

The Training for Outcomes (TFO) Model

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PURPOSE. The TFO model was created to provide training practitioners and researchers with a systematic tool for planning, implementing, and evaluating training programs to increase *training effectiveness*. It was designed to improve training by narrowing the gap between training research and training practice.

BACKGROUND. The TFO Model was developed in consultation with training experts, and as a result of an extensive literature review of training effectiveness which revealed that existing training models fail to fully reflect empirically supported elements important for reaching training outcomes.

The literature review highlighted the following key limitations associated with previous training models:

- Imbalanced focus on the training process
- Limited consideration given to organizational level factors
- Tendency to capture either variables influencing training outcomes or the steps of the training process rather than both

DESCRIPTION & VALUE-ADDED

- The TFO model is a tool for planning, implementing, and evaluating training to achieve training success.
- It borrows from two empirically established, systems-based approaches, namely the Getting to Outcomes® (GTO®I) and the Input-Process-Output-Outcome (IPO) framework.¹
- The TFO model moves toward a more comprehensive and systematic framework by building on the strengths of influential training models in the field.
- The TFO system adds value to previous training models by both 1) delineating stages for program planning, implementation, and evaluation and 2) capturing the set of key, empirically-supported variables known to be associated with training effectiveness.
- TFO presents researchers with a comprehensive framework for investigating training effectiveness.
- TFO provides training practitioners with an empirically informed, user-friendly tool that maximizes outcomes by ensuring that training programs are systematically planned and implemented. For additional details about the TFO model, see the attached Brief Guide, p. 2-5.

¹ | Getting To Outcomes and GTO are registered by the U. of South Carolina and RAND Corp.

TRAINING FOR OUTCOMES (TFO):

A Brief Guide for Planning, Implementing and Evaluating a Training Program

STEP	ACTIVITIES
Needs & Resource Assessment (GTO 1)	<ul style="list-style-type: none">▪ Conduct an organizational analysis to determine whether training is appropriate considering organizational goals, resources available, and other organizational characteristics<ul style="list-style-type: none">○ Identify strategic goals of the organization○ Assess availability of organizational resources for training○ Assess organizational support for training activities, as well as other important organizational level characteristics (e.g., organizational culture, opportunities to perform, extent of trainee accountability)▪ Conduct a task analysis to determine the focus of training<ul style="list-style-type: none">○ Select job(s) to be analyzed (e.g., health consultation, diagnosing illness, performing surgery)○ Develop preliminary list of tasks performed on the job by consulting with staff and supervisors.○ Validate preliminary list of tasks by consulting subject matter experts○ Identify the knowledge, skills, and abilities necessary to perform each task▪ Conduct a person analysis to identify who needs training and to determine staff readiness for training<ul style="list-style-type: none">○ Assess the following via survey, interviews, or focus groups with priority population: trainee motivation, self-efficacy, cognitive ability, personality type, trainee expectations, work-related attitudes, and training age▪ Conduct a value analysis to determine whether presenting issues are worth addressing<ul style="list-style-type: none">○ Use cost-benefit analysis to determine if perceived benefits of training outweigh anticipated training costs in terms of financial and resource investment. <p>TIP: Gather specific information about the organization and its staff. It is especially important to engage management.</p>

