Please save the date for our upcoming CCC Breaks, all dates are online [here](#).


Training is not the only way to learn, there are lots of different learning initiatives that will enable one to acquire and develop intercultural skills. However, when intercultural training is delivered, training evaluation often comes down to happy sheets, if anything at all. After all the efforts to analyse the learning needs, design a tailor-made solution, develop customised materials, and deliver an engaging training programme, all that it’s done to evaluate the impact of the training are happy sheets with a few questions on how did you like it? Surely there must be more that we, as interculturalists, could do to prove to our clients that intercultural training adds value, makes impact and brings a return on investment (ROI).
SIETAR Europa Cross Cultural Coffee Breaks

Summary

It is quite difficult to evaluate training and proof training impact, in particular when it comes to something as intangible as intercultural competence. Gabriela Weglowska decided to discuss this topic with other interculturalists in this CCC-Break. She offered a set of thought-provoking questions to explore the topic in more detail. Parts of the discussion were captured in interactive, online activities using www.menti.com.

What are the reasons for training evaluation to be that one stage in the training cycle that’s often neglected?

The reasons for no formal evaluation can vary from one business to another. It’s possible that a business
- has not considered the benefits of evaluating the training,
- does not believe formal evaluation is necessary,
- lack knowledge and skills on how to do evaluation,
- is not sure what to measure in order to analyse ROI
- has no budget for a substantial evaluation and analysis of ROI.

The 2015 CIPD learning and development survey highlighted that one in seven organisations do not evaluate the majority of their L&D initiatives – over a third limit their evaluations to the satisfaction of those that take part. One in five assess the transfer of learning into the workplace and a small minority evaluate the wider impact on the business or society. And at a recent conference, one expert was overheard saying that evaluation was just “too difficult, time-consuming and complicated, so we shouldn’t bother”.

So why is learning and development so hard to evaluate?
An article in h2h.uk.com offers a few suggestions:

1. Measuring behaviour change is time-consuming
2. Whilst behaviour change may lead to tangible business improvements, it is challenging (if not impossible at times) to prove how much any improved profit or increased sales is down to the training and coaching.
3. L&D professionals are data-phobic (?)
4. Too often a learning need is identified, but by the time the learning has been agreed and carried out, the sponsor has moved on physically or mentally.

Moreover, training evaluation is even hard to do when training lacks planning, sponsorship, budget or because it is done for the wrong reasons and ultimately it fails.

Zane Berge is his 2008 publication Why it is so hard to evaluate training in the workplace, argues that “evaluation of training is also difficult because operating unit managers are looking for increased performance and not necessarily the increased learning on which trainers usually judge the success of their training. Additionally, in almost all cases, the lack of performance is only partially due to the need for training. Even when training is needed, a deficit of skills and knowledge is often a small part of the overall lack of performance. Training’s effectiveness in helping to increase performance is reduced even further since training is often wasted because the skills and knowledge gained in training are not applied on the job and thus have no impact. Add to these things, the antiquated accounting methods used to measure and evaluate training, and it becomes easy to understand why evaluation of the impact training has within the organization is difficult” (Berge, Z. 2008. Emerald Insights).

On the other hand, an article in GP Strategies explains that evaluation isn’t hard when you focus on outcomes. “One reason we don’t, or can’t, evaluate a training program is that we skip right to determining the modality, timing, and audience (...). What we need is to take the goal, or desired skills, and convert them to behaviours and outcomes.” So next time you are asked for an intercultural training, first find out what learners will do on the job, and then you will be able to evaluate training effectiveness.
What are the consequences of not evaluating training?

What are the advantages of a well-done training impact evaluation?
How do you do your training impact evaluation when you work with clients?
What strategies, process or models do you use in your training evaluation?
What other creative methods can we use to provide a good training impact evaluation and ROI to clients?

- Clearly agree what to evaluate.
- Build a good relationship with the client to honestly discuss the evaluation needs and agree measures.
- Re-capture the participants' attention span and continuous learning – but how? How do we assess people's competence after the training?
- How do we persuade the client that evaluation is crucial?
- Switching to virtual makes it difficult to capture feedback from the participants and to even know what will be evaluated at the end. Good practice is to have reflection activities at the end of a virtual session and at least collect the lessons learned.
- Leave space for qualitative feedback. Add your own questions, including open questions, to the clients' feedback form if this will improve the evaluation process.

### How do you do your training impact evaluation when you work with clients?

<table>
<thead>
<tr>
<th>Questionnaires</th>
<th>FeedForward</th>
<th>Talk to them</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often role of client themselves to do it</td>
<td>Questionnaire with questions such as: 'Since taking part in this training, I now ... with option to answer with Strongly Agree, Agree etc.'</td>
<td>Informally, by talking to participants</td>
</tr>
<tr>
<td>Agreements on what needs to be evaluated and measured</td>
<td>Mindmap of doing things different</td>
<td>Talk to them</td>
</tr>
<tr>
<td>Self reflection (3 main things you learned? 3 main things you're going to use in your reality?)</td>
<td>Thru a form to fill in on spot</td>
<td></td>
</tr>
<tr>
<td>Plan the evaluation process at the learning needs analysis stage</td>
<td>Open question allowing them to reflect on benefit of the training on their daily work. Surprisingly a lot of people respond well to this</td>
<td></td>
</tr>
<tr>
<td>Standard feedback form provided by Clients. I use a &quot;Time machine&quot; analogy and some role-playing to underline the impact for my client and as a feedback for myself. I am trying to get my clients to include a &quot;happiness quotient&quot; to the evaluation :)</td>
<td>Personal learning goals</td>
<td></td>
</tr>
<tr>
<td>It’s very difficult to isolate any soft skills training as being the sole cause of ROI</td>
<td>Make the link between an activity we would have done at the beginning of the training (what are your expectations) by making a parallel between the two methods.</td>
<td></td>
</tr>
<tr>
<td>Add coaching and mentoring to move learning forward and create sustainable change.</td>
<td>Talk about learning not ROI. Impact on an individual and therefore the business, not in financial terms.</td>
<td></td>
</tr>
<tr>
<td>Group drawing on a big flipchart (what do you take with you? What inspired you?)</td>
<td>Menti meters questions</td>
<td></td>
</tr>
<tr>
<td>discussions into little groups and ask for a common answer to “what did you learn?”</td>
<td>I ask for symbols that reflect their learnings</td>
<td></td>
</tr>
<tr>
<td>360 feedback, if applicable. Perhaps not so creative, but could be more impactful for this area where progress is sometimes not easily quantifiable</td>
<td>Create a reflection journal for participants to use in their daily life and then have followups</td>
<td></td>
</tr>
<tr>
<td>Leave space for qualitative feedback</td>
<td>Build a good relationship with the client to honestly discuss the evaluation needs and agree measures</td>
<td></td>
</tr>
<tr>
<td>Honestly, I don’t think it’s possible to measure prove ROI in financial terms. Continued work with the client is the best measure, but not assessable in numbers</td>
<td>Making some reports proving positive relations between training and their performance with numbers...?</td>
<td></td>
</tr>
<tr>
<td>Pear groups to stay focused</td>
<td>Pear groups to stay focused</td>
<td></td>
</tr>
<tr>
<td>Create groups to stay in touch to reflect</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Menti meter**
SIETAR Europa Cross Cultural Coffee Breaks

Summary

- Embed evaluation in the training activities, turn it into fun exercises so it’s not a chore but it’s seen as a beneficial exercise for the participants.
- Focus on ‘feed-forward’ instead of ‘feed-back’. Ask: what are you taking away that you will implement going forward? It’s rooted in reflective practise and helps with learning transfer.
- Give participants a sheet of paper to jot down their aha moment throughout the session.
- Reflective flipchart activity at the end, with post-it notes: what to keep change, have more of, and have less of.
- Make earlier participants consultants, involving them officially in shaping feedbacks and next training design.
- Face it that as trainers, if we want to create a sustainable change, you need to add coaching and mentoring, and follow the learning through.
- It’s not just about learning but how do we act on the learning afterwards.
- A lot of training offers psychological wellbeing for expats/assignees – how do we measure that?
- Not everything is measurable!
- Don’t hard ‘sell’ intercultural training – make sure clients and participants understand the value of it and how it impacts performance, wellbeing, motivation, engagement, inclusion, etc. It’s not about financial rewards.
SIETAR Europa Cross Cultural Coffee Breaks

Summary

The ADDIE MODEL is a five-phase approach to building effective learning solutions.

1. **Analyze**
   - Instructional goals (1) respond to competency gaps caused by lack of knowledge and skills, and (2) state desired outcomes of successful course completion.
   - Target audience characteristics (e.g., existing knowledge and skills, experience level, language proficiency, motivation) inform decisions throughout the ADDIE process.
   - Required resources (content, technology, facilities, and human) and potential delivery methods are determined.

2. **Design**
   - Learning objectives define specific, measurable actions that will enable learners to fulfill instructional goals.
   - Instructional strategies (1) establish clear links between course content and learning objectives, and (2) introduce content and learning activities in a logical sequence that supports the learners' construction of knowledge and skills.
   - Testing strategies provide feedback on the learners' progress in meeting the defined learning objectives.

3. **Develop**
   - Learning resources are generated by integrating content and strategies with supporting media and developing guidance for instructors and learners.
   - Validation of resources in development is performed through stakeholder review and subsequent revision.
   - A pilot test and the feedback/observations collected offer insight into final adjustments that should be made before implementing the learning solution.

4. **Implement**
   - Preparation for an instructor-led course identifies and schedules qualified individuals to act as facilitators and take part in a train-the-trainer workshop.

5. **Evaluate**
   - Formative evaluation is conducted prior to implementation in order to determine whether the quality of learning resources satisfies the standards established in the Design phase.
   - Summative evaluation is conducted after implementation, generally at three levels:
     - **Level 1: Perception** measures degree of participant satisfaction.
     - **Level 2: Learning** measures acquisition of knowledge and skills.
     - **Level 3: Performance** measures transfer of newly acquired knowledge and skills to an actual work environment.
   - Participant engagement begins with notification and enrollment, followed by pre-course communication and interaction with the newly developed learning resources.

Reference:
References and Resources

Here is a list of training evaluation models and further resources you may find useful:

- Donald Kirkpatrick’s 4-level training evaluation model
- Jack Phillip’s 5-level ROI model
- Robert Brinkerhoff’s Success Case Method
- 5 Best Ways to Evaluate Training Effectiveness and Impact
- 5 Easy Ways to Measure the ROI of Training
- Everything you need to know about training evaluation
- Measuring the success of intercultural training
- What is the ROI of Intercultural Skills?
- 2015 CIPD learning and development survey
- Evaluation isn’t hard when you focus on outcomes
- Why is learning and development so hard to evaluate
- 7 Learning Analytics Challenges That Hinder Training Evaluation (And Solutions)
- Seven Innovative Ways To Measure Training Effectiveness
- 3 Ways To Measure Training Effectiveness
- Getting To Know ADDIE: Part 5 - Evaluation

Thanks for this summary of our CCC-Break discussion to:

Contributor: Gabriela Weglowska | gabriela.weglowska@worldwork.global | LinkedIn
SEU Moderator: Gradiola Kapaj | gradiolkapaj@gmail.com | LinkedIn