

[Coaching and Mentoring]



Lecture Title:

9. [Evaluation of Coaching and Mentoring]

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Date: 17 October 2025

9.00hrs - 13.00hrs



Masters in
Human Resources Management

Learning Objectives

Following this session students will be able:

To critically evaluate the effectiveness of coaching and mentoring in an organisation.

To develop skills in evaluating the impact of coaching and mentoring initiatives on individual performance.



Learning Method

- **Lecture focused on learning objectives and core content** as a key instructional process.
- **Formative assessment through participative learning tools and activities** will be utilised evaluating students' comprehension and academic progress throughout - with respect to understanding and applying HRM concepts.



- **Critically Evaluating the Effectiveness of Coaching and Mentoring in an Organisation**

- *Moving Beyond Anecdotes to Data-Driven Impact*



Agenda

- 1. Defining the Intervention: Coaching vs. Mentoring**
- 2. The Organisational Promise**
- 3. Evaluation Frameworks: Kirkpatrick & The Cube**
- 4. Measuring Effectiveness: Multi-Level Metrics**
- 5. Critical Success Factors (CSFs)**
- 6. The Measurement Challenge: Isolating Impact**
- 7. Conclusion: A Holistic Evaluation Model**



Defining the Intervention (Critical Distinction)

Feature	Coaching	Mentoring
Focus	Specific skills, performance, immediate tasks/goals.	Career development, organisational knowledge, personal growth.
Duration	Short-term, goal-specific (e.g., 3-6 months).	Long-term, evolving relationship.
Relationship	Non-directive, facilitates the coachee's own solutions.	Directive advice, shares experience and expertise.
Driver	Coach/Coachee relationship.	Mentor/Mentee relationship, often senior-to-junior.

The Organisational Promise

- **Why Organisations Invest in C&M (The Desired Outcomes):**
 - **Talent Management:** Accelerating high-potential employee development.
 - **Performance Improvement:** Boosting specific job-related skills and productivity.
 - **Retention & Engagement:** Increasing employee loyalty, job satisfaction, and discretionary effort.
 - **Knowledge Transfer:** Preserving tacit knowledge from senior to junior staff (Mentoring).
 - **Leadership Pipeline:** Developing required competencies for future managerial roles.
- **CRITICAL QUESTION:** *Is the investment providing a demonstrable Return on Investment (ROI) and achieving these outcomes reliably?*



What is Evidence Based Management (EBM)?

- Individual Exercise:
- Systematic, structured decision making approach.
- Identify problems and opportunities – searching for evidence
- Critical thinking and data analysis



What about EBM in HRM?

- Analysing data on employee performance and engagement.
- Systematic approach of the best available evidence to making people related decisions.
- This enhances CREDIBILITY for HR Managers.



Evaluation Framework 1: Kirkpatrick's Four Levels

The classic model for evaluating training and development programmes.

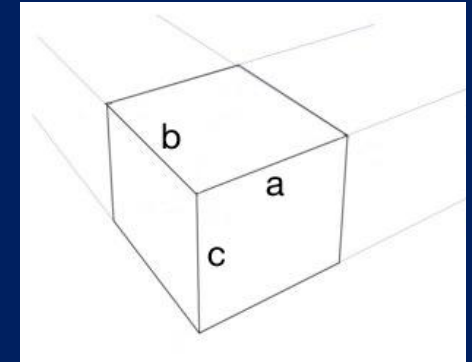
Level	Focus (What is Measured?)	Metrics/Data Source
1. Reaction	Participant satisfaction and engagement.	Post-session surveys, feedback forms.
2. Learning	Acquisition of new knowledge, skills, or beliefs.	Pre/Post-programme tests, self-assessment, reflection logs.
3. Behavior	Application of learning back on the job (Change in behaviour).	360-degree feedback, Supervisor observations.
4. Results	Final impact on the business/organisation.	Business KPIs (e.g., sales, quality, turnover rate).

CRITICAL LIMITATION: It is extremely difficult to establish a clear causal link between the intervention (C&M) and Level 4 results, as many factors influence business outcomes.



Evaluation Framework 2: The Cube of Coaching Effectiveness

A modern framework that critically broadens the definition of success beyond just performance.



The Cube measures success across three core dimensions:

- 1. Individual Performance:** Goal attainment, skill development, productivity.
- 2. Individual Well-being:** Job satisfaction, psychological needs (competency, autonomy), stress levels.
- 3. Quality of the Coaching/Mentoring Relationship:** Trust, safety, psychological openness, mentor/coach competence.

