GÖTEBORGS UNIVERSITET
SAMHÄLLSVETENSKAPLIGA FAKULTETEN

-Behavioural change through training-

An exploratory study

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Abstract

Thesis, Bachelor degree: 15 hp

Year 2013
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Aim:
Measuring behavioural change is a challenge. Many organizations don´t measure behaviour changes because it takes too much time and resources. That´s the reason many training programs fail to deliver the expected outcome, and organizations do not gain the required benefits. This study has an exploratory approach with the aim of examining whether the training "Manage, Lead and Coach" has had any effect or has influenced the participants. The training took place at SKF College. It's a challenge to measure, whether there is a change in behaviour after participants have completed the training. If it is possible to measure, the question is, to what extent the behaviour has changed after the participants have finished the training?

Theory:
Don Kirkpatrick set the standard for training evaluation in 1959, and ever since, dedicated training professionals have used his *The Four Level Model,* for evaluating the impact of their work. The Four Level Model has been my theoretical framework that I used for evaluating behaviour change and the concentration has been in Level three "Behaviour" in the model.

Method:
The method used is quantitative, and based on a survey comprising 23 questions sent to the participants. The group in Singapore answered the questionnaire before they did the training and the group in Sweden were asked to answer the questionnaire after they completed the training. Data from the respondents was subjected to analysis using the statistical software SPSS.

Results:
The results are based on the exploratory study and tentatively indicate that participants had applied behavioural changes to some degree and the organisation may gain advantage from employee's knowledge and skills that they acquired during the training. But what value it gives the organization is difficult to measure.

Key words: Behaviour changes, Apply the behaviour, Training, Evaluation and Manage, Lead and Coach.

Förord

Jag vill rikta ett tack till familj och andra i min omgivning som gett stort stöd och uppmuntrat mig att fortsätta studien trots motgångar under processens gång.

Jag vill tacka min handledare Ove Jobring för sitt stöd under den långa processen, även tack till min handledare Ingemar Hahn som gett mig förtroendet att utvärdera beteendeförändring hos deltagarna, som genomfört kursen *Manage, Lead* and *Coach*. Han har också tagit fram material och förmedlat kontakter som jag behövt, det har varit värdefullt för studien.

Tack till Utbildnings företaget Mindset som varit min support med sina kompetenser inom *behaviour changes*.

Ett stort tack!
Maria Kober

1 Introduction

Every year thousands of organisations around the world probably spend billions of dollars on training and development of employees. "Sales Training", "Become an Outstanding Coach", "Handle Resistance and Changes" and "Leadership Trainings" are examples of such training. When the employees have completed the training they have new knowledge and skills, to perform and utilise at work. The expectation is then that participants´ *behaviour changes* after they completed the training. If so, to what degree has the behaviour changed?

Due to the costs and efforts invested in training, this subject is worth investigating, but at the same time complicated to explore and measure. But, *what* is behaviour? You see someone in the meeting room, waving with his hand, only without saying anything, trying to get the attention from the chairman. Everybody in that room "sees" that he wishes to express himself, but no one can hear him.

Another example of behaviour is when the manager explains to the employee in a meeting room: - you haven't completed your work correctly and you have not delivered in time as we agreed. These examples occur daily in all organisations. The first example means; you can "see" and reflect on the behaviour, however you cannot hear it. The second example is about behaviour you can both observe and hear, in the room.

But do the companies and organisations have any idea how effective their investments are? Do they measure the impact? The truth is; you can't manage what you don´t measure. The study of *Learning Research Pioneer* has found out that it's only 9 per cent of learners, who actually applied what they have learned with positive results, according to Dr. Robert Brinkerhoffs.[1]

This research took place at SKF AB, which is a global group that was established 1907 and has 46,039 employees. SKF College offers global strategic training solutions, developed and realized in cooperation with the SKF Academies. They also perform training expertise, global learning, management process and IT-platform, infrastructure and courses in coordination services. SKF College is divided into different departments; one of them is SKF Learning. They implement different types of trainings and one of them is the course "Manage, Lead and Coach". This one is going to be the empirical target in this thesis.

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[1] Robert O. Brinkerhoff, (2003) *The Success Case Method: Find Out Quickly What's Working and What's Not*, San Francisco: Berrett-koehler p 219

2 Background

Writing a thesis about measuring behaviour seemed obvious. It is a subject that is constantly being developed. During the three months, when I performed my internship at department SKF Learning the idea seemed obvious. During these weeks my supervisor and I had a lot of thoughts about this specific topic. The questions we were discussing were how the behaviour was before the participants started the training in *Manage, Lead* and *Coach* (MLC) and how their behaviour was after they finished the training. The main purpose is to measure how much their behaviour had changed after the participant's training. SKF Learning works with this kind of topic and they have different methods to measure and evaluate behavioural changes. They work with and carry out the topics; the challenge is to find the time to successfully run the project.

SKF learning has expressed that they strive to measure the impact of learning of their leadership trainings in order to validate the impact of learning and to demonstrate the value of this to all stakeholders. If the organisation is able to create a sustainable behaviour, it will lead to higher business impact. SKF Learning sees learning as a change process, which takes time and should be designed to generate sustainable behaviour and thereby higher business impact. After talking with my supervisor, we decided that I should take the opportunity of measuring the behavioural changes and try to evaluate this behaviour. In this context I need to reflect over "Dual loyalties", because SKF Learning is the principal in this context and they are interested of the result for their best. I also need to respect the various criteria that the University of Gothenburg has about how to perform a thesis.

1.2 SKF`s Leadership model in Manage, Lead and Coach.

According to SKF Learning, the participants should be able to use and practice these learning objectives when they ended the training.

- Understand the strength and challenge in *Manage, Lead* and *Coach* and how to best leverage the combination of them.
- Use *Manage Lead* and *Coach* and the combination in daily work, to more effectively communicate, delegate, create ownership, motivate, strengthen the team spirit, persuade etc. Both with people working for them and other important stakeholders.
- Give constructive feedback that leads to development.
- Act with increased self-awareness: to know their personal challenges and patterns to best overcome the barriers in utilizing *Manage, Lead* and *Coach.*

As a leader you need to apply these three skills of influence in your daily work.

Managing-where you take responsibility for the decisions, giving clear directions and establishing the framework.

Leading- where you involve your team to explore and you share the responsibility with them.

Coaching-where you hand over the responsibility to your co-workers, releasing their potential.

There is no simple template for when to use respectively *Manage, Lead* or *Coach*. It depends on the task, the competencies and maturity of your team, the speed at which things need to happen, and your own competency in the area and your trust in the co-workers. This is the description that SKF Learning has of the Leadership model MLC.

3.0 Purpose and Research question

The study has an exploratory approach with the aim to examine if the course Manage, Lead and Coach has had any effect or influenced the participants.
This is examined through a questionnaire about the participants' behaviour before the training, and a questionnaire on behaviour after completing the training within the relevant field. Is it possible to deduce an indication that there is a behaviour change that emerges between these two groups?

To what extent do the results indicate that the participants who completed the training experienced a changed behaviour compared with those not having completed the training?

3.1 Why measure behaviour changes?

Many organizations don´t measure behaviour changes because it takes too much time and resources from them. That´s why many training programs fail to deliver the expected outcome and lose the benefits for the organizations. Having a well-defined and structured measurement system in place can help the organization discover were they can best invest their efforts. It is important that the department that has responsibility for these trainings, is able to improve and demonstrate real and significant benefits to their organization. It could help the trainer to get more resources from important decision makers. In all organizations the conditions change, and what was a successful training yesterday may not be so tomorrow. Being able to measure the results from training are helping the organization to adapt to such changing environments. [2]

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[2] Slideshare, (2012) Present yourself
http://www.slideshare.net/sapnatiwari90/kirkpatricks-four-levelsofevaluation p 271 (2013-05-30)

3.2 Definition, what is behaviour?

In my thesis I´ll define only the kind of behaviour that can be heard and observed in different situations in daily work. Individuals are used to regarding feelings and thoughts as behaviours that could be constructive and meaningful, when the target is to help people to develop in personnel issues. But when it comes to a situation with individuals in organizations, the focus should be on the interactive behaviour between the employees and those around them. Because, when an employee speaks or performs something, it affects individuals in the organization and has consequences for the result as outcome pursued.[3]

The purpose of measuring the behaviour is to reach the behaviour that needs to be changed or prepared in different way in order to lead to a better result. In this case, the participants in the training are evaluated in different behaviours in order to become more successful managers.

4.0 Theory

4.1 Theory

Kirkpatrick's model is one of the most known models to measuring the effect of training programs and it has developed by Donald L Kirkpatrick, Professor Emeritus, in University Of Wisconsin. He published the first ideas in 1959, in different articles in the Journal of American Society of Training Directors. The articles were subsequently included in Kirkpatrick's book: Evaluating Training Programs. It was published in 1994. Donald L Kirkpatrick was President of the American Society for Training and Development (ASTD) in 1975. Kirkpatrick has written several other books about training and evaluation and his theory has now become arguable and most widely used and a popular model for the evaluation of training and learning. Kirkpatrick's four levels has now become a standard across the HR-learning in organizations and in the training societies.[4]

This statement represents the ultimate intent of the four level of evaluation.

"The ultimate intent of the Four Level was then, and is today:
To show the business value and worth of training" [5]

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[3] Rolf Olofsson, (2010) *Beteendeanalys i organisationer: handbok i OBM,* Stockholm: Natur och kultur, p 27

[4] Businessballs is a free ethical learning and development resource for people and organizations, run by Alan Chapman, in Leicester, England.
http://www.businessballs.com/kirkpatricklearningevaluationmodel.htm (2013-05-20)

Here is a brief description of the four levels in Kirkpatrick model:

4.1.1 Level 1: Reaction.

In this level it's important to find out how the trainees react to the program or even better are, if you can measure costumers/participants´ satisfaction with the training. The most essential in this level is to understand that the "costumers´" reaction is important. Their reaction concludes whether they come back again or recommend the training to others from their organization. This is essential, because it have a major impact on the future training programs and the budgets in the organization.
Reactions from the "customers" should be measured in all type of programs for two reasons; It's important that the participants know that trainers value their reactions in training, and also measure their reactions in order to achieve suggestions for improvements in the coming training.

