

Four levels of evaluation



At the end of the process is primarily of a summative type to provide evidence to sponsors and potential users about the value of solution (Craig, 1996). Together with needs assessment, evaluations are among the most strategic tools available to the trainer or performance improvement practitioner. The evaluation of training programs involves four levels, which were originally suggested by Donald Kirkpatrick in 1950s.

The four levels of evaluation are, level 1 which is called reaction, in this level it describes how the participants react to an instructional program, level 2 which is called learning describes the extent to which participants improve knowledge, skill, or attitude as a result of participation, level 3 which is called behavior which describes the extent to which on-the-job behavior is changed or skills are transferred to the work setting, and lastly, level 4 which is called the results which describes the final results or business impact that occurred because of participation (Craig, 1996).

I would argue for examining all the four levels if my boss suggested that I should look only at the results because a better result can only be achieved if the first three levels are done so it is therefore essential to have all the levels to have a better result.

Level 1 is important because it gives directions on how the course and delivery can be improved in the future, level 2 is important because it allows for certifications or verifications of what was learned in the course which will benefit both the learner and the organization, level 3 is important because it feeds back valuable information on how effectively the learner is transferring what was learned on the job, and lastly, level 4 is important because it measures the bottom line results (company profits or return on investment)

resulting from the training, and if this cant be confirmed, there are other measures possible such as cost reductions, reduction in cycle time, time-to-market, or time-to- competency.