

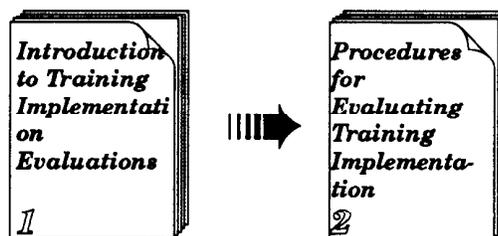
TRAINING EVALUATOR COURSE

M O D U L E F I V E

S T U D E N T W O R K B O O K

***Evaluation of
Training Implementation***

MODULE 5 LESSONS



U.S. Army Training and Doctrine Command
Training Development and Analysis Directorate
Ft. Monroe, VA 23651-5000

SEPTEMBER 1992

TRAINING EVALUATOR COURSE

Evaluation of Training Implementation

PROPONENT ▼.....
TRADOC Schools, Integrating Centers, and HQ TRADOC developed the materials that make up the Training Evaluator Course as a team effort. We acknowledge the work of all individuals and organizations that directly participated in this effort. We thank them for the support they provided and congratulate them on a job well done.

▼.....
The proponent for this workbook, and for the entire Training Evaluator Course, is the Commander, Headquarters Training and Doctrine Command (HQ TRADOC). Send comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to Commander, HQ TRADOC, ATTN: ATTG-CD, Fort Monroe, VA 23651-5000. Make telephone inquiries by calling DSN 680-5590 or COMM (804) 728-5590.

CONTENTS

INTRODUCTION ▼.....

- Purpose of Workbook 1
- How to Use Workbook 3
- Module Overview 4

LESSONS ▼.....

Lesson 1. INTRODUCTION TO TRAINING IMPLEMENTATION EVALUATIONS 9

- Lesson Introduction..... 10
- Lesson Objective 10
- Lesson Activities..... 11
 - Evaluation of Instruction and Instructors 11
 - Responsibilities of School Organizations 14
 - Pre-Observation Procedures 17
- Lesson Review and Summary 22
- End-of-Lesson Exercise 23

Lesson 2. PROCEDURES FOR EVALUATING TRAINING IMPLEMENTATION 27

- Lesson Introduction..... 28
- Lesson Objective 28
- Lesson Activities..... 29
 - General Guidelines for Using Observation Checklists 29
 - Contents of Training Observation Checklists..... 30
 - Local Checklists and Policy 35
 - Collecting Information from the Students..... 36
 - Collecting Information from the Trainers..... 37
- Lesson Review and Summary 38
- End-of-Lesson Exercise 41

TRAINING EVALUATOR COURSE

Evaluation of Training Implementation

CONCLUSION ▼.....
End-of-Module Exercise 44
References and Suggested Readings 44

**■
PURPOSE OF
WORKBOOK**

INTRODUCTION

▼.....

This workbook is one of a series of workbooks that, with other training materials, is used in the Training Evaluator Course. The course was developed primarily for new training evaluators assigned to the Directorate of Evaluation and Standardization (DOES) in each TRADOC school. Although designed primarily for DOES personnel in TRADOC schools, the training may be beneficial to other personnel who have training evaluation responsibilities.

The Training Evaluator Course consists of a series of training modules. Each module will train you on a specific task or tasks that DOES training evaluators perform. This workbook will be your guide as you work through Module 5. The other modules that make up this program are shown in the table below.

**Modules In The
Training Evaluator Course**

1. Introduction to DOES and Training Evaluation
2. The Evaluation Process

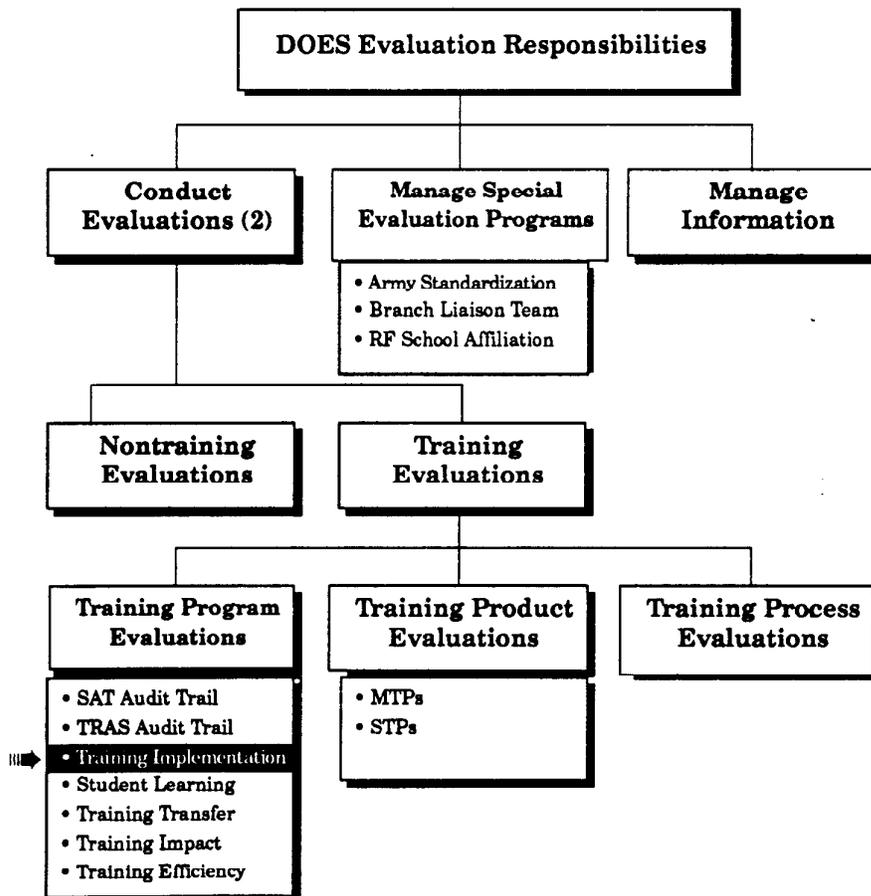
3. Evaluation of SAT Audit Trail Documents
4. Evaluation of TRAS Audit Trail Documents
- 5. Evaluation of Training Implementation**
6. Evaluation of Student Learning
7. Evaluation of Training Transfer to the Job

TRAINING EVALUATOR COURSE

Evaluation of Training Implementation

In this module, we will discuss the Evaluation of Training Implementation. Figure 1, below, shows the relationship of this module, which is highlighted, to the other modules in the course. The table also shows how the responsibility of evaluating training implementation relates to the other evaluation responsibilities of DOES.