4.1.2 Level 2: Learning.

In level 2 it's important for every program/training to have focus on the goal of increasing knowledge for the participants. At this level the focus is on to what extent learning has occurred when the participants have finished the training. Some trainings also have the goal of increasing the technical skills or sales skills for the participants and other trainings have focus on "Diversity Training" and are aimed at changing attitudes.

4.1.3 Level 3: Behaviour

To what extent has the behaviour (in the job) changed as a result of the training?
This level is the most difficult to measure according to Kirkpatrick, and probably the most important level. If the participants cannot apply what they have learned during the training, it has failed even if learning has taken place. Therefore it's so important to measure behaviour changes, and it's necessary, not only to see if the behaviour has changed, but also to find out the reasons why a change has not arisen.

4.1.4 Level 4: Results

To what extent have results occurred because of the training?

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[5] Jim Kirkpatrick, PhD and Wendy Kayser Kirkpatrick, (2009) The Kirkpatrick Four Levels: A Fresh Look After 50 Year, http://www20.gencat.cat/docs/eapc/Home/Biblioteca/Recursos/docs_EAPC/formacio/Jornades%20sobre%20la%20planificacio%20i%20gestio%20de%20la%20formacio%20a%20les%20administracions/10246%20avaluacio%20formacio/docs%20kirkpatrick/kirkpatrick_4%20levels.pdf (2013-05-08)

This level focuses on the result, and how it will affect the business or environment as a result. The key indicators could be; reduction of waste, improved quantity of work, improved quality, reduction in cost and return on investment (ROI).

When you evaluate behaviour at this level, it's important to select those programs/trainings that considered most important or most expensive for the organization.[6]

The SKF Learning has for a long time implemented Kirkpatrick Four Levels model, and they have used levels 1 and 2 of that model and completed with the evaluation which was recommended, but they had no intention to perform the 3 and 4 levels. Therefore my challenge is to measure behavioural changes and evaluate the result in accordance to the 3 level of Kirkpatrick's model.

4.2 Transferring Learning to Behaviour according Kirkpatrick

The best proof of value, however, occurs when learning leads to long-term changes in behaviour. According to the article Transferring Learning to Behaviour by Jim Kirkpatrick, in which he explained that senior executives are more interested in an effective implementation of their own strategy instead of effectively providing training programs. An example of that is; when a bank started an implementation of a new strategy, Total Quality Management (TQM) across the organization, a lot of money and effort were invested in training programs. The outcomes of the training were different kinds of methods, which showed flowchart in processes and diagrams on the value chain. After one year there were only a few people who still used the methods. So what went wrong with this implementation? There was too little transference from learning to behaviour, obviously. The explanation is that the senior and the junior-level managers never fully included the benefits of TQM. The individuals who had responsibility for the implementation should have created more accountability and they should have supported new behaviour. However, the bank's strategy had not been executed successfully, the organisation didn't have the opportunity of reaching the positive result, according to this article.

4.2.1 The solution according Kirkpatrick

First, convince the junior managers and the senior managers that evaluation is a key to strategy in implementation. The second; with a concerted effort is the organisation will be able to reach the *Level 3* (behaviour) and then they will be able to transfer learning into better-quality behaviour.

Another solution is to convince leaders that evaluation is a significant driver of strategy, inspiring them to participate and be active in the coming training in the organization.

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[6] Donald L. Kirkpatrick and James D. Kirkpatrick (2005) *Transferring Learning to Behaviour,* San Francisco: Berrett-Koehler, p 5

The value from coaching that supervisors and managers give to the participants is the key to bridging the gap that exists between learning (*Level 2*) and behaviour (*Level 3*). It is important according to this article, to train the leaders to be coaches, so they can apply the right amount of responsibility and support to their co-workers. it's appropriate to prepare a 360-degree feedback process to encourage co-workers to apply what they've learned during the training. [7]

4.3 Guidelines for evaluating Behaviour, *Level 3*

Have the employers changed their behaviour, because they attended a training program? How much are they able to transfer back to the organization and improve benefits with the new knowledge, skills and attitudes. That is what *Level 3* is trying to evaluate. [8]
In the following it will be shown the seven major guidelines for evaluating behaviour according to Kirkpatrick,

4.3.1. If it's possible evaluate before and after training.

According to Kirkpatrick, it's best to perform an evaluation before and after training, but sometimes not possible or practical. For example, the trainer may arrive on the same day or the day before the Training Program starts, so it's not so easy for the trainer to design a questionnaire, where the purpose is to measure behaviour changes. But "for an in-house – program training" it's possible to design a questionnaire for the program, but it might not be worth time or money to spend on that program. When planning and designing the training for example: *Coach your Co-Worker* it's important to define the kind of behaviour that the participants should have after the training, to be most effective in his /her daily job.

The strategy is to measure the behaviour before the training program, and then the researcher measures the behaviour again after the training to see if a *change* has occurred, in the skills, attitudes and knowledge that the training program had declared. If you ensure this, you will be able to compare the observed behaviour before and after the training program. Then you are able to define if any *change* has taken place with the participants´ behaviour, according to Kirkpatrick.

4.3.2. Allow time for the behaviour changes.

Before you can measure any behaviour changes on the participants, it's essential to allow them to have the opportunity to apply their new behaviour at work. Sometimes opportunities occur directly when they get back to work. For example, participants have the possibility to use the

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[7] Jim Kirkpatrick (2005) *Transferring Learning to Behaviour,* p 19

[8] Donald L. Kirkpatrick (1994) *Evaluating Training Programs*: *The Four Levels*, San Francisco: Berrett-Koehler p 52

new skills from training in Management By Walking Around (MBWA) where that behaviour could be used right away. However, even if the participants have the opportunity to use their new behaviour and transfer that to their jobs, it's necessary to allow time for the transfer to occur before one starts to measure behavioural changes on the participants. [9]

4.3.3. Perform one survey and/or interview with the followings:

    a) The participants.
    b) The manager of the participants.
    c) The subordinates of the participants.
    d) Others who observe the participants´ behaviour.

Kirkpatrick`s guidelines suggests, that one evaluation should be done on one or more of the following; trainees, their immediate supervisor, their subordinates and others who are familiar about their behaviour. Who is the best qualified to determine the trainees´ behaviour (participants), probably the subordinates are, he/she see the behaviour all day and they maybe are working closely together. According to Kirkpatrick, the person who is working nearby the participants is the most qualified to evaluate the behaviour; therefore the immediate supervisor may not be the best person to evaluate, because he/she does not spend enough time with the trainee. Who is the most reliable candidate, of those I mentioned? The participants may not admit that his/her behaviour has changed when he/she fills in the questionnaire; therefore the subordinates have to answer the same questions as the participants. In this situation can the subordinates give a distorted picture of the trainee, to become favoured by his/her "Manager". Therefore it ought to be much more than one candidate's source to be used.

4.3.4. Get 100 per cent response of sampling.

One way to perform the evaluation is to pick out a few "typical" trainees at random and interview them or survey them, or you can interview or survey the person you now "want" to change. For example, if Charlie and Joe have changed their behaviours, then everyone has, so that conclusion could be possible. This method can be used if the researcher does not have much time or the organisation doesn't have the money, to evaluate all trainees.

4.3.5. Repeat at appropriate times.

Some participants change their behaviour after six months or a year, and some never change their behaviour at all. That is why it's important to repeat the evaluation at an appropriate time. According to Kirkpatrick, it's difficult to express what is an appropriate time. The organization

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[9] Kirkpatrick (1994) *Evaluating Training Programs*, p 52

has to take into account kind of behaviour, the climate at the work and other factors that are unique for the situation. The first evaluation has usually happened two or three months after the training has finished. Then perhaps another six months should pass before the evaluation is repeated again.

4.3.6. Use a control group if it is practically possible.

The reason for using a control group is that this group does not attend the training. The group that receives the training calls Kirkpatrick the *experimental group.* The purpose of using a control group is to provide better evidence and to strengthen confidence in that changes have taken place. If this is performed and *any* difference between the control group and the *experimental group* can be identified by the learning that took place, then it's because of the training program.
The phrase; *practically possible* according to Kirkpatrick, is important for number of reasons. One of them is; in larger organisations it is possible to have a control group, as well as an *experimental group.* In this case the researcher has to be sure that the groups are equal in all significant characteristics. If not, it's impossible to compare the results, and they will not be valid.

4.3.7. Consider the cost of the evaluation versus for the possible benefits.

In many organizations much of the cost of evaluation at *Level 3* is the staff time, time it will take to perform the evaluation. The organisation has to compare the cost of evaluation of changes in behaviour with the benefits that could result from the evaluation. Another cost to consider is, if the organization shall hire an expert who can guide and also handle the evaluation. When the organisation has made up its mind to complete an evaluation, they have to think about how many periods this training will be offered? However, if the training runs only once and will not be repeated, it's not defensible to spend time and money on it. If training will be repeated in the future, it's worth spending money on it, and it could also be justified by the possible improvements in future programs. [10]

According to Kirkpatrick´s theory, the recommendation is for the evaluator, to carry out these seven guidelines as far as possible, if the evaluation should be successful and useful. Kirkpatrick himself often mentioned; it's not possible to implement all of the seven steps, but the evaluator should have them in their mind and be aware of them.

This research only allowed performance of some of the seven guidelines for evaluating behaviour. In my study I've used three of the seven guidelines. I chose these three because they were feasible considering the time aspect; number 1: *If it's possible evaluate before and after*

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[10] Kirkpatrick (1994) *Evaluating Training Programs,* p 59

training, number *3: Perform one survey and/or interview of the followings* and number 5: *Repeat at appropriate times*. To perform only three of the seven guidelines is a limitation of this thesis; it could have given benefit to the study to implement more of the guidelines. The purpose of using a control group is to provide better evidence and to strengthen that changes have taken place, would have strengthened this examination considerably, for example if I had had a control group from Sweden instead of the group in Singapore. But there was no option once again, because of the time, another reason why it was no control group study in Sweden, SKF will do the following up questionnaire with the group in Singapore.

Although completion of the steps that Kirkpatrick recommend in Step 3, where the participants, the manager of the participants, the subordinates of the participants, and others who observed the participants' behaviour should be interviewed or answer a survey. It has contributed more information about the behaviours that changed among participants in Sweden when another person was an observer.

