

# **Techniques for Evaluating Training**

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## **Agenda**

1. Goals and Overview
2. Quiz: What Do You Know About Evaluating Training?
3. Importance of Evaluation
4. Including Evaluation in the Design of Training
5. Four Criteria for Evaluating Training
6. Pro's and Con's of Each Criteria
7. Using Evaluation Results
8. Discussion of Evaluation Successes, Failures, Tips
9. Conclusions
10. Evaluation

## What Do You Know Evaluation?

*INDICATE WHETHER YOU BELIEVE EACH OF THE FOLLOWING STATEMENTS IS TRUE OR FALSE.*

- \_\_\_ 1.
- \_\_\_ 2.
- \_\_\_ 3.
- \_\_\_ 4.
- \_\_\_ 5.
- \_\_\_ 6.
- \_\_\_ 7.
- \_\_\_ 8.
- \_\_\_ 9.
- \_\_\_ 10.
- \_\_\_ 11.
- \_\_\_ 12.
- \_\_\_ 13.
- \_\_\_ 14.

TOTAL TRUE \_\_\_\_\_

TOTAL FALSE \_\_\_\_\_

# Importance of Evaluation

## *DEFINITION:*

### 1. SENIOR MANAGEMENT PERSPECTIVE

- \*
- \*
- \*
- \*
- \*

### 2. TRAINING DEPARTMENT'S PERSPECTIVE

- \*
- \*
- \*
- \*
- \*

### 3. EMPLOYEE (TRAINEE) PERSPECTIVE

- \*
- \*
- \*
- \*
- \*

### 4. \*

## **Including Evaluation in the Design of Training**

### **A TRAINING MODEL**

- 1. NEEDS ASSESSMENT**
- 2. TRAINING OBJECTIVES**
- 3. SELECTION OF DESIGN AND TRAINING PROGRAMS**
- 4. CONDUCT TRAINING**
- 5. EVALUATE TRAINING**
- 6. REPEAT PROCESS**

# FOUR CRITERIA FOR EVALUATING TRAINING

(FROM DONALD KIRKPATRICK)

## 1. REACTION—IMMEDIATE “CUSTOMER SATISFACTION,” IMPRESSIONS, FEELINGS

\* MEASURES . *END-OF-SESSION EVALUATION QUESTIONNAIRE  
(HAPPINESS SHEETS)*

.

\* PRO'S . *USEFUL IN REDESIGNING, IMPROVING TRAINING  
SESSIONS/COURSES*

.

\* CON'S . *NOT NECESSARILY RELATED TO LEARNING,  
BEHAVIOR, OR RESULTS*

.

## 2. LEARNING—IMMEDIATE CHANGE IN KNOWLEDGE, SKILLS, ATTITUDES

\* MEASURES . *END-OF-SESSION EXAM*

.

\* PRO'S . *GOOD INDICATOR OF CONTENT VALIDITY OF TRAINING  
SESSIONS/COURSES*

.

\* CON'S . *NOT NECESSARILY RELATED TO BEHAVIOR OR  
RESULTS*

.

3.BEHAVIOR--LATER TRANSFER OF TRAINING ON JOB

- \* MEASURES .  
  .  
  .
- \* PRO'S .  
  .  
  .
- \* CON'S .  
  .  
  .

4.RESULTS--ULTIMATE ECONOMIC OR STRATEGIC BENEFIT TO ORGANIZATION

- \* MEASURES *HIGHER PROFITS/SUCCESS FOR BUSINESS/ORGANIZATION*  
  .  
  .
- \* PRO'S *. DIFFICULT TO QUANTIFY CHANGES IN*  
  .  
  .
- \* CON'S .  
  .  
  .



## *HENRY O. PATTERSON, Ph.D.*

Dr. Patterson is a seasoned college teacher, workshop leader, and consultant. He has won outstanding teaching and service awards at Penn State University, Berks-Lehigh Valley College, Reading, PA, where he has been a member of the Psychology Department for over 28 years. He is a specialist in innovative, student-centered, active learning teaching designs with both traditional and nontraditional college students and adults.

An associate of noted author/trainer Mel Silberman, Ph.D., Dr. Patterson is also Coordinator of Educational Training for ACTIVE TRAINING of Princeton, NJ, where he is responsible for conducting and coordinating workshops for colleges and universities based on Silberman's book *Active Learning: 101 Strategies to Teach Any Subject* (1996, Allyn and Bacon).

Dr. Patterson has a B.A. in Psychology from the University of Richmond, a M.A. in General Experimental Psychology from Bucknell University, and a Ph.D. in Psychoeducational Processes from Temple University. His pedagogical publications have included the *Instructor's Manual for Psychology: An Introduction* (6th ed.) for Harcourt Brace, and his research publications have included articles and book chapters on cognitive development and cognitive therapy with adolescents. His scholarly presentations have

included papers on college faculty stress, stages of collective stress, and the organizational culture of higher education.

At Penn State, he teaches courses in Introductory Psychology, Developmental Psychology, and Industrial/Organizational Psychology. He is an active member of numerous professional organizations including the American Psychological Association, the American Educational Research Association, and the American Society for Training and Development.

In addition to his affiliations with Penn State and ACTIVE TRAINING, he is the principal in his own consulting and training firm specializing in applications of psychology to education, training, and human resource management.

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**WORKSHOP EVALUATION**

