



PREPARING THE WHITE COLUMN FOR CRISES AND DISASTERS

Designing evaluation criteria for education, training and exercise.

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OTO LIMBURG
Voorbereiding op rampen en crises

MEET THE CONSULTANCY TEAM



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- COMMUNICATION MANAGER
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- RESOURCE INVESTIGATOR
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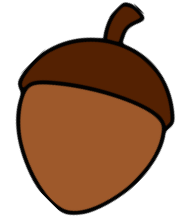
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- Able to balance theory and practice throughout the project

OUR STUDY IN A NUTSHELL



OTO Limburg is an organization that facilitates between providers of crises and disaster training activities, and crisis leaders of healthcare organisations in the region. OTO Limburg collaborates with several external suppliers which provide a variety of training courses. Measuring the quality and effectiveness of these courses is up to OTO Limburg. However, current collaboration with external providers is based on trust, intuition and long-standing relationships. There are no specific evaluation standards for the quality of training courses yet. The quality of training courses have not yet been evaluated consistently nor explicitly.

OTO Limburg aspires to provide training courses that have been evaluated and approved using a research-based (i.e. valid scientific insights on learning) evaluation criteria sheet. The aim of this project is therefore to answer the following research question:

What are valid evaluation criteria for the learning and development courses offered by The Learning House of OTO Limburg based on recent scientific insights and past research studies conducted by OTO-Limburg?

To develop these insights, a literature review has produced a theoretical framework with valuable results, but not yet in the context of crisis management. Therefore, 20 interviews have also been conducted with suppliers, experts, companies and training participants. As a result, the following relevant aspects for criteria have been identified: supplier & trainer, active learning, relevance, interactivity, format.

The criteria in appendix III serve as a tool for evaluating a supplier and the training that they offer. Instructions how to use these criteria and documentation for suppliers are provided in the appendices of this consulting report. Besides recommending OTO Limburg to implement use of the evaluation criteria, we recommend the following:

1. Give the supplier advance notice of expectations, objectives and required information about the training offer.
2. Use the evaluation form as feedback to the supplier and work with the supplier to improve the training standards.
3. Discuss the results of the evaluation form within the Experts Committee to reduce the potential for bias.
4. The evaluation form as a starting point, not as a final result.

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SETTING THE SCENE

1. *General introduction*

During large-scale crises, it is crucial that emergency services are called into action quickly and effectively. The COVID-19 crisis and the Brussels bombing in 2016 were examples that had a shocking societal impact and led to increased attention to the importance of coordinated emergency response in the Netherlands (1). Furthermore, since crises occur in various shapes and sizes, different approaches and leadership styles are required.

The healthcare sector has undergone a professionalisation process stimulated by the central government. The objective is for the healthcare sector to cooperate more effectively in case of disasters and for the expertise to be further developed. By educating, training, and exercising the staff of healthcare institutions, the healthcare sector will improve the quality of its preparations for disasters and crises. OTO Limburg is an organization that facilitates between providers of crises and disaster training activities, and crisis leaders. This consulting report aims to provide OTO Limburg with insights into how the evaluation of these activities can be improved.



SETTING THE SCENE

2. Motivation for the project

A crisis is an unanticipated incident that causes significant damage and loss of control (2). Due to the unpredictable nature of crisis events, sufficient information is often lacking to make adequate decisions. During a crisis, all parties involved should act competently to protect society's safety, health, and efficient functioning. This calls for effective crisis management.

The Dutch Department of Health, Wellness, and Sports grants €10 million every year which is divided between eleven Regional Acute Network organizations for so-called OTO activities (Dutch: “Oefenen, Trainen, Opleiden”; translated: “Educate, Train, Exercise”) (3). Those activities have one goal in common: enhancing the emergency preparedness for a crisis event.

3. The organisation

OTO Limburg is an organisation in Limburg, a province in the south of the Netherlands. OTO Limburg is part of a regional collaboration: The Network Acute Care Limburg. OTO Limburg is responsible for gathering expertise and disseminating it to healthcare organisations, or the so-called “white column” within this regional collaboration. The white column consists of hospitals, public health services, Regional Ambulance Services (RAV), mental health care organisations, elderly homes, and general practitioners. OTO Limburg supervises and organises the OTO activities.

As a result, OTO Limburg’s main mission is to provide the best possible preparation for crisis leaders in the healthcare sector to ensure that the acute care systems function properly in a crisis (4).

SETTING THE SCENE

4. The problem statement

OTO Limburg collaborates with several external suppliers to efficiently prepare key players in the healthcare sector for potential disasters and crises. These suppliers provide a variety of training courses. To ensure the quality and effectiveness of the education, training, and exercises, it is up to OTO Limburg to evaluate and select these providers based on their training courses.

However, this proves to be a challenging task. Currently, collaboration with external providers is based on trust and long-standing relationships. This is because there are no specific evaluation standards for the quality of training courses yet. As a result, the quality of the training courses have not yet been evaluated consistently nor explicitly.

In the future, OTO Limburg aspires to provide training courses that have been evaluated and approved using a research-based (i.e., valid scientific insights on learning) pre-evaluation form. This form may then be put into operation by the training evaluation committee of OTO Limburg. The Evaluation Committee of OTO Limburg could then ensure that the quality of the training courses is evaluated before being incorporated and provided in the learning house. Furthermore, OTO Limburg also works with evaluation after participants have completed training - making evaluation a continuous process. Therefore, this project aims to answer the following question, which the client has formulated:

What are valid pre-evaluation criteria for the learning and development courses offered by The Learning House of OTO Limburg based on recent scientific insights?



SETTING THE SCENE

Background

As part of the Regional Acute Care Network, OTO Limburg has to comply with policy and quality frameworks that the overseeing National Acute Care Network has established. The policy framework describes the responsibilities of national and regional bodies to make the most of the Programme Crisis Management and OTO. Tasks and activities must be carried out in line with the vision:

“Optimising the distribution, availability and quality of acute care in the region, so that a patient or group of patients (in the event of disasters and crises) with an acute care request receives the right care at the right place as soon as possible.” (5)

The quality framework ensures uniformity in implementing standards of crises and disaster preparedness. The following model and its components are put forth by the quality framework, which OTO Limburg incorporates into training offered to the white column.

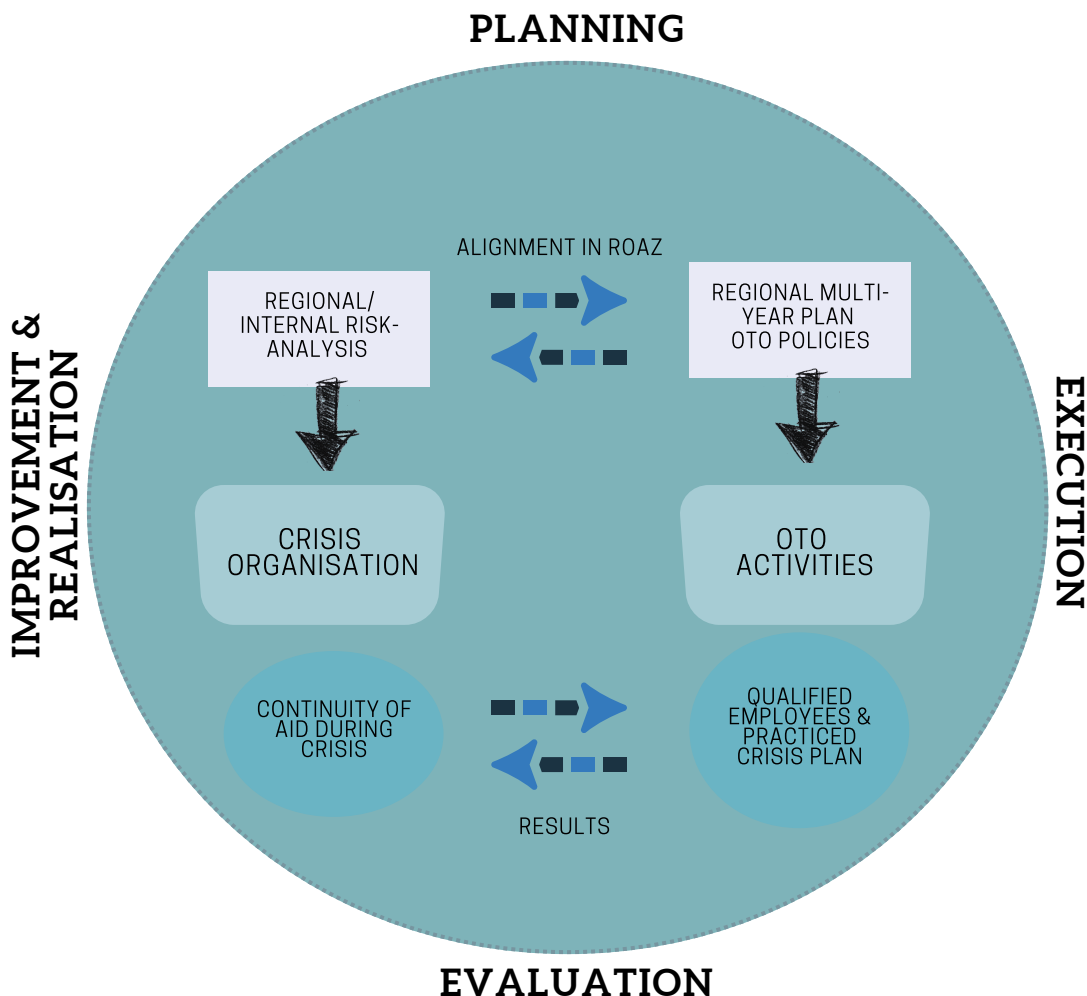


Figure 1. Quality model preparing for disasters and crises (3)