5 Previous research

The article: Measuring change in work behaviour by means of multi-source feedback, have authored by Froukje Jelleman, Adrie Visscher and Jaap Scheerens. The central question of research in this article is, whether or not it is possible to measure change in work behaviour, as a result of training, and with multi-source feedback in a reliable and valid way. This article has nearly the same research questions as my exploratory study examines.[11] Being able to evaluate the effects of interventions is among the most critical issues faced by the field of Human Resource Development (HRD) [12] HRD is committed to developing employees within the organisation. A well-known grouping with respect to the focus of evaluation of the training is Kirkpatrick's classification. Kirkpatrick distinguishes between *reaction* to training, *learning* as a result of training, changes of work *behaviour* as a result of training and the organisational *result* of training. (the four levels in the model)

If the evaluation's focus is work behaviour, it's interesting to combine a self-report measurement with observational measurements from others in the organisation. These individuals should have a relevant perspective on the training participant's work behaviour. In this way, the problems with using only self-report measures can be overcome. "These individuals" refer to the categories of people from whom information can be collected. It could be collected from co-workers, Managers, subordinates, peers and costumers. If more than one

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[11] Froukje Jellema, Adrie Visscher and Jaap Scheerens (2006) "Measuring change in work behaviour by means of multi-source feedback" 10 vol. issue 2 p 121-139

[12] Holton, E. F. (2005) " The flawed four-level evaluation model" 7 vol. issue 1 p 37-54

individual give feedback it is called multi-source feedback. If all these individuals give feedback, it's entitled 360 degree (full circle) according this article. My ambition with the research from the beginning was to perform a 360-degree assessment, but it was not enough time to perform that. Therefore I made a reduced version of 360-degree multi-source feedback, with only the managers' perspective of the participants. And this survey that is made in this thesis is meant to be used as a feedback tool for Managers in the organisation.

The assumption is that, with each additional person rises the certainty, that the feedback is a truthful reflection of the work behaviour, when the rating increases.[13]

 To be able to give feedback about work behaviour, a researcher has to measure the behaviour both before and after employees participate in the training. The difference between the first measuring point (before the training) and the second (after the training) stands as a proxy measure of change in work behaviour, according to the article. This article verifies my research, because I perform a survey before and after training. I am aware that my survey measures two different groups that are not entirely comparable, but this exploratory study is to demonstrate an indication of a perceived change in behaviour.

5.1 Measuring change in work behaviour

Measure training effects with multi-source feedback seems relatively straightforward according to Froukje, there are many complicating factors that make the evaluation more complex. One is that the participants "are overrating" it means that he/she self-scores themselves higher than the others who are rating them and there a gap can arise. Another example is the people who received feedback from a co-worker or manager could tend to lower their scores. Another factor could be the person who gives feedback; he/she might use the feedback as an instrument to notice different dimensions of what is important, and then redefine the way he/she thought about the work behaviour and the feedback, and then change their schemas because of that.[14]

The company "Decision Wise Leadership Intelligence" writes on their website, it may not be surprising to find that self-perceptions are often in some parts, if not completely, different from the perceptions of others who rated them. They say; our Decision Wise research of over 10,000 in 360-degree feedback recipients indicated that more than two-thirds of the time, 78%, participants rated themselves higher than others rated them! In other words, most of those with whom we work with have an excessive view of their own performance and behaviours according to Decision wise Leadership.[15]

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[13] Robinson, D. and Robinson, J. (1989) "*Training for Impact: How to Link Training to Business Needs and Measure the Results,* San Francisco: Jossey-Bass

[14] Froukje Jellema, (2006) "Measuring change in work behaviour by means of multi-source feedback"
  10 vol. issue 2 p 121-139

[15] DecisionWise (2011) Management consulting firm specializing in leadership and organization

To measure changes in work behaviour is difficult, it's hard to see what depends on what. It could likewise be caused by other factors, such as the participants have read a book and been inspired, learning on the job or new idea from customers. All these examples may influence the participants´ behaviour at the job and affect how the answer on the questionnaire will turn out and in what way feedback will be received [16] According to Froukje it's important to isolate the effects of training from any other effects, but to be able to separate them from each other it's extremely difficult.

I understand those factors is one of many factors affecting my study, but to isolate these factors is almost impossible in this study as described in the article above, by Froukje. Another factor that affects the exploratory study's strength is that two different groups are compared with each other.

5.1.1 Why effects of training were not found.

Froukje, writes in the article that they found a very few effects of training. They have investigated three different groups in these studies.
1 Training program for senior nurses
2 Business introduction course
3 A skill-training program

One feasible explanation of why the effects of training were not found may be the fact that multi-source feedback is not an appropriate method to measure these trainings. Another explanation the researcher had was the participant that took part of the training was able to choose a "Manager" that should be representing the participant. This type of selection is often given as an advice in literature. And the interviews that were performed of the HRD also indicated that it's the most obvious choice for a selection. However, 20 per cent of the participants indicated they have had little or no communication with the "Manager" during the working time. Probably these were not in the same work place all the time, and therefore might not observed changes in work-behaviour. This was found out with a follow-up questionnaire, according to this article. Moreover, it may be very hard to change work-behaviour, even if the training is relevant and useful. One of the conclusions is, the participants possibly need more support, tools and time to change their work behaviour, according to, Khawaja[17]

5.1.2 Employee training

http://www.decision-wise.com/blog/2011/09/20/do-you-see-what-i-see-self-score-inflation-in-360-degree-feedback/ (2013-06-04)

[16] London, M. and Smither, J. W (1995) "Can multi-source feedback change perceptions of goal-accomplishment, self-evaluations, and performance-related outcomes?" 48 vol. issue 4 p 803-839

[17] Khawaja Fawad Latif, (2012) "An integrated model of training effectiveness and satisfaction with employee development interventions" 44 vol. issue 4 p 211-222

Everything in the world is changing quickly; no day is the same as the day before. As an employee you need to be on top, and improve so that you have the right skills, only then are you an attractive employee. Working methods and techniques are witnesses of changes in all organisations, the employees need to learn continuously. The goal for the organisation is to improve business, through a process that is stimulating the learning and the outcome is intended to give better performance. The communication to employees about training objectives often fails in many organisations. Rather often the information about how this training will benefit each employee is not obvious. Managers assume that employees already know what the benefits are and that makes the whole learning-plan unclear. In many organisations does the workforce not realise how important it's to inform everyone early in the process, to make them to understand the long-term benefits. Unless it's not prepared, it actually decreases the whole process, and the employee is not able to perform what he/she should after the training, according Khawaja[18]

According to Silberman, he wants to highlight the importance of training objectives; he calls them the "pillars" of training programs. The lack of stable learning objectives means a total catastrophe he argues.[19] Important for the trainees to understand is the need for training, when the organisation is designing a training program. It should answer a simple question, "What it means for me". The participants/trainees need to know the benefits for themselves. Silberman presents the value of what the objectives bring to the training program, and the value of objectives not only help to avoid too much and too little teaching in the classroom, but also help to create the basis for measuring the effectiveness of the training, in expressions of knowledge, attitudes and skills. However the value of objectives are important to participants, if they don't know that the benefits and the value are meant for them, they will not be able to apply their new skills they learned during the training. It's necessary to perform well-defined learning objectives; these serve the training and limit it so it does not fail. A limitation of my study is that the Learning Objectives were vaguely described in the document "Leadership Model" that I used when I designed the questions. That may have influenced my design of the questions about the different behaviours that I would explore.

5.2 Kirkpatrick´s model is criticized

However if Kirkpatrick`s model is straightforward and many training administrators find it easy and helpful to practice, likewise a lot of training administrators find it complicated to utilize. According to Salvatore Fallettas book review of the Kirkpatrick`s *Evaluating Training*

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[18] Khawaja Fawad Latif, (2012) "An integrated model" p 211-222

[19] Silberman M, (2006) *Active Training: a handbook of techniques Designs Case examples and Tips,* San Francisco: Pfeiffer

Programs, Salvatore says:

"Everyone's talking about it. No one is doing it." Why is that? Simply said, a Kirkpatrick-style evaluation is "too much" for some training situations and "not enough" for others."[20]

Salvatore Falletta criticises the Kirkpatrick´s model because it provides no guidelines about how the trainer will decide if it is appropriate, or what to do if it isn't. The researcher gives an example; in Kirkpatrick´s model is recommended a pre-test and post-test for measuring learning behaviour and if it's possible, a control group should be applied to assess learning on the participants behaviour and their results, in *Level 3*. All this is often too much for several trainings, according to Salvatore Falletta. Referring to this article it is not necessary to evaluate all steps in the Kirkpatrick´s model in all trainings. If the training were for only one day, it would not be essential to evaluate. It does not deserve so much evaluation as an expensive a week-long training, where there are more essential to focus on the evaluation.
An example that shows incorrectness in the model is that some certain training needs a kind of special analysis survey before participants start the training. If training needs are not met, it becomes difficult to satisfy the training program so that is sufficient informative. Kirkpatrick´s model does not explore or conclude whether there are training needs or not.[21]

 The authors Monney and Brinkerhoff have published a book "*Courageous Training*" that recommended everyone to rethink the Kirkpatrick´s model. The writers said; "we" have some serious concerns about the methods in the model. For example in *Level 2* trainees should perform a test for the participants and the result could help them to find out what knowledge the participants need for to assimilate the new knowledge. It helps them to assess their performance, so they could rethink if needed. Test result can also be helpful for the training leader to be able to determine, if more or less information is necessary in that training. Feedback is the heart of learning, according to the authors and they also mentioned that the key issue is, for the participants and the trainees to know where the development stands after the training are ended. The Kirkpatrick´s model focus on *to what extent has learning occurred* when the participants finished the training. He believes it's important to measure the knowledge, skills and /or attitudes, before and after the training to find out if learning has occurred.
The authors Monney and Brinkerhoff talk about *return on training investments* in *Level 3*; it's about how many of the participants actually are applying the learning to the job, the learning they have provided through training. That's the same thought as Kirkpatrick has, what separates them is that the writers add questions such as: Who and how many are using their

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[20] James B. Wells (2008) "How Rigorous Should Your Training Evaluation Be*?"* 70 vol. issue 5 p 116

[21] James B. Wells (2008) "How Rigorous Should Your Training Evaluation Be?" p 117

new trainings skills and how many don´t. The evaluation in this level should dig deeper into the factors which allows the application, and not those which are blocking the "on-the job application". It's simple as that, if people use their skills from training, business impact should be given according to the writers.[22] The criticism that was highlighted here made me aware that it is not only Kirkpatrick's model that can be used in evaluations.

