

Application: Levels 3 & 4 Evaluation Plan

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EDUC-3005-1/Dr. Celeste Fenton

**Week 5 Evaluation Plan Template**

**Week 5 Application Assignment: Develop an Evaluation Plan, Part Two**

**Scenario # \_\_1\_\_**

A telecommunications company has instituted a training course for its sales associates to familiarize them with the features of a new Smartphone model. The training takes place in five one-hour small group sessions over the course of a week. Instruction is delivered through face-to-face lectures and demonstrations, enhanced with PowerPoint and video presentations when appropriate. The learning objectives for the course include:

- Learners will demonstrate the ability to use all of the product’s major functions, including making and receiving calls, voice dialing, text messaging, Internet navigation, and taking photos.
- Learners will effectively demonstrate and explain the product’s set-up, functionality, features, and maintenance to customers.
- Learners will create a cohesive and persuasive sales pitch for the product.

**Level 3 Evaluation Plan**

<p><b>Purpose:</b> What are the reasons for conducting the evaluation?</p>	<p>To determine the extent to which the employees are able to perform the functions listed in the learning objectives, which were those practiced in the training environment. Specifically, the level 3 evaluation will measure the transfer of those skills (McCain, 2005, pg. 93).</p>
<p><b>Participants:</b> Who will participate in the evaluation?</p>	<p>The following individuals will participate in the level 3 evaluation for the following reasons:</p> <ul style="list-style-type: none"> <li>• The participants: their transfer of skills will be evaluated.</li> <li>• The managers: their feedback and input will be used in evaluating pre and post training comparisons.</li> <li>• The facilitator: their feedback and input will be used in evaluating pre and post training comparisons.</li> <li>• The evaluating team: they will perform assessment of the environment, on-the-job performance, and conduct interviews with managers</li> </ul>
<p><b>Timing:</b> When will the evaluation take place in the course of the program? Why?</p>	<p>A <i>performance contract</i> will take place before the trainings begins. This will allow the employee and their manager to talk about specifics related to the training that can help shape the training and the assessments. An <i>on-the-job observation</i> will take place after the training course has been completed. This is because the purpose and focus of the evaluation is transfer of skills and knowledge to the job environment. The participants will have to complete the training and have the opportunity to learn the new knowledge and practice the new skills, before having the opportunity to exercise them in their job roles.</p>

