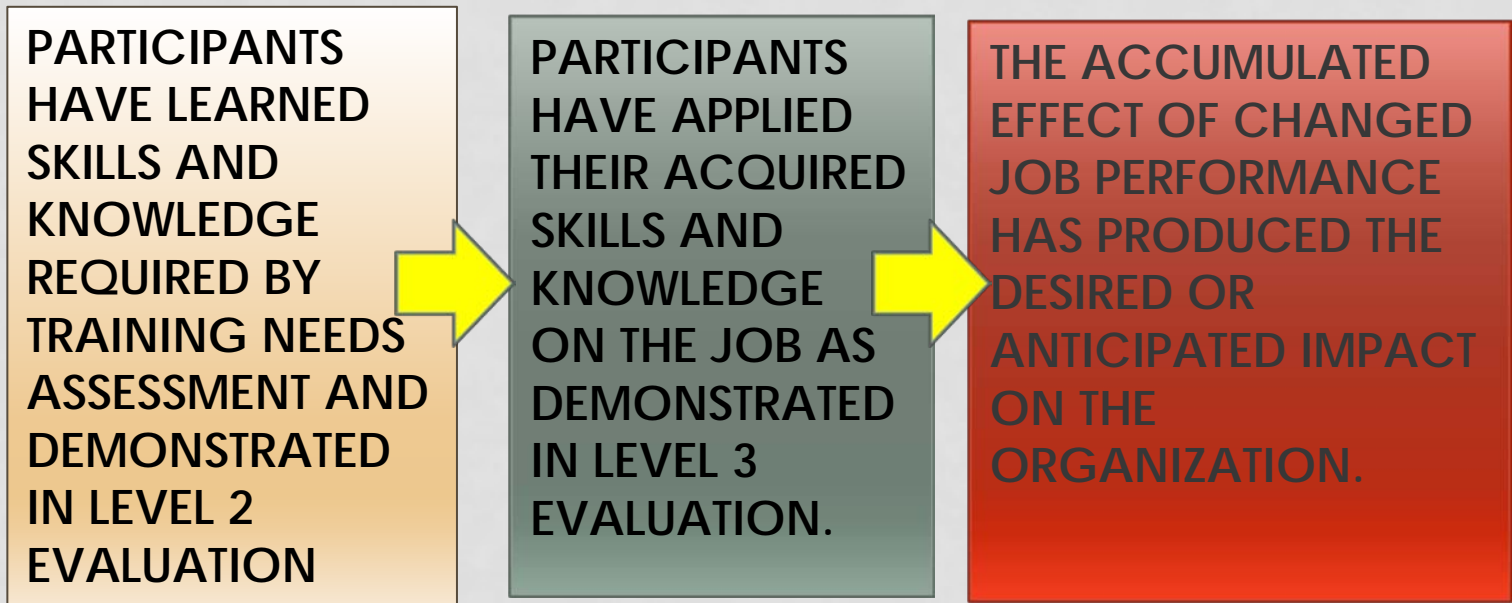


EVALUATING THE IMPACT OF TRAINING

MEASURING THE IMPACT OF TRAINING REQUIRES THAT PREVIOUS LEVELS IN THE EVALUATION STRATEGY HAVE SHOWN POSITIVE RESULTS.



IF PARTICIPANTS HAVE NOT LEARNED, OR IF THEY DID NOT USE THEIR SKILLS AND KNOWLEDGE ON THE JOB, THERE IS NO POINT TO EVALUATING IMPACT.

