Training Follow-up

ETEY 2016 Wroclaw

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PARTICIPANTS HAND-OUT

1 Introduction

Trainer's job does not end after the training session. Under follow-up comes everything that you need to do after you have said the last words in your class. Goal of this session was to introduce all the post training actions which can enable the training session stick, enable participants to improve and continue the learning process and give the trainer opportunity to measure and analyse the effectiveness of the session, providing valuable input for future sessions.

The learning goals of the session were for participants:

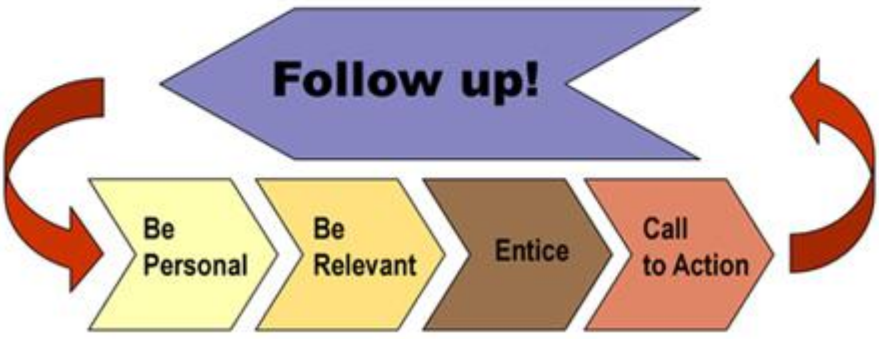
- to understand the importance of follow-up after a training
- to have an overview about what makes part of a follow up
- to get introduced to tools and practices so that they can make follow-up a systematic part of their sessions/events

2 Content

3 About Follow-up

Sometimes we wonder as facilitators and trainers if what we are teaching will have a lasting impact as trainer's job does not end after the training session. A lot of the success of our work depends on the actions of those who bring us in.

Without some follow up, it is doubtful that real change will occur. That's why a follow up process is an important part of YTA program. It is a set of reminders for participants to put their words into actions and their actions into motions.



4 Do's and Don'ts

Do's	*Don'ts*
Integrate your follow-up strategy in your whole Training (event) design	*Overwhelm participants with too many tasks after the actual happening*
Fix a follow up that fits your goals (so that you can evaluate whether you reached them)	*Don't ask things that are not useful for your goals or the development of participants*
Write hand-outs/reports etc. directly afterwards (otherwise it's never going to happen…)	*Wait with tasks like reports/hand-outs/evaluations etc.*
Set clear deadlines and be consistent yourself and reminding others	*Give the feeling the training ended and thus your whole community*
Have clear tasks and responsibilities for each one (participants. or trainer)	
Keep the group interactions alive	

5 Follow up guidelines

The time frame for follow-up items can be anything from some minutes to six months after the training. The longer you wait, the more you have to make sure to have an agenda to note down what to do. And don't forget you also may lose motivation and interest after a while.

Among other things follow-up items may include:

- Collect and file feedback forms if you have used them.
- Make digital pictures of your flip-charts.
- Compose a DVD from the pictures and files of visuals, hand-outs and digital pictures of the event. Give or send a copy to every participant.
- Write a report about the training for your NGO Training Committee. An example can be viewed above
- Write a thank you message to the organizers.
- Deliver all your promises about answering questions and sending materials later on in e-mails.
- Send e-mails to your trainees with reminders or questions about if they are using the techniques you have taught them.
- Send the letters in time if you had made a transfer session.

5.1 Prepare the follow-up

One of the last phases of training design we have learned being Follow up, we usually take it into account from the beginning when designing a training session.

If some of the points of your training is for participants to develop skills and/or develop in different attitude towards their work, then a session or an event are not enough. There is a need of putting learning into practice and doing so repeatedly. Therefore, there ought to be follow-up outlines; a scheduled set of post session activities to ensure that participants are engaged to put their learning into practice after the training session or event.

It is very important to design the follow-up process of your training program along with the design of the event, before the event takes place. This way you can prepare the different elements long before you need to send them out and, thus, can adapt it to include some happenings from the event.

