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The One and Only Kirkpatrick®

September 2013
TABLE OF CONTENTS

Module 1  Introduction to the Kirkpatrick Model  Page 5
Module 2  Kirkpatrick Principles and Methods  Page 9
Module 3  The New World Kirkpatrick Model  Page 15
Module 4  Implementing the New World Kirkpatrick Model  Page 21
Dr. Don Kirkpatrick

Module 1

• Overview of the four levels
• Three purposes of evaluation
• Getting managers on board
• Evaluating Level 1 - Reaction

Module 2

• Evaluating Level 2 - Learning
• Evaluating Level 3 - Behavior
• Evaluating Level 4 - Results
• Evidence versus proof

Dr. Jim Kirkpatrick

Module 3

• Creating evaluation success
• Conducting purposeful evaluation
• The Kirkpatrick Business Partnership Model

Module 4

• Data-gathering methods
• Evaluation best practices
• Harnessing the power of Level 3
• Call to action
MODULE 1
INTRODUCTION TO THE KIRKPATRICK MODEL
OVERVIEW OF THE FOUR LEVELS

THE KIRKPATRICK MODEL

Level 1: Reaction
To what degree participants react favorably to the learning event

Level 2: Learning
To what degree participants acquire the intended knowledge, skills and attitudes based on their participation in the learning event

Level 3: Behavior
To what degree participants apply what they learned during training when they are back on the job

Level 4: Results
To what degree targeted outcomes occur, as a result of learning event(s) and subsequent reinforcement
Ten requirements for effective programs

1. Determining needs
2. Setting objectives
3. Determining subject content
4. Selecting participants
5. Determining the best schedule
6. Selecting appropriate facilities
7. Selecting appropriate instructors
8. Selecting and preparing audiovisual aids
9. Coordinating the program
10. Evaluating the program

THREE PURPOSES OF EVALUATION

1. Should we continue the program?
2. How can the program be improved?
3. Justify our existence

GETTING MANAGERS ON BOARD
LEVEL 1: REACTION
To what degree participants react favorably to the learning event

EVALUATING LEVEL 1 - REACTION

- Smile sheet - keep it simple
- Measure reaction in all of your programs
MODULE 2
KIRKPATRICK PRINCIPLES AND METHODS
LEVEL 2: LEARNING
To what degree participants acquire the intended knowledge, skills and attitudes based on their participation in the learning event

EVALUATING LEVEL 2 - LEARNING

• Before and after

• Paper and pencil test

• Unwanted visitors should be treated ‘coolly’ so they won’t stay

• Delegation should always include the results to be achieved as well as the activities to be performed

• Performance test for skill
LEVEL 3: BEHAVIOR
To what degree participants apply what they learned during training when they are back on the job

EVALUATING LEVEL 3 – BEHAVIOR

Change in Behavior Requirements:

- Desire to change
- Necessary knowledge and skills
- The “right” job climate
- Encouragement and help
- Rewards for change

Job Climate

- Preventative
- Discouraging
- Neutral
- Encouraging
- Requiring
Transferring Learning to Behavior

Balancing two major factors:

- Support

- Accountability

Guidelines for Evaluating Behavior

- Measure on a before / after basis

- Allow time for behavior change to take place

- Survey and / or interview at least two of the following:
  - The learners
  - The bosses of the trainees
  - The subordinates of the trainees (use caution)
  - Others who know the behavior of the trainees

- Repeat at appropriate times
LEVEL 4: RESULTS
To what degree targeted outcomes occur as a result of learning event(s) and subsequent reinforcement

EVALUATING LEVEL 4 – RESULTS

• Measure on a before / after basis

• Allow time for behavior change to take place

• Repeat at appropriate times

• Consider cost verses benefit

• Consider “evidence” if “proof” is not possible

• Chain of evidence

Chain of Evidence

Level 1 Reaction Level 2 Learning Level 3 Behavior Level 4 Results
EVIDENCE VERSUS PROOF
MODULE 3
THE NEW WORLD KIRKPATRICK MODEL
CREATING EVALUATION SUCCESS

Avoid “reaction sheet, pretest and post-test and hope for the best” approach that currently prevails.

CONDUCTING PURPOSEFUL EVALUATION

Evaluation needs to be purposeful and deliberate

- Decide in advance what data and information is needed, and how you will get it

- More evaluation / data is not better

- The evaluation methodology must be sustainable
Purposes of evaluation

1. Continue program
2. Improve program
3. Justify existence of training
4. Ensure compliance
5. Maximizing training effectiveness
6. Ensure learning and training are aligned with business strategy

Evaluations is about data and numbers, but also about information that may or may not be quantifiable.

Training needs partnership from business managers and leaders to execute levels 3 and 4.
The ADDIE model is poorly executed

**A** - Analyze - this is largely ignored

**D** - Design

80% of our time is spent here. This is too much, because activity after the event is required.

**D** - Develop

**I** - Implement

**E** - Evaluate - training professionals are weak here
THE KIRKPATRICK BUSINESS PARTNERSHIP MODEL

Begin with the end in mind - use the four levels in reverse

<table>
<thead>
<tr>
<th>Level 4: Results</th>
<th>Find out business needs and opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3: Behavior</td>
<td>Define non-negotiable required behaviors</td>
</tr>
<tr>
<td>Level 2: Learning</td>
<td>Identify required knowledge, skills and attitude to perform the required behaviors</td>
</tr>
<tr>
<td>Level 1: Reaction</td>
<td>Determine learning environment that will facilitate obtaining required knowledge and skills</td>
</tr>
</tbody>
</table>

Share data and information with business partnership and remain in contact along the way

Return on Expectations (ROE)
What a successful training initiative delivers to key business stakeholders, demonstrating the degree to which their expectations have been satisfied
Training on Trial

• Demonstrating the value of training is like a lawyer presenting a legal case to a jury

• We have “corporate juries” - senior stakeholders interested in whether learning is proving organizational impact

• Prepare a compelling argument including credible data and anecdotal evidence

$1 + 2 \neq 4$

• Training professionals must have evidence of Level 3 Behavior, in addition to evidence of Level 2 Learning, to show connection to Level 4 Results

• If organizations do a good job with levels 1 - 3, level 4 will take care of itself
MODULE 4
IMPLEMENTING THE NEW WORLD KIRKPATRICK MODEL
DATA - GATHERING METHODS

LEVEL 1: REACTION

- Reaction sheets are the most common
  
- For onboarding or new information, conduct a focus group after some time has passed

  *Key question: What have you found in your position for which you could have been better equipped?*

- For executive level programs, get interview or focus group data; reaction sheet alone is not sufficient

LEVEL 2: LEARNING

- In delayed focus group, you can also ask what information participants recall from training

- Get more creative than pretest and post-tests!

