

The New World Level 1 Reaction Sheets

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The Kirkpatrick Four Levels have stood the test of time as the most used training evaluation model in the world. Don Kirkpatrick developed the concepts in the 1950s as part of his Ph.D. dissertation and for practical use in his work. He had no idea what they would become over the subsequent 50 years. Most learning professionals are familiar with the Kirkpatrick Four Levels, and almost all who conduct evaluations of training effectiveness use them in some way. (上面的图片为唐纳德·柯克派屈克)



Unfortunately, the way in which the Kirkpatrick model has been applied over the years is not as effective as it should be. As misunderstandings and misapplications has limited its effectiveness, it is time to set the record straight. The New World Kirkpatrick Four Levels have been recently introduced to make it easier to use the model to maximize training impact. This article, the first in a series of four, will first detail the model, and then focus on Kirkpatrick Level 1 – Reaction.

Figure 1

Level 4: Results	To what degree targeted outcomes occur, as a result of the learning event(s) and subsequent reinforcement.
Level 3: Behavior	To what degree participants apply what they learned during training when they are back on the job.
Level 2: Learning	To what degree participants acquire the intended knowledge, skills, and attitudes based on their participation in the learning event.
Level 1: Reaction	To what degree participants react favorably to the learning event.

全新的柯氏一级评估：反应量表

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经过长达半个多世纪以来的探索、应用和反复验证，柯氏四级评估，作为全球最受推崇和应用最为广泛的培训评估方法，经受住了时间的考验。在 20 世纪 50 年代，基于工作中的实际应用，唐纳德·柯克派屈克在他的博士论文中开创性地提出了四级评估的初始概念。然而对于接下来的 50 年中四级评估将会演变成什么，当时的唐纳德并没有任何明确的想法。但是现在，大多数学习与发展领域的专业人士对柯氏四级评估都很熟悉，并且几乎所有做培训效果评估的人士都在以某种方式使用它。

不幸的是，这么多年以来，柯氏四级评估模型的应用并没有发挥它应有的效力。对柯氏四级评估的内涵和精髓的误解以及实际应用中的偏差，极大地限制了该评估方法的效用。为此，我们深感有责任纠正这些偏差，并且为广大培训同行展示一个全新的柯氏四级评估。此外，通过引入全新的柯氏四级评估，我们能够更容易地应用它，从而最大限度地提高培训效果。这篇文章，作为四篇系列文章的第一篇，将首先详细地描述最新的柯氏四级评估模型，然后聚焦于柯氏一级评估——学员反应。

图表 1

第四级：业务结果	由培训及后继强化措施所带来的期望的业务结果。
第三级：行为改变	学员在多大程度上将培训中所学到的应用到工作当中并带来相应的行为改变。
第二级：学习	通过参与培训，学员获得了多少应当获得的知识、技能和态度。
第一级：学员反应	参训学员对培训喜好程度的反应。

The New World Kirkpatrick Four Levels

The New World Four Levels diagram shown in figure 2 is simply a visual way to communicate how to use the levels to support training effectiveness. The new model has combined Levels 1 and 2. This is because they typically occur simultaneously. From a formative (during training) evaluation standpoint, good facilitators are vigilant to see that training participants are both engaged in the training (Level 1) and are learning what is intended (Level 2). This is done by any number of formal and informal methods. Additionally, summative (after training) evaluation typically consists of some sort of formal Level 1 survey, and a Level 2 knowledge or performance test.