EVALUATING IMPACT

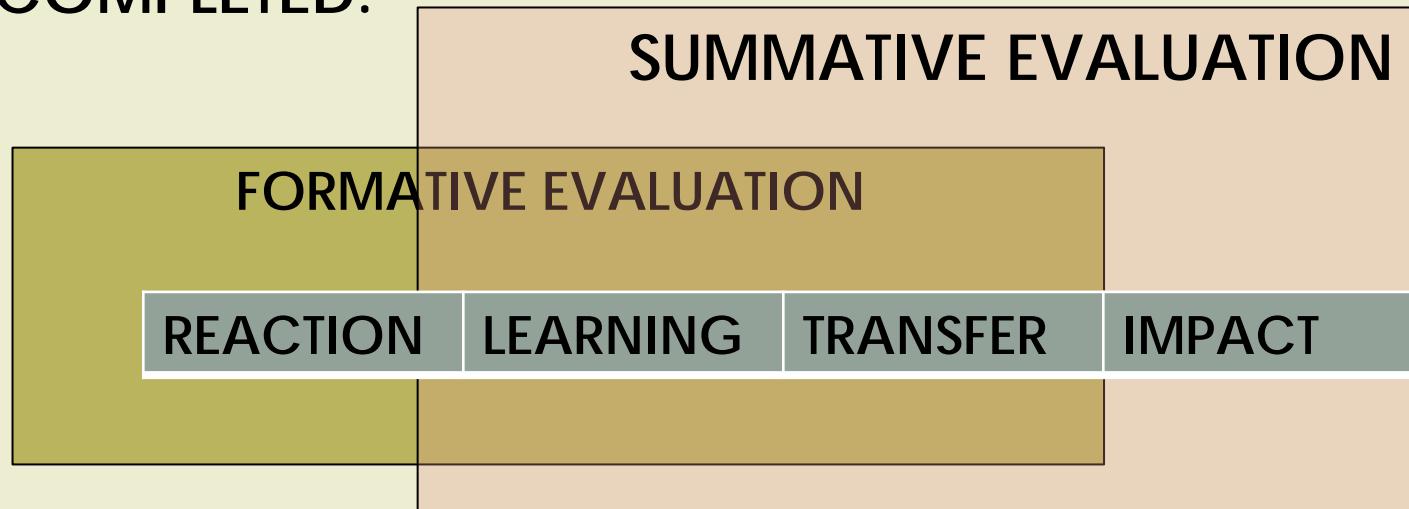


LEARNING OBJECTIVE

AS A RESULT OF THIS SESSION YOU WILL BE ABLE TO IDENTIFY MEASURABLE IMPACT INDICATORS FOR A RANGE OF TRAINING COURSES, AS A FIRST STEP TO ASSESSING THE IMPACT OF TRAINING.

EVALUATING IMPACT

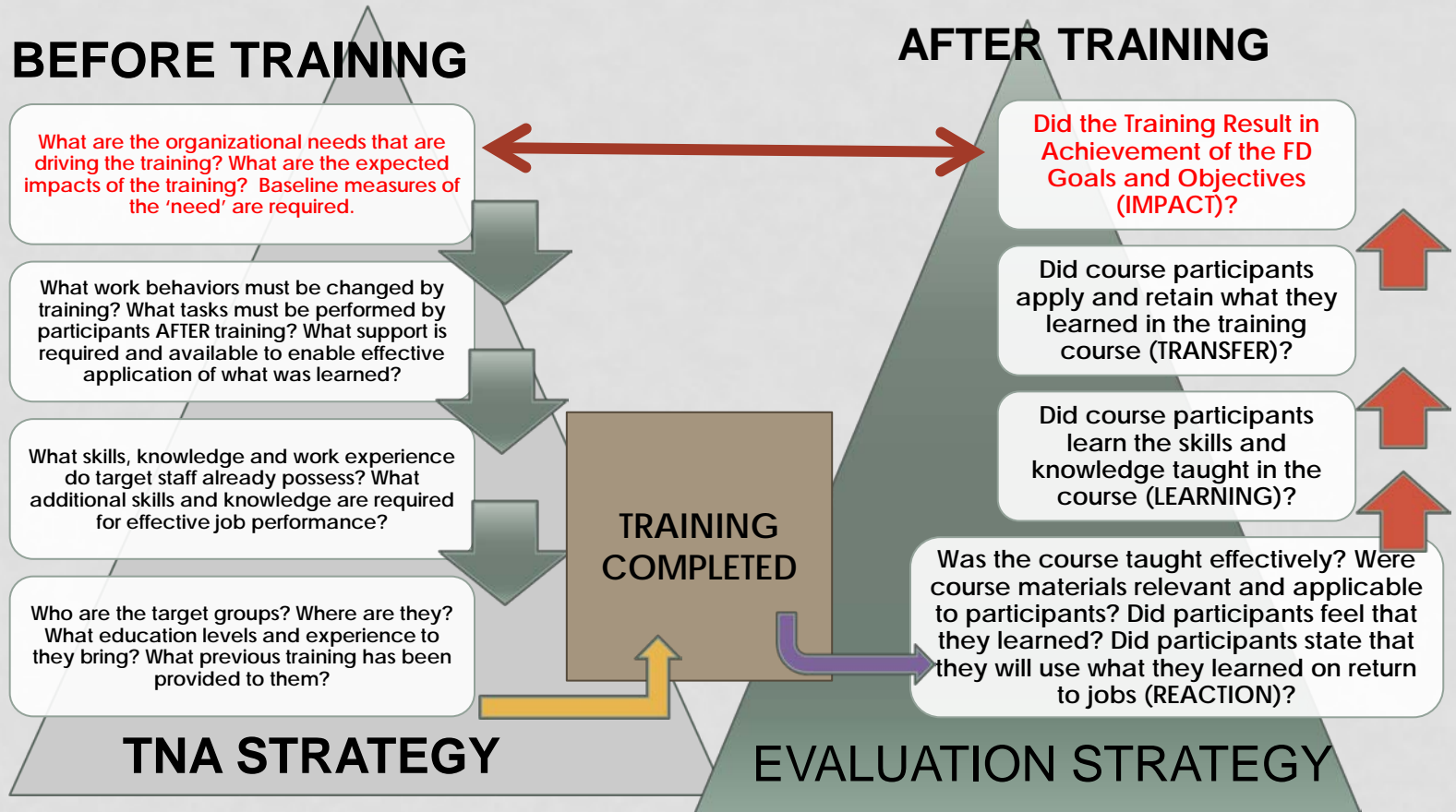
ASSESSING THE IMPACT OF TRAINING IS PART OF A SUMMATIVE EVALUATION THAT OCCURS AT AN APPROPRIATE TIME AFTER COURSE(S) HAVE BEEN COMPLETED.