5.2 During the session

At the beginning of the session we provide paper and pens/markers for trainees and we encourage them to take notes of what is interesting to them.

We strive to insist on main pieces of theory and model by linking, and key concepts to anchor the learning. These elements are repeated using several verbal and non-verbal cues.

We also use flipcharts and other visual aids in a way that participant can use the knowledge gathered and shared. About flipcharts, whenever possible we reorganise them in the room in order to compose the flipchart's gallery while developing the topic by numbering them.

5.3 At the end of the session

When concluding, we strive to encourage Trainees to think about key elements/skills (3 to 5) they can immediately bring home and apply right away.

After the evaluation feedback, we provide some hand-outs, if ready, and encourage trainees take some time to think a bit more about what has been discussed. Pictures of the flipcharts are taken for later use.

Next to that, participants are reminded that they can contact trainers if they have further questions on the topic discussed during the session. Optional will be to inform trainees about how long the trainer can be contacted for questions about this particular training session. In some cases, we offer to mentor or coach certain trainees if they want to.

5.4 After the training session

5.4.1 Hand-outs and Report

Investing a couple of hours to write your sessions' hand-outs and reports might seem at the first glance to be an annoying task (there is a little truth ;)) but the deal is that it enforces your personal learning. You go again though your session and reflect profoundly about what worked and what not. Next time doing a similar topic, you will be very grateful and able to increase a lot the quality of your session. Also it is very precious to afterwards access to all the inspirational material from your team mates and learn from them and their report.

By hand-out, we mean a comprehensive document gathering the main content elements of the training session: context, models, theories and meaningful elements produced during the session (such as toolboxes for instance). The document can also list materials participants can read for deeper understanding of the topic(s).

By report, we mean a document reporting about the session: from the design to the implementation and also some feedback when appropriate.

Template to follow when you are designing your Hand-outs and reports can be shown here: Hand-outs and reports.

5.4.2 Trainees related actions

Here are the main actions we should provide after the session:

- Deliver hand-outs within 2 weeks after the session (ideally at the end of the session).
- Encourage Trainees to share their knowledge within their organization.
- Send a mail to remind trainees to put knowledge into action 1 month after the training session with a teaser, challenge or a training related question.
- Repeat the operation the next month if trainees showed some interest.
- Interact with those who showed some interest on the previous point.
- Send a Follow up participants' survey to get the impact of the training session 4 to 6 months after the training

5.4.3 Trainees' Manager related actions

"Managers have more control over the behaviour and performance of employees than anyone else. As such, their attitude toward learning and specific courses will have a major impact on whether skills are transferred back onto the job." Trainer's tool kit by CY Charney & Katy Conway

Replace Manager by President/Board/Project leaders and employees by NGO members and you have what was somehow missing in our way of working follow up out: Managers involvement supporting the use of the knowledge provided in training.

Managers have three key roles vis-a-vis of training for their team members:

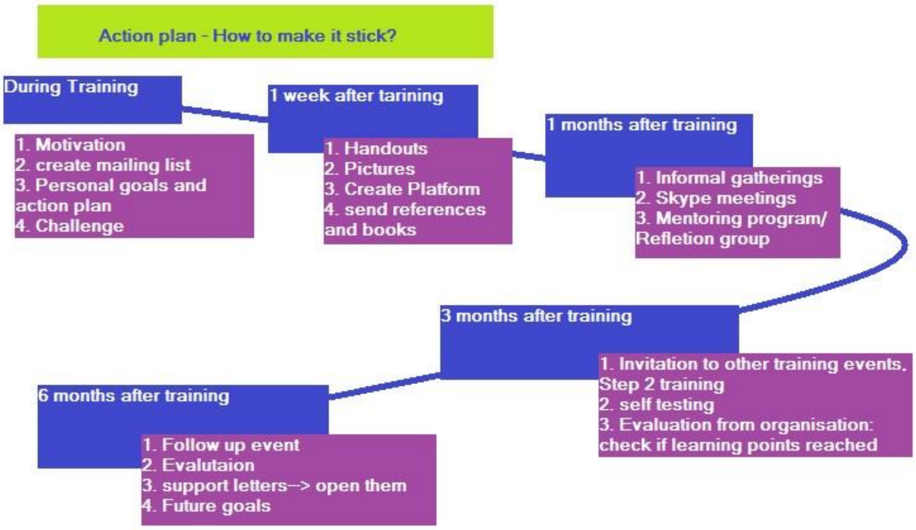
- Recommending specific training courses or activities and linking them to the employee's role and performance measures
- Debriefing trainees on lessons learned and linking these lessons to specific activities and opportunities
- Conducting follow-up as new skills are applied through action plans and feedback"

