

An Assortment of Models for Writing Outcomes

Chapter three provided a detailed approach to writing outcome statements. In addition, you might want to consider any one of the following approaches.

1) *SPIRO (a rational approach)*

John Jones's SPIRO model (1972) provides the basics for writing outcome statements.¹

- Specify:** Outcomes must be specific.
What exactly are you going to do?
- Performance:** Outcomes must focus on high value results, not on activities.
What do you intend to accomplish?
- Involvement:** Participants need to be involved in setting outcomes.
What is your part in the outcome?
- Realism:** Outcomes need to be realistic and rewarding. If they are too ambitious, they may lead to disappointment. Yet, outcomes must also be challenging or there will be no pride of accomplishment.
Can it be done given the resources available?
- Observable:** Outcomes need to be measurable or observable.
How will you know whether you have been successful?²

2) *SMART (a rational approach)*

Scott and Jaffe (1989) outline an approach similar to that provided above.³

- Specific:** Outcomes must be specific.
- Measurable:** Outcomes need to be measurable or observable.
- Attainable:** Outcomes must be "doable."
- Realistic:** Outcomes must be attainable and achievable.
- Timebound:** Outcomes and steps to achieving these are tied to specific dates so progress can be targeted and measured.

- End-user clients are using the “process cycle” to plan the purpose and outcomes for their workshops and training programs.
- End-user clients are employing adult-learning principles in their workshop and training-program designs. They are also using a variety of design options in order to access all four learning styles.
- End-user clients are demonstrating the principles for giving and receiving effective feedback in their workshops and training programs.
- End-user clients are setting a positive learning climate and getting learners involved quickly at the beginning of their workshops and training programs.
- End-user clients are using “what” and “why” bridges when conducting their workshops and training programs, and they’re summarizing and reviewing at the end of each workshop or training-program session.

Level-4 Evaluation - Organizational Results

Level-4 evaluation is the ultimate measure of workshop or training-program success. Given the reality of multiple causality in organizational systems, it’s not possible to “portion out” recognition for organization results; however, it may be possible to talk in terms of a workshop or training program contributing to the following types of results.

- A measurable increase in the capacity of the organization to produce
- Decreased employee turnover
- Increased profits
- Improved morale and quality of work life
- Improvements in shareholder value
- Improved levels of customer satisfaction

Note: The “T” in SMART could also stand for “trackable” or “truthful.” “Trackable” relates to the ability to monitor results (e.g., build milestones into your outcomes and measure incremental gains). “Truthful” suggests you’re setting outcomes that you’re serious about and committed to achieving.

3) PRICE (a continuous process approach)

Blanchard and Lorber (1984) provide a model that considers ongoing coaching and continuous improvement in performance.⁴

- Pinpoint: Define the performance that’s required.
- Record: Graph current performance.
- Involve: Agree on outcomes and steps to accomplish these, including coaching and evaluation.
- Coach: Coach the performer. Provide ongoing support and challenge.
- Evaluate: Track performance graphically. Revise strategies as necessary.

4) The ABC’s of Outcomes (a sensory approach)

Genie Laborde (1984) outlines a unique approach to writing outcome statements. She calls it the ABC’s of outcomes.⁵

- A**im for a specific result Outcomes must be specific.
- B**e positive State your outcomes positively (e.g., “I want...”) versus stating what you don’t want or what you want to avoid.
- s**ee See, hear, and feel sensory data. Pay attention to what’s happening around you.
- D**ovetail desires Seek to have “a little something for everyone” in your outcomes.
- E**ntertain the short and long term Don’t just think short term.

5) *Task analysis*

Task analysis is useful for assessing skill but not knowledge training needs. It involves breaking a job into its logically sequenced subtasks and arranging these in hierarchical order, forming “ends-means chains.” This helps organize your thinking and leads to more specific outcomes. For example, if the objective is “the participant will swim across the lake,” the participant must first be able to accomplish the following: getting into the water, floating, breathing on alternate strokes, kicking properly, using correct arm strokes, and so on.

Notes

¹Jones, J.E. (1972). Criteria for effective goal-setting: The SPIRO model. In J.W. Pfeiffer and J.E. Jones (Eds.). *The 1972 annual handbook for group facilitators*. San Diego, CA: University Associates, pp. 132-133.

²These questions accompanying the SPIRO model are taken from a workbook prepared by J.E. Jones and Harry Pollard. This workbook was part of a series of workshops on leadership provided to managers in Dome Petroleum Limited, Calgary, Canada, in the mid 1980's. Unpublished manuscript.

³Scott, C.D., & Jaffe, D.T. (1989). *Managing organizational change: A practical guide for managers*. Menlo Park, CA: Crisp, p. 55.

⁴Blanchard, K., & Lorber, R. (1984). *Putting the one minute manager to work*. New York, NY: William Morrow.

⁵Laborde, G.Z. (1984). *Influencing with integrity: Management skills for communication and negotiation*. Palo Alto, CA: Syntony.

Examples of Level-1 Evaluation and Pre-Evaluation Forms

This appendix provides eight examples of level-1, reaction evaluation, and one example of pre-evaluation.

- One minute feedback
- Session highs and lows
- Tailored and quantitative
- Tailored and qualitative
- Critical incident
- Reflections and applications planning
- Mixed
- Categorized
- Pre-evaluation (the inverse of evaluation)

Although the following examples are kept separate and distinct, in practice these should be mixed and matched such that some questions on the evaluation form would be quantitative, others qualitative, and still others seeking information on critical incidents. (Note: The “one minute feedback” and “session highs and lows” forms shown below are identical to those provided in chapter twelve. The first page of the “mixed” form shown below is also identical to that provided in chapter eleven.)