Figure 1
DOES Evaluation Responsibilities
with Course Module Numbers



**HOW TO USE
THE
WORKBOOK**

▼.....

This workbook and all other materials associated with the Training Evaluator Course were designed for you to use in a classroom situation with a course manager available. This course manager will help guide you through the various activities, provide feedback to you on your work, answer your questions, and provide any other assistance you require.

Although we recommend that you complete this workbook in a classroom situation, it can stand alone; you can complete it without assistance from a course manager, much like a correspondence course. If you work through the workbook by yourself, ignore the references made to course managers in the workbook. If you are using the workbook in a classroom situation with a course manager available, as it is intended to be used, follow all directions.

Following this introduction, you will complete a series of activities, including short reading assignments. To reinforce the readings, you will be required to complete short exercises following some readings. In these exercises, you will be asked to answer questions or perform certain skills discussed in the reading. After each exercise, the course manager will provide you feedback on how well you did on the exercise.

When you complete the workbook, you will be directed to see the course manager, who will provide you an End-of-Module Exercise. After you complete the End-of-Module Exercise, the course manager will check your work. The course manager will give you feedback on the exercise and then either direct you to do additional exercises in this module or provide materials for the next module.

As you have probably noticed, there is blank space on the left side of each page in this workbook. You can use this space for writing notes if you desire.

Take your time working through the workbook. If you have any questions, don't hesitate to ask the course manager.

TRAINING EVALUATOR COURSE

Evaluation of Training Implementation

MODULE OVERVIEW

▼.....
One of your responsibilities in DOES is to evaluate the training programs (courses) conducted within your school. As we discussed in Module 1 of this course, there are different “things” about training programs you can evaluate. Training program evaluations can be categorized based on these “things”. The six types of training program evaluations are shown in the table below. This module will focus on the second type of evaluation, which involves evaluating the implementation of the training.

**Table 2
Types of
Training Program Evaluation**

TYPE EVALUATION (“thing” evaluated)	KEY QUESTION (addressed by the evaluation)
√ 1. Audit Trail	Was training developed using a Systems Approach?
√ 2.Implementation	Are they training the right things and are they training them to standard?
3.Student Learning	Did the students learn?
4.Transfer	Does training transfer to the job?
5.Impact	Does training meet unit needs?
6.Efficiency	Was training efficient?

In the previous two modules of this course (Modules 3 and 4), we discussed how to conduct the first type of training program evaluation—**Audit Trail Evaluations**. We discussed two different kinds of audit trail evaluations. In

Module 3, we discussed SAT (Systems Approach to Training) audit trail evaluations, and in Module 4 we discussed TRAS (Training Requirements Analysis System) audit trail evaluations. SAT audit trail evaluations help you determine if the training was developed using a Systems Approach to Training. TRAS audit trail evaluations help you determine if soldier training in the course is adequately documented as part of a larger training strategy for the occupational area to which the soldier belongs.

As we mentioned in Module 3, the SAT process identifies what we should train and how we should train it. This is done through the SAT procedures of Mission Analysis, Collective Task Analysis, Job Analysis, Task Analysis, Course Design, and Course Development. As we also mentioned in Module 3, if you evaluate the audit trail documents that result from these procedures, you can feel reasonably confident that you are training the right thing. But, you cannot be absolutely confident that you are training the right thing unless you evaluate the **implementation** of the training. All the work involved in analyzing, designing, and developing the training is totally useless unless the results of that work carry over to the actual training.

In this module, we will discuss the second type of training program evaluation—**Training Implementation Evaluations**. We conduct Training Implementation Evaluations to answer the two-part question:

Are they training the right things, and are they training them to standard?

Training implementation evaluations tell us if the results of the Analysis, Design, and Development phases of the SAT process carry over to the actual training. This answers the first part of the question—**Are they training the right things?** Even if the results of SAT carry over to the classroom and we teach the “right” things, students will not learn unless these things are taught well. Training implementation evaluations also tell us if the training is implemented well; this answers the second part of the question—**Are they training them to standard?**

Even if we train the right things and we train them to

TRAINING EVALUATOR COURSE

Evaluation of Training Implementation

standard, this alone does not ensure that graduates of our courses can perform on the job and help their units accomplish wartime missions. Not only must we ensure that **students learn** the things they are taught, we must also ensure that the things taught **transfer** to the students' jobs when they complete the training program. In the next module of the course (Module 6—*Evaluation of Student Learning*), we will discuss how you evaluate training programs to help ensure that students learn. In Module 7 (*Evaluation of Training Transfer*), we will discuss how you evaluate training programs to help ensure that training transfers to the jobs students are assigned after the program.

Conducting Training Implementation Evaluations involves more than just sitting in the classroom observing training. Information required for doing training implementation evaluations can be collected in different ways, including the following:

- **Training observations**, using structured observation checklists
- **Reviews of training documentation** (Task List, POI, Lesson Plans, etc.), using structured checklists
- **Student questionnaires/critiques** at the conclusion of training
- **Interviews with trainers** (instructors, developers, administrators, and managers), using structured interview guides.

How you collect the information required for evaluating training implementation is something you or your organization will decide based on many things, including the reason for doing the evaluation, the time you have to do the evaluation, the training you are evaluating, etc.

Development and administration of questionnaires and interviews is discussed in Module 2 of this course (*The Evaluation Process*). Most of the information you collect during training implementation evaluations will be collected through training observations and reviews of training documents. Therefore, this module will primarily focus on the conduct of training observations and the review of documents associated with the training. We will, however, briefly discuss the use of questionnaires and interviews

Evaluation of Training Implementation

throughout the module.

As we mentioned above, training observations involve more than just observing the training. There is work that you must do both prior to and after the actual observations in the classroom or training area. In the two lessons that make up this module, we will discuss things you must do before, during, and after you observe the training. This will include discussions of the training documents you must review as part of the evaluation.

In **Lesson One**, we will discuss the DOES role in the evaluation of training implementation as opposed to the roles of other organizations in your school. We will also discuss the things you must do before you observe the training. These include such things as reviewing the lesson plans, coordinating with the training department, obtaining training schedules, and reviewing your observation checklists.

In **Lesson Two**, we will discuss training observation checklists and the things you do while you are observing training. These include recording your observations on such things as the environment where the training is conducted, the students' involvement in the training, and the methods used by the instructor to conduct the training.

