



STAFF TRAINER

TOURISM SECTOR



Co-funded by the Erasmus+ Programme of the European Union

TRAINING EVALUATION

6

WHAT IS EVALUATION?

EVALUATION = THE RATING OF TRAINING EFFECTIVENESS

IN DEPTH ANALYSIS, EVALUATION IS:

- ➔ Systematic collection of information from a given training which aims to give useful feedback,
- ➔ Critical and constructive outlook on implemented actions ie. The training,
- ➔ Determining which of the implemented activities was significant and valuable, and what can be improved, changed or deleted.

EVALUATION AIMS



DUE TO A CORRECT EVALUATION YOU CAN:

- ➔ explore the needs of training participants,
- ➔ define the directions and goals of the next training activities,
- ➔ evaluate the implemented activities in relation to the assumed goals and effects of the training,
- ➔ select elements to change, modify or remove from the training program,



EXAMPLE DOCUMENTS
Evaluation report, Kikpatrick model



PODCAST
Recording no 1

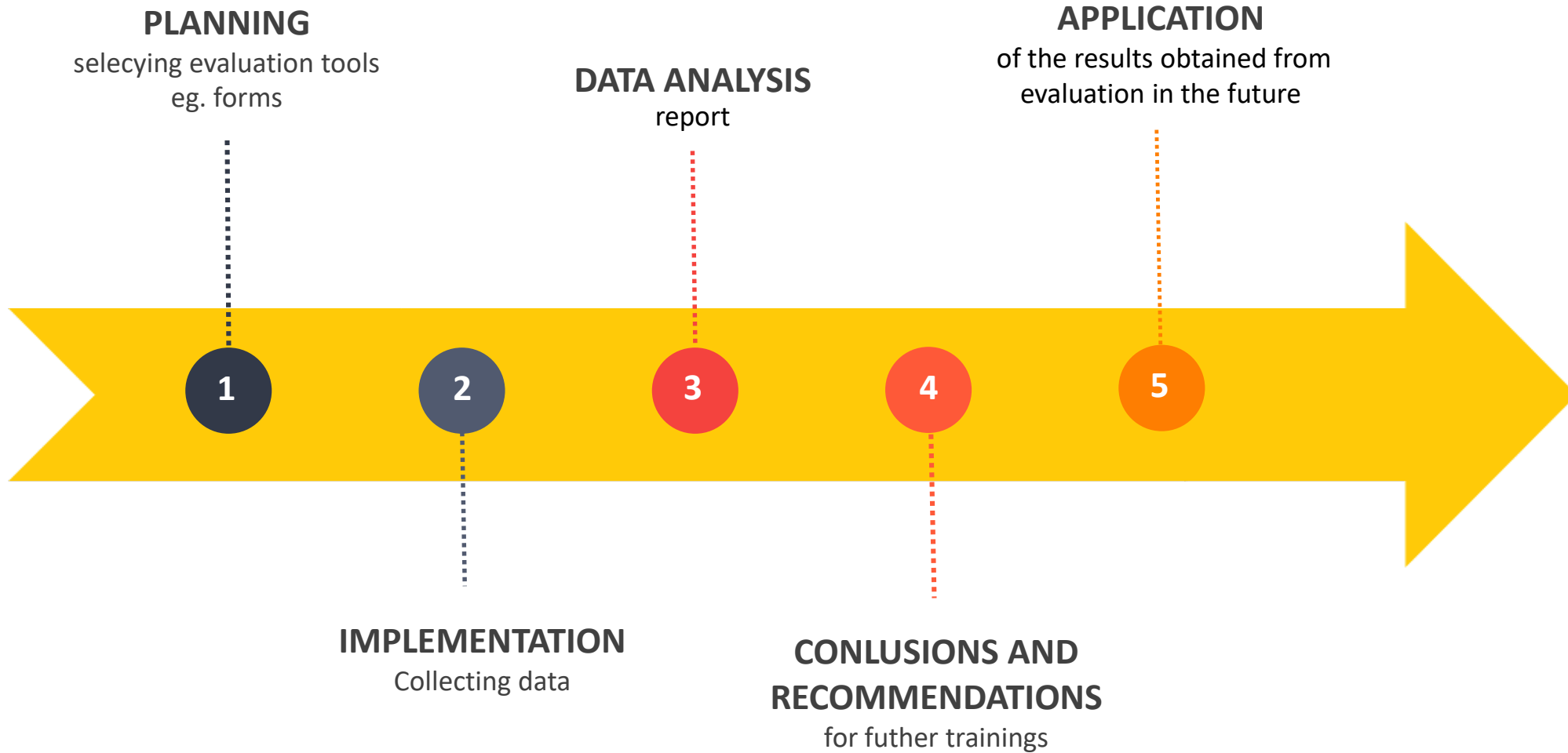
EVALUATION AIMS



DUE TO A CORRECT EVALUATION YOU CAN:

- ➔ obtain feedback for the training participants and the contracting party (eg employers),
- ➔ assess the impact and usefulness of training for organisations sending participants,
- ➔ support your personal and professional development as a trainer.

STAGES OF EVALUATION



PODCAST
Recording no 3

WHEN TO CONDUCT THE EVALUATION?

WE CHOOSE THE TYPE OF EVALUATION AT THE TIME OF TRAINING PLANNING

- ➔ before the training, we can carry out a diagnosis of needs (ex-ante)
- ➔ the most frequently used tool is a study of participants' opinions and reactions in the form of a survey after training (ex-post)
- ➔ we evaluate the results after training based on the collected data



TYPES OF EVALUATION

PRELIMINARY EVALUATION

ex-ante

before training



MID-TERM EVALUATION

(on go-ing, mid-term)

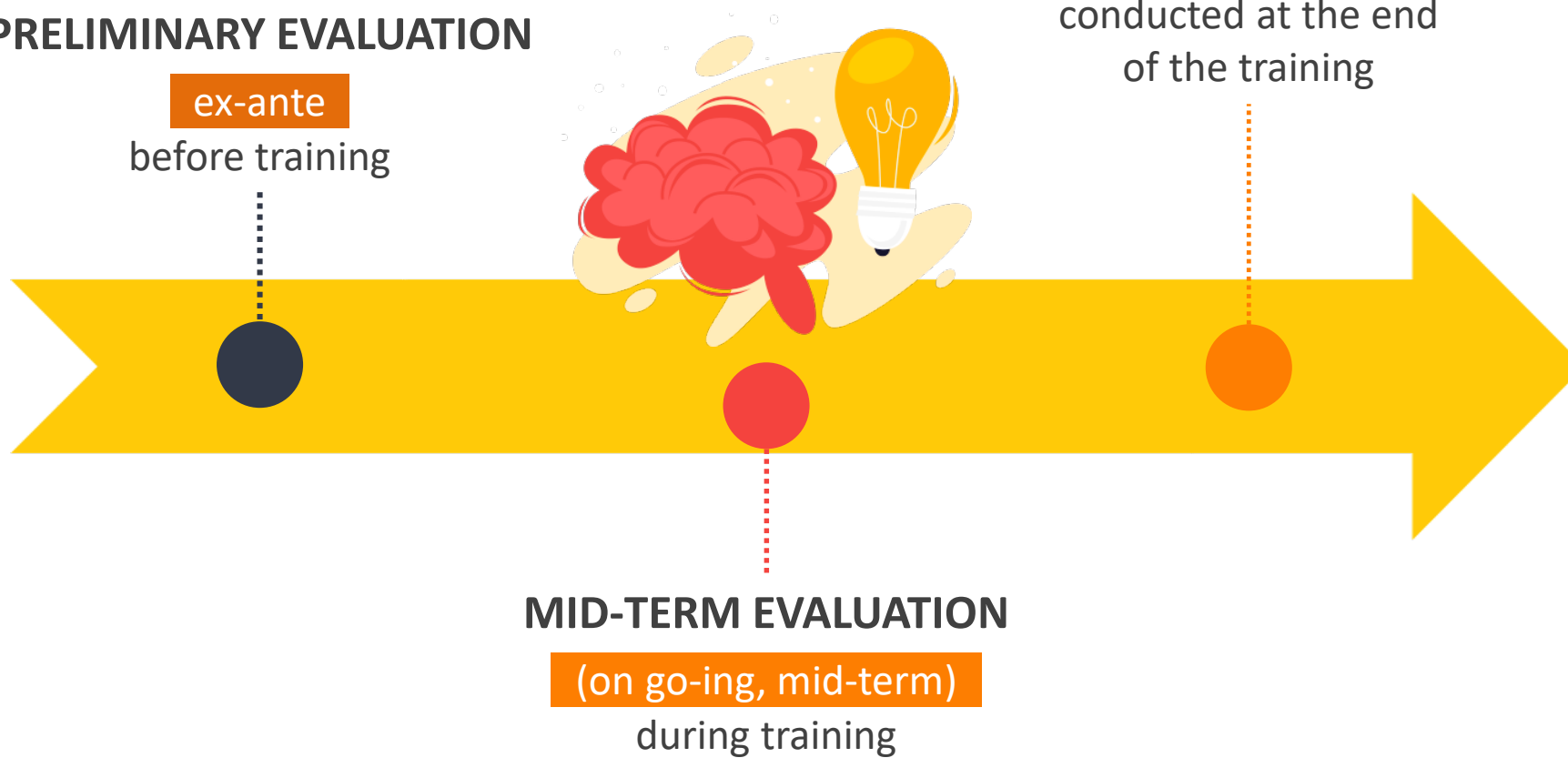
during training



FINAL EVALUATION

ex-post

conducted at the end
of the training



TYPES OF EVALUATION

PRELIMINARY EVALUATION ex-ante

- ➔ diagnoses the needs and expectations of the training participants
- ➔ conducted before training starts
- ➔ used for short and long training programs
- ➔ on its basis, the proposed activities and training topics are assessed



EXAMPLE DOCUMENTS
Pre knowledge tests, self evaluation 2

TYPES OF EVALUATION

MID- TERM EVALUATION (on go-ing, mid-term)

- ➔ it is used to analyse at this stage the achieved goals and effects of the training
- ➔ conducted during training
- ➔ used during long training programs
- ➔ gives the opportunity to modify action and used tools during training



EXAMPLE DOCUMENTS

Evaluation survey 1 and 2 , individual interview, Trainer report 1 and 2

TYPES OF EVALUATION

FINAL EVALUATION

ex-post

- ➔ evaluates the achievement of the goals and effects of the training
- ➔ conducted out after the end of the training or at the end of the training
- ➔ used for short and long training programs
