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# **Evaluation of the Effectiveness of Global Organization's Internal Training from Customer Point of View**

Case: KONE Oyj Global Spares Supply



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ABSTRACT

This project was commissioned by KONE Oyj: Global Spares Supply (GSS) unit. In 2014, GSS Training Center was established to provide better knowledge for customers towards the ordering, tools and processes of GSS. Customers in this case mean the internal customers of KONE. Training has been held over online meetings, and since GSS Training Center establishment there have been approximately 1,000 logins to the training events from different countries. Before this project, a survey was not implemented for participants to collect feedback about the training so the aim of this thesis was to answer to research question: "How the customers evaluate the training that GSS provides, and is it at the required level?"

The theoretical framework of the thesis was based on learning and training on a global environment, and Four-Level Training Evaluation Model by Donald Kirkpatrick to create a steady and existing theoretical endorsement for the project.

In order to answer to a research question, a survey was implemented for the training participants. The used research method was a quantitative research from which generalizations are aimed to make from collected findings.

On the basis of the analysis of the survey -and the theoretical framework it was found out that in general satisfaction towards the GSS Training Center and its contents is in a good level, and persons who participated in the study felt that it is needful what comes to the development of own work – and collaboration. However, also some deficiencies and possible development points were found out including for example more interactive training, a possibility for the training participants to provide feedback after each training event, and lack of information concerning the GSS Training Center training events to list a few. In order to correct these deficiencies, commission unit was offered necessary actions with practical tips.

**Keywords** Training, learning process, training evaluation

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## TIIVISTELMÄ

Tämän projektin toimeksiantaja oli KONE Oyj: Global Spares Supply (GSS) yksikkö. Vuonna 2014 GSS Training Center perustettiin tarkoituksena tarjota parempaa tietoa asiakkaille liittyen GSS:stä tilaamiseen sekä sen käytössä oleviin työkaluihin -ja prosesseihin. Asiakkaat tarkoittavat tässä tapauksessa KONE:een sisäisiä asiakkaita. Koulutukset on järjestetty verkkokoulutuksina, ja GSS Training Center:in perustamisesta lähtien kirjautumisia on ollut noin 1,000 kappaletta eri maista. Ennen tätä projektia, yhtään tutkimusta ei ollut toteutettu koulutuksiin osallistuneille henkilöille palautteen keräämiseksi, joten tämä tutkielma pyrkii vastaamaan tutkimuskysymykseen: ”Miten asiakkaat arvioivat GSS koulutuksia, ja ovatko ne tarvittavalla tasolla?”

Tutkielman teoreettinen viitekehys pohjautui oppimiseen ja kouluttamiseen kansainvälisessä ympäristössä sekä Donald Kirkpatrickin nelitasoiseen koulutuksen arviointimalliin.

Jotta tutkimuskysymykseen voitiin vastata, koulutuksiin osallistuneille henkilöille toteutettiin tutkimus. Tutkimusmenetelmä oli määrällinen tutkimus, jonka pohjalta tehtiin yleistyksiä kerätyistä havainnoista.

Tutkimuksen analysoinnin pohjalta ja teoreettiseen viitekehykseen pohjautuen huomattiin, että yleisesti ottaen GSS Training Center ja sen sisältö ovat hyvällä tasolla, ja tutkimukseen osallistuneet henkilöt kokivat sen tarpeellisena esimerkiksi oman työnsä kehittämisen – ja yhteistyön parantamisen kannalta. Kuitenkin myös joitakin puutteita ja mahdollisia kehityskohteita kävi ilmi kuten tarve vuorovaikutteisemmalle koulutukselle, mahdollisuus antaa palautetta jokaisen koulutuksen jälkeen, sekä vähäinen tieto koskien GSS Training Center:in koulutuksia muutaman mainitakseni. Jotta nämä puutteet saataisiin oikaistua, toimeksiantajalle tarjottiin tarvittavia toimenpide-ehdotuksia käytännön vinkeillä.

**Avainsanat** Kouluttaminen, oppimisprosessi, koulutuksen arviointi

**Sivut** 53 s. + liitteet 5 s.

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## 1 INTRODUCTION

Nowadays it is necessity for organizations to develop their operations in order to stay competitive with pressure of internal sources and external global environment. Competent and also motivated employees are, in the end, the only permanent competitive advantage which an organization can achieve – so it should be invested in. By training, organization is able to raise its competence and performance at the same time. (Sydänmaanlakka 2002, 1.)

Training has been described as being a practical humanism. It values well-being and fulfilment, and highlights personal growth. Training also reflects the leadership style that creates results. Lou Gerstner, as Chairman of IBM announced at full length in 1998, “In the past, it may have been sufficient for managers to deliver the numbers and close the deal. Today the definition of leadership at IBM is broader than that. You lead programs and projects, of course. But you’re also in the job to lead people, build a team, coach, and create a culture of high performance.” Nearly two decades later, this is the typical story for each organization which is facing continually tightening competition and changing conditions. Organizations need to be more effective with fewer resources. (Rosinski 2003, 3-4.)

### 1.1 Company Presentation: KONE Oyj

This project was commissioned by KONE Oyj, and more particularly the Global Spares Supply (GSS) unit. KONE is one of the global leaders in the elevator and escalator industry, and its story began over 100 years ago in 1910. During this time KONE has been involved in different kinds of businesses: from textile manufacture and medical technology to the design of hydraulic piping systems. The main focus however has always been in the elevator and escalator business. (KONE Corporation, 2016a.)

KONE's objective is to offer the best People Flow™ experience by developing and delivering solutions that enables people to move comfortably, smoothly, safely and without waiting in buildings in an increasingly urbanizing environment. KONE operates through more than 1,000 offices in over 60 countries around the world, and in 2015 the employee rate was close to 50,000. KONE serve hundreds of thousands of customers around the world, and their key customers consist of: builders, building owners, facility managers, and developers. (KONE Corporation, 2016b.)

KONE's vision alongside of its objective is to create the best people flow experience. People and processes are continuously strengthened on a competitiveness basis. The vision progress is measured by strategic targets which are: to have the most loyal customers, be a great place to work, grow faster than the market, have the best financial development in the industry and be a leader in sustainability. (KONE Corporation, 2016c.)

### 1.1.1 Global Spares Supply

Global Spares Supply unit (official abbreviation GSS) provides quality spare parts for all KONE elevators, escalators and automatic building doors, as well as commercial replacement parts and components for a wide range of other manufacturers. Product offering includes over 160,000 items and GSS is also providing globally integrated supply chain solutions to ensure the right product is in the right place at the right time. In addition, GSS is also providing warehouse and operations management, inventory management, transportation management, and reverse logistics including online ordering and visibility tools. (Global Spares Supply, 2016a.)

GSS personnel operate globally - in Hyvinkää, Finland; Shanghai, China and Chennai, India, and its customers are divided all over the world. GSS deliveries are delivered within 24-48 hours to most countries within EU (European Union). GSS operations are divided into many different teams which are as follows:

- Asia Operations (Shanghai, China)
- Change Team
- Data –and Pricing Support
- DEV Non-KONE
- DEV Project Office
- DEV Projects
- Direct Sales
- European Customer Service
- Frontline Support
- GSS Management Team
- GSS Projects
- GSS Quality Team
- GSS Sourcing Team
- Inventory & Supply Chain Optimization Team
- KRM Surveillance Center
- Logistics Operations and Invoicing Team
- Maintenance Field Support (MFS) Team
- Material Management Team
- MFS Building Doors Team
- MFS Elevator Electrification Team
- MFS Elevator Mechanics Team
- MFS Escalators Team
- MFS Front-Office Team

(Global Spares Supply, 2016b.)

### 1.2 Project Description and Research Question

*“The key purpose of any training is to improve effectiveness and productivity. Everyone needs training to do their jobs well. Internal training begins with an induction program, enabling the employee to learn how to do*

*the job, its purpose and how it fits into the corporate strategies. Ongoing support training is essential to keep up with changes to the working and corporate environment.*"(Chron.com, 2016.)

The above paragraph describes what this project is all about. In GSS, customers' training has been invested in more since 2014. Back then, the GSS Training Center was established to provide better knowledge for customers towards ordering, tools and the processes of GSS. Customers in this case mean internal customers (also called Front Lines) of KONE, so it is also a question about the organization's internal training. Training events has been held over online meetings, and any customer could have been participating in them. Before this project, a survey was not implemented for training participants to collect feedback about the training events so this thesis aims to investigate at what level the GSS training is at the moment, what is the participants' feedback towards it and should the training be developed somehow. All in all, this thesis aims to answer the following research question: "How the customers evaluate the training that GSS provides, and is it at the required level?"

It is worth mentioning that GSS is operating globally, and a survey was carried out for all the training participants from all over the world. So far there have been around 1,000 logins to the training events from different countries, and the same person could have participated in various training events many times.

### 1.3 Research Objectives

This research consists of four objectives which are divided between the theory and existing knowledge; current situation; strengths and challenges; and in addition recommendations. These clearly defined objectives summarize what is to be achieved by this research.

#### 1.3.1 Theory

Objective 1: Theoretical objectives of this research are to find suitable sources which support topic area as multidimensional as possible, but at the same time limit the topic area not to spread into irrelevant dimensions. The theoretical framework of the thesis emphasizes training and organizational learning in a global environment, and Donald Kirkpatrick's Four-Level Training Evaluation Model. Reason to focus into these areas is to gain strong theoretical support for findings of the survey, and possible proposals for commissioning unit based on them. The theoretical framework is compiled based on the survey questions / statements, and considering which topic areas help to provide recommendations to commission unit.



### 1.3.2 Current Situation

Objective 2: Objectives related to commission unit of this research is to implement a survey for customers who have participated to the training events of Global Spares Supply, analyse the response data, and evaluate which level the training in general is at the moment.

### 1.3.3 Strengths and Challenges

Objective 3: Strengths and possible challenges of the customers training in Global Spares Supply unit can be known only by a careful analysis of current situation, and review of the survey data. Objective is to provide information for commission unit about what are the strengths of customers' training, and what could be developed if any.

### 1.3.4 Recommendations

Objective 4: By combining the theory, current situation, and analysis of strengths and challenges together this research aims to provide recommendations for the commission unit for possible further steps of customers' training.

## 1.4 Research Methods

This research aims to provide an answer to a following question:

**“How the customers evaluate the training that GSS provides, and is it at the required level?”**

Basically, customers' answers to the survey questions or clauses might differ from each other to a great extent, and for that reason research wants to be kept in evaluative level. There is no right or wrong customers' answers, but all point of views is more than desirable in order to provide as comprehensive summary as possible to the commission unit. Following methods are to be used to gain full benefit from the research and its outcomes.

### 1.4.1 Literature

Theoretical knowledge behind the training, organizational learning and development, and training evaluation are carefully reviewed through to be able to critically observe survey data. This theoretical framework is obtained by using primary sources such as web sites and also secondary sources including text for instance books. Theory creates a base for further observations, definitions of concepts, interpretations, and generalizations of the research (SlideShare, 2013).

#### 1.4.2 Survey and Quantitative Research Method

For this research, survey for customers of Global Spares Supply unit of KONE is implemented to assess opinions towards training of this specific unit. Survey is a quantitative survey, the basis of which generalizations are aimed to make from collected findings. Sample size is 507 training participants. Survey is formulated in Webropol-system, and sent through e-mail to all the training participants. Response time is limited to two weeks including one reminder in the middle because longer response time most probably would not make any difference to final response rate.

Quantitative research method is ideal for a survey scanning large numbers of people. It does not provide information on individual level, but in general which is the aim in this research. Quantitative research method is used to define attitudes, opinions, behaviors, and other specified variables. It consists of measurable data which formulates facts and exposes patterns in research. There are various quantitative data collection methods to be used for surveys such as online surveys, paper surveys, mobile surveys, face-to-face interviews, telephone interviews, longitudinal studies, website interceptors, online polls, and systematic observations. (Snap Surveys Ltd., 2011).

## 2 THEORETICAL BACKGROUND

Many might think that customers are organization's external customers but case is not always like that. This research focuses into the organization's internal customers who are KONE employees at the same time, and their training. In KONE, customers also called as Front Lines are so called parent companies all over the world – and they have their own final customers. Supply chain is multi-dimensional, and so are the needs. Global Spares Supply is in accordance of its name the supply unit for customers with numerous of different kind of tools, systems and processes in use. In global environment it is more or less vital to create new ways of managing the business to achieve sustainable high performance, and establishment of a training center was one step for GSS to do so.

Training, coaching, knowledge transfer – all these includes learning activities that pass on a selected subset of the organization's knowledge to an individual or group of employees (Training Industry, 2013). Well-known expression goes “we learn everyday something new”, and sure all of this happens also in our everyday lives outside of work, but this research focus especially to training within organization with special attention to customers' training.

