

A PRACTICAL FIELD GUIDE FOR TRAINERS

Prove Your Training Impact

From Feedback Forms to Business Results

Measure learning effectiveness, demonstrate workplace change and communicate credible business impact.



Measure Outcomes



Track Change



Show Business Value

Better Learning
Bigger Impact

Training Impact
Real Change. Lasting Results.



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ABOUT THIS BOOK

Publication Note

This facilitator-oriented field guide helps trainers, facilitators, consultants, and learning and development teams plan measurement, collect evidence, evaluate learning and workplace application, and communicate findings responsibly. Examples and figures are illustrative, not promises of results. Adapt every measure to the context, data permissions, operational conditions, and stakeholder needs.

A Note on Evidence and Attribution

A change observed after training is not automatically caused by training. Market conditions, staffing, incentives, technology, leadership, workload, and other initiatives may also influence results. The strength of a conclusion should never exceed the strength of the evidence. Not every programme needs financial ROI. Some are best assessed through skill demonstration, quality, safety, compliance, service, risk, or capability indicators.

How to Use This Book

- Read the chapters in sequence on your first pass. Each chapter builds one link in a connected measurement chain.
- For a live programme, complete the early planning chapters before delivery whenever possible.
- For a completed programme, use the retrospective measurement chapter and clearly label reconstructed or recalled information.
- Use the activities and debrief questions for facilitator development or client workshops.
- Complete planning canvases with sponsors and data owners instead of making measurement decisions in isolation.

THE CENTRAL PROMISE

Move beyond asking whether participants liked a session. Define success, establish a starting point, observe learning and workplace application, collect credible evidence, interpret results cautiously, and present a useful conclusion.

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Sample edition: contents of the full eBook.

Contents at a Glance

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01

PART

Rethink Impact

IN THIS PART

Chapter 01	The Feedback Form Trap
Chapter 02	The Stakeholder Question Behind the Request
Chapter 03	Separate Activity, Learning, Behaviour and Results
Chapter 04	Define the Performance Problem Before the Programme

CHAPTER 01

The Feedback Form Trap

BY THE END OF THIS CHAPTER

Recognise why satisfaction is useful but insufficient.

The situation

A leadership workshop receives a 4.8 out of 5 rating. The sponsor asks whether delegation improved, but the trainer has only feedback forms.

The core idea

Reaction data reveals participant experience. It does not by itself establish learning, behaviour change, or business performance. A positive reaction is one signal in a wider chain.

Practical framework

- 01 **Reaction:** how was the experience?
- 02 **Learning:** what capability changed?
- 03 **Application:** what was done differently at work?
- 04 **Performance:** what operational indicator changed?
- 05 **Business outcome:** why did the change matter?

Facilitator teaching notes

Open with the situation before introducing the framework. Ask participants what they would normally do, then ask what evidence would make that response defensible. Make assumptions visible. Compare options. Practise a repeatable decision process rather than searching for one perfect answer.

- Ask learners to distinguish what they know from what they assume.
- Use a realistic example from participants' work where confidentiality permits.
- Make the cost of a weak decision visible without shaming participants.
- Close with one action that can be used in a real assignment.

Practice lab

Audit the evidence from one recent programme. Label each item as reaction, learning, application, performance, or business outcome. Identify missing links.

Working tool

COPY-READY TOOL

Evidence Gap Scan: claim | evidence available | evidence missing | next feasible source.

Debrief questions

- Which assumption had the greatest effect on the decision?
- What evidence would change your conclusion?
- What is the smallest practical next step?

Common traps to avoid

- Choosing a measure because it is easy to collect rather than relevant.
- Treating positive participant reaction as proof of application.
- Changing definitions after results arrive.
- Ignoring context, missing data, or alternative explanations.
- Making a stronger claim than the evidence supports.

Quality check

Check	Yes / No	Notes
Is the question or objective clear?		
Is the evidence source appropriate?		
Are assumptions and limitations recorded?		
Can another person understand the decision?		

THE BRIDGE TO THE NEXT CHAPTER

Once feedback is recognised as one part of the picture, ask what the stakeholder actually needs to know.

