

InspireOne Consultants

ROI



**InspireOne**  
Performance, Inspired





# ROI Methodology & Measurement

In modern management, an organization's competitive advantage is increasingly linked to its ability to effectively manage its human resources, moving beyond traditional reliance on production lines, technology, or financial assets (Ziaei et al., 2011). The development of human capital through well-structured employee training has become vital for turning staff into key contributors. While classical economics mainly emphasized labor and capital, contemporary perspectives recognize human capital as a crucial factor (Orangian et al., 2021). However, it is important to clarify that employee training must be effective, efficient, and productive to yield meaningful results. Evaluating the effectiveness of such training remains a significant challenge, one that is often overlooked despite its pivotal role in informing future improvements (Galvao et al., 2020; Sitzmann & Weinhardt, 2018; Paul et al., 2016; McNamara et al., 2012).

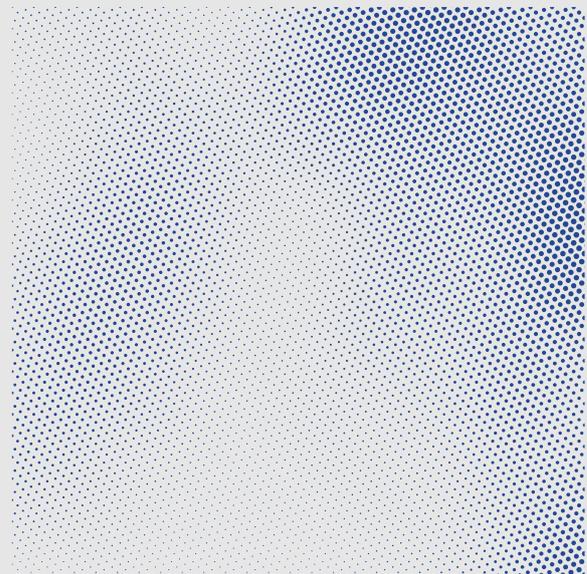
To address this challenge, adopting an approach of "Beginning with the end in mind" emphasizes the need for setting clear, measurable objectives at the outset of any training initiative. This concept, derived from the idea that all things are created twice—first as a mental blueprint and then as a physical outcome—directly parallels the training process (Covey, 1989). Just as a building follows a well-designed plan, effective training requires a clear vision of its desired outcomes. By defining these goals early on, training programs can be better aligned to achieve specific, quantifiable results that support broader organizational objectives. This approach ensures that learning experiences are purposeful and directly contribute to a stronger return on investment (ROI). Consequently, setting clear targets enables a more focused, impactful training experience, ultimately enhancing its effectiveness and long-term value.

## Adaptation of Kirpatrick's ROI Methodology

At InspireOne, we understand the necessity of evaluating the effectiveness and calculating the rate of return on investment (ROI) of the training and development programmes. Hence, evaluation is perceived as an integral part of a continuous cycle of quality assurance that includes the philosophy of the programme.

Our approach to measuring ROI and evaluating training effectiveness is grounded in Kirkpatrick's training evaluation framework from the 1960s (Kirkpatrick, 1996) and the self-determination theory of motivation (Ntoumanis et al., 2021). According to self-determination theory, when learners perceive their social and training environment as

supportive of their psychological needs, their motivation becomes more autonomous, leading to better achievement of training goals over time (Ryan & Deci, 2017).



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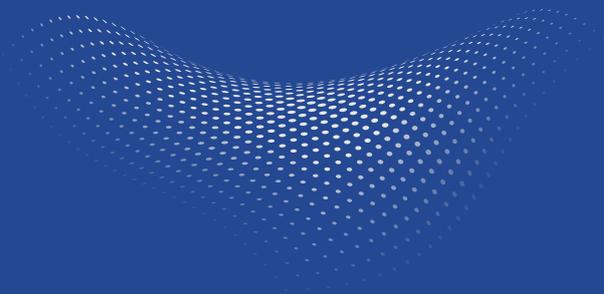
Kirkpatrick's model, a well-known framework in training evaluation, simplifies the process by categorizing outcomes into four levels: reaction, learning, behavior, and results.