SETTING THE SCENE

Background

As part of the crisis organisation (shown in the left column), several topics need to be addressed, such as crisis communication and leadership. These are required aspects of a crisis management structure needed to deal with crises and disasters. Employees with a key role in crisis organisations need to acquire the competency to work in such sudden and temporary organisational structures. The right column indicates that these topics need to be addressed through education, training, and exercises (OTO activities). Crucially, the model is inside an arrow-shaped circle, showing a continuous process (Plan, Do, Check, Act). This means that OTO activities (education, training, and exercise) are subject to continuous evaluation.

OTO Limburg's Multi-year Plan 2019-2021

Presently, OTO Limburg's focus lies with the implementation of its multi-year plan for 2019-2021. The plan is the ambition of the region itself. It is the result of collaboration amongst all participating organisations belonging to the white column in Limburg. Through collective approval of this plan, it constitutes an assignment for OTO Limburg. For this project, there are two relevant goals listed in the plan:

- *"Measuring the results of OTO;*
- *Implementing knowledge and consultancy centres OTO and NAZL (Dutch: "Kennis- en Adviescentrum OTO en NAZL, in short: KANO)"(6).*

KANO, expected to be implemented in July 2022, will offer anyone involved with crises in the region a digital platform with a personal account. Education, training, and exercises can be viewed and requested through the platform, a portfolio of personal qualifications can be built, and relevant documentation can be accessed. The resulting pre-evaluation form resulting from this report could provide valuable input for the KANO platform. Below the process is described, whereby the related steps to this project are highlighted in the blue boxes:

SETTING THE SCENE

Lastly, the multi-year plan 2019-2021 lists the development of the Learning House as a way to improve the quality of education and courses for individual crisis managers. The multi-year plan lists below criteria which education or courses have to meet:

1. "Quality framework Crisis Management and OTO 2.0
2. Policy framework Crisis Management and OTO 2.0
3. Format Integrative Crisis Plan 2.0
4. National OTO-toolkit
5. Educationally valid
6. Didactically valid
7. Blended Learning
8. Listed starting terms and final attainment levels
9. Scientific validation
10. Assurance
11. Price ratios" (6).

According to the multi-year plan 2019-2021, suppliers' education and courses have been requested to adjust to these criteria. However, from preliminary meetings with the client, it's apparent that the selection of suppliers is based on trust and long-standing relationships, and the above criteria have not yet fully been implemented into the selection process. Scientific, educational and didactic validation, assurance, and blended learning are among the criteria listed above. In OTO Limburg's view, these elements are essential to evaluate education, training, and exercise. However, these elements are not yet explored in greater depth to the level that they can be translated into criteria.

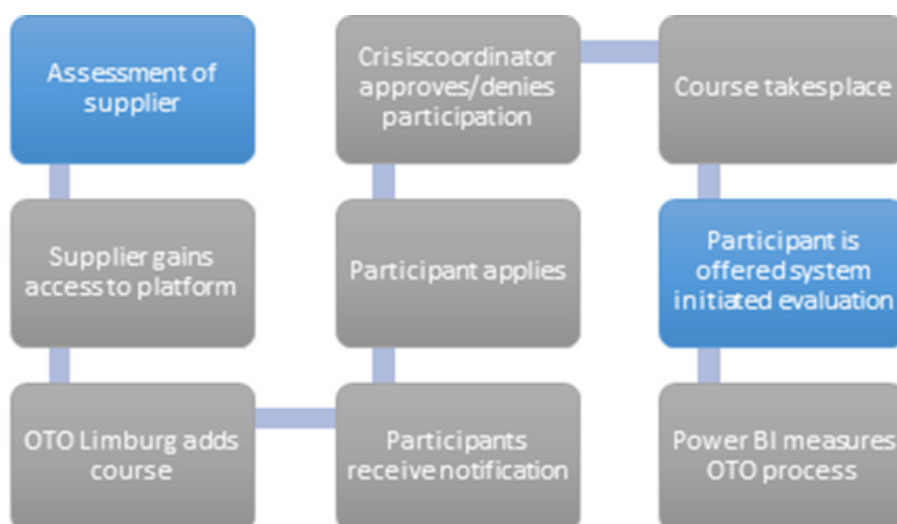


Figure 2. Process of the KANO platform

FRAMING THE PROBLEM

OTO Limburg's goal of supporting healthcare organisations in the province is preparing for crises and disasters, putting OTO Limburg under the scrutiny of the public and the media. Recent events, such as the COVID-19 pandemic and floods in the Limburg province, highlight the relevance of emergency preparedness, the public's awareness and the media.

The media industry plays a crucial role in uncovering and spreading information, shaping public opinion, and upholding organisations to ethical standards. OTO Limburg's budget is sourced from department subsidies, which places this project in a public context. Even though the current selection process, whereby training providers get involved with OTO activities based on trust, gut feeling or subjective impression, can be effective – it also holds the potential for bias. In a public context, an objective and transparent approach is paramount. Any inclination to choose a provider based on a subjective factor must be avoided for these reasons.

In short

OTO Limburg has a vision and ambition of how criteria can be improved and bring more consistency and transparency in their process. The introduction of the current challenge shows that requirements need to be complied with and criteria that the client has already formulated. These elements will be investigated during this project. The first necessary step to do so is building a theoretical foundation, thereby giving scientific substance to OTO Limburg's goal.



WHAT SCIENCE PROVES

Understanding training quality

First, existing academic insights need to be considered before valid pre-evaluation criteria for high-quality training can be developed. This lays the groundwork for creating criteria for pre-evaluating training. For this, three key questions are answered in this chapter: How can training be evaluated; What conditions affect the quality of training; What makes the learning experience a long-lasting impact?

How can training be evaluated?

Looking at the history of training evaluation, Kirkpatrick's (7) four-step evaluation model is one of the pioneering concepts in determining training effectiveness on four levels: Reaction, learning, behaviour, and outcomes. Starting at the first level, relevance and learners' satisfaction with the training itself is essential. The second level focuses on learning in improved knowledge or change in attitude, while the third level focuses on putting the training into practice on the job. Last, the fourth level examines how the training benefits organisations. It remains challenging to estimate the financial benefit of training, as many factors influence the return on investment (ROI). Although Kirkpatrick's approach is based on elements that can only be examined during or after training, such as participants' reactions or transfer to the workplace, it provides vital insights into training effectiveness. As shown in table 1, criteria can be derived which can be ensured prior to training.

Kirkpatrick's evaluation level	Takeaways for pre-evaluation criteria
Reaction of learner (experience & satisfaction)	Focus on trainer characteristics, structure & content
Learning (extend of improved knowledge, changed attitudes)	Conditions (derived from research) which enhance impactful learning (see f.e. HILL-Model)
Behaviour (application to job/ workplace)	Match the content & context of training and participants
Outcomes (ROI)	Evaluate learning retention/impact, follow-up meetings

WHAT SCIENCE PROVES

Understanding training quality

What conditions affect the quality of a training?

Building on this, the main goal of training is the production of new knowledge and skills. Coming from the idea that learning is not just copying of knowledge but rather a sense-making process, the social constructivism theory emphasizes **learning as a result of social interactions** and the **exchange of experiences**.

This theory was chosen to learn more about the characteristics of high-quality training because it looks at how people learn in general and how they learn with others, like in a training course. Besides the opportunity for **cooperation**, abstract concepts are remembered better when tested in a **meaningful context** (8). Regarding the project and the context of crisis management, it is vital to create learning moments that have a long-lasting impact.

The closer to concrete situations, the greater the likelihood that the learner's interest will be raised and what is learned will be remembered in the long term. These connections to one's circumstances also allow new learnings to be related to previous experiences, which connect to the previously mentioned **relevance** and transfer to the workplace. As the name social-constructivism already implies, this is particularly **constructive** when critical questions and thoughts are exchanged with others to increase knowledge.