### 2.1 Training as a Concept

Rosinski (2003, xviii) propose that trainers or coaches help customers to unleash their potential, just as the greatest sport coaches enable athletes to access the champions within. That is definitely the idea of training but

there are many things which should be taken into account when training or coaching in a global environment. Cultural perspectives, for example alternative ways to communicate is a must when target group consist of people from different nations and professions. More human potential to achieve meaningful objectives is unleashed when trainers or coaches integrate the cultural dimension.

Training helps people to find practical solutions to the concrete challenges they face: how can people make the most of their time, improve leadership and communication, achieve different kind of work goals, develop their creative thinking, establish constructive relationship, and so on? However, training does not always mean challenges. Systems, processes and people are changing all the time in organizations so perpetuating training is essential. (Rosinski 2003, xviii.)

As already mentioned earlier, training is kind of an art of facilitating the unleashing of people's potential to reach meaningful, important objectives. Rosinski (2003, 4-5) has suggested six key elements which create the essence of training and those are:

### **1. Objectives**

Training strives toward concrete impact and results; it is about helping to express and achieve objectives – whether those are tangible or intangible. The focus of the training is in the current situation and future plans of the trainees. (Rosinski 2003, 4.)

### **2. Meaningful, important**

Training aims to engage trainees in an authentic way. Objectives cannot be imposed or “sold” against trainees will but by creating a real commitment and that is possible by emphasizing trainees' inner motivates and values. That is sometimes challenging because trainees might come to training because they need to do so, for example in business world changing processes requires the participation to keep personnel updated. One target of the training is also to help trainees to understand how they can serve others, and pursue concrete objectives in the service of various stakeholders such as clients, employees, shareholders and society. (Rosinski 2003, 4.)

### **3. Potential**

Usually people do have more potential that they actually knows to have, and training helps trainees to identify and make use of that potential. Great trainers might have a vision about the possible potential of trainees, but most importantly they strive to help trainees to discover, develop, and overcome obstacles to realize the potential. When we think about the training in global environment for a large number of people, it might be impossible to even know all the trainees or the potential of them, but then it is good to invest in the content of training so that trainees will get the most

of it. Each trainee will adopt the information in their own way, and modify it for their own needs. (Rosinski 2003, 4.)

#### **4. Facilitating**

Training is an interactive and developmental process where the trainer enables trainees to discover their own solutions, to find new opportunities, and implement actions. It is recommended that also trainees took part to the training session to avoid trainer's monologue, and to raise possible questions related to training subject. That also demonstrates that trainees are following the training and are attentive towards it. (Rosinski 2003, 5.)

#### **5. People**

Training can be carried out for individuals or teams/larger groups. In the last mentioned case, the trainer operates in two levels: helping the team or group to achieve synergy (overall performance with relation to individual contributions) and helps each team member separately to reach her or his personal objectives. That also requires participation from each individual or team member, each training participant is responsible of the learning from its own part – if you are insecure about something, ask and bring interaction to the training. Win-win solutions are the ones which great trainers aims for the team overall – opportunities that exist at the convergence between the team and individual needs. (Rosinski 2003, 5.)

#### **6. Art**

Yes, training is an art of choosing an effective approach from a given situation to creatively combining technical tools, models, and perspectives to point specific challenges, and without forgetting of planning innovative processes to serve trainees needs. It is not enough to be great with technology because training is a unique entity which cannot be performed automatically or superficially. Intuition and kind of a situational sense are key competencies what comes to successful training. (Rosinski 2003, 5.)

### **2.1.1 Training and Learning Globally**

Previous paragraph described training as a concept, but it is desirable in terms of the research to get familiar about what training and learning is in a global environment. In global organizations, flow of knowledge is the must in order to form common practises and achieve competitive advantage in comparison to competitors. So training and knowledge transfer does have a bigger impact what people may even think. In global business, training is a possibility for an organization to create kind of a common language for its employees, customers and so on.

English is nowadays the universal language which is mainly used as a common language in communication at international business, but still cross-cultural awareness is very important when interacting with people from different language -and cultural backgrounds. That mainly means

ability to interact effectively and appropriately with people from different cultural backgrounds; trainers or coaches must have an intercultural sensitivity towards their trainees. (Cavusgil, Knight & Riesenberger, 552.) Culture however does not mean only people from other nations, but also organizations, professions and so on have their own cultures. Group of trainees consist of different kind of individuals which have educational, -ethnic, -personality type, -and gender differences to list a few. However, when group has a common mission and willingness for a better performance for example in global business, cultural differences are a source of richness. (Rosinski 2003, 17-18.)

Studies have shown that the organizations which put an effort on developing a corporate global mind-set throughout the whole organization will most likely to succeed on the global stage. Global training is kind of a valuable investment in global skills development – organizations should not think anymore “*It worked at home so it will surely work at overseas*”. In addition of investment of global skills and talents, at the same time organization strengthen its responsiveness to local markets. When thinking about the other way round, low investment to the global training might cost the organization in terms of productivity, output, and even market failure overseas. (The CEO Refresher, 2003.)

Global interaction requires listening, confirmation of understanding, feedback, demonstrating respect, and open flexible thinking to optimize the opportunities of it. Of course this is needed in any interaction what so ever, but with global interaction it is even more important. Face-to-face interaction is valuable, but not essential and for example online training can be equality effective in achieving optimum training outcomes. As it is not possible to express non-verbal signs, it need to be taken care that trainees has opportunities to reflect their feelings somehow. One definite benefit of global training at online is the saving of travel costs, but still meaningful and regular engagement is done even with the busy schedules. (Organisation Solutions, 2014.)

What about learning then, and especially in a global environment? Sydänmaanlakka (2002, 19-20) emphasizes the importance of learning process, and especially the understanding of how the learning process takes place and how different people learn. David Kolb's learning process model is one of the most famous ones. According to it, learning is a process in which knowledge is created by transforming experiences so in other words it is closely related to practical experiences. Learning can be seen as happening in a cycle consisting of four stages, demonstrated visually in Figure 1: concrete experience, reflective observation, abstract conceptualization and active experimentation. To simplify this; first the learner need to experience something directly – **concrete experience**, then the learner reflect it to the experience he / she already knows – **reflective observation**, after that learner think about his / her observations and based on them develop some new ideas about how things work – **abstract conceptualization**, and finally the learner acts according to what he / she has observed and thought about – **active experimentation**. The active experimentation is

the stage which becomes the basis for future learning. It is a need that learner moves all of these stages through in order to achieve complete learning, and the new knowledge, skills, and/or attitudes become the basis for new behaviour. (Community Foundations of Canada n.d.) It is also of course critical that learner or in this case trainee has the motivation to develop him –or herself, that is the starting point of all learning.

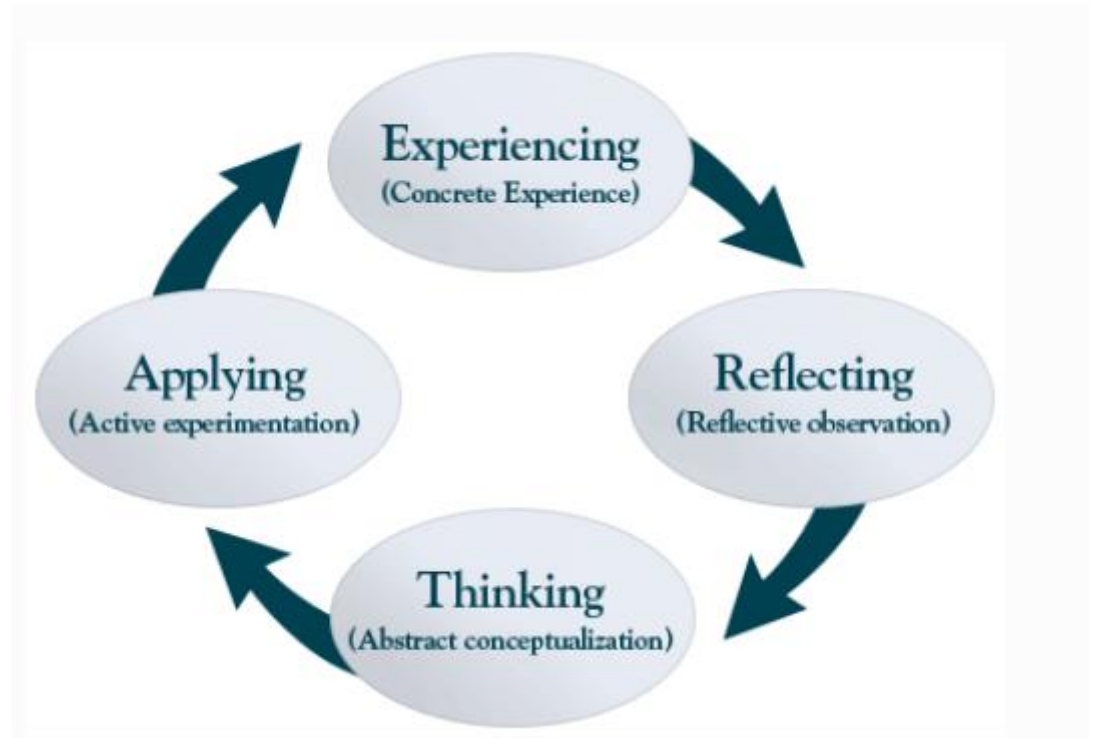


Figure 1 David Kolb's Learning Process Model (Community Foundations of Canada n.d.)

There are also some obstacles which might harm learning in individual, the team or the whole organization level. For example from training viewpoint it is important to ensure that information is not conflicting, inconsistent or ambiguous and that training does not include too much information. Training should be also documented and shared for further learning needs, especially when trainees are from all over the world. By remembering previous things, organisation's environment for learning is more favourable. It is also important to be open towards the opinions of other people, and that is one reason why this research is put in place – to evaluate is GSS training in required level, and can learning be developed even further within the organization. To quote the French novelist Marcel Proust: 'The real wonder of finding new things is not in looking for new views, but in looking at things with new eyes.' Training aims for extending individual competence to organizational competence.

## 2.2 Four-Level Training Evaluation Model by Donald Kirkpatrick

Now when training has been explained as a concept, and what training and learning is in global environment it is desirable to be absorbed in the theory of training evaluation. Training within the team or organization requires always resources and time so for that reason it is important to measure how effective training has been. Donal Kirkpatrick, Professor Emeritus at the University of Wisconsin and past president of the American Society for Training and Development (ASTD) created the Kirkpatrick Model for training evaluation around 60 years ago in 1954 as his doctoral dissertation. According to the own words of Kirkpatrick: "I never called it a 'model' and I never referred to the four words as levels, I was just trying to determine if my programs for managers and supervisors were successful in helping them to perform better on the job." (Kirkpatrick Partners LLC., 2016.)

The Kirkpatrick Model has followed few to mention: New World Kirkpatrick Model and Kirkpatrick Foundational Principles. The Kirkpatrick Model consists of four levels which helps objectively analyze the effectiveness and impact on training, and those are:

1. Reaction
2. Learning
3. Behavior
4. Results.

(Mind Tools Ltd., 2016.)

The Kirkpatrick Model can be thought in pyramidal way, illustrated in Figure 2. In order to design an effective training program, it is recommended to start from the bottom: results, and work from there backwards. If desired results cannot be seen, Kirkpatrick Model provides the power to find out that early on and correct the direction of the program. (Chronus LLC., 2016.)



Figure 2 Donald Kirkpatrick's Four-Level Training Evaluation Model in a pyramidal illustration.

It is worth to review each level through to gain full understanding of this model for training evaluation and those are went through in following paragraphs.

### 2.2.1 Level 1: Reaction

This first level of the evaluation aims to measure how trainees react to the provided training. It is desirable to measure the trainees' reactions right after the training implementation. However, first level evaluation should not only include trainees' reactions towards the overall training or program, but also measurement of participants' reactions or attitudes toward specific portion of the training or program, like as the trainer, the topics, the presentation style, the schedule, the technique, etc. In addition, each of these portions can be divided into sub-portions for evaluation (e.g. participants can be asked to evaluate the trainer's delivery or expertise towards the subject, etc.). In shortly, first level evaluation is much more than just measurement of overall customer satisfaction. (University of South Alabama n.d.)

It is noteworthy that if trainees does not have positive attitude towards training at the first point, most probably outcomes for level two (learning) and for level three (transfer of learning) will not occur. For that reason it is important to examine trainees' reactions towards the training. Also, positive reactions are important because training organizers are more likely to



leave out the unpopular training events. Last, evaluation of specific viewpoints of the training can provide valuable information about what aspects of the training can be improved in the future. (University of South Alabama n.d.)

Level 1 evaluation relies on the measurement of attitudes usually by way of a questionnaire. It is highly recommended to use predetermined questions / statements (including rating scales) as well as open questions / statements in the questionnaire. Predetermined questions help to improve the training as those usually involves the things that training organizers want to find out from the questionnaire. Also, usually training participants are more honest with their replies if they are allowed to do the questionnaire anonymously. (University of South Alabama n.d.)