ALL COURSES OFFERED SHOULD NOT BE INCLUDED IN A SUMMATIVE EVALUATION – COSTS MAY OUTWEIGH BENEFITS.

EVALUATING IMPACT

Evaluation Strategy is based on Data obtained during the Training Needs Analysis Strategy



EVALUATING IMPACT

TRAINING MAY BE AN APPROPRIATE SOLUTION TO ACHIEVE THESE TYPES OF ORGANIZATIONAL NEED:

FINANCIAL NEEDS

TO INCREASE
REVENUES,

TO DECREASE
OPERATIONAL
COSTS

OPERATIONAL NEEDS

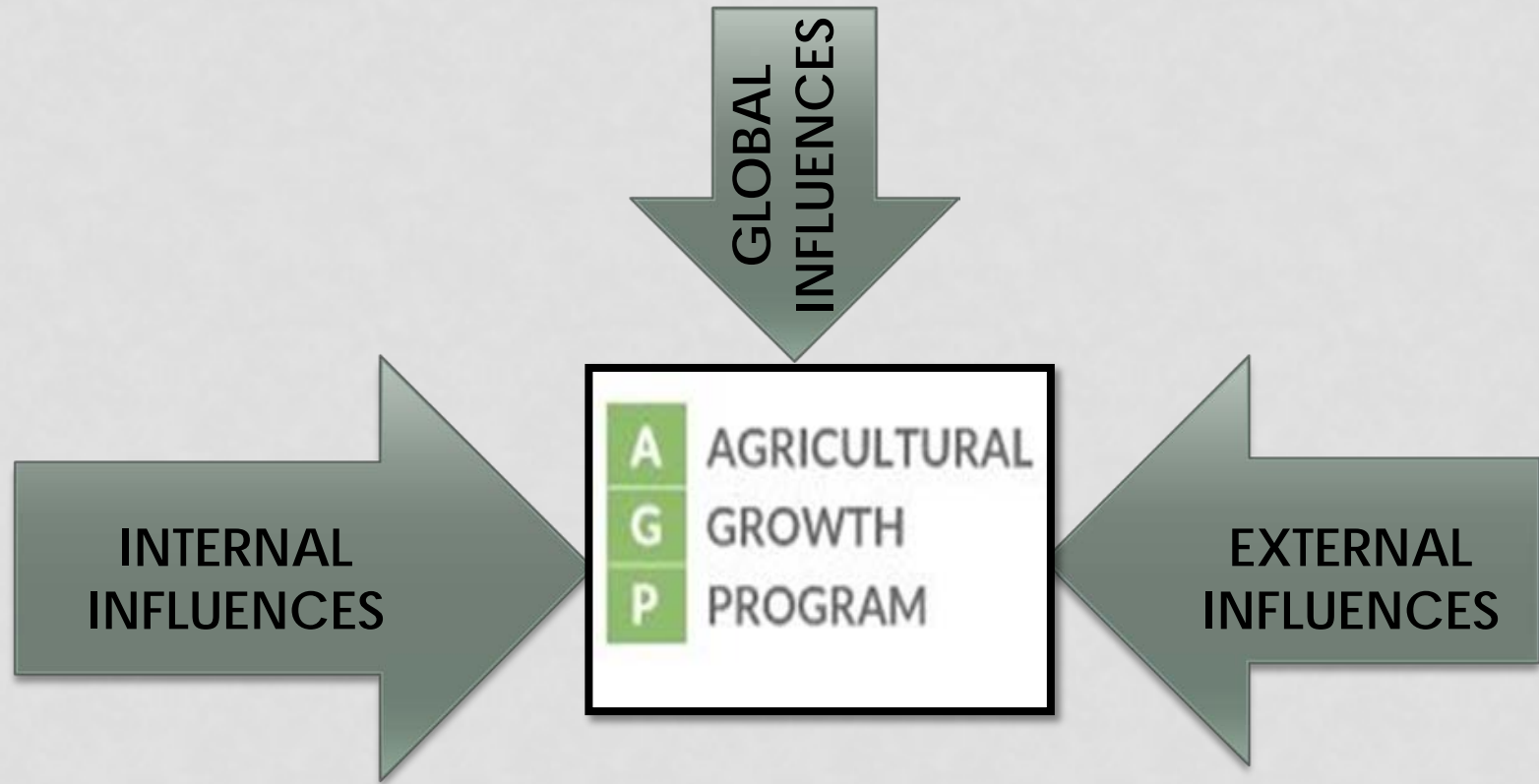
TO IMPROVE
PRODUCTIVITY
TO INCREASE
SERVICES
TO IMPROVE
QUALITY OF
SERVICE DELIVERY

