42

Learning and Development Programmes and Events

Key concepts and terms

- Cost/benefit analysis
- Learning evaluation
- Learning specification
- Return on investment
- Discretionary learning
- Learning needs analysis
- Return on expectations
- Self-directed learning

Learning outcomes

On completing this chapter you should be able to define these key concepts. You should also know about:

- The business case for learning and development
- Responsibility for learning
- Evaluating learning
- Planning and delivering learning programmes and events
- Analysing learning needs

Introduction

This chapter starts with an overview of the process of planning a learning and development programme or a learning event. A learning and development programme is a sequence or group of learning activities that take place over a period of time. A learning event is a specific learning activity that might take the form of a course designed to meet established learning needs.

In the first part of this chapter consideration is given to the preparation of a business case for learning, the sequence of activities required to plan the programme or event including who is responsible for ensuring that learning takes place. The next part deals with the delivery of learning programmes and events and the criteria for their effectiveness. The final two parts of the chapter are concerned with two fundamental activities that govern the planning and implementation of learning programmes and events, namely identifying learning needs and evaluating the effectiveness of learning activities.

The business case for learning and development

The business case for learning and development should demonstrate how learning, training and development programmes will meet business needs. Kearns and Miller (1997) go as far as to claim that: 'If a business objective cannot be cited as a basis for designing training and development, then no training and development should be offered.'

A cost/benefit analysis is required, which compares the benefits expressed in quantified terms as far as possible that will result from the learning activity. The business case has to convince management that there will be an acceptable return on the investment (RoI) in learning and training programmes and events. It can be difficult to produce realistic figures, although the attempt is worth making with the help of finance specialists. The case for investing in learning and development can refer to any of the following potential benefits.

Potential benefits provided by learning and development activities

- Improve individual, team and corporate performance in terms of output, quality, speed and overall productivity.

- Attract high quality employees by offering them learning and development opportunities, increasing their levels of competence and enhancing their skills, thus enabling them to obtain more job satisfaction, to gain higher rewards and to progress within the organization.

- Provide additional non-financial rewards (growth and career opportunities) as part of a total reward policy (see Chapter 46).

- Improve operational flexibility by extending the range of skills possessed by employees (multi-skilling).

- Increase the commitment of employees by encouraging them to identify with the mission and objectives of the organization.

- Help to manage change by increasing understanding of the reasons for change and providing people with the knowledge and skills they need to adjust to new situations.

- Provide line managers with the skills required to manage and develop their people.

- Help to develop a positive culture in the organization, one, for example, that is oriented towards performance improvement.

- Provide higher levels of service to customers.

- Minimize learning costs (reduce the length of learning curves).

Planning and delivering learning programmes and events

The actions required are as follows.

1. Establish learning needs

Methods of doing this are described in the penultimate part of this chapter.

2. Define learning objectives

It is essential to be clear about what the programme or event is required to achieve – its learning objectives and outcomes. These are defined to satisfy established learning needs and to provide the basis for planning content and evaluating results.

Objectives can be defined as criterion behaviour (the performance standards or changes in behaviour on the job to be achieved if a learning process is to be regarded as successful) and terminal behaviour (what actually happened following the learning event). Any gap between criterion and terminal behaviour will indicate deficiencies in the programme. A behavioural objective could be set out as follows.

Example of a behavioural learning objective

At the end of the programme managers will be able to take greater responsibility for the development of their staff. Indicative activities will include:

- the conduct of satisfactory performance and development reviews;
- the agreement of personal development plans;
- enabling team members to carry out self-directed learning activities;
- the ability to use coaching skills to improve performance.

3. Decide on content

The content of the programme or event will clearly be governed by whatever those attending need to know or be able to do as set out in the learning objectives. It is important not to try to achieve too much in any one event. There is a limit to how much people can absorb at any one time and an even greater limit to how much they can put into effect. The content of the training should be related to the work contexts of the participants. Ideally, their work should be made a central feature of the subject matter. Every opportunity should be taken to embed learning at work.