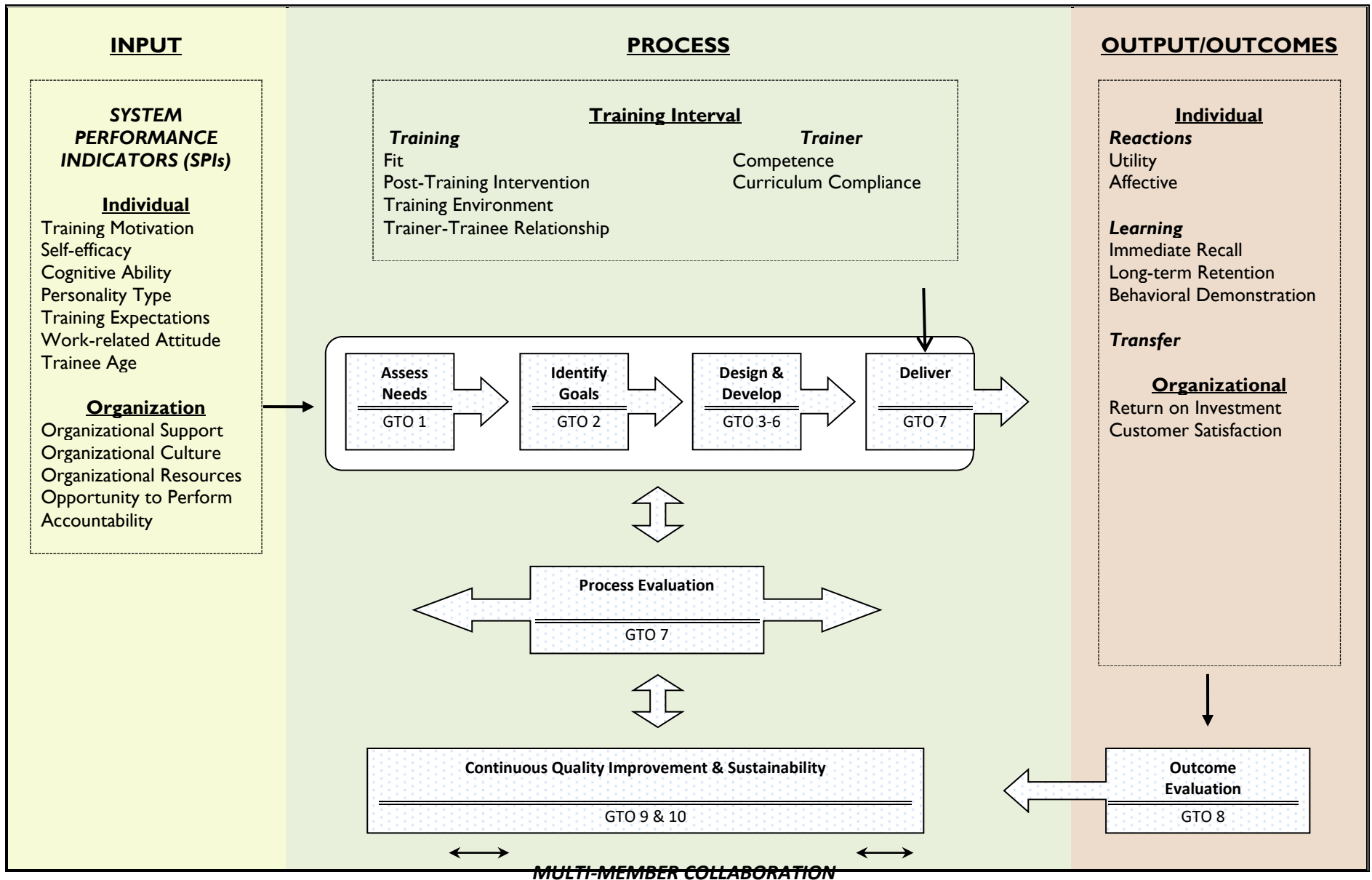
STEP	ACTIVITIES
Goals (GTO 2)	<ul style="list-style-type: none"> ▪ Determine training goals based on needs/resource assessment data ▪ Ensure training goals are aligned with the organization's goals and culture <p>TIP: Training goals are best developed in collaboration with organizational stakeholders. Share training goals with staff and supervisors and seek their input.</p>
Best Practices (GTO 3)	<ul style="list-style-type: none"> ▪ Conduct literature search or scoping review to determine: <ul style="list-style-type: none"> ○ Training method (e.g., lecture, demonstration, on-the-job training) ○ Learning strategies (e.g., visual/auditory/kinesthetic, overlearning, mass/spaced, whole/part) ○ Learning approach (problem-based, feedback, team-based) ○ Learning technology (CD-ROM, DVD, interactive video, web-based, simulations, games) ○ Training content
Fit (GTO 4)	<ul style="list-style-type: none"> ▪ Assess fit between <i>training objectives</i> and specific best practices identified (as relating to training method, learning strategy, learning approach, learning technology and training content) ▪ Assess fit between <i>priority population characteristics</i> and specific best practices identified
Readiness (GTO 5)	<ul style="list-style-type: none"> ▪ Determine availability of current capacities (e.g., fiscal, technical) needed for training ▪ Determine current motivation for training ▪ Identify and address readiness deficitis
Plan (GTO 6)	<p><u>Preparing for Training Implementation</u></p> <ul style="list-style-type: none"> ▪ Develop training materials (e.g., instructional curriculum, training agenda) ▪ Make specific training program decisions (e.g., training location, training date(s), room setup). See table titled Logistics below. ▪ Rehearse training presentation ▪ Ensure that priority population and organizational leadership is fully informed about the training ▪ Develop clear plan for training transfer (e.g., actively schedule opportunities for employees to practice or apply trained knowledge and/or skills to the workplace; determine whether technical assistance will be available and with what frequency; identify who will hold trainees accountable for training transfer)