6.0 Method

In the following it will be presented, selection method, preparation of the questionnaire, shaping the questionnaire, preparation and implementation to send out questionnaires, methodological problems the method of 90- degree competency assessment, reliability and validity and the ethical considerations.

6.1 Selection of method

Based on the study's purpose to measure behaviour changes before and after the training in *Manage, Lead and Coach,* I have chosen to perform quantitative study. It was the most appropriate method due to the global spread of participants that are relevant in the survey's purpose. In consultations with my supervisor we decide to limit the study to focus on the training *Manage Lead and Coach.* (MLC) We felt that it was relevant size of training aimed at my thesis and also to the time I had to work on this study. Together with my supervisor we decided to choose the training that began 2013-04-23 in Singapore. This group had not started the training yet, so this will be the first measuring point in my research. According to Kirkpatrick´s guidelines for evaluating behaviour in *Level* 3, it's important to measure the behaviour of the participants before the training start and when the training is completed. Also measure the manager perspective on the participant behaviour is important. [23]

Therefore I sent the questionnaire to their managers, as well and they were able to prepare an assessment of the participants.

To perform a measuring point after the training, we decided to exclude the group in Singapore due to long journey until we can complete on evaluation of that training. Because the policy SKF has is, three to four months after the training, you can commence the evaluation. In that time I have completed this research already. Therefore we selected a group that were located in Sweden who finished their MLC training in September 2012, that become a measuring point, after training.

The same approach was used when I send out the survey, both participants and their manager were questioned to respond to the survey. This sample method I made, is a stratified sample,

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[22] Tim Mooney and Robert o. Brinkerhoff, (2008) *Courageous Training,* San Francisco: Berrett-Koehler, p 93

[23] Donald L. Kirkpatrick and James D. Kirkpatrick, (2005) *Transferring Learning to Behaviour,* San Francisco: Berrett-Koehler, p 6

according to the author Trust, it's often used when the client (SKF) shall receive special precise analysis of a specific group. In this case it's about the participants who shall start the training and the participants who have completed the training. Making a stratified sample involves dividing or stratifying the population into groups, [24] to be able to give an account of this scientific research report. The purpose is not to perform research material that will be representative for an entire population, it's a research that will represent SKF´s specific training MLC. This research is expected to be on exploratory study.

6.2 The preparation of the questionnaire

Previously I started to develop and design the surveys questionnaire. I studied all the literature that SKF Learning had about the training *Manage, Lead and Coach*. One of these was a handbook for participant´s MLC and PowerPoint that they use when they have their work-shops. I also got an invitation to perform the I-learning in MLC, and that's a training that conducted to your computer. Based in that material, I had some discussions with my supervisor how to write the optimum questions for this survey with purpose to measure changes in behaviour. We decided that I should establish to work with learning objectives that are determined in the Participants Handbook for MLC. To arrive which survey questions that should be in the study I used the Learning Objectives that SKF developed. There the focus was on which behaviour that was embedded in the text Learning Objectives as to delegate motivate and give constructive feedback. That material helped me to find out which questions that should be in the survey. One of the questions the participants got - *To what extent are you using "we" as a way to create a sense of unity and belonging in the team*. The questions to the Manager become - *To what extent do you find your co-worker using the word "we" to create a sense of unity and belongingness in his/her team?*
The final result becomes 8 Manage 8 Lead and 6 Coach that should be answered from participants and their Manager. Answers from the survey were fed in to SPSS software program. From that material I interpreted the answer and compared Singapore with Sweden. The questions respond; Quite often and Very often will be merged in order to make it easier to interpret a discrepancy between the groups.

The Leadership model *Manage, Lead and Coach* are divided into three different fields. These three fields included different skills and knowledge that a leader needs to apply in daily work after finished the training. If the leader is using the knowledge from the field *Manage,* the leader should be able to; *clearly communicate the objectives to employees, and explain the expectations and requirements to the co-worker.* If the leader is using the knowledge from the

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[24]Jan Trost och Oskar Hultåker, (2007) *Enkätboken,* Lund: Studentlitteratur p 71

field *Lead,* the leader should be able to: *Create understanding of each other and focus of common issues.* Likewise in the *Coach* field, the leader should be able to use the right knowledge to: *ask open questions to support co-workers to find their own answers.* These three examples of behaviours are only some examples of all the behaviours that the participants should have after finished the training.

6.3 The shaping of the questionnaire

Before I formulated questions, I read the literature of Trost, where he describes how it's appropriate to set up questions, where researchers want answers in attitudes or behaviours.[25] Response alternatives, which are often used in this kind of research, could be "always" "often" "really" or "never", when respondent has to value what is "really" or "always" for me. One respondent considers "really" to be three times a week and another respondent refers to something else, because they have different frames of reference. It's really not the same for each of them. That´s kind of problem, I need to affirm, when I analyse this survey. After this awareness, the questions were designed so they should interoperate with these response alternatives. According to Trost, there are two ways to distinguish different types of attitude questions; one is to ask the respondent to consider a number of different statements and then indicate to what extent he or she agreed with the statement. The other way to distinguish different types of attitude questions is to ask the respondent to answer in Yes or No. [26]
When I designed the question, I used, *to what extent do you,* in all the questions and the response alternative turned out to be: *Never, Rarely, Quite often, Very often and No opinion/not applicable.*

6.4 Preparation and implementation to send out questionnaires

I arranged three interviews with human resource managers. My supervisor recommended these three Managers for the pilot research. All three interviews took place in each Manager's office during one day. I started by informing them about the purpose of this survey and after that he/she answered all the questions, and then we talked about what was difficult and not clear with the questions, questions responses and the purpose of some of the questions.
Moreover I concluded the proposed measures I have received from Managers and some of the respondents turned out to be decent feedback for the survey design.
Now it was time to design the information letter that should be sent together with the survey to every participant. The information letter explained the purpose of this survey and also informed how important this survey is for SKF Learning, to ensure a robust learning process. Also

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[25] Jan Trost och Oskar Hultåker, (2007) Enkätboken p 71
[26] Ibid p 71

informing the participant about his and her own learning benefits, and make sure to respond as honest and fair as possible. The survey also allows the participant to be anonymous and it was explained in the letter "your privacy will be respected and no personal information will be shared with your co-workers, HR or any other stakeholder. The data will purely be used as non-identified information, for instance, "participant no 1" etc.".

To my support, I've had a Manager who performed the administration around entering the survey questions and response options with a web-based tool that SKF has provided. Furthermore the survey was ready to be sent out to 18 participants and their managers, stationed in Singapore, these participants had not completed the training in MLC.
A day after the same survey was send out to 11 participants and their Managers in Sweden, they had completed the training in MLC in September 2012.

6.5 Methodological problems

The methodological problems that arose from the choice of method I am well aware of, this is an exploratory study which is intended to only show if it indicates a perceived change in behaviour when the two groups are compared.
Group of Sweden has completed training and to be able to succeeding to compare their results needed a control group. The organisation selected a group in Singapore because they are a group that will be examined later on. SKF has decided that the Group of Singapore will be investigated 3-4 months after completing the training. The most appropriate would be to apply a control group in Sweden, but this was not possible because the latter study should be made on the group in Singapore. There exist obvious differences between Sweden and Singapore in terms of corporate culture, hierarchies and religion, I am aware of that when I analyse the results this is one of the limitation of the study. But this is nothing that will be addressed in this thesis, it would not have been reasonable considering the time constraints.

6.6 90-degree competency assessment

According to Kirkpatrick it's important to measure the Manager's perspective of the participant behaviour. [27] Therefore I have chosen a method that is common in several contexts when the purpose is to measure and evaluate behaviour from different perspectives. SKF has an agreement with a supplier, a company named Cornerstone, they develop this tool to perform a credible feedback system, serving and supporting co-workers and Managers in different level in the organisation.

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[27] Donald L. Kirkpatrick and James D. Kirkpatrick (2005) *Transferring Learning to Behaviour,* San Francisco: Berrett-Koehler, p 6

The main purpose of this 360-degree competency assessment is that the Manager, supervisor, and employees should rate the competencies and provide examples of observed behaviours. This competency assessment should also be used as a feedback tool for the Manager. A smaller version of this tool is 90-degree assessment where only Managers rate the competencies and provide examples of observed behaviours of the participants. Both participants and Managers answer the same questionnaire about the participants' behaviour. The employee performs a self–assessment of his/her behaviour and his/her Manager performs an assessment of the employer behaviour, in order to be able to find out if they have the same point of view about the different behaviours that already exist. When both parties have completed this questionnaire, it's important, according to Cornerstone, that the Manager takes time to contribute feedback to the employee. It will serve as an input for his/her Individual Development Plan. (IDP)[28]
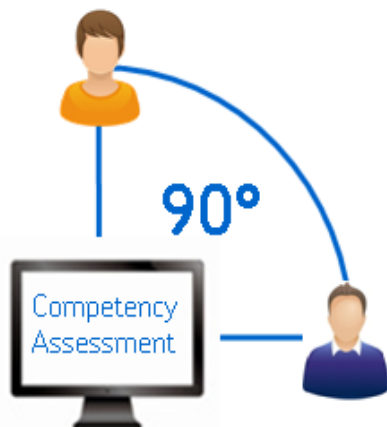
90-degree assessment there only managers rate the competencies and provide examples of observed behaviours on the participants.
Figure Powered by Cornerstone

6.7 Analysis method

Data from the respondents were subjected to analysis using the statistical software SPSS. The most appropriate was to conduct a Bivariate Analysis and present the variables in a cross-tabulation; where each row are counted together and shows the total per cent. Cross-tabulation is often used when you analyse qualitative variables, which means variables on nominal and ordinal scales. On the nominal-scale are variable *completed the training* only for the group in Sweden and *not completed training* is only for the group in Singapore.
All the 23 questions in the survey belong to ordinal scale. On the ordinal scale there are five response alternatives, *Never, Rarely, Quite often, Very often and No opinion/ Not applicable.*

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[28] Cornerstone, (2013) Optimize Competence
http://www.cornerstone.se/sv/utbildning (2013-04-26)

These two groups compares with each other and the purpose is to see if Sweden compared to Singapore scores higher in all, or some assessments.[29]

6.8 Reliability and Validity

6.8.1 Reliability

The concept of *reliability* or accuracy concerns the question of whether result of a study would be the same if it's repeated again. The researchers should ask themselves, if this study were repeated, would it provide the same answer? Or has it been affected by the circumstances around it. Reliability becomes necessary when it is carried out a quantitative study, the researchers are interested of the subject if it's a stable measurement or not.
In this study, reliability is strengthened because the same questionnaires were used for both participants and their manager. I plan to compare the Managers answer with participants´. Therefore I have the changes to validate these response alternatives from participants and his/her manager.

