

■ CONTENTS

Lists of figures		viii
Introduction		1
So what can you expect from an evaluation system?		2
Sound theory is crucial to effective practice		3
Who says evaluation is a difficult subject?		4
Once you have cracked the evaluation code you can concentrate on learning		5
So what's in it for you?		7
So what's in it for everyone else?		7
Part 1	Building the foundations for evaluation	9
Chapter 1	How to make managers understand your role	11
	Reacting to 'training needs' or how to say 'no'	11
	The Learning Maturity Scale	14
	The six stages of the Maturity Scale	15
Chapter 2	Putting evaluation in its proper context	21
	What is the purpose of training?	21
	Learning probability	25
	Training is guilty until proven innocent	27
	The Classical Training Cycle	28
	There are only two types of training gap	29
	The Neo-Classical Training Cycle	33
Chapter 3	Evaluation – the theory	36
	That old red herring – attributability	36
	The purpose of evaluation	37

	The famous Kirkpatrick Model	39
	The laws of evaluation	42
	Testing Kirkpatrick by evaluating language tuition	42
	'Basic' and 'added' value	45
	Concentrating everyone on level 4 transforms the learning process	48
	So how do you get added value?	49
Part 2	Dealing with the practicalities	51
Chapter 4	The Baseline, Added Value, Evaluation and Learning System	53
	The Baseline, Added Value, Evaluation and Learning Model	54
	Using systems	56
	The Evaluation and Learning System	58
Chapter 5	ROI – what it can and cannot do	63
	The ROI formula	63
	Measuring ROI	65
	ROI – The concept	66
	ROI – The practical formula	66
	ROI – The management tool	68
	ROI alarm bells	69
	Agreeing an ROI objective influences training design	70
	Using ROI at the World Health Organisation	71
Chapter 6	Evaluation tools and techniques	73
	Tool 1. The Probability Check	73
	Tool 2. The Input/Outcome/Output Test	75
	Tool 3. The Added Value Scanner	76
	Tool 4. The 3 Box System	79
	Tool 5. The Business Objective and Training Objective Integrator	84
	Tool 6. The Employee Performance Curve	86
	Tool 7. The Looper	88
Chapter 7	Practical considerations when applying the Baseline Evaluation and Learning System to different interventions	91
	Do as little evaluation as is necessary	91
	Evaluation influences design	92
	Evaluating the main types of learning intervention	93
	So is this the last word?	121

Appendix 1	The top 20 most common questions about evaluation and ROI and some model answers	123
Appendix 2	A short critique of other evaluation models	133
	Kirkpatrick's four-level model	134
	Jack Phillips' ROI model	135
	Hamblin's five-level model	136
	Industrial Society's (now The Work Foundation) 'Carousel' or endless belt of development model	137
	The CIRO model	138
	Appreciative enquiry	138
Appendix 3	Reporting and presenting evaluation data and information	140
	Designing reports with the 'customer' in mind	140
	Annual Evaluation Report	142
	E-learning projects	144
Appendix 4	An evaluation algorithm – follow the simple steps	147
Appendix 5	Key terms in evaluation and learning systems thinking	148
Appendix 6	Coaching agreement	153
	References	155
	Index	157