4. Decide on methods of delivery

The methods used to deliver learning should be appropriate to the purpose of the course and to the characteristics of participants – their jobs, learning needs, previous experience, level of knowledge and skills, and how receptive they will be to being taught (motivated to learn). A blended learning approach should be adopted, as described in Chapter 41. Account must be taken of how people learn and the conditions for effective learning, as set out in Chapter 43.

Every opportunity should be taken to embed learning at work. It is particularly important in management, supervisory and interpersonal skills training to provide ample time for participation and active learning through discussion, case studies and simulations. Lectures should form a minor part of the course. Good instructional techniques, as described in Appendix D, should be used in skills training.

The design of the programme or event should take account of the principles of learning. The following guidelines, based on the ideas of Gagne (1977), have been produced by Harrison (2005).

Guidance on the design and delivery of learning events, Gagne (1977) and Harrison (2005)

- Design an appropriate structure and culture – how the event will be shaped and the desirable climate of relationships.

- Stimulate the learners – ensure that learners believe that their needs are being catered for. Get them involved. Focus on key learning points.

- Help understanding – check understanding regularly and vary the learning pace to ensure that it is absorbed.

- Incorporate appropriate learning activities – these should include situations or the use of knowledge and skills that learners perceive to be relevant to their jobs.

- Build on existing learning – find out what people know and do and build on that so that they can incorporate new learning, or recognize that they are irrelevant and allow them gradually to fall away.

- Guide the learners – give them regular feedback and guidance on the learning process.

- Ensure that learning is retained – enable learners to practise and consolidate their skills, bearing in mind the phenomenon of the learning curve (see Chapter 43). Provide feedback and praise as appropriate.

- Ensure transfer of learning – successful transfer of learning from the event to the workplace depends on the extent to which the event has been relevant to the learners' needs, the learners have been able to acquire the knowledge and skills covered in the programme, they have been stimulated throughout the programme and are encouraged and enabled to put their learning into practice.

5. Decide on the location and facilities required, the budget and who delivers the programme

The programme could take place on- or off-the-job, in-house or at an external centre. The facilities will be determined by the planned learning methods, and their availability will influence the location. At this stage it is also necessary to cost the programme and prepare a financial budget. The programme could be delivered by the organization's own learning and development staff or outsourced in whole or in part to outside training providers. Line managers may usefully take part as long as they are reasonably proficient as instructors, trainers or coaches.

6. Prepare information on the programme or event

This will set out its objectives, content and methods as a guide to nominating managers and potential participants.

7. Deliver the learning

This should not present too many problems if the planning and preparation for the programme or event have been carried out systematically. However, a flexible approach is desirable because all learning events vary according to the characteristics of the learners whose learning needs and reactions will vary. Fine tuning will be necessary throughout the programme.

8. Evaluate the learning

The criteria for an effective learning programme or event are set out below. Systematic methods of evaluation are described in the last part of this chapter.

What makes a learning and development programme or event effective?

- The event or programme is based on a thorough evaluation of learning needs.

- Clear objectives have been set for the outcomes of the event or programme.

- Standards are set for the delivery of the event or programme.

- Success criteria and methods of measuring success have been established.

- A blend of learning and development methods are used – informal and formal – that are appropriate for the established needs of those taking part.

- The responsibilities for planning and delivering the programme or event have been clarified.

- Those responsible for the learning activity are well-qualified in whatever role they are expected to play.

- Adequate resources have been allocated to the programme or event.

- The programme or event has the support of top management.

- The programme is implemented effectively as planned, within its budget and in accordance with the defined standards.

- The application of the programme or event is regularly monitored to ensure that it meets the defined objectives and standards.

- The achievements of the programme or event are evaluated against the success criteria and swift corrective action is taken to deal with any problems.