ONE MINUTE FEEDBACK

This form is a quick “temperature check.” Use it to take the emotional temperature in the workshop or training room.

Workshop Name: _____	Date: _____	
<i>One Minute Feedback</i>		
So far I'm finding this workshop to be (circle your response)...		
Interesting	1 2 3 4 5	Uninteresting
Too fast	1 2 3 4 5	Too slow
Too easy	1 2 3 4 5	Too difficult
Relevant	1 2 3 4 5	Irrelevant
Organized	1 2 3 4 5	Disorganized
Relaxed	1 2 3 4 5	Tense
Please provide a brief comment for improving this workshop.		
Participant Name: _____		

SESSION HIGHS AND LOWS

Use a form similar to this one for gathering feedback at the end of each workshop or training-program session (e.g., half day, day).

Workshop Name: _____	Date: _____
<i>End of Session Feedback</i>	
I was most energized today when (please be specific)...	
I was least interested today when (please be specific)...	
Comments and suggestions for improving this workshop...	
Participant Name: _____	

5. I think the workbook will be a useful reference for me in the future.

1 2 3 4 5

Why? _____

6. I received valuable insights, models, and suggestions for

Planning workshops 1 2 3 4 5

Why? _____

Designing workshops 1 2 3 4 5

Why? _____

Organizing workshops 1 2 3 4 5

Why? _____

Helping others learn 1 2 3 4 5

Why? _____

7. Other comments:

Participant Name: _____

TAILORED AND QUALITATIVE

The following example is also tailored to a training program aimed at developing workshop and training-program leaders. It uses superlative adjectives (e.g., most, least, worst) to test the boundaries of participant feedback and seeks help for improving the training program. It also solicits participants' suggestions on how they can continue to develop as workshop and training-program leaders.

Date: _____

Developing Workshop Leaders
QUALITATIVE EVALUATION

1. What did you like most about this workshop?

2. What did you like least about this workshop?

3. What are three ways this workshop can be improved?

4. What would you most like to improve about how you lead workshops?

5. What three things are you going to do to further develop your skills as a workshop leader or trainer (e.g., training, practice, reading)?

Participant Name: _____

CRITICAL INCIDENT

This approach is designed to gather descriptions of specific incidents where participants felt their strongest reactions during the workshop (e.g., helpful actions, puzzling actions). It encourages description as well as evaluation. Thus, it's an excellent tool for assessing workshop or training-program leader performance and for understanding and appreciating participant emotions, involvement, and learning.

Workshop Name: _____ Date: _____

CRITICAL INCIDENT EVALUATION

At what moment during the workshop did you feel most engaged and enthusiastic about what was happening?

At what moment during the workshop did you feel most unresponsive and disinterested in what was happening?

What action (by anyone) during the workshop did you find most affirming and helpful?

What action (by anyone) during the workshop did you find most puzzling and confusing?

What about the workshop surprised you (e.g., your own reactions, what someone did or said)?

Participant Name: _____

REFLECTIONS AND APPLICATIONS PLANNING

This informal approach mixes reflections about learnings with planning for application of new learnings.

Workshop Name: _____ Date: _____

Reflections and Applications Planning

1. What are two learnings that you have gained or strengthened at this workshop?
 - a)
 - b)
2. What one thing are you going to do differently next week, or sooner, as a result of these new learnings?
3. Name one or two people who you will help and encourage to learn what you've learned in this workshop?

Participant Name: _____

MIXED

The following requests a mix of quantitative, qualitative, and critical incident evaluation.¹

<i>Training-Program Evaluation</i>																			
Name _____ Date _____																			
Workshop Name _____																			
Workshop Leader(s) Name _____																			
<i>Please circle the appropriate response.</i>																			
Stated outcomes were achieved during the training program.	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Not at all</td> <td></td> <td></td> <td></td> <td style="text-align: center;">Somewhat</td> <td></td> <td></td> <td></td> <td style="text-align: center;">Completely</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> </tr> </table>	Not at all				Somewhat				Completely	1	2	3	4	5	6	7	8	9
Not at all				Somewhat				Completely											
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Training-program content was relevant and challenging.	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Not at all</td> <td></td> <td></td> <td></td> <td style="text-align: center;">Somewhat</td> <td></td> <td></td> <td></td> <td style="text-align: center;">Completely</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> </tr> </table>	Not at all				Somewhat				Completely	1	2	3	4	5	6	7	8	9
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Support materials (e.g., handouts) were helpful.	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Not helpful</td> <td></td> <td></td> <td></td> <td style="text-align: center;">Somewhat helpful</td> <td></td> <td></td> <td style="text-align: center;">Very helpful</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8 9</td> </tr> </table>	Not helpful				Somewhat helpful			Very helpful	1	2	3	4	5	6	7	8 9		
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The training-program leader was effective.	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Not at all</td> <td></td> <td></td> <td></td> <td style="text-align: center;">Somewhat</td> <td></td> <td></td> <td></td> <td style="text-align: center;">Completely</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> </tr> </table>	Not at all				Somewhat				Completely	1	2	3	4	5	6	7	8	9
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This training program has improved my understanding of the topic.	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Not at all</td> <td></td> <td></td> <td></td> <td style="text-align: center;">Somewhat</td> <td></td> <td></td> <td></td> <td style="text-align: center;">Very much</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> </tr> </table>	Not at all				Somewhat				Very much	1	2	3	4	5	6	7	8	9
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