Field notes

Programme or client:

One insight I will apply:

Evidence or conversation needed next:

Owner and date:

CHAPTER 01 · FIELD LAB A

Worked Example and Reasoning

Purpose: convert the chapter idea into a decision that can be explained, checked, and repeated. Use the example as a worked demonstration before independent practice.

Starting situation: A leadership workshop receives a 4.8 out of 5 rating. The sponsor asks whether delegation improved, but the trainer has only feedback forms.

Decision to make: Recognise why satisfaction is useful but insufficient.

Reasoning sequence

- 01 Restate the question in observable language.
 - 02 Identify what is known, assumed, and unknown.
 - 03 Select evidence relevant to the decision rather than merely convenient.
 - 04 Record context and limitations before interpreting results.
 - 05 Choose a next action that can be reviewed later.
-

Working question	Illustrative response
What do we know?	A leadership workshop receives a 4.8 out of 5 rating. The sponsor asks whether delegation improved, but the trainer has only feedback forms.
What must not be assumed?	Do not infer causation or generalise beyond the available evidence.
What evidence would help?	Evidence Gap Scan: claim evidence available evidence missing next feasible source.
What is the next decision?	Collect the minimum useful evidence and review it with the relevant stakeholder.

FACILITATOR CUE

Think aloud while making the decision. Explain why one option is stronger and name the evidence that would change your mind.

CHAPTER 01 · FIELD LAB B

Facilitator Run Sheet

Stage	Time	Facilitator action	Evidence of learning
Set the scene	5 min	Present the scenario without giving the answer.	Learners identify the decision and stakes.
Individual thinking	7 min	Ask learners to separate facts, assumptions, and questions.	Assumptions become visible.
Pair analysis	10 min	Ask pairs to compare options and defend evidence choices.	Reasoning is explained.
Group debrief	10 min	Use debrief prompts and invite a counterexample.	Learners revise or qualify a claim.
Workplace transfer	5 min	Ask each person to name a real programme where the tool applies.	A next action and owner are recorded.

Suggested facilitator language

"Before we decide what the result means, let us be precise about the question. Which part is directly observed? Which part is interpretation? What else could explain the pattern? What evidence would make the next decision safer?"

Watch for these signals

- Participants jump from a number to a causal claim.
- A convenient measure replaces the business question.
- The group ignores missing data or changing conditions.
- The debrief ends with opinions but no next action.

ADAPTATION NOTE

For experienced practitioners, remove the worked example and ask them to defend a plan under time pressure. For new trainers, model one decision at a time.

CHAPTER 01 · FIELD LAB C

Participant Worksheet

Complete this worksheet for one live or fictional programme. If information is unavailable, write “not yet known” and identify how you will find it.

Prompt	Your response
Programme or business context	
Question the stakeholder needs answered	
Current facts and evidence	
Assumptions to test	
Desired condition or decision	
Measure or evidence source	
Collection owner and timing	
Known limitation or risk	
Next action and review date	

Evidence quality self-check

- ☐ I can explain why the evidence answers the question.
- ☐ The measure has a clear definition.
- ☐ I have identified a plausible alternative explanation.
- ☐ I know who owns the data and when it can be accessed.
- ☐ My intended conclusion is no stronger than the design allows.

Peer review

Reviewer:

Date:

Strongest part:

Question or risk to address:

Next improvement:

CASE 01

Sales conversion after negotiation training

Situation

Conversion rises from 19% to 23%, while lead quality changes and a new incentive begins.

Facilitator challenge

Compare definitions, lead mix, observed negotiation behaviour, and alternative explanations.

Discussion questions

- 01 What can be concluded now?
 - 02 What cannot be concluded?
 - 03 What additional evidence would you collect?
 - 04 What is the next decision?
-

CASE 01 · PARTICIPANT OUTPUT

Your response

One evidence-based finding, one limitation, and one action recommendation.

Evidence-based finding:

Limitation:

Action recommendation:

TOOL 01

Training Impact Planning Canvas

Business problem and affected group:

Current evidence and baseline:

Desired performance and business significance:

Capability required:

Learning and practice design:

Workplace behaviour to observe:

Indicators and sources:

Owners, timing, limitations, decisions:

Completion notes:

Owner:

Date:

Review:



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