<p><b>Tools and Methods:</b> What tool(s) will be used to gather the necessary information? How will the tool(s) be administered? By whom and to whom? Provide a brief description, as well as at least two specific examples of items that might be included in the evaluation tool.</p>	<p>A performance contract (McCain, 2005, pg. 106): given by the facilitator to the manager and the participating employees prior to the training. This can be sent via email to the individuals and emailed back to the facilitator –or- can be handed out as a form, then returned to the facilitator.</p> <p>An on-the-job observation (McCain, 2005, pg. 117): facilitated by a trained evaluator posing as a ‘mystery shopper’. The evaluation tool used will be a scaled survey instrument, rating the abilities listed in the learning objectives.</p> <p><b>Example of performance contract inclusions for both manager and participants (employees):</b></p> <p><u>Barriers</u> Please use the space provided below to identify and discuss any potential barriers or problems you feel you will incur when it comes to applying the skills in each learning objective, as well as solutions you feel are appropriate for overcoming or bypassing those barriers. The learning objectives are listed here for your reference:</p> <ol style="list-style-type: none"><li>1. Learners will demonstrate the ability to use all of the product’s major functions, including making and receiving calls, voice dialing, text messaging, Internet navigation, and taking photos.</li><li>2. Learners will effectively demonstrate and explain the product’s set-up, functionality, features, and maintenance to customers.</li><li>3. Learners will create a cohesive and persuasive sales pitch for the product.</li></ol> <p><u>Learning Objective 1</u></p> <p>Barriers</p> <hr/> <hr/> <hr/> <hr/> <p>Solutions</p> <hr/> <hr/> <hr/> <hr/>
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	<p><b>Example of question from the scaled survey instrument used for the on-the-job evaluation:</b></p> <p>Please read each statement. Circle the rating that best describes the statement.</p> <p><b>1</b>=not at all <b>2</b>=to a small extent <b>3</b>=to some extent <b>4</b>=to a great extent <b>5</b>=to an absolute extent</p> <p><u>Product Functionality and Features</u></p> <p>The sales representative was knowledgeable on the functions of the product that interested you, or was of importance to you.</p> <p>1   2   3   4   5</p> <p>The sales representative was knowledgeable on additional functions of the product you did not inquire about.</p> <p>1   2   3   4   5</p> <p>The sales representative was knowledgeable on features of the product that interested you, or was of importance to you.</p> <p>1   2   3   4   5</p> <p>The sales representative was knowledgeable on additional functions of the product you did not inquire about.</p> <p>1   2   3   4   5</p> <p>The sales representative was able to demonstrate functions of the product.</p> <p>1   2   3   4   5</p> <p>The sales representative located and demonstrated features of the product.</p> <p>1   2   3   4   5</p> <p>Additional comments:</p> <hr/> <hr/> <hr/> <hr/>
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<p><b>Contextual Factors:</b> What contextual factors may influence the evaluation?</p>	<p>The following factors may negatively influence the evaluation in regards to offering evidence for how affective the training was in facilitating the participants' transfer of skills:</p> <ul style="list-style-type: none"> <li>• Lack of manager support on-the-job (McCain, 2005, pg. 100)</li> <li>• Distractions or interference from co-workers (McCain, 2005, pg. 100)</li> <li>• The participants pre-conceived notions about their abilities; their self-confidence to perform the new skills (McCain, 2005, pg. 100)</li> <li>• The participants difficulty with change (McCain, 2005, pg. 100)</li> </ul>
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<p><b>Sources:</b> What are the potential sources of information? Why are they appropriate?</p>	<p>Potential sources of information for the evaluator in regards to the effectiveness of the training in facilitating transfer are:</p> <ul style="list-style-type: none"> <li>• The participants: their feedback on how the information was actively used in their jobs and how it affected their daily activities is important information</li> <li>• The manager: their feedback on how the information was actively used in the participants' jobs and how it affected their daily activities is important information</li> <li>• The facilitator: will provide insight into the participants performance and feedback on knowledge and activities during training, which will help in determining the effectiveness of training in facilitating transfer.</li> </ul>
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<p><b>Results:</b> How will the results of the evaluation be analyzed and used? What information will the various stakeholders find useful?</p>	<p>The results will be analyzed by trained evaluators, with assistance from the training facilitator and manager. It will be used to measure the effectiveness of the training program in facilitating transfer. The results from the evaluation will ultimately be used to improve the skills of the facilitator, the program design, and communication to the participants.</p>
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**Level 4 Evaluation Plan**

