



Does evaluation influence inner-firm education and training strategies?

Results of my Bachelordissertation

Lena Bernhardt
Institute of Educational Science
Faculty of Psychology,
Education und Sports Science




Universität Regensburg



Lena Bernhardt
Institute of Educational Science
Faculty of Psychology,
Education und Sports Science

Outline


1. Research questions
2. Linking evaluation and decision-making on VET
3. The underlying evaluation model – Kirkpatrick
4. Research method: Literature review
5. Results of the literature review
6. Conclusion and recommendation for further research



Lena Bernhardt
Institute of Educational Science
Faculty of Psychology,
Education und Sports Science

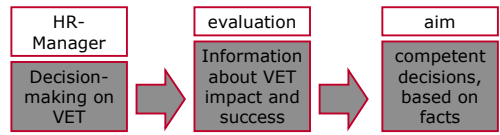
Research questions

1. To what extent do firms evaluate inner-firm VET?
2. How does evaluation influence inner-firm education and training strategies?




Lena Bernhardt
Institute of Educational Science
Faculty of Psychology,
Education und Sports Science

Linking evaluation and decision-making on VET




Evaluation can be used

- to decide on,
- to legitimate,
- to optimize vocational education and training.




Lena Bernhardt
Institute of Educational Science
Faculty of Psychology,
Education und Sports Science


The underlying evaluation model – Kirkpatrick (Kirkpatrick & Kirkpatrick, 2006)




1 reaction




2 learning



3 behaviour



4 results



Lena Bernhardt
Institute of Educational Science
Faculty of Psychology,
Education und Sports Science

Research method: Literature review

- Summarize literature and empirical studies about evaluation
- Generating a new perspective on evaluation
- Selection of eleven empirical studies
 - Kirkpatrick's evaluation model as underlying model
 - Published in peer-reviewed journals
 - Recent references: 1999–2007

Results of the literature review

1. To what extent do firms evaluate inner-firm VET?
 • Do HR-Managers collect information about trainings?

Empirical study	results
Yadapadithaya & Stewart (2003)	• 85%/94% of the firms evaluate trainings
Blanchard et al. (2000)	• 90%/95% of the firms evaluate trainings
Al-Athari & Zairi (2002)	• 14% of firms evaluate trainings usually • 68% of firms evaluate trainings sometimes • 19% of firms evaluate trainings rarely
Wickramasinghe (2006)	• Evaluation is not wide spread
Bober & Bartlett (2004)	• Analyzing firms with active evaluation practice
Häring (2003)	
Sadler-Smith (1999)	

Results of the literature review

- What do they evaluate (ref. to Kirkpatrick's model)?

Evaluation-levels as indicated in the studies

Level	0-19%	20-39%	40-59%	60-79%	80-100%
1. Reaction	-	-	-	3	5
2. Learning	2	1	-	4	1
3. Behavior	1	2	4	1	-
4. Results	1	2	4	1	-

- Many enterprises consider all four levels of evaluation.
- Evaluation on level 1 seems to be standard.
- Evaluation on level 3 and 4 is not usual.

Results of the literature review

2. How does evaluation influence inner-firm education and training strategies?

- Who is interested in which evaluation results?
 - Participants and trainers: lower levels
 - Upper Management: higher levels
 - HR-Manager: no clear tendency
- For which purpose do the HR-Managers use evaluation results?
 - ⇒ To legitimate/to optimize/to decide

Conclusion and recommendation for further research

- Firms evaluate information about the impact and success of VET.
- HR-Managers use the information for different purposes, i. a. for decision-making.

But:

- Which evaluation data is exactly used for decision-making?
- How is the data included in decision-making?
- Which other factors influence decision-making on VET?
- ⇒ The role of evaluation has to be clarified.

Thank you for your attention!

Lena Bernhardt
lana.bernhardt@googlemail.com

Institute of Educational Science
 Faculty of Psychology, Education und Sports Science
 University of Regensburg
 GERMANY