

# THE TRAINING EVALUATION POCKETBOOK

***2nd Edition***

By Paul Donovan and John Townsend

*Drawings by Phil Hailstone*

“The Training Evaluation Pocketbook helps to answer the question we are often afraid to ask: what was the final result of the training? Training should change the participants and through them, the organisation. This book gives practical, step-by-step guidance on how to evaluate training outcome from direct participant feedback to bottom-line organisational results.”

**Jonna Wiersma, Head Nutrition & Health Academy, Unilever Health Institute**

“Insightful, well-researched and most practical, this pocketbook is a treasure for all training professionals. It contains all the tools you'll need to measure and show how training contributes to your organisation.”

**Jérôme Monnier, Country Training Coordinator, Cargill International SA**

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## OUTCOME 5: ATTITUDE SHIFT



### DEFINITION

We understand an attitude as being the way a person 'leans' towards or against an issue which is of relevance to them, eg company policy, change, management style.

Training sessions are often used by management to attempt to modify employee attitudes. Consequently, evaluation of this type of training will involve trying to measure a shift in attitude.



## OUTCOME 5: ATTITUDE SHIFT

### ATTITUDE SURVEYS: QUESTIONNAIRES



The most common way to measure attitude shift is with a pre- and post-course questionnaire. Here's an example:

What is your attitude towards the new change initiative XYZ?

Strongly against      Against      Neutral      In favour      Strongly in favour

The development of this type of questionnaire requires skill and experience, and might be worth outsourcing since we have to be sure that the questions we ask can and do measure the attitudes we **want** to measure.

## OUTCOME 5: ATTITUDE SHIFT



### ATTITUDE SURVEYS: SPOT CHECKS

A spot check is an easily prepared instrument which can be used at any time before and/or during a training course to measure participants' attitudes for or against any important issue related to the subject of the course.

Participants give their evaluation by sticking a 'spot' (self-adhesive dot), or by making a cross with a marker, on a pre-prepared grid or rating scale. Spot checks can be one or two dimensional.

#### Examples:



## OUTCOME 5: ATTITUDE SHIFT



### INTERVIEWS

Some trainers feel that surveys and spot checks don't truly reflect or measure the deeper motivational aspects of individuals' attitudes towards issues and events. They believe that we need to invest time and get as many responses as possible if we want to uncover what's going on under the surface and find out if participants have experienced a shift in their attitude.

For this extra dimension they suggest conducting interviews a short time after a course or other learning experience. Interviews can vary from very structured to very unstructured, but usually the purpose is to let the participant open up and give their true and honest attitude to the issue in question.

It's not usually necessary to conduct a pre- and post-course interview because one well-conducted post-course interview will allow the participant to explain any attitude shift which has taken place since the training.

As the trainer/interviewer, you must take care to position the interview carefully, to relax the interviewee and to offer 'unconditional acceptance' of the opinions expressed.

## OUTCOME 5: ATTITUDE SHIFT



### STRUCTURED INTERVIEW EXAMPLE

'How do you feel about XYZ?'

'Why do you say that?'

'Why is that important to you?'

'How have you changed since...?'

'Why do you think this change has happened?'



## About the Authors

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Paul Donovan is School Director of Teaching and Learning at the school of Business and Law, NUI, Maynooth. He was previously Registrar and Head of Management at Irish Management Institute (IMI) specialising in Management Development. Before joining IMI he worked as a general operations manager with the Bord na Mona, the Irish Peat Development Authority. He was also training and development manager of Bord na Mona group. Paul has delivered executive development programmes in over 15 countries. He has written several peer reviewed articles, over 10 books in training and general management. He has contributed a column to HRD magazine for over 13 years. His research interest is the transfer of training. Paul holds two masters degrees from Trinity College Dublin and a doctorate from Leicester University.



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John has built a reputation internationally as a leading trainer of trainers. He is founder of the highly-regarded Master Trainer Institute, a total learning facility located just outside Geneva which draws trainers and facilitators from around the world. He set up the Institute after 30 years' experience in international consulting and human resources management positions in the UK, France, the United States and Switzerland – notably as a European Director of Executive development with GTE in Geneva where he had training responsibility for over 800 managers in 15 countries. During his long career as a trainer of trainers he has not only helped to spread the unique Master Trainer Institute philosophy across the world via his conferences, seminars and bestselling training videos, but also written a number of widely translated management and professional guides.