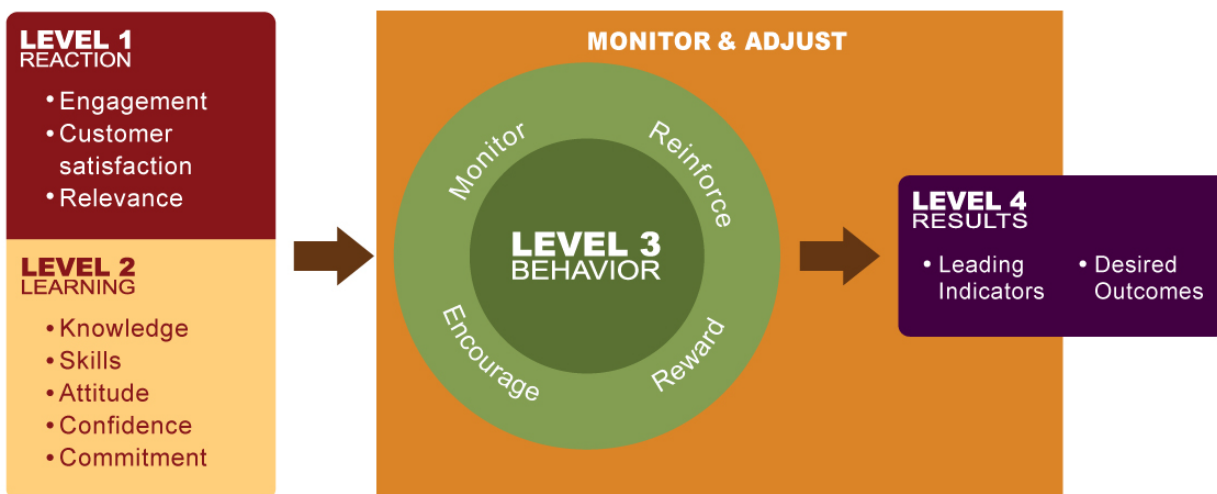
If training is properly planned, effectively delivered and evaluated at Levels 1 and 2, the arrow leading to Level 3 Behavior and Level 4 Results is relatively short. In practice, this gap is typically very wide and is often a barrier that learning teams have not figured out how to cross. Over the course of these four articles, Levels 1 and 2 will be somewhat redefined as preparation for the learner to effectively perform their real world of work at Level 3 and produce results at Level 4.

全新的柯氏四级评估

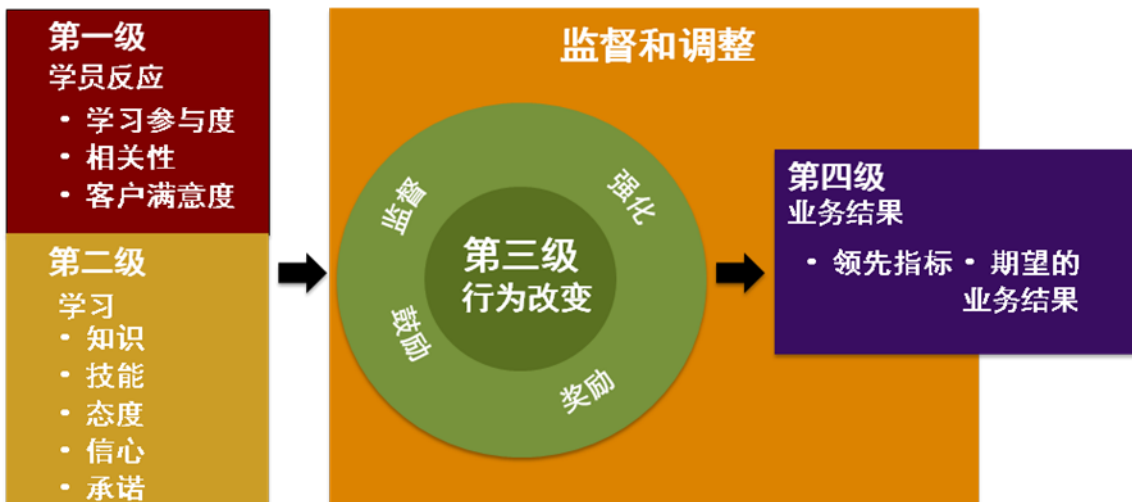
图表 2 中展示的是全新的柯氏四级评估模型。这个模型通过一种简单的、可视化的方式来表述如何应用各级评估来强化培训效果。新的模型将一级评估和二级评估结合在一起。这是因为学员对培训的直接反应和对知识、技能和态度的获取是同步发生的。从一个改进型评估（在培训的过程中）的立场来看，好的培训师会非常警觉地观察到学员是否既投入地参与到培训中（一级）又学会了应当要学习的内容（二级）。这两个层级的改进型评估可以通过各种正式的或非正式的方法来进行。相对于改进型评估，总结型评估（在培训结束后）通常由采用比较正式的方法，较常见的是调研问卷（一级评估）和知识或技能操作测试（二级评估）的组合。