This also emphasises the learner's responsibility for their learning outcome. However, this is only possible if the training environment has room for initiative and freedom of decision about learning strategies, and gives the learner an active, self-directed role (8). Overall, the social-constructivist view focuses on the **optimal learning environment for a fruitful learning experience**, which can be fulfilled within training in many different ways.

WHAT SCIENCE PROVES

Understanding training quality

What conditions affect the quality of a training?

After getting a better idea of how the training environment affects the extent of learning, it is important to look at more concrete elements to get a clearer picture of how this could look in practice. In this regard, researchers have found several factors that affect training quality, such as **learner characteristics, training design, delivery methods, match of content, training assessment criteria, and support systems at the workplace** (9). Along with Kirkpatrick and the social-constructivist perspective, a climate in which knowledge can be transferred successfully is required to enable behavioural change (10). However, this climate can only be achieved by influencing trainees' **opportunities to explore and experiment with different tasks** throughout the training (11). As a result, if there is a mismatch between what is taught and what is relevant and applicable in the context of the actual work environment of the participants, the quality of the training suffers. Providing real examples need to be based on the environment of the trainee in order to be **authentic and effective** in the end (12). To accomplish this, training content needs to be tailored to the context of the learners. This further emphasises the importance of contextualised learning as stated in social constructivist theory. Additionally, research supports that active methods such as discussion, story-telling or real-life scenarios increase training effectiveness. The more often such activities are performed, the better the support for the learning success of participants (13).

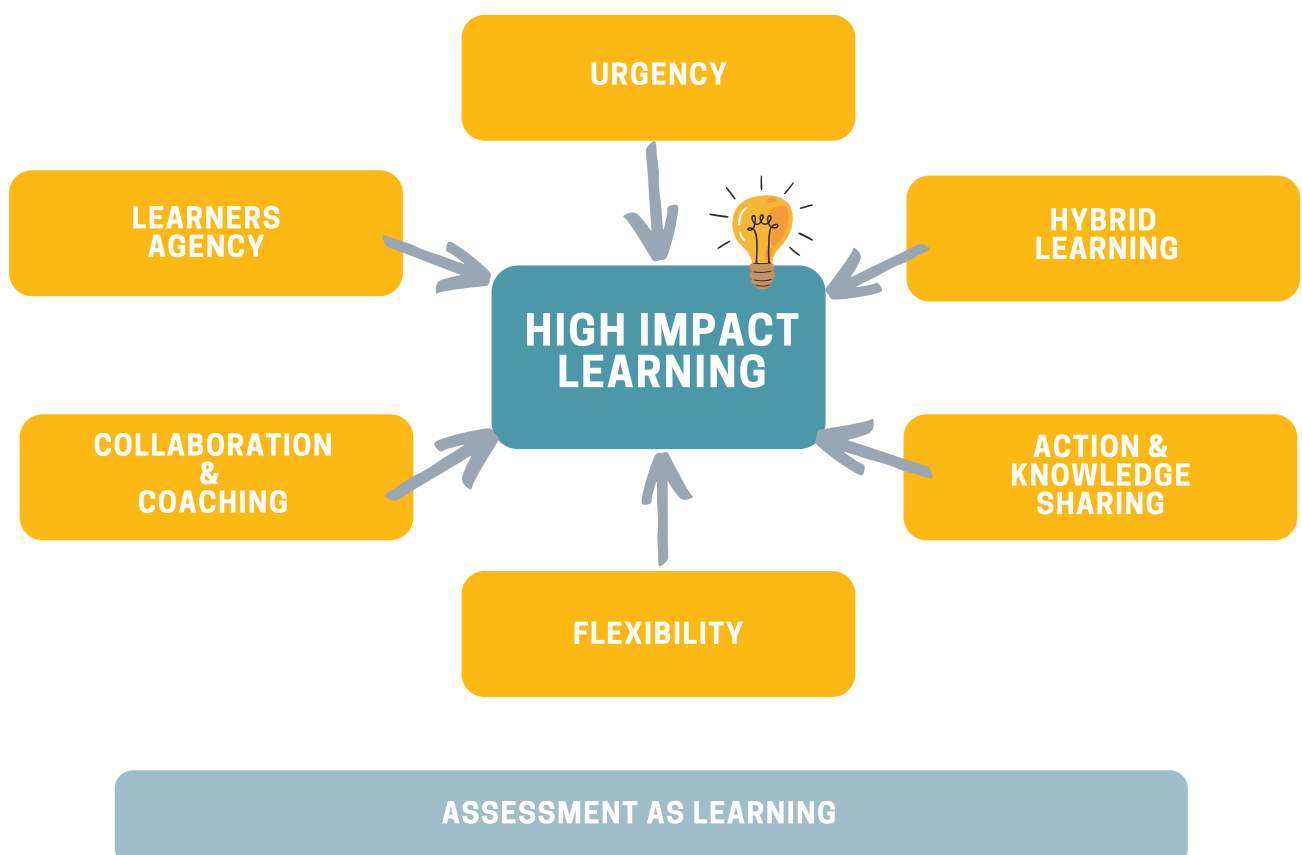
However, in addition to considering the context and structure, the **trainer's ability to deliver** the training should not be overlooked. One of the most evident qualities are energy, passion, and enthusiasm, while humour may also be beneficial if used correctly (14). Also, the trainer needs to be experienced in their field to create an atmosphere of trust in which trainees can learn from real-life experiences. Lastly, interpersonal skills are necessary to measure the atmosphere of trainees and increase trust and respect as the basis of the relationship. Such trust can only be established if both the trainer and the learner are clear about what they expect from each other. This involves understanding **why the learner is there to learn** and informing them of the **expected training outcome**.

WHAT SCIENCE PROVES



What makes a learning experience have a long-lasting impact?

To build on this theoretical foundation and follow the initial recommendation of OTO Limburg, a learning model is introduced which builds on and further refines the preceding theories and insights. The model for High Impact Learning that Lasts (HILL) by Dochy & Seegers (15) combines recent studies of learning and development to build a comprehensive model for high-impact learning. It was chosen because it gives an overview of the state-of-the-art. In addition, it focuses on how learning is impactful and long-lasting, which is especially significant in the context of crisis management because crises and disasters are not frequent events. Application of acquired skills and knowledge takes years, if at all. The HILL model can be used to map out one's learning trajectory and actively incorporate so-called building blocks in the design of training to ensure effectiveness. These seven building blocks are:



WHAT SCIENCE PROVES

The seven building blocks from the HILL model

To create a sense of **Urgency** in the participant, it is important to understand the participant's reason to learn, which can be job-related or for personal development. The learner will see learning as more urgent when clear objectives and goals are met. This will help to captivate the attention directly from the beginning and gain high engagement levels.

Learners Agency gives the learner control over the learning path, increases engagement, and gives responsibility into the hand of the trainee for them to choose their optimal way of learning. To include interaction in training courses, the HILL model introduces the component of **Collaboration & Coaching**, where learning happens with and from multiple sources such as peers and trainers. Blending learning methods is another crucial component of facilitating a diverse learning experience.

This is covered in the fourth building block, namely **Hybrid Learning**, and involves the mix of e-learning, different training materials, and face-to-face learning. Furthermore, **Action and Knowledge Sharing** are there to learn in action and, more importantly, with others. This allows for an active knowledge exchange that happens at the moment to maximise the outcome with the wide set of knowledge from each participant.

To further maximise the knowledge exchange, training benefits from including **Flexibility** between formal and informal learning. Here, coaches must carefully choose how (un)structured training should be and which setting is suited for which occasion. For practical activities, for example, a classroom setting is less convenient than learning-by-doing on the job. Lastly, **Assessment as Learning** can be used to track the learner's progress through feedback, reflection, and assessments from coaches or supervisors and applies throughout the entire training (15).

HOW WE TACKLED THE BUSINESS CASE

A hand holding a magnifying glass over a document with a grid of letters. The background is a teal gradient with a white diagonal shape.

Approach and analysis

OTO Limburg wants to support lifelong learning among crisis leaders to ensure that they will be prepared for a crisis. The goal of OTO Limburg is for participants to learn and grow to the degree of necessary competency. OTO Limburg consults organisations and participants, and tailors the courses to their needs to achieve this goal.

In keeping with OTO Limburg's principle of open communication and balancing requirements, the first phase of this project involved identifying relevant parties in the region. Their different perspectives need to be taken into account when developing evaluation criteria.