Responsibility for the implementation of learning

Individuals should be expected to take a considerable degree of responsibility for managing their own learning (self-directed or discretionary learning) but they need the help and support of their line managers and the organization, including the learning and development function. Line managers have a key role in planning and facilitating learning by conducting performance and development reviews, agreeing learning contracts and personal development plans with their staff, and helping staff to implement those plans through the provision of learning opportunities and coaching. But they have to be encouraged to do this. They should understand that the promotion of learning is regarded as an important aspect of their responsibilities and that their performance in carrying it out will be assessed. They also need guidance on how they should carry out their developmental role.

Responsibility for learning and development is being increasingly placed on managers and employees rather than learning and development professionals. The latter are becoming learning facilitators rather than training providers or instructors. The direct role of training is becoming less important. As Stewart and Tansley (2002) point out, training specialists are focusing on learning processes, rather than the content of training courses. Carter *et al* (2002) argue that 'The shifting organizational forms of training, coupled with multiple delivery methods, are not leading to a single new role for the trainer, but rather an array of different role demands.' These roles include facilitator and change agent.

As facilitators, learning and development specialists analyse learning needs and make proposals on how these can best be satisfied. They provide facilities such as learning resource centres and e-learning programmes and plan and implement training interventions, often outsourcing training to external providers. Importantly, they provide guidance to line managers and help them to develop their skills in assessing development needs, personal development planning and coaching. Additionally, they are there to give advice and help to individuals on their learning plans.

Identifying learning needs

All learning activities need to be based on an understanding of what needs to be done and why it needs to be done. The purpose of the activities must be defined and this is only possible if the learning needs of the organization and the groups and individuals within it have been identified and analysed.

The basis of learning needs analysis

Learning needs analysis is often described as the process of identifying the learning gap – the gap between what is and what should be, as illustrated in Figure 42.1.
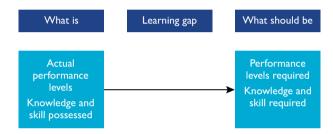

Figure 42.1   The learning gap

But this 'deficiency model' of training – only putting things right that have gone wrong – is limited. Learning is much more positive than that. It should be concerned with identifying and satisfying development needs – fitting people to take on extra responsibilities, increasing all-round competence, equipping people to deal with new work demands, multi-skilling, and preparing people to take on higher levels of responsibility in the future.

Areas for learning needs analysis

Learning needs should be analysed, first, for the organization as a whole – corporate needs; second, for departments, teams, functions or occupations within the organization – group needs; and third, for individual employees – individual needs. These three areas are interconnected, as shown in Figure 42.2. The analysis of corporate needs will lead to the identification of learning needs in different departments or occupations, while these in turn will indicate what individual employees need to learn. The process also operates in reverse. As the needs of individual employees are analysed separately, common needs emerge that can be dealt with on a group basis. The sum of group and individual needs will help to define corporate needs, although there may be some superordinate learning requirements that can be related only to the company as a whole to meet its business development needs – the whole learning plan may be greater than the sum of its parts.
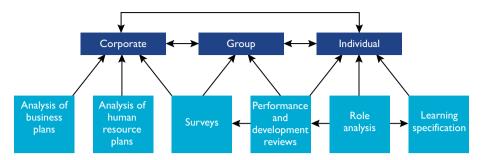
Figure 42.2   Learning needs analysis – areas and methods

These areas of analysis are discussed below.

Analysis of business and human resource plans

Business and HR plans should indicate in general terms the types of skills and competencies that may be required in the future and the numbers of people with those skills and competencies who will be needed. These broad indicators have to be translated into more specific plans that cover, for example, the outputs from training programmes of people with particular skills or a combination of skills (multi-skilling).

Surveys

Special surveys may be carried out that analyse the information from a number of sources, eg performance reviews, to identify corporate and group learning and training needs. This information can be usefully supplemented by interviewing people to establish their views about what they need to learn. But they often find it difficult to articulate learning needs and it is best to lead with a discussion of the work they do and identify any areas where they believe that their performance and potential could be improved by a learning or training programme.