如果培训计划得当，实施有效，第一级和第二级的评估合理充分，那么学员在工作中的行为改变以及获得预期业务结果的过程就会相对快一些。这就意味着图表 2 中指向三级行为改变和四级业务结果的箭头就会相对短一些。然而在实际应用中，图中箭头所代表的差距（即从较低层级的评估向较高层级的评估的跨度）通常是非常大的，而且对于学习团队而言如何跨越是一个很难弄清楚的障碍。因此在即将连续登载的四篇文章中，第一级和第二级的评估从某种程度上将会被重新定义为帮助学员有效地操作实际工作（第三级）和产生业务结果（第四级）所做的准备工作。

Figure 2



图表 2



The New World Four Levels diagram includes a large orange rectangle entitled, “monitor and adjust” that surrounds the processes and activities of more powerful Levels 3 and Level 4. This represents an *opportunity* to greatly enhance the value training brings to the business that will be discussed in the third article in this series. First, Level 1 Reaction will be detailed.

此外，全新的柯氏四级评估模型（见图表 2）还引入了一个新的机制——监督和调整（见橘黄色的矩形区域）。这个监督和调整的矩形覆盖了所有三级评估和一部分四级评估的流程和活动。其目的在于针对第三级和四级评估过程中的各环节以及相应的评估方法和活动进行适当的监督和调整。这个矩形代表了增强培训给企业带来更大价值的机会区域。关于如何应用这个机制来有效地提升培训所带来的价值，我们将在这个系列的第三篇文章中讨论它。首先，我们将重点描述第一级——学员反应。

Background on Level 1

Today most organizations around the world conduct some form of Level 1 measurement using what they call “reaction sheets”, “smile sheets”, or “happy sheets”. They are surveys typically administered immediately after the conclusion of the training event in written or electronic form.

Level 1 Reaction:
How participants react to the training

These reaction sheets have been passed down through the generations, modified, automated, and are so common that many organizations simply refer to them as “evals.” Valuable data and information can be gleaned from well-constructed reaction sheets to improve the training and supply evidence for the beginning stages of demonstrating the value of training to the bottom line. Unfortunately, relatively few reaction sheets are well-constructed. Most reaction sheets miss the mark in one singular way – they are focused on the trainer, not the training participant. For this reason it is time for a radical change in the way Level 1 reaction sheets are constructed.

Reality Check: Where Are We Today?

Take a look at your own Level 1 reaction sheet. Most likely you will find that the questions are about the trainer, training materials and methods, and training facilities and environment. Check for phrases like:

- “The trainer ...”
- “The exercises were...”
- “The materials were ...”
- “The facility was...”
- “The course content was...”
- “The learning objectives were...”
- “The food was...”



业界对柯氏一级评估的认知现状

今天，全球大多数的组织都在使用一些量表来进行某种形式的一级评估。他们称这些量表为“反应量表”、“微笑量表”或“快乐指数量表”。其评估方法以调研方式为主，并且在培训结束后以书面或网络的形式立即实施。

第一级：学员反应
参训学员对培训作出的直接反应

经过多年的使用，这些反应量表现在已经被极大地改进了，甚至有些已经通过某种技术手段实现了自动化。因为它们在企业中的应用极为普遍，以致于许多企业简单地认为它们就是培训评估的全部。通常来说，设计得非常优秀的反应量表能够给我们提供一些很有价值的信息。这些数据和信息一方面可以帮助我们改进培训项目，另一方面能够显示出初始阶段中培训对企业盈利提升作用的有力证据。但不幸的是，只有较少的反应量表是设计得非常合理的。绝大多数的反应量表都在一个非常奇特的方面犯错误——它们的关注点在培训师，而不是参训的学员。正是由于这个原因，我们必须要考虑改变一级反应量表的设计思路。

现实情况：我们现在在哪里？

浏览一下你自己设计的一级反应量表。你很可能发现量表中的问题是关于讲师、培训材料和方法、或培训设施或环境。请看以下的这些短语你是否似曾相识：

- “讲师。。。。。”
- “练习。。。。。”
- “培训材料。。。。。”
- “培训设施。。。。。”
- “课程内容。。。。。”
- “学习目标。。。。。”
- “餐饮。。。。。”

These types of questions focus on the trainer. Instead, questions should ask about the world of the *participant* and the event in relation to *their on-the-job* needs. The result of the trainer-focused reaction sheets is little time and attention being spent to fill them out because the participants don't see the value for themselves. Consider your own reaction sheet data. If you are getting lots of forms with no comments and a line through "5" for all of the ratings, consider revising your questions to be of more interest to the learner.

