

Bell Evaluation Case – Evaluation Instruments : Level 1 & 2

Nadine Stokes

Department of Instructional Design and Learning Technology : Franklin University IDPT 650

Instructional Design

Professor Diane August

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Evaluation Instrument Level – 1

The president of MPD, James Smith, expressed his desire to expand the organizations business venture. To attain this goal, the MPD workforce would need to expand significantly (Bell Evaluation Case). This could only be accomplished by revamping the “recruitment process, specifically the interviewing portion of the process” (Bell Evaluation Case). Additionally, to expand its business initiative the Senior Managers /Executives, Office Managers, and Supervisors must select and employ exemplary personnel (Bell Evaluation Case).

In efforts to enhance the MDP attainment development procedure, the trainees, were given a course evaluation, “Reaction Sheet” (Kirkpatrick & Kirkpatrick, p.24, 2007), at the end of the course (Bell Evaluation Case). The Level 1: The Reaction Sheet, contains” numbers on a (5) point scale that will gauge Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree” (Kirkpatrick & Kirkpatrick, 2007, p. 25).

The inquiries must gauge the instruction, training material, trainer, and the applicability to the position. The inquiries have been designed to disclose the trainee’s views on the instruction, and to give suggestions on how to improve the instruction program (Kirkpatrick & Kirkpatrick, 2007). The trainer distributed the forms to the trainees before the instruction ended. The trainees were given (5) minutes to complete the forms, and to turn them in before leaving the conference room (Bell Evaluation Case).

Level 1: Reaction Sheet

The Reaction Sheet is designed to evaluate the quality of the MDP Executive Recruitment Training. The topics that will be analyzed are the instruction material, instruction topics, technology, instruction environment, instruction handouts, and instruction format. The survey will assure the inquiries disclose the trainee's views on the instruction. The trainees will have the opportunity to give suggestions on improving the instruction program. The training consultant is asking for your participation. Your responses will be beneficial to planning current and prospective instruction programs for MDP.

NAME: _____

TRAINING : MDP Executives Recruitment Process Training: Reaction Sheet

TOTAL HOURS TO COMPLETE TRAINING: (4)

TRAINING CONSULTANT: Bell Design Technologies Inc.

A. Select a response that supports your views on the instruction program (to indicate if you agree/ disagree, please circle your responses). Strongly Agree=1; Agree=2; Neutral=3; Disagree=4 Strongly Disagree=5.

		Strongly agree			Strongly disagree		
		1	2	3	4	5	
1.	The instruction material was well organized.						
2.	The instruction material was articulated professionally.						
3.	The training material was aligned with the instruction objectives.						
4.	The instruction content, handbooks, handouts, videos, and powerpoint, was explanatory, and relevant to the instruction.						
5.	The technology and tools increased the learning experience.						

		Strongly agree		Strongly disagree		
		1	2	3	4	5
6.	The locale for instruction promoted the learning experience.	1	2	3	4	5
7.	The consultants presentation skills were excellent.	1	2	3	4	5
8.	The consultant's explanation of the training objectives were concise and comprehensible.	1	2	3	4	5
9.	The consultant was organized and familiar with the instruction materials.	1	2	3	4	5
10.	The instruction has enhanced my knowledge about the recruitment process.	1	2	3	4	5
11.	The pre-test and post-test gauged my understanding on recruitment before and succeeding the instruction.	1	2	3	4	5
12.	This instruction program has equipped me with the skills that are needed to implement a successful interview.	1	2	3	4	5

B. I would rate this training as:

- ☐ Excellent
☐ Outstanding
☐ Good
☐ Standard
☐ Substandard

C. Please give any recommendations that will enhance the instruction program.

Level 2: Pre-test / Post – test

Prior to the MDP Recruitment Training, the trainer will administer a pre-test that will measure the trainee’s current knowledge of the recruitment process (Bell Evaluation Case). The Post-test will be implemented after the training (Kirkpatrick & Kirkpatrick, 2007)). The Level 2: Learning, (pre-test / pro-test) are similar test, they have been formulated to measure the trainees “skills, abilities, and or attitudes” (Kirkpatrick & Kirkpatrick, 2007). According to the Kirkpatrick Model, “the test must cover the content of the program, and the knowledge skills or attitudes to be learned (Kirkpatrick & Kirkpatrick, p.49, 2007). The instruction should include a combination of inquiries, “multiple choice, true or false, and an essay” (Kirkpatrick & Kirkpatrick, p. 49, 2007).

The post-test inquiries will be based on the learning objectives. The Post-test is administered after the instruction program. The trainer will distribute handouts that contain the answers. The trainees are asked if their “beliefs about interviewing changed since the pre-test” (Bell Evaluation Case). The trainees are given the opportunity to make inquiries and comments.

