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| **Evaluation level and type** | **Evaluation description and characteristics** | **Examples of evaluation tools and methods** | **Relevance and practicability** |
| **3. Behaviour/ Transfer** | **Behaviour evaluation** is the extent to which the trainees **applied the learning** and **changed their behaviour**, and this can be obtained immediately and/or several months after the training, depending on the situation:  Did the trainees put their learning into effect when back on the job?  Were the relevant skills, knowledge and attitudes used?  Was there noticeable and measurable change in the activity and performance of the participants when back in their roles?  Was the change in behaviour and new level of knowledge sustained?  Would the trainee be able to transfer their learning to another person?  Is the trainee aware of their change in behaviour, knowledge, and skill level? | Observation and interview over time are required to assess change, relevance of change, and sustainability of change.  Assessments need to be subtle and ongoing, and then transferred to a suitable analysis tool.  Assessments need to be designed to reduce subjective judgment of the observer or interviewer, which is a variable factor that can affect reliability and consistency of measurements.  360-degree feedback is a useful method and need not be used before training, because respondents can make a judgment as to change after training, and this can be analyzed for groups of respondents and trainees.  Assessments can be designed around relevant performance scenarios, and specific key performance indicators or criteria.  Assessments tend to be more successful when integrated within existing management and coaching protocols.  Self-assessment can be useful, using carefully designed criteria and measurements. | Measurement of behaviour change is less easy to quantify and interpret than reaction and learning evaluation.  Cooperation and the skill of observers, typically line-managers, are important factors, and difficult to control.  Management and analysis of ongoing subtle assessments are difficult, and virtually impossible without a well-designed system from the beginning.  Evaluation of implementation and application is an extremely important assessment. There is little point in a good reaction and good increase in capability if nothing changes back in the job, therefore evaluation in this area is vital, albeit challenging.  Behaviour change evaluation is possible given good support and involvement from line managers or trainees, so it is helpful to involve them from the start, and to identify benefits for them, which links to the level 4 evaluation. |
| *Source: Businessballs, Donald L Kirkpatrick's training evaluation model - the four levels of learning evaluation,* [*https://www.businessballs.com/facilitation-workshops-and-training/kirkpatrick-evaluation-method/*](https://www.businessballs.com/facilitation-workshops-and-training/kirkpatrick-evaluation-method/) | | | |