Six different perspectives have been taken into account in the analysis. First, the wishes and interests of the client, OTO Limburg, have been considered. A review of the literature was conducted in light of these considerations. Unfortunately, it could be quickly concluded that the literature on designing a pre-evaluation form to pre-evaluate training courses in the specific context of crisis management is limited. Therefore, it was decided to gain a deeper understanding of what makes high-quality training and the implications for a pre-evaluation form. Adding to the theoretical insights, several interviews have been conducted to obtain **insights from companies, crisis leaders, participants from crisis-management training courses, and experts.**

The interview questions are based on the preceding literature review. In the following infographic, the six different perspectives will be further explained.

THE 6 PERSPECTIVES OF OUR STUDY



1. OTO LIMBURG

The first perspective is the viewpoint of OTO Limburg. Understanding the context, the issue, and what the client wants to achieve with this project is essential. During the project period, several meetings with OTO Limburg took place. One of the purposes of these meetings was to map out the client's perspective, and prior efforts made since OTO Limburg's viewpoint is considered the foundation upon which the other views are created.

2. EXPERTS

In total, four experts have been interviewed. A distinction is made here between theory-based and practice-based experts. Prof. Dr. Mien Segers and Prof. Dr. Simon Beusaert were interviewed as theory-based experts, while Jan Pluim and Daphne De Graaf were interviewed as practice-based experts. Because of their experience in the field and understanding of training evaluation, it was possible to combine theory to practice. To better understand the HILL model and the social constructivism theory, the interview questions for the theory-based experts were mainly concentrated around those two concepts. In addition, the interview questions for the practice-based experts were related to their knowledge and experience in the field of crisis management.



3. LITERATURE

Within the literature perspective, the following concepts, in particular, were considered: the HILL model of Dr. Prof. Mien Segers and Filip Dochy, and the theory of social constructivism. According to both experts, Prof. Dr. Mien Segers and Prof. Dr. Simon Beusaert, those two learning theories can be applied to complex environments, such as crisis management. As a result, these concepts are considered as relevant as they promote high-impact learning. Furthermore, the problem-based learning method at Maastricht University is based on social constructivism and has proven to be a practical part for enhancing a long-lasting learning experience.

THE 6 PERSPECTIVES OF OUR STUDY

4. PARTICIPANTS IN TRAINING COURSES

Five interviews have been conducted with participants of crisis-management courses to gain insights into their side of the story. Therefore, the main purpose of the questions was to collect the experiences of participants who have participated in training courses. Most of them were employed as crisis leaders and frequently participated in crisis training. Therefore, knowing what participants perceive as high-quality training will be helpful for OTO Limburg to use as feedback and learn important factors to evaluate the training courses beforehand.



5. SUPPLIERS

Four partners of OTO Limburg that provided a catalogue of training courses incorporated into OTO Limburg's learning house have been contacted for this project. The following suppliers were interviewed: Netwerkcentrum, Parcival crisis, Veilig in Beeld and Hazmeds. These suppliers have been approached to get an overview of how they offer training and how they develop their training courses. The interview questions were therefore formulated to gain insight into their practices. It is relevant to discover how suppliers in the crisis-management context have developed their training to determine if that training is based on any criteria. This will help assess whether particular insights need to be adapted to the crisis management context and if similarities can be found.

6. COMPANIES

To gain practical insights, benchmarking has been used to investigate how other companies evaluate their training courses. Six interviews were conducted with the following companies; Swift, DECP, PwC, Zuyderland, Hogeschool Zuyd, and Össur. These firms were contacted based on Prof. Dr. Mien Segers' recommendations. They provide a diverse field perspective since they vary in the sector, company size, and purpose. The interview questions for the different companies were formulated to gain insights into their training evaluation practices. The information obtained from these interviews is considered essential for developing the pre-evaluation form, as they provide an insight into best practices or the lack thereof. However, it is vital to keep in mind that these companies do not operate in the context of crisis management. The exact copying of such "best practices" is therefore not suitable.



HOW WE TACKLED THE BUSINESS CASE

Analysis and coding scheme

What happened so far?

- clarified who OTO Limburg is & how they operate
- set context of crisis management (policies, framework)
- selected scientific insights on learning concepts & explained why
- introduced approach in alignment with clients needs
- introduced six perspectives to develop pre-evaluation form

What's next?

1. To examine the interviews and evaluate the data collection outcomes, the different perspectives will be reviewed based on statements from the interviewees. (See Appendix I for the coding scheme, which was created based on the outcomes of the preceding research findings.)
2. Integrate the needs and interests with literature insights and the clients perspective.
3. As a result, the interviews' insights and the literature's insights will be bundled into a pre-evaluation form for OTO Limburg.



INSIGHTS FROM PRACTICE

Results

In the following chapter, the raw results from the interviews will be shown based on the perspectives as described in the previous chapter. Starting with OTO Limburg, literature, experts, the companies, the participants and lastly, the suppliers.

Perspective 1: OTO Limburg

During the project, multiple and regular meetings were held between the project team and the client. Key results of what has been said by OTO Limburg are described below.

Knowledge sharing is a crucial aspect of training. Interaction between participants where they talk about which problems they encounter builds collective sense-making. It's also for this reason that training needs to be relevant for the tasks of the participants' job. *"Sometimes participants of training find out that the content is not exactly relevant for their role. Trainers need to make sure that the participants have the feeling that the training is customised to them."* (P. Janssen)

Participants are usually busy with their daily jobs. At the same time, suppliers also have a financial incentive to make training duration longer. The length of training, therefore, becomes a factor. This means that training should be focused and time effective in terms of reaching learning goals. *"Customers are busy and it is hard to fill up training. Suppliers have an interest in making training longer because of their rates. The training should be focused and time effective in terms of reaching learning goals."* (P. Janssen)

OTO Limburg prefers to use the pre-evaluation sheet as a tool to provide feedback to suppliers on how to improve training quality. Use of the evaluation criteria by OTO Limburg, suppliers and crisis leaders would introduce a unified standard to the region. *"The criteria are not a secret document. Suppliers could also use it to improve training."* (C. Schoeren)

According to OTO Limburg, an evaluation checklist would suffice. OTO Limburg's goal is to introduce objectivity and consistency, which is what a checklist already achieves. *"We need a checklist on one page. Criteria should be limited to a few checkboxes per subject and include some examples."* (P. Janssen)

INSIGHTS FROM PRACTICE

Results

Perspective 2: Literature

The literature describes different aspects that are a necessity to do high-quality training. The basis of training evaluation forms the Kirkpatrick model (7). The main takeaways for the crisis management context were the importance of the training design (structure and content) (8) and building up to the conditions that enhance learning. As the HILL model highlights, this leads up to matching the content and context of the training to enhance long-lasting changes in behaviour and attitudes.

Although both the HILL model (15) and the socio-constructivist view (8) stress the importance of active knowledge sharing, there are additional requirements in order to learn successfully, such as a facilitators ability to deliver training (14). The HILL model provides those crucial elements, such as urgency, collaboration and coaching, or action. These aspects are required for high-quality training, that can be effectively translated into the work place of the participants.

Finally, by examining training outcome measures found in Kirkpatrick (7), required conditions for pre-evaluation were determined. While refresher training is considered as vital for long-term retention of learning, the components of the HILL model provided assistance on what makes learning impactful in the first place (15).



INSIGHTS FROM PRACTICE

Results

Perspective 3: Experts

According to experts, several components contribute to making training of high quality. Firstly, three experts mentioned the importance of a fitting contextualized training setting. There has to be a clear link between the participants' professional tasks and training content. *"One of the most important aspects is that the context of the course fits with the situation"* (Expert. No 1)

Secondly, high-quality training is distinguished by feedback and the incorporation of personal experiences. Throughout the training, setting a collective goal and then reflecting continuously should be possible. *"A baseline is created, participants practise, and are given ownership of their own development in training in this way."* (Expert. No 2)

Experts encourage different teaching methods, such as technology and interactive exercises, to achieve more learning impact. *"Most people want to work with a blended learning system so they can prepare at home and bring that information to the lesson."*(Expert No. 2); *"Interactive components and working with customized material make up for high quality training in my experience."* (Expert No. 3)

The role of the trainer is considered crucial by experts, and several important trainer characteristics are mentioned. When it comes to leadership, the relationship between trainer and participant becomes more important and should be based on trust. Empathy, didactic skills, and mastery of theory are three qualities a trainer should possess. *"The trainer should have the skills to read and feel what is happening in the group."* (Expert. No 4)

Lastly, some constraints need to be looked out for. The intensity of training should be considered when designing the duration of training. Actual exercise time should be no longer than 50 minutes to keep participants' attention triggered, especially when high-stress exercises are involved. Among experts, group sizes should be between 6-12 participants. Interaction between trainer and participants stimulates engagement. *"The courses can't be too long or you lose the attention. There has to be a combination of experience and theory - not only sending of information."* (Expert. No 1)