CRITICAL INSIGHT: Focusing solely on *Performance* is short-sighted.

A sustainable programme **must also** positively impact the **mentee's well-being** and is fundamentally dependent on a high-quality **Relationship**.

Metrics Deep Dive: Level 1 & 2 (The "Soft" Data)

Metric	What it Measures
Participant Satisfaction	How much the coachee/mentee <i>liked</i> the programme/coach.
Knowledge Transfer/Learning	Did they understand the model (e.g., GROW)? Did they report a skill gain?
Commitment	The coachee's/mentee's ongoing motivation to engage.

Critical Evaluation

Low Predictive Value: High satisfaction doesn't guarantee a change in behaviour or results. Measures comfort, not effectiveness.

Necessary but Insufficient: Measures *potential* for change. The real test is application (Level 3).

High Critical Value: Low commitment indicates poor matching, lack of senior support, or a perception that the intervention is punitive.



Metrics Deep Dive: Level 3 & 4 (The "Hard" Data))

Metric	What it Measures	Critical Evaluation
Behavioural Change (L3)	Observable changes in job behaviour (e.g., delegation, communication, strategic thinking).	Best Indicator of Effectiveness: Use 360-Degree Feedback (pre/post) to validate change beyond self-report.
Talent Metrics (L4)	Employee Retention Rates , Promotion Rates of participants.	Strong Business Indicators: Directly addresses a key cost/risk area. Look for statistically significant differences in C&M cohorts vs. control groups.
Productivity/KPIs (L4)	Increase in sales, reduction in errors/waste, successful project completion rate.	The Ultimate Test: Requires clear goal-setting (e.g., SMART goals) that align directly with business outcomes before the intervention starts.

The Return on Investment (ROI) Calculation

ROI Formula:

$$\text{ROI} = \frac{\text{Total Programme Benefits} - \text{Total Programme Cost}}{\text{Total Programme Cost}} \times 100$$

Critical Components:

- 1. Total Programme Cost:** Coach/Mentor fees, administrative time, materials, and employee time off-the-job.
- 2. Total Programme Benefits (Financial Value):** Calculated as the monetary value of Level 4 metrics (e.g., cost of averted turnover, value of increased productivity/sales).

CRITICAL CHALLENGE:

Attribution—assigning a specific monetary value to soft outcomes and attributing a percentage of the benefit directly to the C&M programme. *This is often the most subjective and critically scrutinised part of the evaluation.*



Critical Success Factor 1: The Quality of the Relationship

- A successful intervention is *relationship-dependent* and *coach-centric*.
- **Trust and Psychological Safety:** Must be established for the coachee/mentee to be vulnerable and explore challenging issues.
 - *Failure Point:* Breach of confidentiality or use of C&M content in performance reviews.
- **Coach/Mentor Competency:** Demonstrated ability to:
 - **Actively Listen** (not just advise).
 - Provide **Unconditional Positive Regard**.
 - *Challenge* the coachee/mentee's assumptions and hold them **Accountable**.
- **The Match:** Effective pairing of personalities, experience, and development needs.
 - *Failure Point:* Mismatches lead to low engagement and early programme termination.



Critical Success Factor 2: Organisational Context & Design

- Effectiveness is undermined by poor systemic design and support.
- **Clear Alignment:** The C&M programme goals must be explicitly linked to the organisation's strategic priorities.
- **Stakeholder Buy-in: Senior Leader** commitment sponsor and promotes the programme and allocates resources (time, budget).
- **The Line Manager Problem:** If the line manager is also the 'coach,' the power dynamic often inhibits open, non-directive coaching.
- **Resource Allocation:** Programmes fail without dedicated time for sessions, administration, and ongoing **Supervision** and **Training** for coaches/mentors.
 - ***Critical Evaluation:** C&M is not a cheap solution; it requires significant time investment that must be respected by the business.*



The Critical Challenge of Isolating Impact

- How do we *know* C&M caused the result, not something else?
- **Confounding Variables:** Any positive outcome (e.g., higher sales) could be due to:
 - New market conditions.
 - A rise in pay/incentives.
 - A change in management/leadership.
 - External training programmes.
- **Selection Bias:** Often, the highest-potential or most motivated individuals are *selected* for C&M, making them more likely to succeed anyway.
 - **Critical Action:** Use **Control Groups** (where possible) and rigorous pre- and post-programme data collection to compare participants with non-participants.
- **Measurement of Soft Skills:** Quantifying improvements in 'strategic thinking' or 'executive presence' is inherently subjective.
 - **Critical Action:** Triangulate data: Use self-report, 360-degree feedback, and observable behavioural incidents.