The reaction level captures participants' immediate feedback on various elements of the training program. Learning measures the enhancement in participants' knowledge, cognitive abilities, and motor skills following the training. Behaviour focuses on the application of learned skills in the workplace, assessing improvements in job performance. Lastly, the results level evaluates the overall impact of the training on professional achievements that can be directly linked to the training intervention. While it provides limited guidance on what to evaluate and how to link results to organizational strategy, it lays

the foundational thought process for evaluation (Tamkin et al., 2002). Many other training evaluation models are not entirely distinct but rather share dimensions with Kirkpatrick's original ideas. Models such as the context-input-reaction-output (CIRO) approach (Warr et al., 1970), context-input-process-product (CIPP) approach (Stufflebeam et al., 1971), five-level training evaluation approach (Kaufman et al., 1996), return on investment (ROI) approach (Phillips, 2003), decision-based evaluation approach (Kraiger, 2003), and HRD evaluation research and measurement approach (Holton, 2005), can often be seen as extensions or adaptations of Kirkpatrick's framework. Some models expand on Kirkpatrick's by including elements like training design, needs analysis, societal outcomes, or by incorporating an evaluation of ROI at the Results level (Tamkin et al., 2002).



Fig. 1

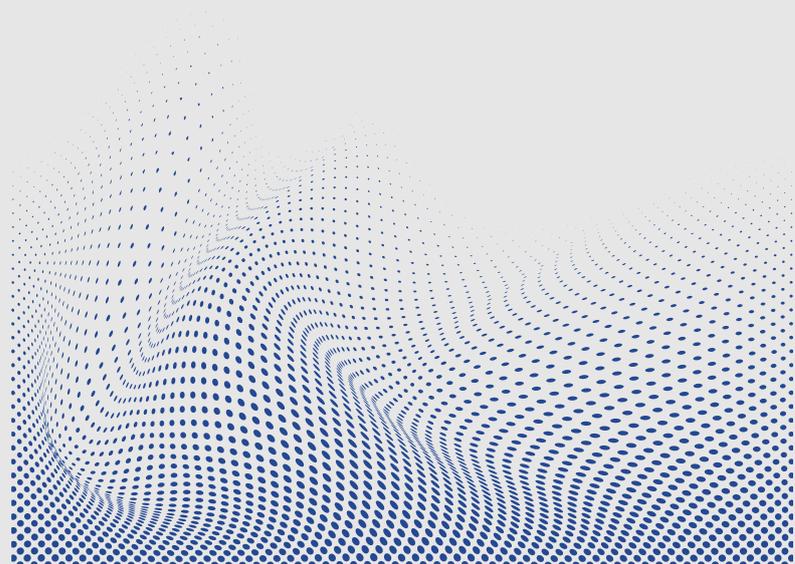


Despite their widespread use, many existing training evaluation models are complex, costly, and time-consuming to implement (Tamkin et al., 2002).

To address these challenges,

InspireOne utilizes the **Phillips ROI Model**, which builds on Kirkpatrick's framework by adding a fifth level that quantifies the **financial return on investment (ROI)**.

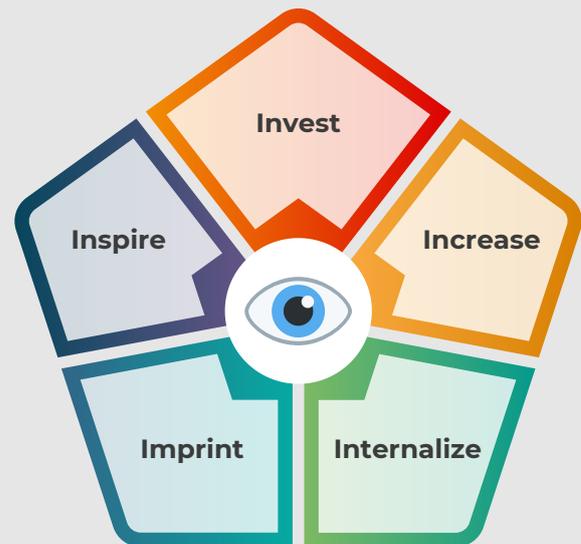
While Kirkpatrick's Model evaluates reaction, learning, behavior, and results, the Phillips Model enhances this by providing a clear measure of the financial impact of training programs, offering a comprehensive assessment of their cost-effectiveness.



## IO's 5- EYES ROI Methodology

InspireOne's 5-EYES ROI model, based on the Phillip's ROI Model, assesses training effectiveness across five stages: Inspire, Imprint, Internalize, Increase, and Invest.

The 5-Eyes ROI is drawn upon established psychological, educational, and organizational theories. Here's how each stage is used to influence the designing of learning journeys:



### 1. Inspire

The "Inspire" stage focuses on capturing the hearts of participants by fostering motivation and engagement right from the start. It assesses how effectively the training program resonates emotionally with learners, ensuring they are not just passive recipients but active, motivated participants in the learning journey. The goal is to inspire them, creating a strong emotional connection that drives their willingness to embrace

change and pursue deeper learning.