<p><b>Purpose:</b> What are the reasons for conducting the evaluation?</p>	<p>The level four evaluation will determine how the training program directly affected the business. Specifically, the total return on investment (ROI) and the effect of the shift in the business metric will be evaluated (McCain, 2005, pg. 123). For the chosen scenario, questions such as:</p> <ul style="list-style-type: none"> <li>• Did the training directly lead to more sales, and if so, in what dollar amount?</li> <li>• If not, how could the money be better spent to increase profits while remaining true to the business metric?"</li> <li>• What aspects of the training directly affected the business metric, and what aspects did not?</li> </ul>
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<p><b>Participants:</b> Who will participate in the evaluation?</p>	<p>The participants in the level four evaluation are the following individuals, for the following reasons:</p> <ul style="list-style-type: none"> <li>• The trained evaluators: They will be the catalyst for the information provided by the training, and the information needed by business executives. Act as advocates for the information ascertained from analyzing results of the level 4 evaluation.</li> <li>• The business executives: They will provide the facts and figures that are important to the business and will be the receivers of the evaluation results. They will ultimately analyze the information themselves and make final decisions about training.</li> <li>• The manager/s: Will provide information and feedback in regards to the application of learned skills and knowledge on the business metric, in addition to other factors that may inhibit data.</li> <li>• The training facilitator: Will provide information and feedback in regards to the application of learned skills and knowledge on the business metric, in addition to other factors that may inhibit data.</li> </ul>
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<p><b>Timing:</b> When will the evaluation take place in the course of the program? Why?</p>	<p><i>Before</i> the training, to conduct a business and needs analysis and to develop a thorough evaluation plan for level 1-3 (McCain, 2005, pg. 130).</p> <p><i>During</i> the training, to collect data as it is made available, to complete a level 4 evaluation post training (McCain, 2005, pg. 130).</p> <p><i>After</i> the training, to analyze and interpret collected data into monetary values, to determine the effects of training, to calculate program costs, and to calculate the ROI. Results will then be communicated to business executives (McCain, 2005, pg. 130).</p>
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<p><b>Tools and Methods:</b> What tool(s) will be used to gather the necessary information? How will the tool(s) be administered? By whom and to whom? Provide a brief description, as well as at least two specific examples of items that might be included in the evaluation tool.</p>	<p>Pre-training: A business and needs analysis will be conducted. Determining what the business is looking for before training begins, will allow measurable and necessary learning objectives to be built. This will be a sit down, face-to-face meeting between the facilitator/instructional designers, the trained evaluators, the manager, and the business executives. This will present why training is needed and what type of training is needed. It will also be the first step in the ROI analysis process (McCain, 2005, pg. 130).</p> <p>During the training: Data will be collected to use for the post-training analysis. Information from the needs analysis, performance contracts, level 2 performance assessments, post training exams, level one feedback questionnaires, and level 3 on-the-job observations will be used to begin the analysis of ROI and effects on training.</p> <p>Post-training: Data will be used to determine the effects of training, as well as to give the worth of the training monetary value, or the money benefit of the training program (McCain, 2005, pg. 134). This will be done using a control group process (one group of employees receives the training, and one does not. The differences are then compared) as well as an</p>
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	<p>estimates process. The latter will include estimates from a subject matter expert (SME) (McCain, 2005, pg. 136). The two will be combined because it is difficult to be completely sure what specific variables are responsible for the effects of training, and which are not. However after comparing control groups, a SME can help shed more light on those variables and account for the changes seen between the two groups. It will add more credibility to the training program and evaluation process (McCain, 2005).</p>
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<p><b>Contextual Factors:</b> What contextual factors may influence the evaluation?</p>	<p>Factors that may negatively affect the analysis of data collected are:</p> <ul style="list-style-type: none"> <li>• Ability to separate the multitude of variables that affect the effect the training had on the business metric and business needs. Determining which variables, and to what extent, from the training directly affected the business takes expertise and is difficult to determine.</li> </ul>
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<p><b>Sources:</b> What are the potential sources of information? Why are they appropriate?</p>	<p>Sources to receive information from to conduct the level 4 evaluation are:</p> <ul style="list-style-type: none"> <li>• The business executives: they will have provided information on the needs of the business and the business metric, which builds the learning objectives and provides a template for assessments and the evaluation.</li> <li>• Subject matter experts: they provide details on the product as well as the tasks that need to be met, which are detailed in the learning objectives</li> <li>• The manager/s: provide information on application of skill and knowledge and how everyday tasks assist in meeting the needs of the business</li> <li>• The training facilitator: can detail how the training program assists in the everyday activities that meet the needs of the business.</li> </ul>
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<p><b>Results:</b> How will the results of the evaluation be analyzed and used? What information will the various stakeholders find useful?</p>	<p>The trained evaluators will take results from level a level 3 three and level 4 evaluation to determine if the training program is helping the business to increase profit and is meeting the business's metric. Results from on-the-job observations, as well as at least 6-9 months of sales, productivity, and losses data will be compared to data before training began, to look for changes.</p> <p>Once analyzed, the results will be communicated to business executives with monetary values. They will be given information on the specific effects of training on their business metric including: calculated program costs and calculated ROI (McCain, 2005, pg. 130).</p>
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Resources

McCain, D. (2005). *Evaluation basics*. Alexandria, VA: ASTD Press.