An analysis should also be made of any areas where future changes in work processes, methods or job responsibilities are planned, and of any common gaps in skills or knowledge or weaknesses in performance that indicate a learning need. Further information should be derived from the evaluation of training, as described at the end of this chapter.

Performance and development reviews

The performance management processes should be a prime source of information about individual learning and development needs. The performance management approach to learning concentrates on the preparation of performance improvement programmes, personal development plans and learning contracts, which lead to jointly determined action plans. The

emphasis is on identifying learning needs for continuous development or to produce specific improvements in performance.

Role analysis

Role analysis is the basis for preparing role profiles that provide a framework for analysing and identifying learning needs. Role profiles set out the key result areas of the role but, importantly, also define the competencies required to perform the role. A good performance management process will ensure that role profiles are updated regularly and the performance review will be built round an analysis of the results achieved by reference to the key result areas and agreed objectives. The competency framework for the role is used to assess the level of competency displayed in achieving, or as the case may be, not achieving those results. An assessment can then be made of any learning required to develop levels of competency. Ideally, this should be a self-assessment by individuals, who should be given every encouragement to identify learning needs for themselves. These can be discussed with the individuals' manager and agreement reached on how the learning needs should be met, by the individuals through self-managed learning and/or with the help and support of their managers. The output of role analysis could be a learning specification, as illustrated in Figure 42.3.

Learning Specification	
Role: Product Manager	**Department:** Marketing
What the role holder must understand	
Learning outcomes	**Learning methods**
• The product market • The product specification • Market research availability • Interpretation of marketing data • Customer service requirements • Techniques of product management	• Coaching: Marketing Manager and Advertising Manager • Coaching: Operations Manager • Coaching: Market Research Manager • Coaching: Market Research Manager • Customer Service Manager • Institute of Marketing courses
What the role holder must be able to do	
Learning outcomes	**Learning methods**
• Prepare product budget • Prepare marketing plans • Conduct market reviews • Prepare marketing campaigns • Specify requirements for advertisements and promotional material • Liaise with advertising agents and creative suppliers • Analyse results of advertising campaigns • Prepare marketing reports	• Coaching: Budget Accountant • Coaching: Mentor • Coaching: Market Research Department • Read: Product Manager's Manual • Read: Product Manager's Manual • Attachment to agency • Coaching: Mentor, read analyses • Read: previous reports; observe: marketing review meetings

Figure 42.3   A learning specification

Evaluation of learning

It is important to evaluate learning in order to assess its effectiveness in producing the outcomes specified when the activity was planned and to indicate where improvements or changes are required to make the training even more effective.

Learning evaluation, Tamkin *et al* (2002)

Learning can be modelled as a chain of impact from the planning of learning to meet organizational or individual learning needs to the learning that takes place in a learning event, from learning to changed behaviour, and from changed behaviour to impact on others and the organization as a whole.

It is at the planning stage that the basis upon which each category of learning programme or event is to be evaluated should be determined. This means defining expectations in the form of the impact that the event will make in terms of criterion and terminal behaviour. The aim is to establish the extent to which the event has achieved its purpose. At the same time, it is necessary to consider how the information required for evaluation should be obtained and analysed.

The significance of learning evaluation

Evaluation is an integral feature of learning activities. In essence, it is the comparison of objectives with outcomes to answer the question of how far the event has achieved its purpose. The setting of objectives and the establishment of methods of measuring results are, or should be, an essential part of the planning stage of any learning and development programme. Evaluation provides guidance on what needs to be done to ensure that learning activities are effective.

Approach to evaluation

The areas that need to be evaluated are:

● Planning – the extent to which needs were properly evaluated and objectives set.

- Conduct – how well the programme or event was organized and managed, the degree to which the inputs and methods were appropriate and effective, and its cost compared with the budget.

- Reactions – what participants felt about the event.

