to make these changes applicable at their workplace. But there it will becoming the future step. But at present, at the end of the training program if they feel motivated and they say yes, we want to apply whatever we have learnt in this training program, we will go back to our workplace and when we will implement then in that case definitely that will be the more and more successful program.

So therefore, what the trainees have changed as a result of participating in the training program? It assesses the knowledge, skill, attitude, behavior change, change in the knowledge, skill. Knowledge, knowledge level there are five levels, knowledge level 1, knowledge level 2, knowledge level 3, knowledge level 4, knowledge level 5. So therefore, in that case have they reached the knowledge level 5? The skills, what skills were required to deliver the task? Have they adopted those skills? Their attitudes, that is, is there a positive attitude or not? Is there, has been the change in behavior or not? Or some other outcomes acquitted by the trainees.

So therefore, for example a particular understanding, a particular vision and then if there has been change and they are now more positive and more towards the organizational goals, then definitely it will be, a measurement of this will be more helpful in evaluation of a training program. Summative evaluation usually involves collecting the quantitative numerical data as I mentioned.

That is the, while if you see that is in case of this formative evaluation, in formative evaluation it was qualitative in nature, while in case of the summative evaluation it is the quantitative, numerical data is there, through tests. So we conduct the tests and we try to see whether they have been properly understood or not.

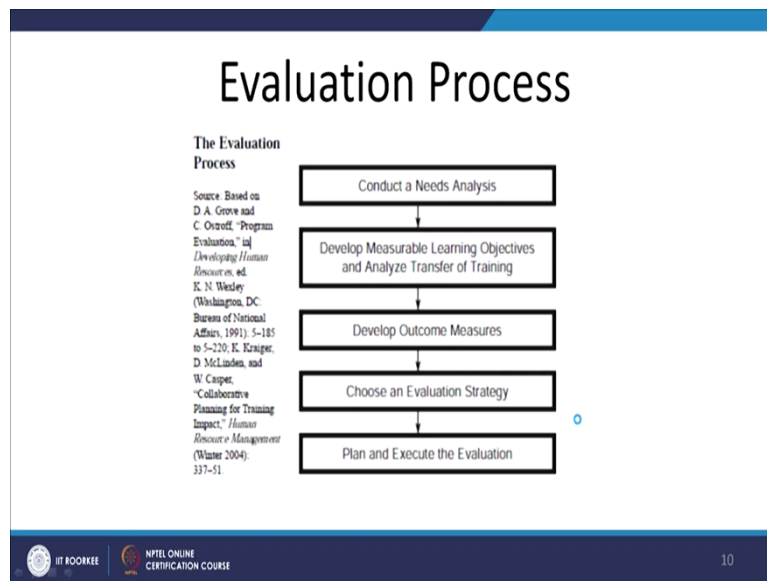
So many organizations, what they do? They take the test before the training program. Then training program is conducted. And the test will be taken after the training program. So therefore, in that case (that whether the) through this test is there any change in the learning and understanding of the trainees or not? Or ratings of behavior.

For example, a trainee is a highly complaining attitude. If it is highly complaining attitude we will identify whether the person is able to getting that particular complaining attitude low or not? Now he is more positive. He tries to understand other's problems also and then we will say the ratings of behavior are there. Or objective measures of performance such as volume of sales.

So it was training program on sales. After the training program whether the sales have been increased or not? Accidents or the patents, so therefore, in that case whether there is reduction in the accidents or not? So therefore, it was the suppose the program was on safety, industrial safety. Then we have to see whether that the program that has been helpful to reduce the accidents or not? And there are the more safety measures are there.

Or the patents, and therefore, in that case whether more patents have been registered in that particular area. Suppose, the program was on creativity, innovation, how to apply the patent and how to make the patent search, if this was the objective then we will go with this particular, the patents are there.

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So this is the evaluation process which one can follow. The source is based on D. A. Grove and C. Ostroff Program Evaluation in developing Human Resources, right. So the full reference is given here. And they are from the book of the Human Resource Management and then I will explain each step one by one.