Advantages of Level 1 evaluation:

- Training organizer will find out how the participants felt about the training event.
- Trainees / participants might point out content areas which they felt were missing or need more attention in the training event.
- It might provide information about overall reaction of participants, their feedback and evaluation of specific aspects of the training event.
- Detailed level 1 evaluation might provide formative evaluation information that can be used to improve future training events (e.g. content of the training can be changed according to feedback of participants).

(University of South Alabama n.d.)

### 2.2.2 Level 2: Learning

The second level of the evaluation aims to determine what the trainees learned during the training event. Training organizer should have specific objectives for the training which aims for clear learning outcomes. Those learning outcomes can include changes in knowledge, skills, or attitudes. Emphasis of the trainings might differ; some training will emphasize knowledge, some will emphasize skills, some will emphasize attitudes, and some will emphasize various learning outcomes. The evaluation should concentrate on measuring what the training event was covering (e.g. the learning objectives). (University of South Alabama n.d.)

The second level evaluation should be done right after the training event to find out whether trainees gained the knowledge, skills or attitudes. There are anyway few issues in the second level evaluation; first of being how knowledge, skills and attitudes shall be measured, and second what kind of research style should be used to demonstrate improvement in the outcomes of this level? (University of South Alabama n.d.)

How these second level outcomes can be measured then? First, knowledge is typically measured by using already obtainable *achievement tests* (e.g.

tests designed to measure the degree of learning that has taken place), or the ones compiled by trainer. Those tests are usually criterion-referenced in the training environment. However, *norm-referenced tests* are traditionally standardized tests which are built to maximize individual differences and to permit comparison of individuals to an external norming group. The performance distribution of the norming group is usually represented by a normal curve. On the contrary, *criterion-referenced tests* are built to examine whether trainees have gained one or more learning objectives and these tests include a cut-off point of pass or fail. (University of South Alabama n.d.)

Skills are usually measured by using a *performance test*. It is a test that requires test organizer to create a product or demonstrate a process. Goal of this test is to determine whether each person can carry out the skills they have been taught in the training event. For example, if the learning objective was to make repairs to mobile devices, performance test would be consisting of determining whether a person can install a mobile chip in a mobile device or equivalent. Performance tests are usually criterion-referenced what comes to training environment (e.g. participants' scores are compared to a cut-off point). (University of South Alabama n.d.)

Attitudes again are measured by questionnaires similar to the ones explained for level one evaluation. Typically, these kinds of questionnaires consist of participants giving their rating for various items with responding Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree or with other similar kind of rating scales. Also open-ended items should be included in the questionnaire to allow participants to respond in their own words, and by providing possibly new viewpoints to evaluation. (University of South Alabama n.d.)

Advantages of Level 2 evaluation:

- By demonstrating trainees / participants learning will most probably help trainers to endorse their training events.
- Knowledge of level 2 evaluation can help to interpret the results of level 3 evaluation. (e.g. if level 3 results do not occur, it might be the result of workplace factors and not because of any deficiencies in training).
- Detailed level 2 evaluation can provide formative evaluation which can be used to develop future training (e.g. training organizer may find certain learning objectives that have not been met).

(University of South Alabama n.d.)

### 2.2.3 Level 3: Behaviour

The third level of the evaluation aims to find out if trainees / participants change their on-the-job-behavior (OJB) as a result of participating the training. If the change does not occur, training organizer most probably want to also know why it did not happen. The third level of the evaluation aims to answer to a question: Did the training have a positive effect on job

performance? This level evaluation concentrates on measuring the transfer of knowledge, skills, and attitudes from the training context actually to the workplace. It is noteworthy that the outcomes of level one and level two are important because in general, participants need to react positively to the training program (level 1 outcome) and they need to learn the material (level 2 outcome) in order to be motivated and able to utilize what they have learned when returning to their jobs. (University of South Alabama n.d.)

Learning will most likely to happen if the circumstances in the work are favorable for it. In addition, trainers can do many things to enhance the likelihood of transferring learning to actual work. In other words, "training factors" are most likely to affect transfer process before trainees go back to their workplace as well as "workplace factors" which are functioning in their workplace. These factors can be divided into two sections that make transfer more likely to happen:

A. First few factors in the training program or event that might help simplify the transfer of learning:

- Whether it is question about the training –or learning environment, context or culture, it should be as similar as possible in comparison to actual one of work or organization. This is called *situated learning*, and when learning happens in "authentic" contexts it is more likely to be used later on.
- Examples from real world should be provided.
- Trainees should understand the most typical principles behind the behaviors, also called "transfer through principles".
- Trainer should motivate the trainees.

(University of South Alabama n.d.)

B. Secondly few factors in the receiving organization that might help simplify the transfer of learning:

- Change is supported by the organizational culture and atmosphere.
- Above mentioned support can also be seen through the participant's direct superior and others with whom she or he works with, and new behaviors can be rewarded for example by help, encouragement, increased responsibility, and recognition.
- The participant has the opportunity to use his or her new skills or knowledge at work.

(University of South Alabama n.d.)

Level three evaluation is usually more challenging than level one –and level two evaluations as it is harder to measure behavioral changes at the workplace than immediate reaction and learning after the training event. There are few designs used for level three evaluation or on the other words measuring transfer of learning. One is called *retrospective survey design* which allows one to survey the training participants, the participants' su-

periors or managers, and the participants' subordinates by using questionnaires or interviews. This design is called a "retrospective" design because the participants or others are asked to think in past to their behavior before the training event and then compare it to the current level of behavior, and eventually to decide if the behavior has changed. This can be sorted out only by asking particular questions about the behavior changes. Donald Kirkpatrick itself favors the retrospective design most probably because it is simply to carry out and is usually cost-effective. (University of South Alabama n.d.)

Advantages of Level 3 evaluation:

- Instead of only measuring or indicating positive reaction and/or learning, level 3 evaluation provides measurement of actual behavior at work.
- Level 4 outcomes come only if level 3 outcomes are available (e.g. intermediate factors or variables which lead to level 4 outcomes). For that reason is essential if level 3 outcomes are discovered.
- Level 3 outcomes are mostly useful, although level 4 outcomes (e.g. eventual organizational or business results) are never fully indicated.
- Sufficient proof of the credit and usefulness of a training program can be in many situations the evidence of level 1, -level 2, -and level 3 outcomes. This is particularly true when all of these provide evidence towards positive results of the training program.

(University of South Alabama n.d.)

#### 2.2.4 Level 4: Results

The fourth level of the evaluation aims to find out if the training program actually led to final results, and especially to business results which plays a role in the "bottom line" such as business profits. Level 4 outcomes are not restricted return on training investment (ROI). Level 4 outcomes might include other major results which promotes organization to be well functioning. Most people would describe any outcome included in level 4 to be "good for the business". Level 4 outcomes are either changes in financial outcomes such as positive ROI or increased profits, or changes in variables that should have somewhat direct impact on financial outcomes at some point in the future. (University of South Alabama n.d.)

Few examples of different kinds of level 4 outcomes:

- Improved quality of work.
- Higher profitability.
- Reduction in turnover.
- Reduction in scrap rate (e.g. less wasted resources).
- Improved human relations (e.g. improvement in vertical and horizontal communication).
- Increased sales.

- Fewer complaints.
- Lower absenteeism.
- Higher employee morale.
- Fewer accidents.
- Better job satisfaction.
- Increased profits.

(University of South Alabama n.d.)

Donald Kirkpatrick has following recommendations for level 4 evaluation:

1. A control group should be used if it is functional and strongest experimental design to be exploited if it is feasible.
2. Many of level 4 outcomes require time to occur so it should be accepted that it might take some time for them to be achieved.
3. It is recommendable to measure the condition or status of training program before and after if practical. And once again, strongest experimental design should be exploited if it is feasible.
4. Measurement should be repeated at proper times. This can provide data on the long term pattern of results for example by using the time-series design.
5. Costs versus benefits should be considered. If the costs of the level 4 evaluation are relatively high to the potential benefits or impacts of the training program it should be considered if one wants to perform evaluation at all.

(University of South Alabama n.d.)

First, level 4 evaluation is difficult in the sense that it is somewhat challenging to establish strong evidence that the level 4 outcomes was produced by a training program of being the key or only source. For example, time need to pass after the training program in order for these outcomes to arise, and other factors might also occur during that time period. Second, due to the many causal variables functioning on the level 4 outcomes it is challenging to identify the effect of the training program. Outcomes of level 4 are usually more distal outcomes, rather than proximal outcomes of a training program. Because of these reasons, the evidence gained from level 4 evaluation is usually weaker than the evidence gained from lower level evaluations, particularly levels one and two which are comparatively easy to document. (University of South Alabama n.d.)

As an example of distal level 4 outcomes such as increased productivity and profits, following outcome row describes a potential pattern ending with the level 4 results:

Program → Reactions → Learning → Behavior → Productivity → Increased profits.

(University of South Alabama n.d.)

In order for level 4 outcomes to take place, many intermediate factors must take place. In other words, training organizer should not be too optimistic of expecting large level 4 outcomes from single training programs.

In general, an impact theory should be developed to understand the operation of level 4 outcomes. It might be wise to make the training program a component of a larger organizational performance program package that is designed to produce level 4 changes. That also assists towards positive level 4 outcome from a training program. (University of South Alabama n.d.)

Generally used design for documenting the level 4 outcomes is interrupted time-series design. Also other empirical designs with control groups are frequently used. Choice of design depends of what kinds of outcomes training organizer would like to measure. (University of South Alabama n.d.)

### 3 CURRENT SITUATION OF GSS TRAINING CENTER

#### 3.1 Introduction to Survey

As emphasized earlier in this thesis, employees of the organization are its power – they are the ones who can together build a strong know-how inside of the organization and reflect it to outer layers.

Global Spares Supply (GSS) likewise whole KONE Oyj has been growing and developing through the years. It is more or less necessity to invest in ordering, tools and processes but at the same time it brings challenges of keeping all the relevant people up to date. Basically, only way to do that is through training and that is the reason why GSS Training Center was implemented in 2014. In order to find out whether the training events has been effective, has their content been relevant, has those been implemented for correct target group and so on – follow-up is needed. This survey aims at answering the above mentioned points, and hopefully providing added value for the future training events.

#### 3.2 Implementation of the Survey

Content of the survey was aimed to drawn up so that it would provide as wide understanding as possible about the current level of GSS training. Open ended questions aims at providing new point of views which are unpredictable, and help possibly in planning and implementation of future training events. In addition, survey contains multiple choice questions and questions with predefined response options. With last mentioned questions, respondents are also given opportunity for own answer if predefined response options does not provide suitable alternatives for their needs. In favourable situation, comparison of questions reveals something new which could not been predicted. Survey has been drawn up together with the commission unit, and by utilizing the structure of accomplished surveys.

Survey was sent for 507 recipients a sample size of being relatively high so first questions of the survey aims at sorting out the essential background information of the respondents. These kinds of questions consist of for example sorting out the country of the respondent, working history of the respondent in years at KONE, and area the respondent is working at. Those questions helps in delimiting and comparing respondents, and might possibly provide also country –or area specific similarities or differences. As also Rosinski (2003, 17-18.) have emphasized, trainers or coaches must have an intercultural sensitivity towards their trainees which mean cultural differences also in organizational level. Multiple choice questions or more like evaluations consist of evaluating the contents and usefulness of training events. In those questions, response scale between 1 and 5 is used in order to make the replying as easy as possible and avoiding misunderstanding in interpretation of replies.

Survey was created by Webropol-system, and aim was to keep the survey rather short in order to get as many responses as possible. Also, typical design used in KONE Webropol-surveys was followed which meant for example of including KONE-logo on the survey. In total, survey contained 14 questions or evaluations, and together with the commission unit it was concluded that it would be clearer to keep all the questions or evaluations in the same page. That also provided possibility for a respondent to create overall picture of the survey. Survey was sent to recipients by providing the internet link in an e-mail. E-mail as well as the survey itself included cover letter of explaining the purpose of the research. Cover letter also aimed to emphasize that replies cannot be identified in individual level, and replying should not take a lot of time from the respondent. Also Donal Kirkpatrick (University of South Alabama n.d.) has suggested in his Four-Level Training Evaluation Model that training participants are more likely to be honest with their replies if they are allowed to do the questionnaire or such anonymously.

Survey was opened on 15<sup>th</sup> March 2016 and it was open until 30<sup>th</sup> March 2016. On 22<sup>nd</sup> March 2016 recipients were approached with a reminder e-mail which proved to be needful as almost third of the replies arrived after that.

All in all 101 responses were received for response rate of being approximately 20%. Sample size of being as high as 507 training participants, response rate can be regarded relatively good compared to sample size. Also, survey was implemented globally and responses were received from many different countries which was a positive thing. Most of the responses were received from KONE Mexico (8 / 7,92% of the respondents), KONE Germany (7 / 6,93% of the respondents), and KONE United Kingdom (7 / 6,93% of the respondents) but otherwise spread between the responses per country was more or less equal. First four background questions were mandatory, all the rest optional ones. In summary, questions or evaluations with ready-made response options or multiple choice questions was replied approximately with 95%. Then again open ended questions were

replied approximately with 50%. Result did not surprise as open ended questions requires always more effort from the respondent.