Joining actions to these thoughts, it's a useful practice to send e-mails to Presidents/Project Leaders of the session's trainees explaining the main elements communicated and shared during the training program. It also allows to ask them to use trainees on the fields they've been trained. Here are some suggestions covering the 3 points above.

Practical case: sending an e-mail to participant's managers of a 'Facilitation training' session to offer opportunities for these to practice facilitation skills along with hand-outs communicated to the participants.

5.5 How to make it stick?

One of the things you could do is make an action plan for the whole follow up and put it in a calendar. An example of the plan:



6 Training evaluation and measurement

Evaluation and measurement of training is important as a great chance to improve learning for future sessions, content and process wise.

Feedback should cover both the content and the process part. The content here refers to the elements of the training and in particular the knowledge and skills you delivered. This information is needed so you or others working on this topic later can use to better understand the general needs of trainees. The process part refers to how you did the training. It is valuable to ask for feedback on you and on your training delivery skills: what went well, where you need improvement.
How to evaluate and measure? There are many ways

- Feedback from participants
- Feedback from co-trainers
- Measuring how much do the participants remember
- Measuring how much do the participants apply
- Checking the agenda for changes/mistakes and improvisations
- Feedback from yourself on the session
- Look at your interaction with the participants
- Record and review the session

6.1 Getting participant's feedback

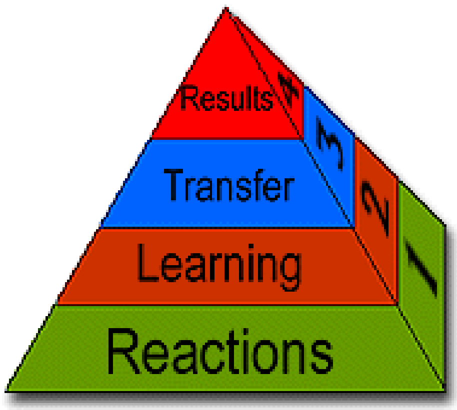
There are many questions and many ways to ask the participants for their feedback, but keep the questions focused and relevant to the session and relevant to the information you need to evaluate. You can use open questions and closed questions. The evaluation can be done at the end of the event (post its, flipcharts) or after the event via surveys.
Some of the questions you might use and combine:

- Feedback for the trainer(s)
- Mention 5 keywords when thinking of this Training session
- According to the statements below, please rank how much you learned from the session (1=nothing, 5=everything) - statement as "I am able to…" or "I understand and can apply…"
- For the following learning blocks, please rank how much you learned. (1=nothing, 5=everything).
- How useful were the handouts after the session?
- Did you adapt a particular method/model from the training in your organization's context?
- In your current situation, do you miss any knowledge about the topic that was not covered by the Training session?
- Did you feel you will/ did you need the expertise of the trainers after the Training session?
- What do you think about the follow up done for this training?
- What would you change to improve the Training session?
- What do you plan for the following 3 months regarding Training session main topic(s)?

- What was, according to you, the average ratio between theory and practices throughout the event?
- On a scale of 1-5, please appreciate your degree of satisfaction with the length and placement (not necessarily the content) of the following sessions (learning blocks)
- If you rated with 1 or 2 the previous question, please specify what you would do differently?
- In [learning block], what were the things you found useful for your future activity?
- How do you think trainers performed as a team?
- Evaluate the Trainer's Team: availability, attitude and behavior
- On a scale of 1-5 (1 - not at all relevant, 5 - very relevant), please evaluate the schedule (or parts of it) with regards to how relevant was for you the content of the sessions to achieve your goals/needs
- On a scale of 1-5, please rate your satisfaction with the practical applications from the sessions/learning blocks.
- On the items you rated with 1 or 2, please provide additional information and/or improvement points.
- What are the things you appreciated the most from the whole event? Why?