6.8.2 Validity

In the area of scientific research design, validity refers to if a study is able to scientifically answer the questions it is intended to answer. It can also be described as the truth and accuracy of an opinion. The validity of a research study is not based only on analysis but on the whole process. Validity is based in part on the sustainability of the theories that are assumed, the use of relevant methods; the reliability and quality of survey questions and that the interpretation of the analysis are sustainable. To increase the validity of this work I strengthen readers' confidence in the material and the analysis that the study demonstrates by using one of the tables from the survey of the results and analysis chapter. I have read the previous research and literature relating to the topic, and used a method that is appropriate for the purpose of the study. In analysing the material, the results were compared and confirmed based on previous research and literature.

6.9 Ethical considerations

When designing a survey, you as a researcher, have to treat a large account of different fundamental ethical questions. According to Bryman; it's about volunteerism, integrity, confidentiality and anonymity. It is important to think about the ethical considerations and point these out. The governmental authority has formulated the ethical rules regarding how the research shall be conducted. Some of the ethical principles are: The information requirement, consent requirement, confidentiality obligations, and the usefulness requirement.

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[29] Göran Djurfelt, Rolf Larsson, Ola Stjärnhage, (2010) *Statistisk verktygslåda: samhällsvetenskaplig orsaksanalys med kvantitativa metoder,* Lund, Studentlitteratur p 145

6.9.1 Information's requirements:

Researchers have the responsibility to inform about the purpose. The participants should even be informed about the rights to cancel and also that this is optional survey. It was sent out a mass letter /mail to the respondents with a clear purpose and informed that their privacy will be respected and no personal information will be shared with their co-workers, HR or any other stakeholder. The data will only be used as non-identified information, for instance, "participant no 1" etc. I did not tell respondents that it was optional survey or that they had the opportunity to cancel. [30]

6.9.2 Consent requirement:

Respondents had the opportunity to decide if they want to participate. Here it is important that the researcher informs about the structure, purpose and the department that has responsibility for sending out this survey.

I informed about structure, purposed and the department that has responsibility for sending out this survey. I did not order the respondent to answer the survey but I didn't either inform them that they had the opportunity to not answer and had the choice to not tell me the reason they didn't want to participate. [31]

6.9.3 Confidentiality obligations:

The information about the respondents should be respected with deepest possible confidentiality. The personal details have to be stored in a place where unauthorized persons cannot reach them. Is about respecting the respondents´ anonymity. In this situation respondents were informed that I would deeply respect their personal details and anonymity. [32]

6.9.4 Useful requirement:

The information that was gathered from respondents is only permitted to be used for research and nothing else. There is a high level of confidence because the survey comes from a well-known Manager in the department for Leadership training in the company, and the receivers are the participants in the their own company. Although I have not written that, this is only purposed for the research, it is a very suitable credibility on how this will be used [33]

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[30] Alan Bryman, (2002) *Samhällsvetenskapliga metoder*, Malmö: Liber AB p 441

[31] Alan Bryman, (2002) *Samhällsvetenskapliga metoder*, p 446

[32] Ibid p 448

[33] Ibid p 441

7 Results

In the result section, I made some interpretations when I compared the results from these two countries. This is not a representative selection, but should be understood as interpretations and it may indicate a perceived change in behaviour of participants, when the two groups were compared.

In this survey 18 participants and 18 Managers were included, 18 participants and 12 Managers answered the survey in Singapore. In Sweden 11 participants and 11 Managers were included, 10 participants and 5 Managers answered the survey. Only 5 Managers in Sweden chose to answer, which was too few to be valid in a credible way.

Based on the research question: *To what extent does the result indicate that the participants who completed the training experienced a changed behaviour compared with those not having completed the training?* I will discuss how these results from Sweden and Singapore can be compared and that result will be showed in a cross-tabulation. In order to show the results clearly, has this part with results been divided into three main fields *Manage Lead and Coach*. All the 23 questions in the research have been separated into nine *Manage*, eight *Lead* and six *Coach* cross-tables. Not all 23 questions are relevant to publicize in cross-tabulation therefore it will take too much place in this thesis. I have chosen three questions in each field to be shown. The three questions that been chosen are three different questions that should represent the entire field. The foundation for the selection that was made were questions with different characters in the field to achieve well-distributed blend. As an example, I have decide, act with assertiveness and constructive feedback. When the results are presented under the cross-tables it will always be a comparison between variables *Not Completed* and *Completed,* in order to get an answer if there are any difference in per cent between the participants in Sweden and those in Singapore when it comes to behavioural change. The response alternatives Quite often and Very often will be merged in order to make it easier to interpret a discrepancy between the groups.

7.1 Result, difference between Singapore and Sweden

7.1.1 Result for the *Manage* field

The following will show the results of the *Manage* field this means, as a leader, you need to apply the skills in your daily work- *where you as a leader take responsibility for the decisions, giving clear directions and establishing the framework.*

Table 1:1
Act with assertiveness as Manager.

		Rarely	Quite often	Very often	No opinion/not applicable	Total
	Count	10	5	2	1	18
Not Completed Training *	% Within completed	55,60	27,80	11,10	5,60	100,00
	Count	2	7	1	0	10
Completed training **	% Within completed	20,00	70,00	10,00	0,00	100,00
	Count	12	12	3	1	28

Not completed training, Singapore * Completed training Sweden * *

Table 1:1 variable Not Completed shows response alternatives Quite often and Very often 27,80 and 11,10 per cent together becomes this 38,9 per cent. Compared with Completed where the numbers are in Quite often and Very often 70,0 and 10,0 per cent, together this becomes 80,0 per cent. This shows a difference in 41,1 per cent in these two response alternatives. It indicates that the participants in Sweden are applying this behaviour; *Act with assertiveness/confidence with others to say, "I have decided" or I want, so the team knows how they should act.*

Table 1:2
The team gets "stuck".

		Rarely	Quite often	Very often	No opinion/not applicable	Total
	Count	4	9	4	1	18
Not Completed training *	% Within completed	22,20	50,00	22,20	5,60	100,00
	Count	0	8	2	0	10
Completed training **	% Within completed	0,00	80,00	20,00	0,00	100,00
	Count	4	17	6	1	28

* Not completed training, Singapore * * Completed training Sweden

Table 1:2 variable Not Completed shows response alternatives Quite often and Very often 50,00 and 22,20 per cent, together becomes this 72,2 per cent. Compared with Completed where the numbers are in Quite often and Very often 80,00 and 20,00 per cent and together becomes 100,0 per cent. This shows a difference in 27,8 per cent in these two response alternatives. It indicates that the participants in Sweden are applying this behaviour; *Act as a*

team leader with decisiveness during the meeting when needed, for example, the team gets "stuck" when making decisions.

Table 1:3
Give constructive feedback.

		Never	Rarely	Quite often	Very often	No opinion/not applicable	Total
	Count	1	3	9	4	1	18
Not Completed training *	% Within completed	5,60	16,70	50,00	22,20	5,60	100,00
	Count	0	1	5	3	1	10
Completed training **	% Within completed	0,00	10,00	50,00	30,00	10,00	100,00
	Count	1	4	14	7	1	28

* Not completed training, Singapore * * Completed training Sweden

Table 1:3 variables Not Completed shows response alternatives Quite often and Very often 50,00 and 22,20 per cent which together becomes 72,2 per cent. Compared with Completed where the numbers are in Quite often and Very often 50,00 and 30,00 per cent, together becomes 80,00 per cent. This shows a difference of 7,80 per cent in these two response alternatives. It indicates that the participants in Sweden are applying this behaviour; *Give constructive feedback, which is very specific and not too complex and difficult to interpret by others.*

7.1.2 Conclusion of the *Manage* field

The results show that Sweden is experiencing behaviour changes, the results indicate that in these three tables above. Nearly all of the 9 tables in the entire survey follow the same pattern. 8 of 9 tables indicate higher numbers in Sweden than in Singapore. It's only 1 of 9 cross-table where Singapore has higher numbers than Sweden. In 4 of 9 table there's a small difference between these two countries where the numbers show between 6-14 per cent difference, and in the rest of the cross-table it shows between 27-41 per cent difference. Those who completed training *experiencing* behaviour changes in this field, if this is compared with Singapore, which has not implemented the training.

7.1.3 Result of the Lead field

The following will show the results of the *Lead* field this means, as a leader, you need to apply the skills in your daily work -*where you as a leader involve your team to explore and you share the responsibility with them.*

Table 1:4
Possibility to solve problem.

		Rarely	Quite often	Very often	No opinion/not applicable	Total
	Count	4	10	3	1	18
Not Completed training *	% Within completed	22,20	55,60	16,70	5,60	100,00
	Count	1	3	6	0	10
Completed training **	% Within completed	10,00	30,00	60,00	0,00	100,00
	Count	5	13	9	1	28

* Not completed training, Singapore * * Completed training Sweden

Table 1:4 variable Not Completed shows in response alternatives Quite often and Very often 55,6 and 16,7 per cent together becomes 72,3 per cent. Compared with Completed where the numbers are in Quite often and Very often 30,00 and 60,00 per cent together becomes 90,00 per cent. This shows a difference of 17,7 per cent in these two response alternatives. It indicates that the participants in Sweden are applying this behaviour; *Explore together as a team the possibility to solve problems that arise in the team.*

Table 1:5
Taking the opportunity to reflect.

