

4.4 Kirkpatrick's Training Evaluation Model

Kirkpatrick's four dimensional criteria for evaluation (reactions, learning, behavior, results) is the most widely used technique due to its simplicity. In this model, learning is assessed during training and is concerned with attitudinal, cognitive, and behavioural learning. The first stage developing an understanding of how participants reacted to the training, attempting to answer questions such as did they like the training? Did they find it useful? This stage can be influential for stage two – named 'learning' (Basarab & Root, 1992).

The second stage assesses whether participants have advanced themselves in terms of skills, knowledge or attitudes. Measuring at this stage can be challenging than stage one and methods can vary from self assessments to team assessments. Participants can take a test before training and after training to determine how much learning has taken place. Stage three in Kirkpatrick's training evaluation model is named 'transfer'. This stage tries to determine how much learning has been transferred into the trainee's behaviour as a result of the training. This stage fundamentally tries to assess whether the newly acquired KSAT's have been implemented into the trainee's environment (Basarab & Root, 1992).

From a trainers perspective the second stage of Kirkpatrick's model of evaluation is considered to be the most vital stage in assessing training programs effectiveness. The fourth and final stage is called 'results'. This stage assesses the success of the training program in terms of reduced costs, increased profitability and improvement in quality. From a business and organisational perspective this stage is considered to be the most significant and the ultimate reason for a training program; however trying to calculate results in terms of financial gains can be difficult (Basarab & Root, 1992).

Personal Integrity relates to the overall objective. The five Constancies refer to the dimensions which affect behaviours and decision making process. The third stage is known as Behavioural dimensions and these are the actual observable behaviours.

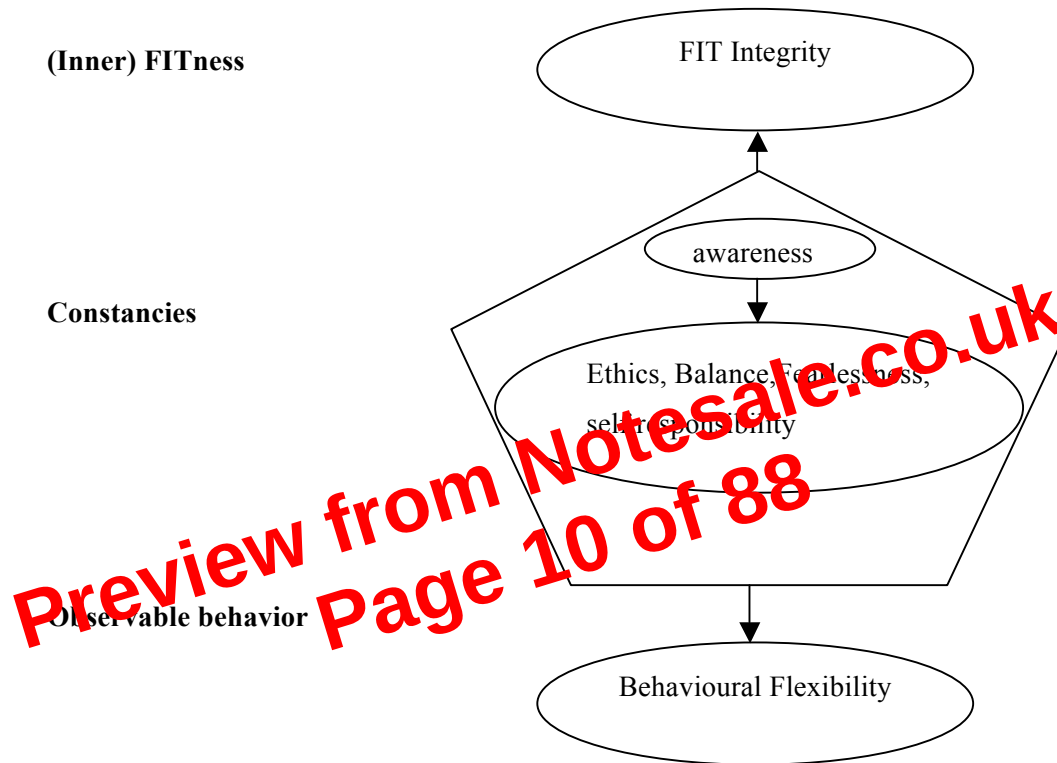


Figure 2: The (inner) FITness Framework Hierarchy (Fletcher & Stead, 2000)

4.6.1 FIT Integrity

According to FIT theory, an individual who is 'FIT' is easily identifiable on the basis of what is known as 'Integrity'. This means they act and behave in confident manner in order to achieve their desired goals. FIT people are less likely to be influenced by external rewards or