Drawing on Kirkpatrick's Reaction Level, this stage emphasizes that positive emotional responses are crucial for effective learning. According to Kirkpatrick, without emotional engagement and a sense of relevance, learners are unlikely to fully absorb or retain new information. Therefore, this stage evaluates whether participants are emotionally invested, as this investment is essential for deeper cognitive engagement and retention.

To further ensure its effectiveness, the "Inspire" stage aligns with Affective Learning Theory, which underscores the importance of emotions in the learning process. Scherer (2005) highlights that emotional engagement enhances motivation, making the training experience more impactful. Additionally, Sitzmann (2011) points out that the relevance of content, the quality of delivery, and the learning environment are key factors in generating positive reactions. By focusing on how well the training emotionally connects with participants, the "Inspire" stage lays a strong foundation for effective learning and long-term memory retention.

This stage is assessed using a blend of 180/270-degree Behavioural Reflection, Leadership Perspective, and Feedback Scores (Post Workshop & Coaching). These tools are specifically designed to capture the emotional impact of the

training and its effect on participants' motivation to change and grow.

### 1.360-Degree Type Behavioural Reflection

InspireOne utilizes 360-degree type Behavioural Reflection to understand how the training has influenced participants' self-perception and their peers' or supervisors' perception of their behavior. By gathering feedback from participants themselves (180-degree) and, in some cases, from their peers or supervisors (270-degree), or well-rounded feedback (360-degree) InspireOne can identify shifts in attitudes and behaviors that indicate increased motivation and engagement as a direct result of the training.

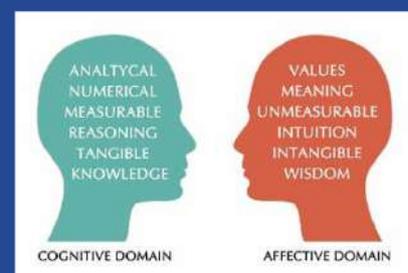


Fig. 2

# IO's 5- EYES ROI Methodology

## 2. Leadership Perspective

Following the behavioural reflection, the Leadership Perspective assessment focuses on evaluating how the training has inspired participants to adopt and demonstrate key leadership behaviors. This metric is crucial in understanding whether the training has successfully motivated participants to internalize leadership qualities, such as empathy, vision, and effective communication.

## 3. Feedback Scores (Post Workshop & Coaching)

Feedback Scores collected immediately after workshops and coaching sessions provide direct insight into participants' emotional responses to the training. These surveys ask participants to rate their experience, focusing on aspects such as content relevance, engagement level, and overall satisfaction.



Fig. 3



Fig. 4

# IO's 5- EYES ROI Methodology

## 2. Imprint

Building on the foundation set by the "Inspire" stage, where emotional engagement and motivation are established, the "Imprint" stage targets the cognitive aspects of learning. Once participants are emotionally invested and ready to engage, the training shifts focus to the brain—capturing and embedding new knowledge, skills, and attitudes.

The "Imprint" stage ensures that the cognitive processing of information is effective, resulting in the acquisition of meaningful and long-lasting takeaways. This stage evaluates the learning outcomes in three key areas: cognitive, skill-based, and attitudinal. Cognitive learning outcomes involve the internalization of new knowledge, while skill-based outcomes pertain to the development of technical or motor skills crucial for job performance.

Attitudinal learning focuses on changes in goals, motivation, and attitudes that align with the training's objectives.

By ensuring that participants not only absorb information but retain it over time, the "Imprint" stage confirms that the initial emotional engagement from the "Inspire" stage translates into concrete, long-term learning.

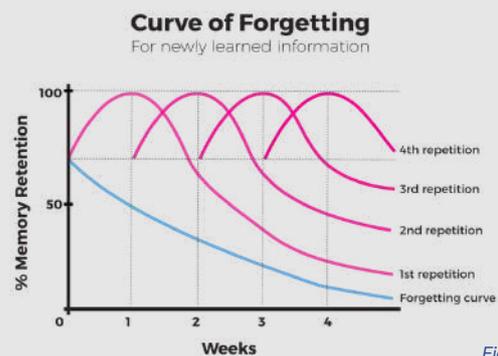


Fig. 5

This stage is grounded in **Ebbinghaus's Forgetting Curve** Theory (Hermann Ebbinghaus (1850-1909)), which demonstrates that information retention naturally declines over time without reinforcement.