INSIGHTS FROM PRACTICE

Results

Perspective 4: Companies

Companies frequently refer to trainers needing to be knowledgeable: *“We need someone who is approachable and knowledgeable.” (Company No. 1)*, *“Expertise, assess their knowledge and how they talk about it (company No. 2)”*

However, not only knowledgeability was referred to, but also the interpersonal aspect between the trainer and trainee: *“Content is important but the way it is given is much more crucial (Company No. 2)”*, *“The trainer should understand the motivation or lack of motivation of the trainees. (Company No.4)”*

In the structure and content, the blended learning method was spoken of repeatedly: *“Use knowledge of blended learning experience (Company No. 3)”*, *“Blended learning really is the future (Company No.4)”*, *“Most people want to see a blended learning system (Company No 6.)”*, *“Trade-off between theory and practice (Company No. 6)”*

Often companies noted the return on training investment through satisfaction of the trainee: *“For tracking satisfaction, you could ask ‘Would you recommend this training to a colleague?’ (Company No. 6)”*, *“Would you recommend this training to others? (company No. 2)”*, *“(..)Always participant satisfaction (customer perspective) (company No. 3)”*

Learners' expectations in companies are mentioned to be interactive: *“Interactive training, not to be bored (Company No.5)”*, *“Training must be to the point as to learn something quickly. (Company No. 2)”*, *“(..)and translate in daily life (Company No. 3).”*

Companies select their training on different elements, such as volume: *“We do checks to make sure the suppliers can handle what we do; check the yearly revenue to check if they can control the volume that we need. Can they handle our requests? (Company No. 1)”*, or longevity, *“If a vendor provides experience support for a long time, it’s something we look for (Company No. 1).”*

INSIGHTS FROM PRACTICE

Results

Perspective 5: Participants

The participants frequently mentioned their attitudes towards the role of the trainer: *"The trainer must be personal, see how you are in the training and listen to the feedback."* (Participant No. 1)

The training content comes up often for participants: *"You can learn a lot from real life cases."* (Participant No. 2)

However, participants don't seem to prefer online sessions: *"Teaching online is not my preference."* (Participant No. 3), *"Online we had that during covid, but it isn't very effective for crisis management. There is less interaction between the participants."* (Participant No. 4), *"But the basis should be face to face and then build on zoom further."* (Participant No. 1)

Participants select training based on their necessity: *"What training is needed where."* (Participant No. 4), *"We look inside our organization of to see who needs which courses."* (Participant No. 3)

INSIGHTS FROM PRACTICE

Results

Perspective 6: Suppliers

Suppliers mention that knowledge of trainers is necessary: "Trainers are interchangeable, but need to have proven knowledge & experience." (Supplier No. 1), "They look at the trainer's knowledge." (Supplier No. 2), "Only people who have experience can tell a story." (Supplier No. 3), "Three demands, knowledge, attitude and educational skills." (Supplier No. 4)

Knowledge is not the only thing that is important for a trainer however: "Especially trainers who have the same energy and share it." (Supplier No. 2), "They look mainly at the personality of the trainer." (Supplier No. 2), "Trainers must have chemistry with us." (Supplier No. 4)

Three suppliers mention that the trainer should structure the training based on interactive elements: "Train as interactively as possible with fun exercises - engage in discussions with each other." (Supplier No. 2), "Practical training. Putting people to work immediately so they don't get bored. Case situations with victims, where people have to protect themselves and with suits on." (Supplier No. 3), "First, education, then training and exercises. We keep to that order, even though some clients just want exercises." (Supplier No.4)

It is noted often that a follow-up training is necessary: "We start with a basic training. Then one time per year there is an in-depth training (refresher course) based on scenarios." (Supplier No. 2), "It is the choice of the organisation itself. As it is not a priority. Every 2-3 years participants usually follow a repeat course. We do give advice to have more training frequency, but the choice remains with the organisation itself. They do need to keep practicing but you certainly notice that the material becomes diluted after a while." (Supplier No. 3)

Training usefulness is mostly mentioned through satisfaction: "Participants' satisfaction (customer perspective)." (Supplier No. 1), "An evaluation after the training." (Supplier No. 3)

In order for suppliers to get through the selection process, they state that: "Getting to know the organization." (Supplier No. 2), "We really look at the organization and ask: what do you want to get out of this training? What are your objectives?" (Supplier No. 3) 26

Figure 1

THE FEEDBACK LOOP



DISCUSSION

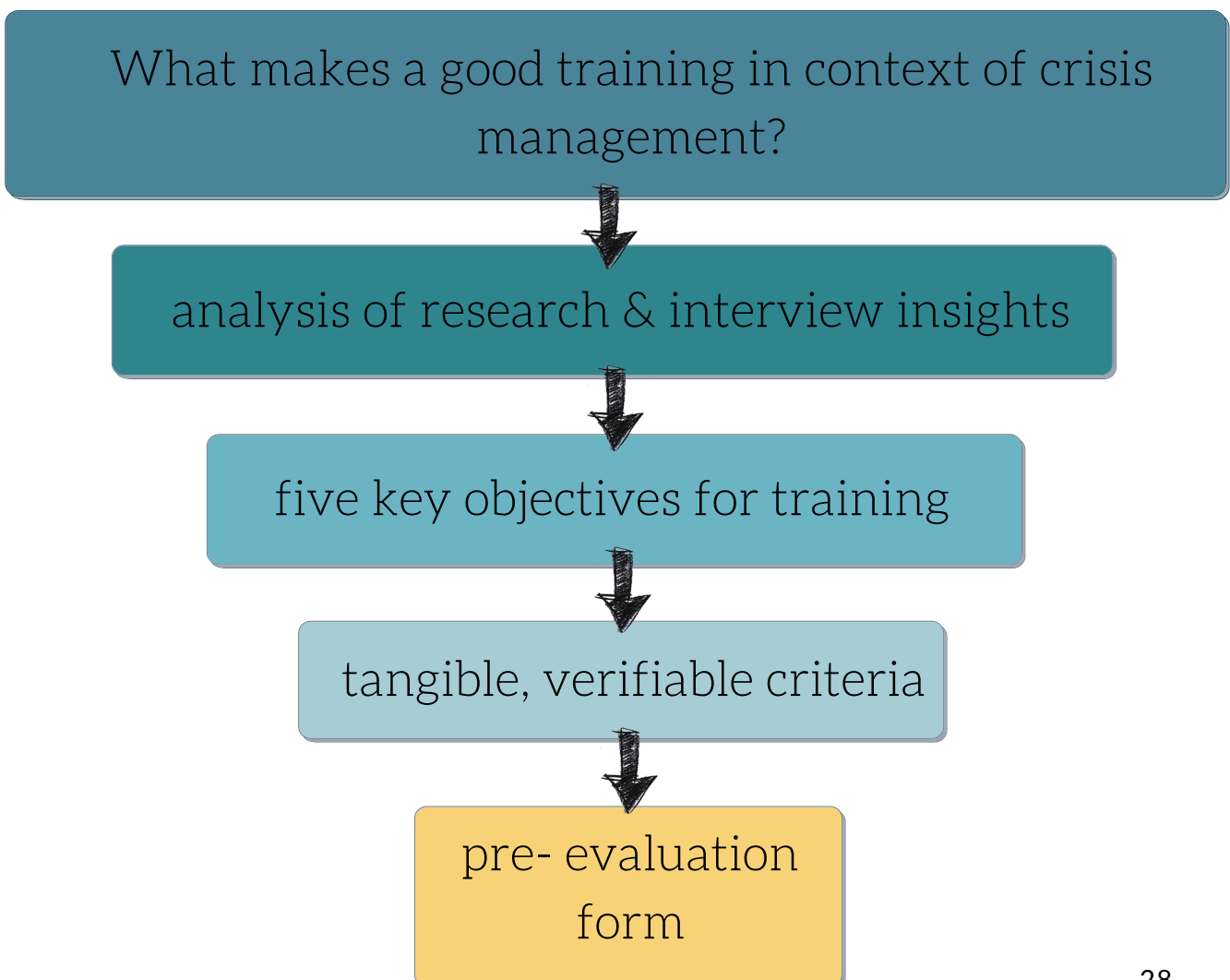
Interpretation of results



WHAT IS THIS CHAPTER ABOUT?

The core question of our client was to find valid criteria which determine high quality training. To answer this question, important insights can be derived from our results section above. Based on this analysis, **five key objectives** were formulated to **achieve high training quality in the context of crisis management**.

Those training objectives must be fulfilled to ensure impactful learning and fulfill the high-quality training standard. They serve as the foundation for the evaluation form, which is created as a systematic structure for OTO Limburg's quality assurance. The objectives represent general goals and must be transformed into **tangible, verifiable criteria**. To make sure these five goals are met, yes-or-no questions have been formulated for each training objective. In sum, they each cover the fulfillment of the overarching training objective.