- ➔ source of data for the preparation of further training programs



EXAMPLE DOCUMENTS

Post- knowledge test, self evaluation 1 and 2, evaluation survey 1 and 2 , trainer report 1 and2

TRAINING EVALUATION TOOLS

EVALUATION QUESTIONNAIRE		
WHY?	WHEN?	EXAMPLE QUESTIONS
participant reaction	at the end of the training	<ul style="list-style-type: none"> ⦿ how did the participants rate the training? ⦿ were the keywords explained clearly? ⦿ were the given examples a source of useful information for me?



EXAMPLE DOCUMENTS
Evaluation questionnaire 1 and 2



PODCAST
Recording no 2

TRAINING EVALUATION TOOLS

KNOWLEDGE TEST		
WHY?	WHEN?	EXAMPLE QUESTIONS
the effects of learning – knowledge	before and after training	multiple choice questions



EXAMPLE DOCUMENTS
pre and post knowledge tests



PODCAST
Recording no 2

TRAINING EVALUATION TOOLS

INDIVIDUAL INTERVIEWS		
WHY?	WHEN?	EXAMPLE QUESTIONS
<p>participant reaction</p> <p>assessment of gained skill implementation</p>	<p>after training</p>	<ul style="list-style-type: none"> ⦿ how do you rate your waitressing skills in everyday work after training? ⦿ is the knowledge gained during training useful during my everyday work?



EXAMPLE DOCUMENTS
Individual interviews



PODCAST
Recording no 2

TRAINING EVALUATION TOOLS

TRAINER REPORT		
WHY?	WHEN?	EXAMPLE QUESTIONS
the effects of learning- knowledge and skills	after training	<ul style="list-style-type: none"> ⦿ the trainers opinion- e.g about the increase of participant knowledge ⦿ the trainers opinion- e.g about the increase of participant skills



EXAMPLE DOCUMENTS
Trainer report

TRAINING EVALUATION TOOLS

SELF-EVALUATION		
WHY?	WHEN?	EXAMPLE QUESTIONS
the effects of learning- skills	before and after training	<ul style="list-style-type: none"> ⦿ how do you rate your skills in terms of preparing italian dishes? ⦿ how do you rate your skills in terms of selecting ingredient proportion?



EXAMPLE DOCUMENTS
Self-evaluation 1 and 2

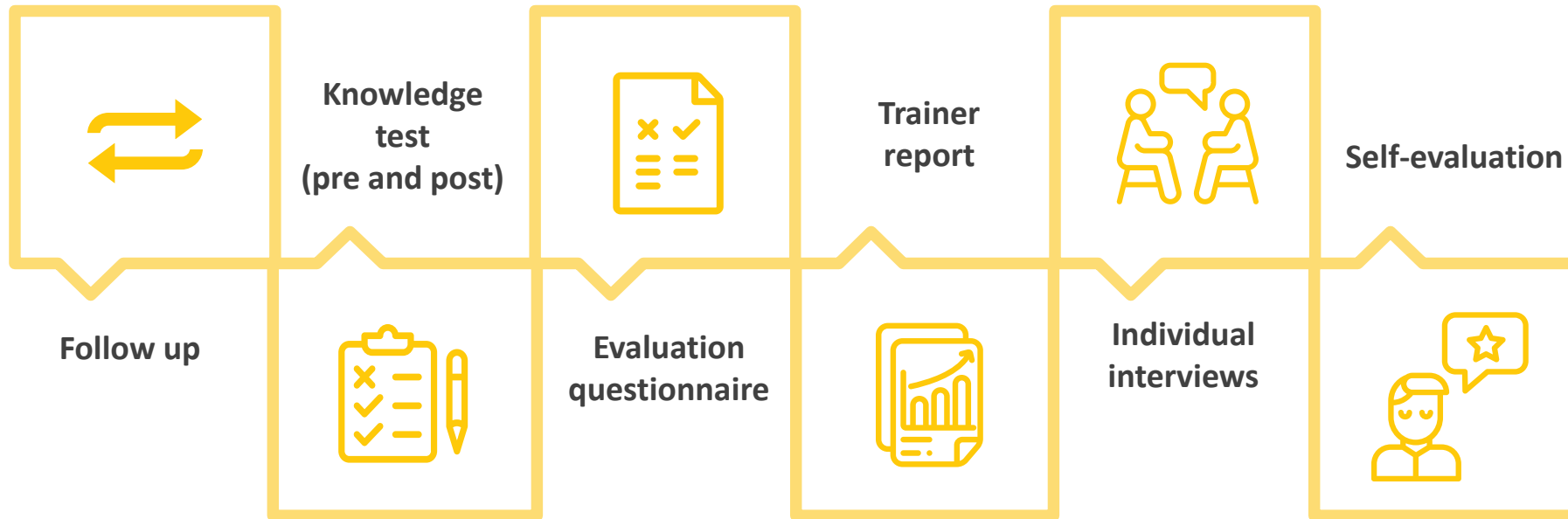
TRAINING EVALUATION TOOLS

FOLLOW UP		
WHY?	WHEN?	EXAMPLE QUESTIONS
the evaluation of acquired skills	min 3 -12 months after training	<ul style="list-style-type: none"> ⊙ were the training participants able to apply their knowledge in their work ? ⊙ are the participants applying their acquired skills in the practical work of the organisation?



EXAMPLE DOCUMENTS
Individual interview

THE MOST COMMON EVALUATION TOOLS

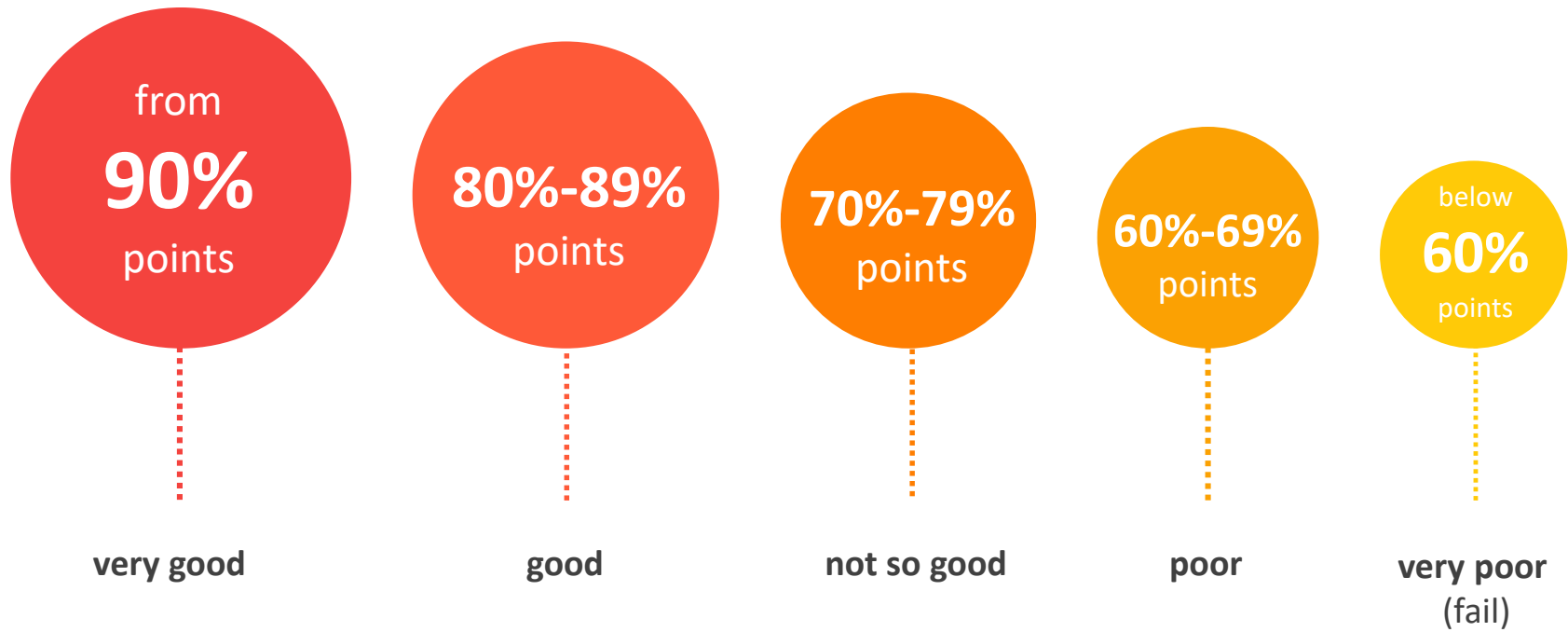


EXAMPLE DOCUMENTS

Evaluation questionnaire 1 & 2, pre & post knowledge test, Self-evaluation 1 & 2, Trainer report 1 & 2, Individual interviews

EVALUATION RATING

USUALLY A 5 POINT SCALE IS USED:



EVALUATION EFFECTS

GROUPS OF RECIPIENTS

1

PURCHASER



2

TRAINING PARTICIPANT



3

TRAINER



EVALUATION EFFECTS

1

PURCHASER



- ➔ receives information on the knowledge and skills of participants who, thanks to the training, have grown or been strengthened;
- ➔ gets a tailor-made training for an organisation if a needs analysis is carried out at the entrance;
- ➔ knows the effects of training a given training program;
- ➔ receives information on the competence gaps of its employees.

2

TRAINING PARTICIPANT



- have the opportunity to diagnose their training needs and verify the level of knowledge before the training;
- receive feedback as well as how much they have improved their knowledge and skills and in what areas;
- they often indicate in the survey, what knowledge/ skills would be of use to them, because during the training they themselves notice their additional needs or deficiencies;
- they have the opportunity to speak and comment on the training.

EVALUATION EFFECTS

3

TRAINER



- learns the needs and expectations of participants with specific parameters (age, position, level of competence, etc.);
- gets information on which competency gaps the participants have;
- gets feedback from the group regarding his coaching work;
- has the ability to verify what has been achieved and what has not. This allows you to improve your coaching skills. If you do not carry out the evaluation and self-evaluation, you will be able to duplicate your mistakes and the group process.
- has the opportunity to build a new training offer, training program, has a chance to create a new product for the industry in which they operate.

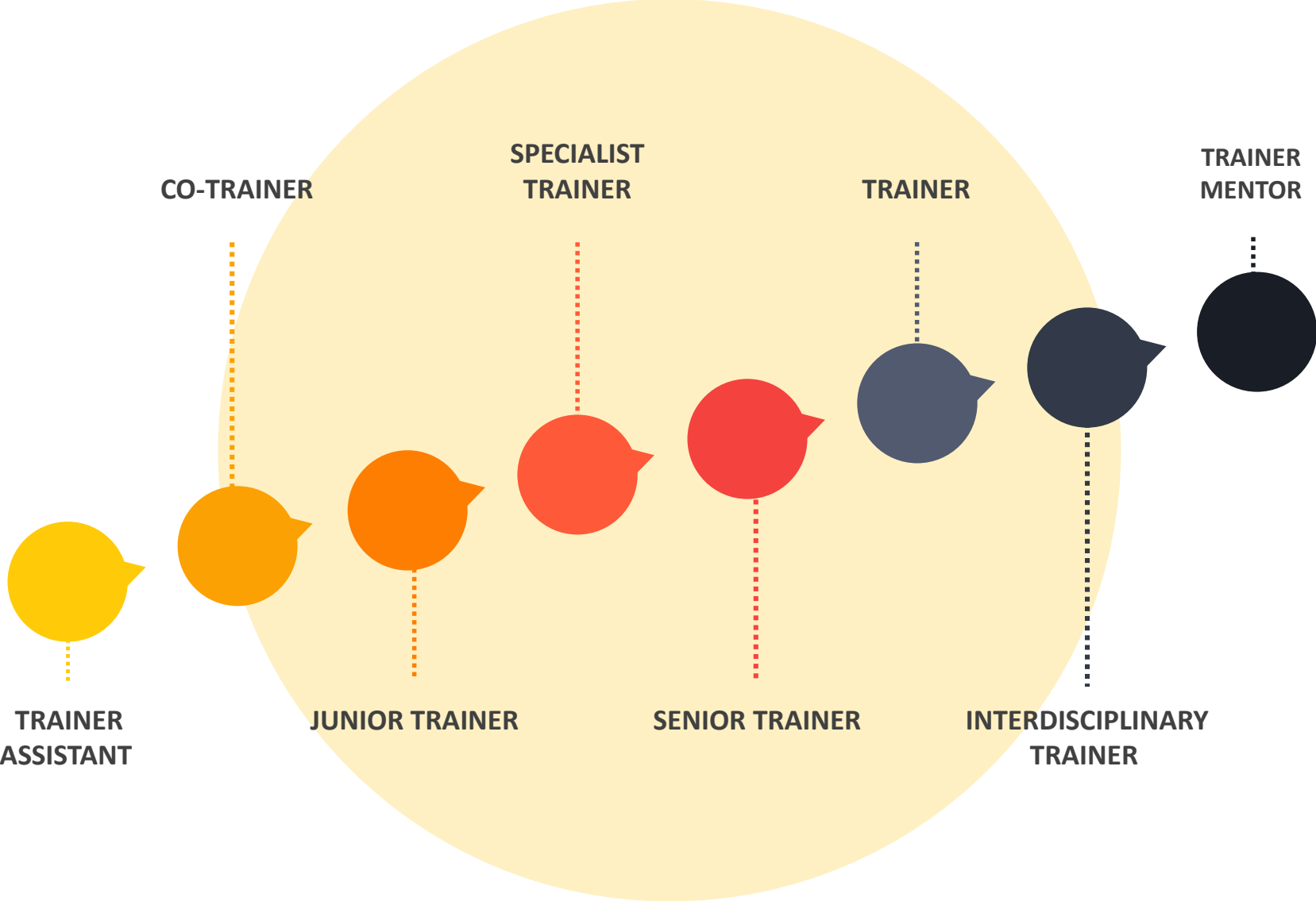
AUTO-EVALUATION – DEVELOPMENT PATH



AUTO-EVALUATION

- Allows to develop trainer skills and career building.
- Can be assisted by external evaluation:
 - by participants, clients, second trainers,
 - or external evaluators.

AUTO-EVALUATION – DEVELOPMENT PATH



CONCLUSIONS – BENEFITS OF EVALUATION

evaluation is a form of constant learning of the trainer,

market dynamics, changeability of needs, new solutions in the industry, but also other training participants (age, competence level, years of experience, etc.) cause that as a trainer we develop together with the market of a given industry - provided that we observe it and are able to analyse it,

evaluation provides data for such analysis, allows conclusions to be drawn and more training to be designed more effectively,

the key result of evaluation for the trainer is to attract new clients by adjusting their training offer to the needs of the group, the ordering party, the sector, the age group, the given group of necessary competencies in the labor market, etc.



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**GO TO THE NEXT MATERIALS
FROM THE MODULE**