- Outcomes – the impact the event made on individual, departmental and organizational performance. The levels at which this can take place were defined by Hamblin in 1974 and in a better known version, Kirkpatrick in 1994.

Levels of evaluation, Hamblin (1974)

The five evaluation levels identified by Hamblin are:

1. Reactions – what participants think of the learning experience, the quality of the speakers and the relevance of the content. This may be recorded on an evaluation form, sometimes called a 'happy sheet'.

2. Learning – an assessment of what participants have learnt on the programme.

3. Job behaviour – the extent to which participants have applied their learning on-the-job.

4. Organization – the impact of changes in the job behaviour of participants on the effectiveness of the department or function in which they work.

5. Ultimate value – the extent to which the organization has benefited from the learning event in terms of profitability, growth or survival.

As Hamblin points out, the five levels are links in a chain: training leads to reactions, which lead to learning, which leads to changes in the organization, which lead to changes in the achievement of ultimate goals. But the chain can be snapped at any link. Trainees can react favourably to an event – they can 'enjoy it' – but learn little or nothing. They can learn something but cannot, will not, or are not allowed to apply it. It is applied but does little good in the participants' area. It does some good in the area but does not further the objectives of the organization.

Evaluation can take place at any level. Ideally it should focus on levels four and five, but this can be difficult. In practice evaluation often goes no further than level one, but at least it should try to move on to levels two and three and make some attempt to evaluate at higher levels, especially when the learning programme is extensive and addresses issues of importance to the organization as a whole.

Levels of evaluation, Kirkpatrick (1994)

The four levels of evaluation suggested by Kirkpatrick are as follows.

Level 1: Reaction – at this level, evaluation measures how those who participated in the training have reacted to it. In a sense, it is a measure of immediate customer satisfaction. Kirkpatrick suggests the following guidelines for evaluating reactions:

- determine what you want to find out;

- design a form that will quantify reactions;

- encourage written comments and suggestions;

- get 100 per cent immediate response;

- get honest responses;

- develop acceptable standards;

- measure reactions against standards, and take appropriate action;

- communicate reactions as appropriate.

Research by Warr *et al* (1970) has shown that there is relatively little correlation between learner reactions and measures of training, or subsequent measures of changed behaviour. But as Tamkin *et al* (2002) claim, despite this, organizations are still keen to get reactions to training, and used with caution this can produce useful information on the extent to which learning objectives were perceived to be met and why.

Level 2: Evaluate learning – this level obtains information on the extent to which learning objectives have been attained. It will aim to find how much knowledge was acquired, what skills were developed or improved, and the extent to which attitudes have changed in the desired direction. So far as possible, the evaluation of learning should involve the use of tests before and after the programme – paper and pencil, oral or performance tests.

Level 3: Evaluate behaviour – this level evaluates the extent to which behaviour has changed as required when people attending the programme have returned to their jobs. The question to be answered is the extent to which knowledge, skills and attitudes have been transferred from the classroom to the workplace. Ideally, the evaluation should take place both before and after the training. Time should be allowed for the change in behaviour to take place. The evaluation needs to assess the extent to which specific learning objectives relating to changes in behaviour and the application of knowledge and skills have been achieved.

Level 4: Evaluate results – this is the ultimate level of evaluation and provides the basis for assessing the benefits of the training against its costs. The objective is to determine the added value of learning and development programmes – how they contribute to raising organizational performance significantly above its previous level. The evaluation has to be based on 'before' and 'after' measures and has to determine the extent to which the fundamental objectives of the training have been achieved in areas such as increasing sales, raising productivity, reducing accidents or increasing customer satisfaction. Evaluating results is obviously easier when they can be quantified. However, it is not always easy to prove the contribution to improved results made by training as distinct from other factors and, as Kirkpatrick says, 'Be satisfied with evidence, because proof is usually impossible to get.' Perhaps the most powerful method of demonstrating that learning programmes pay is to measure the return on investment, as discussed below.

