

A using of four-level model

[Business](#), [Work](#)



A four-level model is an approach that is commonly used to evaluate training and development programs. It focuses on four different levels of training outcomes: behavior, results, learning and reactions. A behavioral objectives approach is a method that focuses on a process, product or program, and the degree to which they have been achieved.

The first approach for discussion is the four-level model. It is possible to look at examples or situations for which the approach can be used, the conditions for using this particular approach and finally the limitations or the disadvantages of the four-level model. Through an analysis of the four areas (behavior, results, learning and reactions), it is possible to better understand the specific benefits of using such a model.

For example, within the area of reactions, measurements can be defined to assess how trainees react to a presentation. These measurements can help to standardize what information is presented, through a more objective understanding how well certain types of information are received by the trainees. Likewise, within the learning level, trainees can be assessed before and after presentations to get a measurement of any knowledge increase due to the training.

At the behavior level, an evaluation of trainee behavior can be completed via observation or self-assessment. In other words, trainees can be asked to provide insight on how the training has affected their behaviors. Lastly at the results level, an analysis or final scoring of the training conducted can be done, which includes a final overview of how the training will benefit an organization.

Conditions for using a four-level model approach might include:

- Was the training worth the trainees time?
- Did the trainers think it was a success?
- Was the venue and mode of presentation liked by the trainees?
- Are the trainees able to share their knowledge with other people?

There are a number of limitations to using the four-level model approach for the analysis of training. For example, inadequate data collection can lead to a lack of good quality data that can then be used to attribute causes and effects. Also the data generated may not have a large enough base to draw accurate conclusions. Lastly it does not necessarily deliver many benefits and future interests to the organization as a whole.

It would be useful to look at the behavioral objective approach from examples of use, and the conditions that must exist in the limitations of using this approach. Characteristics of the behavioral objective focus are:

- Student-oriented. This involves placing an emphasis on what students are expected to do rather than what the teacher will do
- Learning outcomes. For example, the importance of this is to know what the student has learned. In other words, to validate that the learning outcome is more important than the learning activities
- Clear and understandable language. There should be clear and understandable language used in the descriptions of actions or behaviors of a student

- Observable. The final outcome of the behavioral objective approach is the ability to observe any changes in a student's behavior and performance.

Considerations when using this approach include:

- Focus on the student's attention
- Provision of a framework or structure to enable student visualization
- Ensure clarity in the intention of the presentation
- Provide a smooth transition from known to unknown

The limitations of using a behavioral objective approach are that the outcomes may be given a higher status than they are actually worth.

Another limitation of using this approach is that it may stifle the teaching and learning processes, as it is so much prescribed. Finally, this approach is difficult and can take a lot of time to construct appropriately.