

**From the training ground to the workplace -
An evaluation of how effective training interventions are
in
developing staff in their roles in Revenue**

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Abstract

This research explores how effective training interventions are in developing staff in their roles in Revenue. In the recent economic recession government departments such as Revenue suffered staff losses as a result of a moratorium on recruitment and retirements. Despite this setback Revenue as an organisation strategically invested in training and upskilling their existing staff to fill the voids which were left and it continues to do so.

An interim assessment of a group of trainees on a particular training programme was carried out using level three of Kirkpatrick's training evaluation framework. This was done in order to ascertain if the training which they had undergone was being used in the workplace and if it had brought about any noticeable behavioural changes such as improved work performance.

The research was conducted using mainly quantitative methods with some qualitative methods included. In order to ensure a cross sectional perspective, two separate questionnaires were designed and issued electronically for data collection purposes. One questionnaire was targeted at managers' responses and the other at staff who were undergoing the training.

The research found that training interventions had been effective in their objectives and that the knowledge gained was being transferred back into the workplace. However the research did also show that not all staff were getting sufficient opportunity to apply what they learnt on a regular basis in their work. The research discovered that work performance levels had increased since the training commenced and that staff confidence in their work and morale had also improved.

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Chapter 1 - Introduction

1.1 Background

The economic recession has impacted greatly on the public sector in Ireland over the last number of years. Government policies have brandished the axe on public sector spending resulting in reductions in pay and conditions, incentivised retirements, a moratorium on recruitment and government departments being encouraged to new find ways of reducing costs. Consequently a “do more with less” policy has been adopted by several government departments.

Arguably the greatest challenges to government departments have been the moratorium on recruitment and the loss of human capital through incentivised retirements. Losing large numbers of staff, the majority of which would have had over thirty years experience would have a profound impact on any organisation. However the moratorium on recruitment further compounded the problem as few if any staff in many departments were recruited as a result.

The department of the Revenue Commissioners is a large knowledge-orientated organisation which plays a vital role in the Irish economy by collecting taxes and duties on behalf of the state (Dept of the Revenue Commissioner’s, Statement of Strategy 2015-2017). Revenue as an organisation has a long tradition of investing in training as a means of developing staff. As with all government departments, Revenue suffered substantial human capital losses through retirements. However, perhaps unconventionally in a recessionary period, Revenue decided to continue to invest heavily in the training and development of existing staff members. As a result staff members received intensive training through programmes and interventions in order to enhance their existing skills and to help to plug the voids in skills and experience that were left by retirements. This was achieved through Revenues’ organisational and training strategies and the identification of training needs to fit business requirements.

Since the moratorium on recruitment has been lifted Revenue as a knowledge-based organisation continues to support and invest in training and development programmes

and interventions. This commitment has been further underpinned by Revenue's introduction of a “core skills” programme for all newly recruited staff and continuous professional development training for existing staff as outlined by the Civil Service Renewal Plan of 2014 (Dept of Public Expenditure and Reform, 2014). The questions are whether this commitment by the organisation to training has been effective in what it has set out to do, and is the knowledge gained from the programmes and interventions being put to good use by staff in the workplace.

1.2 Rationale for the research

Staff training contributes to building the capacity of Revenue to deliver high quality services to meet both the demands of the public and the government. Despite the recent economic recession, when government spending was continuously under scrutiny and generally speaking in most organisations training budgets would have been cut, Revenue continued to invest in training programmes and are continuing to do so. Without this initiative it is debatable whether Revenue would have been in a position to adhere to business strategy and contribute to Ireland's fiscal recovery.

The purpose of this study is firstly, to establish if the knowledge gained from these training interventions has been transferred into the workplace and if staff are using their new found skills in their work. Secondly, the study aims to identify how effective the training has been in the view of staff and managers, and if the training has contributed to any workplace behavioural changes.

1.3 Research aims and objectives

The aim of the research is to establish the contribution that training interventions make in developing staff for the purpose of implementing the business strategy of Revenue.

The following are the objectives of the research:

1. To identify if the knowledge gained from training has been transferred into the workplace.
2. To establish if training has contributed to any workplace behavioural changes.
3. To ascertain the effectiveness of training on individual performance.
4. To explore the significance of integrating training & development strategy into organisational strategy.

1.4 Overall Structure of the Dissertation

This dissertation is comprised of five chapters. Chapter one introduces the subject matter and provides some background information for the dissertation. Chapter two reviews the literature and begins with looking at various aspects of training, it then moves on to look at training's link to organisational strategy, from there it follows to investigate how training contributes to creating and sustaining competitive advantage and then finally the literature on training evaluation is reviewed. Chapter three discusses the methodological approach taken and the methodology which was chosen for the research. Chapter four presents the findings of the research and analyses and discusses these results. Finally chapter five concludes the dissertation and offers recommendations for future research.

Chapter 2 - Literature Review

2.1 Introduction

Training and development is a phenomenon which reaches far beyond the training classroom. It is a strategic investment in human capital which potentially benefits both the employer and the employee. Some employers, particularly in recessionary periods may view training as an unnecessary cost or risk which they may not be willing to take. However for those that do, the rewards are potentially high. It is therefore important to establish through training evaluation if this investment is worthwhile and if the training is doing what it was set out to do and achieving the desired results.

The literature review will be divided into four main themes and sub-parts of those themes which will establish a framework for the review. These themes are training, organisational strategy and the link to training and development, training's contribution to creating and sustaining a competitive advantage, and evaluating training. The literature on these themes will be explored in order to broaden the author's knowledge on the phenomena and to identify relationships between the literature and the objectives of the research.

2.2 Training

2.2.1 Learning

There are many interpretations of learning and indeed people learn in many different ways. Learning according to Onions (1973) is a lifelong activity involving development, education and training. This perspective suggests that by combining these, learning appears as a formal process achieved by building competences through instructional based training. Conversely, an alternative perspective put forward by Harrison (2008) is to view learning as being motivated by an individual's curiosity, intelligence and desires, which are then moulded by the individual's social interaction in the workplace. This perspective focuses primarily on achieving learning through integrating it in the workplace rather than through training. These perspectives again remind us that there are many interpretations and ways of learning and training is just one of them.

2.2.2 So what is training?

Armstrong (2001, p.543) defines training as “a formal systematic modification of behaviour through learning which occurs as a result of education, instruction, development and planned experience”. According to Flippo (1984) training is the act of increasing the skills of a person in order that they can do a particular job whilst Goldstein (1993) describes training as a systematic acquirement of skills, concepts or attitudes which results in an improved performance in another environment. Essentially training can be described as a formal activity which changes peoples’ behaviours, skills and attitudes through learning.

Govil and Usha (2014, p.44) describe training as “the acquisition of knowledge and competences as a result of learning that relate to specific useful competencies”. This acquisition of knowledge and competencies or skills derived from training is specific to improving capacity, capabilities and performance. Mulder et al (2005) also make the link between competency development and performance improvement and describe competences as clusters of knowledge, skills and values required to perform certain tasks. Furthermore Ulrich (1998) observes the important relationship between competence and intellectual capital and how training can be used as a tool for building competencies and thus intellectual capital, which is now commonly recognised as a firm’s primary source of competitive advantage. Training clearly has strong links to knowledge, skills, development, performance and competitive advantage will be explored in more detail during the course of the literature review.

2.2.3 The benefits and importance of training

Although training is often viewed as an additional cost to the employer and therefore may be perceived to primarily benefit the employee, training actually benefits both the employer and the employee. From an employer's perspective the primary aim of training is to assist the organisation in achieving its goals and targets by adding value to the organisations primary resources which are the people who are employed by it. Training can improve individual and team performance and overall output and productivity. It can be used as a tool to manage change by providing staff with the knowledge and skills to adapt to the change whilst plugging existing skills gaps. Training may also be used as a recruitment aid, in grooming staff in succession planning strategies and for attracting

high quality employees from outside an organisation who value learning and developmental opportunities (Armstrong, 2001). James and Roffe (2000) maintain that training greatly reduces the time to acquire required skills which would certainly be of particular benefit to an employer whom had staff starting a new job or where existing staff were taking up a new job on promotion or transfer.

Birdi, Allan and Warr (1997) note that effective training and development initiatives benefit both the employer who sees benefits from increased performance and commitment and the employee who gains by acquiring new skills and knowledge, therefore enhancing their employability. Govil and Usha (2014) agree that employees stand to gain enormously from training. They point out that employees become more incentivised as their productivity increases and consequently their earnings increase, employee's confidence and morale increase along with their job satisfaction. Training may open career paths and promotions. Training also reduces on the job mistakes and therefore makes for a safer working environment for everyone. Bagshaw (1996) observes that most employees want to remain marketable even if they are happy in their current job and they will look to developmental opportunities in order to do so. However it is often not their job, but their field of expertise that employees they are attached to. Shah et al (2001) concur that both employers and employees mutually benefit from training. However, they also note that employees may use knowledge and skills gained or improved through training to further their career elsewhere if the opportunity arises.

2.2.4 Identifying training needs

Torrington, Hall and Taylor (2008) suggest training and development needs may be identified by the individual, by the organisation, or by both in partnership with each other. They outline two traditional approaches to identifying training needs or gaps. Firstly a problem-centred approach where the focus is on an individual's performance issues or difficulties and whether these issues are caused or are related to a lack of skills and can therefore can be addressed by training. The second approach is based on matching the employee's competency profile with that of the job in question. This latter approach takes a much broader view, and is particularly useful when individuals are new to a job or as strategic priorities change employees may be required to up-skill in their job roles. Armstrong (2001) claims training needs should be analysed firstly for the organisation as a whole, secondly for particular departments or teams and finally for

individual needs. This suggests a formal approach to identifying training needs should be implemented. Conversely, Temperley (1994) notes that adopting too rigid an approach to identifying training needs should be avoided, and a more balanced approach where both the needs of the individual and the organisation are considered in order that training programmes are relevant to both parties. This is where the line manager can play a pivotal role in training and development. The line manager can identify staff training needs in consultation with the individual, and thus help to get the balance right between individual training needs and organisational training needs.

2.2.5 Identifying training needs in the Civil Service

Training in the Civil Service can be categorised as follows: Induction into the Civil Service, professional and technical training, training and development needs relating to different departments, and specialised knowledge and skills.

Training needs are generally business focused targeted training or identified through PMDS which is the Civil Service “Performance Management and Development System”. This approach is very structured in identifying training needs, and is done so through consultation and appraisal meetings between individuals and line management (Dept of Finance, 2004).

2.2.6 Training Needs Analysis

Brown (2002) describes training needs analysis as a process of gathering information to determine what training needs exist in order that training can be developed to assist the organisation in meeting its business objectives. A training needs analysis gives a clear understanding of the training requirements before a training programme is designed or delivered. This is fundamental to the success of a training programme as without it, training efforts may be at best be fortuitously useful or at worst useless and therefore a waste of the organisation’s time, money and resources (Brown, 2002). McClelland (1993) agrees that a training needs analysis will provide an in-depth analysis of an organisations’ skills, knowledge and talent while also focussing on areas where training is most needed and has the greatest impact, which should bring a positive return on investment.

2.2.7 Revenue's commitment to training

Ma (2004) notes that skills and competences can become obsolete over time and that several countries have found it necessary to conduct Civil Service training programmes in order to up-skill staff and improve the quality of public administration.

Despite the recent economic recession, Revenue has recognised the importance of training by continuing to invest heavily in training its staff to meet the demands of the ever-changing working environment. Evidence of this can be seen in Revenue's Annual Reports where it can be calculated that from 2011 to 2014 Revenue invested on average €5.57 million on training per year. The breakdown of which is as follows : 2014 - €4.97 million (1.74 % of Revenue's staff payroll costs for that year), 2013 - €4.76 million (1.66 % of payroll costs), 2012 - €5.78 million (2.05 % of payroll costs), and 2011 - €6.74 million (2.3 %) (Dept. of the Revenue Commissioners, 2014). These figures reveal that investment was heaviest in 2011, when the recession was at its peak and has gradually fallen up to 2013 with a slight increase in 2014. This commitment to training and development has been underpinned over the years by the framework for Civil Service training and development, which encourages the promotion of a learning culture throughout the Civil Service through medium term training and development strategies (Dept of Finance, 2004).

2.3 Organisational strategy and the link to training and development

2.3.1 Aligning HR strategy with business strategy

It has been well documented in the literature that training and development does have a positive impact on an organisation's performance and competitiveness (Barney & Wright, 1998; Bartel, 1994; Wright, Gardner & Moynihan, 2003). Aaker (1989) expands on this further by adding that training functions lie at the heart of how businesses access and develop the vital skills required to obtain and then sustain a competitive advantage. What is also clear from the literature is that HR departments must align training initiatives with the business strategy or needs of the organisation (Koch & McGrath, 1996; Rummler & Brache, 1995; Swanson, 1994, Armstrong, 2001). In achieving this alignment to the business strategy of the organisation the HR function can then produce superior human capital resources by creating and improving competencies and capabilities through training and development. As Ulrich (1998, p.17) also notes "competence in the absence of strategy is like acting without an audience".

2.3.2 Revenue's Statement of Strategy

Revenue's Statement of Strategy for 2015-2017 identifies key strategic drivers to support the key strategic priorities of the organisation. One of these key drivers is headlined as people, performance and structures. A clear link is established through this driver to training and development as a commitment is given to build and retain expertise by developing staff and to promote the capturing and sharing of knowledge in order to improve performance. This driver is underpinned in Revenue's Annual Corporate Plan of 2015 and in the HR divisional business plans of the organisation. This alignment allows Revenue to build its competencies and capabilities around the business needs of the organisation. The significance of this driver is that it makes a statement on behalf of the organisation promoting training and development within the organisation and establishes a framework from which plans and policies can be further developed thus enabling training and development to become ingrained in the culture of the organisation. Sveiby (1997) argues that a knowledge based strategy formulation should begin with the primary intangible resource, the competence of people. Revenue is a knowledge led organisation and training is strategic as can be seen from the organisation's statement of strategy and various business plans however the success of the organisation revolves around the competence of the people who work for the organisation and training and development plays a very significant role in developing competence within the organisation.

2.4 Trainings contribution to creating and sustaining a competitive advantage

2.4.1 The Resource based view

The resource based view of the firm considers human resources as opposed to any other resources as the only true source of sustained competitive advantage. To achieve this then an organisations' human resources must be considered rare, valuable, difficult to imitate, and have few substitutes (Barney, 1991). Knowledge based firms according to Porter (2000) therefore become more and more reliant on the skills and knowledge of their workers to create a sustained competitive advantage. As Revenue is a knowledge-based organisation and is highly dependent on its workforce's knowledge and skills to

meet its business objectives it is imperative that it maintains and up-skills its staff in order to do so. Investing in human capital through training and development is warranted as the benefits of the development of organisational specific capabilities accrue over and above the financial investment once they are retained and built upon (Wright and Snell, 1991).

2.4.2 Competences and Capabilities

The term competency has been referred to as an underlying characteristic which enables an individual to attain outstanding performance (Dubois & Rothwell, 2004; McLagan 1997). Parry (1998) expands on this theory by defining a competency as a cluster of knowledge related attitudes, skills and personal attributes that affects the performance of a job and can be measured against standards and can be improved through training and development. Resources such as human resources added to competency or knowledge creates capability and is the primary source of profitability for the firm as it creates competitive advantage (Grant, 2010). Capabilities are the knowledge, skills, techniques and procedures used to operate and coordinate a firm's assets and resources (Grant, 1996; Schoemaker and Amit, 1997), and are heavily linked to the specific assets of the firm's production function (Teece, Pisano and Shuen, 1997). Training and development is central to developing organisational specific capabilities (Keep, 1991) and is the most important HR function that directly contributes to the development of human resources.

2.4.3 Human Capital and Intellectual Capital

Since the arrival of the knowledge based economy there has been a decline in the focus on the importance of tangible assets and an increased realisation of the importance of intangible assets such as knowledge and intellectual capital (Zhou and Fink, 2003). Mayo (2009) claims that in most organisations today, intangible assets are outgrowing tangible assets in terms of value and importance. It is now generally accepted that intellectual capital consists of three types of intangible assets human capital, structural capital and relational capital (Leo and Adelman, 2012). The aspect of intellectual capital which has received the greatest attention in recent times is human capital (Petty and Guthrie, 2000). Human capital is the knowledge, skills, competencies, experience and abilities of people, some of which are unique to individuals. Human capital is also unique in that it is the only asset in an organisation that can be developed (Stovel and

Bontis, 2002). This is particularly significant as Stewart (1997) argues that the organisation that develops and exploits its intellectual capital effectively can put itself into a position to gain a competitive advantage.

As training and development creates and builds competences and capabilities it also contributes to the building and growth of human capital and therefore by doing so strengthens intellectual capital in an organisation. This view is endorsed by Gainey and Klass (2003) who maintain that training and development is designed to develop intellectual capital. Ulrich (1998) notes the relationship between competence and training as a building strategy for intellectual capital however warns against it becoming just an academic exercise. Furthermore Hatch and Dwyer (2004) point out that human capital in the form of new employees does not always adapt or move between firms as easily as is perceived and that organisations should perhaps concentrate more on training and development initially.

Although it may be perceived that a government department such as Revenue is not competing in the open market for competitive advantage, in fact this is not entirely true. The organisation must compete at recruitment level for the best possible people and it must then continuously train, develop and retain these people in order to achieve its main purpose (ensure the fair and efficient collection of taxes). Failure to achieve this objective could have serious consequences on the exchequer. However, as investment figures show, training and development is clearly a tool an organisation such as Revenue uses and relies upon to build and grow its human capital and therefore its intellectual capital particularly in times of low recruitment and high retirement as has been the case in the last number of years.

2.5 Evaluating Training

2.5.1 Why is there a need to evaluate training?

What is sometimes considered the final stage of the training process and yet often gets overlooked perhaps because it arrives at the end of the training cycle after training has been delivered is the evaluation stage. This is the stage which attempts to measure whether or not the training programme or intervention was effective and worthwhile. Chiabrau and Lindsay (2008) point out that training is only effective to the extent that the skills learnt are transferred back to the workplace, which suggests that there is a need for some type of evaluation process if this is to be measured. Training evaluation is

described by Dawson (1995) as a systematic process of gathering information for managers and other interested parties in order that they can draw conclusions on the effectiveness of the training programme or intervention as a means of achieving organisational objectives and learning. If training evaluation is implemented then there are clear benefits to the organisation in doing so. Firstly evaluation supports decision making on future training interventions. Secondly, evaluation provides evidence of the results of investing in human capital. Finally, evaluation illustrates the value which training interventions bring to the organisation (Campbell, 1998; Griffin, 2011). However, although the benefits of training evaluation are clear, what often prevents organisations going through the process is the time spent carrying it out and the cost involved. Cullen et al (1978) and Green (1997) argue that most organisations focus on evaluating reactions to training rather than having to delve into further systematic evaluations where the cost may outweigh the gain. There is no doubt that conducting accurate and proper training evaluations requires time and resources. However, failing to do so will run the greater risk of time and money wasted on training and future training which inevitably will impact on employee performance and ultimately organisational performance.

2.5.2 Kirkpatrick's training evaluation model

Over the years a number of evaluation models have been developed for use by organisations in evaluating training. Arguably the most popular and most widely known approach and the one which most other models are based upon is the Kirkpatrick model of training evaluation. Although Kirkpatrick's original concept dates back over 50 years its longevity is possibly a result of its simplicity of understanding and use as an evaluation tool by HR practitioners (Robson and Mavin, 2014).

Kirkpatrick identified four levels of evaluation in his framework model:

Level one – Reaction

Level two – Learning

Level three – Behaviour

Level four – Results

Level one assesses participant's reaction to the quality or relevance of the training programme. A typical example of level one evaluation is an evaluation questionnaire given to participants to complete after the programme is delivered. Questionnaires should include questions on the overall programme and on specific components of the

programme such as the topics, instructor, presentation style and schedule. Level two evaluation measures the amount of learning that has been achieved from the training programme. It can be described as the quantifiable indicators of learning which has taken place during the training programme (Passmore and Velez, 2012). This can be quantified by trainees sitting examinations or assessment tests, which should be done immediately after the event. Level three addresses whether the learning has been transferred to the workplace and/or if there has been a resultant change in behaviour or performance (Passmore and Velez, 2012). Finally, level four evaluation is designed to assess whether the training has had some impact on organisational goals and objectives (Alliger and Janak, 1989; Bates, 2004). For example, has the training been successful in increasing organisational profits and has it been worthwhile.

Despite its popularity there have been criticisms of the Kirkpatrick model. Kaufman and Keller (1994) believe that the four level evaluation model is insufficient and that there is too narrow a focus solely on training evaluation and suggest that a fifth level should be added. Bates (2004) and Holton (1996) add further to this debate by claiming that there is little evidence to suggest that there is a correlation between trainee's satisfaction with the training, the knowledge gained and the changing of behaviours which lead to improved production results. Bates (2004) also notes that it is unproven that there is a progressive importance of information moving from the first level on to the subsequent levels of evaluation in the model. This criticism suggests that each level produces outputs and that each level should progress from one to the next, implying that level 4 would be the best measure of evaluation. However, training courses are not always designed to produce outputs. Subject to the objectives of the course, some courses may only require up to a certain level of evaluation (Alleger and Janak, 1989). Despite the perceived simplicity of the model, other critics would argue that the model is perhaps too complex, claiming that organisations rarely want to evaluate training beyond the level one reaction stage (Mann and Robertson, 1996; Wang and Wilcox, 2006).

2.5.3 Alternative training evaluation models

Although there are critics of the Kirkpatrick model, the significant influence which Kirkpatrick has had on other alternative models is also clear to see. Other evaluation models of note which have emerged since Kirkpatrick's model include the Phillips return on investment model or framework. This model combines the four levels of evaluation proposed by the Kirkpatrick model with an additional fifth level described as

return on investment. This additional level is designed to measure the financial costs of providing the training programme against the financial benefits received from providing it (Phillips, 2002). Hogan (2007) warns that such a task may be very difficult to achieve because of the difficulties and complexities in isolating training programmes from other organisational factors which may also impact on performance.

Another training evaluation model of influence is the CIRO model proposed by Warr et al. (1970). This is another four level evaluation model at which levels are measured in terms of context, input, reaction and outcome. Context evaluation determines if training is needed, input evaluation concerns how well the training was planned, managed and designed, reaction evaluation relates to information from participants about the training and how it may be used to improve the process for future interventions, and finally outcome evaluation concerns what has changed or what has been achieved as a result of the training. The main strength of the CIRO model is that the objectives (context) and the training design (inputs) are considered (Passmore and Velez, 2012). Again as with the Phillips model, the CIRO model has many similarities to the Kirkpatrick model of evaluation.

2.6 Conclusion

The literature has provided the researcher with an extensive foundation of evidence in relation to the research topic. The literature confirms the significance of training in building competences, human capital and competitive advantage, which is so crucial in business today. It supports the view that training is beneficial to both the employer and employee, and that training does have a positive impact on performance which is one of the key purposes of the research. It also verifies another objective of the research in that training strategy should be aligned and integrated into business strategy. Finally the literature corroborates the importance of the learning from training being transferred back into the workplace and why training evaluation can play a crucial part in the training cycle. The next chapter, which is the methodology chapter, moves on from this basis.