So to make the more efficient and effective training program it should not be, that is if one fine morning the trainer announces one training program without understanding whether there is a need or there is no need. Like many organizations nowadays they are asking to conduct training program on employee engagement. Many organizations, they are asking to conduct the training program on the OCB, organizational citizenship behavior so that they can conduct, they can behave as per the fundamental rights and fundamental duties of the organization.

So what an organization need? Organization might need increase in sales, may be need the change in attitude and behavior, may want to develop the leadership qualities, may have succession planning, may go for the employee engagement, may go for the happiness index creation at the workplace, may be developing the optimism amongst the employees.

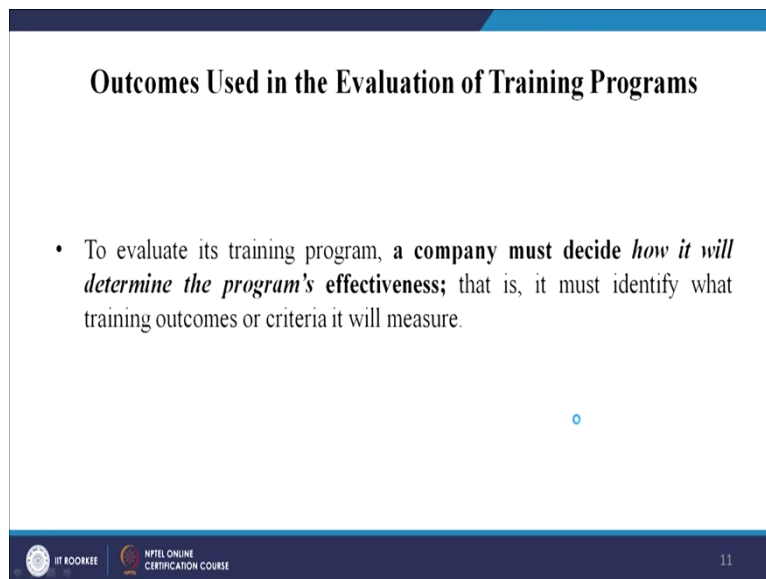
So therefore, in that case they conduct a need analysis and identify that is the, what is the need of the employees. As I mentioned earlier that there can be these performance appraisals and potential appraisal systems that can be used for the purpose of the identifying the need analysis. Then the developing the measurable learning objectives and analyze the transfer of training.

So therefore, in that case in evaluation, the training program is conducted and now we can measure the learning objectives with the help of test and all these or that, through the participation, through the judgment and then analyze the transfer of training, whether the training has been transferred or has not been transferred.

Develop the outcome measures. Now, suppose the results are there. And then suppose this summative and therefore, it is quantitative. So you know what percentage you have achieved? And if we have achieved the less percentage then definitely we have to first develop the outcome measures because there will be certain qualitative, certain quantitative and then there has to be further trainer, trainee and training. So, evaluation should have the three components. And all these three components that outcome has to be measured.

Choose an evaluation strategy. May be the quantitative or the qualitative. However, I will suggest to go by both, not only by the formative, right, not only by the summative, rather than by both. And plan and execute the evaluation and then on basis of that you are supposed to evaluate the training program.

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**Outcomes Used in the Evaluation of Training Programs**

- To evaluate its training program, **a company must decide *how it will determine the program's effectiveness***; that is, it must identify what training outcomes or criteria it will measure.