# IO's 5- EYES ROI Methodology

The primary goal of the "Imprint" stage is to ensure that participants effectively encode and retain the information they learn, thus overcoming the forgetting curve.

Additionally, this stage is aligned with Bloom's Taxonomy, specifically the cognitive domain, which emphasizes the importance of knowledge acquisition and comprehension. Recent research supports the efficacy of this approach by highlighting methods that combat the forgetting curve and enhance information retention. For instance, research by Cepeda et al. (2006) found that spaced repetition—reviewing material at increasing intervals—substantially improves long-term retention compared to massed practice or cramming. Similarly, Freeman et al. (2014) demonstrated that active learning strategies, which involve interactive engagement with the material, lead to better retention and understanding than traditional lecture-based approaches.

Furthermore, Brown, Roediger, and McDaniel (2014) emphasize that incorporating active learning and regular assessments into training helps reinforce learning and mitigate the forgetting curve.

Furthermore, to ensure that the knowledge and skills gained during training are effectively retained and applied. InspireOne measures this stage through three key metrics:

## 1. Application Assignments

require participants to directly apply their new knowledge and skills in real-world tasks, reinforcing what they've learned and helping to solidify it in their memory.

Details	Description	Process	Strategy
<ul style="list-style-type: none"> <li>During this week, participants will be asked to do the following:               <ul style="list-style-type: none"> <li>Think about the 3 types of network</li> <li>Identify key stakeholders in the network</li> <li>Develop a weekly networking plan for the next 1 month</li> </ul> </li> <li>Template will be provided to create the networking plan</li> <li>Top 3 action plans will be selected for presentations during the closure session</li> </ul>	<p>Identify key stakeholders in the network</p>	<p>Develop a weekly networking plan for the next 1 month</p>	<p>Presentations during the closure session</p>

Fig. 6

## IO's 5- EYES ROI Methodology

### 3. Master-O

Analysis uses gamified learning to assess participants' understanding of key concepts. This interactive method not only enhances engagement but also improves retention, making the learning more impactful.

### 4. Gain Percentage

measures the improvement in participants' knowledge and skills before and after the training. This metric provides a clear, quantitative indication of how well the training has been internalized.



Fig. 7

### 3. Internalize

The "Internalize" stage centres on applying learned skills in the workplace, ensuring that participants integrate both emotional engagement and cognitive understanding into their job performance. Building on the "Inspire" stage, which lays the emotional groundwork for learning, and the "Imprint" stage, which focuses on cognitive retention, the "Internalize" stage emphasizes practical application.

The observational/on-the job learning at this stage is supported by Bandura's Social Learning Theory, which posits that behavior is learned through observation and modeling (Bandura, 1977). The effectiveness of this stage is measured by observing how well participants internalize and apply their new skills in their work environment and the impact on their job performance.

## IO's 5- EYES ROI Methodology

Additionally, once the learner is encouraged to 'unfreeze' and motivated to change, it is followed by the "Internalize" stage that aligns with **Lewin's Change Management Model**, particularly the "refreezing" phase. This phase is crucial for solidifying new behaviors in the workplace, ensuring they become permanent (Lewin, 1947). Research supports this, showing that creating supportive environments that reinforce new practices is key to successful behavior change and transfer of training to the workplace (Burke and Hutchins (2007)).

Similarly, **Operant Conditioning Theory**, by Skinner (1953), underscores the importance of reinforcement in establishing and maintaining new behaviors. The "Internalize" stage focuses on how well the work environment supports and rewards the application of newly acquired skills.

To ensure effective internalization of knowledge, Kirkpatrick (1996) recommended that post-training evaluations be conducted at least three months after the training to capture long-term behavioral changes, noting that some participants may take up to six months to show lasting changes. Likewise, May and Kahnweiler (2000) emphasized that trainees need adequate time to implement their new skills effectively. Axtell et al. (1997) found that the amount of learning transferred within the first month is a strong predictor of how much will be transferred after a year.