Chapter 3 – Research Methodology

3.1 Introduction

This chapter will discuss the approach taken for the research, the design frame chosen for the research, and the research instrument used in the methodology. The researcher will also discuss the research sample chosen, give a brief synopsis of the data analysis and finally discuss the limitations and the ethical considerations taken whilst undergoing the dissertation research.

3.2 Research Questions

The purpose of the research is to answer the following research questions:

1. Has learning been transferred to the workplace and are staff using their new found learning in the work that they are carrying out?
2. Has there been a change in behaviour or performance as a result of the training?

3.3 Research Approach

The research will attempt to ascertain if training has been effective in transferring learning into the workplace and if there have been any changes in behaviour and performance as a result. The research took place against a review of the relevant literature, which broadened the researchers understanding of the phenomenon. In the opinion of Voss et al (2002), enfolding the literature effectively increases the quality and validity of the findings. The research study follows a mainly positivist paradigm in that it is studied predominantly objectively through use of quantitative analysis yet also with qualitative or subjective views in some areas of the analysis. It is not the case that quantitative and qualitative analysis methods are incompatible, but more the case that they actually complement each other (Thomas, 2009).

The researcher used Kirkpatrick's model of evaluation as the corner stone to answer the research question. As discussed in the literature review, although Kirkpatrick's framework of training evaluation consists of four levels, level three (behaviour) evaluation will be used as an interim assessment of training. The reasons the researcher for the choice of this level is primarily its suitability for answering the research questions. Kirkpatrick's model of evaluation is still one of the most popular and widely

used measures of evaluation today (Passmore and Velez, 2012). As identified in the literature level three evaluation measures behavioural changes made as a consequence of a training programme or intervention (Robson and Mavin, 2014) and can also address to what extent the skills that have been learnt from the training programme or intervention are applied in the workplace (Passmore and Velez, 2012).

Depending on the objectives of the training as outlined in the literature review it is not always necessary to evaluate all four levels of training as arguably some training may not require such evaluation (Alleger and Janak, 1989). However the researcher would like to point out that on this occasion level one evaluation (reaction) was carried out within the organisation immediately after the intervention, and the results were found to be satisfactory. Level two evaluation (learning) was also assessed, again within the organisation, this time by means of assessments and the results were also satisfactory, Level three evaluation (behaviour) has not been carried out and as stated will be assessed in the research methodology. Finally level four evaluation (results) has also not been carried out. However, it would not be practical to measure level four evaluation at this point in time considering that the trainees in the sample are still receiving ongoing training as part of a three year training programme. Also, it will take a period of time after they have received all of their training for learning to bed in before training can be properly assessed to see if it is achieving results.

3.4 Design Frame

The framework chosen to structure the research on is an evaluation design framework. The aim of investigators in evaluation research is to learn how well a programme or practice is working. This evaluation is an interim assessment of a group of employee's within Revenue who are currently undergoing a taxes training programme whilst carrying out their work duties. Evaluation research can be carried out to evaluate any or a combination of the following: the process being used, the impact of the programme, and the cost of the programme. Evaluation has a practical immediate aim of providing systematic data to inform and aid decision making about a specific programme or procedure (Conneely, 2015). Evaluation research allows comparisons to be made. For example evaluation data from an intervention can be compared to when the intervention was not in place. Standards from different training interventions can be compared and also the benefits produced by the training intervention can be compared in relation to the objectives of the training intervention (Ovretveit, 1998). This evaluation will attempt to evaluate the impact a particular training programme is having in the workplace.

3.5 Data collection instruments

Baker (2002) identifies three principle methods for collecting primary data observation, experimentation and survey research.

The data collection technique which the researcher has chosen for the purpose of the research is a survey. The advantages of this method are firstly a survey allows the researcher to gather both quantitative and qualitative data in order to meet the objectives of the research, secondly a survey has great scope to collect data or information from a large population, and finally survey research is scientific research in that it is logical, deterministic and specific (Hart, 1987). Surveys are appropriate to almost all types of research and can be designed to suit a wide variety of problems. Furthermore surveys can be used to collect data on practically any issue which involves the attitudes or behaviour of people either individually, or as a member of a group or organisation (Baker, 2002).

Surveys are designed to collect information from a varied number of respondents either through questionnaires or interviews (Thomas, 2009). The researcher took into account the numbers of people that would need to be involved in the study and the time required to complete the primary research. As the numbers of people who were selected for the group sample are relatively high, this effectively ruled out the prospect of conducting interviews as it would not be possible to interview such a large number of people in the given time period. Electronic questionnaires on the other hand have the advantages of being able to reach a wide audience and can be issued electronically and returned completed relatively quickly. Questionnaires also have the advantage of being able to collect both quantitative and qualitative data across a cross section of variables – this is known as cross section design (Bryman and Bell, 2011). By using this particular method, a group, or groups can be studied at the same time. In looking at one group a descriptive image can be provided, whereas using two or more variables it may be possible to see relationships between the variables (Thomas, 2009).

In order to attempt to fully answer the research question and to carry out a Kirkpatrick level three training evaluation, it was vital to capture the views of both the people who attended the training (trainees) and their managers. This would also ensure a cross sectional response from the survey. However, as a rule of thumb there are far less managers than trainee staff, therefore the sample population of managers would naturally be smaller. Two structured electronic questionnaires were deemed the most appropriate approach. One questionnaire was aimed at managers' responses and the

other questionnaire was aimed at trainees' responses. This ensured that a wide number of people could be captured, that response would be relatively quick and response-rate high, and that a cross sectional study could be achieved whilst increasing the reliability and validity of the research.

The manager's questionnaire consisted of 9 questions. These questions were specifically structured with the research questions and Kirkpatrick's level three evaluation in mind whilst also being aimed at seeking information from a manager's perspective. Both open and closed styled questions were used in order to attempt to gather both qualitative and quantitative data. This would ensure that a degree of triangulation was achieved. Denzin (1970, p 297) defines triangulation as "the combination of methodologies in the study of the same phenomena". Triangulation gives a more in-depth understanding of a phenomenon. Likert scale ratings were used to measure responses for the numeric styled questions, although some questions were designed with a more open style in mind to encourage qualitative responses.

The trainee's questionnaire was of a similar format consisting of 10 questions. Again, these questions were specifically structured with the research questions and Kirkpatrick's level three evaluation in mind, but this time seeking information from a trainee's viewpoint. Some of these questions were similar to the manager's questionnaire yet phrased slightly differently. This was done as it was felt it may discover if there was a relationship between the managers and the trainee's answers which may also further verify the research. This also contained open and closed style questions to increase the depth of the research. Likert scale ratings were used as a measurement for the numeric style questions with some questions also allowing for both a quantitative and qualitative response. Saunders et al (2007) note that when using questionnaires, the design of the questionnaires is important as it will affect the response rate, which in turn will affect the reliability and validity of the data collected.

3.6 Pilot sample

The questionnaires were pilot tested on a small group of employees within the organisation. This pilot group comprised of three managers and five other employees who had recently attended training interventions. The feedback received from the pilot test was used to modify the format and layout of the questionnaires. Pilot testing can help establish both content and face validity, which effectively means the questionnaires make sense and that the data collected is valid and more reliable (Mitchell, 1996).

3.7 Sample

According to Thomas (2009, p.102) a population is “the total number of all possible individuals relating to a particular topic” therefore a sample can be described as a segment of the population that is selected for research (Bryman and Bell, 2011).

The sampling method used for the research is a non probability sample. The sample selected is not representative of the whole population (of Revenue Commissioners’ staff and managers), as this was not feasible. However, as previously mentioned, a group of people were selected for the sample from a particular taxes training programme which is delivered within the organisation. The questionnaires were issued to 76 trainees and 34 managers from which 44 trainees and 23 managers responded to their relevant questionnaires, giving a response rate of 58 % for trainees and 68 % for managers.

The researcher used a convenience sampling method as the people selected were those who best suited the research project and whom were easiest to include in the sample.

The sample group is representative of the majority of grades within the Civil Service and Revenue. This includes Clerical Officer (CO), Staff Officer (SO), Executive Officer (EO), Higher Executive Officer (HEO), Administrative Officer (AO) and Assistant Principal grades. All of the grades, with the exception of the Assistant Principal grade were represented in the trainee’s questionnaire. All of the grades, with the exception of the Clerical Officer and Staff Officer grades were represented in the manager’s questionnaire. The responses from these different grades will be discussed in detail later in the analysis.

3.8 Data Analysis

The responses to the paper questionnaires were entered into an Excel spreadsheet together with the grade of the respondents. Some grades were grouped together into categories for analysis (e.g. SO and EO, and HEO and AO). Frequency tables of the responses to each question were generated. A bar chart showing the overall percentage of responses in each category was created for each question together with bar charts for each of the grade categories. For the numeric questions employing a Likert scale (1 to 5), the summary statistics of mean and standard deviation were calculated overall and within each grade.

The trainee and managers groups who were sent the questionnaires were convenience

samples taken from those involved in a particular training programme rather than being random. However it is expected that the respondents are fairly representative of the trainee and manager populations for the specific training programme under study. With this in mind, the margin of error of the mean (at a confidence level of 95 %) was determined for the Likert scaled questions. An analysis of variance test was also applied to the means of the question responses to determine if there were any statistically significant differences between means for the grades. This was performed using the “Analysis Toolpack” add on in Microsoft Excel.

3.9 Limitations

The limitations of the research are that in non probability sampling, as is the case in this research project (see Section 3.8 above), the sample selected may not be representative of the whole population. Also it was deemed necessary to use two different questionnaires in order to get as accurate as feedback as possible to the research questions. This meant that, in effect a double survey was carried out. As a rule of thumb in most organisations there will be far less managers than staff and this is the case in Revenue. This in turn resulted in a smaller population of managers than trainees to survey, and therefore a smaller number of respondents to the managers’ questionnaires. Although the response rate was high (68 %), the sample in this case inevitably was relatively small (34 managers).

3.10 Ethical Considerations

All information received from respondents for the purpose of this research has been treated with the utmost privacy and confidentiality. Due care has been taken to protect the privacy and confidentiality of the information given and the participants in the survey research as stated on the questionnaires which were used in the research.

3.11 Conclusion

This chapter discussed and explained the approach taken and the methodology which was chosen and used in the research. The research approach and methodology were carefully planned and designed in order to best answer the research questions. The next chapter will analyse and discuss the results from the findings.

Chapter 4 – Findings & Analysis

4.1 Introduction

This chapter will analyse and discuss the results from the methodology instrument used in collecting the primary data for the research. As discussed in the previous chapter the instrument used in the research were two survey questionnaires, one aimed at managers and one aimed at trainees. The researcher will analyse and discuss the findings from the questionnaires by using bar chart graphs and numerical tables to illustrate the results of the responses. For each question there is an overall response result presented on a bar chart graph. There is also a response breakdown from the various grades presented on a further bar chart graph and a numerical table illustrating a statistical breakdown of the grades' responses. A written analysis of the results for each question follows the charts and tables, and an overall discussion of the findings is then presented.

4.2 Findings & discussion – analysis of trainees’ questionnaires

4.2.1 Q1 On a scale of 1 (irrelevant) to 5 (highly relevant), how relevant to your work was the training?

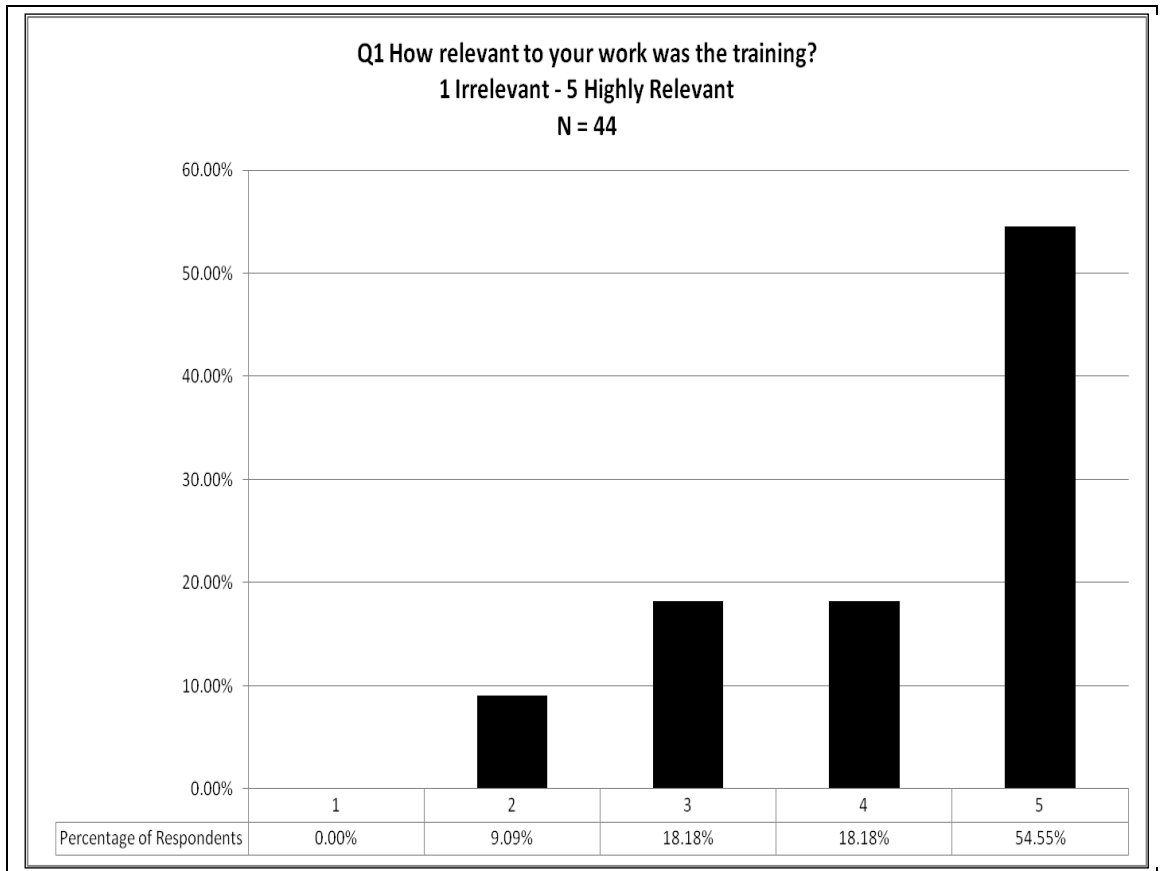


Figure 1(a) Trainee responses to Question 1 (On a scale of 1 (irrelevant) to 5 (highly relevant), how relevant to your work was the training?)

Figure 1 (a) illustrates that 55 % of responding trainee's did believe that the training was highly relevant to their area of work which suggests that the right training is being aimed at the right people. This is also verified by the fact that 91 % rated the training as being relevant to highly relevant (scales 3, 4 and 5 combined) and only 9 % said that it had little relevance in their work. The mean of responses to the question was 4.2 with a margin of error of +/- 0.3 (95 % confidence)

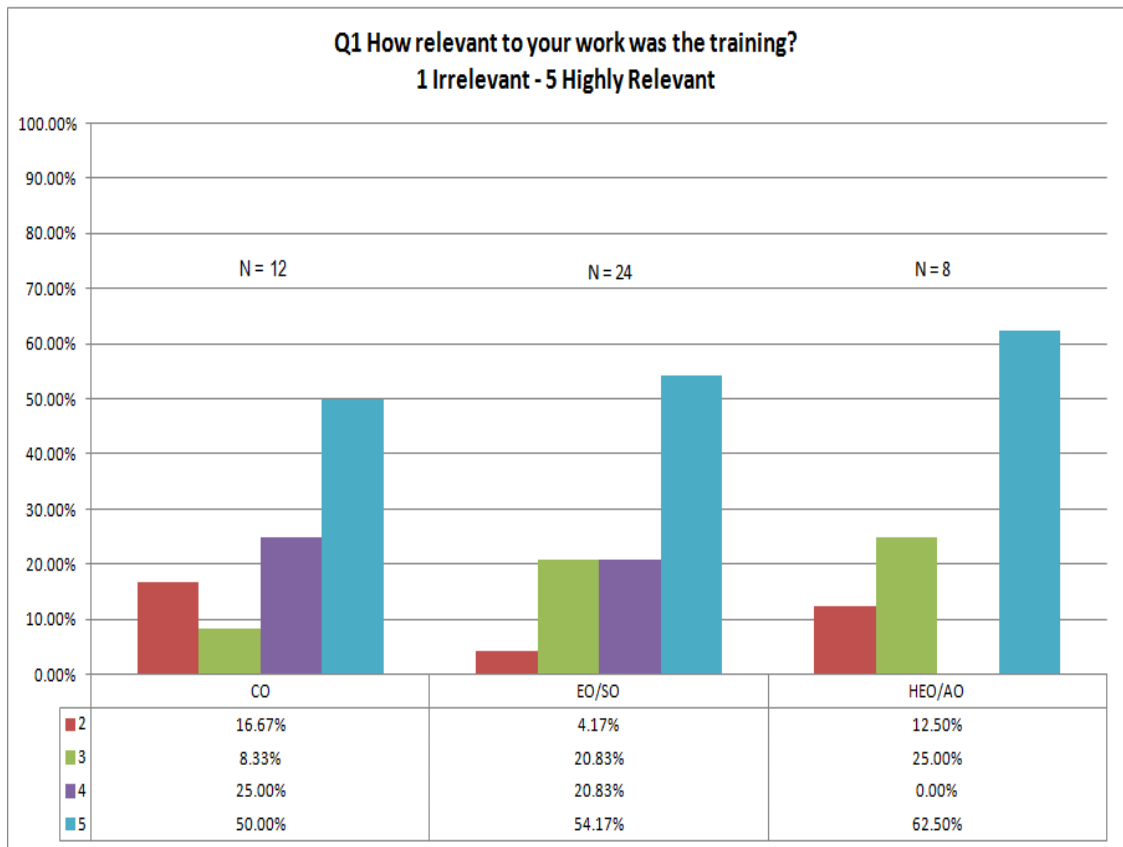


Figure 1(b) Bar chart of trainee responses to Question 1 by grade (On a scale of 1 (irrelevant) to 5 (highly relevant), how relevant to your work was the training?)

Table 1 Frequency table of trainee responses to Question 1 (On a scale of 1 (irrelevant) to 5 (highly relevant), how relevant to your work was the training?)

Grade	1	2	3	4	5	Mean	Standard Deviation
CO	0	2	1	3	6	4.1	1.2
EO/SO	0	1	5	5	13	4.3	0.9
HEO/AO	0	1	2	0	5	4.1	1.2
Total	0	4	8	8	24	4.2	1

Figure 1(b) illustrates how the various grades responded to question 1.

The majority of the respondents answered 5 – highly relevant which is consistent across the grades (CO 50%, EO/SO 54.17%, HEO/AO 62.5%). 75% of the CO grade, 75% of the EO/SO grade and 62.5% of the HEO/AO grade answered 4 or 5 again implying that the training is very relevant to all grades. This is also confirmed by a similar mean across the grades. An analysis of variance test was performed on the mean of the grade groupings. This found that there was no significant difference between the mean response of the grades to this question ($p = 0.89$).

4.2.2 Q2 Have you had opportunities to apply your new knowledge in the workplace?

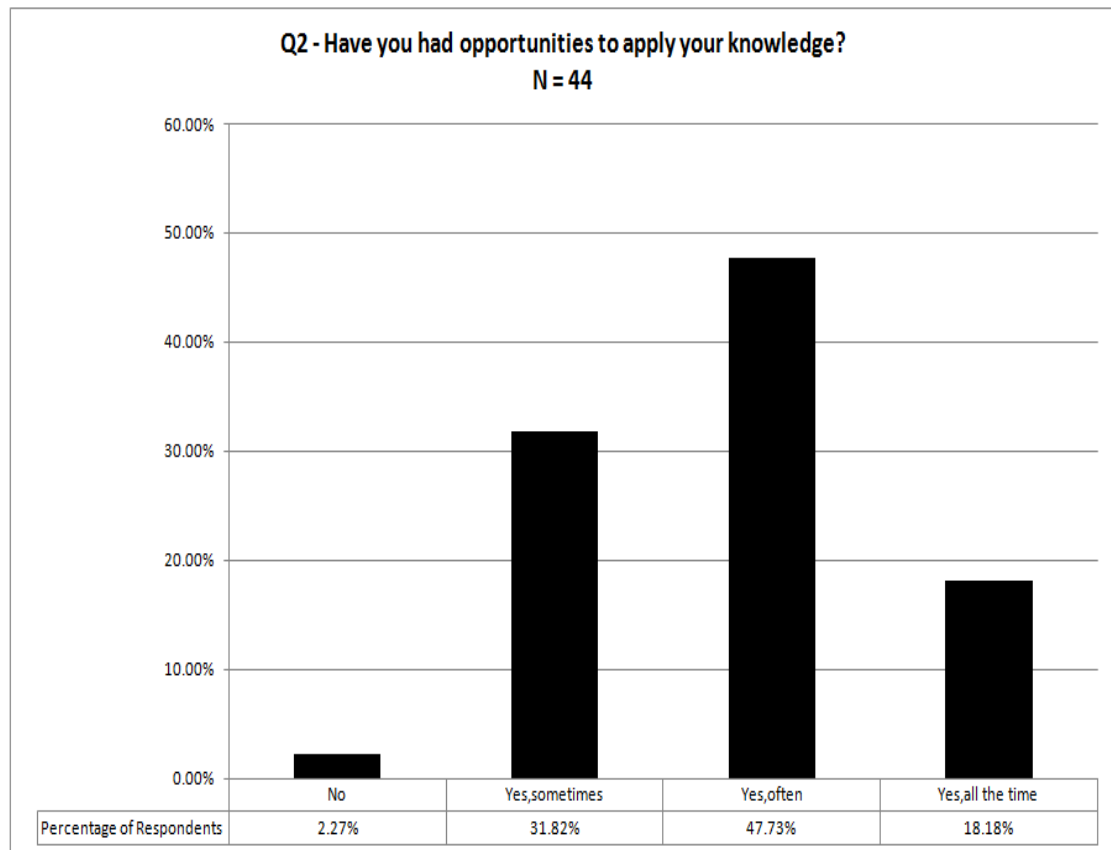


Figure 2(a) Bar chart of trainee responses to Question 2 (Have you had opportunities to apply your new knowledge in the workplace?)

Figure 2(a) illustrates how trainees responded to question 2. The options for this question were - No / Yes, Sometimes / Yes, Often / Yes, All the time.

With only 2 % of the overall respondents to this question saying that they haven't had any opportunities to use their new found knowledge in the workplace the results strongly suggests that staff are getting the opportunities to put their training to use and that it is being used in the workplace. Perhaps what is concerning is that 32 % only had the opportunity sometimes to use their skills.

