



TRAINING- KIRKPATRICK  
MODEL  
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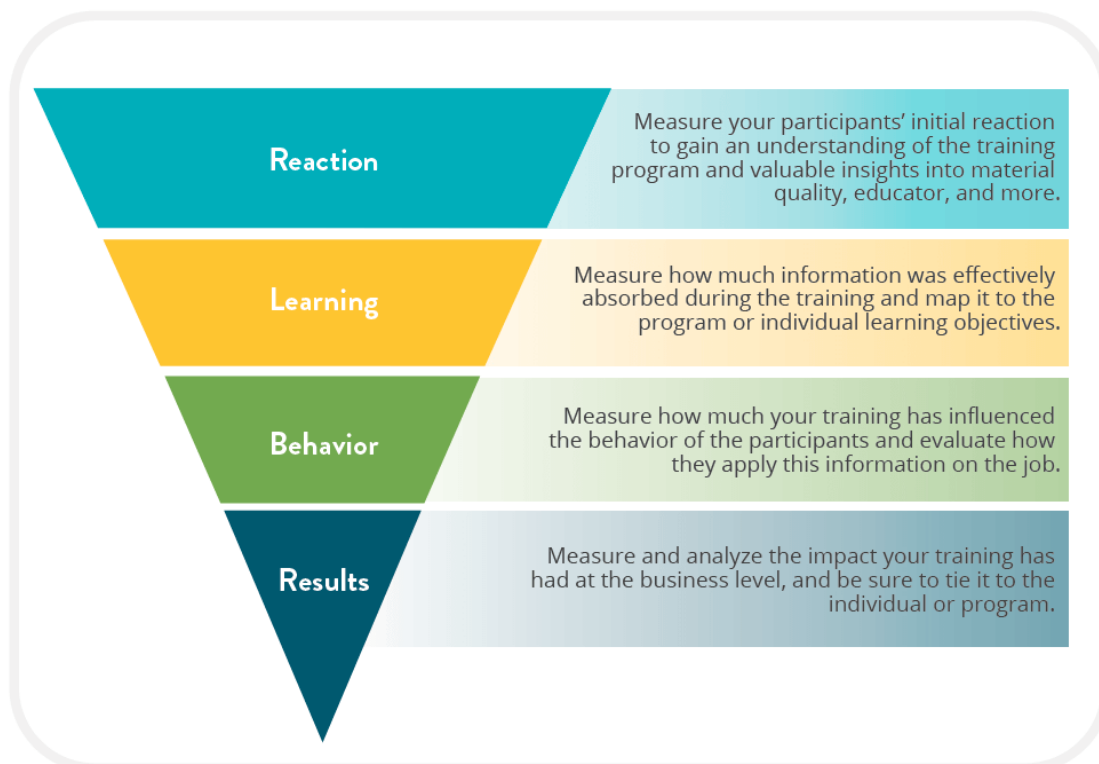


## **Kirkpatrick's Model of Training Evaluation**

Donald Kirkpatrick, professor emeritus, university of Wisconsin began working on evaluating the effectiveness of training very early in his life. His early work on the same was published in the year 1959 in a journal of American Society of Training Directors. He laid out four levels for evaluation of any training.

As outlined by this system, evaluation needs to start with level one, after which as time and resources will allow, should proceed in order through levels two, three, and four. Data from all of the previous levels can be used as a foundation for the following levels' analysis. As a result, each subsequent level provides an even more accurate measurement of the usefulness of the training course, yet simultaneously calls for a significantly more time-consuming and demanding evaluation.

### **THE KIRKPATRICK MODEL**





## Reaction

The objective for this level is straightforward, it evaluates how individuals react to the training model by asking questions that establishes the trainees' thoughts. Questions will figure out if the participant enjoyed their experience and if they found the material in the program useful for their work. This particular form of evaluation is typically referred to as a "smile sheet."

Examples of resources and techniques for level one:

- Online assessment that can be graded by delegates/evaluators.
- Interviews
- Can be done immediately after the training ends.
- Are the participants happy with the instructor(s)?
- Did the training meet the participant's needs?
- Are the attendee's happy with the educational tools employed (e.g., PowerPoint, handouts etc)
- Printed or oral reports provided by delegates/evaluators to supervisors at the participants' organizations.
- "Smile sheets".
- Comment forms determined by subjective individual reaction to the training course.
- Post-training program questionnaires.
- Verbal responses that can be taken into consideration and considered.
- Especially encourage written comments
- Try to get honest responses and feedbacks

## Learning

At the level of learning the evaluation is done on the basis of change in the ASK (Attitudes, skills and knowledge) of the trainees.

Examples of tools and procedures for level two:

- Exams, interviews or assessments prior to and immediately after the training.
- Observations by peers and instructors
- Strategies for assessment should be relevant to the goals of the training program.
- Interview, printed, or electronic type examinations can be carried out.
- An interview can be carried out before and after the assessment, though this is time-consuming and unreliable.



## **Behaviour**

This level analyses the differences in the participant's behaviour at work after completing the program. Assessing the change makes it possible to figure out if the knowledge, mind-set, or skills the program taught are being used the workplace.

Examples of assessment resources and techniques for level three:

- This can be carried out through observations and interviews.
- Evaluations have to be subtle until change is noticeable, after which a more thorough examination tool can be used.
- Surveys and close observation after some time are necessary to evaluate significant change, importance of change, and how long this change will last.
- Online evaluations tend to be more challenging to integrate.
- Quick examinations done immediately following the program are not going to be reliable since individuals change in various ways at different times.
- 360-degree feedback is a tool that many businesses use, but is not necessary before starting the training program. It is much better utilized after training since participants will be able to figure out on their own what they need to do different. After changes have been observed over time then the individual's performance can be reviewed by others for proper assessment.

## **Results**

The results stage makes evaluations towards the bottom line of the organization. Here the definition of the results depends upon the goal of the training program. The evaluation is done by using a control group allowing certain time for the results to be achieved.