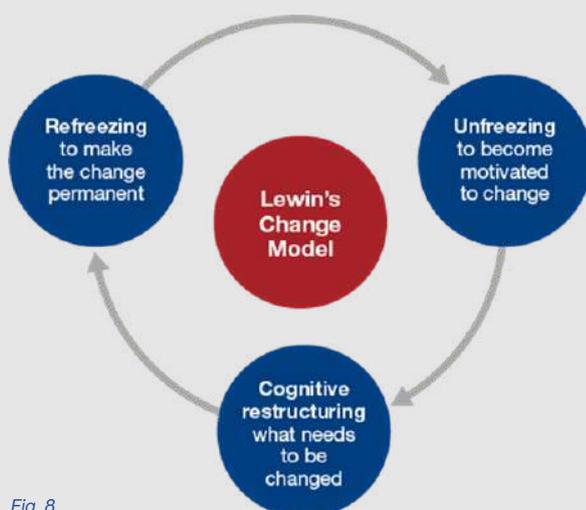


Fig. 8

## IO's 5- EYES ROI Methodology

For this stage InspireOne uses several key tools to measure how well participants embed and apply the knowledge and skills gained from the training into their everyday work. The following are the most used measurement tools:

The **Learning Circle Survey** captures participants' perceptions of the value and impact of peer learning groups, assessing how these discussions and shared experiences help them integrate new concepts into their work.



Fig. 10

**Assessment Forms**, particularly the Coach's Rating, provide direct feedback from supervisors or coaches who observe participants in action. This assessment evaluates how effectively participants are implementing their new skills and behaviors on the job.

The progress in **Action Learning Projects (ALPs)** is another critical metric, as it tracks how participants apply their training to real-world projects. Successful ALP outcomes indicate that the training has been internalized and is being effectively utilized in practical settings.

<b>BUSINESS OBJECTIVE</b> Identify a Business area or a situation where either you are having a challenge or would like to take an initiative to leverage an opportunity.	<b>LEARNING OBJECTIVE</b> Select two or three traits for which you would need to make conscious efforts to behave in order to achieve your Business Objective.	<b>ACTION PLAN 1 - Break down your Business Objectives Action Plans - Action Plans</b> (here a defined timeline and are implemented on a frequent basis to achieve your stated Business Objective. You can define as many Action Plans as you like.
<b>SUCCESS MEASURES</b> - Identify what parameters you want to target and achieve to define the success of your Business Objectives. We recommend that you choose 2 Success Measures for the Business Objective.		Target date:

Fig. 11

**180/270-degree Behavioral Change Surveys** offer a comprehensive view of how others—peers, supervisors, and sometimes the participants themselves—perceive changes in behavior post-training. This multi-perspective feedback is crucial for understanding extent of behavioral

## IO's 5- EYES ROI Methodology

shifts driven by the training. The **Engagement Survey** measures changes in participants' recognition, growth, and development, reflecting how the training has impacted their overall engagement and motivation at

work. Finally, the **Resilience Quotient** assesses participants' ability to adapt and thrive after the training, indicating their capacity to apply what they've learned in challenging or changing environments.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I feel that my work is meaningful and important.	<input type="radio"/>				
2. I feel that my organization is transparent and communicates well.	<input type="radio"/>				
3. I feel supported by my direct supervisor.	<input type="radio"/>				
4. My supervisor provides me with regular feedback and coaching.	<input type="radio"/>				
5. I feel comfortable speaking up and sharing my opinions.	<input type="radio"/>				
6. I have the resources and tools necessary to do my job.	<input type="radio"/>				
7. I have opportunities for professional development and growth.	<input type="radio"/>				
8. I feel valued and appreciated by my organization.	<input type="radio"/>				
9. I have a clear understanding of my role and responsibilities.	<input type="radio"/>				
10. I believe I am making a difference in the organization.	<input type="radio"/>				
11. I have a good work-life balance.	<input type="radio"/>				
12. My pay is fair and competitive.	<input type="radio"/>				
13. I have access to the benefits and perks that I need.	<input type="radio"/>				
14. I feel that my contributions are recognized and appreciated.	<input type="radio"/>				
15. I feel like I have a say in decisions that affect me.	<input type="radio"/>				
16. I have a good working relationship with my colleagues.	<input type="radio"/>				
17. I have the opportunity to work on challenging and interesting projects.	<input type="radio"/>				
18. My organization provides me with the necessary resources to succeed.	<input type="radio"/>				

Fig. 12

**Resilience Quotient**

**Instructions:**  
For each statement below, please indicate how much you agree or disagree with the statement by selecting the appropriate response. Use the following scale:

- 1 = No change
- 2 = Moderate change
- 3 = Significant change

**1. Emotional Resilience**

1. I can stay calm under pressure. (1) (2) (3)
2. When faced with a setback, I recover quickly. (1) (2) (3)
3. I am good at managing my emotions, even in difficult situations. (1) (2) (3)

Fig. 13

### 4. Increase

Shifting the focus from the learner to the organizational success, the "increase" stage measures the impact of behavioral changes on organizational outcomes by evaluating both direct and indirect financial results attributed to the training intervention. This stage assesses how effectively the application of newly acquired

skills translates into tangible improvements and financial gains for the organization. By linking behavioral changes to measurable business results, this stage ensures that the training not only achieves its intended outcomes but also contributes to the organization's overall success.