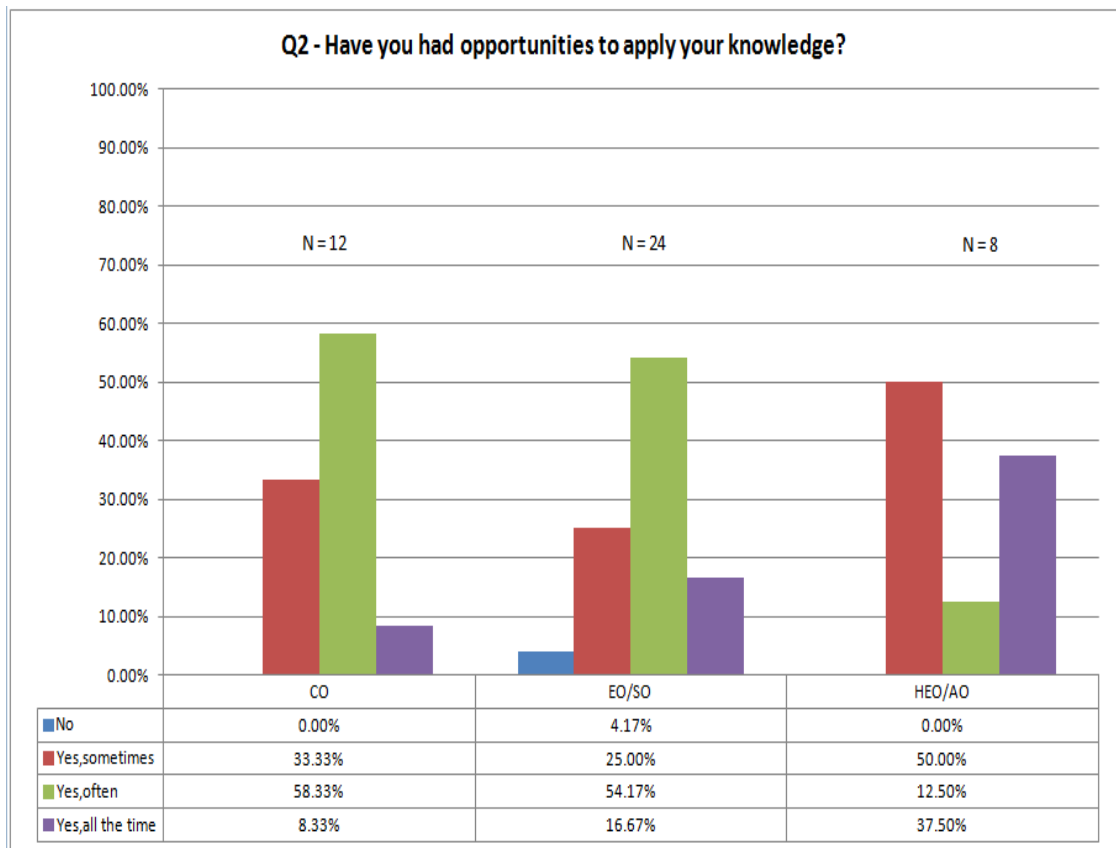


Figure 2(b) Bar chart of trainee responses to Question 2 by grade (Have you had opportunities to apply your new knowledge in the workplace?)

Table 2 Frequency table of trainee responses to Question 2 (Have you had opportunities to apply your new knowledge in the workplace?)

Grade	No	Yes.Sometimes	Yes,Often	Yes, All the time
CO	0	4	7	1
EO/SO	1	6	13	4
HEO/AO	0	4	1	3
Total	1	14	21	8

Figure 2(b) illustrates how the various grades responded to question 2. The vast majority of all grades are finding the opportunity to use their training experience at least sometimes. The CO (58 %) and EO/SO (54 %) grades are using their new knowledge often, unlike the HEO/AO grade where 50% only use it sometimes. This suggests that although staff across all grades are getting the opportunity to use their training in their work, perhaps more opportunities are needed or need to be taken.

4.2.3 Q3 On a scale of 1 (Never) to 5 (All the time), how often are you applying what you learnt from the training?

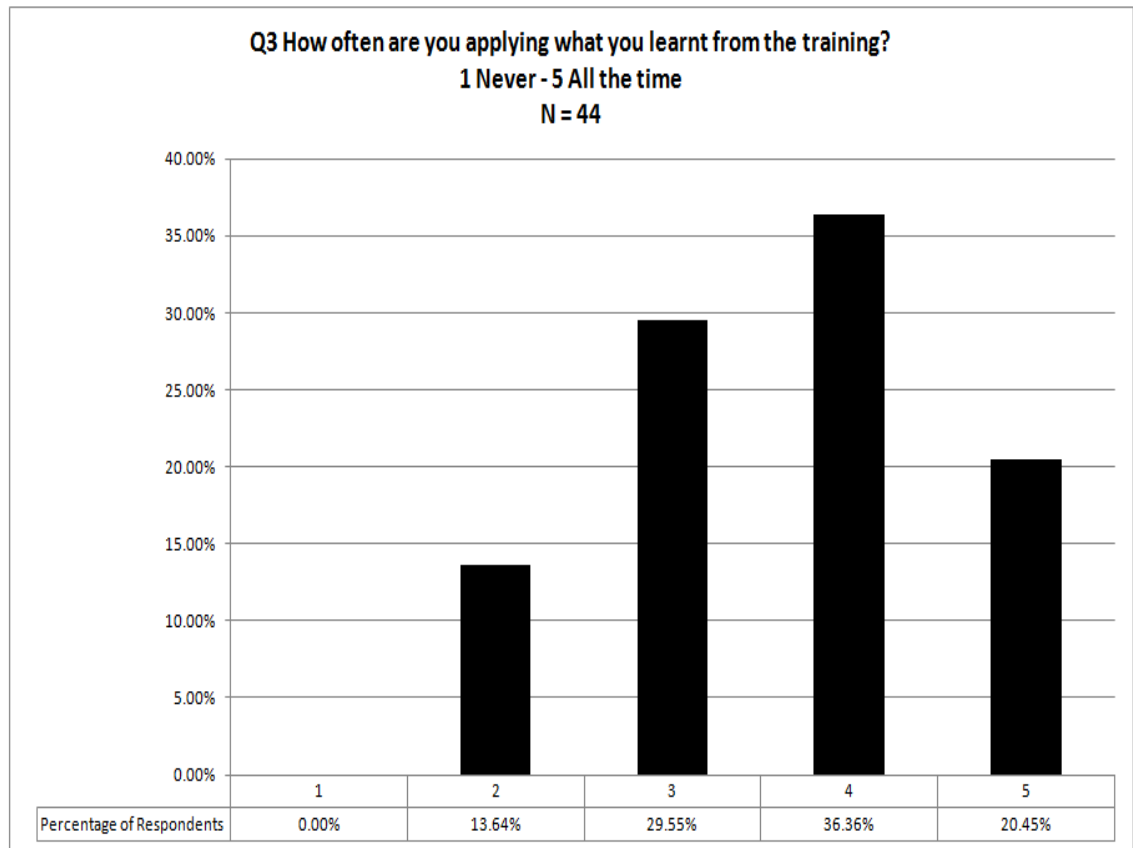


Figure 3(a) Bar chart of trainee responses to Question 3 (On a scale of 1 (Never) to 5 (All the time), how often are you applying what you learnt from the training?)

Question 3 attempts to establish how often these opportunities (see question 2) are being used to apply what trainees learnt from their training in the workplace. Figure 3 (a) illustrates how trainee's responded to question 3.

57 % of the overall trainee survey answered in either scale 4 and 5, indicating that they are applying what they learnt from the training on a regular basis. The fact that 30 % answered to scale 3 and 14 % answered to scale 2 perhaps indicates that these members of staff are not applying what they learnt from the training as often as they might. The mean of responses to the question was 3.6 with a margin of error of +/- 0.3 (95 % confidence) – an overall positive response.

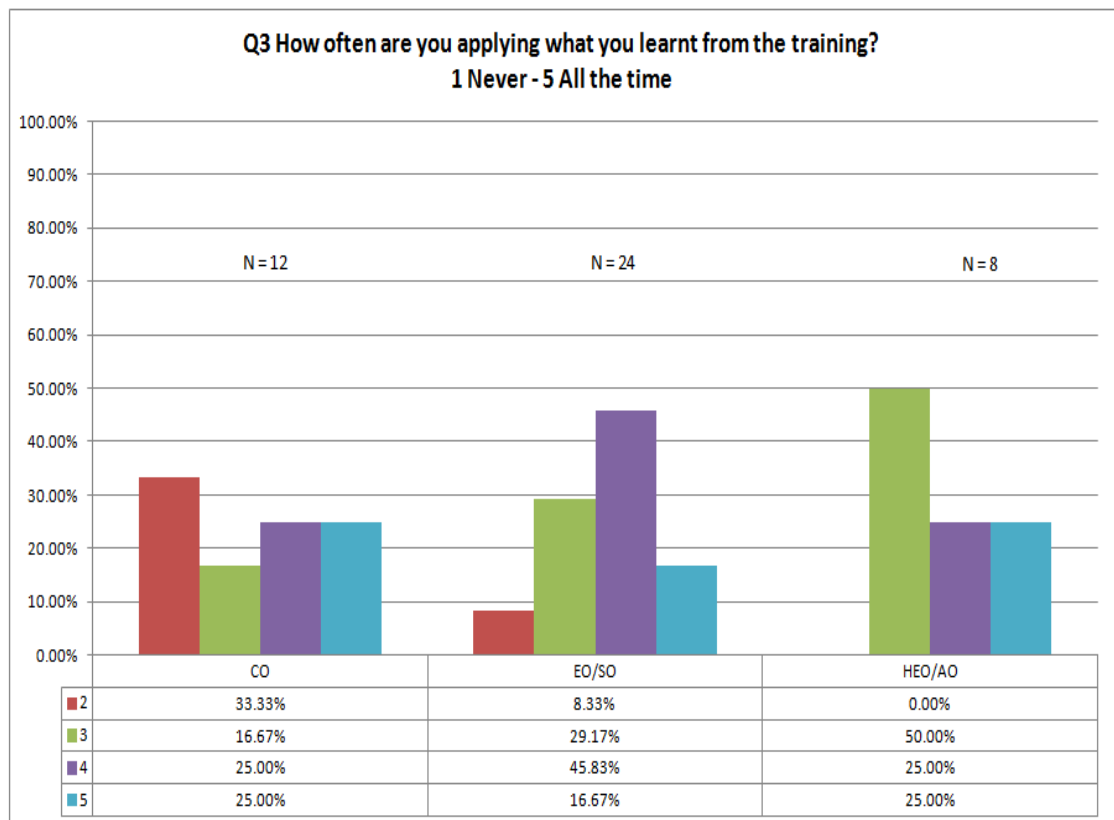


Figure 3(b) Bar chart of trainee responses to Question 3 by grade (On a scale of 1 (Never) to 5 (All the time), how often are you applying what you learnt from the training?)

Table 3 Frequency table of trainee responses to Question 3 (On a scale of 1 (Never) to 5 (All the time), how often are you applying what you learnt from the training?)

Grade	1	2	3	4	5	Mean	Standard Deviation
CO	0	4	2	3	3	3.4	1.2
EO/SO	0	2	7	11	4	3.7	0.9
HEO/AO	0	0	4	2	2	3.8	0.9
Total	0	6	13	16	9	3.6	1

Figure 3(b) illustrates how the various grades responded to question 3. An analysis of variance test was performed on the mean of the grade groupings. This found that overall there was no significant difference between the mean response of the grades ($p = 0.66$) for this question. However, the CO grade may be applying what they learnt less often than the other grades as 33 % answered in scale 2 as opposed to only 8 % of the EO/SO grade and none from the HEO/AO grade. 25% of the CO grade are using what they learnt all the time (scale 5) which is higher than the EO/SO grade and equal to the HEO/AO grade. Overall the grades responded mostly in scales 3, 4 and 5 which illustrates that they are getting to use knowledge learnt from the training in the workplace.

4.2.4 Q4 On a scale rating of 1 (No effect) to 5 (Highly increased), how has the training affected your confidence in your ability to work to a higher level?

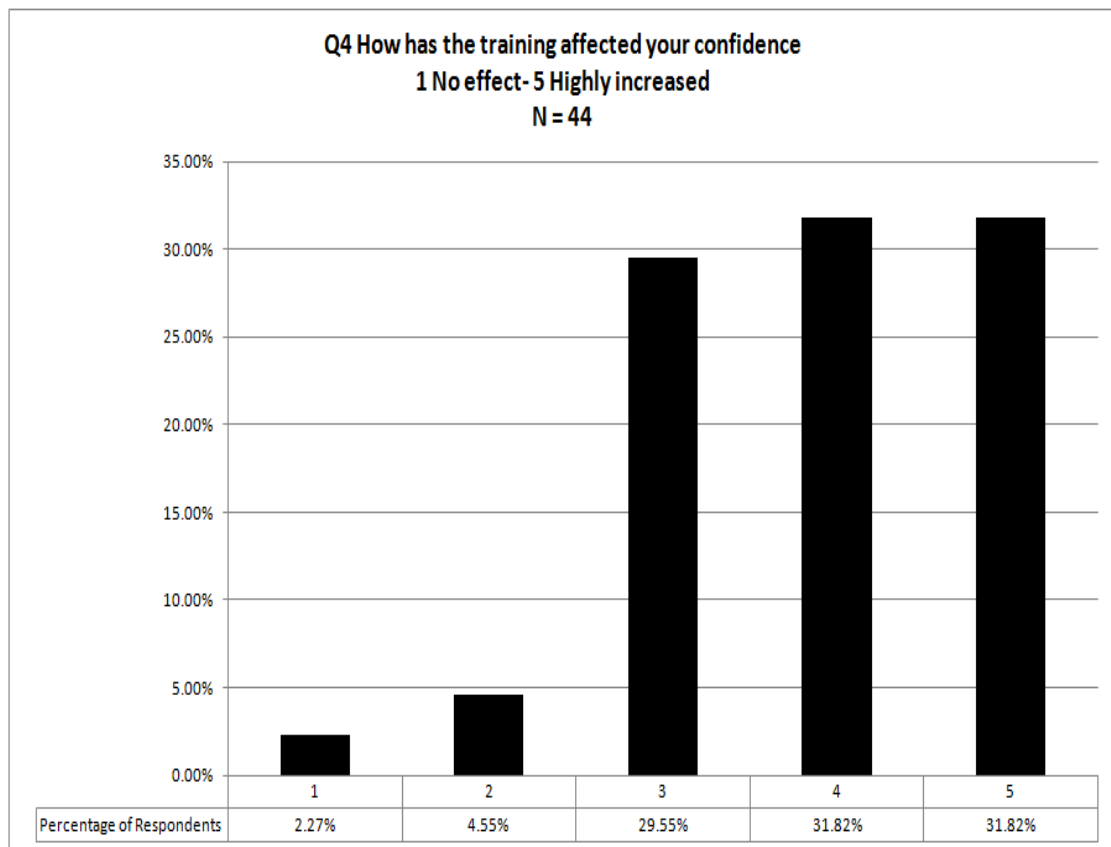


Figure 4(a) Bar chart of trainee responses to Question 4 (On a scale rating of 1 (No effect) to 5 (Highly increased), how has the training affected your confidence in your ability to work to a higher level?)

Figure 4(a) illustrates how trainees responded to question 4. The responses to question 4 clearly show that training has had a positive effect on the trainee's confidence to work to a higher level. This is supported by evidence of 32 % of respondents who said that training highly increased their confidence to work to a higher level and also 32 % answering at scale 4 with 30 % answering at scale 3. Only 2 % (a single respondent) believed it had no effect and 5 % signalled it had little impact. The mean of responses to the question was 3.9 with a margin of error of +/- 0.3 (95 % confidence) – a positive response overall.

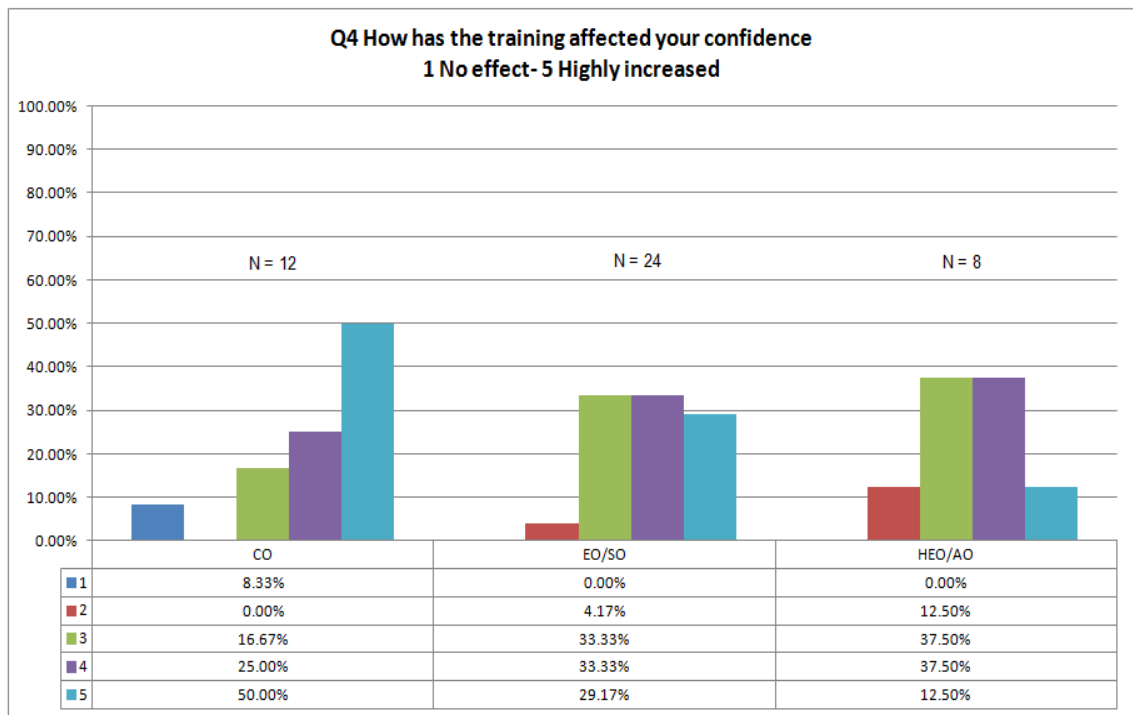


Figure 4(b) Bar chart of trainee responses to Question 4 by grade (On a scale rating of 1 (No effect) to 5 (Highly increased), how has the training affected your confidence in your ability to work to a higher level?)

Table 4 Frequency table of trainee responses to Question 4 (On a scale rating of 1 (No effect) to 5 (Highly increased), how has the training affected your confidence in your ability to work to a higher level?)

Grade	1	2	3	4	5	Mean	Standard Deviation
CO	1	0	2	3	6	4.1	1.2
EO/SO	0	1	8	8	7	3.9	0.9
HEO/AO	0	1	3	3	1	3.5	0.9
Total	1	2	13	14	14	3.9	1

Figure 4(b) shows how the various grades responded to question 4. The grade which appears to have benefitted the most from the training in increasing their confidence in their ability to work to a higher level is the CO grade with 50% indicating that it highly increased their confidence in their ability to do their work to a higher level and 25% selecting scale 4. This is also suggested by the highest mean for the CO grade at 4.1 of all the grades. However, it should be noted that an analysis of variance test performed on the mean of the grade groupings found that overall, there was no significant difference between the mean response of the grades ($p = 0.45$). Other grades have also clearly indicated that training has positively impacted on their ability to work to a higher level. Only 4 % of the EO/SO grade believed it had little impact and 13 % of the HEO/AO grade had a similar opinion.

4.2.5 Q5 On a scale of 1 (No effect) to 5 (Highly increased), how has the training affected your work performance?



Figure 5(a) Bar chart of trainee responses to Question 5 (On a scale of 1 (No effect) to 5 (Highly increased), how has the training affected your work performance?)

Figure 5(a) illustrates how trainees responded to question 5. Respondents to this question have indicated that training has been a factor in improving their work performance with 45 % (scale 4 & 5) of staff agreeing that it has made a positive impact on their performance. The majority of the respondents used scale 3 (41 %) and scale 4 (34 %), which indicates that although training did not highly increase their level of performance it probably did contribute to bringing about some improvement. Only 14 % indicated that training had little or no impact on their work performance. The mean of staff responses to question 5 was 3.4 with a margin of error of +/- 0.3 (95 % confidence).

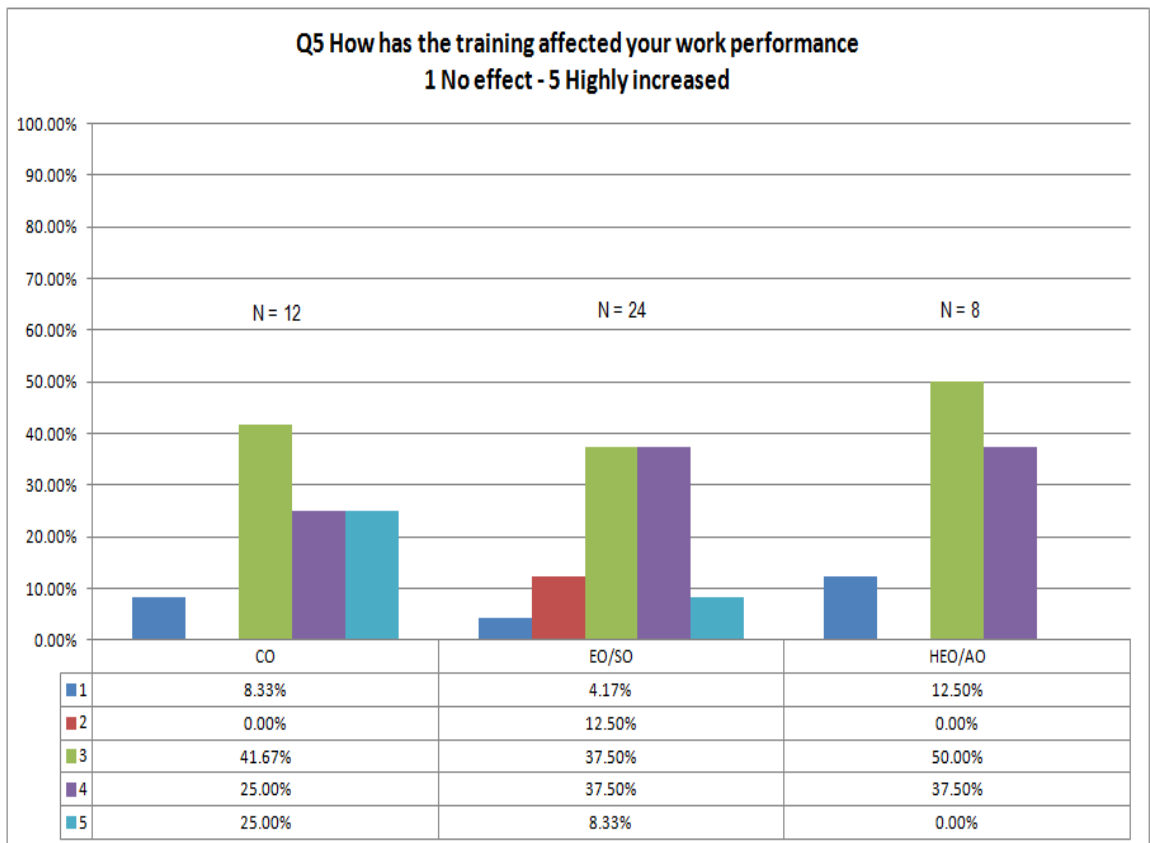


Figure 5(b) Bar chart of trainee responses to Question 5 by grade (On a scale of 1 (No effect) to 5 (Highly increased), how has the training affected your work performance?)