Creating a Learner-Focused Reaction Sheet

Figure 3 illustrates how to convert 'trainer-centered' to 'learner-centered' questions. These are compatible with a four-point Likert scale with 'strongly disagree', 'disagree', 'agree', and 'strongly agree' as the responses.

Figure 3

Evaluation Category	Trainer-centered	Learner-centered
Program objectives	The program objectives were covered by the instructor.	I was able to relate each of the learning objectives to the learning I achieved.
Course materials	The material was the right level of complexity for my background. The course materials were well organized. The course materials complemented the course content.	I was appropriately challenged by the material. I found the course materials easy to navigate. The course materials will be essential for my success on the job.
Content relevance	The material was relevant to my needs.	I will be able to apply what I learned.
Facilitator delivery	The facilitator effectively delivered the program material. The facilitator did a good job of generating participant interaction. The pace of the program was good. The trainer displayed enthusiasm for the subject.	I was well engaged during the session. It was easy for me to get actively involved during the session. I was comfortable with the pace of the program. I invested myself fully during the class in an attempt to learn
Facilitator style	The facilitator managed the session well. The facilitator allowed for questions during the program. The exercises and activities were useful.	I was well engaged during the session. I was given ample opportunity to get answers to my questions. I was given ample opportunity to practice the skills I was asked to learn.

上面这种类型的问题的关注点是如何评价讲师。然而，一级评估所关注的重心应当是参训学员所得到的收益以及对他们的工作岗位需求的满足。这些以讲师为中心的反应量表所产生的不良后果是：参训学员通常只愿意花很少的时间和精力去填写它们。原因是参训学员没有发现这些问题对他们有多少价值。思考一下你已经收集到的反应量表的数据。如果你回收了很多表格，这些量表中的所有评分都是“5”分，但没有给出任何评论，你就需要考虑修改你所设计的问题了。这些问题设计出发点要尽可能展现对学员的价值，从而让学员更有兴趣地去填写它们。

设计以学员为中心的一级评估量表

图表 3 中罗列了如何从以讲师为中心转变为以学员为中心的一级评估的典型实例。这些问题（实例）与四分制的利开特式量表（Likert Scale）是兼容的。利开特式量表的四分制（1、2、3、4）分别对应于“非常反对”、“反对”、“同意”、“极为赞同”四个选项。

Breaks	The breaks were spaced at the right times during the session.	I felt refreshed after the breaks.
Facility	The room was comfortable.	I found the room atmosphere to be conducive to my learning.

图表 3

评估类别	以讲师为中心	以学员为中心
培训/学习目标	讲师授课覆盖到了所有的学习目标。	我能够将每一个学习目标与所学习的内容联系起来。
课程教材/材料	教材的难易程度适合我目前的水平。 各种课程材料的组织良好。 课程材料对授课内容是有益的补充。	我从课程教材中得到的挑战是适度的。 我能很容易地找到我所需要的课程材料。 课程材料对我工作上的成功有极大的帮助。
内容相关性	培训内容与我的需求相关。	我将能够将我所学到的内容应用到实际工作中去。
讲师授课	讲师能够有效地传授课程内容。 讲师在建立学员互动方面做得很好。 讲师授课的进度适中。 讲师展示出对培训主题的极大激情。	我能够很投入地参与培训。 对我来说，积极地参与各项学习活动很容易。 课程的进度让我感到很舒适。 为了真正学会，我能够热情投入地参与到课程中去。
讲师风格	讲师能很好的组织和管理课堂活动。 讲师允许在课堂中提问题。 练习和活动很有用。	我能够积极地参与到课堂活动中去。 我得到了充分的机会去问问题。 我得到了充分的机会去练习我需要掌握的技能。
休息	在课程中，休息的间隔时间是适合的。	在每次休息之后，我感到我的学习状态得到了恢复。
设施	培训教室很舒适。	我发现培训教室的布置和氛围有利于学习。

The New World Level 1

The new world definition of Level 1 Reaction now includes two new dimensions: engagement and relevance. These terms also help to define that training is ultimately for and about training participants, not trainers.