		Rarely	Quite often	Very often	No opinion/not applicable	Total
	Count	9	5	3	1	18
Not Completed training *	% Within completed	50,00	27,80	16,70	5,60	100,00
	Count	2	5	3	0	10
Completed training **	% Within completed	20,00	50,00	30,00	0,00	100,00
	Count	11	10	6	1	28

Not completed training, Singapore * Completed training Sweden * *

Table 1:5 the variable Not Completed shows in response alternatives Quite often and Very often 27,80 and 16,7 per cent together becomes 44,5 per cent. Compared with Completed where the numbers are in Quite often and Very often 50,00 and 30,00 per cent together becomes 80,00 per cent. This shows a difference of 35,5 per cent in these two response alternatives. It indicates that the participants in Sweden are applying this behaviour; *taking the*

opportunity to reflect, respond and reject in a positive way to proposals from others in the team.

Table 1:6
Create a sense of unity.

		Rarely	Quite often	Very often	Total
	Count	2	5	11	18
Not Completed training *	% Within completed	11,10	27,80	61,10	100,00
	Count	0	1	9	10
Completed training* *	% Within completed	0,00	10,00	90,00	100,00
	Count	2	6	20	28

Not completed training, Singapore * Completed training Sweden * *

Table 1:6 the variable Not Completed shows in response alternatives Quite often and Very often 27,80 and 61,10 per cent together becomes 88,90 per cent. Compared with Completed where the numbers are in Quite often and Very often 10,00 and 90,00 per cent together becomes 100,00 per cent. This shows a difference of 1,1 per cent in these two response alternatives. It indicates that there's almost no difference between the participants in Sweden and those in Singapore in the behaviour; *Using "we "as a way to create a sense of unity and belonging in the team.*

7.1.4 Conclusion of the *Lead* field

The result shows that they in Sweden experiencing behavioural changes the scores indicate that in these three tables above. Nearly all of the 8 tables in the entire survey follow the same pattern. 7 of 8 tables indicate higher numbers in Sweden than in Singapore. It's only in 1 of 8 cross-tables where Singapore and Sweden have almost the same numbers and almost no difference is shown. The conclusion becomes those who completed training are *experiencing* change in behaviour compared with Singapore, who have not implemented the training.

7.1.5 Result of the *Coach* Field

The following will show the results of the *Coach* field, this means, as a leader you need to apply the skills in your daily work *-where you as a leader hand over the responsibility to your co-workers, and releasing their potential.*

Table 1:7
Coaching others.

		Rarely	Quite often	Very often	No opinion/not applicable	Total
	Count	7	7	2	2	18
Not Completed training *	% Within completed	38,90	38,90	11,10	11,10	100,00
	Count	2	3	4	1	10
Completed training**	% Within completed	20,00	30,00	40,00	10,00	100,00
	Count	9	10	6	3	28

 Not completed training, Singapore * Completed training Sweden * *

Table 1:7 the variables Not Completed show in response alternatives Quite often and Very often 38,90 and 11,10 per cent and together becomes 50,00 per cent. Compared with Completed where the numbers are in Quite often and Very often 30,00 and 40,00 per cent together becomes 70,00 per cent. This shows a difference of 20 per cent in these two response alternatives. It indicates that the participants in Sweden are applying this behaviour; *Summarize what you have heard when you are Coaching others.*

Table 1:8
Coaching skills to support others.

		Rarely	Quite often	Very often	Total
	Count	10	5	3	18
Not Completed training *	% Within completed	55,60	27,80	16,70	100,00
	Count	1	7	2	10
Completed training * *	% Within completed	10,00	70,00	20,00	100,00
	Count	11	12	5	28

Not completed training, Singapore * Completed training Sweden * *

Table 1:8 the variable Not Completed shows in response alternatives Quite often and Very often 27,80 and 16,70 per cent together becomes 44,5 per cent. Compared with Completed where the numbers are in Quite often and Very often 70,00 and 20,00 per cent together becomes 90,00 per cent. This shows a difference of 45,5 per cent in these two response alternatives. It indicates that the participants in Sweden are applying this behaviour; *Use coaching skills to support others to solve challenges/problems and take ownership and of his/her plans and actions.* In this field there's a difference between these two groups as much as, 45,5 per cent.

Table 1:9

Support your co-worker/ team member as a Coach.

		Rarely	Quite often	Very often	No opinion/not applicable	Total
	Count	2	7	8	1	18
Not Completed training *	% Within completed	11,10	38,90	44,40	5,60	100,00
	Count	0	4	6	0	10
Completed training **	% Within completed	0,00	40,00	60,00	0,00	100,00
	Count	2	11	14	1	28

Not completed training, Singapore * Completed training Sweden * *

In table 1:9 the variable No Completed shows in response alternatives Quite often and Very often 38,9 and 44,40 per cent together becomes 83,3 per cent. Compared with Completed where the numbers are in Quite often and Very often 40,00 and 60,00 per cent together becomes 90,00 per cent. This shows a difference of 16,7 per cent in these two response alternatives. It indicates that the participants in Sweden are applying this behaviour; *Support your co-worker/ team to perform there best.* Mostly all the results in table 1:9 indicate that numbers are higher in Sweden than in Singapore.

7.1.6 Conclusion of the *Coach* field

The result shows that they in Sweden are experiencing behaviour changes; the results indicate that in these three tables above. Nearly all of the 6 tables in the entire survey follow the same pattern. 6 of 6 tables indicate higher numbers in Sweden than in Singapore. And in all of the cross-table the numbers shows between 16-45 per cents higher. This field shows the main difference between these two countries in the results section. The conclusion becomes those who completed training experiencing change in behaviour, if it is compared with Singapore, who have not implemented the training.

7.2 Result, Managers 90-degree assessment on the participants in Singapore.

The main purpose of this 90-degree competency assessment is; the employees and the managers rated the competencies and provided examples of observed behaviours. Both participants and Managers answered the same questionnaire with questions about the participants' behaviour. The employees performed a self–assessment of his/her behaviour and his/her manager performed an assessment of the employees´ behaviour. This tool is very useful

as a feedback system, the Manager can use 90-degree to give feedback to the employee. This result about Managers´ assessment of the participants in Singapore will be shown with -2 table in each field, *Manage, Lead and Coach* but not as extensive as the comparison between the participants in Sweden and in Singapore. Managers´ assessment is important to demonstrate/show however this viewpoint has even been applied because the participants should answer as honestly as possible, since they know their Manager will answer the same questions about them. The response alternatives Quite often and Very often will be merged in order to make it easier to interpret a discrepancy between the groups. In these cross-tables the focus will be, how many in per cent difference there is between participants' and their Managers' answers.

7.2.1 Result of Managers assessments, *Manage* field

Table 2:1
The employee's ability to using the words "I have decided".

		Rarely	Quite often	Very often	No opinion/not applicable	Total
	Count	10	4	3	1	18
Not Completed training	% Within completed	55,60	22,20	16,70	5,60	100,00
	Count	3	5	3	1	12
Manager Singapore	% Within completed	25,00	41,70	25,00	8,30	100,00
	Count	13	9	6	2	30

Cross- table 2:1 show the result from the question; *To what extent do you find your co-worker acting with assertiveness/confidence to others using the words "I have decided"*. Variable Not Completed show in response alternatives Quite often and Very often 22,20 and 16,70 per cent and together this becomes 38,9 per cent. Compared with Manager where the numbers are in Quite often and Very often 41,70 and 25,00 per cent together this becomes 66,7 per cent. This shows a difference in 27,8 per cent in these two response alternatives. This indicates that these managers estimate that their employees apply the various behaviours more often than they actually do.

Table 2:2

The employee's ability to redirecting/rethinking when needed.

		Rarely	Quite often	Very often	No opinion/not applicable	Total
	Count	5	13	0	0	18
Not Completed training	% Within completed	27,80	72,20	0,00	0,00	100,00
	Count	3	5	3	1	12
Manager Singapore	% Within completed	25,00	41,70	25,00	8,30	100,00
	Count	8	18	3	1	30

Cross- table 2:2 show the result from the question; *To what extent do you find your co-worker able to redirecting/rethinking when needed to change approach in a situation in his/her daily work?* Variable Not Completed shows in response alternative Quite often 72,00, compared with Manager where the numbers are in Quite often and Very often 41,70 and 25,00 per cent together this becomes 66,7 per cent. This shows a difference in 5,5 per cent in these two response alternatives. It indicates that the Participants have determined that they have applied this behaviour more than their Manager has recognized.

7.2.2 Conclusion

In the entire result exist 9 cross-tables in the field *Manage (Managers assessment on the participants).* Above is shown 2 of 9 cross- tables. 2 of 9 cross-tables have the same pattern, where it's indicates that the participants probably have determined that they have applied this behaviour more than their Manager has recognized. 7 of 9 cross-tables indicate a small difference between Managers´ and participant's assessments.

7.2.3 Result of Managers assessments, *Lead* field

Table 2:3

The employee's ability to create a sense of unity.

		Rarely	Quite often	Very often	No opinion/not applicable	Total
	Count	2	4	12	0	18
Not Completed training	% Within completed	11,10	22,20	66,70	0,00	100,00
	Count	1	6	4	1	12

Manager Singapore	% Within completed	8,30	50,00	33,30	8,30	100,00
	Count	3	10	16	1	30

Cross-table 2:3 shows the result from the question; *to what extent do you find your co-worker using the word "we" to create a sense of unity and belongingness in his/her team?*
Variable Not Completed shows in response alternative Quite often and Very often 22,2 and 66,7 cent together this becomes 88,9 per cent. Compared with Manager where the numbers are in Quite often and Very often 50,00 and 33,30 per cent together this becomes 83,3 per cent. This shows a difference of 5,6 per cent in these two response alternatives. It's a slight indication that the participants probably have determined that they have applied this behaviour more than their Manager has assessed.