Table 5 Frequency table of trainee responses to Question 5 (On a scale of 1 (No effect) to 5 (Highly increased), how has the training affected your work performance?)

Grade	1	2	3	4	5	Mean	Standard Deviation
CO	1	0	5	3	3	3.6	1.2
EO/SO	1	3	9	9	2	3.3	1
HEO/AO	1	0	4	3	0	3.1	1
Total	3	3	18	15	5	3.4	1

Figure 5(b) illustrates how the various grades responded to question 5. The results separated by grade are consistent with the overall graph (Figure 5(a)) in that all grades have responded mainly in the scale 3 & 4 categories – 67 % of COs, 75% EO/SOs and 88 % of HEO/AOs. An analysis of variance test was performed on the mean of the grade groupings. It was found that overall there was no significant difference between the mean responses of the grades ($p = 0.61$). However the fact that 25% of the CO grade answered at scale 5 (highly increased) and 92 % replied between scales 3, 4, and 5 again suggests that the CO grade is benefitting performance wise from the training.

4.2.6 Q6 On a scale of 1 (No effect) to 5 (Highly increased), how has the training affected your manager’s satisfaction with your work performance?

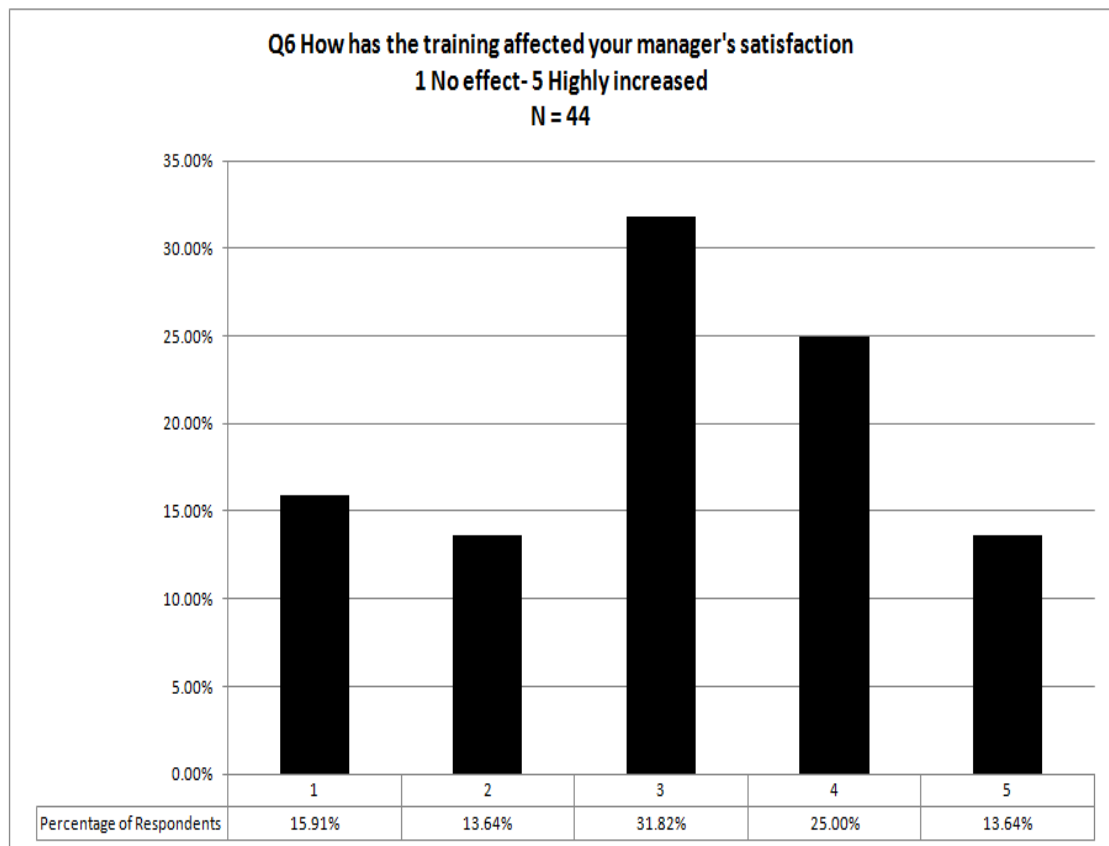


Figure 6(a) Bar chart of trainee responses to Question 6 (On a scale of 1 (No effect) to 5 (Highly increased), how has the training affected your managers satisfaction with your work performance?)

The responses to this question are a little more mixed than the responses to previous questions. The majority of respondents (32 %) answered at scale 3 which would indicate that manager’s satisfaction with work performance since the training has improved slightly. 39 % (scale 4 & 5) of respondents indicated that their manager’s satisfaction increased, while 30 % (scale 1 & 2) felt that the training had little or no effect on their manager’s satisfaction with their work performance. The mean response to this question was 3.1 with a margin of error of +/- 0.4 (95 % confidence). The standard deviation was 1.3, which is somewhat larger than for the other questions indicating the broader spread of responses.

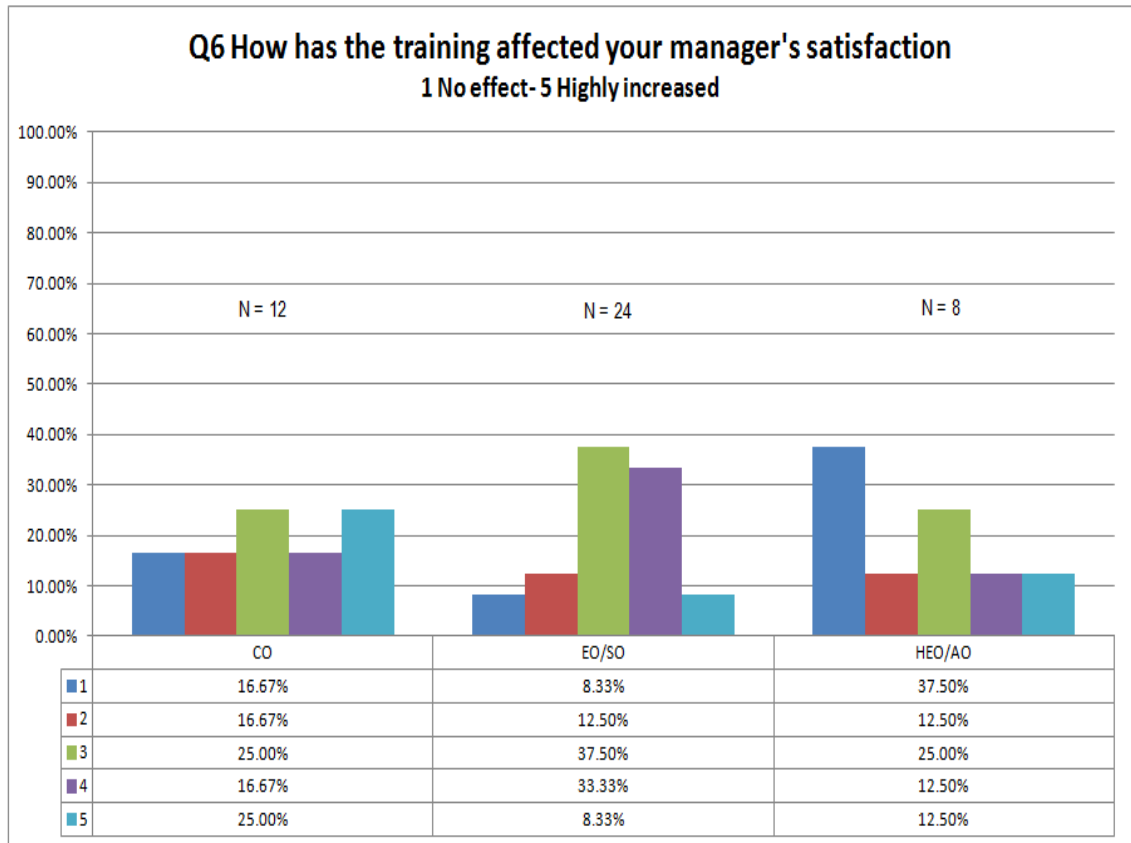


Figure 6(b) Bar chart of trainee responses to Question 6 by grade (On a scale of 1 (No effect) to 5 (Highly increased), how has the training affected your managers satisfaction with your work performance?)

Table 6 Frequency table of trainee responses to Question 6 (On a scale of 1 (No effect) to 5 (Highly increased), how has the training affected your managers satisfaction with your work performance?)

Grade	1	2	3	4	5	Mean	Standard Deviation
CO	2	2	3	2	3	3.2	1.5
EO/SO	2	3	9	8	2	3.2	1.1
HEO/AO	3	1	2	1	1	2.5	1.5
Total	7	6	14	11	6	3.1	1.3

Figure 6(b) shows how the various grades responded to question 6. From the results it can be seen that the CO grade believe that their managers have expressed a greater degree of satisfaction with their work performance because of the training more so than the other grades. This is highlighted by 25% of respondents selecting scale 5 (highly increased) as opposed to only 8 % of the EO/SO grade and 13 % of the HEO/AO grade selecting this scale. However, an analysis of variance test performed on the mean of the grade groupings found that overall there was no significant difference between the mean response of the grades ($p = 0.38$).

4.2.7 Q7 Have you been able to share what you have learnt from the training with other on the job work colleagues?

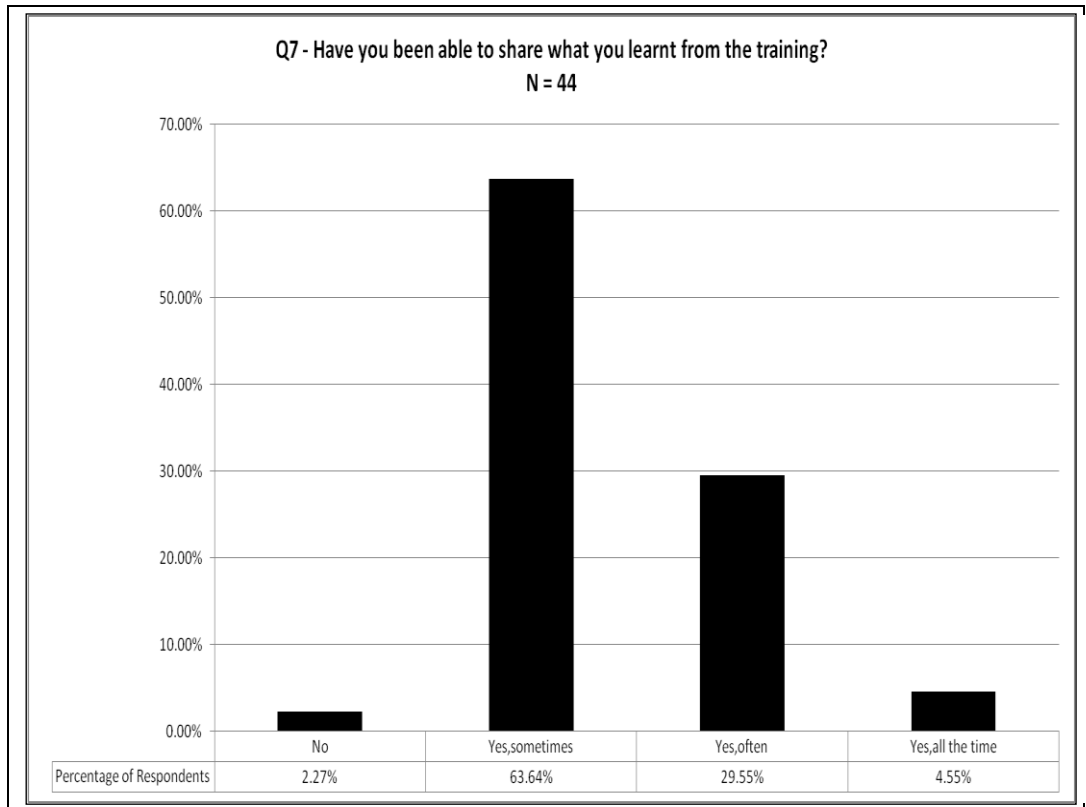


Figure 7 Bar chart of trainee responses to Question 7 (Have you been able to share what you have learnt from the training with other on the job work colleagues?)

Figure 7(a) shows the overall response of trainees to question 7. The majority of respondents to the question indicated that they were “sometimes” able to share what they had learnt with the training (64 %) while 30% agreed that they “often” shared their learning with other work colleagues. Overall the response to the question was strongly positive and it would appear that learning from training is being shared with other work colleagues, with only 2 % answering that they had not been able to share what they had learnt (i.e. a single EO/SO respondent).

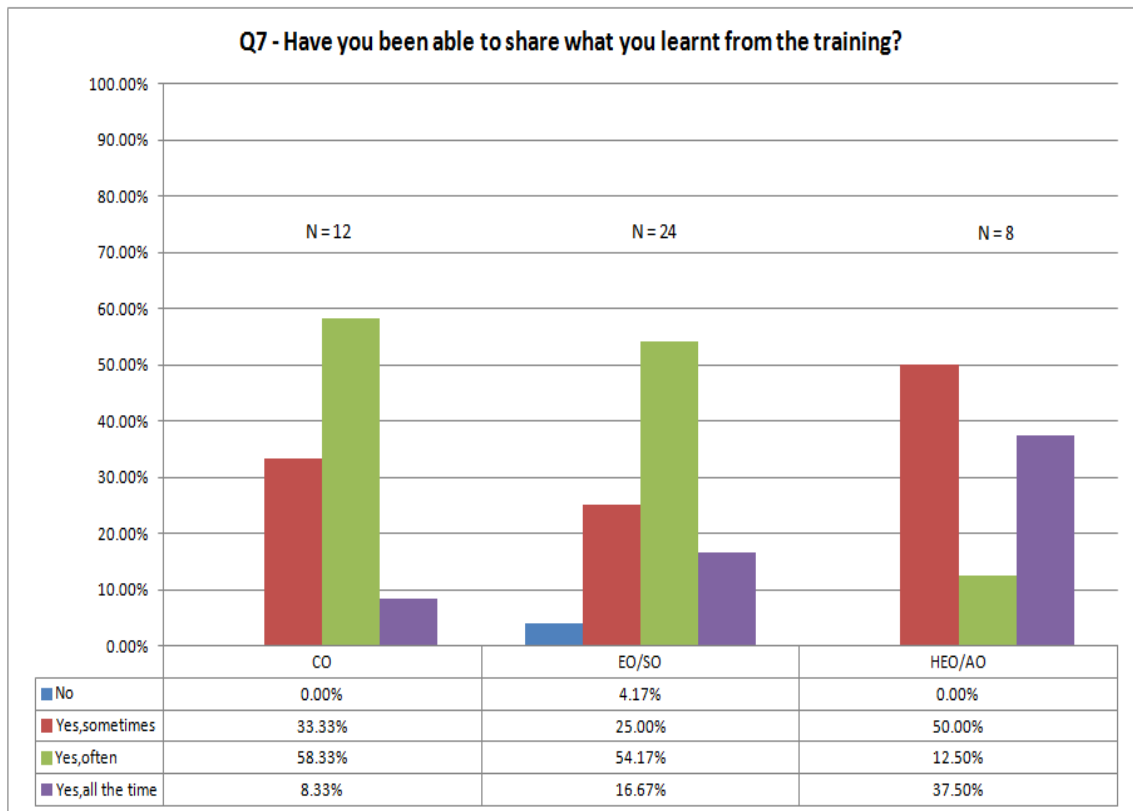


Figure 7(b) Bar chart of trainee responses to Question 7 by grade (Have you been able to share what you have learnt from the training with other on the job work colleagues?)

Table 7 Frequency table of trainee responses to Question 7 (Have you been able to share what you have learnt from the training with other on the job work colleagues?)

Grade	No	Yes.Sometimes	Yes,Often	Yes, All the time
CO	0	6	4	2
EO/SO	1	16	7	0
HEO/AO	0	6	2	0
Total	1	28	13	2

Figure 7(b) shows the response of the various grades to question 7. All grades show a positive response to the question with the majority of CO and EO/SO grades responding “Yes Often” or “Yes, All the time” (67 % CO, 71 % EO/SO) and 50 % HEO/AO grade) responding in these categories. Slightly concerning is the relatively high response in the “Yes,sometimes” category (33% of COs, 25% of EO/SOs, 50% HEO/AOs), which may suggest improvement is needed.

4.2.8 Q8 On a scale of 1 (No effect) to 5 (Highly increased), how has the training affected your morale?

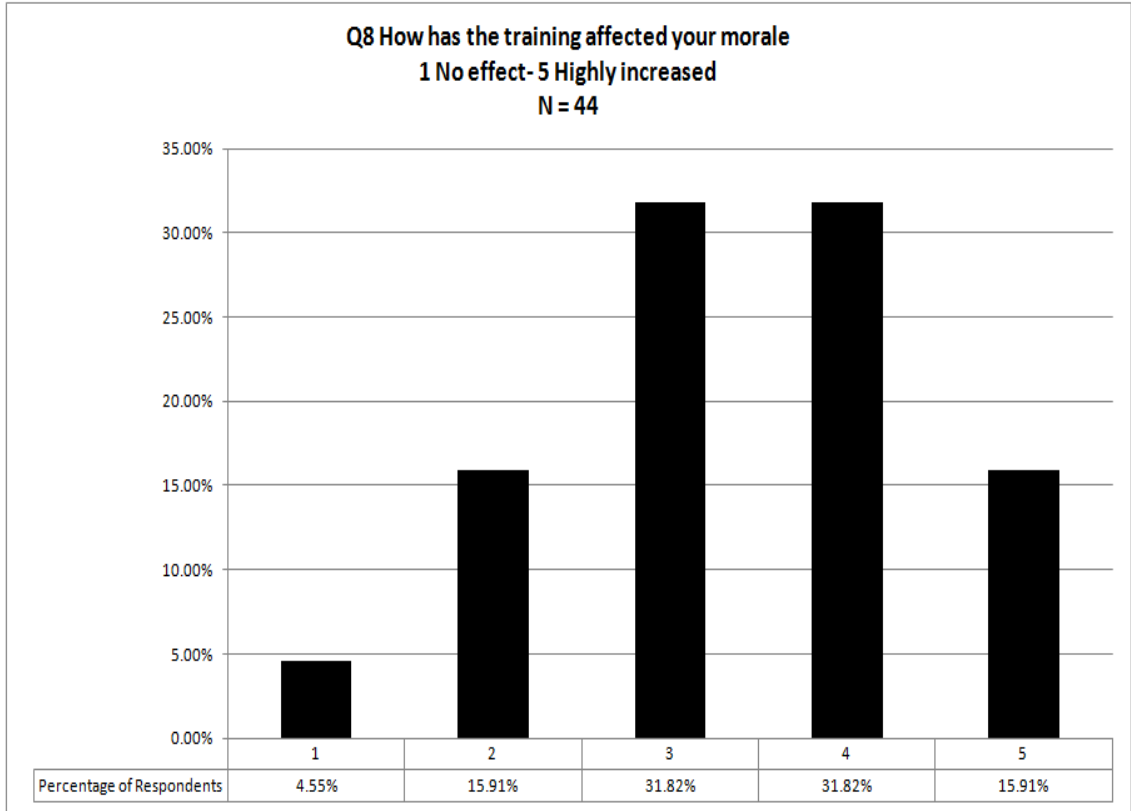


Figure 8(a) Bar chart of trainee responses to Question 8 (On a scale of 1 (No effect) to 5 (Highly increased), how has the training affected your morale)

The response to the question was very positive with most respondents (80 %) indicating training had somewhat to highly increased their morale (scales 3 to 5) with only 20% (Scales 1 & 2) claiming that it had little or no effect (see Figure 8(a)). The mean response was 3.4 with a margin of error of +/- 0.3 (at 95 % confidence).

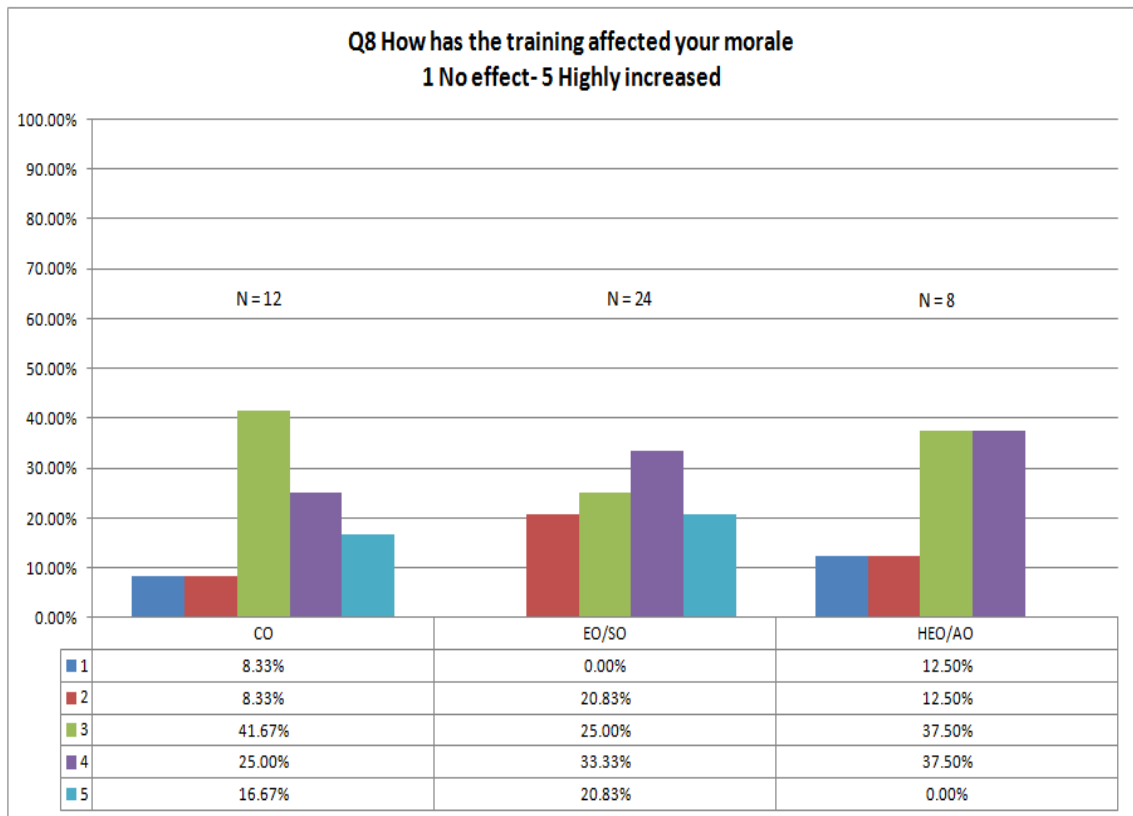


Figure 8(b) Bar chart of trainee responses to Question 8 by grade (On a scale of 1 (No effect) to 5 (Highly increased), how has the training affected your morale)

Table 8 Frequency table of trainee responses to Question 8 (On a scale of 1 (No effect) to 5 (Highly increased), how has the training affected your morale)

Grade	1	2	3	4	5	Mean	Standard Deviation
CO	1	1	5	3	2	3.3	1.2
EO/SO	0	5	6	8	5	3.5	1.1
HEO/AO	1	1	3	3	0	3	1.1
Total	2	7	14	14	7	3.4	1.1

A fairly broad spread of responses across the grades (standard deviation 1.1) suggests that this may be the case) for this particular question was found (see Figure 8(b)), with all grades responding that training had increased their morale, as indicated by 84% of the CO grade, 79% of the EO/SO grade and 75% of the HEO/AO grade responding in scales 3, 4 and 5. An analysis of variance test indicated that there is no significant difference in the mean response between the grades ($p = 0.47$).