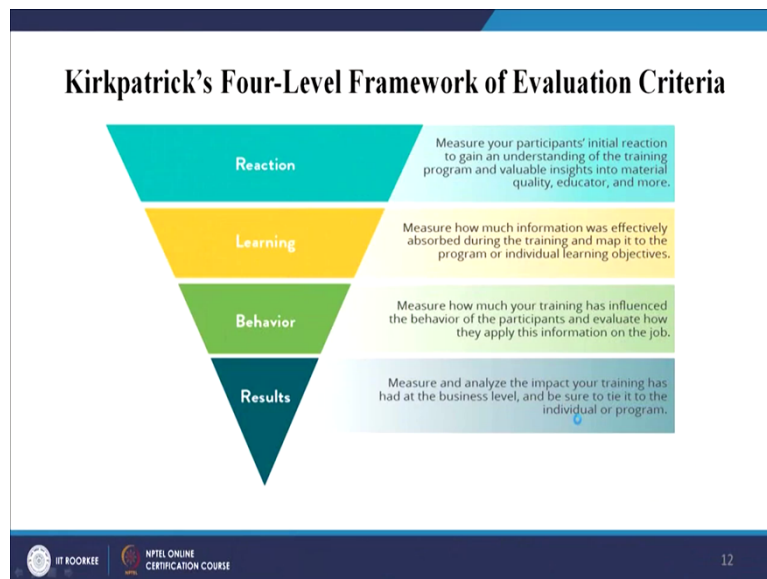
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Now, what are the outcomes used in the evaluation of training program? To evaluate its training program, a company must decide how it will determine the program's effectiveness, right. So that should be in the mind. What we want from the, what we understand, organization understands by the effectiveness. The effectiveness is, as I mentioned, that is the, if it is a behavioral change then it will be slowly and slowly change in the behavior.



But there will be certain personalities, and therefore, it will be difficult for to change them. So therefore, what will be the measurement? The measurement will be the, like 90 percent people will change who have attended the training program. That is, it must identify what training outcomes or criteria it will be measure. So it will be behavioral or it will be non-behavioral. So those aspects are to be changed.

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Now, here I would like to share with you the Kirkpatrick's the four level framework of evaluation criteria. What it talks about? It talks about the reaction, the learning, the behavior and the results are there. So therefore, reaction, how to measure the reactions? Measure your participants initial reaction to gain us understanding of the training. So therefore, whenever they join the training program the training starts and then in the beginning of the phase itself, phase 1, we can identify whether the, what is the reaction of the trainees, they are able to learn or they are not able to learn.

And valuable insights into material quality, educator and more. So how do they judge? They judge into the material quality, the study material which has been given to them, they judge on basis of that and they will give the reaction on that.

Second is on the educator. Who is the trainer and what training programs has he conducted? So therefore, the reaction will be on this particular educator. And there will be further training program itself. So therefore, your study material, material quality, the trainer, who is a trainer and how the training is conducted, for that they will give their reaction, so reaction is to be measured. So reaction is one dimension, a parameter which is to be measured.

Second is learning is to be measured. When we are talking about the evaluation we have to measure the learning. How? Measure how much information was effectively absorbed, test, conduct the test. When you conduct this test and that is why we keep on examination. Examination method is nothing, but it is a test that whatever that has been taught, whether there has been transferred or it has not been transferred. And then how much it has been transferred. Was effectively absorbed, during the training and map it to the program or individual learning objectives.

And therefore, every individual has joined, a trainee has joined with a particular objective and that particular objective that has been measured or not, that has to be checked. So that is about the learning process. That is the, is there the learning, properly learning is done during the training program or not?

Behavior, measure how much training has influenced the behavior of the participants and evaluate how they apply this information on the job. Now, see it is very difficult to change the behavior. Because I have discussed in the time of personality when I have discussed. That is the personality is based on the heredity, environment and situation. And because of that heredity, environment and situation it becomes very difficult for somebody that is the, to change his behavior. But is it possible? Yes, it is possible, but only thing is a continuous efforts are to be made for making the change in the behavior.

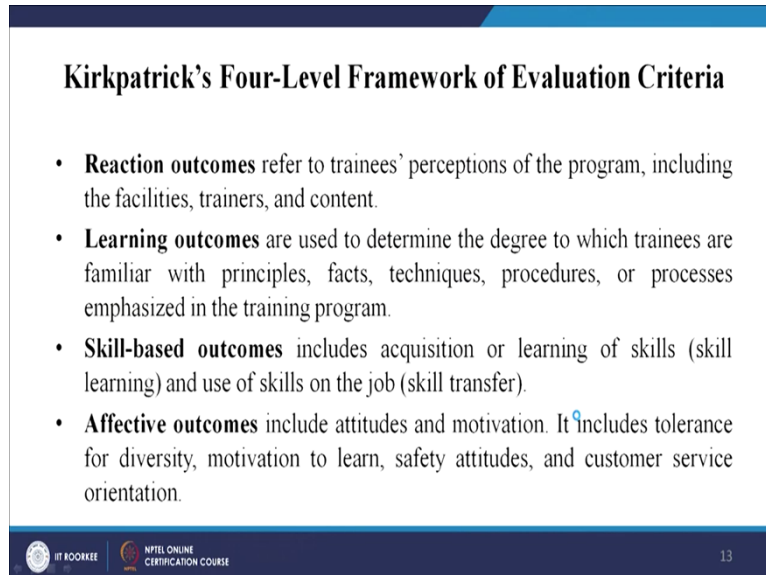
So you have to measure how much your training has influenced the behavior of the participants and evaluating how they apply this information on their job? And then yes, if there is a change in behavior when they go to the workplace, now what happens? That is the work culture, and employee's behavior, that relationship is very, very important. So if the leader, he allows a particular behavior it means that that is the, this is the work culture which will flow from top to bottom.