The Necessity of Blended Data

A defensible evaluation uses both hard and soft data.

Quantitative Metrics (Hard Data)

What: Numbers, percentages, rates.

Examples: Retention rate ↓, Promotion rate ↑, Specific KPI score ↑.

Evaluation Value: Provides **statistical credibility** and business-relevant ROI.

Critical Synthesis: A low ROI (quantitative) combined with powerful individual transformation stories (qualitative) suggests the programme is effective but its benefits are not being appropriately monetised or captured by current metrics.

Qualitative Metrics (Soft Data)

What: Stories, narratives, context, depth.

Examples: In-depth case studies, Testimonial interviews, Thematic analysis of open-ended survey comments.

Evaluation Value: Provides **context, richness**, and explains the **how** and **why** of the change.



Conclusion: A Holistic Evaluation Model

- **Effective evaluation is a continuous, multi-faceted process.**
- **Start with the End in Mind:** Define clear, SMART-aligned objectives (L4 Results) **before** the program begins.
- **Adopt a Multi-Level Framework:** Use **Kirkpatrick** to structure data collection and the **Cube** to ensure well-being and relationship quality are also measured.
- **Prioritise Level 3 and 4 Data:** Focus resources on measuring **Behavioural Change** (360 feedback) and **Business Results** (KPIs, Retention).
- **Validate with Qualitative Data:** Use case studies to add depth and provide context for the hard numbers.
- **Address Critical Barriers:** Continuously monitor and manage **coach quality, organisational support, and potential selection bias.**
- **Ultimately, a critically effective program is one that can defensibly prove its impact on both the individual AND the organisation.**





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Case Study: The "Elevate" Internal Coaching Programme

- **Scenario Background**
- **Company:** TechNova Solutions, a medium-sized software development firm (500 employees).
- **The Problem:** High voluntary turnover (20% annually) among mid-level Project Managers (PMs), primarily due to a lack of perceived career development and leadership skills required for advancement.
- **The Intervention (Elevate Programme):** TechNova launches a 6-month internal coaching programme where 15 high-performing senior managers are trained to be coaches. They are paired with 30 mid-level PMs (the coachees).
- **The Programme Goal (as set by HR):** *"To improve the leadership capabilities of mid-level PMs and enhance overall employee satisfaction."*



The Evaluation Data Collected (After 6 Months):

Metric	Programme Cohort (30 PMs)	Non-Programme Cohort (30 PMs)
Voluntary Turnover Rate	8%	10%
Coachee Satisfaction Score (Level 1)	4.6/5.0 (High)	N/A
Leadership Competency Score (360° Feedback Post-Programme)	3.5/5.0	3.4/5.0
Successful Project Completion Rate	92%	90%
Anecdotal Feedback	"My coach helped me manage conflict better."	N/A
Total Programme Cost (Coaching time, training, admin)	\$55,000	N/A



- Additional Context: The Variables
- During the 6-month period, TechNova also implemented a **new company-wide project management software**, which some analysts believe is the primary driver of the slight improvement in project completion rates across the whole company.
- The PMs in the programme cohort were also recently given a **modest salary increase**, while the non-programme cohort was not.



Critical Evaluation Questions

Based on the provided data and the critical evaluation frameworks (Kirkpatrick, Cube, ROI), answer the following:

1. **Level 4 Effectiveness:** Critically evaluate the programme's success against the two primary organisational metrics: **Voluntary Turnover** and **Successful Project Completion Rate**.
2. **Attribution Challenge:** Identify the main confounding variables in this case study. How does the current data prevent TechNova from definitively attributing the positive outcomes to the coaching programme?
3. **Critical Success Factor (CSF):** Based on the limited data, what is the weakest point in the evaluation design, and what single change would you recommend to strengthen the future evaluation?
4. **ROI Evaluation:** Using the basic ROI formula (and assuming the monetary cost of a 1% reduction in turnover for the programme cohort is \$10,000), calculate and critically interpret the ROI of the Elevate programme.