4.2.9 Q9 Has there been any particular barriers to the application of learning in the workplace? If “Yes”, please specify

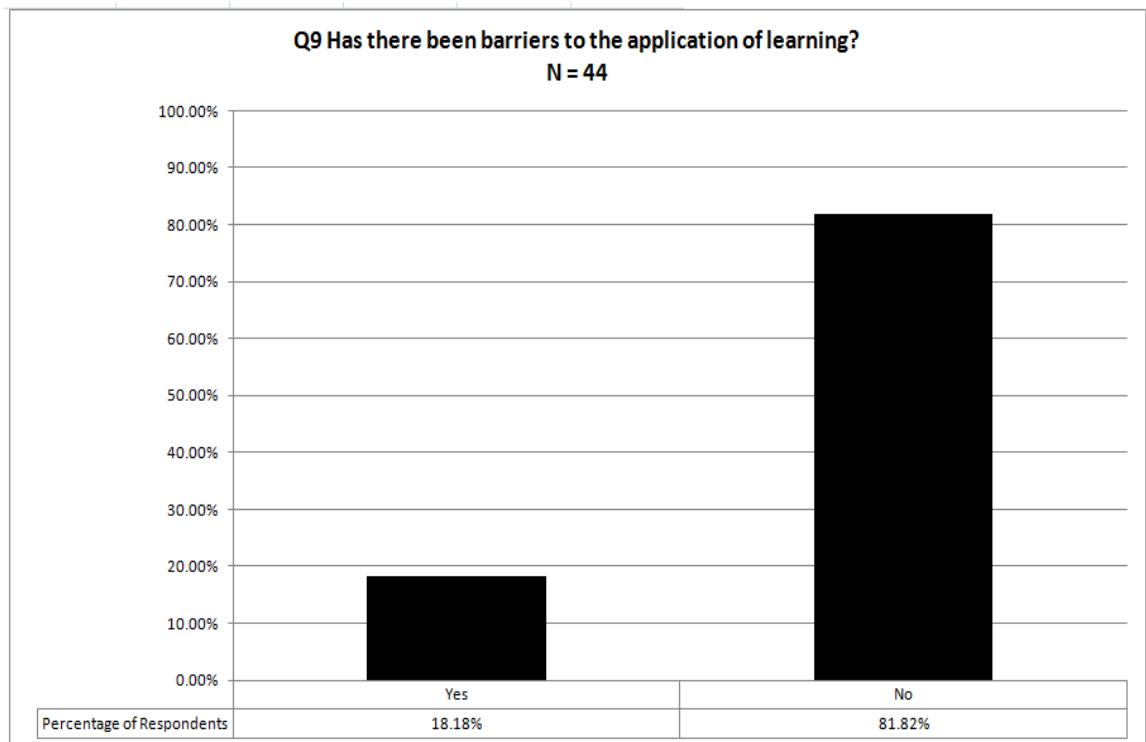


Figure 9(a) Bar chart of trainee responses to Question 9 (Has there been any particular barriers to the application of learning in the workplace? If “Yes”, please specify)

An overwhelming 82% responded there had been no barriers to the application of learning in the workplace with 18 % feeling that there were barriers to learning (see Figure 9(a)). Respondents who selected “Yes” were asked using open text to specify the reason. Although in many cases a reason was not supplied some respondents did give one. These added a qualitative dimension to the questionnaire. The following are examples of reasons given by staff members as barriers to learning:

“Line managers were unwilling to change from the current practice”.

“Not being given enough training related work experience”.

“The training is not relevant to my work”.

“What I have learnt is only applied sometimes”.

“Training taking place in the same place that I work so my focus is taken away from the training that I'm doing”

These comments indicate that although proportionality small, that there are some active barriers to learning in the workplace.

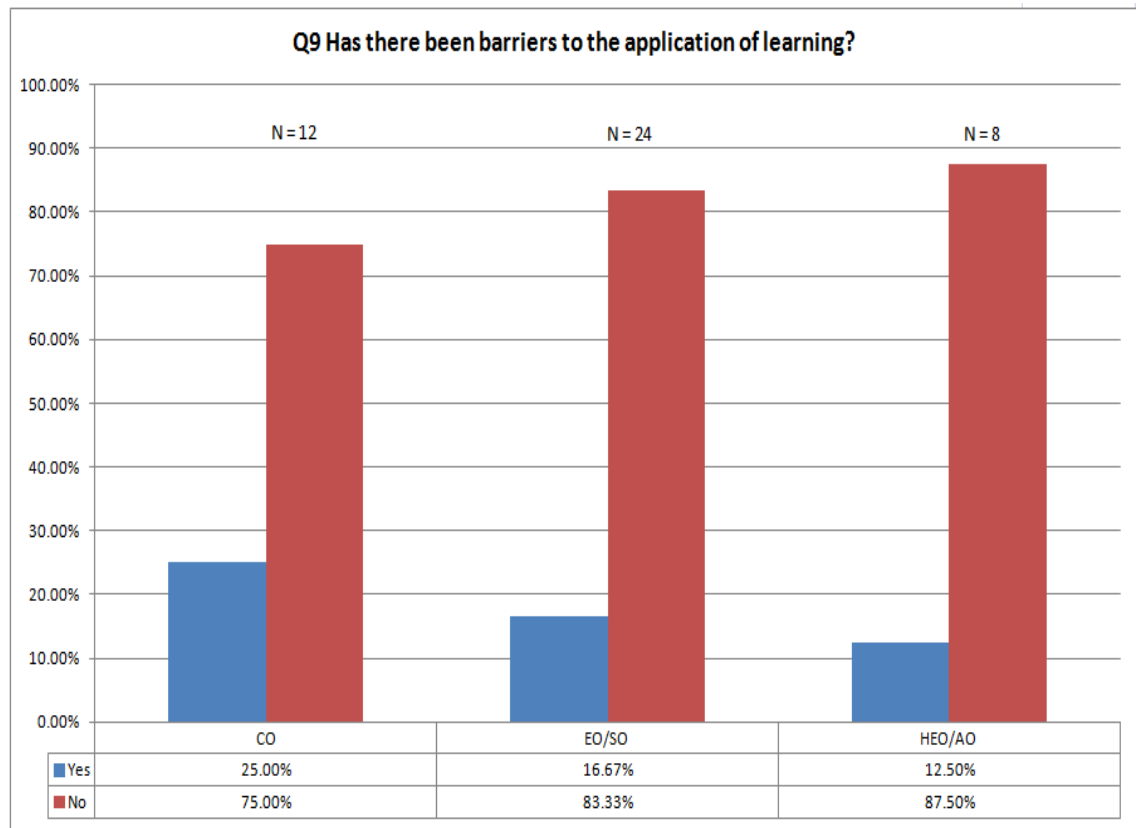


Figure 9(b) Bar chart of trainee responses to Question 9 by grade (Has there been any particular barriers to the application of learning in the workplace? If “Yes”, please specify)

Table 9 Frequency table of trainee responses to Question 9 (Has there been any particular barriers to the application of learning in the workplace? If “Yes”, please specify)

Grade	Yes	No
CO	3	9
EO/SO	4	20
HEO/AO	1	7
Total	8	36

Figure 9(b) shows the response of the various grades to question 9. All grades are consistent in their opinion that there are no barriers to learning in their workplace (75% of COs, 83% of EO/SOs and 88% HEO/AOs). Of all the grades, the CO grade has the highest “Yes” response rate, with 25% responding that there are barriers to learning in their workplace.

4.2.10 Q10 Has there been any particular promoters to the application of learning in the workplace? If “Yes” please specify

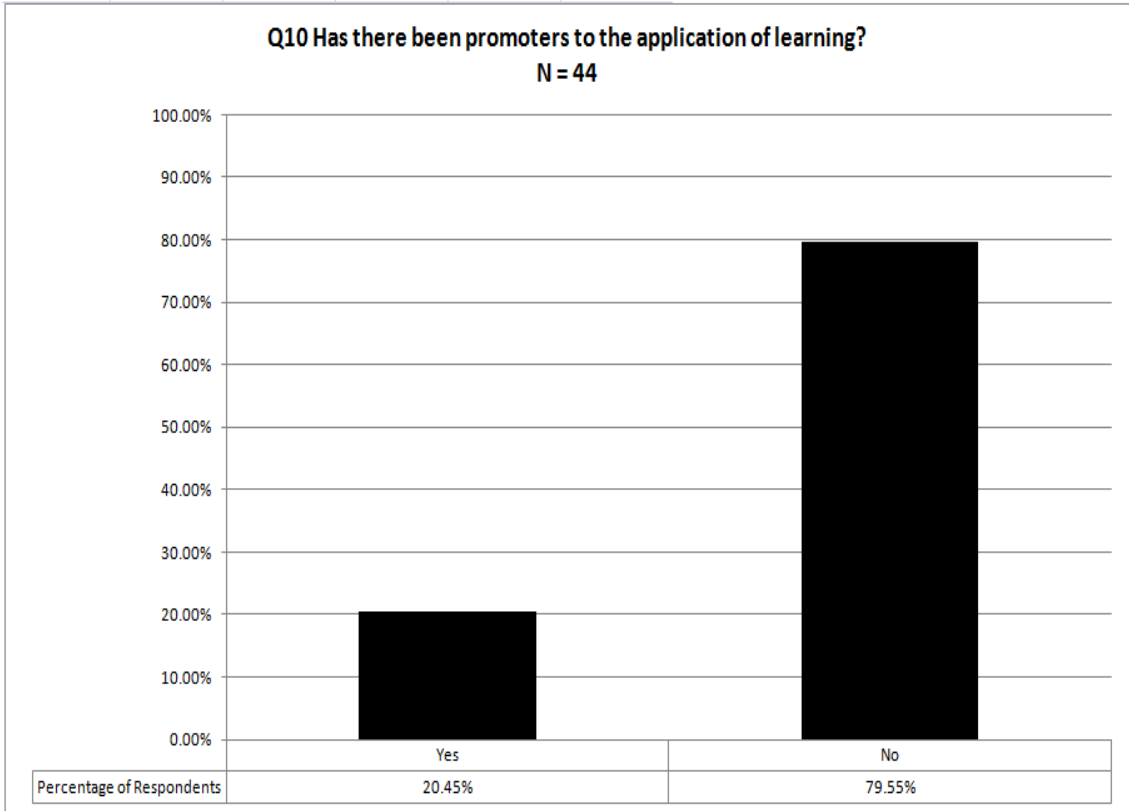


Figure 10(a) Bar chart of trainee responses to Question 10 (Has there been any particular promoters to the application of learning in the workplace? If “Yes” please specify)

Figure 10(a) shows the overall response of the trainees to question 10. 80% of respondents said that there were no particular promoters to learning in the workplace with only 20% believing that there was .Again respondents were asked to specify a reason why they responded “Yes”, which gave a qualitative dimension to the question. The following are examples of the responses submitted:

- “All my managers were very encouraging”**
- “Both managers and trainers offered encouragement”**
- “Working in the area I worked promoted learning”**

Of the 20% of respondents who responded “Yes” their managers, trainers and where they worked are important to their learning.

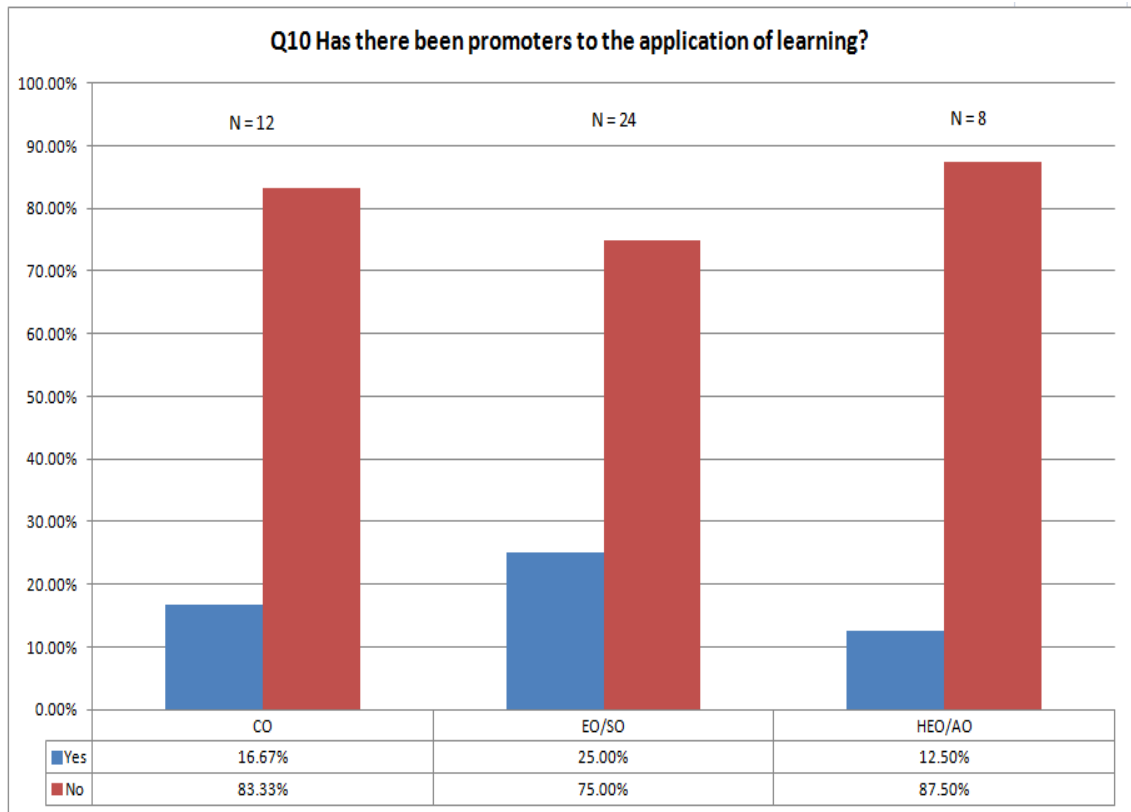


Figure 10(b) Bar chart of trainee responses to Question 10 by grade (Has there been any particular promoters to the application of learning in the workplace? If “Yes” please specify)

Table 10 Frequency table of trainee responses to Question 10 (Has there been any particular promoters to the application of learning in the workplace? If “Yes” please specify)

Grade	Yes	No
CO	2	10
EO/SO	6	18
HEO/AO	1	7
Total	9	35

Figure 10(b) shows the response of the various grades to question 10. The HEO/AO grade registered the largest “No” response with 88% followed by the CO grade at 83% and finally the EO/SO grade lowest of the “No” respondents at 75%. Overall there was a consistent “No” response to the question across the grades which indicates that there were no particular promoters to learning in the workplace.

4.3 Findings & discussion analysis of managers' questionnaires

4.3.1 Q1 Have staff been able to use what they have learnt from the training in the workplace?

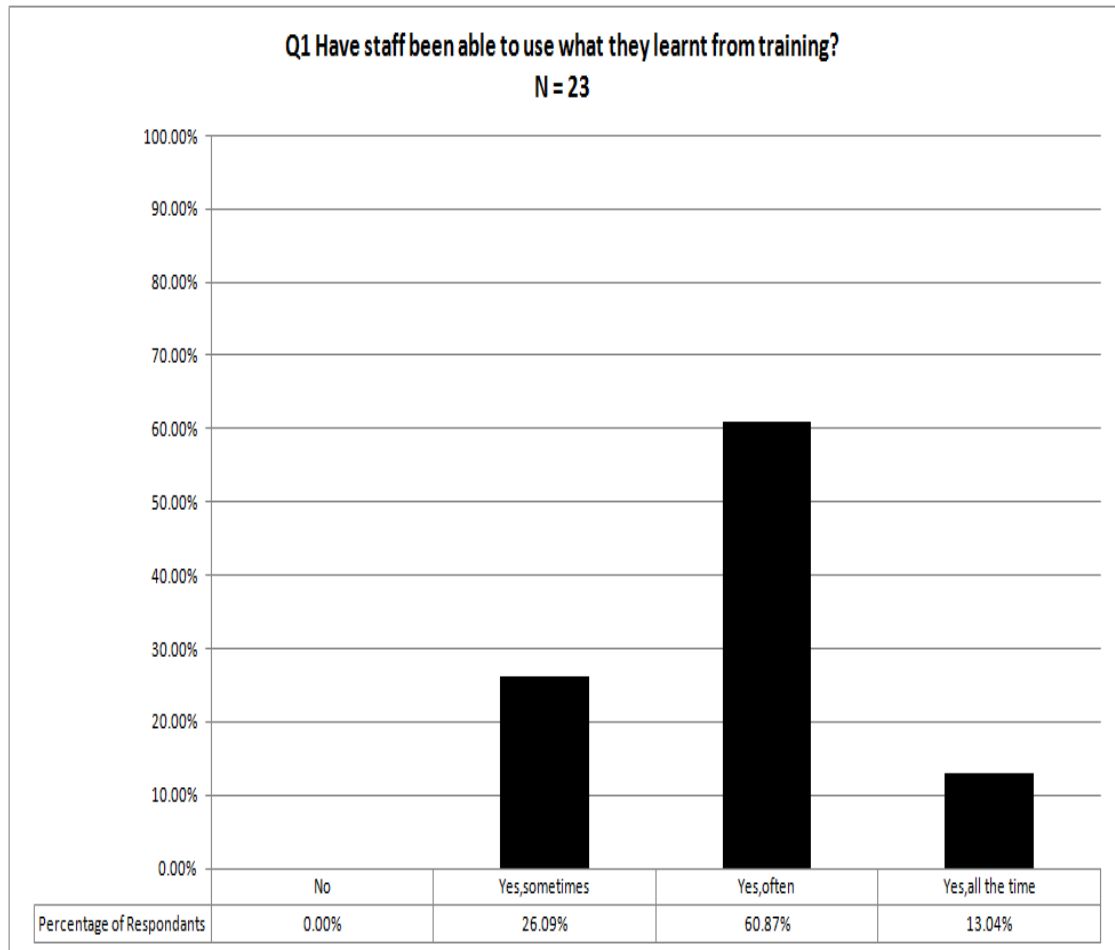


Figure 11(a) Bar chart of manager responses to Question 1 (Have staff been able to use what they have learnt from the training in the workplace)

A very positive response was received from managers on this question with all claiming that staff have been able to use what they have learnt from the training in their work to at least some extent. The “Yes, often” option selected by 61% of managers was the most popular option followed by “Yes, sometimes” (26%) and “Yes all the time” (13%). This indicates that from a managers perspective that staff are using what they learnt from their training back in the workplace.

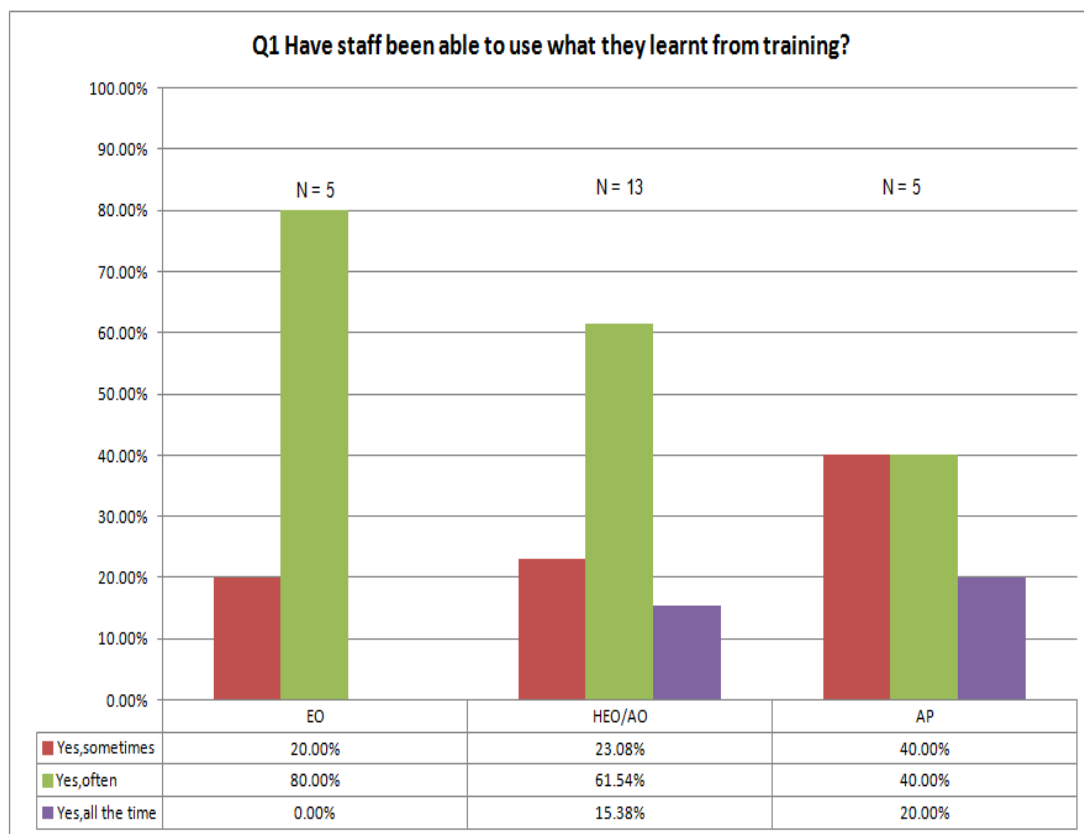


Figure 11(b) Bar chart of manager responses to Question 1 by grade (Have staff been able to use what they have learnt from the training in the workplace)

Table 11 Frequency table of manager responses to Question 1 (Have staff been able to use what they have learnt from the training in the workplace)

Grade	No	Yes.Sometimes	Yes,Often	Yes, All the time
EO	0	1	4	0
HEO/AO	0	3	8	2
AP	0	2	2	1
Total	0	6	14	3

“Yes,often” is the most chosen option overall (see Figure 11(a)) and also across the grades as illustrated in the bar chart (Figure 11(b)). The EO grade has the highest number of respondents in this category with 80%, followed by the HEO/AO grade at 62% and the AP grade at 40%. There appears to be a significant difference here between the EO and AP grade of 40%. However, as the manager’s sample is smaller than the trainee questionnaire, this may not be as significant as it may appear at first glance.