So if there is any negative behavior, immediately it has to be checked by the trainer, by the superiors of the organizations. And therefore, in that case, because the change in behavior is not that easy because it is a long time habit. It is an old habit and old habit dies hard. So therefore, in that case it becomes very important that is the whether there will be change in behavior or not and how much time it requires to change in behavior.

Then evaluation of results, measure and analyze the impact your training has had at the business level. So therefore, naturally we have to find out that is the, whatever training

program is conducted, it is having at the business level or not. And be sure to tie it to the individual or program. So results, or whatever results are there, so why, it because, it may be because of the individuals or may be because of the program and therefore in that case your results are showing a particular outcome.

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**Kirkpatrick's Four-Level Framework of Evaluation Criteria**

- **Reaction outcomes** refer to trainees' perceptions of the program, including the facilities, trainers, and content.
- **Learning outcomes** are used to determine the degree to which trainees are familiar with principles, facts, techniques, procedures, or processes emphasized in the training program.
- **Skill-based outcomes** includes acquisition or learning of skills (skill learning) and use of skills on the job (skill transfer).
- **Affective outcomes** include attitudes and motivation. It includes tolerance for diversity, motivation to learn, safety attitudes, and customer service orientation.

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So according to Kirkpatrick's Four Level framework of evaluation criteria, you will find these are the four parameters which are to be evaluated. One is the reaction, what is the outcome of the trainees. Learning, whether the trainees have learnt or they have not learnt. Third dimension is the behavior. Is there change in behavior or there is no change in behavior. And then we will find out the results. Results are the satisfactory or not satisfactory, that we will measure.

So this is about the perception, determine the degree to which trainees are familiar with the principles, facts, techniques, procedures, or processes emphasized in the training program, skill-based outcomes are very, very important

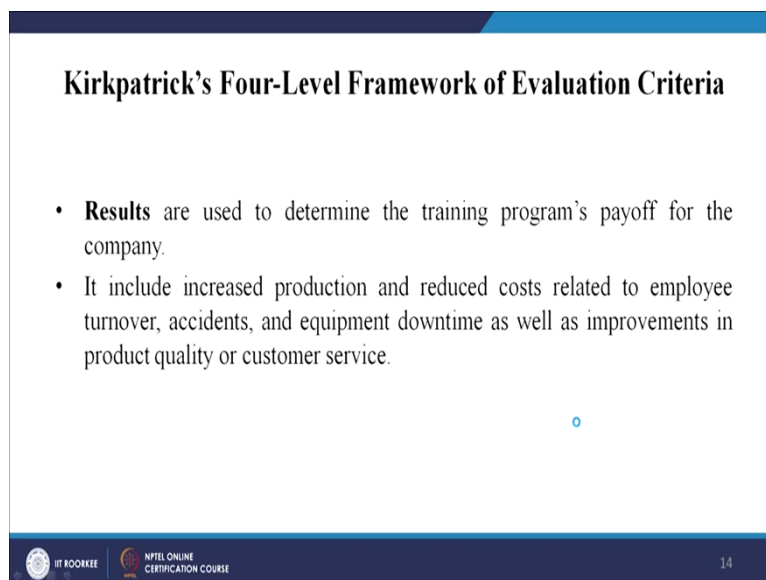
that is whatever learning of the skills, if that was technical training, then definitely the skills, whether they are able to learn those skills and are they are able to use of the skills on the job or not.