Model Answers

1. Level 4 Effectiveness

- The programme demonstrates a **minor, non-statistically significant improvement** across both Level 4 metrics, but definitive success is unproven.
- **Voluntary Turnover:** A 2% difference (8% vs. 10%) is a positive trend, aligning with the goal of enhanced satisfaction, but this small gap is insufficient to declare the programme a success, especially without a larger sample size or longer-term data. It is currently only a **leading indicator**, not conclusive proof.
- **Successful Project Completion Rate:** The 2% difference (92% vs. 90%) is likely attributable to the **new project management software** implemented company-wide, which affects both cohorts. The coaching programme's impact, if any, is overshadowed by this external operational change, illustrating the difficulty of isolating Level 4 results. The data fails to demonstrate the programme's singular impact on improving business outcomes.



2. Attribution Challenge

- The main challenge is the presence of significant **confounding variables** and **selection bias**, which compromise the causal link between the coaching and the observed results.
- **Confounding Variables:**
 - **New PM Software:** Directly impacts the Project Completion Rate across the organisation.
 - **Salary Increase:** The modest salary increase given *only* to the programme cohort likely influenced their slightly lower turnover rate and higher satisfaction, making it impossible to attribute the reduced turnover purely to the coaching.
- **Selection Bias:** The 30 PMs chosen for the programme might have already been identified as **high-potential** or highly motivated, meaning they were more likely to show positive results regardless of the coaching. The absence of a rigorous, *randomised* control group prevents the exclusion of this bias.

3. Critical Success Factor (CSF) & Recommendation

- The weakest point in the current evaluation is the failure to properly measure **Behavioural Change (Kirkpatrick Level 3)** and its link to the **coaching content**.
- **Weakness:** The current 360° feedback only shows a minimal difference (3.5 vs. 3.4), suggesting the programme failed to drive observable, significant behavioural shifts in leadership competencies.
- **Recommendation:** Future evaluations must insist on a **pre-programme 360° benchmark** and tie the post-programme feedback directly to **specific, measurable coaching goals** (e.g., "Delegate 2 more tasks per week," "Reduce conflict-related escalations to 1 per month"). This would provide a defensible link between the programme's *learning* (L2) and the PM's *actions* (L3), making the evaluation far more robust than relying on broad metrics.



4. ROI Evaluation

Calculation:

1.Monetary Benefit:

1. Reduction in Turnover: $10\% - 8\% = 2\%$ reduction in turnover for the cohort.
2. Assumed financial value: Since 1% reduction is \$10,000, a 2% reduction is $2 \times \$10,000 = \$20,000$.

2.Net Benefit:

1. Benefits–Cost= $\$20,000 - \$55,000 = -\$35,000$

3.ROI:

1. $ROI = \$55,000 - \$35,000 \times 100 \approx -63.6\%$



Critical Interpretation:

- The programme, based purely on this limited financial attribution, has a **negative ROI of approximately -64%**. This suggests that the monetary cost of the programme substantially outweighs the directly quantifiable financial benefit from the reduction in turnover.
- **Caveat:** This calculation is flawed because it ignores the unquantified value of the higher satisfaction (4.6/5.0), the minor project success increase, and the anecdotal evidence.
- However, from a strict business perspective, HR currently lacks the data to justify the \$55,000 investment, as the financial benefits are weak, and the attribution is highly questionable (due to the salary increase being a more likely cause of the lower turnover). TechNova cannot yet justify expanding the program solely on its financial return.



- To develop skills in evaluating the impact of coaching and mentoring initiatives on individual performance.

The Evaluation Gap: Why We Need Skills

- **The Challenge:** Most C&M evaluations stop at "Did they like it?" (satisfaction) or "Did they learn anything?" (knowledge).
- **The Gap:** Senior leaders demand proof of impact on **Individual Performance** and **ROI** (Level 3 & 4 of Kirkpatrick).
- **Goal of this lecture:** To equip you with the skills to confidently move from measuring *Activity* to measuring *Impact* on job performance.
- **Key Skill to Develop: Causal Linkage** (The ability to argue that the coaching, not an external factor, caused the performance change).



Skill 1: Setting SMART, Measurable Goals

- *The evaluation process begins before the first session.*
- **Skill:** Translating vague development needs into **SMART (Specific, Measurable, Achievable, Relevant, Time-bound)** goals.
- **Poor Goal:** "Improve communication skills." (Unmeasurable)
- **Effective Goal:** "Reduce internal team conflict escalations to the manager by 50% (from 4 to 2) within the next 90 days."
 - *Evaluation Skill Link:* This goal directly creates a **performance metric** (number of escalations) that can be tracked.
- **Actionable Step:** Always ensure the goal is agreed upon by the coachee/mentee, the coach/mentor, *and* the line manager for a 360-degree view.