4.3.2 Q2 How did the training meet the objectives of the staff members job role requirements?

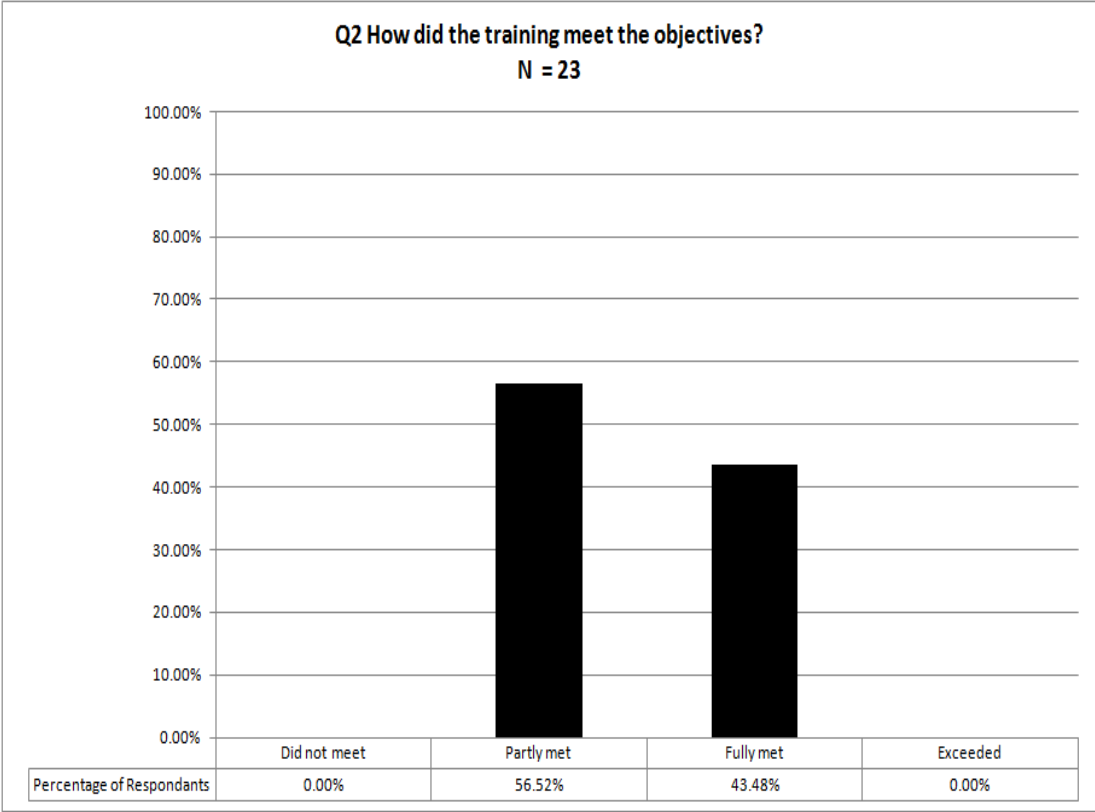


Figure 12(a) Bar chart of manager responses to Question 2 (How did the training meet the objectives of the staff members job role requirements?)

Figure 12(a) shows the overall response of the managers to question 2. There were only two options chosen by respondents out of the four possible for this question. 57% agreed that the training “Partly met” the staff members job role requirements and 43% believe that the training provided “fully met” their staff members job roles. This possibly indicates that the training that has been delivered is in some way meeting its objectives yet perhaps needs to be tweaked or that the staff require alternative or additional training for their job roles.

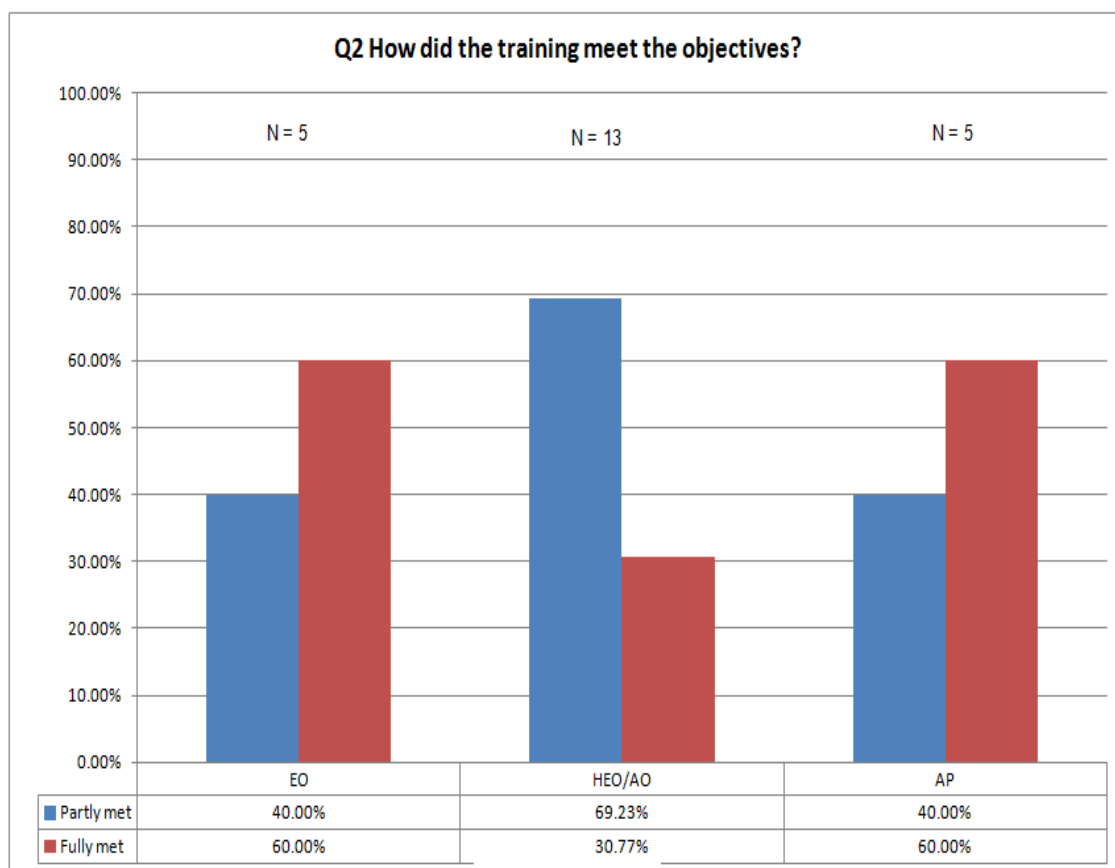


Figure 12(b) Bar chart of manager responses to Question 2 by grade (How did the training meet the objectives of the staff members job role requirements?). Note there were four options for this question but only the two used are shown. No and Exceeded are omitted.

Table 12 Frequency table of manager responses to Question 2 (How did the training meet the objectives of the staff members job role requirements?)

Grade	Did not meet	Partly met	Fully met	Exceeded
EO	0	2	3	0
HEO/AO	0	9	4	0
AP	0	2	3	0
Total	0	13	10	0

Figure 12(b) shows the response of the various grades to question 12. A majority of both the EO and AP grade (60 %) agree that staff job role objectives were fully met by the training. However the HEO/AO grade were not as convinced, as the majority of this grade believed that staff role objectives were only partly met (69 %). The questionnaire suggests there is a difference in opinion between the HEO/AO grade and the EO and AP grades who share the same viewpoint.

4.3.3 Q3 On a scale of 1 (Very difficult) to 5 (Very easy), how would you rate the ease of the transfer of knowledge gained from training to the workplace?

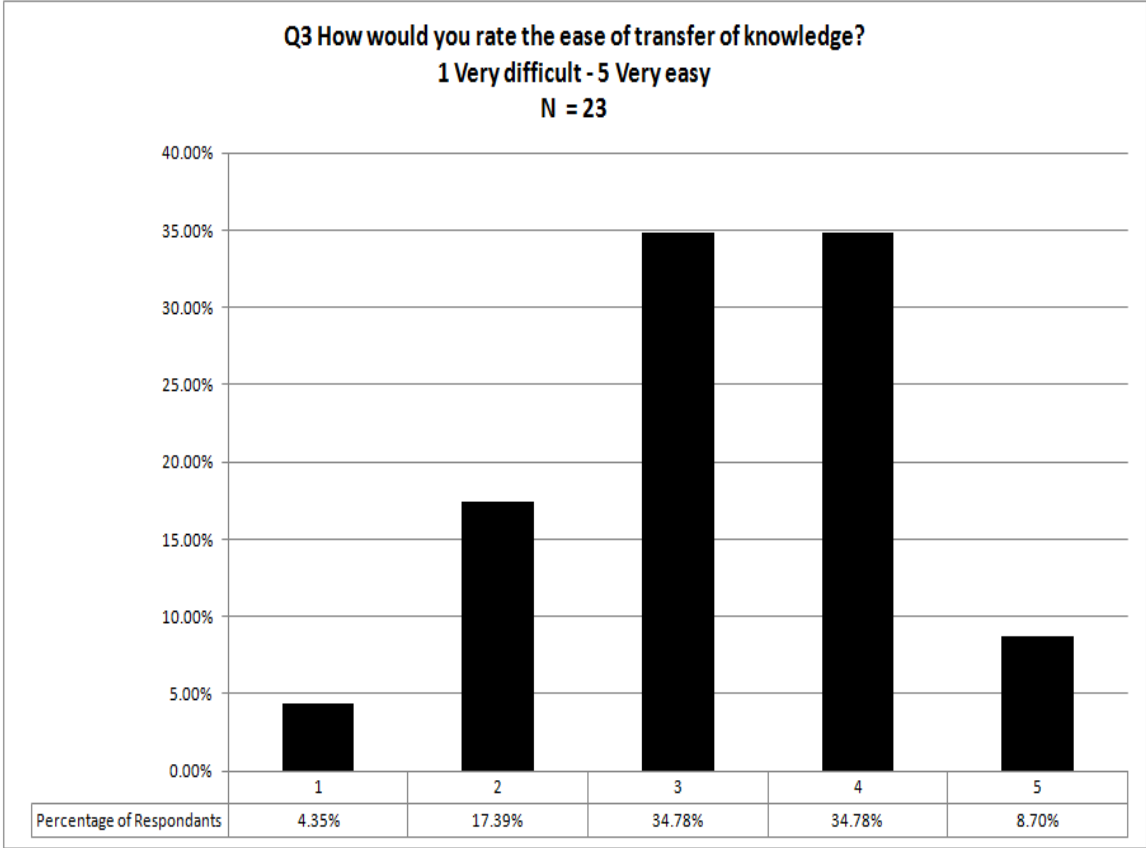


Figure 13(a) Bar chart of manager responses to Question 3 (On a scale of 1 (Very difficult) to 5 (Very easy), how would you rate the ease of the transfer of knowledge gained from training to the workplace?)

The responses to this question were expansive, with all scale options selected by the managers. Scale 3 and scale 4 were the scales chosen most often with 35 % selecting each scale followed by scale 2 at 17 %. The mean response to the question was 3.3 with a margin of error of 0.4 at a confidence level of 95 % (estimated margins of error for questions in the manager's survey are larger due to the smaller sample size). The responses indicate that managers are happy to say that the knowledge gained from training is being transferred into the workplace without too much difficulty. It also gives an indication that the course training is working and that staff are actually getting the opportunities to use their new skills.

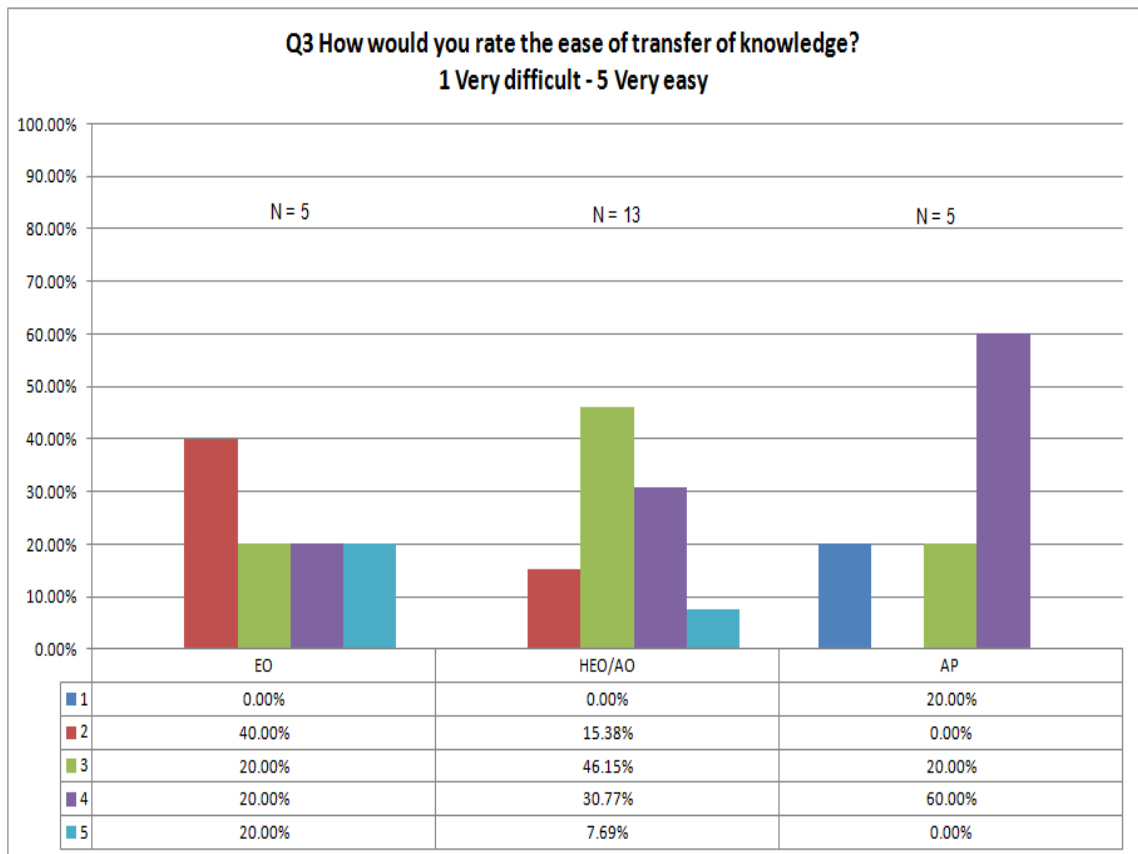


Figure 13(b) Bar chart of manager responses to Question 3 by grade (On a scale of 1 (Very difficult) to 5 (Very easy), how would you rate the ease of the transfer of knowledge gained from training to the workplace?)

Table 13 Frequency table of manager responses to Question 3 (On a scale of 1 (Very difficult) to 5 (Very easy), how would you rate the ease of the transfer of knowledge gained from training to the workplace?)

Grade	1	2	3	4	5	Mean	Standard Deviation
EO	0	2	1	1	1	3.2	1.3
HEO/AO	0	2	6	4	1	3.3	0.9
AP	1	0	1	3	0	3.2	1.3
Total	1	4	8	8	2	3.3	1

Figure 13(b) shows the response of the various manager grades to question 3. There appears to be differences in opinion amongst the grades as to how they rated the transfer of knowledge from the training occurring, although it can be said that overall the answers were very positive . 60% of the EO grade selected scales 3, 4 and 5, 85% of the HEO /AO grade and 80 % of the AP grade also selected the same options. .The main differences in opinion were between the EO grade and the other grades at scale 2 where the EO grade had a 40% response rate (2 respondents) which was a lot higher than the others and the AP grade at scale 1 where they were the only grade to

select this scale option (20% - a single respondent). However, as mentioned earlier the number of respondents in each grade is very low so results are only suggestive or qualitative. An analysis of variance test indicated that there is no significant difference between the mean response to this question between the grades ($p = 0.97$)

4.3.4 Q4 The transfer of knowledge from training also required coaching or mentoring? – respondents were asked either to “Agree” or “Disagree”

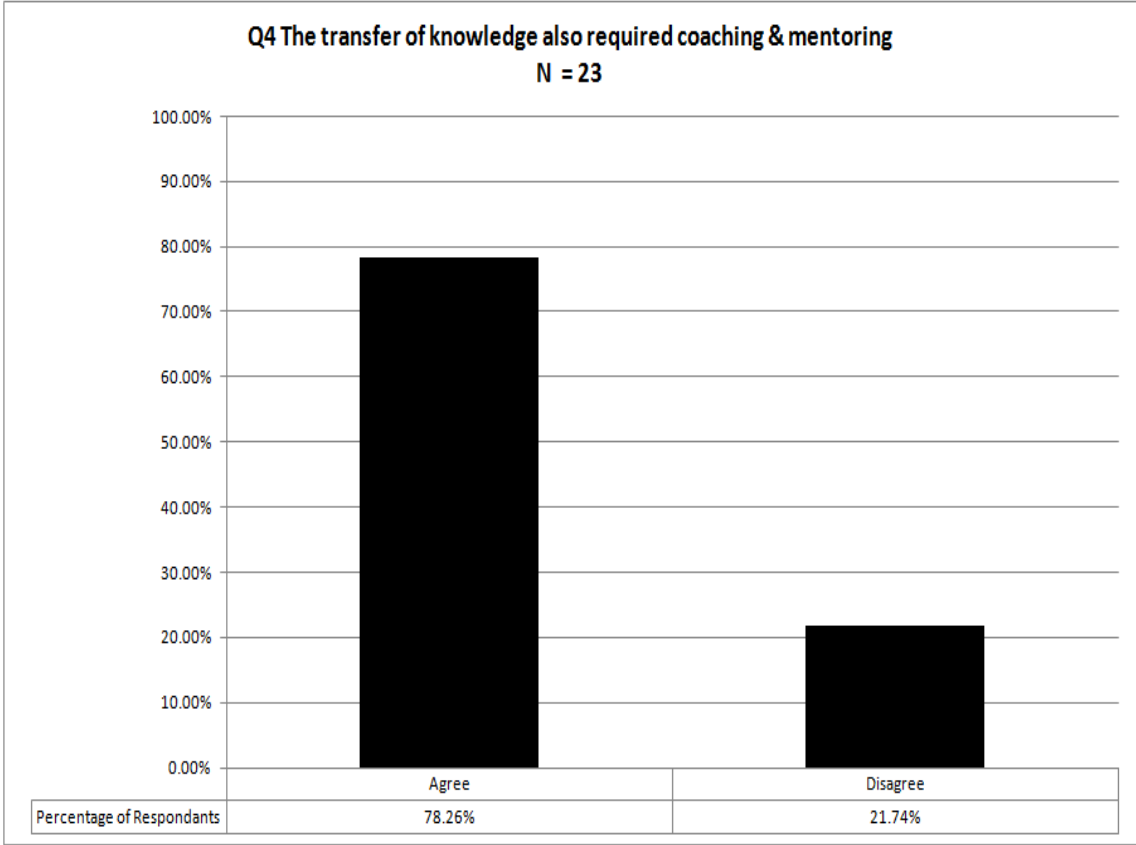


Figure 14(a) Bar chart of manager responses to Question 4 (The transfer of knowledge from training also required coaching or mentoring?)

Figure 14(a) shows the overall response of the managers to question 4. Clearly coaching and mentoring was instrumental in the transfer of knowledge from training according to 78% of managers responses, whilst just 22% disagree. This suggests that training on its own may not be sufficient and it does need to be backed up by coaching and mentoring in order to achieve the desired result.

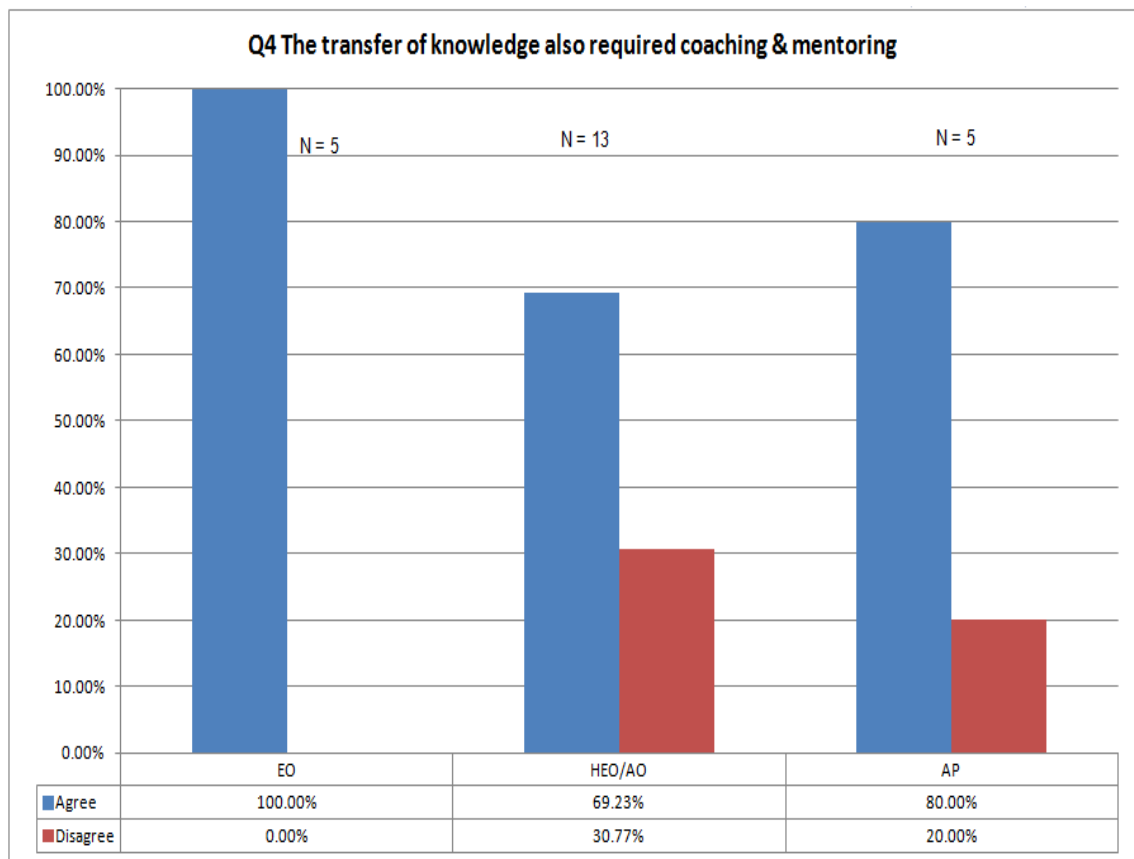


Figure 14(b) Bar chart of manager responses to Question 4 by grade (The transfer of knowledge from training also required coaching or mentoring?)

Table 14 Frequency table of manager responses to Question 4 (The transfer of knowledge from training also required coaching or mentoring?)

Grade	Agree	Disagree
EO	5	0
HEO/AO	9	4
AP	4	1
Total	18	5

Figure 14(b) shows the response of the various grades to question 4. A 100% “Yes” response rate from the EO grade followed by an 80% “Yes” response from the AP grade and a 69% “Yes” response from the HEO/AO grade implies that all grades are of similar opinion on this question. The results suggest that the HEO/AO grade does disagree more than the other grades, with 31% responding that knowledge transfer does not require coaching and mentoring.

4.2.5 Q5 On a scale of 1 (No effect) to 5 (Highly increased) how would you rate the effect of training on staff performance since delivery?

