# **KIRKPATRICK MODEL**

**The Kirkpatrick model is used for:**

* **evaluation of training effectiveness,**
* **training design**

**Three most important reasons for using the Kirkpatrick model in the training evaluation:**

1. *In order to improve the training program,*
2. *In order to strengthen the transfer of knowledge to the level of behaviour and to achieve the maximum results from the project*
3. *In order to demonstrate the value of training for the organisation*

What does "successful training" mean ?, how to assess whether the training was successful? are participants satisfied with the training? if they are great, but how do you relate to the effects for your organisation? Can you count on the results if the participants are not satisfied with the training? Are the results a training effect? Or maybe other processes within the organisation or changes in the market?

The above questions are often born in the minds of the Employers, and they often fall while ordering a training. They are directed to the trainer. One of the tools that allows you to answer the above is the Kirkpatrick model.

**4 levels of questions according to Kirkpatrick**

* level 1 Reaction - satisfaction with the training
* level 2 Learning - the degree of self-confidence
* level 3 Behaviours - predicted implementation of skills
* level 4 Results - forecasted results that are the result of implementation

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| METHODS | LEVEL OF RESULT | | | |
| 1 REACTION | 2 LEARNING | 3 BEHAVIOURS | 4 RESULTS |
| Surveys, questionnaires, individual or group interviews | x | x | x | x |
| Monitoring of the action plan, action learning |  | x | x | x |
| Review of the work, observation of skills, observation of behaviours, action learning |  | x | x |  |
| Case study, knowledge test, presentations, TEACHING others |  | x |  |  |
| A request to confirm the usefulness of the training |  |  | x | x |
| Key business and HR indicators |  |  |  | x |

Table 1. Kirkpatrick evaluation methods (J. Kirkpatrick, W. Kirkpatrick, Kirkpatrick's Four Levels of Training Evaluation, 2016)

Considering the above 4 levels, it is the hardest to measure the last one. Level 4 The results, however, are the most convincing for the further work of the trainer and the implementation of the next trainings. Most of the research ends on level 1 and 2, i.e. the reactions and skills of the participants. The TRAINER takes responsibility and has control over the first two levels, and the OVER THE next has only some influence.

In practice

The ordering party is delegated by a team of employees such as cooks and kitchen ASSISTANTS for training in Italian cuisine. The results of the evaluation questionnaire come out very well - 100% of responses at the highest level of THE scale. The training participants are very happy. The measurement of skills indicates that the issues planned for the training and related skills have been mastered by the entire team.

The team of chefs returns to the restaurant for daily work. The hotel manager who did not participate in the training reacts to their new ideas. He does not agree to the proposed changes in the menu of the hotel restaurant and the new shopping list, thus also the light change of suppliers. Unambiguously prohibits the use of new techniques and recipes learned during the training. The team is outraged, but agrees with the manager's decision. Thus, all work from the training was wasted.

Fortunately, after talking to the owner of the hotel, the manager changes his mind and some of the recipes are included in the menu. Unfortunately, an Italian restaurant with a chef from Italy appeared in the nearest location. It quickly gains popularity and recognition of guests. At the same time, our hotel loses customers, there are fewer reservations, less special events. The results of the restaurant, and thus the hotel, clearly fell, and they were supposed to increase after the training. That was the goal! The mere fact that without training THESE would have fallen WOULD BE harder to prove to the Employer.

Of course, certain situations can be saved and remedies CAN BE FOUND. A well-prepared trainer will plan additional tasks that can be used to train skills after training. Another solution may be to convince the Employer or participants to additional forms of educational support, eg. implementation consulting In order to support participants and organisations for the next professional challenges.

Additional services lead to a change of status from a pure training service to a package of training and consulting services. Then it becomes possible to take responsibility for the 3rd level by the trainer, and ultimately for level 4. Without strengthening the service through additional activities, eg in the form of advising, the trainer must be aware of what you can take responsibility for, and what not. And to explain to the organisation that you can not take responsibility for the implementation of the training itself.

Of course, the whole scenario is optimistic and assumes solutions that the Employer accepts. Often, training is even given up to level 1, but it all depends on the expected budget and objectives.