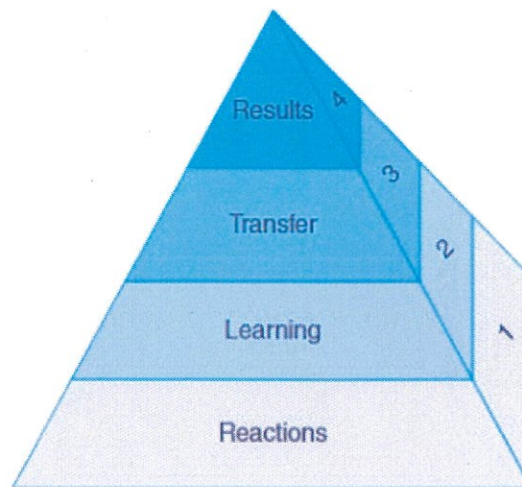




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Level 1: *Reactions*: The responses of trainees to the content and methods of the programme are elicited. Feedback sheets (sometimes called reactionnaires or 'happy sheets'), oral discussions and checklists are used. This level constitutes a formative evaluation.

Level 2: *Learning*: The actual learning of trainees is measured and an assessment is made regarding how well trainees have advanced in their level of knowledge and skills. This is achieved through the use of tests, projects, portfolios and learning logs. This level constitutes a formative evaluation.

Level 3: *Transfer*: The effect of the training programme on the behaviour of the trainee in the workplace is measured. Observation, interviews, critical incident technique and post-programme testing are often used to assess the level of training transfer. This level constitutes a summative evaluation.

Level 4: *Results*: The impact of the training on the performance of the employee is examined. Workplace metrics (such as productivity, levels of waste, throughput) and cost-benefit analysis can be used here; however, it is often difficult to establish casual linkages to the improvement resulting from training. This level constitutes a summative evaluation.

Figure 7.1 Kirkpatrick's Four Levels taxonomy

effectively, trainees will gradually lose the information gained on the training programme (Velada and Caetano, 2007). Research by Wexley and Latham (2002) suggests that 40 per cent of training content is transferred immediately and this level of transference falls to 25 per cent within six months and 15 per cent over a year. Two key factors appear highly significant in influencing training transfer: first, the level of training transfer may be increased by improving the connection between the training context and performance context (Vermeulen, 2002) and second, by enhancing the level of social support that employees receive upon returning to the workplace, particularly from their supervisors (Nijman et al., 2006).

Establishing the impact of training is critical to assessing the overall effectiveness of training programmes. Many authors have argued that this element of the process is just too complex and too difficult to be done (Smith, 2004) and the benefits of training are often subjective and difficult to quantify and express in monetary terms (James and Roffe, 2000). Jack Phillips (1991) added a fifth level of return on investment to Kirkpatrick's Four Levels evaluation. As Kline and Harris (2008) point out, establishing



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