### 3.3 Reliability of the Survey

Reliability and competency of the survey is always case-specific. Even though measures are valid, it does not necessarily mean those are reliable. Reliability is made up of consistency which means that there will not be different findings each time the measures are used with assumption that nothing has changed in what is being measured. (Nardi 2006, 60.)

The reliability of this survey has been striven to increase with a possibility of respondent to reply anonymously. Responses of individual respondent cannot be identified or connected to a certain respondent. In cover letter of the survey this fact was aimed to be highlighted in order to get as reliable answers as possible. Questions or evaluations of the survey were not very sensitive ones so respondents should have had a feeling that survey will not have any negative effect to their own work. Also, in cover letter it was mentioned that survey aims to evaluate the present state of the trainings of GSS Training Center and possibly develop them further so aim was to ensure that respondents feels they have possibility to have an influence also for their own learning in the future, as indicated earlier Rosinski (2003, 5.) have called this win-win solution in which opportunities exist at between the team and individual needs.

Meticulousness and a correct understanding of questions/evaluations of the survey might have weakened the responses. Because of the global nature of the survey it was conducted in English which may be also considered weakening point as it is not most probably a native language for most of the respondents. On the other hand, all the respondents of the survey were working in KONE which is a global company so it can be expected that all of them have at least tolerable knowledge in English. For that reason phrasing of questions and evaluations went through with the commission unit, and final version of the survey was sent for few test persons working at a commission unit. As a conclusion, because of the relatively high response rate compared to sample size, intelligibility of the survey can be kept rather successful.

### 3.4 Analysis of the Survey

#### 3.4.1 Background information

At first, survey aimed to gather distribution of the respondent countries with question: Please specify your country? Distribution has demonstrated in Figure 3.

Survey was sent to training participants altogether from 54 countries so geographically sampling was very extensive. As already mentioned earlier



in this research, most of the responses were received from KONE Mexico (8 / 7,92% of the respondents), from KONE Germany (7 / 6,93% of the respondents), and from KONE United Kingdom (7 / 6,93% of the respondents), and otherwise distribution between rest of the countries was more or less equal. Distribution list of the training participants who received the survey was taken from GSS Training Center database so actually it does not tell that much which country has replied the most to the survey. There is not exact list of how many people from certain country received the survey. Also, from 16 countries no replies was received but we can only assume that from those countries there has not been many people included in the distribution list.

	Please specify your country?
Mexico	8
United Kingdom	7
Germany	7
Norway	6
Switzerland	5
Austria	5
United Arab Emirates	4
Thailand	4
Saudi-Arabia	4
Italy	4
United States	3
Turkey	3
Spain	3
Netherlands	3
France	3
Singapore	2
Serbia	2
Czech Republic	2
China	2
Canada	2
Belgium	2
Australia	2
Vietnam	1
Ukraine	1
Sweden	1
Romania	1
Qatar	1

## Evaluation of the Effectiveness of Global Organization's Internal Training from Customer Point of View

Poland	1
Philippines	1
Oman	1
Malaysia	1
Latvia	1
Ireland	1
Hong Kong	1
Greece	1
Finland	1
Estonia	1
Denmark	1
Uganda	0
Taiwan	0
Slovakia	0
Russia	0
New Zealand	0
Luxembourg	0
Lithuania	0
Kenya	0
Indonesia	0
India	0
Hungary	0
Egypt	0
Cyprus	0
Croatia	0
Bulgaria	0
Bahrain	0

Figure 3 GSS Training Center Survey: The countries of the respondents, and distribution between them.

Next respondents were asked to reply to a question: How long have you worked for KONE? Results and distribution of them has demonstrated in Figure 4.

This question belongs to the mandatory questions, and aimed to find out about what kind of background in years people are attending to GSS Training Center training events. It can be considered somewhat surprising that most of the respondents: 42,57% (~43 respondents) have been working over 10 years in KONE. Second most of the respondents: 27,72% (~28 respondents) have been working 2-5 years in KONE. Rest of the respondents: 16,83% (~17 respondents) have been working 2 years or less in KONE, and 12,87% (~13 respondents) have been working 5-10 years in KONE. Principally could be thought that people with the least working experience in years would attend to training but this survey pointed out that it is a wrong assumption. Long-term professional development seems to be a must in nowadays business, and this survey point out well that em-

employees' of the organization must have an access to continual training of all types just to keep up in the business (Inc. com, 2016).

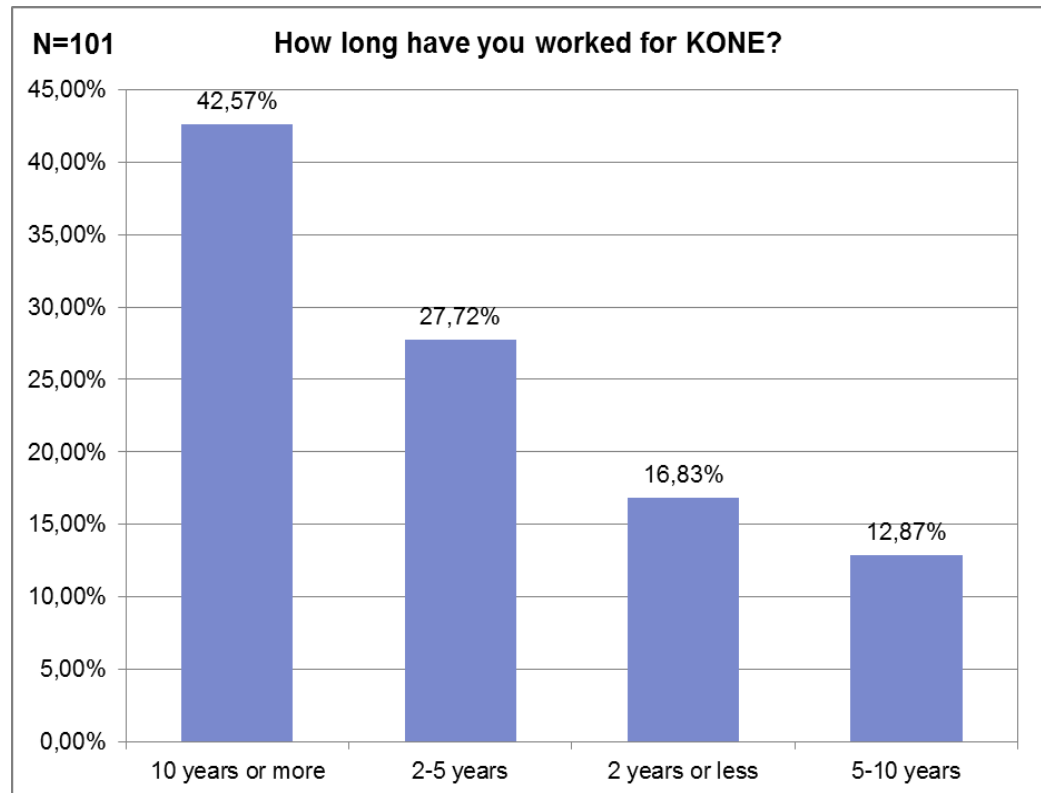


Figure 4 GSS Training Center Survey: Average background of the respondents in years at KONE, and distribution between them.

Respondents were also asked to define which area they are working at in KONE, and question was a mandatory one. The question was formulated as: Which is the area you work in? Results and distribution of them has demonstrated in Figure 5.

With this question survey aimed to find out the distribution of working areas from which participants are attending to GSS Training Center training events. The predefined working areas was selected to be sales, purchasing / sourcing, logistics, technical, management, and if none of these were equivalent to respondent's current job description he or she had a chance to choose other option with additional job description. This option was selected by 15,84% (~16 respondents), and they have described their jobs as following:

- Technical Sales Support
- Maintenance (2 respondents)
- Product Management
- Inventory and Productivity
- Finance
- SEB Service Department
- Spares Officer (Service Operations)
- Storekeeper
- Spare Parts Officer (Stores)

- Spares Management Specialist
- Service Operations (2 respondents)
- Installation (NEB=New Elevator Business)

Range of jobs and descriptions of them is wide in KONE, and those might differ a lot by country. In survey, each predefined option aimed to cover wider working area which respondent could connect him –or herself, and there seems to be some similarities between above listed job descriptions and predefined ones. Noteworthy is that clear majority of the respondents consist of technical background with 41,58% (~42 respondents). Distribution between rests of the working areas was more or less equal.

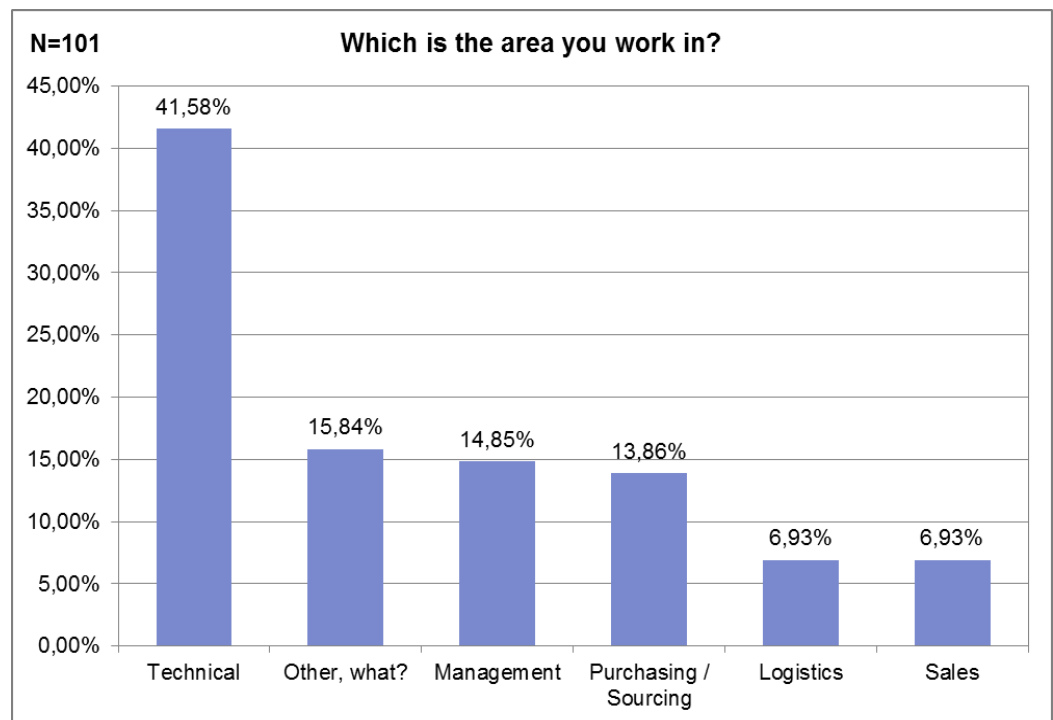


Figure 5 GSS Training Center Survey: Working area of the respondents in KONE, and distribution between them.

With the last mandatory question survey aimed to find out how many times respondents has participated to GSS Training Center training events. Results and distribution of them has demonstrated in Figure 6.

Dispersion in this specific question was clearly wider, but slight majority: 28,71% (~29 respondents) were participated training only once. Second most: 20,79% (~21 respondents) were participated the training 4-5 times. On the grounds of this question can be discovered that only minority: 15,84% (~16 respondents) were participated the training 6 times or more.

When comparing the responses of this question to the one of asking background of respondents in years at KONE, it can be find out that none of the respondents who have been working in KONE 2 years or less have participated the training more than 5 times. From respondents who have

been working 2-5 years in KONE, 50% (~14) replied that they have participated 6-10 times to the training, and 37,5% (~11) of those have participated over 10 times to the training. Also, one peak in the answers can be seen with those respondents who have been working 10 years or more in KONE, 37,5% (~16) of them replied that they have participated over 10 times to the training.

Responses of this question were also compared to the one of asking the areas respondents work at mainly to find out if there are some similarities or differences between the working areas and the amount of training participations. 6,93% (~7 respondents) replied they work at sales area, and none of those have been participated to the training more than 5 times. 13,86% (~14 respondents) replied they work at purchasing / sourcing area, and 25% (~3-4 respondents) of those replied that they have participated to the training 6-10 times but none over 10 times. Then again 37,5% (~16 respondents) from the technical area replied that they have been participated to the training 6-10 times, and 25% (~11 respondents) from the same area over 10 times. Also 25% (~15 respondents) from the management area – and 37,5% (~6 respondents) from the other area replied that they have been participated to the training over 10 times.

