

Chapter 7 Outline

Measurement and Evaluation: Knowing the Difference

Components of Measurement

- Where Do You Begin?
- Why Measure Training?
- What to Measure?
- Who Measures?
- How to Measure?

Components of Evaluation

- Why Evaluate?
- Who Evaluates?
- What to Evaluate?
- When to Evaluate?
- How to Evaluate?

Kirkpatrick's Levels of Evaluation

- Level One—Reaction
- Level Two—Learning
- Level Three—Behavior
- Level Four—Results
- Level Five—Return on Investment

Implementing Evaluation

Validity and Reliability

- Validity
- Reliability

Measurement and Evaluation Tools

- Benchmarking
- Performance Testing
- Action Plans
- Learning and Performance Contracts
- Follow-Up Training Sessions
- Critical Incident Approach
- Attitudes and Feelings Tools

Tests as Tools

- Test Writing
- Types of Tests

Evaluation Data

- Increasing Evaluation Data
- What to Do with Results?

Pitfalls in Measurement and Evaluation

Conclusion

Competencies

1. Differentiate between measurement and evaluation. (pp. 225–226)
2. List the components of measurement. (pp. 226–230)
3. List the components of evaluation. (pp. 230–235)
4. Describe the various levels at which training directors can evaluate training and development activities. (pp. 235–250)
5. Identify criteria that training directors use to validate training activities. (pp. 250–251)
6. List measurement and evaluation tools and explain how they are used. (pp. 251–258)
7. Describe what training directors do with evaluation data. (pp. 258–259)
8. Describe the drawbacks to measuring and evaluating training and arguments made against it. (pp. 259–260)