Some learners are already challenged enough by the mindset that they are being sent to training by their supervisors. This creates a sense that others are responsible for their learning and subsequent performance. By transforming Level 1 questions to be as learner-centered as possible, participants will find more value in their training experiences. It will lead them to take both their learning experience and Level 1 reaction sheets more seriously.

The Ultimate Purpose of Training

An additional shortcoming of many Level 1 reaction sheets is that they do little to point training participants to the ultimate purposes of training: to improve performance and enhance personal contributions to the organizational mission. There is a simple remedy: include questions that relate to what will happen after training. Here are some examples with the Kirkpatrick level each relates to noted.

- *I believe that what I learned will be worthwhile to apply. (L2)*
- *I am confident that I can apply what I learned in my job. (L2)*
- *I know what is expected of me as a result of this training. (L3)*
- *I will be able to apply on the job what I learned during this session. (L3)*
- *I do not anticipate any barriers to applying what I learned. (L3)*
- *I think I will see positive results as a result of my efforts. (L4)*

When you have the resources to review the responses it is always desirable to ask open-ended questions to obtain richer data. Here are some examples:

- *What were the three most important things you learned from this session?*
- *From what you learned, what do you plan to apply*

全新的柯氏一级评估

目前全新的柯氏一级评估（学员反应）的定义包括两个新的维度：学员的学习参与程度和与工作的相关性。这两个维度也能确保培训是为了学员和围绕着学员，而不是讲师。

在现实中，有些学员参加培训是因为他们主管要求他们必须这样做。因此，他们参训的积极性通常不高。这容易给参训学员造成一种错觉，那就是其他人会对学员的学习以及随后的工作绩效负责。然而通过尽可能地将一级评估的问题转化为以学员为中心的问题，参训学员将能在培训中尽可能主动地发现更多的课程价值。这能引导他们更加严肃地看待他们的学习经历以及认真填写一级评估的反应量表。

培训的最终目的

许多一级评估的反应量表的另一个缺陷在于它们很少引导参训学员关注培训的最终目的：改进绩效和增加个人对组织完成使命或实现战略目标的贡献。下面是一个简单的弥补措施：增加一些培训后将会发生什么的问题。我们举出了一些典型实例，也列出了它们与柯氏各级评估的关系。

- 我相信我所学到的内容值得应用到我的实际工作中去。（第二级）
- 我很自信我能够将所学的应用到工作中去。（第二级）
- 我知道参训的期望是什么。（第三级）
- 我能够将所学到的应用到工作中去。（第三级）
- 当我在工作中应用所学的，我不会有任何障碍。（第三级）
- 我认为我的努力能够给组织带来积极的结果。（第四级）

如果你有更多的时间或精力去浏览学员的反馈，最好可以问一些开放式的问题来获得更丰富的信息。下面是一些例子：

- 在这个课程中，你所学到的最重要的三个方面是什么？

back at your job?

- *What kind of help might you need to apply what you learned?*
- *What barriers do you anticipate encountering as you put these new skills into practice?*
- *What ideas do you have for overcoming these barriers?*
- *What ultimate contribute could you make to this organization if you successfully apply what you learned?*

Summary

Creating a learner-centered Level 1 reaction sheet can yield great benefits for your organization. It will generally obtain honest and rich data because the learner sees the purpose of spending the time to complete it. Including questions that relate to Levels 2, 3, and 4 will also make your reaction sheet more meaningful and useful for both you and the learner. The authors recommend that you take the time to review and revise your Level 1 Reaction sheet to reap the benefits.

- 你计划将哪些学到的内容应用到你的工作中去?
- 为了应用你所学到的, 你需要什么样的帮助?
- 当你在工作中应用这些新技能时, 你预期会遇到什么样的障碍?
- 你如何去克服这些障碍?
- 如果你能够成功的应用所学到的, 最终你会为你的组织作出什么样的贡献?

结论

合理地设计一个以学员为中心的一级评估反应量表能够给组织带来很大的收益。因为学员能够理解花时间填写它的目的, 我们可以用这个量表得到更加真实和丰富的数据。通过增加第二、三和四级评估有关的问题能使该反应量表对你和学员都有更大意义和作用。本文的作者邀请你能花些时间来回顾和修改你的一级反应量表以获得更大的收益。



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