In summary, none from the sales or purchasing / sourcing areas has been participated to the training over 10 times. Numerically respondents from the technical –and management areas are the ones who have participated to the training most. On the other hand, approximately half of the respondents who have been participated to the training only once were from the technical area. What comes to the working years at KONE, it seems that biggest need for the training is from 2 years onwards. Also Rosinski (2003, xviii.) have pointed out that because systems, processes and people are changing all the time in organizations, continual training is essential.

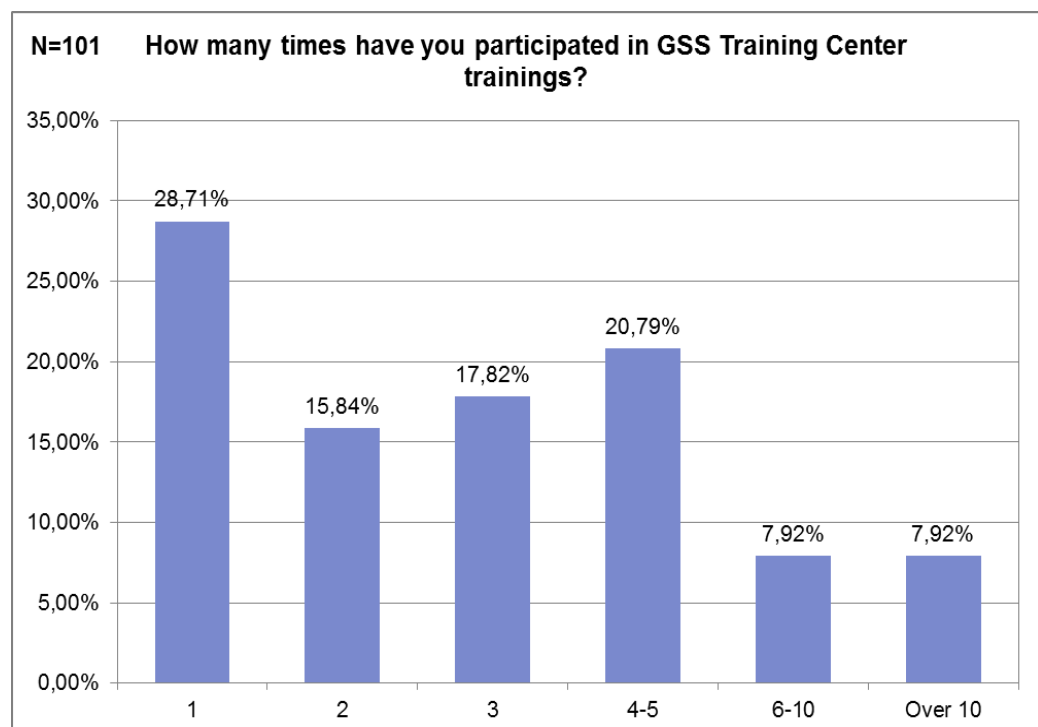


Figure 6 GSS Training Center Survey: Numerical participation of the respondents to GSS Training Center training, and distribution between them.

### 3.4.2 Participation Behaviour of the GSS Training Center

After previously went through mandatory questions and results of them, it is natural to concentrate into the questions which aimed to find out where participants have found information about the GSS Training events, and how they have participated to them. Analyse of the survey results after the mandatory questions is not precisely the same as in actual survey the order of questions were because results are aimed to be gathered in logical order. In survey; by mixing the order of questions with predefined response options, multiple choice questions, and open-ended questions were striven to give variability to the survey.

Respondents were asked where they found information about the GSS Training events, and response options were predefined. Results and distribution of them has demonstrated in Figure 7.

The number of respondents for this question was also 101 even though it was not a mandatory one anymore. However, this was not a surprise as it is rather fast and easy to answer to a question with predefined response options. 56,44% (~57 respondents) so clear majority replied that they have got information about the GSS Training events through GSS Training Center invitation. 17,82% (~18 respondents) replied that they have got the information by link shared by e-mail. 13,66% (~14 respondents) again replied that they have got the information from their manager, and minority 11,88% (~12 respondents) replied that they have got the information either from their colleague, intranet search or some other way. Respondents have a change to define which other way has been by open comments, and replies consist of e-mail, direct e-mail from manager and colleague, and a phone call. Basically only a phone call was an option which was not listed in the predefined response options.

As a conclusion can be stated that GSS Training Center invitation, and link shared by e-mail have reached the most of the respondents. Comparison between the responses of this question with other ones did not bring any additional value relative to results.

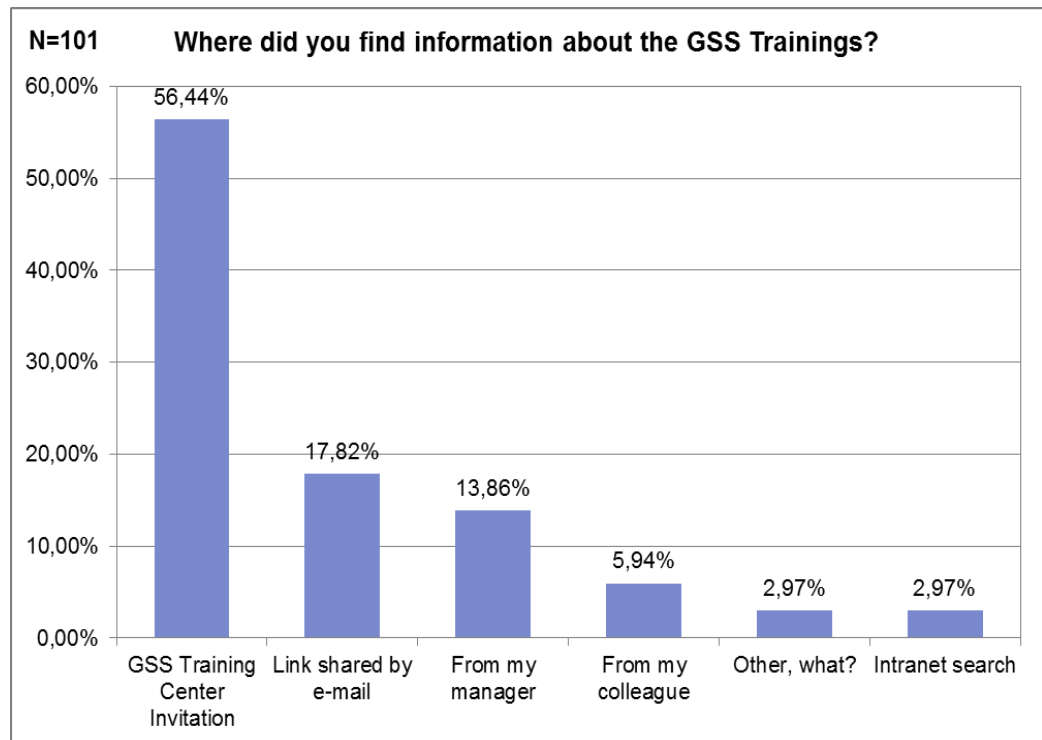


Figure 7 GSS Training Center Survey: Source of information about the GSS Training events based on the responses, and distribution between them.

Respondents were also asked how they have participated to GSS Training event/s. This question aimed to find out what is the typical way participants are attending to the training event/s. There were three predefined response options for this question, and respondents were able to choose as many options as they found applicable for themselves. Results and distribution of them has demonstrated in Figure 8.

The number of respondents for this question was 98 so results covers almost all the respondents even though this question was not either a mandatory one. 83,67% (~82 respondents) so clear majority have responded that they have participated GSS Training event/s alone by their own Lync or Skype link. Result is not surprising as nowadays it is rather easy and quick to join the meeting even in your own seat by handset or equivalent. 21,43 (~21 respondents) have again responded that they have participated GSS Training event/s together with 2-3 of their colleagues in the same room by sharing someone’s screen. And minority, 17,35% (~17 respondents) have responded that they have participated GSS Training event/s together with more than 3 of their colleagues in the same room by sharing someone’s screen. Since respondents have been able to choose all applicable options, it means that part of the respondents have participated to the training event/s alone or together with their colleagues, or both ways. Responses of this question were studied in country level and any noteworthy did not stand up, except from China, Norway and United States 2 respondents from each country have replied that they have participated to the training event/s with more than 3 colleagues. From that it can be concluded that participation to the training event/s at bigger groups is more typical in those countries than other ones.

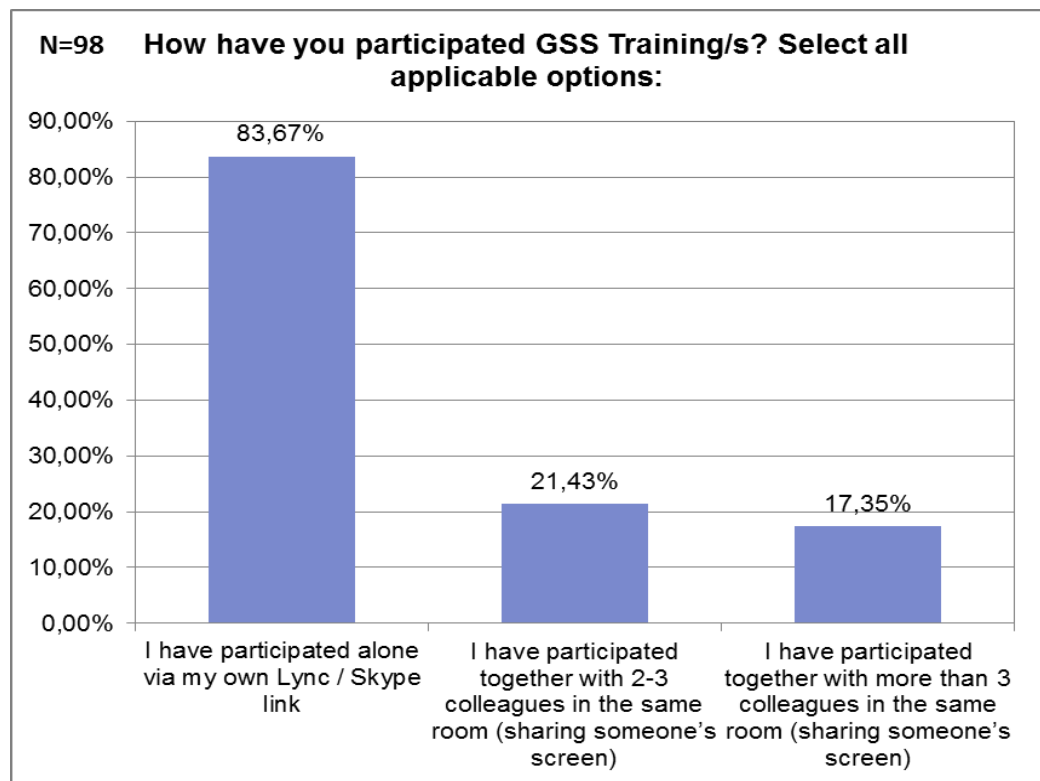


Figure 8 GSS Training Center Survey: Way of participation to the GSS Training event/s based on the responses, and distribution between them.

### 3.4.3 Evaluation of the GSS Training Center

After the questions concerning background information and participation behaviour of the respondents, survey aimed to gather information about the respondents' evaluation towards the training events. All the rest questions or evaluations were based on voluntariness which drop the amount of replies to some extent but replies were received relatively much which told on the fact that respondents were willing to express their opinions about the training events of GSS Training Center.

Next survey aimed to find out why respondents have participated to GSS Training event/s. The question was formulated as: Why did you participate in the GSS Training/s?

The number of respondents for this question was quite high with 78 responses. Since this question was open ended question it meant that 78 different kinds of replies were received. Review of responses was started with combining the similar kind of responses together because some of the responses were similar but just differently expressed. Since there might be as many reasons to attend to the training event/s as there are participants, this question wanted to keep an open ended one.

The responses could be divided into the certain complexes. Around 10 respondents replied that they have participated to GSS Training event/s to



learn something new and to increase their professional skills which tells about the trainees' motivation to develop themselves, and that is actually starting point of all learning (Community Foundations of Canada n.d.) Responses from this complex of why participants have participated GSS Training/s consisted of for example below listed comments:

- "Important information that help my daily work."
- "Refresh my memory."
- "For benefit myself and work."
- "To improve knowledge."
- "It is always useful to participate in trainings. There are always something new that you learn. "
- "To see what is new."
- "To improve skills, knowledge, to be informed about development in various areas/new possibilities such as tools, processes etc."

Majority of the respondents, around 20 replied that they have participated to GSS Training event/s because they have needed training related to order handling or GSS/KONE processes in general. Responses from this complex of why participants have participated GSS Training/s consisted of for example below listed comments:

- "To learn how to search and process orders."
- "To learn to use KONE tools."
- "To get to know the GSS processes and tools."
- "Because it is part of my job, I am a sales person and it is very important know how I can get the right part number of a spare and specification of each material."
- "To be more knowledgeable in products."
- "To make sure I was updated on processes and solutions."
- "To be informed about new updates (tools, business, packages)."
- "To learn how to find parts easier."
- "Because here the product specific training courses are taught."
- "To do Idoc errors properly." (~Idoc error list meaning the messages which Front Lines receive from GSS, and those get stuck to the list and need to be processed through).
- "To learn the GSS new offering."
- "To know about policy and procedure of each system / material."
- "To know how to order Non-KONE spare parts / how to track orders."