Then affective outcome include attitudes and motivation. It includes tolerance for diversity, motivation to learn, safety attitudes whether they are able to. Now, the safety training has been given. So you want to reduce the accidents. So the workers they should be ready to accept the safety appliances. Now, what happens? Like for example we see that is the, and

the bike riders. Bike rider, the safety it through helmet. But many times they find difficult to, we have that practice of wearing helmet. Now, there will be training programs. There will be awareness camps and through this they will try, that is there is enough motivation to wear the helmet.

Similarly, this is the attitude and motivation and that will be the affective outcome. And if there is affective outcome then it includes the tolerance for diversity. Whatever the tolerance for diversity is there, then that has to be there. Motivation to learn, as I mentioned, that is the always keen to learn, willingness to learn, and then the customer service orientation is there so to serve the customers.

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**Kirkpatrick's Four-Level Framework of Evaluation Criteria**

- **Results** are used to determine the training program's payoff for the company.
- It include increased production and reduced costs related to employee turnover, accidents, and equipment downtime as well as improvements in product quality or customer service.

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So finally, what I would like to say? This Kirkpatrick's Matrix Four level framework of evaluation criteria, it talks about the results are used to determine the training program's payoff for the company. Now, what should be the payoff for the company? So that will be the ROI? ROI about the reactions, learning, behavior and results. So four points are very very important. And therefore, whatever the training program is conducted so they have to observe, they have to evaluate the reaction of the trainees, participants, what is their reaction?

And that reaction is I mentioned, that may be related to the study material, that may be related to the trainer, that may be related to the venue, that may be related to the overall organizational performance. So therefore, in that case, these results are becoming very, very important.

It includes the increased production and reduced costs. So why should we go for the training program evaluation by these methods? Because that will increase the production and reducing the cost. Now, you can also find out. That is, what training programs are to be conducted and what training programs are not needed on the basis of the demand, on the basis of the need, the need of the trainees.

And therefore, you can produce those training programs or you can save the cost, on basis of not producing any particular trainee program. If you can produce the training programs and there is a response for the training program then definitely there is a satisfactory ROI, return on investment.

So whenever we talk about, that is the we have to see that there is an increase in production after the training program. Yes, that is the skill which have been adopted by these particular employees, they are very very efficient, effective, useful and have been learnt by the trainees. And therefore, you will find that is they will go through the cost reduction to the employee's turnover.

And naturally when employee is feeling a comfort zone at workplace, whenever they are talking about doing the job, doing the job with the ease, ease of job, ease of environment is created at the workplace, then definitely what, their willingness to work in the same organization for long time, that will continue.

And whenever we are making the investment in the training, what we want? We want, that is they should be able to come out with that particular output that is the, they will give the more efficiency and more effectiveness at their workplace. And they will be continuing in the organization for long period of time. So it will result into the, it will not only increase the production and reduce the cost, but it will also affect the employee's turnover. And employee's turnover will be low because of the ease of, ease at workplace.

And because of this ease and then understanding and learning there will be less accidents, and whatever the breakdown time was there that breakdown time will be less. And therefore, more efficiency and more effectiveness will be there and which we can measure and we can identify that is the yes, because of the training there is the more efficiency, better efficiency, better effectiveness is there.

So as well as improvements in product quality, so not only in the terms of the quantity, this will be also measured in the terms of the product quality. So product quality is also increasing and so as a result the customer service the increasing.

So therefore, whenever we talk about the evaluation of training program, evaluation of training program has to be done as I talked about in the need and importance is there, we have to follow the Kirkpatrick's Model and in which we talk about that is the, what is the reaction is there? That is to be measured and evaluated. What are the learnings are there, is there any change in learning, is there or not that is to be learning, that is to be tested, evaluated, then there will be, there has to be change in the behavior, is the behavior change or not, their approach, their attitude, their understanding, that has been changed or not.

And finally the results, that is the, whether the results are giving the payoff, that particular training program or not that we have to see. And as a result of which we will find that is this Kirkpatrick's four level framework of evaluation criteria helps us to evaluate the training program more efficiently and effectively. Thank you.