Kirkpatrick's system is slightly simpler than Hamblin's, which may explain why it is so popular. But the difficulty of moving beyond level one still applies. That is why there have been moves to use an overall measure such as return on investment or return on expectations.

Return on investment as a method of evaluation

Return on investment (RoI) is advocated by some commentators as a means of assessing the overall impact of training on organizational performance. It is calculated as:

$$\frac{\text{Benefits from training (£)} - \text{costs of training (£)}}{\text{costs of training (£)}} \times 100$$

Kearns and Miller (1997) believe that only this sort of measure is useful in evaluating the overall impact of training. They argue that particular measures should be used to evaluate specific training; for example, if development aims to bring about greater awareness of customers then it should still be measured by the eventual effect on customer spend, customer satisfaction and number of customers.

The pressure to produce financial justifications for any organizational activity, especially in areas such as learning and development, has increased the interest in RoI. The problem is that while it is easy to record the costs it is much harder to produce convincing financial assessments of the benefits. Kearns (2005) provides a response to this concern:

> *All business is about the art of speculation and the risk of the unknown. The trick here is not to try and work to a higher standard of credibility than anyone else in the organization. If accountants are prepared to guess about amortization costs or marketing directors to guess about market share why should a trainer not be prepared to have a guess at the potential benefits of training?*

He recommends the use of 'a rule of thumb' when using RoI to the effect that any training should improve the performance of trainees by at least 1 per cent. Thus if the return on sales training is being measured, the benefits could be calculated as 1 per cent of profit on sales.

Return on expectations

The evaluation of learning has traditionally concentrated on the Hamblin or Kirkpatrick 'levels' approach. But there is a trend to concentrate more on the validation of the total learning process and on the outcomes of learning, which means focusing on return on expectation measures that assess the extent to which the anticipated benefits of any learning investment have been realized. This starts with a definition of expectations – a statement of what the learning event is aiming to achieve at the individual, departmental and, importantly, organizational level. This would also involve deciding how achievement will be measured – the success

criteria. These criteria would be used as the basis for evaluation. At the organizational level, for example, they could be improvements in the level of customer service, a return on investment target, or increased productivity. As Sloman (2007) emphasizes: 'We must enter into a dialogue with our key stakeholders to find out where they believe that learning can make a strategic impact. This must then determine how we measure and report on learning.'

Application of evaluation

As Reid *et al* (2004) comment: 'The more care that has been taken in the assessment of needs and the more precise the objectives, the greater will be the possibility of effective evaluation.' This is the basis for conducting evaluation at various levels.

It could be argued that the only feedback from evaluation that matters is the results in terms of improved unit or organizational performance that learning brings. But if this is hard to measure, a learning event could still be justified in terms of any actual changes in behaviour that the programme was designed to produce. This is based on the assumption that the analysis of learning needs indicated that this behaviour is more than likely to deliver the desired results. Similarly, at the learning level, if a proper analysis of knowledge, skills and attitude requirements and their impact on behaviour has been conducted, it is reasonable to assume that if the knowledge, etc has been acquired, behaviour is likely to change appropriately. Finally, if all else fails, reactions are important in that they provide immediate feedback on the quality of training given (including the performance of the trainer), which can point the way to corrective action.

Learning and development programmes and events – key learning points

Preparing the business case for learning and development

The business case for learning and development should demonstrate how learning, training and development programmes will meet business needs.

Planning and delivering learning programmes and events

The stages are:

- identify learning needs;
- define learning objectives;
- decide on content;
- decide on methods of delivery;
- decide on location, facilities, the budget and who delivers the programme;
- prepare information about the programme or event;
- deliver the programme or event;
- evaluate learning.

Main criteria for effectiveness

- The programme is based on a thorough evaluation of learning needs.

Learning and development programmes and events – key learning points (continued)

- Clear objectives have been set for the outcomes of the programme.

- Standards are set for the delivery of the programme.

- Success criteria and methods of measuring success have been established.