PUBLIC IMAGE NEEDS

TO IMPROVE
PUBLIC
PERCEPTION OF
ORGANIZATION
TO REDUCE CLIENT
COMPLAINTS, AND
SO ON.

ORGANIZATIONAL NEEDS AND PRIORITIES CHANGE FREQUENTLY

EVALUATING IMPACT



THERE ARE MANY VARIABLES THAT INFLUENCE THE PERFORMANCE AND EFFECTIVENESS OF ORGANIZATIONS. THESE ARE UNPREDICTABLE AND OFTEN VOLATILE



**SUCCESS OF TRAINING
DEPENDS ON COMMITMENT AND
INVOLVEMENT OF SENIOR
MANAGERS
AND KEY STAKEHOLDERS FROM
TRAINING NEEDS ASSESSMENT ON
THROUGH
TO IMPACT EVALUATION**

EVALUATING IMPACT

CHOOSING THE QUESTIONS TO ASK IN AN IMPACT EVALUATION



Which performance indicators (PIs) and/or other business impacts are expected to result from the training program?

EVALUATING IMPACT

CHOOSING THE QUESTIONS TO ASK IN AN IMPACT EVALUATION



Are data on these
PIs/business impacts
currently collected by
the group, team,
department or
organization?

EVALUATING IMPACT

CHOOSING THE QUESTIONS TO ASK IN AN IMPACT EVALUATION



When, and over what time-scale, will changes to the PIs/business impacts be measured?

EVALUATING IMPACT

CHOOSING THE QUESTIONS TO ASK IN AN IMPACT EVALUATION



What other factors might influence changes to PI/business impacts?



A Model for Evaluating Training Programs *

3 Months to
'x' years after
Training

Level 4: Impact
Including Return on
Investment (ROI)

0 to 3 Months
After Training

Level 3: Transfer
(Use and Retention)

During
Training

Level 2: Learning

During
Training

**Level 1: Learner
Reaction**

* Donald Kirkpatrick

EVALUATING IMPACT

CHOOSING THE QUESTIONS TO ASK IN AN IMPACT EVALUATION



Will you want to be able to calculate the Return on Training Investment (ROI) from the program?

EVALUATING IMPACT

CHOOSING THE QUESTIONS TO ASK IN AN IMPACT EVALUATION



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What other unanticipated benefits might there be as a result of the training programme and how might these be measured or captured?

EVALUATING IMPACT

CAPP FOLLOW UP SURVEY (FORMER PATIENTS OF MEXICO)

GENERAL INFORMATION:
Name: _____
Address: _____
Birthdate: _____ Gender: Male or Female
Family Marital Status: Single or Married and Number of children: _____
Occupation: _____
Type of limb deficiency: Congenital (at birth) Acquired (trauma, traumatic event, other)
Level of Amputation: Upper Extremity: Right or Left or Bilateral
Lower Extremity: Right or Left or Bilateral

PAST HISTORY:
How often were you wearing your prostheses when you were a patient being discharged?
Everyday Weekdays only Weekends only
occasionally (at parties, going out) at home other, please list

CURRENT HISTORY: ARE YOU WEARING YOUR PROSTHESES IF YES, WHEN?
Everyday Weekdays only Weekends only
occasionally (at parties, going out) at home other, please list

How many hours do you wear your prosthesis? Everyday
How old is your current prosthesis? <2 years 2-4
Who repairs your prosthesis? Local prosthetic shop
Who pays for your prosthetic needs? yourself family government other
Has your prosthesis helped you with your daily activities? yes or no
Has your prosthesis helped you at work? yes or no

IF NO, WHY?
cannot afford a new prosthesis no prosthetic shops exist by
current prosthesis doesn't fit broken/needs repair too many battles
unable to do things without a prosthesis other, please list

Would you want a new prosthesis if one were made available to you? yes or no
Would having the fit be made easier with a prosthesis? yes or no
Would want to be made easier with a prosthesis? yes or no

GENERAL INFORMATION:
Do you know of any places you can go to have a new prosthesis made or an old prosthesis repaired in Mexico? yes or no
Did CAPP's Shriners Hospital help you? Yes or no
If you could change one thing about your experience at CAPP, what would you change?

THANK YOU FOR YOUR PARTICIPATION

SINCERELY, SOPHY PUTH
SHRINERS HOSPITAL FOR CHILDREN, LOS ANGELES
CAPP CHILD AMPUTEE PROSTHETIC PROJECT

Sally Pat and Yolba Segrado, MD, Primary Prosthetic Clinician at Former CAPP Patient Living in Mexico

Date: December 30, 2001 IRB Number: 004

SDCLA
IRB Approved
12/23/01
Sophy
12/23/01

Page 1 of 2

FOLLOW-UP QUESTIONNAIRES

EVALUATING IMPACT



PROGRAM ASSIGNMENTS

EVALUATING IMPACT



ACTION PLANS

EVALUATING IMPACT



PERFORMANCE MONITORING

EVALUATING IMPACT

Isolating the effects of training on results

Control Group – use a control group arrangement to isolate training impact. With this technique, one group receives training while another similar, group does not receive training. The difference in the performance of the two groups is attributed to the training program.

Impact Estimates – When the previous approach is not feasible, estimating the impact of training on the output variables is another approach and can be accomplished on the following 4 levels.

Participants –In this approach, provide participants with the total amount of improvement, on a pre- and post-program basis, and ask them to indicate the percent of the improvement that is actually related to the training program.

Supervisors –estimate the impact of training on the output variables. Present supervisors with the total amount of improvement, and ask them to indicate the percent related to training.

Senior Managers – estimate the impact of training by providing an estimate or adjustment to reflect the portion of the improvement related to the training program.

Experts –estimate the impact of training on the performance variable. Because these estimates are based on previous experience, experts must be familiar with the type of training and the specific situation.

EVALUATING IMPACT



LEARNING OBJECTIVE

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EVALUATING IMPACT

ASSESSMENT

TRAINING COURSE	PERFORMANCE INDICATORS	METHODS TO COLLECT
A TRAINING COURSE FOR FIRST TIME PARENTS TO TEACH BASIC HEALTH AND FIRST AID		
A THREE-DAY DRIVER TRAINING PROGRAM IS MANDATORY FOR ALL NEW DRIVERS IN ETHIOPIA		
A ONE-WEEK MANAGEMENT TRAINING COURSE IS GIVEN TO MIDDLE MANAGERS AT MoALR TO TEACH INTERPERSONAL EFFECTIVENESS		
AN CD SKILLS TRAINING IS GIVEN TO RCDOs		
THE TWO WEEK FINANCIAL MANAGEMENT PROGRAM IS PROVIDED TO ACCOUNTANTS AT WOREDAS		
A COURSE IN GENDER RESPONSIVENESS IS GIVEN TO OFFICERS AT MOALR		

EVALUATING IMPACT



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