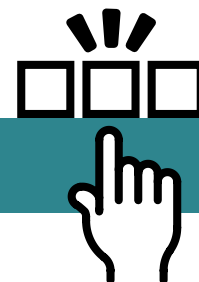
WHAT DOES THE ORDER OF THE TRAINING OBJECTIVES REFLECT?



In general, all five goals must be accomplished for high-quality training. It was decided to organise the training goals among the findings' insights to ensure the evaluation form is consistent with what was learned from the results. Even though the goals given at the beginning of the evaluation form do not have a higher weighting, they assure conditions that must be accomplished for other, more below-mentioned objectives.

For example, our client OTO Limburg must be able to establish long-term relationships with their suppliers. As a result, the aim of a viable provider must receive priority over other training goals, such as active learning, because training will not take place unless the supplier meets the relevant conditions.

So, the order of the objectives essentially reflects what the outcomes have shown in terms of how these goals connect, which ones require more attention or must be accomplished before others. Nonetheless, they are equally crucial for the ultimate training quality and, therefore should not be weighed differently.



HOW WERE CRITERIA FOR TRAINING EFFECTIVENESS CHOSEN?

After explaining the HILL model, participants and suppliers were asked about their thoughts on the HILL model. Dochy & Seegers (15) claim no hierarchy between the seven building blocks. Nevertheless, we were interested in the perception of the importance of these aspects, depending on the context of the interviewees. Due to the small sample, these results are just indicative.

Suppliers and participants mostly prioritized action, knowledge sharing, urgency, collaboration, and coaching. Still, both groups have mentioned every building block at least once. This signifies that none of the factors are considered irrelevant, but at the same time, gave hints toward which of the HILL models may be more significant in the context of crisis management training.

As a result, the evaluation sheet includes the most relevant components of the HILL model as criteria for evaluating education, training, and exercise.

DISCUSSION

Interpretation of results

1. SUPPLIER & TRAINER

An essential part of OTO Limburg's requirements for this project is to strengthen and form new long-term relations with training providers. Long-lasting relationships with training providers have the advantage of simplifying communication, keeping the training standardised by sticking to one training provider, and assuring quality throughout the years. Even though this was not a primary aspect throughout the analysis, it is considered a crucial goal for our client because it is an essential aspect of how OTO Limburg operates.

Additionally, this criteria must also include the trainer as a factor. The facilitator of training acts as a key figure for the delivery and involvement of the learners. Even though the selected learning models do not explicitly mention trainer characteristics, participants, companies, and suppliers hold a congruent opinion about the key role of the trainer. Since not all trainer characteristics can be known and evaluated before training, a criterion was chosen which evaluates if the facilitator holds the necessary qualifications and/or expertise for the respective audience and context.

The facilitators' characteristics form a subcategory of the supplier criteria since the supplier must ensure that they work with experienced, qualified facilitators with adequate didactic skills. As a result, the first pre-evaluation objective evaluates whether a candidate supplier has the potential for a long-term partnership with OTO Limburg. This results in the first objective:

THE SUPPLIER HAS THE POTENTIAL TO FORM A LONG-TERM RELATIONSHIP

With the following items in our pre-evaluation form, we intend to make sure that OTO Limburg chooses the right suppliers:

- a) Does the supplier have good recommendations or references?
- b) Is their mission and vision in line with OTO Limburg?
- c) Does the supplier have the potential to meet OTO Limburg's needs?
- d) Does the supplier have any relevant certification/ proof of qualification?/ make use of any quality assurance system?
- e) What is the price indication based on a fixed fee, and what happens to the price when training takes longer?
- f) Does the supplier have a strategy for continuous improvement?

With the subcategory, we intend to make sure that the suppliers choose only suitable trainers for their training:

- a) Is the facilitator experienced in previous crises, has qualifications or other relevant expertise?
- b) Does the facilitator's energy and enthusiasm engage the audience?
- c) Are there references about past training of the facilitator?

DISCUSSION

Interpretation of results

2. ACTIVE LEARNING

An active learning experience turned out to be an essential component of the literature perspective for producing new knowledge and retaining it over time. Nearly all interviewees identified action and knowledge sharing as a crucial HILL-model component. This was justified since action and knowledge sharing boost motivation and interest during training. In terms of the practical perspectives, viewpoints aligned regarding the right balance between theory and practice. Working with real-life scenarios and practical ways appear to be a given in crisis management, as noted more by participants and suppliers than by companies that operated in other sectors. Linking those insights together results in an objective which provides sufficient room for experimentation and focus on practical elements. This results in the second objective:

ENGAGES THE PARTICIPANT TO ACTIVELY EXPLORE/EXPERIMENT WITH THE LEARNING CONTENT.

The following questions ensure interactive, active & applicable teaching methods:

- a) Are exercises the main component of the training? (scenarios, actors, real-life examples)
- b) Is there a balance between theory and practice?
- c) Can participants implement/translate the learning content into context immediately after following the training?

3. RELEVANCE

Creating a sense of urgency for the participant was generally regarded as one of the most important HILL components by the interviewees. This starts by clearly stating the training objectives, knowing what to expect, and assessing the fit between the content and their needs. Additionally, suppliers argued that creating personal relevance for the employee increases engagement. For instance, this can be achieved by relating real-life examples and realistic scenarios the participant may encounter in the workplace. Employee engagement and learning impact become significantly more important for crisis-management training since it is uncertain when and if these trained skills become necessary. Even though the need for crisis-management training is often created externally (not by the participant) and arises out of a concrete need, each participant needs to feel the same sense of urgency for the training to be effective. This results in objective number three:

THE URGENCY OF THE TOPIC IS CLEARLY STATED AND CREATES RELEVANCE FOR PARTICIPANTS.

These items ensure that the training is aligned with the context of the participants to increase the learning impact:

- a) Does the training state clear objectives to be achieved?
- b) Can the training be customised to the different backgrounds of participants?
- c) Does the training incorporate recent problems that are relevant to the participants' work environment?
- d) Does the training description show how and why the new skills/knowledge are important to acquire?
- e) Does training ask for/include personal learning objectives of participants?

DISCUSSION

Interpretation of results

4. INTERACTIVITY

As previously established by literature, collaboration is a critical element for an impactful learning experience, which was also validated on a practical level. Here, several interviewees pointed out that the opportunity to connect with other participants and share their experiences is crucial in the context of crisis management. This is supported by companies, who are aware of the fact that most participants expect interactive parts in the training to stay motivated. For this reason, collaboration and constructive knowledge exchange have been formulated as the fourth objective:

THE TRAINING FOSTERS AN INTERACTIVE LEARNING ENVIRONMENT TO ENHANCE COLLABORATION & CONSTRUCTIVE KNOWLEDGE EXCHANGE.

These questions ensure that collaboration and knowledge exchange is at the heart of the training:

- a) Does the training structure encourage participant engagement, team exercises and interactive parts?
- b) Are there moments of feedback and reflection planned in the training?
- c) Does the training allow for sharing of personal experiences or discuss own cases?

5. FORMAT

A common insight from all six perspectives is that design and structure of a training course have a significant impact on its ultimate success. This rather broad criteria combines different perspectives of the same viewpoint. The literature emphasizes continuous learning and follow-up as essential to long-term retention and to prevent loss of skill after a certain time. In the context of crisis management, practical insights from companies, training suppliers, and participants revealed that such regular learning is not feasible for most crisis managers. This is partly because reflection on learning is generally inapplicable after a few weeks in crisis prevention. Since there is more time between training modules, the next session begins where the last one ended. As a result, it was decided to formulate the criteria rather broad to cover different learning methods to ensure everyone is at the same level of knowledge before the training starts. Starting from literature, this objective can be refined for the context of crisis management by practical insights, especially from suppliers and participants. This results in the last objective:

THE DESIGN/ SET-UP OF THE TRAINING IS WELL-CHOSEN, CONSTITUTED AND PREPARATION/FOLLOW-UP IS REASONABLY PLANNED.

Fulfilling these items will make sure that the training is thought through and well structured:

- a) Are follow-up meetings planned after the training?
- b) Does the training include a mix of materials and exercises?
- c) Is the amount of preparation material appropriate?

RECOMMENDATIONS

After an 8-week effort in which several interviews were conducted with various stakeholders, a review of the learning and development literature took place and the findings were analysed. OTO Limburg will be provided with the following recommendations, which are fully based on the results of this research.



Recommendation No.1: "Use the pre-evaluation form to ensure optimal training quality."