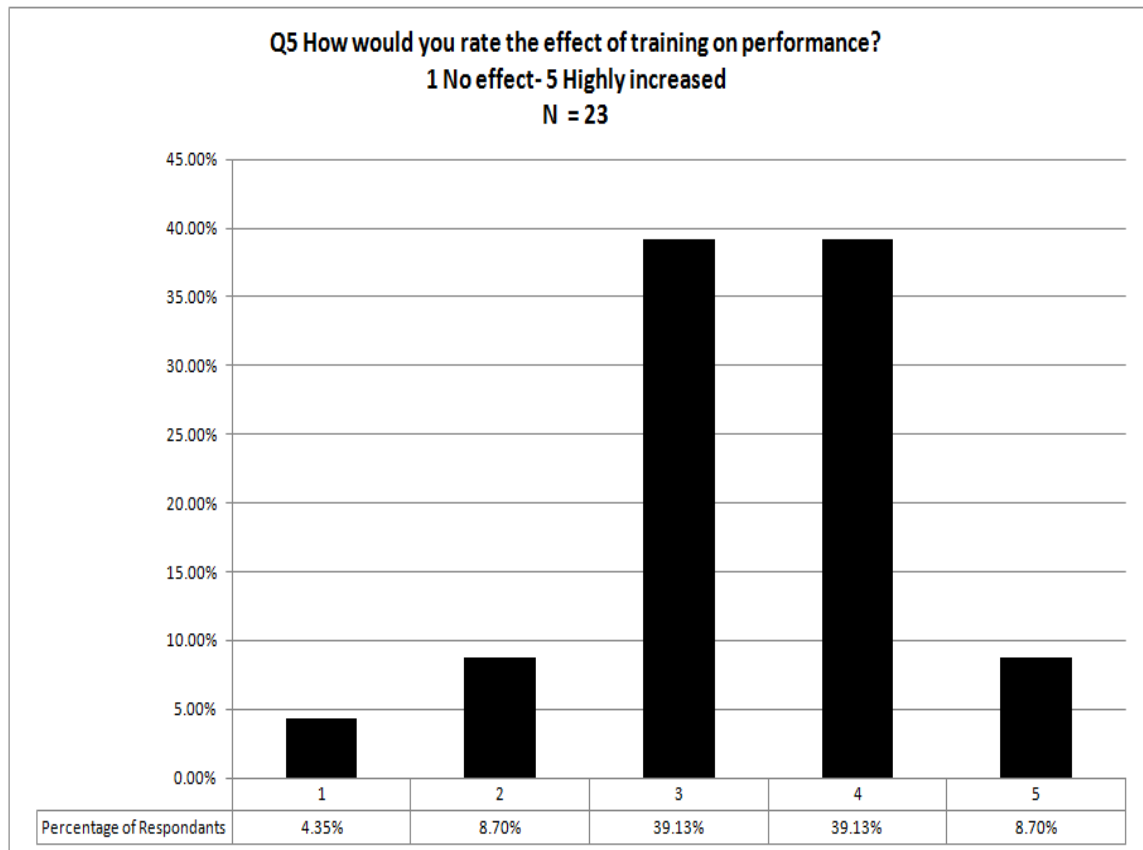


Figure 15(a) Bar chart of manager responses to Question 5 (On a scale of 1 (No effect) to 5 (Highly increased) how would you rate the effect of training on staff performance since delivery)

Manager's responded positively to this question with 87 % responding in scales 3, 4 and 5. The mean response to this question was 3.4 with a margin of error of +/- 0.4 at a 95 % confidence level. Results for this question are very similar to those for question 5 on the trainee questionnaire, in which trainees self reported on how training had affected their work performance (a mean response of 3.4 +/- 0.3). The results are somewhat more positive than those for question 6 in the trainee survey in which the trainees were questioned on the affect of the training on their manager's satisfaction with their performance (mean response of 3.1 +/- 0.4) but there is overlap within ranges given by the margins of error.

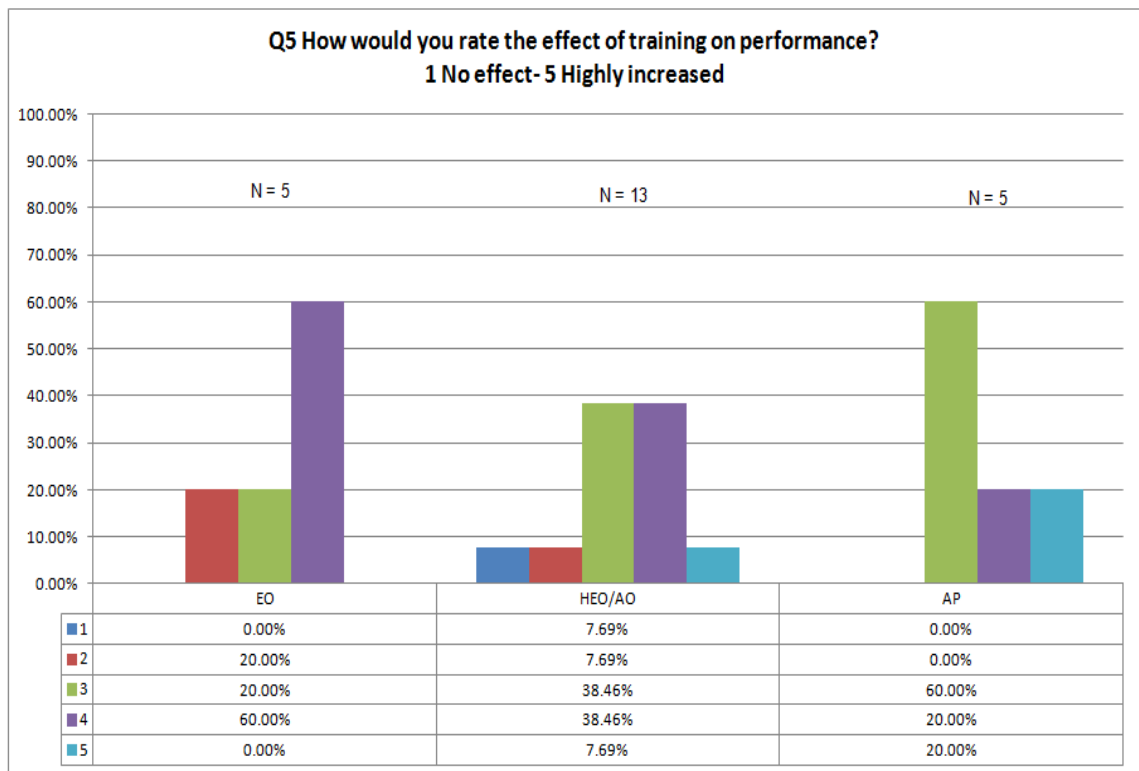


Figure 15(b) Bar chart of manager responses to Question 5 by grade (On a scale of 1 (No effect) to 5 (Highly increased) how would you rate the effect of training on staff performance since delivery)

Table 15 Frequency table of manager responses to Question 5 (On a scale of 1 (No effect) to 5 (Highly increased) how would you rate the effect of training on staff performance since delivery)

Grade	1	2	3	4	5	Mean	Standard Deviation
EO	0	1	1	3	1	3.4	0.9
HEO/AO	1	1	5	5	1	3.3	1
AP	0	0	3	1	0	3.6	0.9
Total	1	2	9	9	2	3.4	0.9

Figure 15(b) shows the response of the various grades to question 5. The AP grade was most convinced that staff performance had improved as a result of the training with all responding in scales 3, 4 and 5. 80% of the EO grade and 77% of the HEO/AP grade also responded in these scales. It is interesting 20% of the EO and 16 % of the HEO/AO grade expressed an opinion that the training had little effect on performance which illustrates that there was some doubt in the responses – again this only represents a single respondent in the EO grade and 2 respondents in the HEO/AO grade due to the smaller size of the manager sample. An analysis of variance test indicated that there was no significant difference in the mean response between the staff grades overall (p = 0 .85)

4.3.6 Q6 How does the job performance of staff that have undergone the training compare with those who have not yet undergone the training?

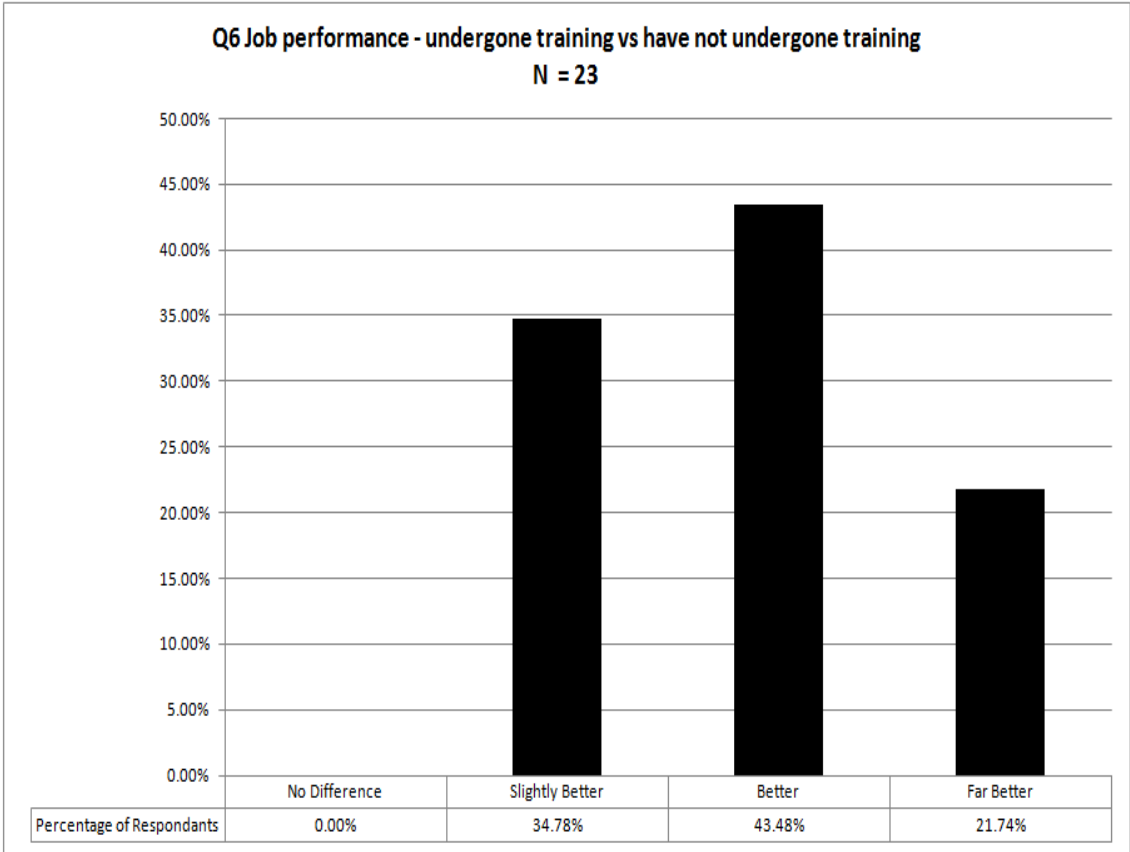


Figure 16(a) Bar chart of manager responses to Question 6 (How does the job performance of staff that have undergone the training compare with those who have not yet undergone the training?)

Figure 16(a) shows the overall response of the managers to question 6. All responses to this question were positive with all managers agreeing that people who had received the training had shown more work performance related improvement than staff who had yet to receive the training. “Better” was the most frequent response amongst managers (43%) followed by “Slightly Better“ at 35% and finally the “Far Better” option at 22%.These responses give a further clear indication that the training did improve staff performance amongst those staff who underwent it.

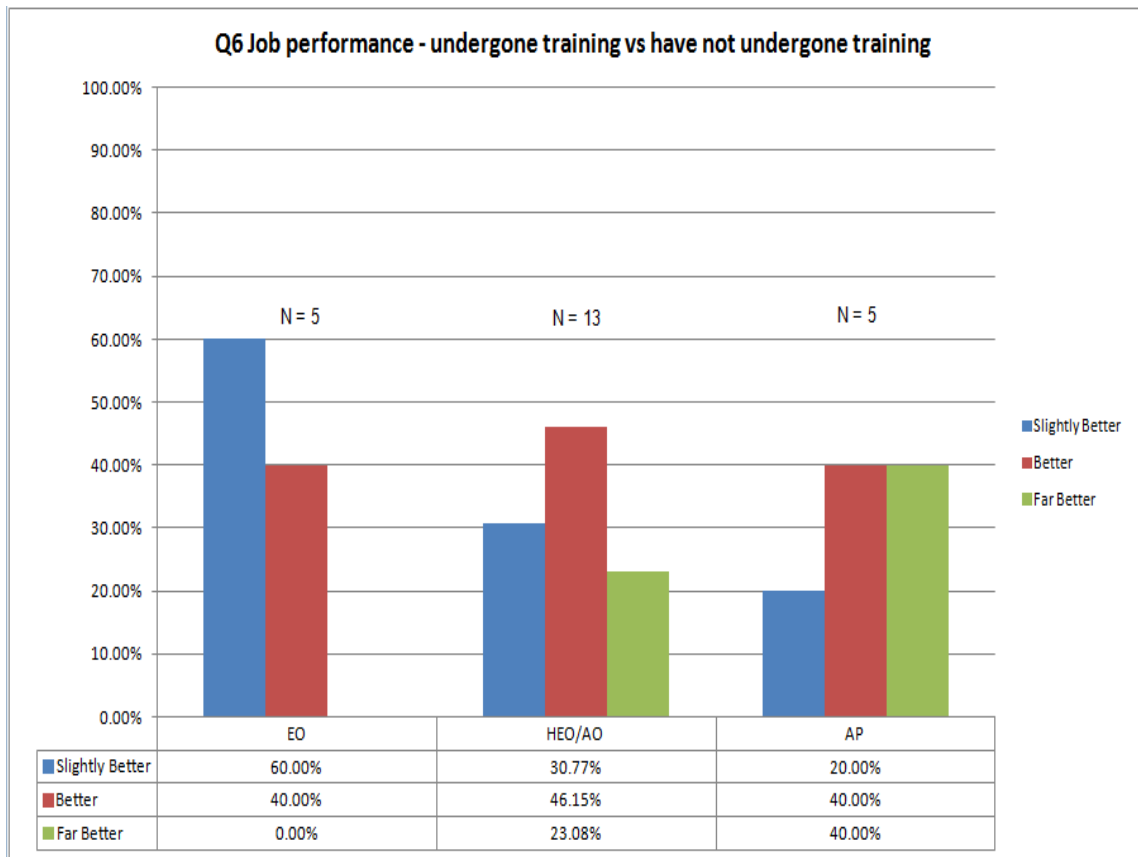


Figure 16(b) Bar chart of manager responses to Question 6 by grade (How does the job performance of staff that have undergone the training compare with those who have not yet undergone the training?)

Table 16 Frequency table of manager responses to Question 6 (How does the job performance of staff that have undergone the training compare with those who have not yet undergone the training?)

Grade	No Difference	Slightly Better	Better	Far Better
EO	0	3	2	0
HEO/AO	0	4	6	3
AP	0	1	2	2
Total	0	8	10	5

The responses to this question suggest a division of opinion between the grades. The EO grade are less convinced than other grades as 60% responded using the “Slightly better” scale option whereas the AP grade were the most convinced that staff who had undergone training performed better, with 80% selecting either the “Better” or the “Far better” response.

4.2.7 Q7 Are there any other factors which may have influenced any staff performance improvement? If “Yes” please specify

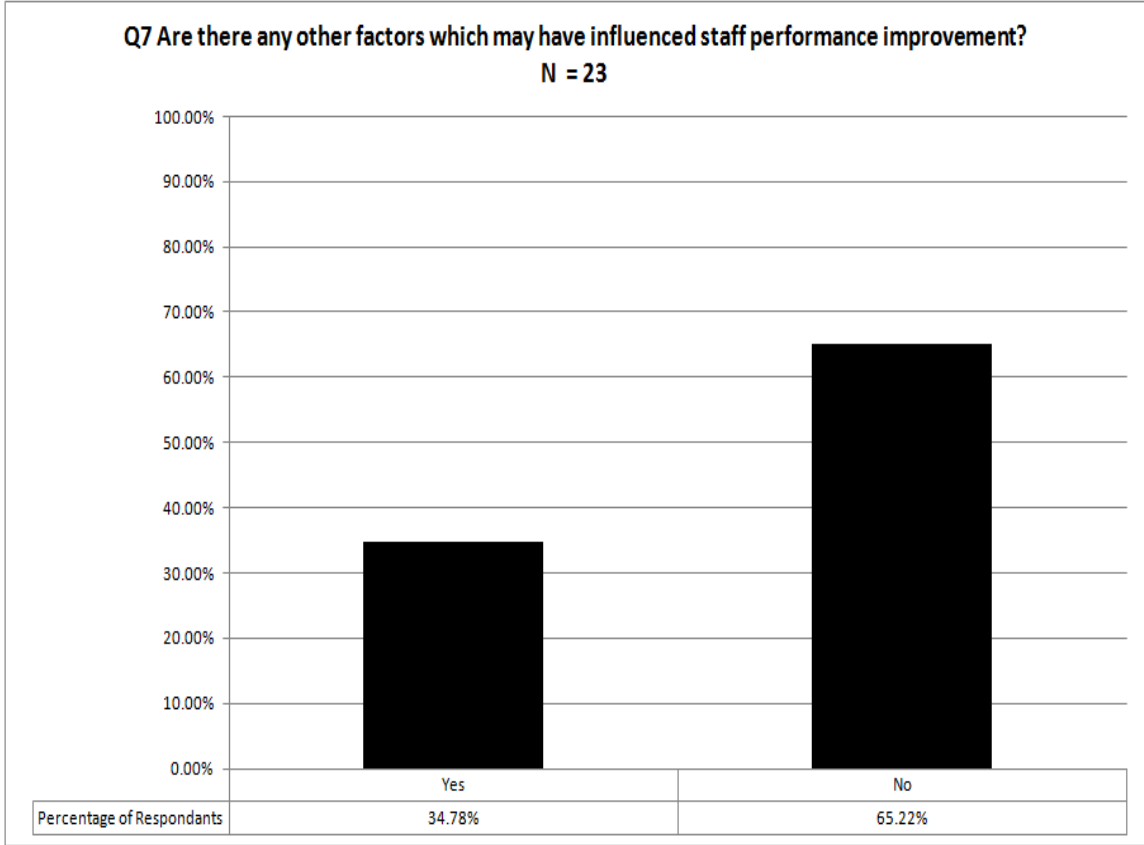


Figure 17(a) Bar chart of manager responses to Question 7 (Are there any other factors which may have influenced any staff performance improvement? If “Yes” please specify)

The majority of respondents (65 %) answered that there were no other factors which may have influenced staff performance, while 35% responded “Yes”. Managers were asked to specify a reason via an open text box if they responded “Yes” to the question which added a qualitative dimension to the research. The following are examples of other factors were given by managers which may have influenced staff improvement:

“Coaching and mentoring , experience gained from working on the job”

“Good line management support and support from colleagues”

“Effective on the job coaching in the application of the training received”

“Promotions”

Overall, the responses to the question suggest that coaching and mentoring is a significant factor in the success of the training and development process.

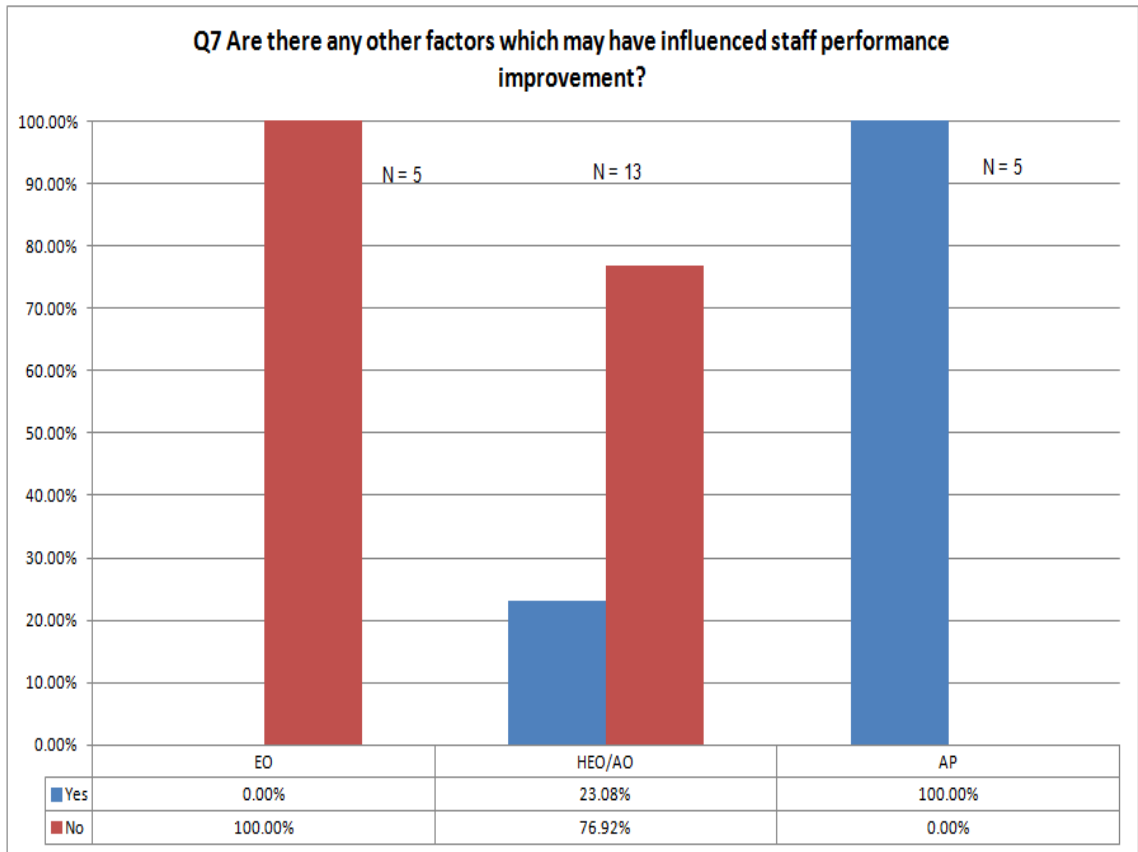


Figure 17(b) Bar chart of manager responses to Question 7 by grade (Are there any other factors which may have influenced any staff performance improvement? If “Yes” please specify)

Table 17 Frequency table of manager responses to Question 7 (Are there any other factors which may have influenced any staff performance improvement? If “Yes” please specify)

Grade	Yes	No
EO	0	5
HEO/AO	3	10
AP	5	0
Total	8	15

Figure 17(b) shows the response of the various grades to question 7. There are contrasting opinions in relation to this question amongst the grades. The EO grade all responded “No” to the question, whereas the AP grade by contrast all responded “Yes”. The HEO/AO grade were more divided, with 23% responding “Yes” and 77% responding “No”.