With connection to previously mentioned complex of order handling and tools and processes of GSS/KONE, 10 to 15 respondents specified that they have participated to GSS Training event/s because they have needed information related to Minerva or SEB Issue Tool. Name of the Minerva have changed after the survey to a KONE Parts but operating principle of it has remained more or less the same. As background information, KONE Parts (former Minerva) is a tool which Front Lines uses for material / spare part identification and ordering from GSS. SEB Issue Tool is again a tool which Front Lines use for technical inquiries, and same tool is used also inwardly in GSS between the teams. For example order handling and

purchasing teams use the tool in case of technical assistance related the orders are needed. However, both of these tools are more or less related to ordering and responses from this complex of why participants have participated GSS Training/s consisted of for example below listed comments:

- “Wanted to learn SEB Issue Tool better.”
- “I took care about escalator and elevator technical field support. I should know technical information about both areas.”
- “To learn and understand Minerva.”
- “For Minerva, SEB Issue Tool, and RMA.” (~RMA=Return Material Authorization is a process used for returning materials that are resalable condition and can be taken back to stock.)
- “Since I am working in the SEB Service Department, I need to know how to identify parts, get price, delivery and other technical related information to support Service Engineers.”
- “To inform about any changes or new features in Minerva, SEB Issue Tool, PDM etc. I use the information to train Front Line people locally.” (~KONE PDM is a system of global material/product master, product structures and configurations, document management etc.)
- “Technical training.”
- “Because I wanted to know in a better way how Minerva works.”
- “To have more knowledge about Minerva and how to find the right material.”

Rest of the responses spread between different kinds of areas, some of the respondents informed that they have participated to GSS Training event/s because they were invited or been selected to which according to Rosinski (2003, 4.) might weaken to engage trainees in an authentic way if they felt that they “needed” to participate to the training. Some respondents again informed that they have had lack of knowledge due to the colleagues leaving the company, they have needed the training to be the trainer themselves, they have been totally new in KONE and have not known what to do, and someone even replied that he/she have not participated to any training. In overall, according to responses it seems that respondents or trainees do have in general willingness for a better performance through GSS training (Rosinski 2003, 17-18.)

Survey also asked respondents to choose the training event/s they have participated in, and evaluate their usefulness separately. This evaluation aimed to provide information about the satisfaction towards each training one by one, and also to highlight which training is most useful what comes to median number given by respondents. As also Donald Kirkpatrick has suggested in his Four-level Training Evaluation Model, Level 1: Reaction; trainees should be asked to evaluate also each training separately to find out the strengths and weaknesses of them, not only training program in overall (University of South Alabama n.d.) The number of respondents for this evaluation was altogether 93, but distribution of the number of respondents per each training varied according to participation of it. Rating scale was from 1 to 5, when 1 equals poor and 5 equals excellent. Also, respondents were asked to leave their response blank if they have not partic-

ipated some certain training. Evaluation of each training event has demonstrated in Figure 9 on a percentage form to give overall picture of the distribution of grades, and in a numerical form at below paragraphs.

### **KONE Parts (former Minerva) training**

According to the results, KONE Parts (former Minerva) training was the most highest ranked training according to the median 4,01. Altogether 71 respondents have replied that they have participated to this training; and 19 respondents has rated it with highest grade 5 and even 38 respondents with grade 4. Only one respondent has given the poorest grade 1, and two respondents have given the second poorest grade 2. Rest of the respondents has given grade 3 which can be considered more or less neutral grade. As mentioned before, KONE Parts (Minerva) training has been a desired one according to the respondents and results of this evaluation verify the need quite strongly.

### **SEB Issue Tool training**

Secondly highest rated training according to the results was SEB Issue Tool training with median 3,93. Altogether 69 respondents have replied that they have participated to this training; and 17 respondents have rated it with grade 5 and 32 respondents with grade 4. This training did not get any evaluation with grade 1, only two with grade 2 and rest with grade 3. When comparing the results of this evaluation to the one of asking the area respondents work at, almost half: 31 respondents have replied that they work at technical area. This can be kept as an assumption as SEB Issue Tool focuses to technical inquiries. However, altogether 30 respondents from Logistics –and Management areas also replied that they have participated to this training so there seems to be these three areas which form the SEB Issue Tool training participants. Overall, based on the results it can be concluded that SEB Issue Tool training is found useful.

### **Introduction to GSS training**

Thirdly highest rated training according to the results was Introduction to GSS training with median 3,8. Altogether 59 respondents have replied that they have participated to this training; and 10 respondents have rated it with grade 5 and 29 respondents with grade 4. Neither this training got any evaluation with grade 1, and only two with grade 2 and rest with grade 3. When comparing the results of this evaluation to the one of asking background of respondents in years at KONE, it is somewhat surprising that majority: 26 respondents have replied that they have participated to Introduction to GSS training. Assumption could be that newcomers are the ones who take part to this training but case does not seem to be that. However, even though people have a long background in KONE it might be that they have not being doing business earlier with the GSS so results do not reveal the real reason behind.

### **Defective Material Returns (Feedback) training**

The next most highest rated training according to the results was Defective Material Return, also known as a Feedback training with median 3,73. Altogether 37 respondents have replied that they have participated to this training; and 9 respondents has rated it with grade 5, 13 respondents with grade 4, and 11 respondents with grade 3. Neither this training got any evaluation with grade 1, but by contrast 4 respondents have given grade 2 for it. In comparison to previously mentioned training events, on percentage this training got weaker grades also what comes to the amount of respondents.

### **Order Tracking training**

Next in order of the most highest rated training according to the results was Order Tracking training with median 3,66. Altogether 32 respondents have replied that they have participated to this training; and distribution of the grades was more stable for this training than for previously mentioned ones. 6 respondents have rated this training with grade 5, 12 respondents with grade 4, and 12 respondents with grade 3. Also, one respondent has given grade 2 and one respondent grade 1. In conclusion, most of the respondents have evaluated this training quite neutral but few rather poor / not useful evaluations also exist.

### **Non-KONE Material Identification training**

Non-KONE Material Identification training was the next most highest rated training with median 3,65. Altogether 55 respondents have replied that they have participated to this training; and 8 respondents have rated this training with grade 5, 23 respondents with grade 4 and 22 respondents with grade 3. Also this training have got one grade 1 and one grade 2 so as with previous training, overall evaluation seemed to be neutral but few have also evaluated this training rather poor / not useful.

### **SAP training (Idoc error handling, AB / LA message)**

The following order, SAP Training (Idoc error handling, AB / LA message) was the next rated training with median 3,6. Altogether 35 respondents have replied that they have participated to this training; and 4 respondents have rated this training with grade 5, 16 respondents with grade 4, and 12 respondents with grade 3. Neither this training got any evaluation with grade 1, but anyway 3 respondents have evaluated it with grade 2. When comparing the results of this evaluation to the one of asking the area respondents work at, quite surprisingly most: 11 respondents have replied that they work in technical area. This training is strongly related to purchase order handling in Front Line (customer) side so assumption could be that participants are from area of Purchasing / Sourcing. All in all it can be concluded that most of the respondents have felt this training de-

cent or neutral, but few rather poor / not useful or by contrast excellent / very useful.

### **Escalator Material Identification training**

Next rated training was Escalator Material Identification training with median 3,55. Altogether 33 respondents have replied that they have participated to this training; and 8 respondents have rated this training with grade 5, 9 respondents with grade 4, and 12 respondents with grade 3. But, also 3 respondents have given grade 1 and 1 respondent grade 2 for this training. In summary, most of the respondents have found this training very useful but few not.

### **Non-defective Material Returns (RMA) training**

Last in order what comes to rating of training was Non-defective Material Returns (RMA) training with median 3,53. Altogether 38 respondents have replied that they have participated to this training; and 6 respondents have rated this training with grade 5, 14 respondents with grade 4, and 14 respondents with grade 3 so most of the respondents have found the training very -or rather useful. Grade 1 was given by two respondents and also grade 2 was given by two respondents so few respondents also felt that this training has been rather poor / not useful for them.

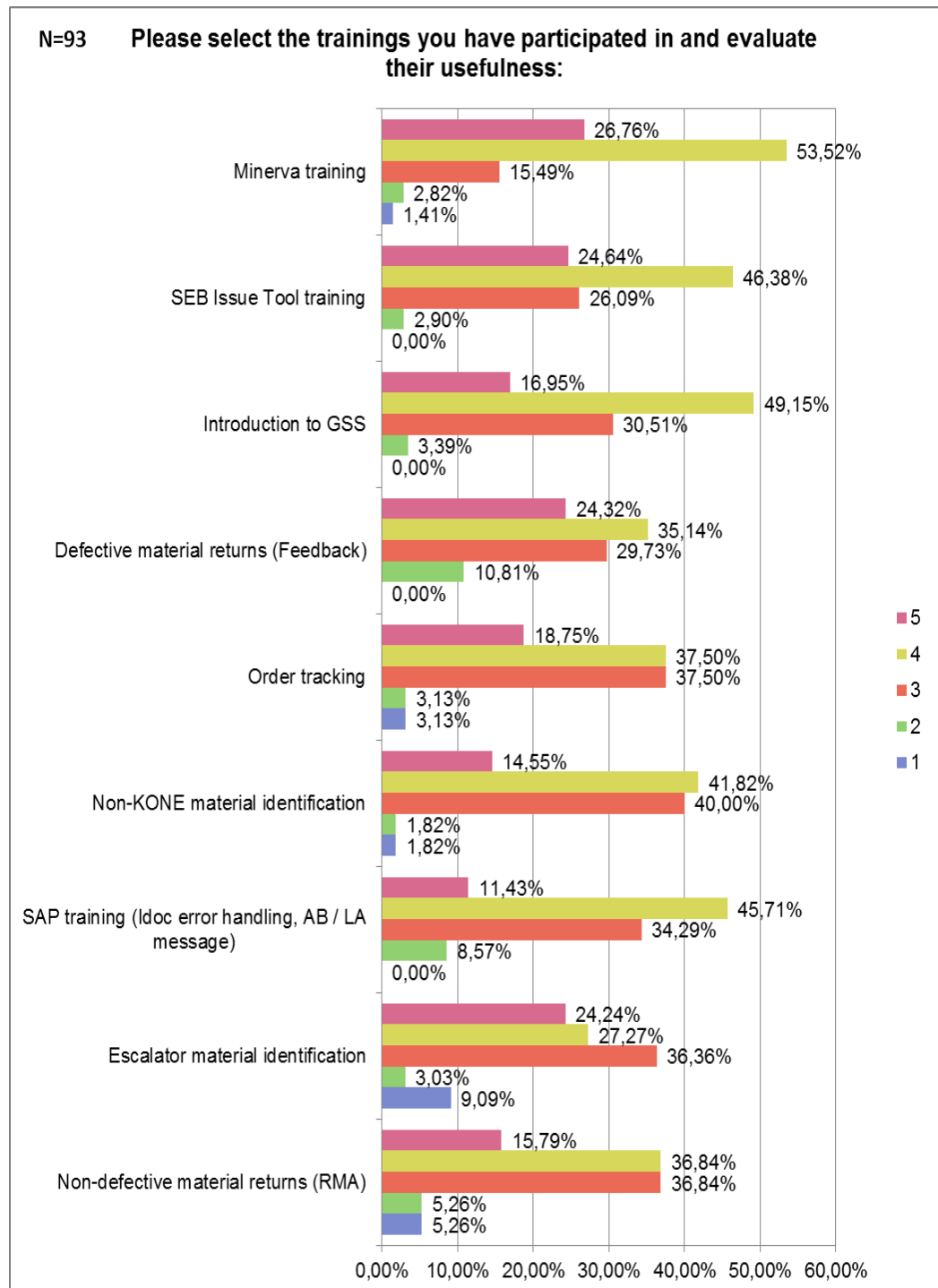


Figure 9 GSS Training Center Survey: Evaluation of each GSS Training separately based on the responses, and distribution between them.

As a conclusion for above mentioned evaluations, lowest median for any of those training events was 3,53 which can be still kept rather high and median between all the training events was as high as 3,72. As Rosinski (2003, 4.) has suggested, in global business it is almost impossible to know all the trainees or potential of them and for that reason it is important to invest in the content of training so trainees will get most of it – and a good start for that is definitely to know what is the trainees overall feeling about each training. Most of the respondents have found training

events useful, and since the reason behind poorest grades was not asked it can be only guessed what the reason is for those.

In addition of asking the usefulness of the training events, participants were also asked to evaluate GSS Training Center and its contents. In reference to Donald Kirkpatrick's Four-Level Training Evaluation, Level 1: Reaction, it is important to examine trainees' reactions towards the training and basis of the results to improve training. Noteworthy also is that if trainees does not have a positive attitude towards the training at the first point, outcomes for level two (learning) and for level three (transfer of learning) most probably will not occur (University of South Alabama n.d.) Previous evaluation concentrated to each training separately but this evaluation concentrated more in general level to whole GSS Training Center. The number of respondents for this evaluation was altogether 92, but according to the results precisely everyone has not replied to each statement. Rating scale was from 1 to 5, when 1 equals strongly disagree and 5 equals strongly agree with 3 of being neutral. Evaluation of each statement has demonstrated in Figure 10 on a percentage form to provide overall picture about each statement, and in more detail at below paragraphs starting from the highest median to lowest one.

According to the results, highest median 3,84 was for the statement: GSS Trainings improve the cooperation between GSS and myself. Altogether 90 respondents have given their evaluation for this statement; and 20 respondents have given grade 5, as many as 42 respondents have given grade 4, and 24 respondents have given grade 3. Only few respondents have given grade 1 or 2 so overall feeling of the respondents seemed to be that training is improving the cooperation between them and GSS.

Secondly highest median 3,77 was for the statement: Speakers present the subject clearly and understandably. All 92 respondents have given their evaluation for this statement; and 10 respondents have given grade 5, as many as 57 respondents have given grade 4, and 20 respondents have given grade 3. Once again, only one respondent have given grade 1 and few respondents grade 2. What comes to the results, majority of the respondents agree that speakers are presenting the subject clearly and understandably.

Thirdly highest median 3,6 was for the statement: GSS Trainings are organized often enough. Altogether 90 respondents have given their evaluation for this statement; and 9 respondents have given grade 5, as many as 47 respondents have given grade 4, and 24 respondents have given grade 3. However, for this statement 9 respondent have given grade 2 which made the median a bit lower and tells the fact that some of the respondents thinks that training events should be organized even more often. Generally, respondents seem to be anyway pleased to the rhythm which GSS Training events are organized.

Next highest median 3,59 was for the statement: I have now clearer understanding towards GSS processes and systems. Altogether 91 respondents

have given their evaluation for this statement; and 6 respondents have given grade 5, as many as 48 respondents have given grade 4, and 32 respondents have given grade 3. Once again also few respondents have given grade 1 or 2 for this statement, but according to the results majority agree that they have gained better understanding towards GSS processes and systems through training.

The following order, next highest median 3,36 was for the statement: I would like to give feedback after each training. Altogether 87 respondents have given their evaluation for this statement; and 8 respondents have given grade 5, 28 respondents have given grade 4, and 40 respondents have given grade 3. Because of the nature of this statement, the higher the grade is – the stronger the respondent agree that he / she would like to give feedback after each training. 9 respondents have given grade 2 and only one respondent have given grade 1 so according to the results it can be concluded that there is a need for the possibility of giving feedback after each training.

What comes to the lowest medians, secondly lowest median 3,25 was for the statement: It is easy to find information about the coming GSS Trainings. Altogether 91 respondents have given their evaluation for this statement; and 8 respondents have given grade 5, 29 respondents have given grade 4, 37 respondents have given grade 3, 12 respondents have given grade 2, and also 5 respondents have given grade 1. Distribution of the grades was one of the widest one for this statement and still majority are neutral or agrees what comes to finding information easily about the coming GSS Training events. However, according to the amount of lower grades it seems that there is a space for improvement in information source of GSS Training events.

Lowest median 3,1 was for the statement: I know whom to contact related to GSS Trainings. All 92 respondents have given their evaluation for this statement; and 8 respondents have given grade 5, 26 respondents have given grade 4, 31 respondents have given grade 3, 21 respondents have given grade 2, and also 6 respondents have given grade 1. As the results tell, distribution between the grades was also wide for this statement. It should be taken into account that even though about half of the respondents felt neutral or agreed of knowing who to contact related to GSS training events, also about third of them disagreed of knowing whom to contact.

As a conclusion for above mentioned evaluations, it can be find out that in overall GSS Training Center and its contents are in decent level for average median of being 3,5. Gap between the highest –and lowest median is not big one but some certain improvement points can be pointed out especially with the statements of lowest medians which has also got most of the lowest grades or disagreements.



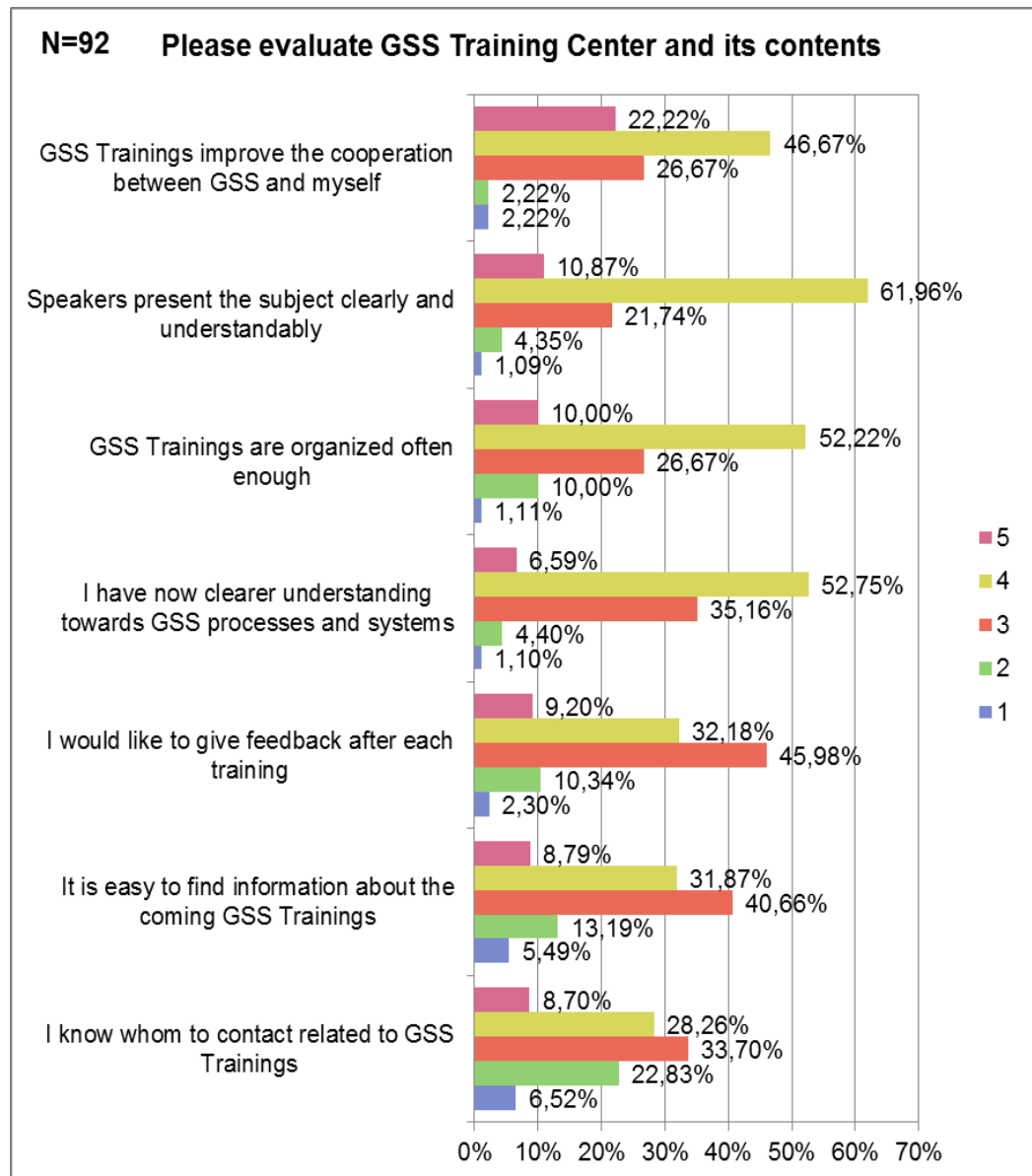


Figure 10 GSS Training Center Survey: Evaluation of GSS Training Center and its contents based on the responses, and distribution between them.

### 3.4.4 Rating of the GSS Training Center and Open Comments

Survey’s rest questions and evaluations focused on possible improvement points, rating –and open comments related to GSS Training Center. Previous evaluations aimed to evaluate training events and contents of GSS Training Center in detailed level; but with these following questions, evaluations and open comments aim was to create an overall picture where GSS Training Center stands, and also to provide open words for the respondents without predefined response options.

First survey asked respondents to list any suggestions for improvements of GSS Training Center. The number of respondents for this open question was 34, and different kinds of improvement proposals were received. One suggestion repeated more than once was that respondents would like to

have training events in local languages; due to that some respondents have commented that they need to prepare their own training events for their Front Lines in a local language based on the GSS Training events. Other-wise suggestions for improvements consist of below comments:

- An important feedback from my side would be that you never know which skill level each training event will belong to.
- Only select the training relevant to the person's role, and stop sending the invitations to the trainings they will never use again.
- How to expand the training to NA (North American) KONE Spares tools and processes.
- Maybe a questionnaire to be sent once every year to all participants about which training they want to follow that year, or which training they are missing.
- Help me to look for where I could easily find these trainings. I may overlook them without knowing.
- Do it periodically for all, for example each 6 months.
- To make a detailed agenda of each training, and to send it some days before each training.
- Training to be organized more frequently if possible twice a year.
- If you follow the training by Lync / Skype, the speaker is often too fast according to the presentation.
- Create interactive training.
- Generally link formations leave little substance; I find it difficult to follow.
- Explain the the process at KONE and not the sales activity of GSS.
- More time for questions and answers needed.
- Need more time frames for Escalator materials identification training timings.
- It would be useful to organize additional trainings with specialists for particular type of different equipment, especially for NKE.
- Sometimes they rush through things in order to fit into the time allotment.
- Adapt the meetings accordingly to the different time zones.

As a conclusion to above mentioned improvement proposals towards GSS Training Center it can be concluded that there is a need of some improvements from respondents' point of view. For example good improvement suggestion is to create more interactive training, though Rosinski (2003, 5.) has suggested that each training participant is responsible for its own part of learning by asking and commenting and at the same time bringing interaction to the training. It is anyhow recommended to be open for all the improvement suggestions, and finding out which are practicable and which are not.

Next survey aimed to find out what respondents have been particularly happy about related to GSS Training Center. This evaluation strived to provide information what has been successful, and what are the strengths of GSS Training Center. The number of respondents for this open question was 30. It came out that perhaps question was too openly expressed as re-

sponses consist of also comments which were not related to GSS Training Center even though that was the meaning of the question. Responses relevant to the question have been summarized below:

- GSS was thanked for arranging and taking time to organize training events.
- The training existing and recognized as a tool to promote GSS services globally.
- The possibility to follow the training, and give active feedback.
- The open way of communication, and willingness to listen the Front Lines.
- Improved communication and processes.
- Visuals and voice was mentioned to be were clear.
- Practical usefulness of provided information.

Based on the above mentioned comments it is clear that GSS Training Center have brought GSS and Front Lines closer to each other. It seemed that Front Lines really appreciate GSS's effort to arrange training, and they have been able to use the information on their own work what is the ultimate meaning of the training. Donald Kirkpatrick's Four-Level Training Evaluation aims for Level 4: Results which cannot be only measured in business profits and that might be actually quite challenging as usually results of the training are intangible ones. Above mentioned comments are good examples of intangible results that GSS Training Center has achieved: improved human relations, improved quality of work and higher profitability to mention few (University of South Alabama n.d.)

One of the last evaluations or questions in the survey was to give overall rating for GSS Trainings. Almost all of the respondents have given their rating, and the number of the respondents was 98. Results and distribution of them has demonstrated in Figure 11.

Response options were weak, decent, good, very good and excellent. 45,92% (~45 respondents) so clear majority have rated GSS Training events to be good. 37,76% (~37 respondents) have again rated GSS Training events to be very good, 9,18% (~9 respondents) have rated GSS Training events to be decent, 5,10% (~5 respondents) have rated GSS Training events to be excellent, and minority 2,04% (~2 respondents) have rated those to be weak.

All in all, as many as 87 respondents out of 98 have responded GSS Training events to be good to excellent so result is stating clearly the overall satisfaction towards the training of GSS.

