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Training Evaluation:
A Case Study Of The Behavioral Change
On The Job Performance Of The Support Staff Of
The State Civil Service
(SSDP Module 3 – Effective Communication Skills)

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Abstract

The primary objectives of this study are to find out whether there are any behavioral changes in the participants after they have attended the training, and whether the behavioral changes (if any) are in any way influenced by the demographic characteristics. Towards that end, a survey methodology was chosen for this study. According to Babbie (cited in Edward, 1997), a survey is a way of obtaining self-reported information about the attitudes, beliefs, opinions, perceptions, behaviours, and other characteristics of a population. Responses from the participants were measured at two points: immediately after the training ended and six months after they had attended the training.

Overall, the results of the study seem to indicate that there are no significant changes in the on-the-job performance behavior of the participants at the two points of time. The perception of the participants themselves with regard to the changes in behavior concerning the eight essential elements of effective communication were also not significant. Incidentally, the participants' co-workers also perceived that there was no significant difference between the participants' on-the-job behaviour immediately after the training ended and six months after they had completed their training. However, the participants' immediate supervisors perceived that there was some significant difference between the participants' on-the-job behaviour immediately after the training ended and six months after they had completed their training.

Furthermore, the varied demographic characteristics do not indicate any significant influence on the job performance behavior. These results are quite consistent with previous studies conducted on level 3 – evaluation of behavioral change by other researchers: Nickols (2000: 4), Wagner and Roland (1992) quoted by Meyer et al. (2003: 5), Clemmer (p.1), and Bramley (1996: 8).

CHAPTER 1

INTRODUCTION

1.0 Introduction

You can dream, create, design, and build the most wonderful place in the world, but it requires people to make the dream a reality.

Walt Disney

The quotation above signifies the importance of human resources in all organizations as no organization can be operational without human resources with the required skills and knowledge.

As our nation aspires to be a fully-developed nation with the help of technological leap-frogging by the year 2020, our workforce must be equipped with the necessary skills, knowledge and attitudes so that they are capable of optimizing their performance not only for the present but also for the future. As far as the jobs of today and of tomorrow are concerned, most organizations are always gearing towards high value-added and skills. Hence, in attaining their goals, a training system that delivers job competency plays a vital role in all organizations whether the organizations are from the public or private sectors.

In line with the national aspiration, the Chief Minister Pehin Seri Dr. Haji Abdul Taib Mahmud has time and again expressed his desires and support in his speeches that the Sarawak State Government would fully adopt the “New Civil Service” concept in order to facilitate the massive development of the state and the nation. Towards this end, no mean amount has been spent in training the civil servants.

In achieving the concept of “Towards the New Civil Service” in Sarawak, The Support Staff Development Programme (SSDP), which consists of nine modules is used as a means of equipping participants who are support staff with competencies which encompass knowledge, skills and attitudes required for their various designations at work. Thus, a

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter contains the definition of evaluation, literature related to factors affecting behavioural changes, theories related to behavioural changes at work, and training needs analysis (TNA).

2.1 Definition of Evaluation

There are as many definitions on evaluation as there are number of writers. The following list of writers with their definitions exemplify this statement.

- Boulmetis and Dutwin (quoted by Meyer and Elliot, 2003: 3) define evaluation as the systematic process of collecting and analyzing data in order to determine whether and to what degree objectives were or are being achieved.
- Bramley (1996: 4-5) views evaluation as a process of establishing the worth of something. He further argues that evaluation of training is a process of gathering information with which to make decisions about training activities.
- Cronbach (quoted by Meyer et al.) describes evaluation as the process by which a society learns, whether personal and impressionistic or systematic and comparatively objective.
- Goldstein (quoted by Cascio, 1989) defines evaluation as a systematic collection of descriptive and judgmental information necessary to make effective training related to the selection, adoption, value and modification of various instructional activities.
- Holli and Calabrese (quoted by Meyer et al.) define evaluation as comparisons of an observed value or quality to a standard or criteria of comparison. Evaluation is the process of forming value judgements about the quality of programmes, products, and goals.