4.3.8 Q8 On a scale of 1 (No effect) to 5 (Highly increased) how would you rate the effect of training on staff morale?

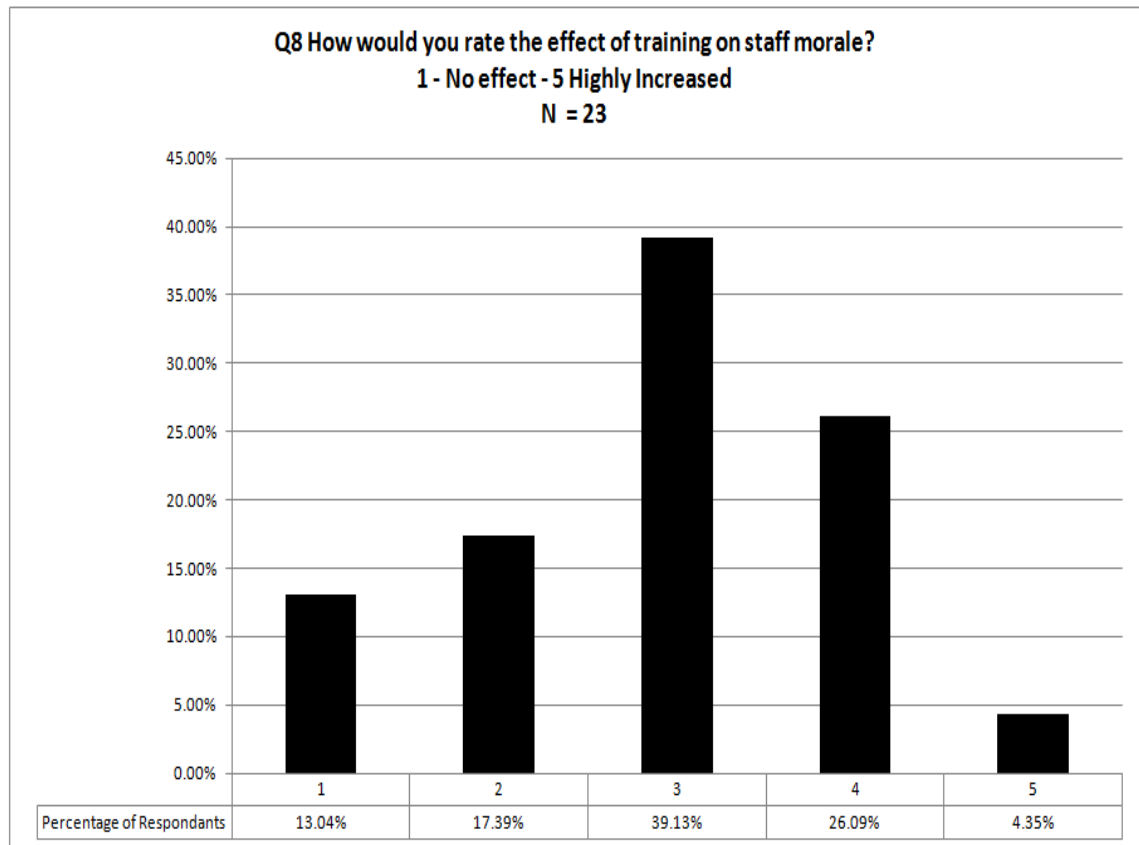


Figure 18(a) Bar chart of manager responses to Question 8 (On a scale of 1 (No effect) to 5 (Highly increased) how would you rate the effect of training on staff morale?)

The response of the managers to question 8 is shown in Figure 18(a). There was a positive response from managers to this question with 70% of respondents choosing scales 3, 4 and 5. However, a significant minority (30%) of respondents believed the training had little or no effect on staff morale. The mean response to the question was 2.9 with a margin of error of +/-0.5 which is somewhat lower than for other scaled questions on this questionnaire, or the trainee questionnaire. The broader spread of the responses is also shown by the slightly larger standard deviation of 1.1. It is interesting that the similar question concerning morale on the trainee questionnaire (Question 8) had a more positive response with a mean of 3.4 +/- 0.3 i.e. Trainees appear to be more convinced that the training had a positive effect on their morale than their managers. The mean responses on the two questionnaires still overlap within the ranges of their margins of error.

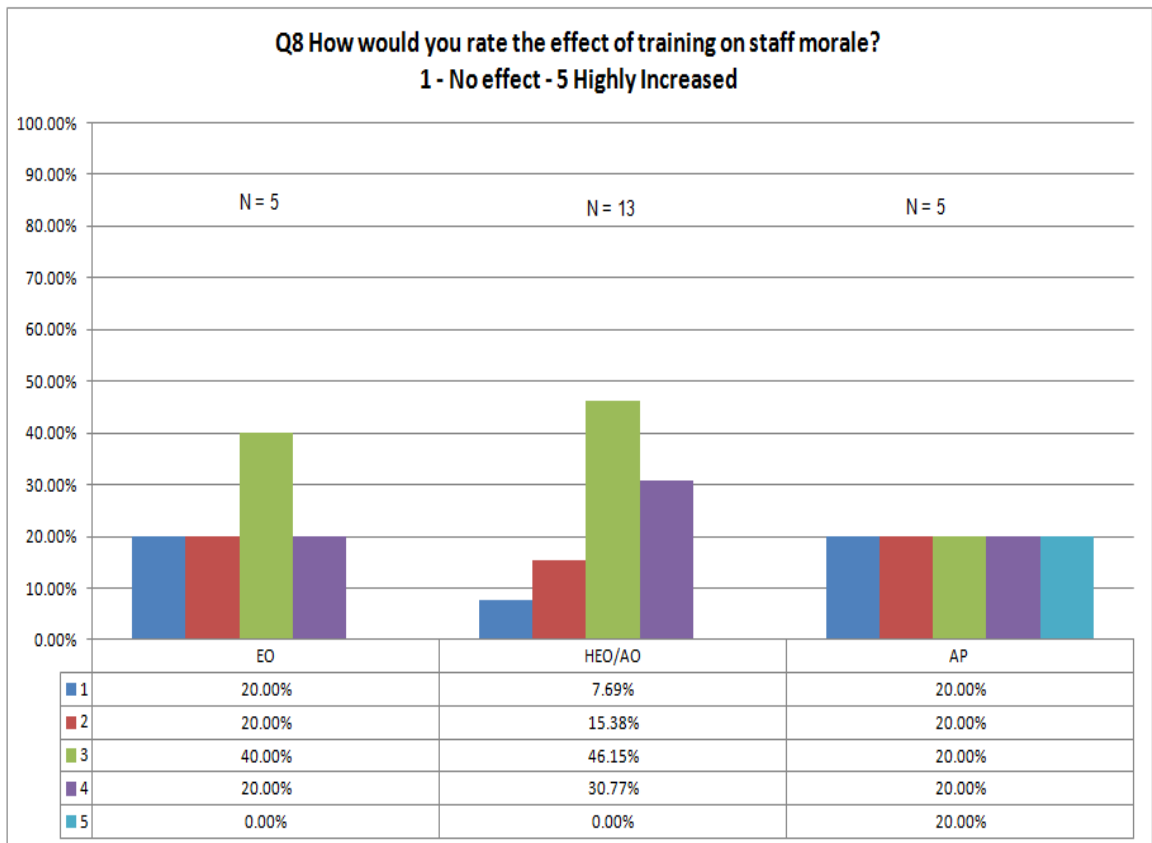


Figure 18(b) Bar chart of manager responses to Question 8 by grade (On a scale of 1 (No effect) to 5 (Highly increased) how would you rate the effect of training on staff morale?)

Table 18 Frequency table of manager responses to Question 8 (On a scale of 1 (No effect) to 5 (Highly increased) how would you rate the effect of training on staff morale?)

Grade	1	2	3	4	5	Mean	Standard Deviation
EO	1	1	2	1	0	2.6	1.1
HEO/AO	1	2	6	4	0	3	0.9
AP	1	1	1	1	1	3	1.6
Total	3	4	9	6	1	2.9	1.1

Figure 18(b) shows the response of the various grades to question 8. The response to this question across the grades suggests a very divided opinion whether training does improve staff morale. In general all manager grades suggest that training does improve morale. With 40% of the EO and AP grade responding to scales 1 & 2, and the lower mean observed for the EO grade there is some evidence of doubt. However, an analysis of variance test on the mean of the responses showed no significant differences between the 3 grades ($p = 0.78$).

4.3.9 Q9 Are there any other factors which may have influenced any staff morale improvement? If “Yes” please specify

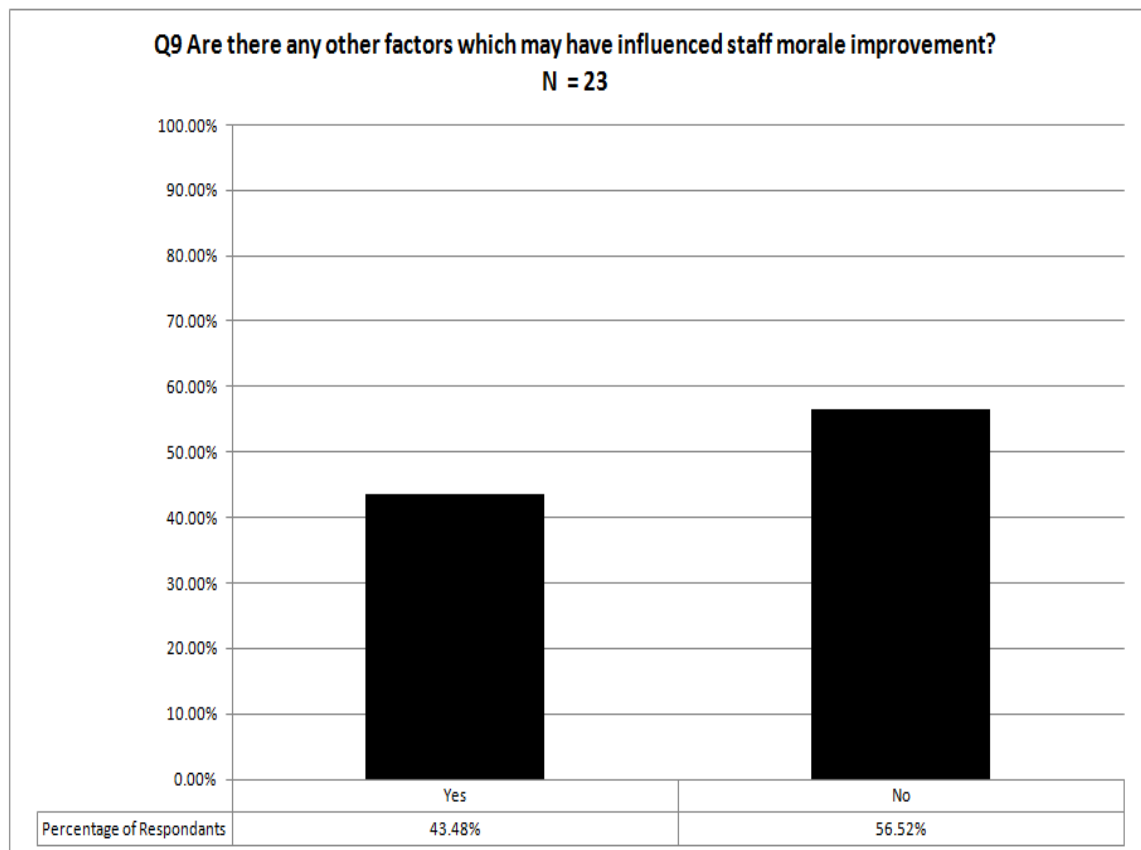


Figure 19(a) Bar chart of manager responses to Question 9 (Are there any other factors which may have influenced any staff morale improvement? If “Yes” please specify)

Figure 19(a) shows the overall response of the managers to question 9. The response to this question showed the greatest divide in managers’ opinions with 43 % responding “Yes” and 57 % responding “No”. Managers who responded “Yes” were also asked to specify their reason in an open text box. Other factors which may have influenced staff morale given by managers included:

“Government changes to pay and conditions”

“Lifting of embargo on recruitment and promotion”

“Relationships with colleagues and good line management creates a greater interest in staff’s work”

Clearly the managers believe that other factors outside of training have influenced staff morale.

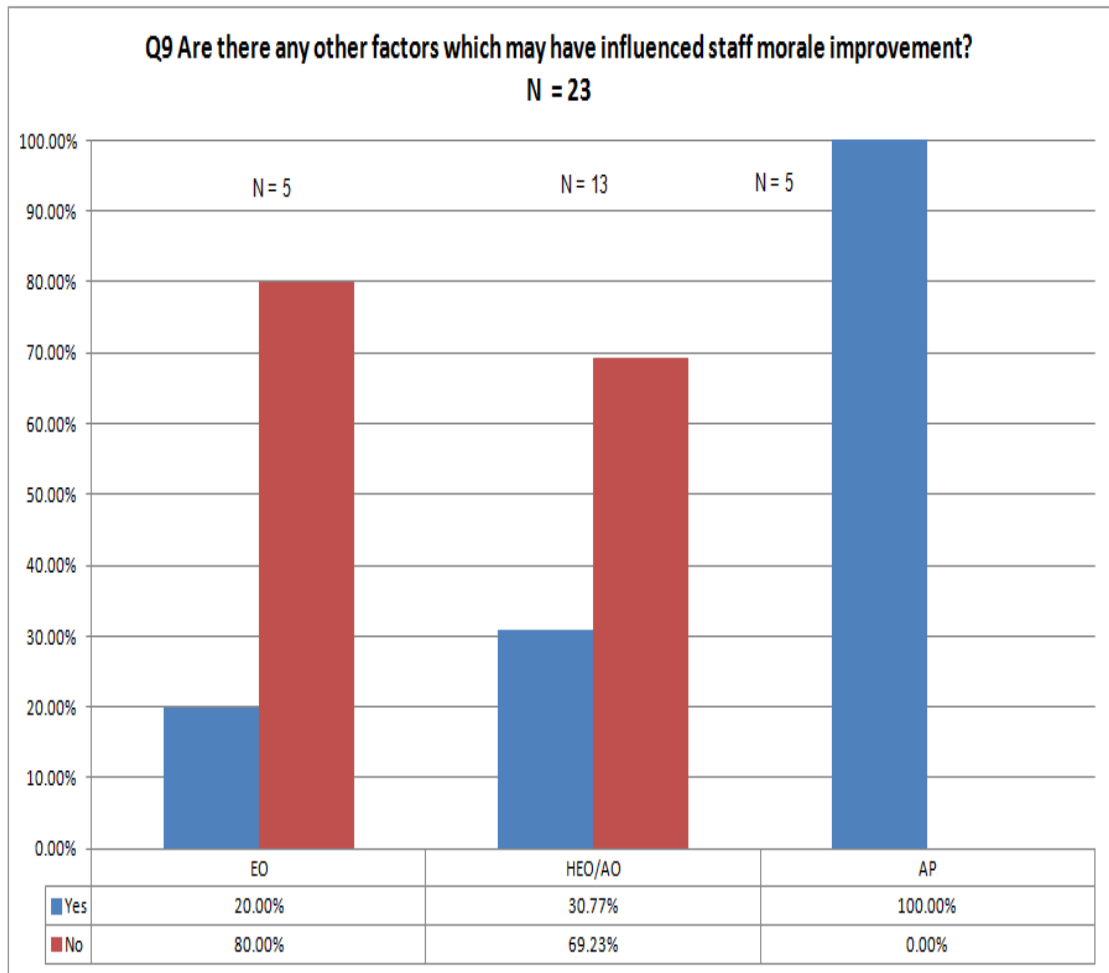


Figure 19(b) Bar chart of manager responses to Question 9 by grade (Are there any other factors which may have influenced any staff morale improvement? If “Yes” please specify)

Table 19 Frequency table of manager responses to Question 9 (Are there any other factors which may have influenced any staff morale improvement? If “Yes” please specify)

Grade	Yes	No
EO	1	4
HEO/AO	4	9
AP	5	0
Total	10	13

There is a large difference in opinion between the EO and AP grades where 80% of the EO grade responded “No” and all of the AP grade responded “Yes”. The HEO/AO grades were more divided amongst themselves, with 69% replying “No” and 31% replying “Yes”.

4.5 Discussion on Findings

The results of the research have been very positive in relation to the research objectives and the research questions. The research has also shown some interesting results from the points of view of both trainees and managers. Responses to questions also confirm what has been evident in the literature.

From a training perspective the findings show that the training has been relevant to the vast majority of staff members (trainees) who took the survey. This indicates that firstly the staff are receiving the correct training (training needs analysis) and that the staff training needs are being identified correctly. This is fundamental to the success of any training as was discussed in the literature review. Secondly this is backed up by the managers' responses to their question 2, where 100 % of managers agreed that the training either partly met or fully met the objectives of staff members job requirements.

Training as per the literature and the findings clearly improves performance, morale and confidence to work to a higher level. It therefore brings behavioural changes in a positive manner. This was highlighted by the responses to question 4 (confidence), question 5 (performance) and question 8 (morale) on the trainee's questionnaire and question 5 (staff performance) on the manager's questionnaire. The results of these questions were all highly positive. These findings relate positively to the second research question and to the research objectives.

As identified in the literature review, training is only effective to the extent that skills are transferred back into the workplace. The questionnaires attempted to determine if this was in fact happening and if staff were using their new skills in the workplace and so answer the first research question. Questions 2, 3, 7 and 9 from the trainee's questionnaire and questions 1, 3, and 4 from the manager's questionnaire addressed this. The questionnaire responses suggested that the knowledge gained from the training has been transferred back into the workplace, although opinions differed between grades. The findings also show that staff are getting opportunities to use their new skills in the workplace particularly according to managers. However, this opinion differed from the trainee's point of view. This difference in opinion was apparent when comparing the results of similar questions from the manager's questionnaire to the trainee questionnaire responses. In question 8 in both surveys (effect of training on staff

morale), managers had a less positive view than the trainees (mean response of 2.9 +/- 0.5 for managers, vs 3.4 +/- 0.3 for staff). Despite this, the overall consensus from the findings was that learning from training was being transferred back to the workplace and that staff were getting opportunities to use it although perhaps not as often as they would like.

Other findings of note were that coaching and mentoring played a pivotal role in transferring the knowledge from training into the workplace and improving staff morale. The CO grade appeared to benefit most from training from a confidence to work at a higher level, work performance, and morale point of view. Although there were few barriers to learning in the findings, there were also few promoters which was slightly concerning.

4.6 Conclusion

This chapter analysed the results from the questionnaires in detail and discussed the findings in relation to the research questions, the research objectives and the literature review. The sample size of the manager's questionnaire arguably restricted the findings somewhat, however on the other hand it also brought a different cross sectional dimension and was crucial to answering the research question and effecting a level three evaluation of the training.

Chapter 5 – Conclusion & Recommendations

5.1 Conclusion

In the view of the researcher the aim and objectives of this research project have been achieved through a combination of an in-depth analysis of the literature and a detailed use of the chosen research methodology. The literature and the research methodology which was used have also unlocked answers to the research questions.

5.1.1 Research question 1

“Has learning been transferred from training to the workplace and are staff using their new found learning in the work that they are carrying out?”

The research established that learning was been transferred from the training programme into the workplace and that staff were getting opportunities to use these skills in their work , however perhaps not as much as they would have liked. The evidence of this was established by the responses from managers to question three of the managers questionnaire where 79% agreed that the transfer of knowledge was being accomplished relatively easily. Managers were also adamant that staff were using their training back in the workplace as 100% of managers agreed that this was happening at least “Sometime” and 61% replied either “Yes, often” or “Yes, all the time”.However this contrasts somewhat with the trainee responses to questions two and three on the trainee questionnaire where staff were not as convinced that they were getting as many opportunities as they may have liked to use their new found skills in their work.

5.1.2 Research question 2

“Has there been a change in behaviour or performance as a result of the training?”

The research strongly agreed that there was behavioural and performance changes resulting from the training which was received. 88% of staff agreed that training had a positive effect on their performance and 80% agreed it had a positive effect on their morale.This was also evident when compared against people who had not received training as 100 % managers agreed training had improved performance.The training received from the programme brought positive behavioural changes in performance, morale, and confidence.

The overall response from the research questionnaires was very positive and signified the value which is placed in the organisation on training staff in order to meet business or organisational goals or objectives.

5.2 Recommendations for further research

The research carried out was an interim assessment of a group of staff members on a training programme which measured level three training evaluation (behaviour and the transfer of learning) on Kirkpatrick's evaluation framework. Having established that learning from the training programme is being transferred into the workplace and that it is being put to good use and that performance levels have improved because of it, it is recommended that a level four evaluation would be the natural progression to carry on from this research. Level four evaluation (on Kirkpatrick's framework) measures results and would need to be carried out some time after the trainees have completed the full programme. This further research would assist for example in identifying if the monetary investment in the training is justified by the results.

Finally, several large databases of Kirkpatrick level one evaluation questionnaires completed by trainees and captured over the course of many years exist for many of the Revenue Commissioner's training programmes. A more indepth analysis of these datasets, comparing results for training programmes and different trainees groups as they evolve over time could provide further useful information concerning trainee's perception of the effectiveness of the training interventions.

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Appendix – Trainee and Manager Questionnaires

Trainee's Questionnaire

This survey is strictly *private and confidential* and will not be used for any purpose other than gathering statistical data as part of a college project.

Please mark the box which you feel is most appropriate to your answer.

1. **On a scale of 1 (Irrelevant) to 5 (Highly relevant), how relevant to your work was the training?**

1 Irrelevant	2	3	4	5 Highly relevant
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. **Have you had opportunities to apply your new knowledge in the workplace?**

No	Yes, Sometimes	Yes, Often	Yes, All the time
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. **On a scale of 1 (Never) to 5 (All the time), how often are you applying what you learnt from the training to your work?**

1 Never	2	3	4	5 All the time
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. **On a scale a scale of 1 (No effect) to 5 (Highly increased), how has the training affected your confidence in your ability to work to a higher level?**

1 No effect	2	3	4	5 Highly increased
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. **On a scale of 1 to 5, how has the training affected your work performance?**

1 No effect	2	3	4	5 Highly increased
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. **On a scale of 1 to 5, how has the training affected your manager's satisfaction with your work performance?**

1 No effect	2	3	4	5 Highly increased
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Have you been able to share what you have learnt from the training with other on the job work colleagues?

No	Yes, Sometimes	Yes, Often	Yes, All the time
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. On a scale of 1 (No effect) to 5 (Highly increased), how has the training affected your morale?

1 No effect	2	3	4	5 Highly increased
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Has there been any particular barriers to the application of learning in the workplace ?

Yes No

If "Yes" Please specify:

10. Has there been any particular promoters to the application of learning in the workplace ?

Yes No

If "Yes" Please specify:

Manager's Questionnaire

This survey is strictly *private and confidential* and will not be used for any purpose other than gathering statistical data as part of a college project.

Please mark the box which you feel is most appropriate to your answer.

1. Have staff been able to use what they have learnt from the training in the workplace ?

No	Yes, Sometimes	Yes, Often	Yes, All the time
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How did the training meet the objectives of the staff members' job role requirements?

Did not meet	Partly met	Fully met	Exceeded
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. On a scale of 1 (very difficult) to 5 (very easy), how would you rate the ease of transfer of knowledge gained from training to the workplace?

1 Very difficult	2	3	4	5 Very Easy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. The transfer of knowledge from training also required coaching and mentoring.

Agree	Disagree
<input type="checkbox"/>	<input type="checkbox"/>

5. On a scale of 1 (No effect) to 5 (Highly increased) how would you rate the effect of training on staff performance since delivery?

1 No effect	2	3	4	5 Highly increased
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. How does the job performance of staff that have undergone the training compare with those who have not yet undergone the training?

No difference	Slightly better	Better	Far better
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Are there any other factors which may have influenced any staff performance improvement?

Yes No

If "Yes" Please specify:

8. On a scale of 1 (No effect) to 5 (Highly increased) how would you rate the effect of the training on staff morale?

1 No effect	2	3	4	5 Highly increased
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Are there any other factors which may have influenced any staff morale improvement?

Yes No

If "Yes" Please specify: