

MASTER FACILITATOR DEVELOPMENT PROGRAM

MODULE FOUR: TRAINING EVALUATION AND JOB EMBEDDED SUPPORT

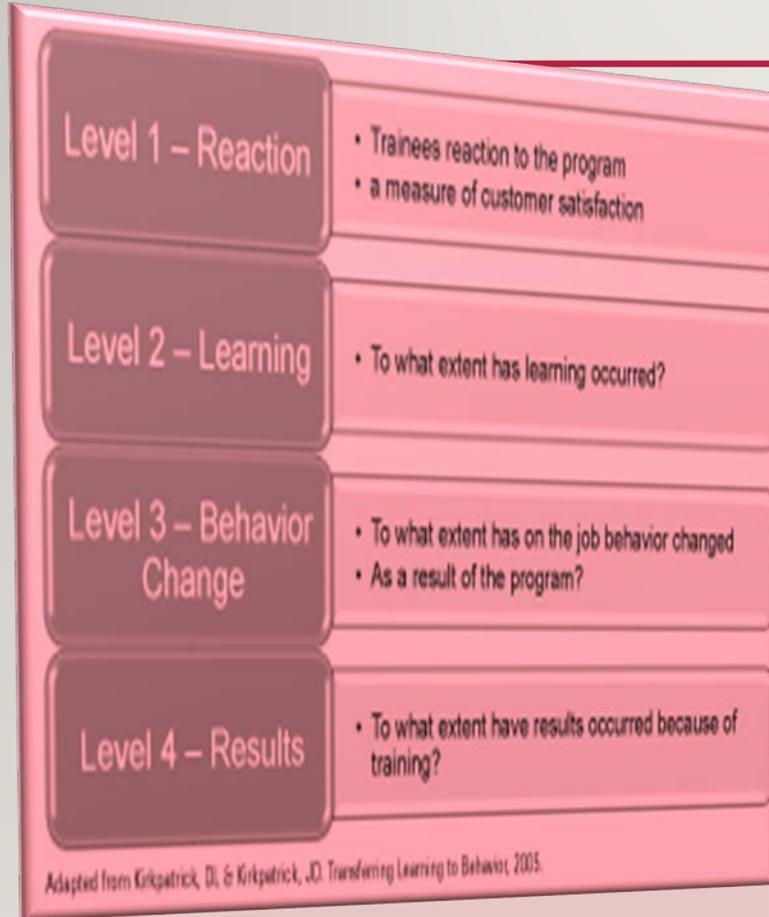


MASTER FACILITATOR DEVELOPMENT PROGRAM

INTRODUCTION AND MODULE
OVERVIEW



EVALUATING TRAINING AND JOB EMBEDDED SUPPORT



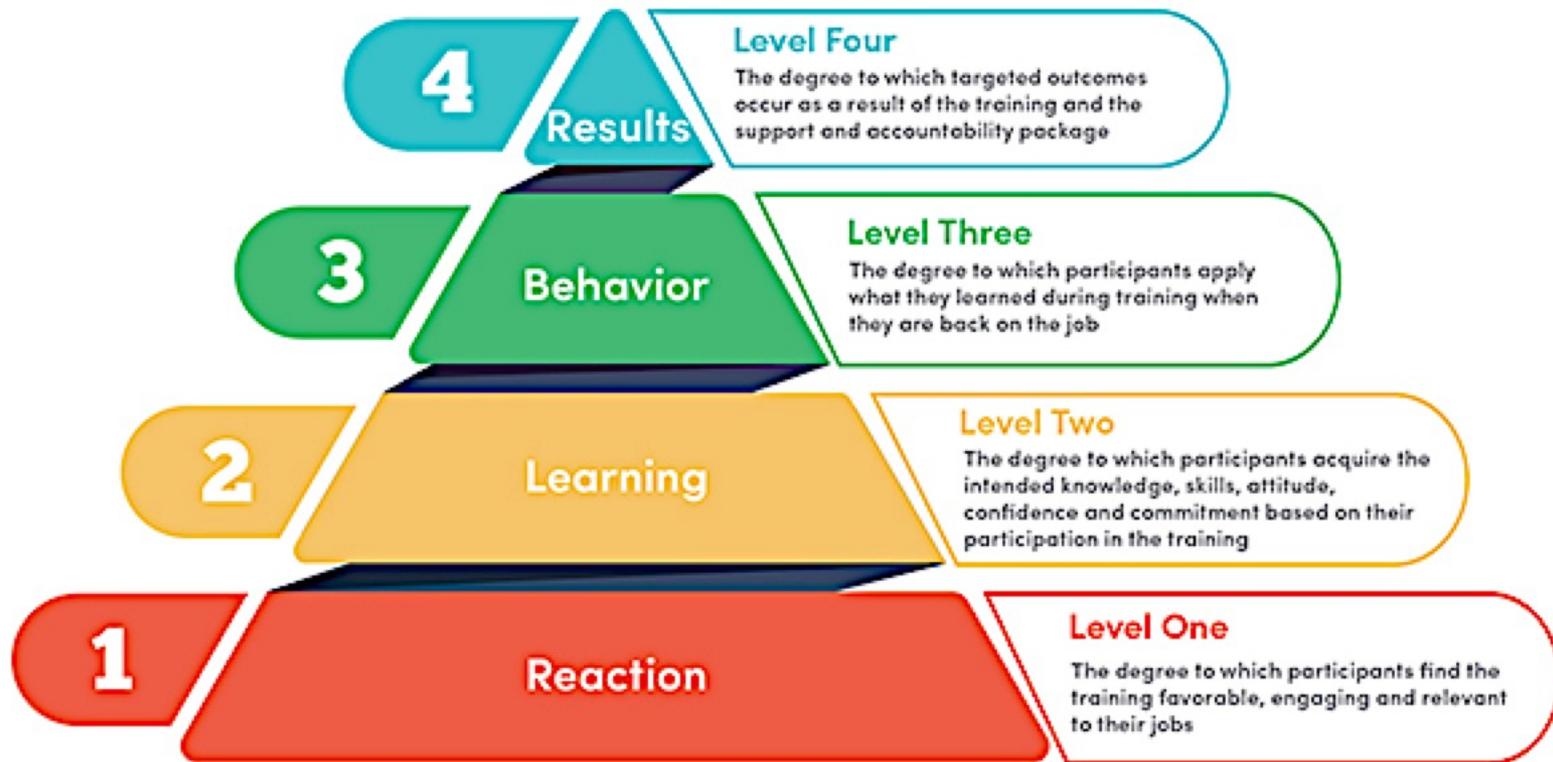
The Kirkpatrick Model is the model of choice by most training organizations,

Developed by Donald Kirkpatrick in 1955 for his Ph.D. dissertation – is one of the most commonly used methods to evaluate the effectiveness of learning solutions.

The model is composed of four levels, which get progressively more important, and incidentally, more difficult to carry out.

EVALUATING TRAINING AND JOB EMBEDDED SUPPORT

KIRKPATRICK'S LEVELS OF EVALUATION



Reference: Kirkpatrick, D., & Kirkpatrick, J. (2005). Transferring learning to behavior: Using the four levels to improve performance. Berrett-Koehler Publishers.

JOB EMBEDDED SUPPORT



Job Embedded Support is “learning that occurs as staff engage in their daily work activities”.

Job-embedded support refers to staff learning that is grounded in day-to-day practice and is designed to enhance staff’s competencies.

JOB EMBEDDED SUPPORT



During this session you will have the opportunity to experience mentoring; coaching; after action review; refreshers; communities of practice (CoP); and joint supportive supervision and you will discuss ways that these and other strategies can be practically used in your work with woredas and farmers.

DAY ONE

Time	Content	Activity
9:00 – 10:00	Introduction and Agenda	Overview of Module Contents and Climate Setting Activity
10:00 – 10:30	MFDP Modules Overview	Overview of MFDP Module 1-3
Team Break		
11:00 – 12:00	Overview of Evaluation	Pre-test and Introduction to Kirkpatrick's Four Levels of Evaluation
12:00 – 12:30	Assessing Reaction	Methods of assessing learner reaction
Lunch Break		
2:00 – 3:30	Assessing Reaction	Methods of assessing learner reaction, Development of a post-course reaction sheet for use back home, presentation and discussion
Tea Break		
4:00 – 4:45	Assessing Learning	Ways that learning is assessed
4:45 – 5:00	Daily Evaluation Session	Participants discuss the day and evaluate their learning

DAY TWO

Time	Content	Activity
8:30 – 9:00	Community Time	Participants will reflect on Day One and highlight what they learned and how they will apply
9:00 – 10:00	Assessing Learning	Ways that learning is assessed, participants develop a Pre- and Post test for back-home application.
10:00 – 10:30	Evaluating Transfer	Factors that inhibit and encourage transfer of skills and knowledge to the job.
Tea Break		
11:00 – 12:30	Evaluating Transfer	Ways of Assessing transfer. Exercise: Assessing transfer of MFD program
Lunch Break		
2:00 – 3:30	Assessing Impact	Introduction to Impact Evaluation.
Tea Break		
4:00 – 4:45	Job Embedded Support	Focus on basics of Coaching, Mentoring, Communities of Practice, refreshers & supportive supervision.
4:45 – 5:00	Daily Evaluation Session	Participants discuss the day and evaluate their learning

DAY THREE

Time	Content	Activity
8:30 – 9:00	Community Time	Participants will reflect on Day Two and highlight what they learned and how they will apply
9:00 – 10:30	Job Embedded Support	Focus is on benefits of Coaching/Mentoring, Mentor-coaching model
Tea Break		
11:00 – 12:30	Job Embedded Support	Mentor-coaching skills: active listening, exercises on active listening.
Lunch Break		
2:00 – 3:30	Job Embedded Support	Mentor-coaching skills: Asking powerful questions, Providing feedback, exercises
Tea Break		
4:00 – 4:45	Job Embedded Support	GROW model
4:00 – 4:30	Daily Evaluation Session	Participants discuss the day and evaluate their learning

DAY FOUR

Time	Content	Activity
8:30 – 9:00	Community Time	Participants will reflect on Day Two and highlight what they learned and how they will apply
9:00 – 10:30	Job Embedded Support	GROW model, practical exercise
Tea Break		
11:00 – 12:30	Job Embedded Support	Three Coaching styles, exercise, Communities of Practice, After Action Review and Joint Supportive Supervision
Lunch Break		
2:00 – 3:00	Job Embedded Support	Coaching self-assessment and action planning
3:00 – 3:30	Post-test & evaluation	Post-test, post-training course evaluation and closing

SKILLS AND KNOWLEDGE YOU WILL LEARN IN MODULE FOUR

Planning and Evaluation Strategy that includes information required, source of that information and methods for obtaining that information.

Developing a Post-course Reaction Sheet that includes participant reaction to venue, administration, facilitator, course content, methods used, audio visuals, and so on.

Developing pre- and post tests, test questions , quizzes, and performance tests to assess the level of learning that results from the module.

Developing interview guide, survey questionnaires, focus group questions and observation guide to assess use and retention of what was learned during the training.

SKILLS AND KNOWLEDGE YOU WILL LEARN IN MODULE FOUR

Develop methods for identifying the impacts of training and gathering data to determine if those impacts have been realized.

Defining job-embedded support in the context of CDSF and AGP2.

Understanding the similarities and differences between coaching, mentoring, community of practice, refreshers & supportive supervision.

Developing a plan for using job embedded strategies with woredas, implementing agencies and RPCU.

CLIMATE SETTING ACTIVITY

QUESTIONS

- 1. A negative rating on the post-course reaction sheet indicates that participants may not have learned what is required.**
- 2. Observation by the facilitator is the most reliable way to assess learning.**
- 3. If participants are unable to apply what they learn during a training course it suggests that the course is not effective.**
- 4. Impact evaluation should not take place until at least 12 months after completion of training.**