- A blend of learning and development methods are used – informal and formal – that are appropriate for the established needs of those taking part.

- The outcome of the programme is evaluated.

Responsibility for learning

While individuals should be expected to take a considerable degree of responsibility for managing their own learning, they need the help and support of their line managers and the organization, including the L&D function. Line managers have a key role in planning and facilitating learning by conducting performance and development reviews, agreeing learning contracts and personal development plans with their staff, and helping staff to implement those plans through the provision of learning opportunities and coaching. Learning and development professionals are becoming learning facilitators rather than training providers or instructors.

The basis of learning needs analysis

All learning activities need to be based on an understanding of what needs to be done and why it needs to be done. The purpose of the activities must be defined and this is only possible if the learning needs of the organization and the groups and individuals within it have been identified and analysed.

Areas for learning needs analysis

Learning needs should be analysed, first, for the organization as a whole – corporate needs; second, for departments, teams, functions or occupations within the organization – group needs; and third, for individual employees – individual needs.

The significance of learning evaluation

Evaluation is an integral feature of learning activities. In essence, it is the comparison of objectives with outcomes to answer the question of how far the event has achieved its purpose.

Levels of evaluation

The four levels of evaluation defined by Kirkpatrick are: reactions, evaluating learning, evaluating behaviour and evaluating results.

The application of evaluation

As Reid *et al* (2004) comment: 'The more care that has been taken in the assessment of needs and the more precise the objectives, the greater will be the possibility of effective evaluation.' This is the basis for conducting evaluation at various levels.

Questions

1. You are attending an assessment centre for a senior learning and development post and have been asked to make a 10 to 15 minute presentation on 'How to plan an effective learning event'. Outline what you will say and why.

2. Prepare an outline of a 10 to 15 minute talk at a half-day conference for HRM students on methods of identifying learning and development needs. Illustrate the talk with practical examples.

3. The following remarks on learning evaluation were made by Martin Sloman in *People Management* on 29 November 2007: 'For today's training and learning professional, making a "value contribution" calls for a wide-ranging approach that involves aligning learning processes and investment, and investment with the organization's strategic priorities, and establishing, through dialogue with senior decision makers, what are the most relevant evaluation methods for the organization… The key challenge is to understand and respond to the legitimate expectations that key stakeholders, especially senior managers, have in relation to the strategic value of learning.' Comment on the significance of these remarks as the basis for an approach to learning evaluation which, according to some commentators, will replace the Kirkpatrick model and the reliance on return on investment as a measure of effectiveness.

References

Carter, A, Hirsh, W and Aston, J (2002) *Resourcing the Training and Development Function*, Report No 390, Institute of Employment Studies, Brighton

Gagne, R M (1977) *The Conditions of Learning*, 3rd edn, Rinehart and Winston, New York

Hamblin, A C (1974) *Evaluation and Control of Training*, McGraw-Hill, Maidenhead

Harrison, R (2005) *Learning and Development*, 4th edn, CIPD, London

Kearns, P (2005) *Evaluating the ROI from Learning*, CIPD, London

Kearns, P and Miller, T (1997) Measuring the impact of training and development on the bottom line, *FT Management Briefings*, Pitman, London

Kirkpatrick, D L (1994) *Evaluating Training Programmes*, Berret-Koehler, San Francisco, CA

Reid, M A, Barrington, H and Brown, B (2004) *Human Resource Development: Beyond training interventions*, CIPD, London

Sloman, M (2007) Thanks, it's just what I wanted, *People Management*, 29 November, pp 32–34

Stewart, J and Tansley, C (2002) *Training in the Knowledge Economy*, CIPD, London

Tamkin, P, Yarnall, J and Kerrin, M (2002) *Kirkpatrick and Beyond: A review of training evaluation*, Report 392, Institute of Employment Studies, Brighton

Warr, P B, Bird, M W and Rackham, N (1970) *Evaluation of Management Training*, Gower, Aldershot