4.6.2.3 Self Responsibility

The Self-responsibility Constancy is considered to be the motivator of the Constancies. Self responsibility is associated with an individual's ability to take personal responsibility for their actions and behaviours. Too often individuals blame external factors for their lack of success or progress when in reality it is their deep rooted perceptions which are dictating their actions, behaviours and experiences. Perceptions can influence how an individual attends to selective stimuli and is related to the constancy of 'Self Awareness'. A FIT individual is one who seeks out and creates opportunities for themselves and is less dependent upon serendipity (Fletcher & Stead, 2000)

4.6.2.4 Morality & Ethics

The Morality and Ethics Constancy is based on an individual making decisions on ethical and moral grounds. The FIT person does not compromise moral standards in the pursuit of external rewards and does not engage in activities deemed morally wrong (Fletcher & Stead, 2000).

4.6.2.5 Balance

Balance is making sure an individual's life receives equal measures of attention. The three dimensions that require attention include work, non-work (social) and self. A FIT person is said to have a balance in each of the dimensions and so therefore there is no dominant dimension (Fletcher & Stead, 2000).

7.0 What is motivation?

There are many ways in which motivation can be described however there is no precise universal definition. It is derived from the Latin word “movere” which translated into English mean “to move” (Luthans, 2002). Motivation therefore can be viewed as a process which involves moving towards or driving towards a goal. It is a highly complex phenomenon that permeates through many subfields of management (Steers & Porter, 1975).

Work motivation can be differentiated into either intrinsic or extrinsic motivation (Sansone & Harackiewicz, 2000). Intrinsic work motivation is associated with gaining personal satisfaction from completing a piece of work or task (Sansone & Harackiewicz, 2000). According to Quigley & Tymon (2006) there are four components of intrinsic motivation and these include; the feeling of meaningfulness, the feeling of purpose, the feeling of choice and the feeling of competence. Extrinsic motivation on the other hand is attributed to gaining external rewards from performing a task which may hold little interest; for example external motivators could be pay, promotion or bonuses (Bratton, Callinan, Forshaw & Sawchuck, 2007).

7.1 Maslow Hierarchy of Needs

Maslow’s Hierarchy of Needs (1971 [16]) theory made the initial attempt to classify human needs. Maslow (1971 [16]) stated that needs at a particular level must be satisfied in order for an individual to be able to progress to the next level. The five levels in Maslow’s Hierarchy of Needs (1971 [16]) consists of physiological, safety, social, self esteem and the need for self actualization. Self actualization refers to an individual’s desire towards fulfilling their potential whatever that may be (Luthans, 2002).

[28]), there is training that is used to enhance trainee motivation or effort allocation, although it is suggested that training that involves the acquisition of both skill and effort would have the greatest impact on trainee performance. According Passmore (1984 [13]) trying to increase motivation does not necessarily enhance work performance.

Figure 4 below depicts the effects of FIT training. The effect of self efficacy has been considered an important factor in training effectiveness (Quiñones, 1995). Self efficacy refers to an individual's intrinsic belief that they have the abilities to complete a task successfully (Stajkovic & Luthans, 1988). Gist (1987) proposed that delivering training without prior knowledge of trainee self-efficacy can impede the learning. In addition, a trainee's level of self efficacy can be enhanced if a trainee is informed and persuaded of the importance of the training via a senior person such as a manager (Gist, 1987).

