

CHAPTER ONE

INTRODUCTION .

1.1 Objectives of the Study

This study seeks to:

- o explain the importance of evaluation for an organisation and for the training function
- o provide the framework of Kirkpatrick's model
- o measure the effectiveness of a selected training programme in Bank Negara Malaysia
- o recommend the approaches to training evaluation in Bank Negara Malaysia

1.2 Significance of the Study

This study is significant for the following reasons:

1.2.1 Evaluation of training programmes at Bank Negara Malaysia is confined mainly to Levels 1 and 2 of Kirkpatrick's Model. It measures how participants react to the programmes and what knowledge they have benefitted. While there are advantages in evaluating both these levels but there are limitations too.

1.2.2 The Staff Training Centre of Bank Negara has completed a comprehensive training needs analysis in 1996 under the Development Needs Analysis (DNA) project. The end product of the project is a series of Road Maps of training in primary and technical skills for four levels of staff. For the first time, the Bank has a very structured training programme for its staff. As money and effort have been invested in the DNA Project, it would be timely to study how evaluation can determine whether the training has been effective. The study will also discuss how the Development Needs Analysis was carried out.

1.2.3 The findings of the study therefore, will have practical implications for Bank Negara, in terms of redesigning, formulating and implementing training policies and programmes.

1.3 Scope of the Study

The first half of this study provides the framework of training evaluation outlining its importance on the Kirkpatrick's Model. About 90% of the training programmes conducted at the Staff Training Centre are outsourced and so far the focus of evaluation has been on Levels 1 and 2 evaluation. Therefore, the research is limited to evaluating one training programme that is the Clerical Development Programme conducted in 1996 by the Bank's in-house trainers and where evaluation up to Level 3 has been attempted. This is contained in the second half of the study. The study will not cover Level 4 evaluation as collecting and interpreting the data is more difficult and time-consuming than surveying trainees (Shelton, 1993). Level 4 is also difficult to measure in terms of results because training is only one of the variables that affect organisational performance (Info-Line ASTD, 1994).

1.4 Research Methodology

The research methodology essentially uses a survey questionnaire in the form of a rating sheet.

1.5 Assumption

The basic assumption in this study is that the Clerical Development Programme is likely to have a significant impact on the individual's job proficiency and behavioural change.

1.6 Sampling Design

Only 42 respondents were surveyed and this covers all the participants of the Clerical Development Programme conducted twice in 1996.

1.7 Limitations of the Study

The Clerical Development Programme is the only programme where systematic evaluation by both the participants and supervisors has been attempted and hence the study is limited to this programme only.

1.8 Summary of Chapters

Chapter Two outlines the review of literature on the training cycle, the purposes and uses of training evaluation. Chapter Three describes the basic framework and concepts of the Kirkpatrick's Model. Chapter Four gives the background of Bank Negara Malaysia, its objectives and functions, organisation, mission, vision and core values. The chapter also provides an overview of the training programmes the Staff Training Centre of Bank Negara conducts. Chapter Five outlines the programme and attempts to explain the methods used in evaluating the four levels and provides the research findings and the concluding Chapter Six provides some recommendations on how to build in the four levels of evaluation into the training programmes in Bank Negara.

Many different words are used for measuring the effectiveness of training programmes: assessment, evaluation, validation, quality control, measurement and others. For the purpose of this paper, evaluation and measurement is regarded as synonymous. The word training used in this paper would include development and training programmes would cover courses, seminars and workshops.