



## Need of Training Impact Assessment in Civil Service Training Institutions (CSTIs)

Training impact Assessment is crucial for Civil Service Training Institutions (CSTIs) as it allows them to measure the effectiveness of their programs, identify areas of improvement, and ensure that resources are allocated efficiently to maximize the impact of training on the performance and development of civil servants

Training Evaluation & Quality Assurance is one of the key pillars of the National Standards for Civil Service Training Institutions (NSCSTI) . This pillar aims to capture the extent to which institutes conduct training evaluation and subsequently use that analysis to improve course quality.

## Key components Training Evaluation & Quality Assurance Pillar



### Process & extent of training evaluation

- Standard Operating Procedure (SOP) to conduct training evaluation
- Stages at which to conduct evaluation: Pre, post and during training
- Measuring utilization of financial resources for training

### Stakeholder involvement in training evaluation

- Leverage internal & external resources for training evaluation
- Involving multiple stakeholders in process: MDO, Citizen, etc.

### Continuous improvement through outcome of training evaluation

- Using data from training evaluation to modify training programs and training delivery

## Standard models for training impact Assessment

1. **The Kirkpatrick model<sup>2</sup>** is used for evaluating the effectiveness of training programs. The model consists of four levels of evaluation, each building on the previous one. Level 1 – Reaction, Level 2 – Learning, Level 3 – Behaviour and Level 4 – Results

2. **CIRO model<sup>3</sup>** is a popular approach used for evaluating short term training programs. The four steps of evaluation include Content, Input, Reaction, Output (CIRO). The model helps to assess the effectiveness of training initiatives and their impact on organizational performance. The model provides a comprehensive framework for analyzing the various elements of a training program

3. **Will Thalheimer's Learning-Transfer Evaluation Model (LTEM)<sup>4</sup>** is a renowned model used to evaluate the effectiveness of training programs. Thalheimer's updated model consists of 7 levels of evaluation Level 0: Did not participate, Level 1: Attendance, Level 2: Completion, Level 3: Competence, Level 4: Performance, Level 5: Transfer, Level 6: Business results

<sup>1</sup>NSCSTI. (2022, July). Approach Paper. Retrieved from NSCSTI: [https://www.nscsti.org/assets/pdf\\_doc/CBC\\_Approach%20Paper.pdf](https://www.nscsti.org/assets/pdf_doc/CBC_Approach%20Paper.pdf)

<sup>2</sup>The model was developed by Donald Kirkpatrick and later revised by Roger Hamblin

<sup>3</sup>Warr, P. B., Bird, M. W., & Rackham, N. (1970). Evaluation of management training: A practical framework, with cases, for evaluating training needs and results

<sup>4</sup>Thalheimer, W. (2018). The learning-transfer evaluation model. Worklearning. com. Viewed at <https://www.worklearning.com/wp-content/uploads/2018/02/Thalheimer-The-Learning-Transfer-Evaluation-Model-Report-for-LTEM-v11a-002.pdf>.





#### 4. The Learning Transfer Application Implementation Extension External Evaluation Model (L-TAIE3M) – a customized model for CSTIs:

The Learning Transfer Application Implementation Extension External Evaluation Model (L-TAIE3M) is an extension of the Will Thalheimer's Learning-Transfer Evaluation Model (LTEM). **This model is specialised for measuring training impact of civil service official trainings.**

- a. **External review of values:** Engage independent third-party to assess the effectiveness, relevance, and impact of a training program.
- b. **Extension:** Assess the extension by trainees. It takes many forms, such as attending advanced courses, seeking practical experience, receiving mentoring, networking & peer-learning
- c. **Application:** Evaluate the use of the knowledge, skills, and experiences gained through a particular training program in real-world situations.
- d. **Implementation:** Evaluating whether the training program has achieved its intended goals and outcomes.

#### What can institutes do in the short term for effective training impact Assessment<sup>5</sup>

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| ● Conduct training Assessment for all core courses                      | ● Conduct evaluations at multiple stages for all core courses (pre post & during training)                                   | ● Evaluate the transfer of learning through a variety of evaluation methods (feedback, survey, etc.) |
| ● Clearly define the objectives and learning outcomes for all trainings | ● Identify and use appropriate standardized evaluation tools (such as LTEM, Hamblin -Kirkpatrick model, LTAIE3M, CIRO, etc.) | ● Use training programs evaluation results to make improvements                                      |

#### What can institutes do in long term for effective training impact Assessment<sup>5</sup>

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| ● Measure the impact of training as per functional, domain and behavioural competency                                      | ● Evolve the mechanism to involve multiple stakeholders (faculty, trainee, MDOs, and citizens)                   | ● Partner and collaborate with other training, academic and research institutions for training impact evaluation (e.g., IIM, ISB, IIT, SVPNPA, etc.) |
| ● Analyse data to determine the effectiveness of the training program. Identify the gaps and improve course and curriculum | ● Measure impact of training on Ministry Department Organisation (MDO), citizens and external other stakeholders | ● Empanel third party entities for training impact Assessment  |
- Foster a culture of continuous improvement (set vision & outcomes, share & communicate results, reward improvement efforts, Iterate & refine)

<sup>5</sup> Interventions are indicative in nature. Institutes are advised to seek delegation of powers from attached MDO, if they do not have authority to undertake such interventions