## IO's 5- EYES ROI Methodology

The extent to which the goals are directly related to the organization is based on the Kirkpatrick's fourth stage of their framework i.e., the 'Results' Level, which focuses on assessing broader impacts such as productivity improvements, quality enhancements, and customer satisfaction (Kirkpatrick et al., 2006). Research supports this approach; Baldwin and Ford (1988) emphasize the importance of linking training outcomes to job performance and organizational metrics.

Additionally, **Goal-Setting Theory** (Locke & Latham, 1990) underscores that setting specific, measurable goals enhances performance, reinforcing the need to connect behaviour changes from training with strategic organizational outcomes. Saks and Burke (2012) further support this by showing that clear alignment between training goals and organizational performance leads to better results.

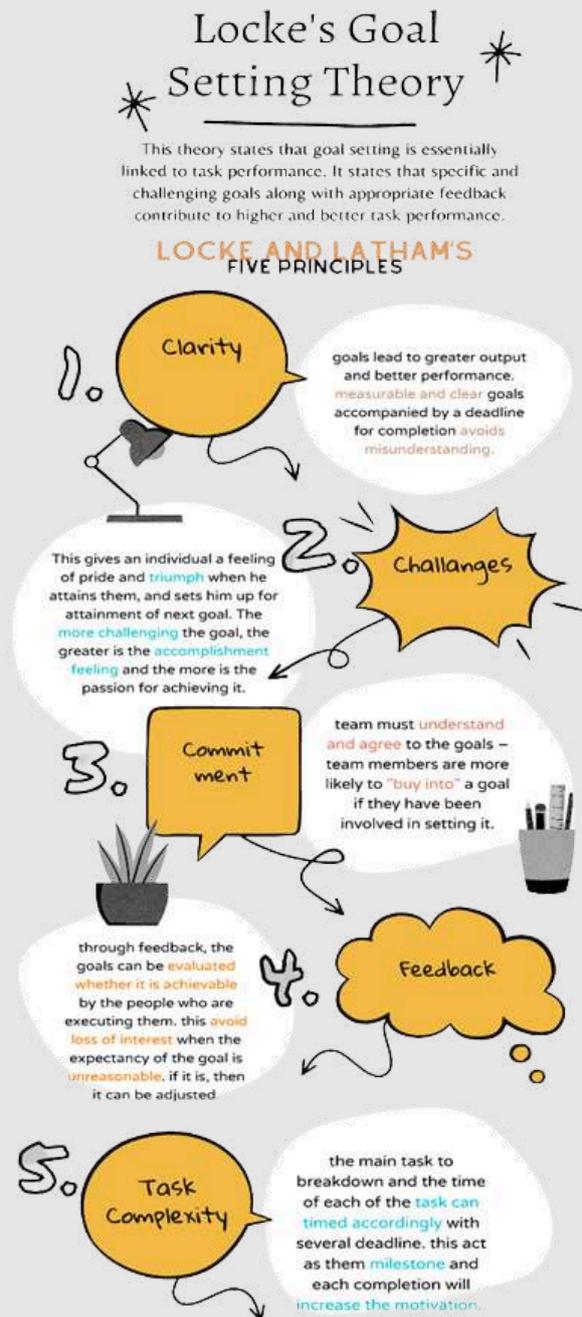


Fig. 14

# IO's 5- EYES ROI Methodology

The "Increase" stage in InspireOne's framework assesses the outcomes and financial return on training by evaluating its impact on direct financial gains, indirect benefits, and changes in employee attrition, using the following:

## 1. Direct Financial Impact

measures the tangible monetary returns from the training, such as increased revenue or cost savings, directly linked to the training intervention. Studies by Phillips (2003) and Haskins et al. (2014) demonstrate the importance of this measure in showing how training can lead to concrete financial improvements.