STEP	ACTIVITIES
Implementation & Process Evaluation (GTO 7)	<p><u>Preparing for Training Evaluation</u></p> <ul style="list-style-type: none"> ▪ Identify member(s) responsible for conducting training evaluations ▪ Consult literature to identify best practices for evaluating training program of interest ▪ Assess fit among evaluation strategy(s) identified, training program requirements, and training resources ▪ Develop a specific plan for conducting process and outcome evaluations (e.g., what knowledge, skills and abilities will be evaluated; how will evaluations be completed; when will measurements be taken) <p>TIP: Engage members of the organization in the planning process. Close collaboration with the organization ensures greater alignment between training program and organizational needs, reduces organizational resistance, increases training motivation, and promotes training effectiveness overall.</p>
	<p><u>Program Delivery</u></p> <ul style="list-style-type: none"> ▪ Implement training plans developed in GTO 6 <p>TIP: Foster positive trainer-trainee relationships. Provide trainees with clear directions for all activities. Endeavor to know all participants by name and actively engage their participation during program delivery. Follow-up with trainees after program completion to facilitate training transfer.</p>
	<p><u>Process Evaluation</u></p> <ul style="list-style-type: none"> ▪ Implement plans for process evaluations developed in GTO 6 to determine how well activities across the training life-cycle are completed <p>TIP: Process evaluation data may be collected formally (e.g., survey, focus groups) and informally (e.g., one-on-one conversation during a training break). Use the Rapid Feedback Form in Appendix A to get just-in-time data.</p>

STEP	ACTIVITIES
Outcome Evaluation (GTO 8)	<ul style="list-style-type: none"> ▪ Implement plans for outcome evaluations developed in GTO 6 to determine training effectiveness <p>TIP: Training effectiveness can be measured at the individual and organizational level. When appropriate, it is best to assess outcomes at both levels.</p>
Continuous Quality Improvement (GTO 9)	<ul style="list-style-type: none"> ▪ During the training program, implement <i>mid-course corrections CQI</i> by examining the process evaluation data. Use the Plan-Do-Study-Act cycle and make program improvements in a timely fashion. ▪ After completing a training cycle, conduct <i>strategic CQI</i> by reviewing GTO 1-8 and identifying areas needing improvement. Seek feedback from training team to identify lessons learned.
Sustainability (GTO 10)	<ul style="list-style-type: none"> ▪ Identify and document core components of the training program ▪ Identify program champions ▪ Address funding and marketing issues ▪ Disseminate training program

LOGISTICS: Things to Consider	
<i>Prior to Training</i>	<i>During Training</i>
<ul style="list-style-type: none"> ✓ Location ✓ Room type and size ✓ Registration ✓ Equipment/Technology ✓ Training materials ✓ Refreshments/meals ✓ Transportation/Parking ✓ Lodging 	<ul style="list-style-type: none"> ✓ Room temperature ✓ Lighting ✓ Sound quality ✓ Seating arrangement ✓ Visual quality of presentations

Figure 1. The Training for Outcomes (TFO) Model



Track _____		Date _____					AM/PM _____	
(circle)								
5 A Great	Knowledge Gained	1 None	2 A little	3 Some	4 Quite a Bit	5 A Great Deal	Practical Application	1 None
4 Quite a Bit		Value of Session						2 A little
3 Some		Rapid Feedback Form						3 Some
2 A little								Ability to train, coach, and support others on content
1 None		1 None	2 A little	3 Some	4 Quite a Bit	5 A Great Deal		5 A great deal
Please provide additional comments on the back about what you learned								

Track _____		Date _____					AM/PM _____	
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