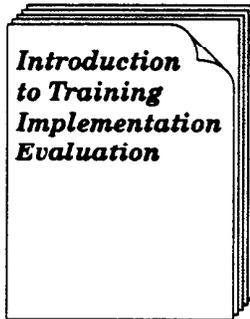
After completing the two lessons in this module, you will complete an End-of-Module Exercise that will reinforce what the module lessons covered.

TRAINING EVALUATOR COURSE

Evaluation of Training Implementation

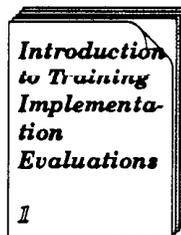
LESSON

1



***Introduction to Training
Implementation
Evaluation***

MODULE 5 LESSONS



U.S. Army Training and Doctrine Command
Training Development and Analysis Directorate
Ft. Monroe, VA 23651-5000

■ **LESSON INTRODUCTION**

Everyone involved in training in your school has a responsibility to ensure that good training is implemented. Before you can begin to evaluate training implementation, you must understand what your responsibility in evaluating the training is as compared to those of other organizations in your school. In this first lesson, we will look at the responsibility of DOES in evaluating training implementation as compared to the responsibilities of other school organizations.

As we mentioned in the module introduction, this module, including this lesson, focuses primarily on the conduct of training observations. So in addition to looking at DOES responsibilities in conducting training implementation evaluations, we will also discuss training observations and the things you should do to prepare for these observations.

■ **LESSON OBJECTIVE**

The training objective for this lesson is shown below. This objective includes: the **action** you will be able to perform at the conclusion of this lesson, the **conditions** under which you will be able to perform this action, and the **standards** to which you will be able to perform the action.

Conditions - Given this workbook and a job aid for conducting training observations;

Action - You will prepare to evaluate training.

Standards - You will develop an evaluation plan to determine whether the training is consistent with the POI and lesson plan and is effective (and specify causes of ineffectiveness).

■ **LESSON ACTIVITIES**

**EVALUATION
OF
INSTRUCTION
AND
INSTRUCTORS**

▼.....
As we mentioned earlier, we evaluate training implementation to ensure that we are **training the right things** and to ensure that **we are training them to standard**. This requires that we evaluate many things, including the instruction being conducted and the instructors who deliver the instruction.

***Evaluation of
Instructors/
Programs***

▼.....
Evaluation of instructors/programs usually involves observing the instructor or program in a class and evaluating the instructor's performance during that individual class. Instructor/program evaluations usually include rating the instructors/programs on their performance. Instructor/program evaluations usually answer questions such as:

- Did the instructor/program present the objective of the training?
- Did the instructor/program use the training aids effectively?
- Did the instructor/program use proper questioning techniques?
- Did the instructor know the subject matter?
- Did the instructor/program actively involve the students in the training?
- Did the instructor/program follow the lesson plan?

***Evaluation of
Instruction***

▼.....
Evaluation of instruction is more broad. Evaluation of instruction usually involves observing the instruction that takes place in a number of classes that make up a block of training or an entire course (training program). It also involves collecting information through means other than just observations of the training. When you evaluate instruction,

TRAINING EVALUATOR COURSE

Evaluation of Training Implementation

you are concerned with not only the one class being observed, but also with how the one class relates to the other classes and how all classes fit into the entire block of training or the entire training program. Since good instructors are required for good instruction, instructor performance must be observed, but you should comment on it only when it appears to detract from student learning. Instruction evaluations usually answer questions such as:

- Is the training based on the results of previous SAT analysis, design, and course development work and products of this work (task list, POI, lesson plan, etc.)?
- Does the class being observed tie into previous training given?
- Are the students actively involved in the training and does learning appear to be taking place?
- Are there any environmental factors that detract from student learning?
- Are the methods and media appropriate for the tasks being taught?

When most of us hear the term training evaluation, the first image that comes to mind is someone sitting in the back of a classroom taking notes while observing the instruction. Everyone has spent years being instructed. Maybe that explains why most evaluators spend more time, and are more comfortable when evaluating training implementation (or instruction) than evaluating other things such as audit trail documents, student learning, and training transfer to the job.

In addition to spending many years being instructed, many of us have spent years being instructors. This might explain why many evaluators, in addition to being overly focused on evaluating the implementation of training, also spend more time and are more comfortable evaluating the instructors. Pity the poor instructor! It seems that everyone is an expert and a critic concerning instructors.

We're not implying that you should not do training implementation evaluations. We're also not implying that you should totally avoid evaluating instructors. To some

Evaluation of Training Implementation

degree, you have to look at one if you look at the other. You should do training implementation evaluations and you should evaluate both instruction and instructors to some degree.

But, you should not overly focus on training implementation evaluations to the exclusion of other important types of training program evaluations.

And, when doing training implementation evaluations, **you should not overly focus on evaluating the instructors** to the exclusion of evaluating many other important aspects of the instruction.

Let's now look at the responsibilities of three organizations in your school from the standpoint of evaluating the instruction and evaluating the instructors.

TRAINING EVALUATOR COURSE

Evaluation of Training Implementation

RESPONSIBILITIES OF SCHOOL ORGANIZATIONS

▼.....

In a typical TRADOC school, there are three major organizations that have a responsibility to evaluate training implementation, or instruction and instructors. These are the:

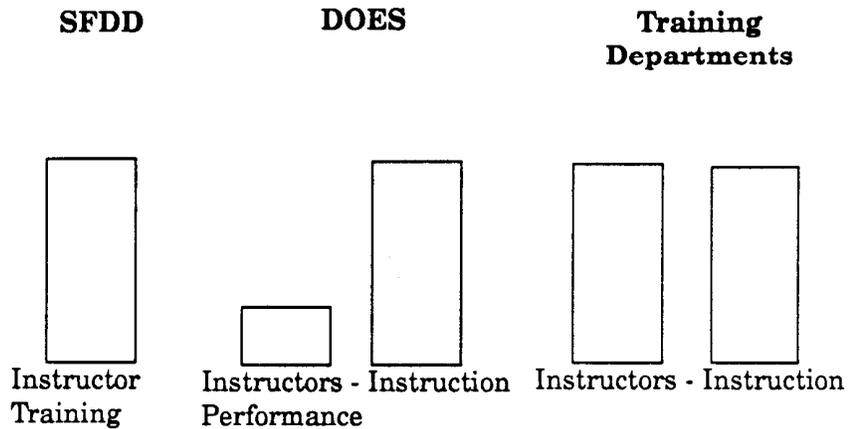
- Staff and Faculty Development Division (SFDD)
- Training Departments
- Directorate of Evaluation and Standardization (DOES).