To begin, we propose that OTO Limburg utilises our pre-evaluation form to analyse the quality of training courses before they are accepted into the learning house. This pre-evaluation sheet results from the insights gained from all six perspectives and is based on five different objectives which have been formulated in the results section. See Appendix III for the full pre-evaluation sheet developed specifically for OTO Limburg. However, before OTO Limburg can use this pre-evaluation form, we would advise to implement the documentation sheet within current operations by sharing it with both current and potential new suppliers.



Recommendation No.2: Give the supplier advance notice of expectations, objectives and required information about the training offer.

This documentation sheet is based on the pre-evaluation sheet and is aimed to provide OTO Limburg with information on the five objectives which can be summarised as: background of the supplier, relevance and urgency of the training in relation to participants, interactivity of the training, design/set-up of the training and the appearance of active learning within the training. In addition, the documentation should include an insight into the trainer characteristic and the way trainers deliver the training. This can be based on their own experience but also on feedback from the participants who have participated in previous training courses. See Appendix IV for the full documentation sheet for suppliers. By sending this documentation sheet to the suppliers, every company is requested to provide OTO Limburg with detailed and accurate documentation. This will allow OTO Limburg to evaluate the suppliers on an equal level and by equal standards using the pre-evaluation sheet. Some examples of valuable documentation that the suppliers can provide OTO Limburg with are: content slides of the training, a video of the trainer in action, practical recent cases and clear written learning objectives. However, each supplier's documentation must match the same requirements in order to be evaluated on the same criteria which are formulated and included in the pre-evaluation sheet.

RECOMMENDATIONS

After receiving the documentation from the supplier, the evaluation committee can begin evaluating the training's quality before making it available to third parties. We would like to refer OTO Limburg to our instruction manual in Appendix V for guidance and usage of the evaluation sheet. Within this instruction manual both the pre-evaluation committee of OTO Limburg and the suppliers can find relevant information about the set-up of the pre-evaluation sheet. This will include a brief description of how the five different objectives, which are included in the pre-evaluation form, were established.



Recommendation No.3: Use the evaluation form as feedback to the supplier and work with the supplier to improve the training standards.

As mentioned in the previous chapter, one of OTO Limburg's primary objectives is to form long-term relationships. Therefore, we propose a feedback loop that allows the supplier to improve the deficiencies. With this, the received information serves as feedback to close the gap between the actual and the desired training standard rather than a reason to reject the supplier.

To provide effective feedback, three conditions need to be met (16):

1. Knowledge of the standards that needs to be applied
2. Compare those standards to the existing standard
3. Taking action to close the gap between those

Here, the fulfilment of the first condition lies in the responsibility of OTO Limburg, as they provide the supplier with the documentation sheet which lists all five training objectives and informs the supplier of what is required from them. The second and third criteria need the supplier to take an active role in integrating feedback and adapting the training to OTO Limburg's quality standard. Figure 1 illustrates an overview of the feedback procedure.

RECOMMENDATIONS



Recommendation Nr 4: Discuss the results of the evaluation form within the Experts Comitee to reducee the potential for bias.

After a rater has finished the pre-evaluation, the Experts Committee is invited to discuss the results. Even though the criteria are phrased as yes or no questions, there is still room for interpretation, such as when the balance of theory and practice is appropriate for a certain training purpose. Furthermore, if the evaluation is done by multiple experts, it may be less subjective. Such biases are based on personal differences and impression, which is why a variability among different raters is natural. To deal with error, one can either a) increase the systematic structure to evaluate or b) increase the interaction among raters to gain higher consistency in the evaluation (17). In some ways, the evaluation form gives a systematic structure, but it also gives the Experts Committee an opportunity to talk about the final decision. This is especially important because crisis management training can be used in many different ways and cover a wide range of situations. In this case, the rater plays an important role because they can decide what is appropriate based on the situation and guided by the training objectives outlined on the evaluation form.



Recommendation Nr 5: Use the evaluation form as a starting point, not as a final result.

Finally, we would recommend OTO Limburg to compare and align the pre-evaluation form with the post-evaluation form that participants will complete after training when KANO is launched.

Alignment between pre-evaluation and post-evaluation allows for OTO Limburg to control the quality of training. If post-evaluations return with negative feedback, OTO Limburg can react by discussing this with the supplier and correcting shortcomings, or finding an alternative supplier. Implementing this feedback loop allows for the introduction of quality control into OTO Limburg's quality assurance process. This loop will continuously measure the quality of education, training and exercise, and can assure that the training offered meets the quality standards of OTO Limburg.

The pre-evaluation form which results from this project is based on a scientific foundation and input from experts, suppliers and participants. However, regulations, theory on learning and the needs of participants will always be subject to change and must be under continuous review.

LIMITATIONS



& SUGGESTIONS FOR THE FUTURE

Although the pre-evaluation form, when used in combination with the supplier documentation sheet, will assist OTO Limburg in ensuring the quality of the training courses contained in the learning house, there are a few limitations to be aware of.

As part of this process of pre-evaluation of training courses offered by suppliers, there may be potential biases in the evaluation committee. It's possible that long-term suppliers of OTO Limburg may be treated more favorably than newcomers, resulting in an unequal evaluation. Bias, on the other hand, is human and practically unavoidable. However, by being aware of this phenomenon it might be considered by OTO Limburg in the future, potentially minimizing the chance of biases.

Next to that, it is important to point out that the pre-evaluation form and the documentation form intended for suppliers have not been tested in practice. As a result, another limitation might be that not every supplier completes the documentation form correctly, either because they do not completely understand it or do not have the requested information at hand.

A suggestion for the future would therefore be to test both the pre-evaluation form and the documentation form intended for suppliers in practice. If it turns out that the designed forms do not work to their full potential, OTO Limburg can adapt both forms to their own needs. In this case the proposed feedback loop will help identify and put the lessons learned from the implementation into practice.

Finally, given the short time frame of eight weeks, a total of 20 interviews were conducted. This might be perceived as a limitation. A suggestion for future research would therefore be to conduct additional interviews per perspective to increase the quality of the results.

CONCLUSION

The aim of this business report was to design a form to pre-evaluate training courses for the project client OTO Limburg, developed based on recent scientific insights and qualitative research. This approach resulted in combining the practical and theoretical perspectives together in a **tangible outcome tailored to OTO Limburg** needs. Conclusions were made based on literature and qualitative analysis of 20 interviews with companies, participants of training courses, suppliers and experts. The resulting pre-evaluation form comprises a journey from the client's demand towards digging deeper into the topic of training effectiveness and crisis management.

It became apparent that there is no 'one' answer to the question of which provider to select. To know how and if you have chosen the proper one training course using a set of criteria among a variety of competing possibilities is a complex question to answer. Here, the human contribution in the form of gut feeling and years of experience remains an essential consideration and should always be considered before making a final choice. Still, OTO Limburg aimed for a more systematic structure as complementary to **guide this decision**.

Overall, the detailed list of training objectives serves as a tool for pre-evaluating supplier and their offered trainings. In the end, it remains up to OTO Limburg to choose the right supplier to fulfill their **vision of well-prepared crisis leaders** together.



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APPENDIX

APPENDIX I

Code	Definition	Subj. criteria	Obj. criteria	Mentioned
Trainer characteristics	Criteria surrounding the trainers background, methods, and their way of facilitating a training	- soft skills- fit to the organisation- gut feeling- inspiring - sufficient communication skills	- hard skill- academic education/ background	"Content is important but the way it is given is much more crucial"
Training Content	Contextual factors such as environment, trainees job and sector.			"You can learn a lot from real life cases "
Structure and Content	Criteria about the way the training is build and the elements it contains			"First, education, then training and exercises. We keep to that order, even though some clients just want exercises."
Assessment of TROI	Evaluation of outcomes that connect to training effectiveness, like participant satisfaction, learning impact, performance and productivity.			"An evaluation after the training" "Participants satisfaction (customer perspective)"
Expectations and Learner Preference	The anticipation of what a training of good/HQ should contain			Expectations must be clear up front. If we meet them, we consider it a success.
Matching Content and Context				"training must go to the point, learn something and quickly." "(...)and translates in daily life."
Selection Process	Pre-Selection Criteria that describe what training suppliers need to provide			"What training is needed where" "Getting to know the organization"
Training Constraints	Describes actions and structural elements that affect the success of a training negatively.		- Time	"People don't find the time for trainings, resulting in a lot of last minute cancellations"
HILL Ranking	Interviewees identified the three most important HILL components			1.urgency → must be transferred otherwise I don't know why I am at the training. Why do they take the training? While they feel they should be doing something else. 2.Collaboration & coaching → sharing knowledge. 3.Action & knowledge sharing

APPENDIX

APPENDIX II

INTERVIEW RESULTS FROM THE HILL MODEL RANKING

Aspect	Suppliers (8)	Rank	Participants (6)	Rank
Action and knowledge sharing	8	1,63	5	2,4
Urgency	5	1,2	4	1,5
Collaboration and coaching	2	2	5	1,8
Assessment as learning	5	2,8	1	3
Learner agency	3	2,33	1	3
Flexibility	2	2,5	1	1
Hybrid learning	2	2,5	1	2

APPENDIX

APPENDIX III

PRE-EVALUATION FORM (NEXT PAGE)

PRE-EVALUATION FORM

CHECKLIST

01 Supplier criteria:

The supplier has the potential to form a long-term relationship.