Skill 2: The Pre- and Post-Programme Benchmarking

- *To prove improvement, you must know the starting point.*
- **Skill:** Establishing a **baseline** and a **target** using objective performance data.
- **The Toolkit:**
 - **Objective KPI Data:** Gather the coachee's/mentee's pre-programme performance data (e.g., quality scores, project delivery speed, sales targets) for the last 3-6 months.
 - **360-Degree Feedback:** Conduct a **Pre-Programme 360-degree** assessment focusing on target behaviours (e.g., delegation, strategic thinking).
 - **Post-Programme Assessment:** Repeat the exact same 360-degree assessment at the 6-month mark.
- **The Skill: Comparison.** The impact is the difference between the **pre-score** and the **post-score**.



Skill 3: Measuring Behavioural Change (Level 3)

- *Performance change starts with observable behavioural change.*
- **Skill:** Collecting evidence of the **application of new skills** back in the job role.
- **The Behavioural Metric:** Use the 360-degree feedback to capture shifts in *what the person does*.
 - *Example:* Did the coachee, coached on delegation, now spend **70% less time** on low-value tasks according to their direct reports?
- **Key Tool: Critical Incident Technique:**
 - Ask the coachee/mentee, their manager, and their peers for **specific examples** (incidents) where they used the new skill.
 - *Prompt:* "Can you describe a situation this month where [Coachee Name] used a new technique to manage conflict?"
- **This skill moves the evaluation from *opinion* (L1) to *fact* (L3).**



Skill 4: Data Triangulation and Validation

- *Relying on a single data point is a critical mistake.*
- **Skill:** Combining and cross-referencing data from multiple sources to create a complete picture.
- **The Triangulation Model:**
 - **Self-Report (Coachee):** "I feel more confident." (Often overly positive)
 - **Manager/Peer Report (360°):** "I see them delegating more." (Verifies behavioural change)
 - **Organisational Data (KPIs):** "Their team's output increased by 10%." (Verifies Level 4 impact)
- **The Validation Check:** If the coachee says their confidence increased (1), but their colleagues report no change in behaviour (2), the impact on performance is likely **ZERO**.



Skill 5: The Attribution Challenge (Isolation)

- *This is the hardest skill: proving the coaching was the cause.*
- **Skill:** Identifying and accounting for **Confounding Variables** (external factors that could have caused the change).
- *Example Confounders:* Economic improvement, new IT system, team reorganisation, a pay rise.
- **The Solution Tool: Accountability for Success:**
 - Ask the coachee/mentee to estimate the percentage of the result they attribute *directly* to the C&M initiative.
 - *Prompt:* "Your sales are up 15%. How much of that increase would you confidently attribute to the coaching you received?"
- **The Skill's Value:** This structured questioning forces a realistic and defensible link for calculating **ROI**.

Skill 6: Linking to the Bottom Line (ROI)

Translating performance impact into financial value.

- **Skill:** Assigning a monetary value to the measured performance change (e.g., from L3 or L4 metrics).
- **Examples of Financial Value:**
 - **Reduced Turnover:** Calculate the cost of replacing one employee.
 - **Increased Productivity:** Value of extra output/sales generated.
 - **Reduced Errors/Waste:** Monetary saving from fewer mistakes.
- **The Formula (Review):**
 - $ROI = \frac{\text{Benefit} - \text{Cost}}{\text{Cost}} \times 100$
- **Actionable Step:** Collaborate with the Finance department to agree on the acceptable financial value of your Level 4 metrics.

Evaluating Mentoring (A Unique Challenge)

- Mentoring evaluation requires a shift in focus from immediate performance.
- **Focus Shift:** Mentoring is often about **long-term career development** and **cultural integration**, not a 90-day performance fix.
- **Metrics for Mentoring:**
 - **Career Progression Rate:** Track promotion speed for mentees vs. non-mentees over several years.
 - **Retention Rate:** Mentoring is a key driver of loyalty; track long-term retention of the mentee group.
 - **Organisational Knowledge:** Evaluate the mentee's understanding of company politics, strategy, and culture (often through manager assessment).
- **Key Evaluation Skill: Longitudinal Tracking.** Mentoring impact takes longer to materialise and must be tracked over 1-3 years.



Role Play

- Here is a mentoring scenario with detailed role descriptions and a suggested role-play structure focusing on a common career development challenge:
- **The Mentee feels "stuck" in their current role despite high performance.**



Role Play Instructions

Role 1: Alexia, The Mentee (High Performer, Stuck)

- **Goal:** To seek advice on how to transition from a technical expert role to a leadership role, and to gain clarity on why the promotion hasn't happened.
- **Key Feelings to Convey:**
 - **Frustration:** *"I'm doing the job of two people, but I still feel invisible to leadership."*
 - **Confusion:** *"I don't know what skills are missing—no one gives me clear feedback on the 'soft' stuff."*
 - **Aspiration:** *"I want to be a Manager, but I'm afraid I'll lose the technical work I love."*



Key Talking Points/Actions:

- **State the Problem:** Open by saying you feel like you've **plateaued** in the Senior Analyst role.
- **Present Evidence:** Mention your high performance: *“My team's metrics are up 15% this year, and I recently trained three new hires.”*
- **Reveal the Core Challenge:** Confess your uncertainty about the **non-technical skills** required for a leadership role and ask for Chris's perspective on the difference between being a good *analyst* and a good *leader* in this organisation.
- **Ask for a "Roadmap":** Specifically ask Chris what **one or two key things** they would do right now if they were in your position to gain visibility for a strategic role.



Role 2: Chris, The Mentor (Experienced Director, Strategic Thinker)

- **Goal:** To help Alexia identify the *gap* between technical excellence and managerial influence, and to co-create an action plan focusing on visibility and soft skills.
- **Key Mentoring Approach:**
 - **Non-Judgemental Listening:** Use reflective listening to validate Alex's frustration.
 - **Perspective Sharing:** Frame the challenge as a common hurdle high-performers face when moving from *doing* to *leading*.
 - **Directive Advice:** Offer specific, actionable strategies based on your own experience.



Key Talking Points/Actions:

- **Validate/Acknowledge:** Start by praising Alex's technical contribution (e.g., *"It's clear you're a cornerstone of that team, and it's frustrating when excellence isn't immediately rewarded."*)
- **Diagnose the Gap (The "Switch"):** Explain that promotions to management are rarely about *what you do* and more about **who you influence**.
 - *"The skill you need now is not analysis; it's **influence without authority**."*
- **Suggest an Action Plan (The Road Map):**
 - **Action 1 (Visibility):** Challenge Alex to take on a **cross-departmental project** that doesn't involve their core technical skill but requires facilitation and coordination.
 - **Action 2 (Sponsor):** Suggest they identify a senior leader *outside* their department to act as an informal **sponsor** to vouch for their strategic potential.
- **Set the Next Step:** Agree on a task for Alex to complete before the next meeting (e.g., draft a list of 3 potential cross-departmental projects).



Typical Role Play Structure (20 Minutes)

Time (Min)	Stage	Focus / Mentor Action	Mentee Action / Key Skill
0-5	Contracting & Problem Sharing	<i>Chris:</i> Open with rapport, ensure confidentiality, and ask an open question: "What's the single biggest challenge on your mind right now?" (Active Listening)	<i>Alexia:</i> State the Plateau Paradox (High performance, no progression). (Clarity of Problem)
5-10	Deep Dive & Diagnosis	<i>Chris:</i> Probe the gap: "What does management <i>do</i> that you currently don't do?" (Challenging Assumptions)	<i>Alexia:</i> Reveal confusion about soft skills vs. technical skills. (Vulnerability)
10-15	Strategy Development	<i>Chris:</i> Share personal experience and suggest the two key actions (Influence/Sponsor). (Perspective Sharing/Advice)	<i>Alexia:</i> Critically evaluate the suggestions and ask clarifying, practical questions. (Engagement/Action Orientation)
15-20	Commitment & Next Steps	<i>Chris:</i> Confirm the action plan and set the task for the next meeting. (Accountability)	<i>Alexia:</i> Commit to the plan and thank the mentor. (Closure)



Suggested further reading

- CIPD or ICF research on coaching and mentoring best practices
- Jarosz, D. (2023). The Cube of Coaching Effectiveness (Focus on Well-being and Relationship Quality).
- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2016). *Kirkpatrick's Four Levels of Training Evaluation*.
- Phillips, J. J. (2016). *The Bottomline on ROI*. (For advanced ROI calculation methodology).





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