Your school may have local policy documents that outline the responsibilities of these three organizations regarding the evaluation of training implementation. If your school does have such a local policy, you should get a copy of the policy document and review it.

Each of the three organizations is generally responsible for evaluating both instruction and instructors. The difference between the organizations' responsibilities occurs in the degree to which each organization focuses on instruction as opposed to instructors.

SFDD is primarily responsible for evaluating the instructors. DOES is primarily responsible for evaluating the instruction. Training departments are responsible for evaluating both equally as they maintain a quality control program. These responsibilities are graphically portrayed in Figure 2.

Figure 2
Responsibilities of TRADOC School Organizations
regarding
The Evaluation of Instruction/Instructors



SFDD
Responsibilities

▼.....

As you are probably already aware, the Staff and Faculty Development Division (SFDD) trains the school's faculty. Since its major responsibility is to train and certify instructors, its involvement in training implementation evaluations is primarily from the standpoint of observing and rating instructors on their performance as they conduct individual classes.

Since a prerequisite to this course is that you have taken an Instructor Training Course (ITC), you are most likely already familiar with factors involved in rating instructor performance. We mentioned some of these factors earlier. Most school SFDDs have developed detailed systems and local policy for evaluating and rating instructor performance. Although most of these instructor ratings are done by SFDD, the DOESs, at some schools may be required to do instructor ratings. Your DOES may be one of these.

TRAINING EVALUATOR COURSE

Evaluation of Training Implementation

Although SFDDs focus mainly on instructor performance when doing evaluations, they do get involved to some extent in factors that fall within the area of instruction evaluation.

***Training
Department
Responsibilities***

▼.....
The training departments within your school “own” the instructors and are responsible for conducting the instruction/programs. Or, to put it another way, the training departments are responsible for the Implementation Phase of the Systems Approach to Training.

Since the training departments are responsible for both instructor performance and instruction overall, they evaluate both instructors and instruction. Training department evaluations tend to be more from a quality control, or “product,” perspective rather than from a quality assessment, or “process,” perspective.

Training departments may not conduct formal evaluations of training, but their course managers and senior instructors should observe training to ensure the instruction and instructors are effective. The instructors supervisor is responsible for scheduling and tracking the instructor’s training. He should know the instructors training status. The training department comes close to balancing between evaluating instructors and evaluating instruction. If there is more evaluation emphasis in any direction, the emphasis is most likely in the direction of evaluating instruction. The departments should be concerned about whether or not learning is taking place and whether or not graduates can perform to task standards during exercises and end-of-course comprehensive tests.

***DOES
Responsibilities***

▼.....
What should you, as a DOES evaluator, focus on when doing training implementation evaluations? Once again, because one overlaps or affects the other, you will look at both. However, you should be more concerned with evaluating instruction. We recommend that you only evaluate and comment on instructor performance when it obviously detracts from student learning.

Again, remember your evaluations efforts should focus on the big question—**Are they training the right things, and**

are they training them to standard? We recommend that you do not get involved in the time-consuming job of rating instructors on all aspects of their performance. There are too many other important things for you to evaluate. If the right things are being taught and are being taught to standard, without major distractions resulting from unsatisfactory instructor/program performance, then you should be satisfied.

If the instructor/program is not teaching the right things as outlined in the course documentation, then this should be written up as part of the evaluation. If the instructor/program performance is detracting from learning, then you should recommend that training department or SFDD personnel observe and rate the instructor.

So, you should concentrate on evaluating the instruction more than the performance of individual instructors. With that in mind, let's talk about some of the things you need to do before you begin your training observations.

**PRE
OBSERVATION
PROCEDURES**

***In-Depth and
Spot-Check
Evaluations***

▼.....
As a DOES evaluator, you may have to conduct training observations as part of a major **in-depth evaluation** either of an entire course or of a block of training within a course. In addition to evaluating training implementation, you would probably be doing other types of training program evaluations such as Audit Trail Evaluation, Student Learning Evaluation, or Training Transfer Evaluation as part of this in-depth evaluation. This in-depth evaluation could be scheduled for different reasons including: a tasking from a higher authority, a request from an outside agency, or a decision by DOES as a result of a suspected problem that surfaced through an analysis of training feedback.

You could also be required to conduct training observations as part of a **spot-check evaluation** focused just on the training implementation for one or a few classes. This spot-check evaluation could be scheduled as the result of a reported or suspected problem with any aspect of course implementation, such as instructor conduct, site safety, testing procedures, training materials, subject matter taught, etc.

TRAINING EVALUATOR COURSE

Evaluation of Training Implementation

Regardless of why you conduct training observations, you should never begin observing training, without first taking some preliminary steps, which we refer to as **pre-observation procedures**. You need to consider the following questions:

- Should I develop an evaluation plan?
- What documentation do I need to review?
- How will I record my observations?
- Should I notify the department being evaluated?
- When should I arrive at the training area?

Should I develop an evaluation plan?

▼.....
If you are doing an in-depth evaluation, you should develop an in-depth evaluation plan. Job Aid 2, provided with Module 2 of this course, includes detailed step-by-step procedures for developing an evaluation plan.

If you are doing a spot-check evaluation on the implementation of just one or a few classes, a less detailed evaluation plan is required.

What documentation do I need to review?

▼.....
If you are doing an in-depth evaluation, you will need to review numerous documents such as the ITP (Individual Training Plan) for the occupational area, critical task list for the MOS, POI for the course, lesson plans for class(es) to be observed, and the training schedule for the course. You may also need to review other materials such as the student training materials, tests, etc. Job Aid 2 (*Plan an Evaluation*) provides a list of documents that you may need to review. What you review will depend on the evaluation problem (why you are doing the evaluation) and other factors such as the time and resources you have to do the evaluation.

If you are doing a spot-check evaluation, you may need to review the critical task list for the MOS, the POI for the course, lesson plans, and the training schedule for the class(es) to be observed. Again, what you review will depend on why you are doing the spot-check evaluation.

Prior to doing any training observations, you also review

Evaluation of Training Implementation

and become familiar with the local policy on classroom management. This will include policy on such things as requirements for posting information outside and inside the classroom, duty uniform of students, requirements for visitor folders, etc.

In addition to training documentation and classroom management policy, you may also need to review such other things as the student grade point plan (student evaluation plan for the course), student academic records, and possibly past student critiques of the training.

***How will I
record my
observations?***

▼.....