Participants	Summary of Projects undertaken	Financial Impact	Confidence Percentage	Attribution Percentage	Net Impact	Remarks
Aloxx	[Redacted]	90,000	100%	35%	31,500	[Redacted]
Rloxx	[Redacted]	50,000	85%	80%	40,000	[Redacted]
Shioxx	[Redacted]	75,000	90%	25%	18,750	[Redacted]

Fig. 15

Participants	Summary of Projects undertaken	Project	Attribution Percentage
Aloxx	[Redacted]	[Redacted]	80%
Rloxx	[Redacted]	[Redacted]	45%
Shioxx	[Redacted]	[Redacted]	75%

Fig. 16

## IO's 5- EYES ROI Methodology

### 2. Indirect Impact

includes broader benefits that are less immediately quantifiable but still significant. This encompasses improvements in customer satisfaction, productivity, and overall organizational efficiency. Bersin (2018) highlights that these indirect benefits contribute substantially to long-term financial success, even if they are more challenging to measure directly. (See figure)

### 3. Attrition

Reduction tracks changes in employee turnover rates following the training. Effective training often leads to higher job satisfaction and engagement, which can reduce turnover. Research by Allen et al. (2010) shows that decreased attrition not only lowers hiring and training costs but also enhances organizational stability.

## 5. Invest

The final stage, "Invest," is centred on evaluating the financial returns and overall impact of the training program. In this phase, the focus is on reviewing the training's ROI by examining key outcomes such as performance improvements, behavioral changes, and tangible business results. Metrics like Direct Financial Impact and Indirect

Impact assess the contributions of the training. This stage quantifies the financial return on training investment, leveraging Phillips's ROI Model. This model extends Kirkpatrick's evaluation framework by introducing a fifth level focused on measuring the financial impact of training programs.

## IO's 5- EYES ROI Methodology

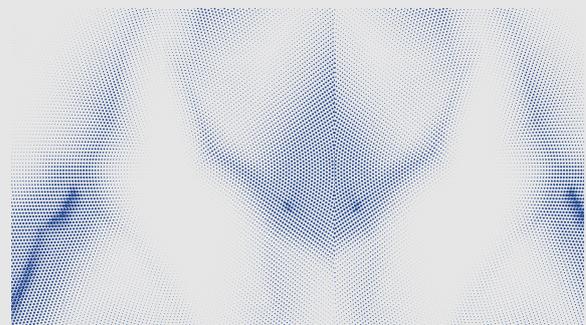
**Phillips's** approach enables organizations to calculate the direct financial returns and compare them to the training costs, providing a clear, data-driven measure of the program's cost-effectiveness (Phillips, 2003).

$$\text{ROI (percentage)} = \frac{(\text{Monetary benefits} - \text{Training Costs})}{\text{Training Costs}} \times 100$$

To support this, a study by Haskins et al. (2014) demonstrated that the ROI Model effectively captures the financial benefits of training by linking behavioral changes and performance improvements to measurable business outcomes. This alignment with **cost-benefit analysis** theory is critical, as it allows organizations to assess whether the financial gains from training justify the initial expenditure.

Further, research by Bersin (2018) underscores the importance of quantifying training ROI in the context of organizational performance. Bersin's study highlights that companies with robust ROI measurement practices are better positioned to optimize training investments and achieve higher returns. This supports the notion that accurate ROI measurement is essential for demonstrating the value of training programs and ensuring that investments align with strategic business goals.

Lastly, InspireOne's training evaluation framework is focused on quantifying the financial return and overall cost-effectiveness of the training program.



**Return on Investment (ROI)** percentage is a key metric used to measure the financial gains derived from the training. It is calculated using the formula:

$$\text{ROI} = [(\text{Monetary benefits} - \text{Cost of training}) / \text{Cost of training}] * 100.$$

This percentage provides a clear picture of how much value the organization has gained for every dollar spent on training. By evaluating both the direct and indirect monetary benefits—such as increased productivity, revenue generation, and cost savings—against the training costs, this metric offers a comprehensive view of the program’s financial impact. Studies like those of Phillips (2003) emphasize the importance of ROI in demonstrating the business value of learning interventions.

Additionally, the **Estimated Payback Period** metric is used to assess how long it will take for the financial benefits of the training to recover its costs. This period is calculated based on how quickly the company experiences measurable financial gains from the training. Shorter payback periods indicate a more immediate return on investment, underscoring the efficiency and impact of the training.

According to research by Bersin (2018), organizations that can demonstrate quick payback from their learning programs are more likely to secure long-term investment in employee development.



## InspireOne's approach to calculating Return on Investment (ROI)

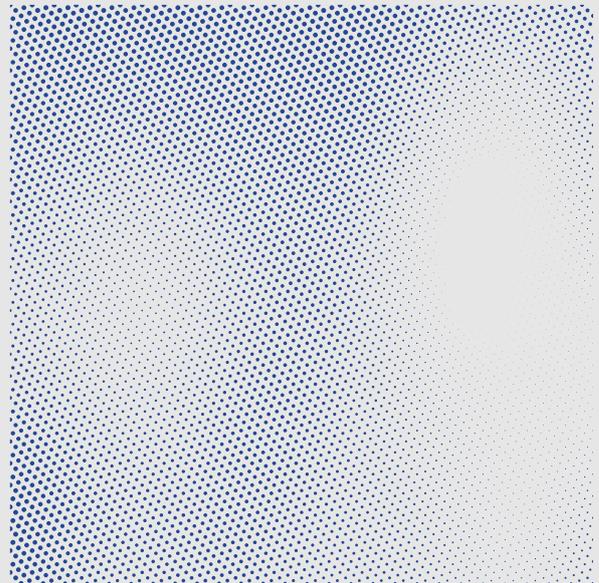
InspireOne measures ROI by assessing the combined outcomes of the five I's—"Inspire," "Imprint," "Internalize," "Increase," and "Invest"—and subtracting the cost of training to calculate the net return on investment.

Moreover, IO's scorecard is another comprehensive approach, utilizing a range of behavioral, engagement, financial, and retention metrics to provide a well-rounded view of training effectiveness. The scorecard benchmarks key performance areas: **Inspire**, **Imprint**, **Internalize**, **Increase**, and **Invest** and each dimension compares target scores to actual performance. These metrics are benchmarked against industry standards from sources like **SHRM**, **Gallup**, **ATD**, **Bersin by Deloitte**, **CIPD**, **Resilience Institute**, and **Training Magazine**.

This ensures that training is inspiring and impactful while providing measurable outcomes in areas such as leadership

improvement, engagement, and return on investment.

InspireOne's methodology for measuring training effectiveness is comprehensive and strategically focused, based on the 5 I's ROI model: Inspire, Imprint, Internalize, Increase, and Invest.



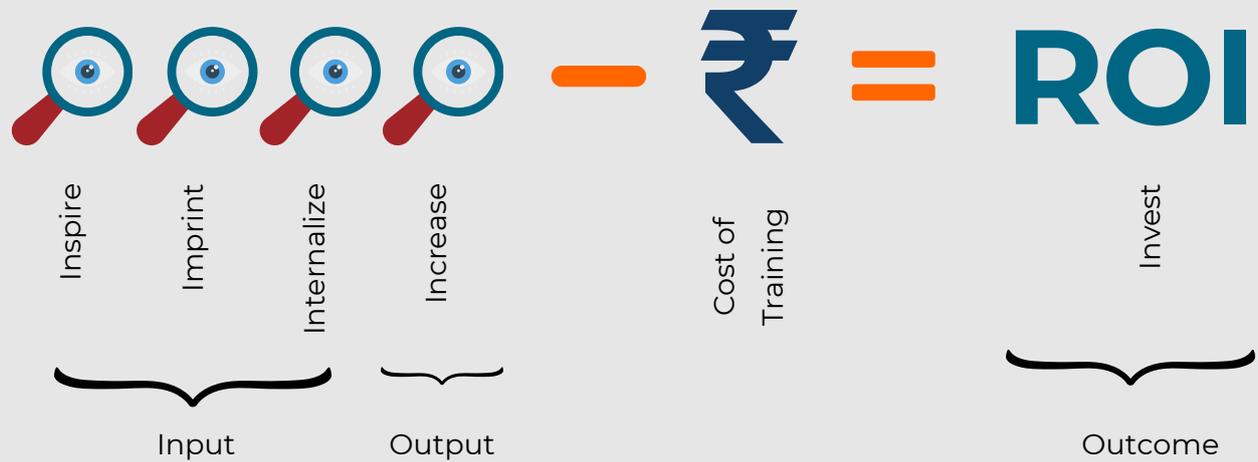


Fig. 17

This approach quantifies training impact by assessing participant motivation, knowledge retention, behavioral changes, and financial outcomes, all benchmarked against industry standards. Each phase is tied to measurable metrics, from leadership behavior improvements to ROI.

What sets InspireOne apart is its holistic focus on the training lifecycle, with each phase targeting key aspects like engagement, skill application, and financial results, ensuring sustained, measurable impact for businesses.

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