- Measure learning throughout the program
  
  - Skills observation
  - Teach back
  - Pulse check
  - Action planning

- If you must measure level of learning, you must do a pretest and post-test
LEVEL 3: BEHAVIOR

• In delayed measurement (focus group or interview), you can ask “If you are not applying what you learned, why not?” to find out what isn't working

• Questionnaires, surveys and patterned interviews are acceptable

• Behavioral observation is one of the best techniques, especially for skills-based learning

• Make sure you prepare training participants for Level 3 follow up and evaluation

• Action learning - giving training participants an actual project or task to complete on the job, in which they apply their learning, such that there is actual benefit to the organization

LEVEL 4: RESULTS

• Borrow data and information on level 4 metrics (i.e. sales volume, turnover, waste)

• Gather your own data and information

• Level 4 does not have to be so difficult, because often the data is already being tracked

  Key question: Have you noticed any change in results since your team members have graduated from the training program? If so, please tell me about it.
EVALUATION BEST PRACTICES

Criteria for determining which levels to measure, and how robust of an evaluation plan is needed

- Is the program high impact?
- Is there executive interest?
- How much has been invested in this program?
- How many people will go through the program?
- Is it a pilot?

The more yeses you have, the more robust of a chain of evidence required.

Chain of Evidence

Level 1 Reaction Level 2 Learning Level 3 Behavior Level 4 Results

Look at six different purposes of evaluation and use it to rate importance of each program
**SIX PURPOSES OF EVALUATION**

*Instructions:* When an initiative is identified for implementation, this tool guides the robustness and type of evaluation methods that should be used.

Each purpose should be discussed, and a rating of high, medium or low importance assigned. Once the mix has been analyzed, a comprehensive, targeted evaluation plan can be developed.

<table>
<thead>
<tr>
<th>Program Name:</th>
<th>Rating</th>
<th>What to do for a high rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Should the program be continued?</strong></td>
<td></td>
<td><em>Has the program become obsolete? Should it be discontinued, scaled back or incorporated into another program?</em></td>
</tr>
<tr>
<td><strong>How can the program be improved?</strong></td>
<td></td>
<td><em>Has the program been properly designed to deliver the right content to the right people?</em></td>
</tr>
<tr>
<td><strong>How can we ensure regulatory compliance?</strong></td>
<td></td>
<td><em>Will all boxes be “checked” to meet requirements?</em></td>
</tr>
<tr>
<td><strong>How can we maximize training effectiveness?</strong></td>
<td></td>
<td><em>Will stakeholder expectations for strategic impact be met?</em></td>
</tr>
<tr>
<td><strong>How can we be sure training is aligned with strategy?</strong></td>
<td></td>
<td><em>Is training connected to the purpose of the organization?</em></td>
</tr>
<tr>
<td><strong>How can we demonstrate the value of training?</strong></td>
<td></td>
<td><em>Is it important to make a strong case for the value of the program to company mission when it is complete?</em></td>
</tr>
</tbody>
</table>
HARNESSING THE POWER OF LEVEL 3


This case illustrates an organized approach to evaluating a leadership training program at all four levels. Forms and procedures are included as well as the results of the evaluation. The approach can be adapted to any type of organization.

Gap Inc.
Don Kraft, Manager, Corporate Training
Gap Inc., San Bruno, California

Introduction: Why Leadership Training?
In 1994 the need for leadership training was identified for the store-manager level for the Gap, GapKids, Banana Republic, and International divisions of Gap Inc. The focus was on supervisory and leadership skills—how to influence and interact with store employees. The program selected to meet this need was Leadership Training for Supervisors (LTS). By providing store managers the opportunity to attend LTS, managers would not only improve their performance with supervisory and leadership skills, but job satisfaction would also increase.

As one manager shared after attending LTS, “This was the most rewarding experience I’ve had with the company in my four years as a manager.” Equally important, LTS would also provide managers with the necessary tools for developing people, so the business could remain competitive and continue to grow.
Getting to Level 4 Evaluation

Program

The LTS program was developed through a partnership between Blanchard Training and Development (BTD) and Gap Inc. Corporate Training Department. The content and delivery were customized to be applicable to the needs of the company. The three-day program focuses on the Situational Leadership® II model, as well as communication skills, goal setting, action planning, monitoring performance, giving feedback, and providing recognition.

The program continues, and training occurs throughout all divisions of the organization. The widespread use of one program connects employees at Gap Inc. by providing a shared philosophy and common language.

Audience

In 1994, the program rollout began and included general managers, area managers, district managers, and regional managers for Gap, Gap-Kids, Banana Republic, and International divisions. In 1995 and 1996, LTS was rolled out to store managers. The program continues today, focusing on new store managers and the additional participation of general managers from Gap Inc.’s division, Old Navy.

Evaluation Strategy

From the onset of planning the 1995 rollout to store managers, Gap Inc. Corporate Training Department was committed to evaluating the effectiveness of the LTS program. The evaluation strategy included measuring the program’s effectiveness on four levels:
1. **Level 1: Evaluating Reaction.** Determining participants’ initial reactions to the LTS program: Were they satisfied with the program?

2. **Level 2: Evaluating Learning.** Determining if participants learned the fundamental concepts of Situational Leadership® II during the program: What new knowledge was acquired as a result of attending the program?

3. **Level 3: Evaluating Behavior.** Determining participants’ change in behavior since attending the LTS program: How has the program affected on-the-job performance?

4. **Level 4: Evaluating Organizational Results.** Determining the impact of the LTS program on the company: How has the program contributed to accomplishing company goals?

### Evaluation Methods

**Level 1: Evaluating Reaction**

Participant reaction was evaluated both qualitatively and quantitatively using the LTS Program Evaluation form. Each participant completed an LTS program evaluation at the end of the program. See Exhibit 15.1 for the LTS Program Evaluation questionnaire, grouped with the other exhibits at the end of the chapter.