7.2.4 Conclusion

In the entire result exist 8 cross-tables in the field *Lead (Managers assessment on the participants),* above is shown 1 of 8 cross- tables. 6 of 8 cross-tables follow the same pattern; it indicates a very small difference between Managers and participants' assessments. 1 of 8 tables indicate a larger difference where the number shows a 40 per cent difference. And 1 of 8 tables indicate that the participants have determined that they probably have applied this behaviour more than their Manager has assessed.

7.2.5 Resultant of Managers assessment *Coach* Field

Table 2:3
The employee's ability to use coaching skills to support others.

		Never	Rarely	Quite often	Very often	No opinion/not applicable	Total
	Count	0	9	6	3	0	18
Not Completed training	% Within completed	0,00	50,00	33,30	16,70	0,00	100,00
	Count	1	3	5	1	2	12
Manager Singapore	% Within completed	8,30	25,00	41,70	8,30	16,70	100,00
	Count	1	12	11	4	2	30

Cross-table 2:3 shows the result from the question; *To what extent can you see that your co-worker is using his/her coaching skills to support others to solve challenges/problems, so they take ownership of their own plans and actions?*

Variable Not Completed shows in response alternative Quite often and Very often 33,3 and 16,7 cent together becomes this 50,00 per cent. Compared with Manager where the numbers are in Quite often and Very often 41,7 and 8,3 per cent together becomes 50 per cent. This shows that there is no difference between Mangers´ and participant's assessments.

7.2.6 Conclusion

In the entire result there are 6 cross-tables in the field *Coach (Managers´ assessment of the participants)*. Above are shown 1 of 6 cross-tables. 4 of 6 cross-tables follow the same pattern; it indicates almost no difference between Managers´ and participant's assessments. 2 of 6 tables indicate that the participants probably have determined that they have applied this behaviour more than their Manager has assessed, but the difference between them is insignificant.

8 Analysis and conclusion

The following part will be separated into the three fields that have characterized the entire thesis, *Manage, Lead and Coach.* The analysis will begin with the comparison between Singapore and Sweden, then follows the Managers´ assessments of their participants in Singapore.

8.1 Can behaviour changes be assumed?

The result from the field *Manage* showed, that nearly all of the 9 cross-tables in the entire survey follow the same pattern, 8 of 9 tables indicate higher numbers in Sweden than in Singapore. This result shows participants in Sweden that had finished the training in MLC are applying the behaviour. One reason is obvious, they in Sweden have completed the training and that's why they have absorbed the knowledge and are applying the behaviour in their daily jobs. I assumed even if the score is higher in Sweden than in Singapore it could depend on different reasons. One of them is that the participants in Sweden "overrate themselves" in some degree. According to a Company named DecisionWise Leadership Intelligence, it is as much as 78 per cent who "overrate themselves" in a self-assessment [34]. This could be one of the explanations why they in Sweden rate higher than the participants in Singapore do, according to me.

To measure changes in work behaviour is difficult, it's hard to see what depends on what. It could likewise be caused by other factors, such as the participant has read a book and been motivated, learning on the job or new ideas from customers. All these examples may influence the participant's behaviour at the job and affect how the answer in the questionnaire will turn

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[34] DecisionWise (2011) Management consulting firm specializing in leadership and organization
http://www.decision-wise.com/blog/2011/09/20/do-you-see-what-i-see-self-score-inflation-in-360-degree-feedback/ (2013-06-04)

out [35]. According to Froukje it's important to isolate the effects of training from any other effects, but being able to separate them one from the other is extremely difficult.[36] I assumed this is one of the explanations why they in Sweden have higher scores and the result show that they are applying the behaviour. The participants in Sweden might be influenced from customers´ new ideas or have read literature in this specific area and that could be a reason why they in Sweden have higher score in this field *Manage,* I assumed.

However, this field indicates that the participants *experiencing a change in behaviour* which can be measured and hence an assumed change in behaviour, in the field *Manage.*

The result from the field *Lead* showed, that nearly all of the 8 cross-tables in the entire survey follow the same pattern, 7 of 8 tables indicate higher numbers in Sweden than in Singapore. In table 1.6 was the question; *To what extent are you using "we "as a way to create a sense of unity and belonging in the team?* In that cross-table the participants in Singapore had almost the same numbers as in Sweden, one reason could be that they in Singapore "overrate themselves" which is commonly found, according to DecisionWise Leadership Intelligence.[37] Another reason may be that they value this behaviour as very important in Sweden and have highlighted this question during the training in Sweden; I assumed that's why they score 100 per cent in that question.

According to Khawaja the communication to employees about training objectives is often failed in many organisations. The information about how this training will benefit each employee is not so obvious. Managers assume that employees already know what the benefits are and that makes the whole learning-plan unclear. It's important to inform everyone early in the process and let the participants understand the long-term benefits. Unless, if it's not prepared, it could actually decrease the whole process, and the employee is not able to perform what he/she should after the training. [38] This shows that it's essential that participants understand the long-term benefits, I assumed that the trainer had a communication about training objectives which is why those in Sweden scored as high as they did. However, this field indicates that the participants *experiencing a change in behaviour* which can be measured and hence an assumed change in behaviour in the field Lead.

[35]London, M. and Smither, J. W (1995) "Can multi-source feedback change perceptions of goal-accomplishment, self- evaluations, and performance-related outcomes?" 48 vol. Issue 4 803-809
[36] Froukje Jellema, Adrie Visscher and Jaap Scheerens, (2006) "Measuring change in work behaviour by means of multi-source feedback" 10 vol. issue 2 p 121-139

[37] DecisionWise, (2011) Management consulting firm specializing in leadership and organization http://www.decision-wise.com/blog/?s=rates+themselves+higher+ (2013-06-04)
[38] Khawaja Fawad Latif, (2012) "An integrated model of training effectiveness and satisfaction with employee development interventions" 44 vol. issue 4 p 211-222

The result from the *Coach* field showed that Sweden had higher scores than Singapore in every 6 of 6 cross-tables, and that´s an indication on participants *experiencing a change in behaviour* in Sweden. I interpret this result with care, but it indicates that Sweden is applying this behaviour, according to me. In this field Sweden has much higher numbers than Singapore in each cross-table and the difference in numbers in per cent is the largest of all in this three field. One explanation according to me, is that they in Sweden has absorbed the knowledge about what the trainer intermediated about Learning Objectives more in this field than the two others. That could be one of the reasons why there is a larger gap between these two countries in this field. According to Silberman he highlighted the importance of training objectives; he calls them "the pillars" of training programs, he argues, if it's a lack of stable learning objectives means a total catastrophe. It's important for the trainee to understand needs of the training, when the organisation designs a training program. The value of objectives are important for participants, if they don't now that the benefits are meant for them, then they can not apply what they have learned during the training. [39]

8.2 Managers' assessments of the participants

According to Kirkpatrick D. L.[40] it's important to measure the Manager´s assessments of the participant's behaviour. [41] Therefore I have chosen a method that is common in other contexts, where the purpose is to measure and evaluate behaviour from different perspectives. This model is known as 90-degree competency assessment, it's a smaller version of 360-degree competency assessment and often used as a feedback model. Worth mentioning is that the assistants from Managers in Sweden were not included in this research. It was only 5 of 11 that responded the questions and therefore I could not validate their answers. According to Kirkpatrick [42] it's problematic to convince the Manager that evaluation is a key to strategy implementation. It is difficult to convince leaders that evaluation is a significant driver of strategy. According to Kirkpatrick, it's a great value for the participants if the Manager could coach them and give feedback that should be valuable for them and help them to develop. This is the key to bridge the gap that exists in many organisations between level two (Learning) and level three (Behaviour). I assumed this is the reason why so few answered the survey was that the Managers in Sweden don't understand how *great value* it gives to the participants to get feedback on their behaviour from their Manager. The research as Kirkpatrick wrote gave the thesis an explanation of why so few Managers in Sweden answered the survey, according to me.

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[39] Silberman M, (2006) *Active Training: a handbook of techniques Designs Case examples and Tips,* San Francisco: Pfeiffer

[40] D. L, Kirkpatrick (1994) *Evaluating Training Programs: The Four Levels*, San Francisco: Berrett-Koehler

[41] Donald L. Kirkpatrick and James D. Kirkpatrick, (2005) *Transferring Learning to Behaviour,* San Francisco: Berrett-Koehler, p 6

[42] Donald L. Kirkpatrick and James D. Kirkpatrick, (2005) *Transferring Learning to Behaviour,* p 7

8.2.1 Managers' assessments of the participants in the field *Manage*

In the field *Manage* almost all the cross-tables had the same pattern, 7 of 9 indicated a small difference between participants and Managers. According to Kirkpatrick, the person who is working near by the participants is the most qualified to evaluate the behaviour. Here I assumed that one of the explanations is, the Manager is a person who worked together with the participant. He/she has had the opportunity to observe the participant's behaviour and that is sufficient to make an assessment; therefore I can assume that this pattern followed. According to Froukje [43] they mentioned, if the Manager and the participants are not located in the same work place, the consequence will be that the Manager might not be able to observe changes in work-behaviour of the participants. In 2 of 9 cross-tables there's a higher score among participants than among Managers and one explanation according to me could be that they are "overrating themselves" which is common according to the article DecisionWise Leadership Intelligence.[44]

I assumed the conclusion that the Manager has probably observed and assessed participants' behaviours in a reliable manner.

8.2.2 Manager's assessments of the participants in the field *Lead*

In the field *Lead* almost all the cross-tables had the same pattern, 6 of 8 indicated a small difference between participants and Managers. One explanation could be, according to me, that the Managers and the participants are working closely together, not side by side but more that they regularly meet at work. Another explanation that I assume is that the choice of Manager has been successful. According to Froukje [45], mentioned that one explanation the researcher had was, that the participants who took part of the training were able to choose their own "Manager" that should represent the participant. This type of selection is often given as an advice in literature. The interview that was performed of the HRD also indicated that it's the most obvious choice for a selection. In this field it's only one cross-table where the participants have higher numbers compared with the Managers. Therefore I cannot with certainty comment on, if there's a tendency to "Overrating" among participants.

I assumed the conclusion, that the Manager has probably observed and assessed participants' behaviours in a reliable manner.

8.2.3 Manager's assessments of the participants in the field *Coach*

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[43] Froukje Jellema, Adrie Visscher and Jaap Scheerens, (2006) "Measuring change in work behaviour by means of multi-source feedback" 10 vol issue 2 p 121-139

[44] DecisionWise, (2011) Management consulting firm specializing in leadership and organization http://www.decision-wise.com/blog/?s=rates+themselves+higher+ (2013-06-04)

[45] Froukje Jellema, Adrie Visscher and Jaap Scheerens, (2006) "Measuring change in work behaviour by means of multi-source feedback" 10 vol. issue 2 p 121-139

In this field the cross-tables show 4 of 6 have the same pattern; it indicates a small difference between the participants´ and the Managers´ assessments. It indicates that the Manager and the participants share the same view in how they are applying their behaviours. But on the other hand, there are more disagreement in 2 of 6 cross-tables, there was an indication that the participants have determined that they are applying these behaviour more than their Managers have assessed. In these two cross-tables the difference in per cent between them is low.
The major part of the results shows that there are the same assessments from the Manager and the participants but in 2 of 6 cross-table there's a higher score from the participants. I assumed it could be due to, in this field the participants probably "overrated themselves" to some degree. According to a Company named DecisionWise Leadership Intelligence it's as much as 78 per cent which "overrate themselves" in a self-assessment[46]. However in this field I assumed the conclusion, that the Manager has observed and assessed participants' behaviours in a reliable manner.

9 Final conclusion and comment

Overall, after the participants in Sweden completed the training in *Manage, Lead* and *Coach, there are* indications that they are experiencing behaviour changes even if these are feeble and difficult to interpret. Whenever changes in behaviour were observed in this study it was most obvious in the *Coach* field, and not as clear in the *Manage* and *Lead* field.

One possible explanation of why these in Sweden in the field *Coach* are experiencing behaviour changes to some degree, could be that the trainer intermediated the Learning Objectives more clearly in this field than the two others. It could depend on the trainers who have been successful in informing the participants about the importance of the training goals in the Coach field, and conveyed in the simple question "What it means for me" to the participants. That could be one of the reasons, I assumed, why those in Sweden experiencing behaviour changes to a large degree in that field. But it could likewise be that they have been influenced from customers' new ideas or have read literature that affects their response in the survey. This topic is really difficult to get knowledge about by only performing a survey. If this study had been complemented with interviews, and a control group in Sweden it would maybe have had added value and filled out the answers in this study. It would have enriched the understanding of the answers, if other things other than the training influenced them, according to me. One of the limitations was that no interviews were performed, no control group was added in this exploratory study, because of the short time period which was set aside for this purpose.

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[46] DecisionWise, (2011) Management consulting firm specializing in leadership and organization
http://www.decision-wise.com/blog/?s=rates+themselves+higher+ (2013-06-04)

To include Managers assessments strengthens the survey; it shows that the participants in Singapore self-assessments are plausible in this field and the two others. But a weakness of the study is that too few managers in Sweden responded to the survey such that the material cannot be compared with their subordinates. In both *Manage* and *Lead* field the result show a slight indication that participants *experiencing a change in behaviour,* only few cross-tables showed on that participants in Singapore probably had "overrated" themselves. It could depend on that those in Singapore have another mentality in the field *Manage* and *Lead* than they have in Sweden, that's one explanation.

Another explanation could be there is a cultural difference on how to perform *Manage* and *Lead*, which is why this study shows this result. That perspective would have been interesting to highlight, because there's obviously a difference in cultures between the two countries according to me. It's a limitation of this study; the result should be interpreted as an indication that participants are experiencing a change in behaviour. The communication to employees about training objectives often fails in many organisations. If learning objectives are not prepared, it could actually decrease the whole process, and the employee will not be able to perform what he/she should after the training. Here I assumed that the trainer in Sweden clearly communicates the information about learning objectives to the participants.

A final explanation may be that the procedure followed in this study was not ideal. The experienced behaviour changes that could be assumed after the evaluation are probably hard to interpret, because it's not the same group that being compared. It's a limitation of this thesis, but this study gives an indication of the direction that can be assumed in behaviour changes after completed the training in *Manage, Lead* and *Coach.*

One conclusion of this study aside from it having been performed on two different groups, trainings is an important ingredient in employee's work, to be able to develop new knowledge and skills. The organization may take part of employees' knowledge and skills that they acquired during the training but what the value is for the organization is difficult to measure. However what emerges in this study is; through training in *Manage, Lead* and *Coach* the participants in Sweden are experiencing behaviour changes, according to me. With this result, the organization should take advantage of the participants' new skills and an implementation in behaviour changes can be glimpsed.

Finally, this study is an exploratory study that requires further research to gain a more exact picture of reality. Singapore needs to complete the same questionnaire in the survey after 3-4 months for it to be proven that experiencing behaviour changes can be assumed. SKF will complete the evaluation within a few months. Overall, the result should be interpreting as a study that gives an indication of the direction that can be assumed in behaviour changes after completed the training in *Manage, Lead* and *Coach.*

This study is relevant to the work scientific area aimed at skills development and it is a key concept as a working science is about. It develops activities-related skills and meets changes in the business area and its surroundings; it is an important part of work science.

The study contributed that I have added new knowledge about how skills can be handled within a large organization, further how difficult it is to measure behaviour changes. Because of, all individuals interpret their own behaviour in different ways.

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Appendix I

Measure the learning impact of the leadership training

The purpose of this survey is to help SKF to measure the learning impact of the leadership training "Manage, Lead and Coach". In the survey we ask about 20 questions where we want you to honestly and fairly assess your current behaviours. We will ask you and your manager the same questions before and after the training.
Please circle your response options.

For further information, contact Ingemar Hahn.

 Name of participant (we will respect your confidentiality)

_____

Completed the 3 day- 3 months training in Manage, Lead and Coach
Yes   No

Title:
Participant

1 To what extent do you establish a handshake* to confirm what was agreed between you and your co-worker? (* you ask co-worker to describe his/her perception of the conversation using own words)

  Never Rarely   Quite often   Very often   No opinion/ not applicable

2 To what extent are you clear and firm regarding the non-negotiable frame work that you have decided or that has been agreed upon with the team?

  Never Rarely   Quite often   Very often   No opinion/ not applicable

3 To what extent do you act with assertiveness/ confidence with others to say "I have decided" or "I won't", so the team knows how they should act?

    Never   Rarely   Quite often   Very often   No opinion/ not applicable

4To what extent are you able to redirect/rethink when you need to change approach in a situation in your daily work?

  Never Rarely   Quite often   Very often   No opinion/ not applicable   /

5 To what extent do you reinforce and remind the team about the goal when the team feels unsure about the direction?

Never Rarely Quite often   very often   No opinion/ not applicable

6 To what extent are you delegating clearly defined tasks and responsibilities to your co-workers in order to avoid overload for them?

Never Rarely Quite often   very often   No opinion/ not applicable

7 To what extent do you act as a team leader with decisiveness during the meeting when needed, for example, the team gets "stuck" when making decisions?

Never   Rarely Quite often   Very often   No opinion/not applicable

8 To what extent do you together as a team explore the goal for the projects ahead of you?

Never   Rarely   Quite often   Very often   No opinion/ not applicable

9 To what extent do you explore together as a team the possibility to solve problems that arise in the team? (For example communications problems or deadlines)

Never Rarely Quite often   very often   No opinion/ not applicable

10 To what extent do you get the whole team to agree on decisions together?

Never   Rarely   Quite often   Very often   No opinion/ not applicable

11 To what extent are you able to make use of the collective strengths in your team to allow the team to move forward using their full potential?

Never   Rarely Quite often   Very often   No opinion/ not applicable

12 To what extent do you give positive or constructive feedback which is very specific and not too complex and difficult to interpret by others?

Never   Rarely Quite often   Very often   No opinion/ not applicable

13 To what extent are you using "we" as a way to create a sense of unity and belonging in the team?

Never   Rarely   Quite often   Very often   No opinion/ not applicable

14 To what extent do you and your team share responsibility in different situations/projects where you together decide?

Never   Rarely   Quite often   Very often   No opinion/ not applicable

15 To what extent are you taking the opportunity to reflect, respond and reject in a positive way to proposals from others in the team?

Never   Rarely   Quite often   Very often   No opinion/ not applicable

16 To what extent do you acknowledge and recognize our common progress together with the team?

Never   Rarely   Quite often   Very often   No opinion/ not applicable

17 To what extent are you addressing the consequences if a team member is not following the agreed frame work?

Never Rarely Quite often   Very often   No opinion/ not applicable

18 To what extent do you use coaching skills to support others to solve challenges/problems, so they take ownership of their own plans and actions?

Never Rarely Quite often   Very often   No opinion/ not applicable

19 To what extent do you support your co-worker/ team member to perform at their best?

Never Rarely Quite often   Very often   No opinion/ not applicable

20 To what extent do you ask open and short questions when coaching?

Never Rarely Quite often   Very often   No opinion/ not applicable

21 To what extent are you listening actively, showing empathy and being present, when you coach?

Never Rarely Quite often   Very often   No opinion/ not applicable

22 In the coaching situation, to what extent do you avoid stepping in to the expert role and start giving advice?

Never Rarely Quite often   Very often   No opinion/ not applicable

23 To what extent do you summarize what you have heard when you are coaching others?

Never Rarely Quite often   Very often   No opinion/ not applicable

Appendix II

Dear Participant,

As part of securing a robust learning process, we have started to measure the learning impact of soft skills trainings. We are now targeting the "Manage, Lead & Coach" training and invite each person who participated in the 3 day face-to-face workshop in September 2012.

You will find a questionnaire through the link in this mail. It will take 15-20 minutes to respond to the questions. For your own learning benefit, make sure to respond as honest and fair as possible.

Your privacy will be respected and no personal information will be shared with your manager, HR or any other stakeholder. The data will purely be used as non-identified information, for instance, "participant no 1" etc. In order to provide a 90- degree assessment, your manager is invited to respond to the same questions.

DEADLINE, Thursday May 2nd!

Please respect the deadline; our intern needs time to analyze this survey for our best outcome.

We will provide you with a copy of the report, once it is finalized. I hope the entire learning journey brings value to you.

We thank you in advance for your co-operation. If you have any questions, please contact me.

Ingemar Hahn,
Portfolio Manager Leadership Development, SKF Learning