6.2 Measuring training success using the Kirkpatrick-Philips Model

Level 1 – Reactions/Satisfaction
Measure your learners' satisfaction with the training and their plans for action. You can easily start measuring customer satisfaction using post-training surveys.



Level 2 – Learning
Measure whether learning transfer occurred using tests, skill practice, role playing, simulations, group evaluations, or other assessment tools. Be sure to make your assessments as objective as possible so you can gain valuable insights when comparing results against different learners, time periods, and instructors.

Level 3 – Transfer/Impact
Measure whether the training impacted your learners' daily actions and attitudes. Measuring impact requires pre-training and post-training surveys from those who regularly witness the behaviors you want your learners to change. These observers need to be able to provide objective feedback on the knowledge, skill, and attitudes of the learner.

Level 4 – Results
Measure how the training impacted measurable performance goals. Before training results can be measured, your learners must establish and start measuring the performance goals you desire to improve.

6.3 IOOI Method of Impact measurement

Impact measurement is about asking the right question.

- Who are the people that are important for my project?
- What problem does my project solve?
- What are the results of my project?
- How do I know that my project has these results?

These simple questions can guide your way to measure the impact of your project. First of all you have to look at the stakeholders, because the impact you measure depends on for which stakeholder you measure it (project team, partners, participants, sponsors).

Then you look at what your project does - the goals, the change you think you make, and the problem the project addresses.

Last, you think about how you can prove these effects so the parameters you want to measure.

Inputs → Outputs → Outcomes → Impacts

Definition	**Example**
Input is the resources you invested into your project.	If you do a project to reduce carbon dioxide emission by planting trees, the resources are the trees (so money) and time of the involved people
Output is the tangible products of the project	the number of trees planted
Outcome the change you make	CO_2 that is reduced by the trees
Impact is the outcome minus an estimation what would have happened anyway	CO_2 reduction by the plated trees minus a CO_2 measurement from a comparable surrounding

6.3.1 Why is it important to separate outcomes, outputs and impacts?

First of all, because they have to be measured in different ways...
Outputs can be counted, for example by the project manager, without help of other people (f.e. training hours, number of participants)
Outcomes have to measure once, for example in a survey, an interview, a test...
Impacts have to be measured twice to have a “baseline” measurement before the project that has to be subtracted from the measurement after the event.

Another reason why this division is important is because the three types of results have a different power: if you state your training had the outcome of x delivered training hours, it says nothing about the quality of these hours.

When you measure an outcome you get a statement like “x number of participants say that they have found their personal life goal”. This doesn’t say why and where they found it and if it was because of your training.

When you measure impacts, you get statements like “x % of participants are do know their life goal and didn´t know it before the event/ x number of participants have found their personal life goal because your project”

6.3.2 How to create an impact framework

1) Look at the goals of your event
2) Derive parameters from the goals to check if they have been met
3) Check if you want to measure and output, outcome or impact
4) Formulate a measuring question
5) Decide how to measure (survey, interview, test...)
6) Decide when to measure
7) Agree on a goal (number/percentage) you want to achieve for this parameter

6.3.3 Social Impact, SROI and social reporting standard

Also this method you can measure your impact. If you want to go one step further, you can calculate the Social Return on Investment (SROI) this means you can calculate the value of your project in terms of money. If you work on lowering the unemployment rate of young people, you can calculate the reduction of state aid to unemployed according to the rate of success to prevent young people from unemployment. This can be expressed in money and then put in a ratio to your invested resources. In the end you get a statement like “for every euro you put into our project, there is x euro of social benefit.
Also there is a guideline to report social impact called the Social reporting Standard that can be used to report about your Impact in a structured and complete way.