**Level 2: Evaluating Learning**

Participant learning was evaluated using the LTS Questionnaire. The LTS Questionnaire is a “fill-in-the-blank” test with fifty-five possible answers (see Exhibit 15.2). A sample of 17 percent of total participants completed the questionnaire at the end of the LTS program. The questionnaire was completed anonymously. While completing the questionnaire, participants were not permitted to use any notes or program materials. Results were then aggregated by division.

The facilitators who delivered the program received detailed written and verbal instructions on how to administer the questionnaire. Participants were told on the first day of the training that a questionnaire would be administered to determine the effectiveness of the LTS program.
Exhibit 15.1. LTS Program Evaluation

Please help us evaluate the Leadership Training for Supervisors Program by answering the following questions. Give the completed evaluation to your facilitator(s), who will then forward your comments to the Training Department. Your candid feedback will be key in creating a strategy for future roll-out of the program and in improving its facilitation.

<table>
<thead>
<tr>
<th>Question</th>
<th>Entirely ineffective</th>
<th>Very effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rate how well this program met your expectations. Comments:</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>2. Rate the relevance of the program to your job. Comments:</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>3. Rate how helpful the Participant’s Workbook was as an in-class tool. Comments:</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>4. Do you think you will refer to the Participant’s Workbook at a later time? If Yes, how?</td>
<td>Yes No</td>
<td></td>
</tr>
<tr>
<td>5. What three key skills will you apply immediately?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. What is the most significant thing(s) you learned about:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Coaching and developing employees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Goal setting and action planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Monitoring performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Problem solving and decision making</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Recognizing accomplishments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(continued)
Exhibit 15.1. LTS Program Evaluation (continued)

7. Overall, was the material appropriate for your skill level? Select the best response.
   _____ Entirely too elementary
   _____ Somewhat elementary
   _____ Just right
   _____ Somewhat advanced
   _____ Entirely too advanced
   Please comment:

8. Overall, how was the pace of the program? Select the best response.
   _____ Entirely too quick
   _____ Some sections were covered too quickly
   _____ Just right
   _____ Certain sections were covered too slowly
   _____ Entirely too slow
   Please comment:

<table>
<thead>
<tr>
<th>Entirely ineffective</th>
<th>Very effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

9. How effectively did the activities (i.e., role-plays, games, and practices) reinforce the concepts discussed? Which activities did you find interesting? Dull? Challenging? Overly simple? Please comment:

10. How would you improve this program?

<table>
<thead>
<tr>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

11. Overall, how do you rate this program?

<table>
<thead>
<tr>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

12. Overall, how do you rate the facilitator’s presentations?

<table>
<thead>
<tr>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

13. Additional comments:
Exhibit 15.2. LTS Questionnaire

Check your division:  Gap ____  GapKids ____  Banana Republic ____  
                      UK ____  Canada ____
Check your manager level: District manager ____  Store manager ____  
                        General manager ____  Area manager ____

Complete the following questions by filling in the blanks.

1. What are the three skills that situational leaders use when working to develop people to eventually manage themselves?
   1. ________________________________
   2. ________________________________
   3. ________________________________

2. A person at D2 (Disillusioned Learner) has _______ competence and _______ commitment.

3. Diagnose the development level of the individual in this situation.
   Eric has begun working on a merchandising project that is important to his store.
   He has successfully completed previous merchandising projects in the past but feels there is some pressure on him. He is already involved in other projects and is beginning to feel discouraged because of the time crunch.
   Eric’s development level on this project is _______.

4. Competence is a measure of a person’s _______ and _______ related to the task or goal at hand.

5. Describe what a style 4 leader (Delegating) does. List three behaviors/actions you would see a style 4 leader take.
   1. ________________________________
   2. ________________________________
   3. ________________________________

6. A person at D4 (Peak Performer) has _______ competence and _______ commitment.

7. In order to listen well, a supervisor must concentrate. What are two examples of concentration techniques?
   1. ________________________________
   2. ________________________________

8. Commitment is a measure of a person’s _______ and _______ with regard to the task or goal at hand.

9. Describe what a style 2 leader (Coaching) does. List three behaviors/actions you would see a style 2 leader take.
   1. ________________________________
   2. ________________________________
   3. ________________________________
   (continued)
Exhibit 15.2. LTS Questionnaire (continued)

10. Define “leadership.”

11. Who takes the lead in goal setting, feedback, decision making, and problem solving in leadership styles 1 and 2?

12. A person at D1 (Enthusiastic Beginner) has ____________ competence and __________ commitment.

13. Define the acronym for a SMART goal.
   S ______________
   M ______________
   A ______________
   R ______________
   T ______________

14. When contracting, whose perception should prevail if a supervisor and employee do not agree on the same development level?

15. Describe what a style 3 leader (Supporting) does. List three behaviors/actions you would see a style 3 leader take.
   1. ______________
   2. ______________
   3. ______________

16. To create a positive interaction with an employee, a supervisor’s attention must be focused on ____________ and ____________.

17. List four examples of what you see someone doing or hear someone saying to be a good listener.
   1. ______________
   2. ______________
   3. ______________
   4. ______________

18. When monitoring performance, supervisors reinforce performance standards by using three methods of giving feedback. They are ____________, ____________, and ____________.

19. Suppose you have a sales associate, Becky, who needs to improve her listening skills. Create a goal for improving Becky’s listening skills using the formula for a clear goal.

20. Encouraging dialogue means using attentive body language. What are two examples of body language?
   1. ______________
   2. ______________
21. Interactions a supervisor has with an employee that have a positive or negative impact on that person’s performance and satisfaction are called _____________.

22. A person at D3 (Emerging Contributor) has ____________ and ____________ commitment.

23. Describe what a style 1 leader (Directing) does. List three behaviors/actions you would see a style 1 leader take.
   1. ____________
   2. ____________
   3. ____________

24. When communicating, a sender sends a message three ways:
   1. ____________
   2. ____________
   3. ____________

25. Who takes the lead in goal setting, feedback, decision making, and problem solving in leadership styles 3 and 4?

The LTS Questionnaire was scored on a percentage basis by the number of correct answers. Each blank was equal to one point. All questionnaires were scored by Gap Inc. Corporate Training Department.

**Level 3: Evaluating Behavior**

**Short-Term Behavior Change.** Behavior change was measured quantitatively by interviewing participants and their direct reports using the LTS Post-Program Survey. A random sample of 17 percent of total participants from each division was selected for this evaluation method. See Exhibits 15.3 and 15.4 for LTS Post-Program Surveys.

The LTS Post-Program Survey is an absolute rating scale survey of twelve questions. There are two versions of the survey. A store manager version was completed by interviewing the managers who attended the program no less than three months prior to the interview. A second version, with the same question content, was completed by interviewing two to three of the store managers’ direct
Exhibit 15.3. LTS Post-Program Survey: Store Manager Version

Store Manager __________________ Division __________________

This survey is designed to describe your experiences with your employees since completing the LTS program. Please answer the questions by identifying the number that corresponds to your response.

<table>
<thead>
<tr>
<th>Much better</th>
<th>Somewhat better</th>
<th>No change</th>
<th>Somewhat worse</th>
<th>Much worse</th>
<th>Don’t know</th>
</tr>
</thead>
</table>

Since attending the LTS program,

1. How would you describe your ability to look at a situation and assess the development level of your employees? (e.g., skills, knowledge, past experience, interest, confidence level, etc.)
   Comments:

   6 5 4 3 2 1

2. How effective are you with choosing the most appropriate leadership style to use to develop your employees' skills and motivation?
   Comments:

   6 5 4 3 2 1

3. How would you describe your ability to use a variety of the four leadership styles comfortably?
   Comments:

   6 5 4 3 2 1

4. How is your ability to provide direction? (e.g., setting clear goals, training, setting priorities, defining standards, etc.)
   Comments:

   6 5 4 3 2 1

5. How is your ability to provide support? (e.g., praising, trusting employees, explaining why, listening, allowing mistakes, encouraging, etc.)
   Comments:

   6 5 4 3 2 1

6. How is your ability to reach agreement with your employees about the leadership style they need from you in order to complete a task or goal?
   Comments:

   6 5 4 3 2 1
Exhibit 15.3. LTS Post-Program Survey: Store Manager Version (continued)

<table>
<thead>
<tr>
<th></th>
<th>Much better</th>
<th>Somewhat better</th>
<th>No change</th>
<th>Somewhat worse</th>
<th>Much worse</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>To what extent have your listening skills changed? (e.g., encouraging dialogue, concentrating, clarifying, and confirming)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 8. | 6           | 5               | 4         | 3             | 2         | 1          |
|    | How would you describe your ability to communicate information in a clear and specific manner? |
| Comments: |

| 9. | 6           | 5               | 4         | 3             | 2         | 1          |
|    | How are your skills with creating clear goals with your employees? |
| Comments: |

| 10. | 6           | 5               | 4         | 3             | 2         | 1          |
|     | How would you describe your ability to provide timely, significant, and specific positive feedback? |
| Comments: |

| 11. | 6           | 5               | 4         | 3             | 2         | 1          |
|     | How would you describe your ability to provide timely, significant, and specific constructive feedback? |
| Comments: |

| 12. | 6           | 5               | 4         | 3             | 2         | 1          |
|     | To what extent have you changed with providing recognition for employee accomplishments? |
| Comments: |

The results of the survey determined managers’ perception of changes in behavior since attending LTS as well as perceptions of their direct reports.

Division facilitators completed the survey by conducting telephone interviews without recording participants’ or direct reports’ names. Results were aggregated by division, not by individual. No names or
Exhibit 15.4. LTS Post-Program Survey: Associate/Assistant Manager Version

<table>
<thead>
<tr>
<th>Associate/Assistant Manager</th>
<th>Division</th>
</tr>
</thead>
</table>

This survey is designed to describe your experiences with your store manager since their completing the LTS program. Please answer the questions by identifying the number that corresponds to your response.

<table>
<thead>
<tr>
<th></th>
<th>Much better</th>
<th>Somewhat better</th>
<th>No change</th>
<th>Somewhat worse</th>
<th>Much worse</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How would you describe their ability to look at a situation and assess your skills, knowledge, past experience, interest, confidence level, etc.?</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How effective have they been with helping you develop your skills and motivating you?</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. How would you describe their ability to use a “different strokes for different folks” approach when helping you accomplish a task or goal?</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. How would you describe their ability to provide you direction when needed? (e.g., setting clear goals, training, setting priorities, defining standards, etc.)</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. How would you describe their ability to provide you support when needed? (e.g., praising, trusting, explaining why, listening, allowing mistakes, encouraging, etc.)</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. How is their ability to reach agreement with you about what you need in order to complete a task or goal?</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exhibit 15.4. LTS Post-Program Survey: Associate/Assistant Manager Version (continued)

<table>
<thead>
<tr>
<th>Question</th>
<th>Much better</th>
<th>Somewhat better</th>
<th>No change</th>
<th>Somewhat worse</th>
<th>Much worse</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. To what extent do they listen to what you say?</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. How would you describe their ability to communicate information that is clear and specific?</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. How have their skills changed with creating clear goals with you?</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. How would you describe their ability to provide timely, significant, and specific positive feedback?</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. How would you describe their ability to provide timely, significant, and specific constructive feedback?</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. To what extent have they changed with recognizing your accomplishments?</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

store numbers were used in the results. All completed interview surveys were mailed to Gap Inc. Corporate Training Department.

**Long-Term Behavior Change.** Leadership skills assessments were administered to store managers’ direct reports prior to the training as well as six to nine months after attendance. Quantitative results were determined by comparing the preleadership skills assessment score with the postleadership skills assessment score. See Exhibit 15.5 for the Leadership Skills Assessment questionnaire.

This evaluation method measured the percent of change between
Exhibit 15.5. Situational Leadership® II Leadership Skills Assessment

*Directions:* The purpose of the Situational Leadership® II Leadership Skills Assessment is to provide feedback to your immediate supervisor or manager on his/her use of Situational Leadership® II. Because your responses will be used by your supervisor or manager in his/her professional development, your honest and accurate evaluations are crucial.

The information you and others provide will be analyzed by computer, and the results will be provided to your manager in summary form so that no individual responses are identified. To ensure confidentiality, do not put your name on the questionnaire, but make sure that your manager’s name is on the LSA questionnaire.

Assume that the person who gave you this questionnaire is the supervisor/manager described in each of the thirty situations. For each situation, mark the point on the scale that you think best describes your supervisor’s/manager’s recent behavior. Mark only one choice. Please answer all questions. Do not leave any blank. Choose the answer that is closest to how you believe your manager would respond. Be sure to read each question carefully.

At most, this questionnaire should take twenty-five minutes to complete. Once you have completed the questionnaire, put it in the envelope and mail it back to Blanchard Training and Development, Inc., today.

Manager’s or supervisor’s name: __________________ Date: ________________

Mail by: __________________

<table>
<thead>
<tr>
<th>Situation</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Almost always</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When I am able to perform a task and am confident in my ability to do</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2. When I am new to a particular task and learning how to do it, my</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3. If I am making progress but become discouraged in learning a new task,</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>4. When I know I have the skills to complete a task but feel</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>5. When I begin to learn how to complete a task and develop some skill</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Frequently</td>
<td>Almost Always</td>
<td>Always</td>
</tr>
<tr>
<td>---</td>
<td>-------</td>
<td>--------</td>
<td>-----------</td>
<td>------------</td>
<td>---------------</td>
<td>--------</td>
</tr>
<tr>
<td>6. If I have shown I can do a job, but lack confidence, my manager encourages me to take the lead in setting my own goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>8. When I have demonstrated expertise in my job but am not confident about making a particular decision, my manager helps me problem-solve and supports my ideas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>9. If I have not performed at an acceptable level while learning a new task, my manager shows and tells me once again how to do the job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>10. When I get frustrated while learning a new task, my manager listens to my concerns and provides additional help.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>11. My manager delegates more responsibility to me when I have demonstrated the ability to perform at a high level.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>12. When I begin to learn new skills and become discouraged, my manager spends time with me to know what I am thinking.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>13. When I am new to a task, my manager sets goals that tell me exactly what is expected of me and what a good job looks like.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>14. To encourage me, my manager praises my work in areas where I have skills and experience but am not totally confident.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>15. When I have shown I can do my job well, my manager spends less time observing and monitoring my performance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>16. When I am new to a task, my manager tells me specifically how to do it.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>17. When I have developed some skill with a task, my manager asks for input on how he/she wants me to accomplish it.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>18. Once I have learned a task and am working more independently, my manager encourages me to use my own ideas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
Exhibit 15.5. Situational Leadership® II Leadership Skills Assessment (continued)

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>19.</td>
<td>When I am confident, motivated, and have the skills, my manager only meets with me once in a while to tell me how well I am doing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20.</td>
<td>When I am learning a new task, my manager frequently observes me doing my job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21.</td>
<td>When I am performing a task well, my manager lets me set my own goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22.</td>
<td>When I am learning how to do a new task, my manager provides me with timely feedback on how well I am doing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23.</td>
<td>When I feel overwhelmed and confused with completing a new task, my manager is supportive and provides me with enough direction to proceed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>24.</td>
<td>My manager observes my performance closely enough in areas where I have skills so if I lose confidence or interest, he/she is there to help me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>25.</td>
<td>When communicating information or feedback to me, my manager is clear and specific.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>26.</td>
<td>When talking to me, my manager’s tone is positive and respectful.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>27.</td>
<td>If my manager is unsure of what I am saying, he/she asks questions to clarify my message.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>28.</td>
<td>When I talk to my manager, he/she listens to me and does not get distracted.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>29.</td>
<td>During conversations, my manager restates and asks questions about what I said to avoid miscommunication.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>30.</td>
<td>My manager is able to communicate with me in a way that gets his/her message across while keeping my self-esteem intact.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

*Source:* Reprinted with permission by Blanchard Training and Development, Inc., Escondido, CA.
pre- and postassessment, specifically for eight skill areas—directing, coaching, supporting, delegating, goal setting, observing performance, providing feedback, and communication.

**Level 4: Evaluating Organizational Results**

To investigate the impact LTS had on organizational results, Gap Inc. Corporate Training Department, in partnership with Blanchard Training and Development, conducted an impact study to determine if improvement in leadership and supervisory skills had a positive impact on areas such as store sales, employee turnover rates, and shrinkage.

**Sales.** It was assumed that if the leadership skills of store managers improved, employee performance would improve, customers would be served better, and sales would increase.

**Employee Turnover Rates.** Studies indicate that recruitment, hiring, and on-the-job training costs are about 1.5 times the first-year salary for a job. Therefore, any training intervention that reduces turnover contributes directly to the bottom line.

**Shrinkage.** It was also assumed that by improving store managers’ effectiveness, shrinkage as a percent of sales should go down.

### Interpreting LTS Results

**Interpreting Level 1: Reaction**

When reviewing the averages from the LTS program evaluation (Exhibit 15.1), use the following ranges as guidelines for responses to expectations, relevance, facilitator’s presentation, and overall program.

<table>
<thead>
<tr>
<th>Range</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–2</td>
<td>Participants had serious concerns about the training.</td>
</tr>
<tr>
<td>Low–mid 3</td>
<td>Training provided some value, but could have been better.</td>
</tr>
<tr>
<td>High 3–4</td>
<td>Participants found real value in the training and indicated a positive reaction.</td>
</tr>
<tr>
<td>High 4–5</td>
<td>Outstanding! Participants indicated strong positive reaction.</td>
</tr>
</tbody>
</table>
Use the following ranges as guidelines for responses to *appropriate for skill level*.

<table>
<thead>
<tr>
<th>Range</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–2</td>
<td>Participants’ reactions indicated the material of the program was entirely too elementary.</td>
</tr>
<tr>
<td>2–3</td>
<td>Participants’ reactions indicated the material of the program was somewhat elementary.</td>
</tr>
<tr>
<td>3</td>
<td>Participants found the material “just right” for their skill level.</td>
</tr>
<tr>
<td>3–4</td>
<td>Participants’ reactions indicated the material was somewhat advanced.</td>
</tr>
<tr>
<td>4–5</td>
<td>Participants’ reactions indicated the material was entirely too advanced.</td>
</tr>
</tbody>
</table>

Use the following ranges as guidelines for responses to *pace of program*.

<table>
<thead>
<tr>
<th>Range</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–2</td>
<td>Participants’ reactions indicated the pace of the program was entirely too quick.</td>
</tr>
<tr>
<td>2–3</td>
<td>Participants’ reactions indicated some sections were covered too quickly.</td>
</tr>
<tr>
<td>3</td>
<td>Participants’ reactions indicated the pace was “just right.”</td>
</tr>
<tr>
<td>3–4</td>
<td>Participants’ reactions indicated certain sections were covered too slowly.</td>
</tr>
<tr>
<td>4–5</td>
<td>Participants’ reactions indicated the pace of the program was entirely too slow.</td>
</tr>
</tbody>
</table>

Figure 15.1 shows the results of LTS Program Evaluation. Table 15.1 shows a breakdown of these results. Store managers attending the LTS program responded to the training with incredible enthusiasm. They reacted favorably; their expectations were met and the training was relevant to the job. Reaction was also extremely positive to the overall program and the facilitators’ presentation of the material.

As regards appropriateness of material for store manager skill level and the overall pace of the program, store managers responded overwhelmingly positively, with “just right” to both questions.
Interpreting Level 2: Learning

Although store manager reaction was extremely positive, the question to ask was, Did they learn while attending the session? The following guidelines were used to interpret learning scores from the LTS sessions:

<table>
<thead>
<tr>
<th>Category</th>
<th>All divisions</th>
<th>Gap</th>
<th>GapKids</th>
<th>Banana Republic</th>
<th>Canada</th>
<th>UK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average of expectations</td>
<td>4.7</td>
<td>4.7</td>
<td>4.7</td>
<td>4.7</td>
<td>4.7</td>
<td>4.6</td>
</tr>
<tr>
<td>Average of relevance</td>
<td>4.9</td>
<td>4.9</td>
<td>4.9</td>
<td>4.9</td>
<td>4.9</td>
<td>4.8</td>
</tr>
<tr>
<td>Average of presentation</td>
<td>4.9</td>
<td>4.9</td>
<td>4.8</td>
<td>4.9</td>
<td>4.8</td>
<td>4.7</td>
</tr>
<tr>
<td>Average of program</td>
<td>4.8</td>
<td>4.8</td>
<td>4.7</td>
<td>4.7</td>
<td>4.8</td>
<td>4.6</td>
</tr>
<tr>
<td>Average of skill level</td>
<td>3.0</td>
<td>3.0</td>
<td>2.9</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Average of pace</td>
<td>3.1</td>
<td>3.1</td>
<td>3.2</td>
<td>3.2</td>
<td>3.2</td>
<td>3.2</td>
</tr>
</tbody>
</table>
**Range**  
**Interpretation**

Less than 50%  
More than half of the participants did not increase their knowledge.

50–60%  
Little over half the participants improved their knowledge.

60–80%  
The majority of participants gained new knowledge as a result of the training.

80–100%  
Outstanding! Almost all participants gained new knowledge.

The results from the LTS Questionnaire shown in Figure 15.2 indicate that significant learning did occur during the program. The average score for all divisions from the LTS Questionnaire was 87 percent. Store managers were unfamiliar with LTS concepts before attending the session. The score of 87 percent indicates that new learnings were used to successfully complete the LTS Questionnaire.

**Interpreting Level 3: Change in Behavior (Short Term)**

Store managers’ reactions were positive, and significant learning occurred during the training. Now the question to ask was, Did the managers change their behavior on the job as a result of the training?
The LTS Post-Program Survey measured the degree to which managers’ behaviors changed in twelve skill areas, according to their own perceptions as well as their direct reports’ perceptions. Each of the survey questions focuses on a skill from the LTS program. Following are the skills surveyed:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Diagnosing</td>
<td>The ability to look at a situation and assess the developmental needs of the employee involved.</td>
</tr>
<tr>
<td>2. Leadership styles</td>
<td>The patterns of behavior a leader uses as perceived by others.</td>
</tr>
<tr>
<td>3. Flexibility</td>
<td>The ability to use a variety of leadership styles comfortably.</td>
</tr>
<tr>
<td>4. Direction</td>
<td>What supervisors use to build an employee’s knowledge and skills with accomplishing a task.</td>
</tr>
<tr>
<td>5. Support</td>
<td>What supervisors use to build an employee’s commitment, both confidence and motivation.</td>
</tr>
<tr>
<td>6. Contracting</td>
<td>The ability to communicate with employees and reach agreement about which leadership style to use to help them develop competence and commitment to achieve a goal or complete a task.</td>
</tr>
<tr>
<td>7. Receiver skills</td>
<td>Supervisors in this role can make communication effective by encouraging dialogue, concentrating, clarifying, and confirming a sender’s message.</td>
</tr>
<tr>
<td>8. Sender skills</td>
<td>Supervisors in this role can make communication effective by analyzing their audience, being specific, and using appropriate body language and tone.</td>
</tr>
<tr>
<td>9. Goal setting</td>
<td>A function of leadership for ensuring standards are clarified. A clear goal creates a picture of what good performance looks like.</td>
</tr>
<tr>
<td>10. Positive feedback</td>
<td>Positive feedback focuses on the employee’s positive behavior.</td>
</tr>
<tr>
<td>11. Constructive feedback</td>
<td>Constructive feedback focuses on the employee’s behavior that needs improvement.</td>
</tr>
</tbody>
</table>
Table 15.2. LTS Post-Program Survey Results (all interviews)

<table>
<thead>
<tr>
<th>Skill</th>
<th>Store managers</th>
<th>Assistant/associate managers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Diagnosing</td>
<td>5.3</td>
<td>5.0</td>
</tr>
<tr>
<td>2. Leadership style</td>
<td>5.1</td>
<td>5.0</td>
</tr>
<tr>
<td>3. Flexibility</td>
<td>4.9</td>
<td>4.9</td>
</tr>
<tr>
<td>4. Direction</td>
<td>5.1</td>
<td>4.9</td>
</tr>
<tr>
<td>5. Support</td>
<td>5.2</td>
<td>5.0</td>
</tr>
<tr>
<td>6. Contracting</td>
<td>4.8</td>
<td>4.9</td>
</tr>
<tr>
<td>7. Receiver skills</td>
<td>5.1</td>
<td>5.0</td>
</tr>
<tr>
<td>8. Sender skills</td>
<td>4.9</td>
<td>4.8</td>
</tr>
<tr>
<td>9. Goal setting</td>
<td>5.0</td>
<td>4.9</td>
</tr>
<tr>
<td>10. Positive feedback</td>
<td>4.9</td>
<td>4.9</td>
</tr>
<tr>
<td>11. Constructive feedback</td>
<td>5.0</td>
<td>4.9</td>
</tr>
<tr>
<td>12. Providing recognition</td>
<td>5.0</td>
<td>5.0</td>
</tr>
</tbody>
</table>


When looking over the results of the Post-Program Survey shown in Tables 15.2 and 15.3, the following ranges can be used as guidelines:

<table>
<thead>
<tr>
<th>Range</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 4</td>
<td>No improvement. In fact, since attending LTS the participant's leadership behavior has changed for the worse.</td>
</tr>
<tr>
<td>4–5</td>
<td>Some measurable improvement did take place back in the stores. Store managers are somewhat better with using the skill since attending LTS. This is a positive change in behavior.</td>
</tr>
</tbody>
</table>
### Table 15.3. LTS Post-Program Survey Results (all interviews), by Division

| Skill                  | Store Managers | | | | | Associate/Assistant Managers | | | | |
|------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
|                        | All    | Gap    | GapKids | Banana | Republic | Canada | UK   | All    | Gap    | GapKids | Banana | Republic | Canada | UK   |
| Diagnosing             | 5.3    | 5.5    | 5.1     | 5.1    | 5.0      | 5.7    |      | 5.0    | 5.1    | 5.0     | 5.0    | 4.6      | 4.9    |
| Leadership styles      | 5.1    | 5.3    | 5.0     | 4.9    | 5.0      | 5.3    |      | 5.0    | 5.1    | 5.0     | 5.0    | 4.8      | 5.1    |
| Flexibility            | 4.9    | 4.9    | 4.9     | 4.9    | 4.3      | 5.0    |      | 4.9    | 5.0    | 4.8     | 4.9    | 4.3      | 4.7    |
| Direction              | 5.1    | 5.2    | 4.9     | 4.9    | 5.0      | 5.2    |      | 4.9    | 5.0    | 4.8     | 4.9    | 4.3      | 5.0    |
| Support                | 5.2    | 5.3    | 4.9     | 5.0    | 5.3      | 5.2    |      | 5.0    | 5.1    | 5.0     | 5.0    | 4.6      | 5.0    |
| Contracting            | 4.8    | 4.9    | 4.6     | 4.7    | 4.5      | 4.9    |      | 4.9    | 4.9    | 4.9     | 4.8    | 4.4      | 4.9    |
| Receiver skills        | 5.1    | 5.1    | 5.1     | 5.1    | 5.0      | 5.2    |      | 5.0    | 5.1    | 5.2     | 4.8    | 4.9      | 4.9    |
| Sender skills          | 4.9    | 5.0    | 4.9     | 4.9    | 4.5      | 5.2    |      | 4.8    | 4.8    | 4.9     | 4.7    | 4.9      | 4.9    |
| Goal setting           | 5.0    | 5.0    | 4.7     | 5.1    | 4.5      | 5.3    |      | 4.9    | 4.9    | 4.8     | 4.8    | 4.6      | 4.7    |
| Positive feedback      | 4.9    | 5.0    | 4.8     | 5.0    | 4.0      | 5.0    |      | 4.9    | 4.9    | 4.8     | 4.7    | 4.6      | 5.1    |
| Constructive feedback  | 5.0    | 5.1    | 4.9     | 4.9    | 5.0      | 5.1    |      | 4.9    | 5.0    | 4.7     | 5.0    | 5.0      | 4.7    |
| Providing recognition  | 5.0    | 4.9    | 5.2     | 4.9    | 4.8      | 4.9    |      | 5.0    | 5.1    | 5.1     | 4.8    | 4.9      | 4.7    |
Greater than 5  Any rating in this range is very positive and indicates the store managers improved dramatically in using the skill they learned since attending LTS.

As seen in Table 15.3, store managers believe they have become “somewhat better” to “much better” in using all of the leadership skills included in the program. Specifically, store managers believe they have significantly improved their leadership skills in four areas:

1. *Diagnosing* the development level of their employees
2. Using the correct *leadership style* with each development level
3. Providing *direction* to employees when needed
4. Providing *support* to employees when needed

Table 15.3 also illustrates associate and assistant managers’ perceptions of their store manager. All responses indicate a dramatic improvement in leadership skills since the managers attended LTS. In fact, five out of the twelve questions asked have an average score of five.

*Interpreting Level 3: Change in Behavior (Long Term)*

As store managers continued to focus on developing their supervisory and leadership skills, measurement of their ongoing success continued. In 1996, store managers participated in the post-leadership skills assessment.

A comparison of all pre- and posttraining leadership skills assessment (LSA) results indicated that according to store employees, store managers had improved in all skill areas measured by the LSA—namely, directing, coaching, supporting, delegating, goal setting, observing and monitoring performance, feedback, and communication. In fact, seven of the eight skill areas included in the assessment showed improvement at a statistically significant level. In other words, the odds of the increased effectiveness occurring by chance were highly improbable, or less than 50 in 1,000. In summary, this important information indicated that store managers had actually changed their behavior as a result of the training.
Interpreting Level 4: Evaluating Organizational Results

Store managers’ reactions were positive, new learnings occurred during the training, and behaviors changed on the job since attending LTS. The next question was, How has the training contributed to organizational results?

Recent statistical analyses have revealed positive correlation between improved LSA scores and increased sales, decreased turnover, and increased loss prevention in stores from which managers attended the training. The study examined stores with increased sales, reduced turnover, and reduced shrinkage that had the same managers in place one year prior to the training and one to one and a half years after attending LTS.

For each month, quarter, or year of store performance data examined, the number of managers with increased sales, reduced turnover, and reduced shrinkage was compared with the number of managers with increased LSA scores and increased performance on these three measures. Of the stores with increased sales, reduced turnover, and reduced shrinkage, 50 to 80 percent of the time managers had also increased their LSA scores. In other words, store managers increased their leadership effectiveness and had a positive impact on store performance.

Over time (one to two years after training), the trend in the data is also very positive; the percentage of store managers with improved LSA scores and positive business results steadily increases.

Summary

On four levels of evaluation, LTS was a success. Store managers

1. Had a positive reaction to the LTS program
2. Learned new skills and knowledge while attending the program
3. Used those learnings to improve their performance as leaders on the job
4. Impacted their stores’ business
CALL TO ACTION

SAMPLE HYBRID COURSE EVALUATION FORM

On the following pages is a sample hybrid course evaluation form. You may adapt and use it for your own programs.

Make your form as brief as possible, while gathering the data and information you need to build a strong chain of evidence for the value of your training to the organization.
Participant Survey

**Instructions:** Thinking about the course you just completed, please indicate to what degree you agree with each statement using this rating scale:

1 = Strongly Disagree  
2 = Disagree  
3 = Agree  
4 = Strongly Agree

Please provide comments along with your rating to help us to improve this course in the future.

**Learning Environment**

The class environment helped me to learn.  
There were no major distractions that interfered with my learning.

**Comments:**

**Relevance**

The program material will be helpful for my success in the future.  
I will be able to immediately use what I learned.

**Comments:**

**Delivery**

I was well engaged with what was going on during the program.  
The activities and exercises aided in my learning.  
I was given adequate opportunity to demonstrate what I was learning.

**Comments:**
Overall
The program met my expectations. 1 2 3 4
I am clear on how to apply what I learned on the job. 1 2 3 4
I would recommend this program to my co-workers. 1 2 3 4

Comments:

From what you learned, what will you be able to apply on your job?

Energy for Change
How confident are you that you will be able to apply what you have learned back on the job? (Circle one rating)

0......1......2......3......4......5......6......7......8......9......10
Not at all confident Extremely confident

If you circled 6 or lower, please answer the following question. Circle all that apply.
My confidence is not high because:

a. I do not have the necessary knowledge and skills
b. I do not have a clear picture of what is expected of me
c. I have other higher priorities
d. I do not have the necessary resources to do it
e. I do not have the human support to do it
f. Other (please explain):
How committed are you to applying what you learned to your work? (Circle one rating)

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
Not at all committed  Extremely committed

If you circled 6 or lower, please answer the following question. Circle all that apply.

My commitment isn’t high because:

a. I do not have the necessary knowledge and skills
b. I do not have a clear picture of what is expected of me
c. I have other higher priorities
d. I do not have the necessary resources to do it
e. I do not have the human support to do it
f. I am not required to do this
g. I am not rewarded or recognized for doing this
h. Other (please explain):

What barriers do you anticipate that might prevent you from applying what you learned?

What might help to overcome those barriers?

What outcomes are you hoping to achieve as a result of your efforts?
REFERENCES


ADDITIONAL RESOURCES


KIRKPATRICK FOUR LEVELS® EVALUATION CERTIFICATION PROGRAM

Program Description

The Kirkpatrick Model comprises the foremost evaluation methodology in the world. In this course, you will learn the true and correct methodology directly from the Kirkpatricks. You will apply it to a program of your own to maximize business results. This interactive course is limited to 30 or fewer attendees to ensure that you receive personalized attention and the opportunity to participate.

During this course, you will learn the Kirkpatrick Model, receive a participant manual filled with examples and templates that you may borrow and adapt to build your own tools, and gain a complete understanding of what each level measures. You will also explore the reasons why evaluation is critical to training success. Case studies and success stories from companies that have used the model effectively will be highlighted. You will also learn the Kirkpatrick Decision-Making Model for effective training resource allocation.

A unique feature of this course is the exploration of how to ensure that what is learned transfers to on-the-job behaviors. You will learn why training alone is not enough, and you will receive guidance to make sure that what you teach actually gets used on the job.

To complete the course, you will create an evaluation plan based on one of your own programs and submit it for grading and personalized comments. With a passing grade, you will become Kirkpatrick Certified.

After this session, you will be able to:

- Objectively determine where to allocate training resources to create the most business impact
- Create an effective program evaluation plan that maximizes business results and minimizes resources employed
- Define the critical difference between effective training and training effectiveness
- Evaluate programs using appropriate Kirkpatrick tools

“Kirkpatrick’s four levels is the best I’ve ever seen in evaluating training effectiveness. It is sequentially integrated and comprehensive. It goes far beyond ‘smile sheets’ into actual learning, behavior changes and actual results, including long-term evaluation. An outstanding model!”

Stephen R. Covey
Author, The 7 Habits of Highly Effective People and The Leader in Me

Go to kirkpatrickpartners.com for a list of upcoming events.
KIRKPATRICK® BUSINESS PARTNERSHIP CERTIFICATION PROGRAM

Program Description

The Kirkpatrick Model represents more than just training evaluation. It forms the framework for the Kirkpatrick Business Partnership Model, a holistic process that creates, delivers and demonstrates training value.

In this course, you will learn how to leverage the model to maximize business impact through all phases of the instructional design process.

In this workshop, you will study worldwide best practices and share your own experiences in an interactive, conversational environment. You will use your own programs for application activities, so actual work gets completed during the session. Attendance is limited to 30 to ensure you receive personalized attention.

Particular attention is given to business acumen and speaking the language of the business when you make your case for training resources and support. You will receive a workbook containing templates, samples, and tools, so you will be able to apply what you learned to all future programs within your company.

Your certification is complete when you receive a passing score on the real life case you submit for grading and critique at the end of class.

After this session, you will be able to:

- Use the Kirkpatrick Business Partnership Model to design, develop, deliver and evaluate training programs that provide true business value
- Maximize training and business results with limited time, money and resources
- Build and effectively present a chain of evidence to provide a compelling argument for the value of learning to your organization

“Since the Program we have changed our entire way of thinking about results and begun to ask Senior Leadership to articulate their expectations before we begin our training intervention.”

Steve Powell,
Principal, Healthcare Team Training Inc.

Go to kirkpatrickpartners.com for a list of upcoming events.
ABOUT KIRKPATRICK PARTNERS

Kirkpatrick Partners is proud to be The One and Only Kirkpatrick® company and the only provider of authentic Kirkpatrick products and programs. The company carries on the work of Don Kirkpatrick, Ph.D., and the four levels. Kirkpatrick Partners offers seminars, consulting, impact studies, books and other written resources on the Kirkpatrick Model and related concepts.

Kirkpatrick Partners is firmly grounded in the principles that Don Kirkpatrick created over 50 years ago. It was established in 2008 to respond to a growing need for companies to rationalize the resources dedicated to training. It was originally called Kirkpatrick Consulting. The company was renamed to better represent the full line of products and services it provides to the training and business community.

Don is the company’s Honorary Chairman. Jim, Don’s son, is a Senior Consultant with the company. Don’s daughter-in-law, Wendy, is the Founder and Managing Director of Kirkpatrick Partners. Kirkpatrick affiliates also facilitate Kirkpatrick® programs and provide additional thought leadership in the areas of evaluation and business partnership.

Kirkpatrick Partners proudly continues to reinforce the importance of the Kirkpatrick Model around the world. In addition, the newer Kirkpatrick Business Partnership Model and Kirkpatrick Foundational Principles underpin all products and programs the company provides.

Don Kirkpatrick, Ph.D.  Jim Kirkpatrick, Ph.D.  Wendy Kirkpatrick

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