To do training observations, you must have a structured **training observation checklist**. This checklist must include aspects of the training to be observed and space for comments. Most schools and DOESs have developed local observation checklists for recording observations. You need to find out if your school has standard checklists that you must use. If not, you might want to consider developing a standard one for your DOES. The development of observation checklists, in general, was discussed in Lesson 2 of Module 2 of this course. We will discuss and show you a sample training observation checklist in the next lesson of this module, which covers observation procedures.

Regardless of where you get your checklist, you need to be thoroughly familiar with it before going into the classroom. Some of the administrative information (such as course/class name, time scheduled, classroom, etc.) that must be recorded on the checklist, can be recorded on the checklist prior to starting the observations.

If you have not used structured checklists to conduct training observations previously, you should go out with an experienced evaluator on a few observations to learn the proper procedures for recording your observations, and to ensure a reasonable level of interrater reliability - that is different raters agreeing on what is recorded.

TRAINING EVALUATOR COURSE

Evaluation of Training Implementation

Should I notify the department being evaluated?

▼.....
If you are doing an in-depth evaluation, you must coordinate with the training department and possibly other organizations such as the DOTD (the Directorate of Training and Doctrine). Job Aid 2 (*Plan an Evaluation*) also provides guidelines for coordinating your evaluation plans with all organizations involved in the evaluation.

If you are doing a spot-check evaluation, normally, you would not surprise the training department with a no-notice evaluation unless the surprise serves a purpose. Policy on this is different from one school to another. You should find out what your local policy is, if you have one.

When should I arrive at the training area?

▼.....
Regardless of whether you are doing an in-depth or spot check evaluations, you should ensure that you know where the training is to be conducted before you leave to do the observations. This information is normally given in the training schedules, but training schedules are frequently changed, so it's usually a good idea to check with the training department.

If the training is conducted in the field, you may need to visit the training location before the observations. If you will be observing field training, you also need to closely coordinate with the training department due to possible safety restrictions.

You should arrive at the training area at least 10 minutes prior to the scheduled starting time. This will give you a few minutes to check out the training area and talk to the instructor and tell him why you are there.

As we mentioned in the introduction to the module, in addition to conducting observations and reviewing training documentation, you might also need to administer questionnaires to students and interview trainers (instructors, developers, administrators, managers). As we also mentioned, development and administration of questionnaires and interviews are discussed in Lesson 2 of Module 2 of this course.

Evaluation of Training Implementation

Local policies on evaluating training implementation vary considerably, and your pre-observation procedures will vary depending on the particular evaluation you are doing. We have developed a job aid, provided with this workbook, that includes guidelines for conducting training observations. We will discuss the job aid in the next lesson.

Let's summarize what we've discussed in this lesson and then complete an end-of-lesson exercise.

■ **LESSON REVIEW/SUMMARY**

We have discussed the following key points in this lesson.

1. Training Implementation evaluations are conducted to answer the two-part question—**Are they training the right things and are they training them to standard?**
2. Information required for doing training implementation evaluations is collected primarily through training **observations, document reviews, student questionnaires, and interviews with trainers.**
3. DOES evaluators should not overly focus on Training Implementation Evaluations to the point of excluding other important type of training program evaluations (Audit Trail, Student Learning, Training Transfer, etc.)
4. When doing training implementation evaluations, evaluators should not overly focus on evaluating the instructor to the point of excluding evaluation of other important aspects of the instruction.
5. Although each has a responsibility to evaluate training implementation, DOES focuses on the instruction, SFDD focuses on the instructor, and training departments evaluate both as part of their quality control responsibility.
6. DOES evaluators conduct training observations as part of **in-depth evaluations** of entire courses or blocks of training and as **spot-check evaluations** of individual classes.
7. Regardless of why you do training observations, prior to observing the training you should:
 - develop an evaluation plan, if necessary
 - review necessary training documentation
 - obtain and review a structured observation checklist
 - coordinate with the department, if required
 - locate the training location.

■ **END-OF-LESSON EXERCISE**

Answer each question below in the spaces provided. You can use the workbook and other references to answer the questions. When you are finished, see your course manager for feedback on the exercise.

1. What are three of the things mentioned in the summary and in the lesson that you should do prior to observing training?

a. _____

b. _____

c. _____

2. Indicate whether each of the following questions, taken from observation checklists, are focused on the instructor, the instruction, or both. In the space in front of each question, write in "instructor", "instruction", or "both".

a. _____ Were all audiovisual training aids checked and adjusted prior to class starting?

b. _____ Were check-on-learning questions used throughout the lesson?

c. _____ Was the terminal learning objective (TLO) in the lesson plan identical to the TLO in the POI for the course?

d. _____ Were students actively involved in the training?

e. _____ Were attempts made at introducing realism into the training?

f. _____ Were the instructor-to-student ratio and the student-to-equipment ratio the same as that indicated in the lesson plan/POI?

TRAINING EVALUATOR COURSE

Evaluation of Training Implementation

3. As a result of each of the situations below you have been tasked to do a Training Implementation Evaluation. Indicate, based only on the information given, whether each situation seems to require an in-depth evaluation or a spot-check evaluation. In the space in front of each situation, write in "in-depth" or "spot-check".

a. _____ Several students have commented on the end-of-course student critiques that a certain instructor cannot be understood due to a heavy accent.

b. _____ Several students, in the past three Officer Advance Course classes, have commented on end of course critiques, that a four-week block of instruction in the course is not relevant to the jobs that graduates will be assigned upon completion of the course.

4. For each situation above, what documents do you think you would need to review prior to beginning your training observations.

a. _____

b. _____

5. Briefly comment on what you would do if you were placed in each of following situations?

a. You have initiated an in-depth Training Implementation Evaluation of one of your school's courses. As part of the evaluation, you request, from the training department, a copy of the critical task list, ITP, POI, and lesson plans for

TRAINING EVALUATOR COURSE

Evaluation of Training Implementation

the course. The training department responds that the course and all of the documents are being revised due to a major restructuring of the MOS.

What do you do? _____

- b. You have been tasked to conduct a spot-check Training Implementation Evaluation on a one-day field training exercise. You have coordinated with the training department, but the training department has informed you that live-fire ammunition will be used in the exercise and therefore you cannot observe the training.

What do you do? _____



When you are finished, see your course manager.



You've finished Lesson One of this Module. In this lesson, we discussed some of the things you need to consider prior to observing training. In Lesson Two, we will discuss things you need to do during your observations of the training.

TRAINING EVALUATOR COURSE

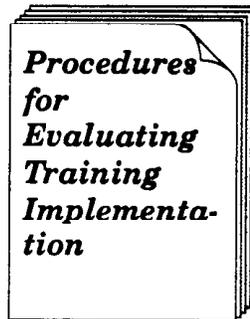
Evaluation of Training Implementation

TRAINING EVALUATOR COURSE

M O D U L E F I V E

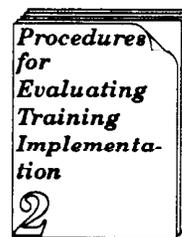
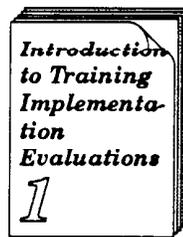
LESSON

2



***Procedures for Evaluating
Training Implementation***

MODULE 5 LESSONS



U.S. Army Training and Doctrine Command
Training Development and Analysis Directorate
Ft. Monroe, VA 23651-5000

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■ **LESSON INTRODUCTION**

As we mentioned in Lesson One, we evaluate training implementation to ensure that we are **training the right things** and to ensure that **we are training them to standard**

To evaluate training implementation, you can collect information through training observations, document reviews, and possibly through the use of student questionnaires and interviews with trainers. As we mentioned earlier, our discussion throughout the module will focus primarily on collecting information by conducting training observations.

In Lesson One, we discussed the responsibilities of DOES in regards to evaluating training implementation and some of the things you should do before you go out to do your training observations. In this lesson, we will discuss the observation checklists you use for recording your observations and some of the things you should do once you arrive at the training location.

■ **LESSON OBJECTIVE**

The training objective for this lesson is shown below. This objective includes: the action you will be able to perform at the conclusion of this lesson, the **conditions** under which you will be able to perform this **action**, and the **standards** to which you will be able to perform the action.

Conditions - Given this workbook, a job aid for conducting training observations, and an evaluation plan;

Action - You will evaluate training.

Standards - You will accurately determine quality of training.

■ **LESSON ACTIVITIES**

As we mentioned in the last lesson, prior to conducting training observations you should:

- develop an evaluation plan, if necessary
- review necessary training documentation
- obtain and review a structured observation checklist
- coordinate with the department, if required
- locate the training location.

If you have done all these things, you are now ready to conduct your observations. If we had to pick which of these things is the most important, it would undoubtedly be the one concerning the observation checklist. To do training observations you must have a **structured observation checklist**. The key to doing good training observations is using a good observation checklist.

**GENERAL
GUIDELINES
FOR USING
OBSERVATION
CHECKLISTS**

▼.....
Many checklists have been developed for observing training. Your school, and probably your DOES, already has standard checklists for observing training. We have reviewed several checklists and have incorporated what we think are the most important items into our sample checklist. This checklist is included in Job Aid 5, which you received with this workbook.



**Take out Job Aid 5 at this time.
We will refer to it throughout this lesson.**

PROCEED AFTER YOU HAVE THE JOB AID OUT.

The format for this job aid is similar to the other job aids you have used in this course. The cover, table of contents, and directions for using the job aid are similar to those for other job aids used in the course.

Beginning on page 5 of the job aid, we have provided some **general guidelines** for conducting training observations

and using observation checklists. These include before, during, and after observation guidelines.



Read through the first 8 pages of the job aid.

PROCEED AFTER YOU ARE FINISHED READING

**CONTENTS
OF TRAINING
OBSERVATION
CHECKLISTS**

▼.....

Before we look at and discuss the training observation checklist in the job aid, let's discuss training observation checklists in general and some of the things that any good checklist should include.

We evaluate training implementation and thus conduct training observations to ensure that we are **training the right things** and to ensure that **we are training them to standard**. The observation checklist is our tool for doing this. Training observation checklists should have places for recording information that answers these two basic questions. In addition, the checklist should also have places for recording administrative information on the training, and places for recording general comments and recommendations of the observer. Based on this, we have divided our checklist into four parts. These parts are:

- Part I - Administrative Information
- Part II - Are they training the right things?
- Part III - Is the training conducted to standard?
- Part IV - Comments and Recommendations

Parts II and III of our checklist include a number of individual items/questions that pertain to specific aspects of the training you are observing. Let's now discuss these four parts of the checklist.

***Part I -
Administrative
Information***

▼.....

At the beginning of any training observation checklist items should be provided for recording administrative information on the training being observed.



Read through the items in Part I of the checklist on page 9 of Job Aid 5.

PROCEED AFTER YOU ARE FINISHED READING PART I.

Can you think of any administrative information on the training that you might need that we have not included on our checklist?

It is generally a good idea to include items for recording any administrative information that you think might be required. It is better to record too much information than too little. This information will help eliminate any confusion you might have later on which class was observed, who the instructor was, how long the class was conducted, how long it was observed, etc.

If you observe and report any major problems associated with the training, you will need to have your observations thoroughly documented. For example, if you observe and report that a 2-hour block of instruction started 20 minutes late, included a 20-minute break, and finished 20 minutes early, you probably will be questioned on this. You should have the exact times documented. This example may seem a little ridiculous, but situations similar to this, and some even worse, occur frequently, even with observers present.

It may also seem that it will take a great deal of time to record the administrative information. You can record much of the information such as course and class name/number, observer, scheduled start time, etc. before starting the observations.

**Part II -
Are they
training
the right
things?**

▼.....
As we mentioned before, one of the major reasons we do training implementation evaluations and observations is to determine if the results of the SAT phases of Analysis, Design, and Development carry over to the actual training. If the training is not based on the front end SAT work, then all the resources invested in SAT are a waste. It is easy to get caught up in doing all the things required by SAT and lose

Evaluation of Training Implementation

sight of the fact that our end goal is to affect training that takes place in the classrooms and other training areas throughout the school.

You might be wondering—How do I know what the right things are? If you remember, SAT determines what the right things are. The right things are those things that the student needs to perform his job and, thus, support his unit in accomplishing its mission. SAT Analysis and Design procedures identify the right things to teach and how to teach them.

During the Development phase of SAT, these things and the strategies for training them are incorporated into course documents and training materials (POI, lesson plans, student materials, etc). In Module 3 (*SAT Audit Trail Evaluations*), we discussed how you determine if the different types of analysis were done and if the result of the analysis and design were carried over to the course documents. Checklists for evaluating SAT audit trail documents were provided in Job Aid 3.

