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80% of our Learners are still using their
new skill 5 months later - we guarantee it!

trainingZONE



Are You Struggling To Demonstrate The Return On Investment You Get From Your Training Providers?

Discover simple and effective ways to
evaluate your training

www.makingbusinessmatter.co.uk





Are You Struggling To Demonstrate The Return On Investment You Get From Your Training Providers?



Introduction

Hi, my name is Darren A. Smith, Founder of Making Business Matter – A Training Provider.

If you are like most HR Managers, Training Officers, and Learning & Development Managers, you are probably frustrated by 3 problems when it comes to Learning & Development:

1. People attend training courses but do very little with the learning afterwards.
2. Line Managers are not engaged in training.
3. Training evaluation is nearly never completed, or if it is, is completed poorly.

In this Guide, we will focus on challenge 3. Challenges 1 and 2 are **two separate Guides**.

In the **2015 CIPD annual report**, L&D professionals were asked, 'How are the majority of L&D initiatives evaluated?' The results concluded that over 50% of L&D professionals either did not evaluate the initiatives, or evaluated only by asking the Learners their thoughts.

In this Guide you will find 8 proven solutions to evaluate your training quickly and easily to understand your return on investment (ROI). Implementing any of the 8 proven solutions will provide you with the ROI understanding that you are looking for.

I hope you find this Guide useful and I wish you every success.

Darren A. Smith
Founder
Making Business Matter



Foreword

This series of guides sets out to provide solutions to three extremely common issues faced by the vast majority of organisations irrespective of their size, location or nature of their enterprise. The issues roll up into a single challenge – How can we make sure that the time, effort and resource invested in training reap rewards? This challenge has been a thorn in the side of training and development professionals and their stakeholders for a very long time. Mary Broad and John Newstrom's work in the 1980s and Broad's book,

'The Transfer of Training', spelt the answer out clearly. For training to be effective, it needs not only to be designed well, but also needs support from managers back in the workplace.

Darren Smith has provided 16 straightforward solutions that address these issues, from practical advice on distilling learning and converting it into behaviour change ('real' learning) and mindset change, to effective engagement. Covering approaches from mind mapping and 'trigger' habit development, Smith offers practical actions to extend the impact of training beyond the classroom and back into the workplace.

The profession will welcome these guides and the help they offer.
By Charles Jennings, Founder of the **70:20:10** Learning Model.



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From the Home of
Sticky Learning





1. Understand and Use One Evaluation Model

There are so many models used to evaluate training that we are paralysed to use any because;

- A) Experts cannot agree on what's best, and
- B) The models are complex in both their construction & their execution, and
- C) Unless you can absolutely get to your cash ROI it seems almost pointless.

The 2 predominant models are:

Kirkpatrick's Model

Donald Kirkpatrick introduced a model in 1955 that has stood the test of time. It is still the most talked about, challenged and used. It comprises of 4 levels:

- 1. Reaction:** What did the Learner think of the training?
- 2. Learning:** How much did the Learner learn?
- 3. Behaviour:** How much has the Learner's behaviour changed?
- 4. Results:** What has been the impact on results?

Kaufman's 5 Levels of Evaluation

Some may argue that Kaufman's 5 Levels of Evaluation are not all that much different to Kirkpatrick's – and you could very well think that. The core of this model is similar to Kirkpatrick's approach. The 5 levels include:

- 1. Process:** This is broken into two sub-parts - Enabling and Reaction. Enabling focuses the evaluation lens on inputs, e.g., availability and quality of materials needed to support a learning effort.
- 2. Acquisition:** This level evaluates the competency and mastery of a test group, or individual, in a controlled setting.
- 3. Application:** The purpose of this level is to evaluate the success of the group, or individual, based on how they are using the training programme content.
- 4. Organisation Output:** This level's purpose is to evaluate the results of the contributions and payoffs of the entire organisation, as attributed to the training.
- 5. Societal Outcomes:** This level looks to see how the contributions to and from the end-user are impacted by the training.

Knowing that there are so many evaluations, coupled with the complexity and need for absolute ROI explains why we are paralysed to act and the result is very few evaluations at levels 2, 3, and 4.

Action

We suggest following Kirkpatrick's model because it is the most popular, which although doesn't mean the best, it is a huge improvement on the current levels of evaluation being carried out. You can read more about this model in [Kirkpatrick's whitepaper](#).

You can then either implement your own simple version of Kirkpatrick's model using one of the proven solutions in this Guide, or contact us to implement our model, which is based on Kirkpatrick's model - See Proven Solution 5 on Page 07.

Version 2.0



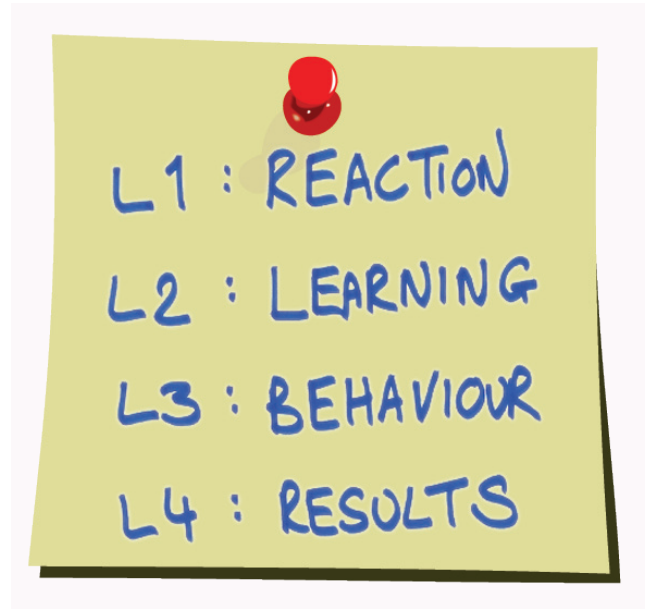
2. Use a 'Single Question' Evaluation

A simple and effective tool for evaluating training is to ask the Learners a single question for each of the 4 training levels. Your email could look like this:

To: Learners
Subject: Learning Event on <date> on <skill>
Body: <Include a question/statement, selected from one of the 4 below>

Use one of the 4 questions/statements below. Ideally used at the appropriate number of days after the learning event.

- **+1 Day:** Write 3 words that describe your reaction to your learning.
- **+7 Days:** How much has your knowledge increased on this topic? Give your answer in %.
- **+14 Days:** Name one thing that you now do differently as a result of the learning.
- **+21 Days:** Give 1 example of how your learning has impacted our business.



Action

When you have organised, or know of a learning event being organised, make a note in your diary to email these 4 questions/statements to the Learners. Once you have received the responses, summarise the themes into a simple overview:

- **+1 Day is called the 'Reaction' level.** This is the first level of evaluation and is carried out by 77% of organisations. The response is typically positive, except about the sandwiches!
- **+7 Days is called the 'Learning' level.** This evaluation level is carried out by 36% of organisations and the responses vary, as the % is subjective. You are looking for the majority to be percentages over 20%.
- **+14 Days is called the 'Behavioural' level.** This evaluation level is carried out by 15% of organisations. You are looking for the specific application of a tool, or tools, rather than general application.
- **+21 Days is called the 'Results' level.** This evaluation is carried out by 8% of organisations. You are looking for a specific impact of a specific tool on the business, for e.g. 'The presentation to the customer had the best feedback we have ever received after the **presentation skills training**, and we won the business worth £x'.



3. Expand the 'Happy Sheet'

As we know, most organisations ask the level 1 evaluation question about Reaction, yet very few companies go beyond and ask the additional 3 questions. If you are struggling to ask the additional 3 questions, there is an alternative. Consider asking all 4 evaluation questions at the start of the learning event.

The Happy Sheet is typically handed out at the end of the learning event. Rather than just asking about the Learner's reaction, ask them to think ahead about how much they think they will gain from this learning event.

Here are the questions that can be copied and pasted into a word or excel document to be handed out at the event, or sent out by email straight after:



Name:

Learning Event:

Level 1 - Reaction: Rate your enjoyment of the course 1 2 3 4 5 6 7 (7 is great)

Add a few words as to why you rated with this number...

Level 2 – Learning: Rate how much you learned 1 2 3 4 5 6 7 (7 is a lot)

Add a few words as to why you rated with this number...

Level 3 – Behaviour: Rate the likely behavioural impact 1 2 3 4 5 6 7 (7 is high)

Add a few words as to why you rated with this number...

Level 4 – Results: Rate the potential business impact 1 2 3 4 5 6 7 (7 is high)

Add a few words as to why you rated with this number...

Action

Create an expanded Happy Sheet that asks the 4 levels of training evaluation. The responses can then be summarised. To add commentary to the responses, make a phone call to the lowest scoring Learner and the highest scoring Learner to provide real insight for improvements that can be implemented at the next learning event.

If you would like a template, please [contact us](#).

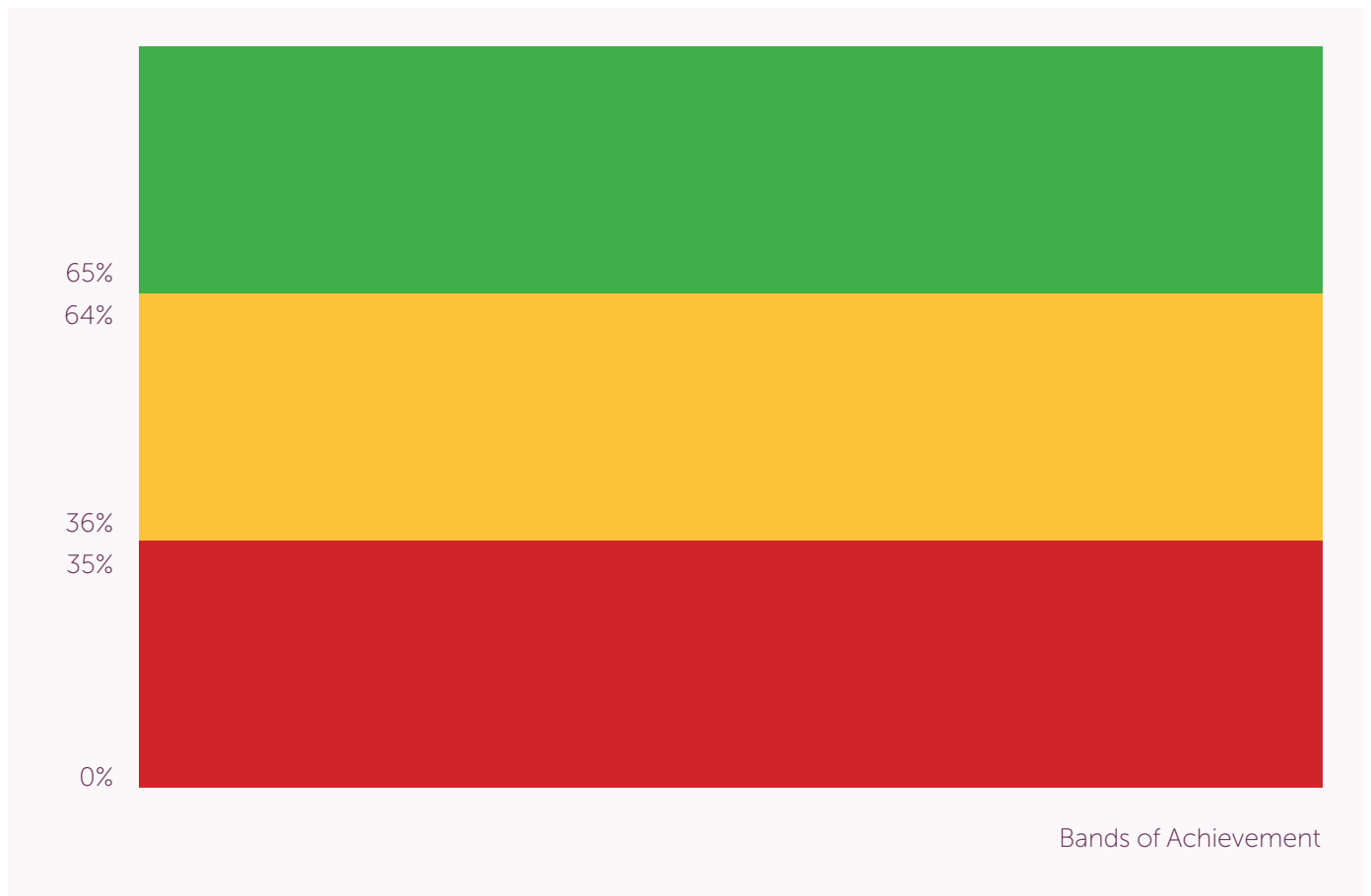


4. You Don't Need Absolute Answers

One of the main challenges of evaluating training is that it is impossible to evaluate the training to a very definitive answer. We have to move away from absolutes and accept 'directional' results. Then the challenge beyond accepting directional results ourselves, is **persuading the stakeholders** that absolutes cannot be identified.