7 YTA and follow-up – The larger picture

It took us trainers not even one and a half months to set up the whole YTA 2014, which is for such an event quite little time, and that is mainly due to a very developed follow-up habit from the last trainer generations. We used a lot of material from last years like drafts to adapt, change and improve it according to our and participants' needs for this year.
With this practice, YTA organizers and trainers never have to start at point zero and also know on what to pay particularly attention for a next time.

Concerning our preparation work for YTA 2015 we had all necessary information collected in a Google drive shared between all the trainers and potential feedbackers, and especially a summary of the most important information in our trainers' Masterfile.

YTA follow-up strategy is mainly about having a close look on your learning of YTA, making it sustainable, monitoring participants' evolution, sharing knowledge/resources and empowering each other. The main elements can be found in the e-mail (annex p.5) you received in December and on the spreadsheet plan.

Basically the most important elements of a long term follow-up of the ALFA generation (even your generation name made somehow part of it) are put together in your google drive.

- Sharing is caring and community creation

Keeping the common mailing list, FB group, mailing lists and other communities like Youth Trainers' Community alive is very precious for all participants (including trainers) of a training event. It's about sharing useful resources, tools, opportunities and especially showing support for each other. What can be more insuring than to know that whenever you should struggle with designing a session in future there will be competent friends happy to help you out with advice, tips and support? Therefore it is useful to keep interactions alive and to trigger from time to time discussions and conversations in the community.

- **Flipcharts photos and documentation sharing**

Adding to the last point, make sure you always take photos of flipcharts during sessions and to share them afterwards for the follow-up (in hand-outs and album).

Each trainer will with his activity create a personal library with very useful content per topic. Use the community to share those resources and be helpful one for the other.

- **Monitoring, mentoring and coaching after YTA (through trainers, Angels etc.)**

A training sessions recorder and just to keep the community alive and on track who is doing which kind of trainings is also an important part of a training follow-up because you get an overview on each participants' development. Telling others about your activity as trainer is an additional motivation, the feeling of safety and more confidence.

It is also recommended to plan specific mentoring and coaching sessions (per Skype or physical meeting) after such an impactful training event to accompany still closer each fresh trainer and give them specific reflection points.

- **YTA event evaluation**

This includes all important parts of the event like logistics, content, trainers, conditions etc. A final evaluation is a crucial part for many reasons (see additional readings) like, making participants reflect again about the whole event, what to improve and how, whether your initial goals has been achieved, what specificities to take into account etc.

Letting participants evaluate just a little time after the event might make it more constructive and realistic, as all impressions and happenings could have been digested and put clearer in the minds of people.

- **YTA 2015 Certifications (if participants deliver 12h of training by 1st of April 2016)**

It is the merited reward for all the hard work of a new trainer and also a common goal to achieve by all mates of the event. Although it has above all a symbolic value it can also be quite useful for future applications.

- **An Impact measurement survey by May 2016**

This gives the trainers a real insight about what they achieved for each individual with their training event on long term. As any evaluation it's again the opportunity for the participants to reflect again on themselves and their development.

The result can be a guiding line for a long term strategy of the event and be the opportunity to deeply reflect on the goals – outcome of the training event.

- **Contacting Partner NGOs**

Each stage of YTA content development has been shared with partner NGO through their contact persons (all coordinators of their NGO training system): from the goal of the event and sessions to the time lines and the hand-outs of the session.

Being aware of what YTA participants experienced during the event, they can facilitate their integration within their respective training systems and also engage more easily into trans-organisational sharing, training projects and trainers' exchanges.

8 Further readings

If you want to develop your knowledge from this document, here are some references that were used when designing this training session:

8.1 References

- TRN Follow Up document written by Herve Tunga
- Trainer's tool kit by CY Charney & Katy Conway
- YTA Impact Measurements Outcomes
- 360 Learning Experience Handbook
- Measuring Social Impact

8.2 Web links

- http://www.gosignmeup.com/kirkpatrick-phillips-model/
- T-kit on evaluation
- T-kit training essentials "After Training"
- Program Evaluation Model: 9 step process
- http://thearctraining.org/
- Know your organisation