Appendix B

NAME: _____

TRAINING : MDP Executives Recruitment Process Training : Pre-Test / Post -Test Assessment

TOTAL HOURS TO COMPLETE TRAINING (4)

TRAINING CONSULTANT: BELL Design Technologies, Inc.

- A. Select a response that supports your views on the Post-test Assessment (to indicate if you agree/ disagree, please circle your responses). Strongly Agree=1; Agree=2; Neutral=3; Disagree=4 Strongly Disagree=5**

	Strongly Agree		Strongly disagree		
1. I know the difference between interview inquiries that are lawful / not lawful to ask.	1	2	3	4	5
2. The instruction has given me knowledge on how to conduct MDPs quality interviewing process.	1	2	3	4	5
3. After attending the instruction workshop my views about interviewing have changed significantly.	1	2	3	4	5
4. The instruction workshop has given me the skillset that is needed to solicit, employ, and contain exceptional personnel.	1	2	3	4	5
5. Before attending the instruction, I did not know the proper procedures for interviewing.	1	2	3	4	5
6. Before attending the instruction workshop, I hired candidates based on a hunch.	1	2	3	4	5
7. I have gained understanding on how to administer a quality interview.	1	2	3	4	5
8. When recruiting candidates, I administered quality inquiries.	1	2	3	4	5
9. The instruction has enhanced my knowledge about the recruitment process.	1	2	3	4	5
10. I am confident that I know how to select candidates with skillsets that will be essential to MDPs expansion initiative.	1	2	3	4	5
11. This instruction program has given me understanding on how to ask open-ended inquiries that will produce knowledgeable results.	1	2	3	4	5
12. Prior to the instruction, I excluded the candidate from the interviewing conversation.	1	2	3	4	5

Level 2: Knowledge Test

Level 2 : Learning , will measure the trainees “skills, abilities, and or attitudes” (Kirkpatrick & Kirkpatrick, 2007). The instruction should include a combination of inquiries, “multiple choice, true or false, and an essay” (Kirkpatrick & Kirkpatrick, p. 49, 2007). The answers to the questions are listed below.

Appendix C

NAME: _____

TRAINING : MDP Executives Recruitment Process Training : Knowledge Test

TOTAL HOURS TO COMPLETE TRAINING (4)

TRAINING CONSULTANT: BELL Design Technologies, Inc.

1. What are the “four” types of interview Questions? Give an example of each.

- a. _____
- b. _____
- c. _____
- d. _____

Answers

- a. Rapport-Building Questions: **Example** - during the interviewing process, the interviewer will go the extra mile of the way to build a relationship with the potential employee. In addition, the interviewer will state they are looking forward to the interview process. This will ease the candidates’ apprehensions and give them confidence about the interviewing process. (Bell Evaluation Case).
- b. Open-ended Questions: provokes reflecting and sharing experiences, and knowledge that has been acquired from the experiences (Bell Evaluation Case).
- c. Probing Questions.: generates detailed information about a particular issue. It also gives clarity to inquiries (Bell Evaluation Case).
- d. Non-Question – Questions: the interviewer will ask questions that promote self-reflection, and difficult experiences you encountered (Bell Evaluation Case).

2. **Identify the questions that are lawful / unlawful, to ask a potential employee.**

- a. Would you be willing to work for a person who is younger than you?

Answer: according to federal law, “ you cannot base a hiring decision on anything other than bona fide occupational qualifications” (Bell Evaluation Case).

- b. To inquire whether a candidate speaks or writes a language fluently?

Answer: If speaking or writing a language fluently is a job requirement it is considered to be a lawful question. (Bell Evaluation Case).

3. **Name the (4) steps an interviewer must take to prepare for an interview.**

- a. _____
- b. _____
- c. _____
- d. _____

Answers

- a. Identifying necessary job skills, (exercise 1) on identifying job skills, provide answers to (exercise 1).
- b. Implementing interview inquiries.
- c. Performing the interview.
- d. Analyzing the interview (Bell Evaluation Case).

4. **Multiple Choice.** Which of the following are MDP interview Objectives? Check all that apply.

- _____ Preparing for a structured interview.
- _____ Identifying questions that are lawful / unlawful, to ask a potential employee.
- _____ Conducting an effective and successful interview/.
- _____ Recognizing open or closed interview questions.

Answer: preparing for a structured interview, identifying questions that are lawful / unlawful, to ask a potential employee, Recognizing open or closed interview questions (Bell Evaluation Ca

References

Franklin University. (2011, September 30). Bell Evaluation Case.

[Unit 8 Assignment 1 \(instructure.com\)](#)

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