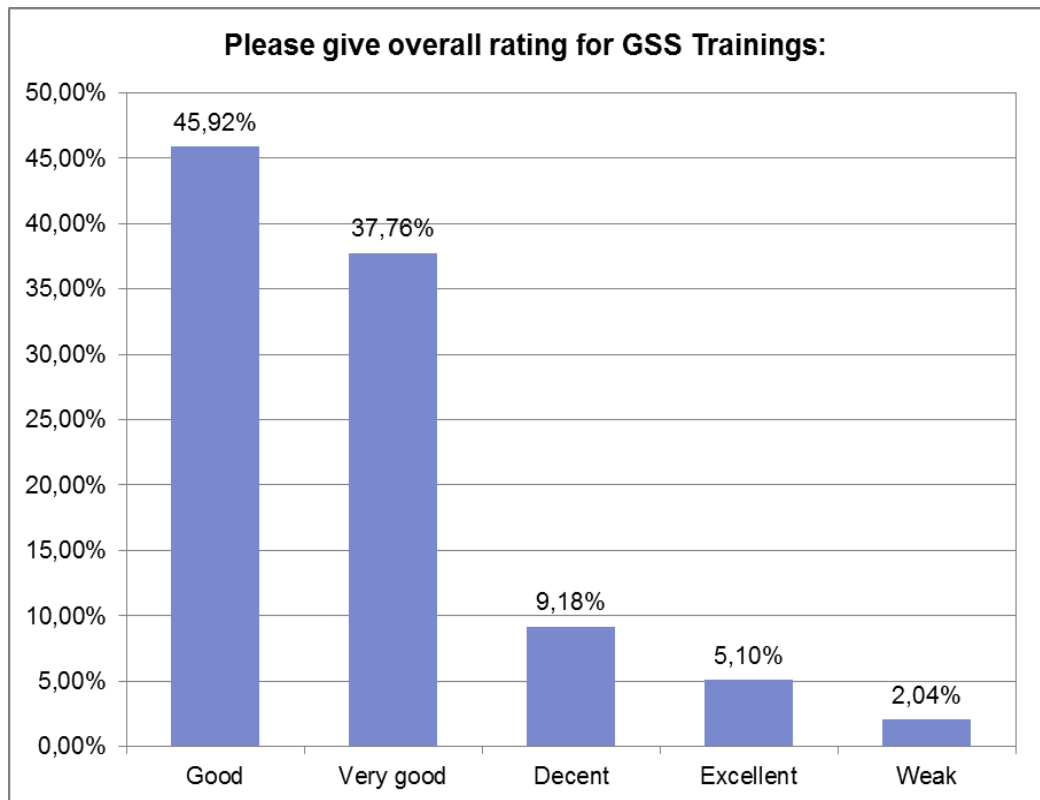


Figure 11 GSS Training Center Survey: Overall rating of GSS Trainings, and distribution between them.

Last but one question of the survey was: Would you recommend GSS Trainings to your colleagues? The number of respondents for this question was 82, and response required respondent to justify the response in comment field after either of the options. Results and distribution of them have demonstrated in Figure 12.

Almost all, 92,68% (~76 respondents) have replied that they would recommend GSS Training events to their colleagues. For this response option there was as many comments as there were respondents. 10-15 respondents have replied that they would recommend GSS Training events to their colleagues because those are useful, helpful and informative ones. Around 10 respondents have again replied that they would recommend GSS Training events to their colleagues to give them a better understanding towards GSS -and KONE processes. Rest of the responses of why respondents would recommend GSS Trainings to their colleagues consist of below mentioned comments:

- Because they need it to avoid misunderstandings in ordering process.
- In order to learn and to have the possibility to use the system in my absence.
- It is a good way to learn.
- Share the knowledge in using GSS services.
- Always good to check if there are no changes.
- It is a good and fast way to learn something and to get in touch with colleagues all around the world.

## Evaluation of the Effectiveness of Global Organization's Internal Training from Customer Point of View

- It is necessary for giving a good customer service on sales and internally for projects.
- To delegate and information sharing.
- All operatives should know how to order.
- Support for finding parts / to get more knowledge about spares.
- So that they are trained properly from the same source.
- Because we all should know our tools available and how to use them.

Minority, 7,32% (~6 respondents) again have replied that they would not recommend GSS Training events to their colleagues. Reasons listed for not recommending the trainings were the boredom -and general nature of them, and basically the language barrier. English of being only language of the training events has been mentioned already earlier in the survey as a minus.

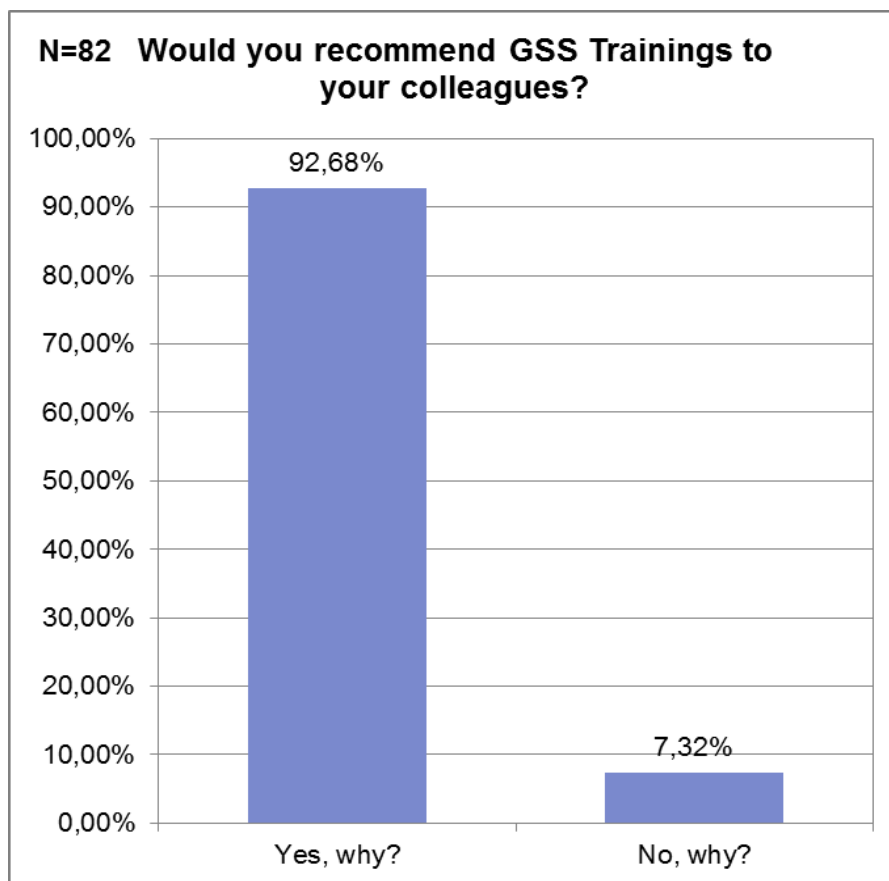


Figure 12 GSS Training Center Survey: GSS Training Center recommendation to the colleagues according to the responses.

Last point of the survey offered possibility for the respondents to leave open comments, and number of the respondents for this point was 21. Few respondents have first of all thanked GSS, and recommended to keep up the good work and developing the processes. Also similar kind of training events was hoped-for in the future. In addition of those, also below mentioned comments exist:

- Does a timetable exist for GSS Trainings?

- If possible I would prefer an invitation in which I can see the Austrian people which will participate because when I get the message I have to decide who to forward the message and who not. A single invitation for each Front Line would be helpful or sort the people via Front Line.
- Please arrange some training events for experienced people.
- Improvement - interactive training material for technicians.
- To achieve golden goal we need to work as one team.
- GSS could circulate list of training available, so that we can request according to our needs.  
Sometimes we are receiving the meeting invitation e-mail on the same day, must be one week before.
- Please list the curriculum and brief content for each training. Then we should run the training. Awareness is too low for the trainings.

As from above comments can be seen, most of them were improvement suggestions for GSS Training Center. In addition of positive comments, it can be seen that more information related to timetable of the training events and contents of them is wished for.

## 4 STRENGTHS AND CHALLENGES OF THE GSS TRAINING CENTER

### 4.1 Strengths

Analysis of the survey proved that GSS Training Center have many strengths. The first to mention is its existence. As already mentioned earlier in this report, because of the continuously changing processes, systems and people training is a must in global business. By investing to the training of Front Lines (customers), GSS improve its place in the market. According to the survey results, Front Lines seem to appreciate GSS's effort to invest in training at a time –and resource vice and cooperation is seen to be improved.

#### 4.1.1 Accessibility of the GSS Training Center

One of the definite strength of GSS Training Center is the easy accessibility of training events. Only by Skype-link of the training, participant is able to take part into it basically from every side of the world – even at one's own desk. In other words, GSS has been able to create mainly functional online training system which is not dependent of space arrangements and is quite cost-efficient. Of course benefit is that Skype is used globally at KONE, and its development has enabled this kind of training possibility globally but GSS has succeeded to take most of it.

#### 4.1.2 Knowledge Sharing Globally

As mentioned above, GSS Training Center provides possibility for people to develop themselves despite of the location. It cannot be said that GSS Training Center is doing it by itself, of course it requires motivated training participants which are willing to increase their professional skills but according to the survey results this has more or less happened at least for part of the participants. In KONE, there are various kinds of units each of concentrating into the certain area. For example, GSS is a supply unit mainly for spare parts and it is understandable that Front Lines cannot know all the processes and tools of each unit. It might also be that there are not many people working in a certain Front Line, and in case that someone leaves the company it might mean that knowledge vanish at the same time. In these cases it is extremely critical to be able to get support from overseas as all the units and Front Lines works for the same goal – as mentioned earlier in this report, employees of the organization are the ones who build the organization's brand from inside out. They are the organization's full-time ambassadors.

#### 4.1.3 Level of Training

What can be directly discovered from the results of the survey is that training of GSS Training Center is in general at a good –to very good level. When respondents were asked to evaluate each training separately, median between all the training events was as high as 3,72 when 5 equals excellent in rating scale. Despite what the training event was, only few poorest grades of 1 or 2 were received per the training. That point out that respondents keep training events of GSS Training Center useful, and also the contents of them are mostly in desired level. That is most probably encouraging information for any training organizer as arranging a training always requires time and also money if we think about it for example in payed salary vice of the trainer. GSS Training is arranged by the own personnel of GSS, but the time spent in training is always away from other tasks to be done. Of course some certain target for development also came out and it is almost impossible to please everyone, but in general it can be kept as a strength that GSS Training Center have succeeded to create many training events which has meet the trainees expectations.

#### 4.1.4 Presentation Style

According to the survey, respondents seemed to agree that speakers present the subject of the training clearly and understandably. Only few respondents disagreed with this statement. The result can be considered good as speakers of the training events of GSS Training Center varies to some extent depending of the subject. Presentation style of the training has an effect for example how memorable training was for the trainees or audience, and basis on that it will have an influence to the learning of the trainees.

#### 4.1.5 Understanding of GSS Processes

Based on the results of the survey, the trainees seem to have gained better understanding towards processes, tools and systems of GSS which is an ultimate meaning of the GSS Training Center. As mentioned earlier in this report, supply chain between the GSS and final customer is multidimensional including Front Lines in the middle so it is everyone's benefit if people do have a common understanding about how process works. Through the training, Front Lines are able to serve their final clients better and at the same time cooperation between GSS and Front Lines is more straightforward. When Front Lines know how to use for example the KONE Parts (former Minerva) for ordering, it will reduce the number of inquiries related to ordering. Volumes of GSS are high, and it is basically a must to develop the processes continuously which means that also constant training is required.

#### 4.2 Challenges

In overall, according to the survey GSS Training Center has succeeded in many points but also some things came out which could be improved. Challenges might be a wrong expression in this case; those could be more likely to be thought as improvement suggestions. In following paragraphs points which according to the survey might need more attention are went through.

##### 4.2.1 The Possibility of Giving Feedback

According to the results of the survey it seems that training participants are hoping a possibility to provide feedback after each training event. If this possibility is not provided, there is a risk that training organizer such as GSS Training Center in this case does not know the current level of the training or possible deficiency of it and that makes development of it quite impossible. It also might be that training organizer come kind of a blind to the training that it is organizing, for example needs of the trainees are not recognized without a feedback and content of the training remain changeless.

##### 4.2.2 Informing of Upcoming Training

Responses of asking easiness to find information about the coming GSS Training events spread basically to half. Majority did agree that it is rather easy to find information about the upcoming training events, but also multitude of respondents felt that it is not easy at all. And if people do not get information about the upcoming training, or even that training exist it will automatically mean more questions and challenges between the GSS and Front Lines by some other channel such as e-mail. Also some of the open comments at the end of the survey consist of requests of having curriculum or such for the training events. In addition of that, it came out at few times that training participants would like to have some kind of a briefing



of each training so that they could know whether the training is relevant for them or not. It is understandable that people do not want to waste their time for example to the irrelevant training event since nowadays it is more or less the situation with every employee that time in use need to be carefully spread anyway.

#### 4.2.3 Contact Information of the GSS Training Center

When respondents were asked that do they know whom to contact related to GSS Training events, responses were weakest ones from any of the statements so there is a clear need to pay attention to the contact details of GSS Training Center. Front Lines should have some contact person –or address which they could contact about anything related to the GSS training. For example if they would like to ask about the content of some certain training event, and do not know whom to contact they might pass the whole training for that reason. