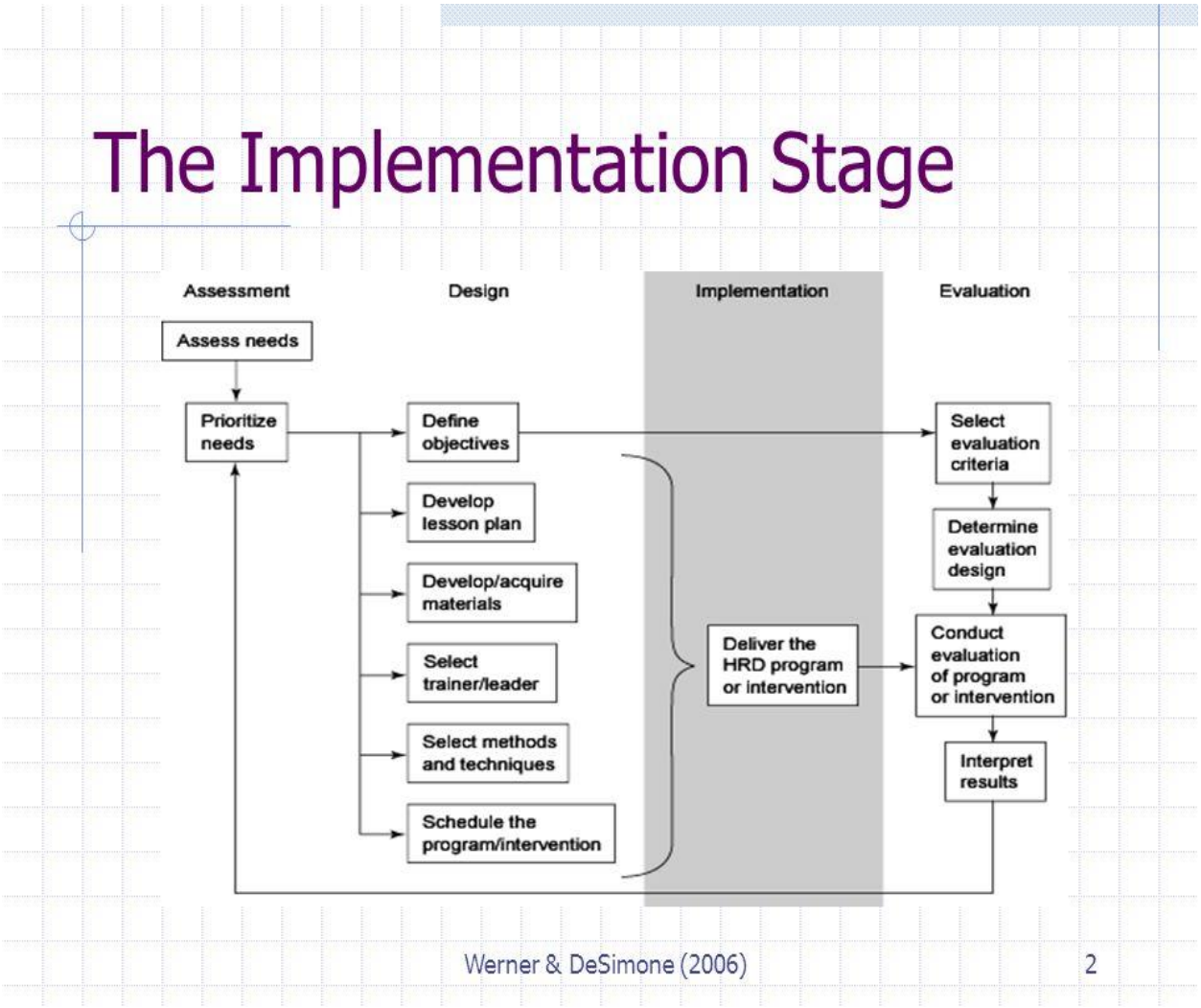
HRD Program Implementation and Evaluation

Implementing HRD Programs:

- Effective delivery of HRD programs requires considerable preparation, as well as creativity and flexibility
- Both assessment and design issues should have been addressed by this point
- Proper delivery or implementation assumes that
  - an important need for training has been identified
  - that program objectives have been spelled out



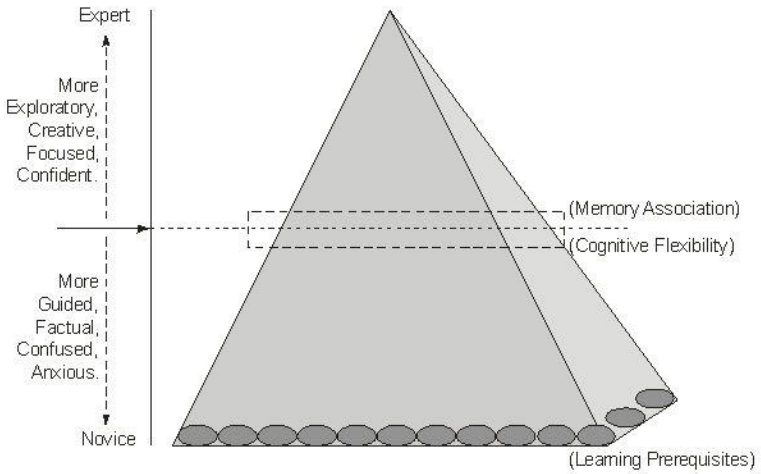
Training Delivery Methods:

- Training is intended to increase the expertise of trainees in a particular area
- It is useful to consider the current level of expertise that trainees possess

A Learning Pyramid

A Learning Pyramid to Guide in the Selection of Appropriate Training Methods

Fig. 6-2



SOURCE: From Yin, L. R. (2007). Learning pyramid. Accessed June 25, 2007, from http://facstaff.uww.edu/yinl/Learning-Pyramid-Explained.htm. Used by permission.

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- Novice learner may easily get confused or anxious–novice trainees generally require more guided or instruction-centered training methods
- As existing level of expertise increases, learners become more creative and confident–Training methods also shift more toward exploratory or experiential methods

Note: Middle arrow depicts the point at which individual trainees are ready to shift to more exploratory learning approaches

An Effective HRD or Training Program should:

- First identify where trainees are in terms of this pyramid
- Provide assistance for all trainees to "move up" toward an expert level of performance
- Combined approach is valuable–use of lecture, discussion, case studies, behavior modeling, role playing, and games or simulations

Training Delivery Methods:

Three basic categories:

- On-the-Job Training
- Off- the- Job Training
- Classroom Training
- Self-Paced Training

Note: Computer-based training can be in a classroom, or individual/self-paced.

- **On-the-Job Training (OJT)**
  - Job instruction training (JIT)

  Prepare the worker , Present the task, Practice the task, Follow up.
  - Job rotation

  Train on different task/ positions, often used to train entry level managers, To provide back up in production position.
  - Coaching

  Between worker and supervisor. Can provide specific performance improvement and correction.
  - Mentoring

  senior employee paired with a junior employee ("protégé"), Helps to learn the ropes, Prepares protégé for future advancement

- **OFF-the-Job Training**
  - This occurs when employees are taken away from their place of work to be trained. Common methods of off-the-job training include:
    - Day release
    - Distance learning / evening classes
    - Block release courses
    - Sandwich courses
    - Sponsored courses in higher education
- **Classroom Training Approaches:**
  - Basic types:

1. **Lecture** - Oral presentation of material, Some visual aids can be added, Remains a very popular training method, Interesting lectures can work well, Good to supplement with other materials.
2. **Discussion** - Two-way communication, Use questions to control lesson, Direct: produce narrow responses, Reflective: mirror what was said, Open-Ended: challenge learners – to increase understanding
3. **Experimental Methods** - Case studies, Business game simulations, Role Playing, Behavior Modeling, Outdoor training
4. **Self**-Paced or Computer-Based Training

Computer-Based Training (CBT):

- Interactive with user
- Training when and where user wants it
- Trainee has greater control over progress
- CBT can provide progress reports and be tailored to specific instructional objectives
- Trainee works on own with minimal facilitation by instructor who is elsewhere

HRD Evaluation Definition:

"The systematic collection of descriptive and judgmental information necessary to make effective training decisions related to the selection, adoption, value, and modification of various instructional activities."

- Evaluation of HRD Program helps in gauging the degree to which a training (or other HRD program) achieves its intended purpose.
- In other words it measures the effectiveness of the HRD program.

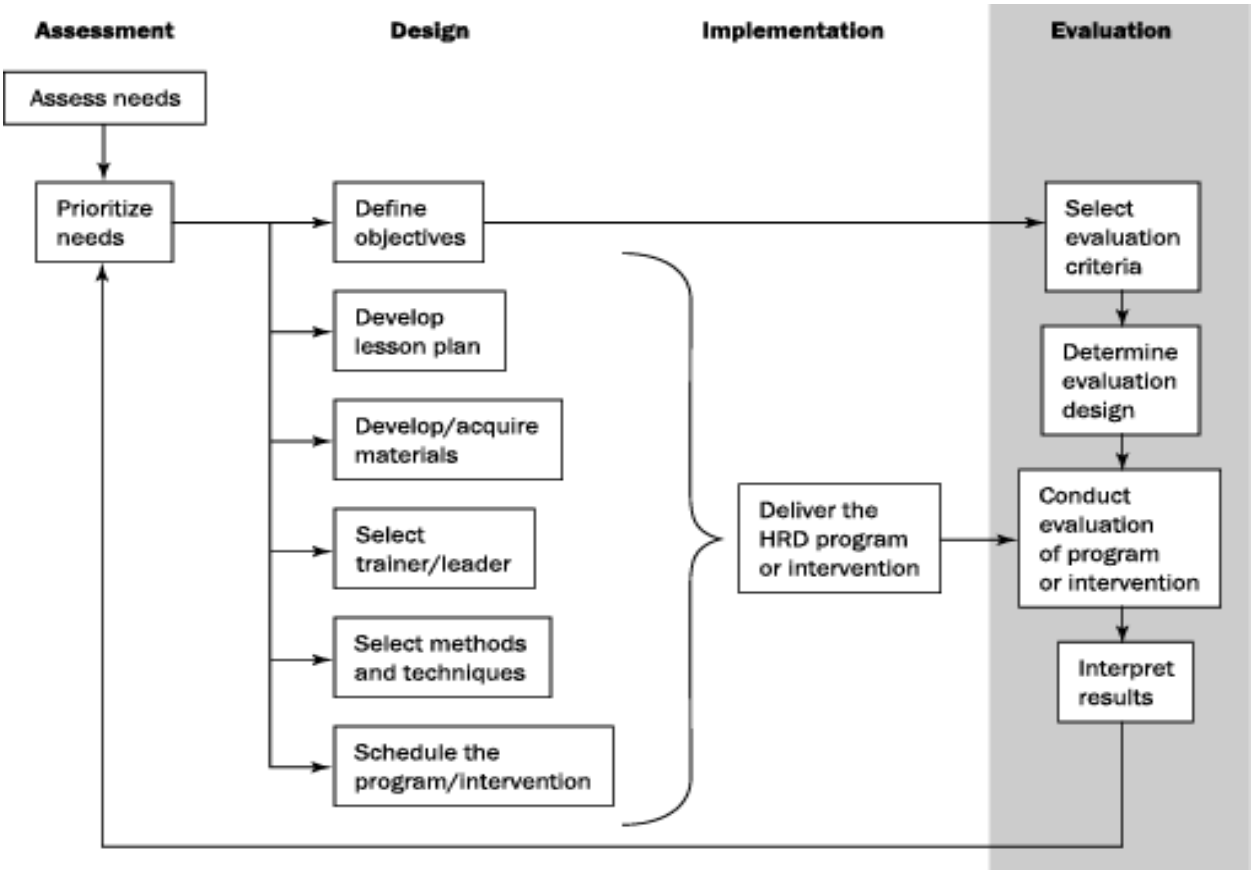
Effectiveness of HRD Program:

a) The degree to which a training (or other HRD program) achieves its intended purpose
b) Measures are relative to some starting point
c) Measures how well the desired goal is achieved

Before Training: The learner's skills and knowledge are assessed before the **training program**. During the start of training, candidates generally perceive it as a waste of resources because at most of the times candidates are unaware of the objectives and learning outcomes of the program. Once aware, they are asked to give their opinions on the methods used and whether those methods confirm to the candidates preferences and learning style.

During Training: It is the phase at which instruction is started. This phase usually consist of short tests at regular intervals.

After Training: It is the phase when learner's **skills and knowledge** are assessed again to measure the effectiveness of the training. This phase is designed to determine whether training has had the desired effect at individual department and organizational levels. There are various evaluation techniques for this phase.



Need for Evaluation:

- Descriptive and judgmental information needed
- Objective and subjective data
- Information gathered according to a plan and in a desired format
- Gathered to provide decision making information

Purposes of Evaluation:

- Determine whether the program is meeting the intended objectives
- Identify strengths and weaknesses
- Determine cost-benefit ratio
- Identify who benefited most or least
- Determine future participants
- Provide information for improving HRD programs
- Reinforce major points to be made
- Gather marketing information
- Determine if training program is appropriate
- Establish management database

How Often are HRD Evaluations Conducted?

- Not often enough!!!
- Frequently, only end-of-course participant reactions are collected
- Transfer to the workplace is evaluated less frequently

The Training Evaluation should involve:

a) Senior management
b) The trainer
c) Line management
d) The training manager
e) The trainee

Data Collection for HRD Evaluation:

The Possible methods for data collection for HRD Evaluation are:

- Interviews
- Questionnaires
- Direct observation
- Written tests
- Simulation/Performance tests
- Archival performance information

- **Advantages and Limitations of interviews:**

Advantages:

- Flexible
- Opportunity for clarification
- Depth possible
- Personal contact

Limitations:

- High reactive effects
- High cost
- Face-to-face threat potential
- Labor intensive
- Trained observers needed

- **Advantages and Limitations of Questionnaires:**

Advantages:

- Low cost to administer
- Honesty increased
- Anonymity possible
- Respondent sets the pace
- Variety of options

Limitations:

- Possible inaccurate data
- Response conditions not controlled
- Respondents set varying paces
- Uncontrolled return rate

- **Advantages and Limitations of Direct observation:**

Advantages:

- Nonthreatening
- Excellent way to measure behavior change

Limitations:

- Possibly disruptive
- Reactive effects are possible
- May be unreliable
- Need trained observers

- **Advantages and Limitations of Written Tests:**

Advantages:

- Low purchase cost
- Readily scored
- Quickly processed
- Easily administered
- Wide sampling possible

Limitations:

- May be threatening
- Possibly no relation to job performance
- Measures only cognitive learning
- Relies on norms
- Concern for racial/ ethnic bias

- **Advantages and Limitations of Simulation/Performance Tests:**

Advantages:

- Reliable
- Objective
- Close relation to job performance
- Includes cognitive, psychomotor and affective domains

Limitations:

- Time consuming
- Simulations often difficult to create
- High costs to development and use

- **Advantages and Limitations of Archival Performance Data:**

Advantages:

- Reliable
- Objective
- Job-based
- Easy to review
- Minimal reactive effects

Limitations:

- Criteria for keeping/ discarding records
- Information system discrepancies
- Indirect
- Not always usable
- Records prepared for other purposes

Models and Frameworks of Evaluation

There are six frameworks for evaluation

1. Kirkpatrick
2. CIPP
3. Brinkerhoff
4. Kraiger, Ford & Salas
5. Holton
6. Philips

The most popular is that of D. Kirkpatrick:

- ✓ Reaction
- ✓ Learning
- ✓ Job Behavior
- ✓ Results

KIRKPATRIK'S Four Levels

evaluation type (what is measured)	evaluation description and characteristics	examples of evaluation tools and methods	relevance and practicability
Reaction	**Reaction evaluation** is **how the trainees felt** about **the training or learning experience.**	'Happy sheets', feedback forms. Verbal reaction, post-training surveys or questionnaires.	Quick and very easy to obtain. Not expensive to gather or to analyze.
Learning	**Learning evaluation** is the measurement of the **increase in knowledge** - before and after.	Typically assessments or tests before and after the training. Interview or observation can also be used.	Relatively simple to set up; clear-cut for quantifiable skills. Less easy for complex learning.
Behaviour	**Behaviour evaluation** is the extent of **applied learning** back on the job - implementation.	Observation and interview over time are required to assess change, relevance of change, and sustainability of change.	Measurement of behaviour change typically requires cooperation and skill of line-managers.
Results	**Results evaluation** is the **effect on the business or environment** by the trainee.	Measures are already in place via normal management systems and reporting - the challenge is to relate to the trainee.	Individually not difficult; unlike whole organisation. Process must attribute clear accountabilities.