If you have done a SAT audit trail evaluation on the course or block of training you are evaluating and have determined that a systems approach to training was used to develop the course documents, then your job at this point is to determine if the actual training is based on information in the course documents. The two documents you will be concerned with most are the **POI** and the **Lesson Plans**.

If you have not done a SAT audit trail evaluation of the course or block of training, then **you must assume that SAT was used** to develop the training and that the information in the documents was developed using a systems approach, **or you must review SAT audit trail documents** for the training you are observing.

Whether or not you review the SAT audit trail for the training will depend on why you are doing the training observations. If you are doing a spot-check evaluation on one or a few classes, because of problems associated with how the training is implemented, you may not need to review SAT audit trail documentation. If you are doing an in-depth evaluation of the training, you most likely would want to check audit trail documentation.

Regardless of whether you check audit trail

documentation or not, it is a good idea to have questions on the checklist that address the audit trail documents for the training. If you do not review the audit trail documents, you will mark these questions as not applicable (“NA”).

 **Read the items in Part II of the checklist on page 9 and 10 of Job Aid 5.**

PROCEED AFTER YOU ARE FINISHED READING
PART II.

As you probably noticed, the items on the checklist, that concern audit trail documents, address only course development documents and do not address analysis and design audit trail documents. If you need to find out if the information in the course development documents is based on previous analysis and design work, you must use the checklists dealing with evaluation of SAT audit trail documents in Job Aid 3.

***Part III -
Is the training
conducted to
standard?***

▼.....
This part of our checklist, which is the largest part, contains the questions that determine if the training is conducted to standard?

In addition to training the right things, we must **train them to standard**. There are several factors required for well-implemented training. We have divided Part III of our checklist into six sections based on these factors. To determine if the training is well implemented, you must collect information that answers the following six questions:

- Part IIIa. - Is the training **environment** conducive to learning?
- Part IIIb. - Are the **methods and media** used effective?
- Part IIIc. - Are training **materials** effective?
- Part IIId. - Is the **instructor** effective?
- Part IIIe. - Are **students** actively involved in the training?

TRAINING EVALUATOR COURSE

Evaluation of Training Implementation

- **Part IIIf. - Is the overall training strategy effective?**

Most of the individual questions on any training observation checklist will fall into one of these six areas. Your observation checklist should include individual questions that address each of these areas.

The individual questions that we feel are most important in each of these six areas are included in our checklist in Job Aid 5. As we mentioned in Lesson One of this module, the DOES evaluator should be more concerned with the instruction than with the instructor.

The individual questions that you include on your checklist will depend on a number of factors, including the particular evaluation being conducted, local policy, etc.

Rather than spending a great deal of time discussing the individual questions in each of the six areas, let's look at the checklist. We have tried to keep the checklist as simple as possible and still cover all the critical areas. As with all our checklists, if you use it, feel free to add or delete questions based on your particular needs.



Read through the items in Part III of the checklist on pages 11 through 14 of Job Aid 5.

**PROCEED AFTER YOU ARE FINISHED READING
PART III.**

Part IV - Comments and Recommendations?

▼.....
In Part IV of our checklist, space is provided for the observer to write in any additional comments or recommendations on the training. Adequate space needs to be provided for written comments. If additional space is required, you may attach pages to the checklist as necessary. All comments should be written so that someone else could read and understand what they mean. As you are observing the training, you should not hesitate to jot down any ideas or recommendations you may have regarding the training.

Evaluation of Training Implementation

This concludes our discussion of training observation checklists. Remember, before-, during-, and after-observation guidelines are included in the beginning of Job Aid 5.

The best way for you to learn how to do training observations and use the checklist is to get out with an experienced evaluator and do some training observations. It is important that evaluators are consistent among themselves concerning training observations

**LOCAL
CHECKLISTS
AND POLICY**

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Your course manager will give you information on any standard checklists used in your school for evaluating training implementation. The course manager will also give you a copy of the local policy document on classroom management and any other local information you will require to do training implementation evaluations within your school.



See your course manager at this time.

**PROCEED AFTER YOU HAVE SEEN YOUR COURSE
MANAGER.**

Before we wrap up this lesson, there are a couple other topics we need to discuss. As we mentioned earlier, in addition to collecting information through your observations of training and through your review of training documents, you could also collect information from the students who receive the training and from the trainers that administer the training. Following is a brief discussion on collecting information from the students and the trainers.

**COLLECTING
INFORMATION
FROM THE
STUDENTS**

▼.....

One method of obtaining information on training implementations is by surveying the students for their perceptions of the training. The value of the information obtained from the students will vary depending on the purpose of the evaluation and on the background of the students.

If you are doing a spot-check evaluation of one or a few classes, you probably would not need to survey students. On the other hand, if you are doing an in-depth evaluation of a course or block of training, you should consider getting feedback from the students.

Prior to surveying students, you need to consider the **background of the students**. In some courses, such as the different noncommissioned officer (NCO) courses and the Officer Advanced Course, the students have a great deal of field experience and can provide valuable feedback on whether the right things are being taught and on how well the training is implemented. In other courses, such as AIT (Advance Individual Training) courses, the students do not have the background to comment on whether or not the right things are taught. They can, however, provide feedback on how well the training is implemented.

You can collect information from students in different ways. These include informal discussions, structured interviews, questionnaires, and the review of existing course critiques administered by the training department.

When conducting training observations, there is usually time for **informal discussions** with the students. There are opportunities before and after class, and during breaks when you can discuss the training with the students. Take advantage of these times to get a feel for what the students think of the training and to determine if they are having any problems regarding the training.

Training departments administer routine **student critiques** after almost every block of training. The department should keep completed critiques on file. Take advantage of these and review them to get a feel for what students in the past classes have thought of the training. If your local student critique system is automated, it will be

relatively easy to obtain critique results.

There is an **automated student critique system** available through the TRADOC Automated Instructional Management System (TAIMS), which may be available at your school. If student critiques are not automated at your school, you might want to consider automating the system and possibly using TAIMS to do it. One more point on student critiques—do not overreact to student critiques and make recommendations based on this information alone. Problems that surface on students critiques should be investigated thoroughly before making recommendations to change the training. Usually you should wait for a pattern to develop.

If you are conducting an in-depth evaluation, you might want to consider developing and administering student **questionnaires** and possibly **interviews**. Although the information collected can be very valuable, both of these, and especially interviews, require significant resources to develop and administer. For more information on developing and administering questionnaires and interviews, see Module 2, Lesson 2 (Data Collection). Again, whether or not you use student questionnaires and interviews will depend on several factors, including why you are doing the evaluation, the resources you have, and the background of the students.