- a) Does the supplier have good recommendations or references?
 - b) Is their mission and vision in line with OTO?
 - Does the supplier have the potential to meet OTO's needs?
 - d) Does the supplier have any relevant certification/ proof of qualification?/ make use of any quality assurance system?
 - e) What is the price indication based on a fixed fee, and what happens to the price when training takes longer?
 - f) Does the supplier have a strategy for continuous improvement?
-

Trainer criteria:

- a) Is the facilitator experienced in previous crises, has qualifications or other relevant expertise?
- b) Does the facilitator's energy and enthusiasm engage the audience?
- c) Are there references about past training of the facilitator?

02 Active learning:

Engages the participant to actively explore/experiment with the learning content.

- a) Are exercises the main component of the training? (scenario's, actors, real-life examples)
- b) Is there a balance between theory and practice?
- c) Can participants implement/translate the learning content into context immediately after following the training?

PRE-EVALUATION FORM

CHECKLIST

03 Relevance:

Clearly states the urgency of the topic and creates relevance for participants.

- a) Does the training state clear objectives to be achieved?
- b) Can the training be customised to the different backgrounds of participants?
- c) Does the training incorporate recent problems that are relevant to the participants' work environment?
- d) Does the training description show how and why the new skills/knowledge are important to acquire?
- e) Does training ask for/include personal learning objectives of participants?

04 Interactivity:

Interactive learning environment to enhance collaboration & constructive knowledge exchange.

- a) Does the training structure encourage participant engagement, team exercises and interactive parts?
- b) Are there moments of feedback and reflection planned in the training?
- c) Does the training allow for sharing of personal experiences or discuss own cases?

05 Format:

The set-up of the training is well-planned, and constituted and preparation/follow-up is reasonably planned.

- a) Are follow-up meetings planned after the training?
- b) Does the training include a mix of materials and exercises?
- c) Is the amount of preparation material appropriate?

APPENDIX

APPENDIX IV

DOCUMENTATION SHEET FOR SUPPLIERS (NEXT PAGE)

DOCUMENTATION FOR OTO

01 Supplier criteria:

The supplier has the potential to form a long-term relationship.

Provide OTO Limburg with the following:

- Recommendations or references of training capabilities/capacities
- Mission and vision of your company
- Quality insurance systems (ISO certification, ABC awards)
- A price indication
- Continuous improvement strategies regarding the training content

Facilitators:

- Facilitator references and qualifications (previous experiences) soft and hard skills
- Feedback of previous participants

02 Active learning:

Engages the participant to actively explore/experiment with the learning content.

Provide OTO Limburg with the following:

- A brief description of how you are planning to engage participants
- A brief description of the fit between the learning content into the trainees' context
- Strategy to ensure

03 Relevance:

Clearly states the urgency of the topic and creates relevance for participants.

Provide OTO Limburg with the following:

- Clear and relevant learning objectives of the training
- A brief description of how to ensure personal development during the training
- Cases that will be used during training
- Possibilities to adapt the training to the audience

DOCUMENTATION FOR OTO

04 Interactivity:

Interactive learning environment to enhance collaboration & constructive knowledge exchange.

Provide OTO Limburg with the following:

- A detailed description of the training design:
- A detailed description of the training content:

05 Format:

The set-up of the training is well-planned, constituted and preparation/follow-up is reasonably planned.

Provide OTO Limburg with the following:

- Give a brief description of the preparation before the training (attach examples)
- measures you take before, during and after the training to ensure that learning lasts

APPENDIX

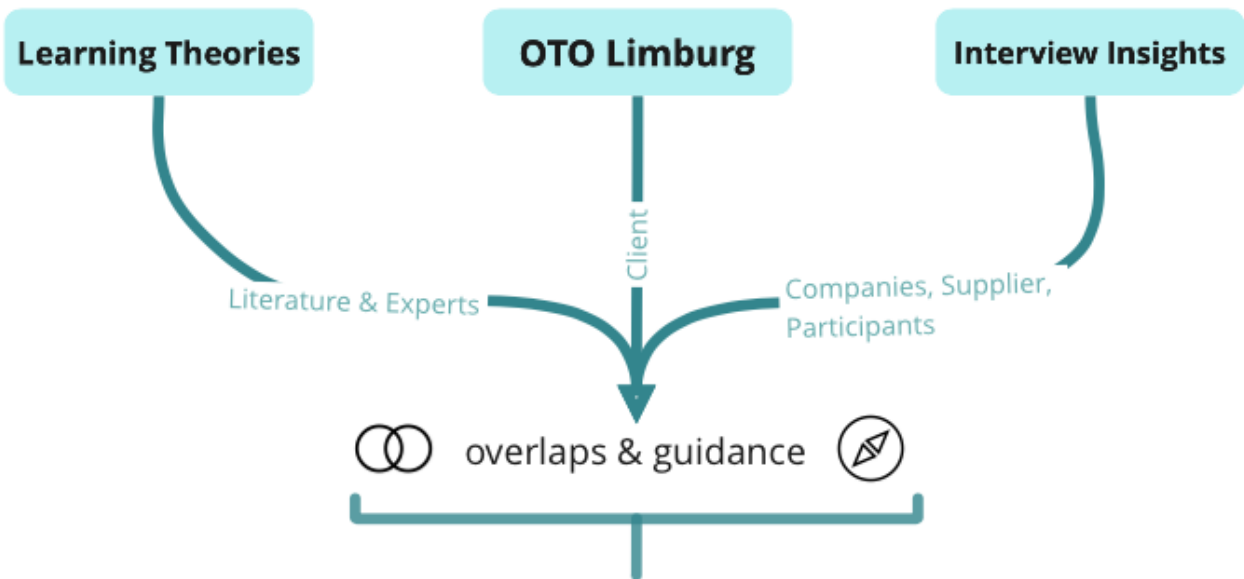
APPENDIX V

PRE-EVALUATION SHEET INSTRUCTION MANUAL (NEXT PAGE)

INSTRUCTION MANUAL

1. Background

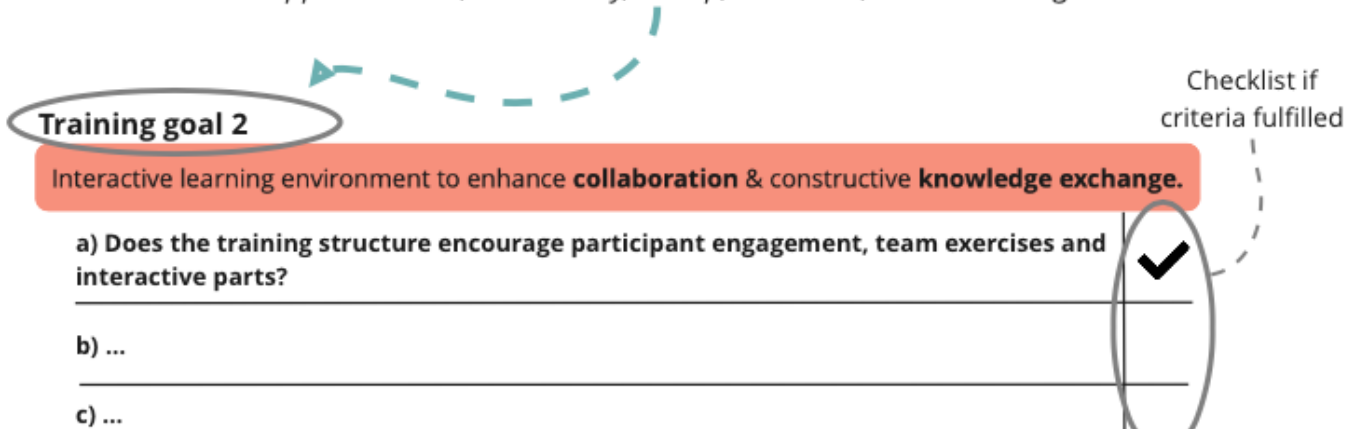
High **training quality** is neither a completely theoretical nor practical matter. Therefore we involve:



integrated into **6 goals** for high-quality training:

2. Structure

Supplier Criteria, Interactivity, Set-Up, Relevance, Active Learning



3. Steps to use