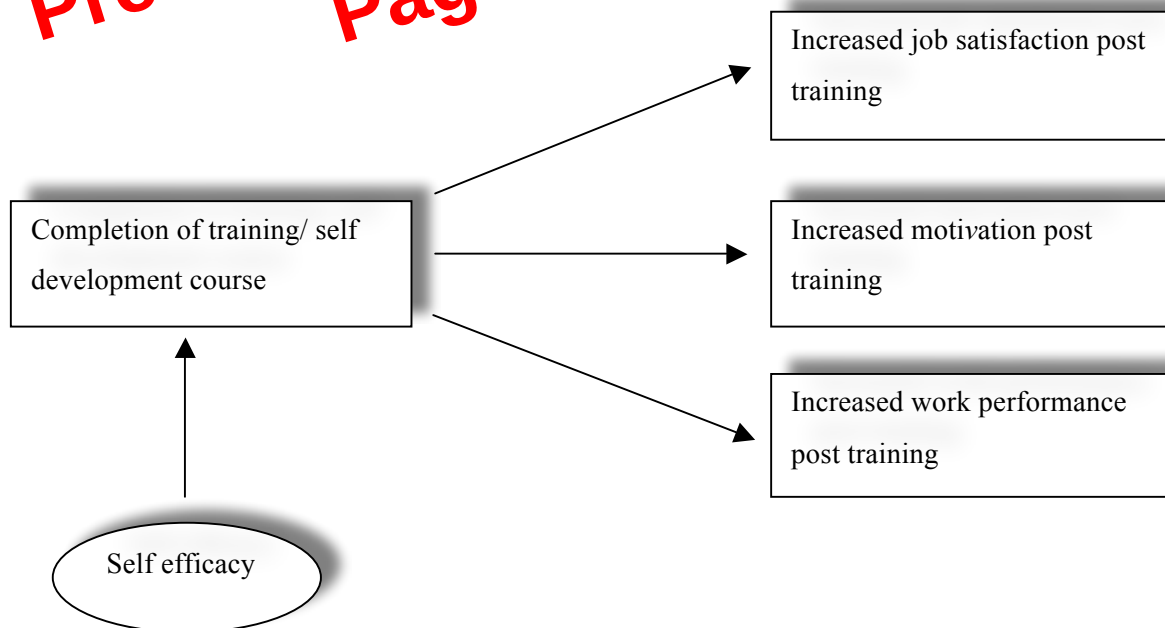


Figure 4. Conceptual model depicting the effect of FIT training

CHAPTER II

12.0 METHODOLOGY

12.1 Introduction to chapter

In the previous chapter the researcher provided a comprehensive background literature review in relation to the study. The concept of training was introduced as well as providing an insight into FIT theory and FIT online training course. The aim and rationale of the study had been justified as well as familiarising the reader with the host organisations. In this second chapter, termed ‘methodology’ the nature of the research will be outlined as well the reason behind the chosen qualitative technique, namely IPA. The materials used in the study have been mentioned as well as how participants were recruited and the procedure undertaken. In addition, the analytical and transcription procedures that were implemented have also been specified.

12.2 Aims and research question

It was decided that the most appropriate method to use for this research study was a qualitative technique. Qualitative research aims to gain an understanding of human behavior and the reasons behind the behavior. It provides an opportunity to consider the “why” and “how” in addition to the “what”, “where” and “when” in reaching a decision. Qualitative research tends to utilise a small and specific sample group as opposed to a large random sample (Gibbs, 2007). Furthermore, as this study was interested in the experiences of people a detailed analysis was required, which could solely be implemented by qualitative research (Gibbs, 2007). The next decision to make was to select the most appropriate qualitative

12.4 Choice of methodology

The researcher decided that IPA was the most suitable method for the present study for several reasons. IPA is a technique which allows analysis and reflection of the inner thoughts and perceptions of participants (Willig, 2008); this is logical with a research study based on how participants felt they had benefitted from taking part in an online training course. In addition it was crucial to gain an understanding of how attitudes, perceptions and feelings had manifested as well as the processes that resulted in developing particular views at the time. Furthermore, IPA allows a researcher to use a small number of participants (Smith, 2007, p.55) and in conjunction with semi structured interviewing; it allows participants to air their views openly and therefore reducing potential bias.

12.5 Design

A random sample was used. This was done by randomly selecting participants who had done part one of the online training course. Data collection took place over a period of one month. The interviews were semi-structured using pre-dominantly opened ended questions. The interviews were concerned with gaining an understanding of participant experiences who had completed part one of an online training course.

12.6 Materials

The materials used in the study consisted of the application of a dictaphone, pen, paper and interview schedule. A dictaphone was used in order to record the interviews with participants, this was essential for the transcription and analysis of the interviews after they were completed. In addition, a pen and paper were used which allowed the researcher to make any

researcher by analysing the participant's transcripts and simply highlighting any words or phrases that seemed relevant.

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13.2.2 Table 2: Table of themes from participant 2

Theme	Line	Example quotation
1. <i>Confidence</i>		
- Open to new experiences	28	<i>“Try anything new once”</i>
- Overcoming obstacles	32	<i>“face problems and overcoming them”</i>
2. <i>Perception</i>		
- Self image	37	<i>“developed a better understanding”</i>
- perceptions	16	<i>“how people perceive me”</i>
3. <i>Self awareness</i>		
- increasing social circle	13	<i>“ talk to more people freely”</i>

Table 2 above shows the emerging themes from participant 2's interview. Although the interview with participant 2 was fairly brief it nevertheless revealed several emerging themes consistent with the other transcripts. The super-ordinate themes revealed were self awareness; perception and confidence. Participant 2 was willing to engage in new experiences and face any problems they were currently having. Participant 2 also developed a better understanding of how they were coming across to other people and was committed to establishing connections with new people.

13.2.4 Table 4: Table of themes from participant 4

Theme	Line	Example quotation
1. <i>Confidence</i>		
- empowered	30	<i>“want to do well”</i>
2. <i>Self Awareness</i>		
- decision making	22	<i>“more conscious of the decisions I make”</i>
- open minded	11	<i>“open minded to situations”</i>
3. <i>Personal effectiveness</i>		
- focus	21	<i>“more focused in what I do”</i>
- motivated	26	<i>“motivated to take advantage of new challenges”</i>

Table 4 above shows the emerging themes for participant 4. The themes of self awareness and personal effectiveness were particularly strong. Participant 4 experienced a greater need for self awareness and was more conscious of the decisions they were making after training. There was a desire towards taking advantage of new challenges and to face them without fear. The theme of confidence was also prevalent where the participant evoked a need for wanting to achieve and do well.

Table 5 and table 6 overleaf show the themes that emerged from participant 5 and 6. Participant five touch on themes such as confidence, self awareness and personal effectiveness which are consistent with the themes from other participants. Participants 5 and 6 had become more aware of their behaviours and actions after the training course. Furthermore, there was a need to focus on their studies and motivation to do well. Participant 6 expressed similar views to those of participant 5 but also expressed feelings of high self esteem.

Self awareness

The theme of 'Self Awareness' occurred widely across all participants. This theme can be mapped onto the first Constancy of FIT theory called 'Awareness'. As mentioned in the introduction, self awareness is considered to be the driving force in the FIT training course. Only by developing an increase in self awareness can individuals become more alert and conscious of their habits and behaviours, and therefore be able to implement changes to their lifestyles (Fletcher & Stead, 2000). Many participants evoked enhanced self awareness in relation to either their actions or behaviours after the training.

Participant 11 suggested that the training gave the participant an opportunity to concentrate on themselves and their behaviour.

Participant 11 stated:

“It has allowed me to focus on my myself and my behaviour” (Line 6-7).

Participant 5 expressed similar views as participant 11.

“conscious of my behaviour and why I do certain things” (Line 21-22).

Perception

This theme was prevalent in seven of the twelve participants and clearly links with the theme of 'Self Awareness'. The theme of perception can be related to the third Constancy in FIT theory called 'Self responsibility'. According to FIT theory individuals have to take personal responsibility for their actions and behaviours. Once an individual acknowledges self

the NHS employees was particularly strong compared to student's data. This may be attributed to the fact that the NHS is a performance driven organisation where performance and efficiency is crucial (Franco, Bennett, Kanfer, 2002).

The NHS employee stated:

"I am working more efficiently and concentrating on the important tasks I need to complete" (Line 18-19).

"it has allowed me to focus on myself and my behaviour. This is giving me a renewed confidence in my own abilities" (Line 6-7).

"I have learnt some new strategies for dealing with some of the more challenging colleagues I work with" (Line 12-14).

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Appendices A: Ethics Form

SCHOOL OF PSYCHOLOGY ETHICS APPLICATION FORM

Status: MSc (delete inapplicable categories)

Course code (if student): HHOCC

Title of project: Assessing motivation in people who have completed an online personal development course in two different organisational settings.

Name of researcher(s): Mahmood Hussain

Contact Tel. no: 07941 502 689

Contact Email: M.4.Hussain@herts.ac.uk

Name of supervisor: Dr Christeen George

(for undergraduate and postgraduate research)

Start Date of Study: Study taking place from 8th June 2008

End Date of Study: 09th September 2009

Number of participants: 20

		YES	NO	N/A
Q1	Will you describe the main experimental procedures to participants in advance, so that they are informed about what to expect?	X		
Q2	Will you tell participants that their participation is voluntary?	X		
Q3	Will you obtain written consent for participation?	X		

Appendix D: Email sent to FIT {student} administrator to contact students on behalf of researcher

To: FIT {student} administrator

Subject: FIT Students Required For Project

Hello I am an MSc student studying Occupational Psychology and I am currently doing a research project on the FIT course and how it subsequently affects students after the course. I need about 4-5 students who have completed part 1 ('Who Do You Think You Are?'). If you have contact names of students who would be happy for me to conduct a semi-structured interview with them last approximately 20 minutes then please let me. All information is confidential and student do not need to disclose any personal information.

Kind Regards

Mahmood Hussain

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