This is where the case for 'Bands of Achievement' can be made. Bands need to be identified before the learning event starts. For example, 'Over 65% of Learners are to have achieved one change in behaviour, in-line with the learning objective, three months after the learning event'.

The evaluation would then ask specific questions to test whether this has been achieved through the learning event.



Action

Share the bands of achievement with the stakeholders and explain what they mean. Red band, for example, means that 0% to 35% of Learners have achieved a change in behaviour. Amber band means that 36% to 64% have achieved this, and Green band means that 65% or more have achieved a behavioural change.


If you would like a copy of this template please **contact us**.



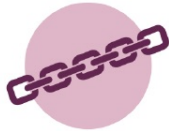
5. Use a Ready-Made 5 Level Evaluation Solution

Through our research of HR Managers, Training Officers, and Learning & Development Managers, we understand that they are frustrated by poor evaluations because it means that they are unable to justify their costs, achieve true job satisfaction, and identify the difference training makes.

This was one of the key frustrations that we built into **Sticky Learning®**. As part of our standard offer, you will receive a **Chain of Evidence** for every training course that shows 5 levels of evaluation.



Chain of Evidence
Training Event Evaluation



Client: **Client's Name**

Client Sponsor: **Sponsor's Name**

Training Course: **Course Name**

This is your Chain of Evidence pack that we produce for you so that you can understand your return on investment.

For each and every training event we use Kirkpatrick's 4+ level model of evaluation. Developed in 1953 by Donald Kirkpatrick, this evaluation model has stood 'the test of time'. The 4 levels of evaluation are;

- Level 1: **Reaction** What were the learners' first impressions of the learning?
- Level 2: **Learning** How much did the learners learn?
- Level 3: **Behaviour** To what extent has the learning been used?
- Level 4: **Results** How did the behaviour affect the results?
- Level 5: **Sponsor** How much did we achieve the sponsors objectives?

The 5 evaluation levels are based on Kirkpatrick's 4 levels. The additional level is called 'Sponsor' and aims to review the objectives set by the training sponsor vs. what actually happened to see if they were met. The 5 levels become:

- Level 1:** Reaction - What did the Learner think of the training?
- Level 2:** Learning - How much did the Learner learn?
- Level 3:** Behaviour - How much has the Learner's behaviour changed?
- Level 4:** Results - How did the behaviour affect the results?
- Level 5:** Sponsor - How did the actual results compare to the sponsor objectives?

Action

[Download an example report of the Chain of Evidence.](#)

To instantly receive the benefits of having a Chain of Evidence across 5 levels of evaluation for each training course, please [contact me](#).



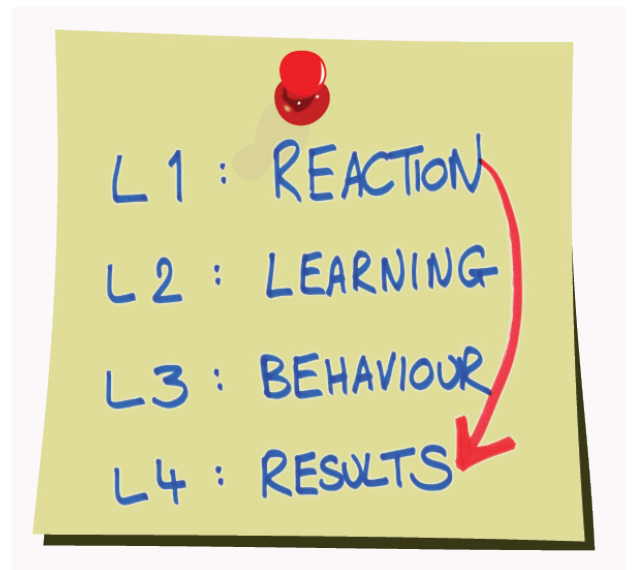
6. Jump Straight to the Results Level

A pragmatic solution to quickly and easily understand the impact of a learning event is to jump straight to level 4 – Results. An appropriate amount of time will need to have elapsed so that you can **measure the impact**.

Send a simple email to the Learners and ask one of the questions from the level 4 evaluations shown in the other solutions in this Guide. This will provide an adequate overview of the impact of the learning on the business.

An alternative is to call and speak to a cross section of the Learners and ask them questions about the impact of the event. For example:

- What was your behaviour before the learning event?
- What is your behaviour after the learning event?
- How much has your behaviour changed? How much is now habitual?
- Describe the impact your learning has had on your day to day work? And why?
- How does what you achieved compare to what you wanted to achieve?
- Can you give any examples of how the learning has impacted your work?
- If you had not engaged with the learning event, what would have been the impact?
- Did the learning event meet your objectives?



Action

Identify a cross section of Learners and ask them about their training with an objective to understand the impact that it has made - 'The Results Level'. Summarise the broad themes and compare the results to the investment. Make recommendations for improvements.



7. Identify Your End In Mind

Stephen Covey, author of 'The 7 Habits of Highly Effective People', outlines in Habit 2 to 'Begin with the End in Mind'. Covey encourages us to identify what we are trying to achieve from a piece of work before we begin, as he believes that everything is created twice. Firstly, it's created in our mind, and then in physical reality.

We've all been in situations where we've ended up in a different place to where we anticipated, and this is largely down to not being clear about what we wanted before we started.

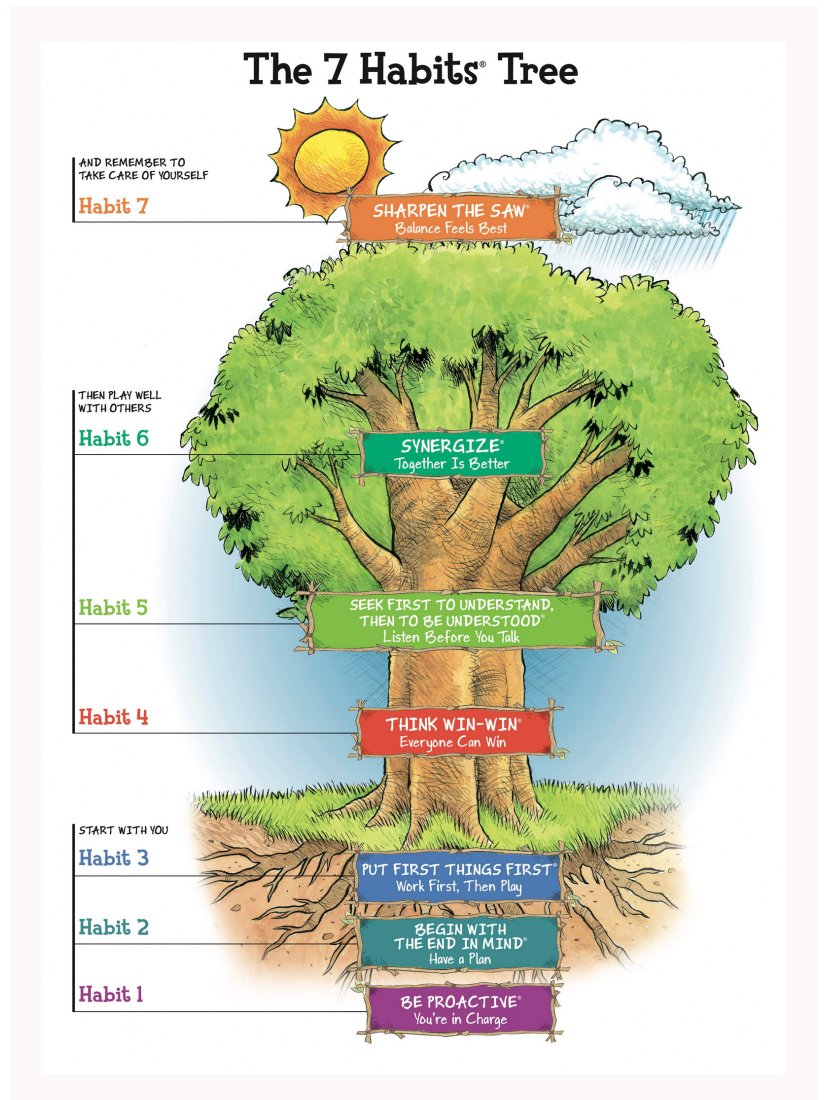
Starting with the End in Mind in terms of evaluating training is all about identifying our reason. Is it because we are trying to put together a case for a bigger training budget? Or because we need to build a presentation for the manager's meeting? Or because we need to write an email to justify the money spent? Whatever the End in Mind may be, identifying it and working backwards will help us to see what we need to create. It's best to start with a headline.

End in Mind headline examples for training could be:

- 'Over 86% of the Learners rated the enjoyment of the training as over 6 out of 7.'
- 'Learning knowledge increased by an average of 34% for <topic>.'
- 'Every Learner has adopted at least one habit from the training of x.'
- 'The sales training has increased sales by 4.3%.'

Action

Before your next training event, identify the headline that you want to be able to share.





8. Identify the Cost of Having ‘No Learning’

You may be asked to put forward a case for training to justify the spend. This is a little like evaluating the training that has happened because ultimately your goal is to understand the return on investment.

An alternative way of understanding the return on investment is to look at the cost of not having the learning take place. According to a **Gallup poll**, one of the primary reasons that employees leave their jobs is for alternate career advancement opportunities. The Line Manager can influence at least 75% of the reasons for voluntary turnover, and contrary to popular belief, turnover isn't always down to money.

So what is the cost of having no development?

Average UK resignation rate is 16%

Average UK salary is £26,000

Average UK cost to replace a worker is £30,000

Source: HRdirector.com

Source: Wikipedia

Source: HR Review

This makes the cost for every 10 workers total to £300,000, assuming an average resignation rate and an average salary. Of course, learning alone cannot reduce this figure. With that said, the return on investment is very positive with a delegate rate of £250 to £500 per employee vs. the cost of replacement. Other costs will need to be included, such as Line Manager support time and Learner time to implement the learning. However, the return on investment is still very positive.

Action

Identify the cost of having ‘no learning’ and use this to make the case for learning.





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What Next?

I hope that you have found this Guide useful and that you will use some, or all of the solutions, to help you to evaluate your training interventions so that you can demonstrate a return on investment.

We are the training provider to the UK grocery industry. We help suppliers to the big four supermarkets to develop the soft skills that will secure them more profitable wins.

The reason they choose us is because of our combination of **relevant experience** and our unique training method we call '**Sticky Learning**'.

The problem with most training methods is that they do not address the 3 challenges that our research told us that you experience. Our unique training method Sticky Learning® combined with our **5 level evaluation** addresses these 3 challenges.

I would like to offer you a **Training Effectiveness Review** using our exclusive scorecard. We will provide you with your organisation's current level, along with suggestions on how you can achieve the higher levels.

Please email me at das@makingbusinessmatter.co.uk or call me on 0333 247 2012 to discuss solutions in this report, or to arrange your free Training Effectiveness Review.

I hope you found this Guide useful and I wish you every success.

Darren A. Smith
Founder
Making Business Matter



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Are You Struggling To Demonstrate The Return On Investment You Get From Your Training Providers?

About Darren A. Smith

Darren spent his first 12 years as a Category Manager at one of the big four UK supermarkets. During this time he managed a number of areas comprising chilled ready meals, cheese, frozen foods, pizza and fresh fruit, along with an area worth £1bn.

Darren then went on to establish Making Business Matter, a training provider that works with suppliers to the big four UK supermarkets. Over the past 12 years, he and his team have supported supermarket suppliers in improving their **negotiation skills, category management** and **time management**.

He has written articles for The Grocer, Grocery Trader, Food Manufacture, Harpers, Fresh Produce Journal, British Frozen Foods Federation, Supply Management, People Development Magazine, published a book '**A Complete Understanding of the Groceries Code of Practice**', and **appeared on the BBC**.

About Making Business Matter

We are the training provider to the UK grocery industry. We help suppliers to the big four supermarkets to develop the soft skills that will secure them more profitable wins.

Our trainers have worked on both sides of the fence and know the challenges of working with the big four supermarkets, plus we also know how they think and what their hot buttons are.

The problem suppliers to the big 4 face is that they are investing money in training but are not seeing a measurable return on investment. This is because most training companies do not understand the mindset of buyers from the big 4 supermarkets and the skills being learnt are not getting put into practice.

Our unique training method, **Sticky Learning**[®], ensures that your Learners are still using their new skills 5 months later, which enables us to guarantee a measurable return on your training investment.

Links



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MBM

Trainers to the UK Grocery Industry

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