**COLLECTING
INFORMATION
FROM THE
TRAINERS**

▼.....

Another method of obtaining useful information on training implementation is to survey the people who develop and conduct the training, i.e., the “trainers”. These include the instructors, training developers, administrators, and managers. These individuals are more familiar with the training than anyone else and, therefore are a valuable source of information. If and how you collect information from the trainers will again depend on why you are doing the evaluation.

As with the students, if you are doing a spot-check evaluation of one or a few classes, you probably will not need to survey the trainers. On the other hand, if you are doing an in-depth evaluation of a course or block of training, you will probably need to collect information from the trainers.

You can collect information from trainers in different ways. These include informal discussions, structured interviews, and questionnaires. Since there are fewer trainers than students and since the trainers can potentially provide valuable information, you should consider one-on-one interviews with the trainers, or at least with the instructors.

If you are doing an in-depth evaluation, we recommend that, as a minimum, you **interview the instructors**. Instructors can provide insights into things that are not apparent through your observations or your survey of the students. If possible, you should conduct the formal instructor interviews after you have met and have talked with the instructors informally. If they are familiar with you, they will be more open during the interviews. If there are a large number of instructors and you don't have the time to do interviews, you might want to consider questionnaires.

As with the students, there are also opportunities for **informal discussions** with the trainers. Take advantage of these opportunities to get additional information on the training.

Remember, for more information on developing and administering questionnaires and interviews, see Module 2, Lesson 2 (Data Collection).

Let's now summarize what we've discussed in this lesson and then complete an end-of-lesson exercise.

■ **LESSON REVIEW/SUMMARY**

We have discussed the following key points in this lesson.

1. The key to doing good training observations is using a **good observation checklist**.
2. Guidelines for before-, during-, and after-observation procedures are included in Job Aid 5. The job aid also provides a sample training observation checklist.

Evaluation of Training Implementation

3. Training observation checklists should have places for recording four types of information:
 - Administrative Information
 - Information on whether the **right things** are being trained
 - Information on whether the training is **implemented to standard**
 - Written comments and recommendations by the observer
4. Detailed administrative information is required for documenting your observations.
5. To determine if the right things are being taught, you will need to review course development documents (primarily the POI and lesson plans) and determine if the training is based on these documents. If you have not done a SAT audit trail evaluation on the training, you must assume that the course development documents are based on previous SAT analysis and design work or you must review SAT analysis and design documents, i.e., do a SAT Audit Trail Evaluation.
6. There are several major factors required for well-implemented training. Your observation checklist should include specific questions that pertain to each of these factors.
 - Is the training **environment** conducive to learning?
 - Are the methods and media appropriate?
 - Are the **methods and media** used effectively?
 - Are training **materials** effective?
 - Is the **instructor** effective?
 - Are **students** actively involved in the training?
 - Is the overall **training strategy** effective?

TRAINING EVALUATOR COURSE

Evaluation of Training Implementation

7. The training observation checklist should provide adequate space for written comments and recommendations by the observer.
8. In addition to conducting observations, you can also collect information from the students that receive the training and from the trainers that administer the training.
9. You can collect information from the students primarily through the use of **informal discussions, questionnaires, and reviews of existing course critiques** that the students have completed.
10. Your local student critique system should be automated. An automated student critique system is available through the **TRADOC Automated Instructional Management System (TAIMS)**.
11. Information from the trainers is primarily collected through **informal discussions and structured interviews**.
12. If you are doing an in-depth evaluation, you should, as a minimum, interview the instructors.

■ **END-OF-LESSON EXERCISE**

Answer each question below in the spaces provided. You can use the workbook, job aid, or any other references you need to answer the questions. When you are finished, see your course manager for feedback on the exercise.

Briefly comment on what you would do if you were placed in each of following situations?

1. You are conducting a training observation in a classroom and observe that there is a major student discipline problem in the class. Most of the students are either talking, sleeping, or simply not paying attention to the instructor. Those students who are paying attention cannot hear the instructor's lecture due to the noise from the other students. During the break, students tell you that this problem has occurred before.

What do you do? _____

2. You are conducting a training observation during which hands-on preventive maintenance checks and services on a vehicle are being trained. Students are working in small groups supervised by instructors. You notice a serious safety hazard while one of the students performs a service on a vehicle. The instructor either has not noticed or does not know that a safety hazard exists.

TRAINING EVALUATOR COURSE

Evaluation of Training Implementation

What do you do? _____

3. You go out to do a training observation and arrive at the training area ten minutes prior to the start of the training. You introduce yourself to the instructor and tell him you are from DOES and will be observing his class. He tells you that the class is full and there are no available seats for you to sit. Since this is a two-hour block of instruction, it may be difficult to stand throughout the training.

What do you do? _____

4. You have decided that as part of an in-depth evaluation that you will be conducting on a block of training, you will review completed student critiques from the past five classes that received the training. You have asked your POC in the training department to provide the critiques to you for a few days so you can go through them and analyze the student responses. Your POC has told you that the training department policy is that no critiques can go outside the department; if you want to review them you will have to review them in the department.

Evaluation of Training Implementation

What do you do? _____

5. You are planning an in-depth training implementation evaluation of a 12-week AIT course conducted in your school. DOES has been directed to conduct the evaluation because of several negative comments received on end-of-course student critiques. The comments were directed at how the training is implemented; therefore, you were tasked to do a training implementation evaluation. While reviewing course documents prior to conducting your training observations, you discover that the tasks identified for resident training on the critical task list for the MOS do not agree with the tasks in the POI, and the tasks on the task list and in the POI both do not agree with the tasks in the lesson plans. As a result of this you are concerned about how the course was developed and whether the training transfers to the jobs that graduates are assigned upon completion of the course.

What do you do? _____



When you are finished, see your course manager.

■ **END-OF-MODULE EXERCISE**

Congratulations, you've completed Module 5 of the Training Evaluator Course. You are now ready to take an End-of-Module Exercise.

As we discussed in the Course Introduction, after you complete the End-of-Module Exercise, your course manager will grade it and you will receive either a GO or NO GO for the module. You may want to quickly review the materials in the lessons of this module and the job aid provided with the module before taking the End-of-Module exercise. You may also have some questions you would like to ask the course manager.



When you are ready, take your course map to the course manager.

The course manager will give you further directions for taking the End-of-Module Exercise.

■ **REFERENCES AND SUGGESTED READINGS**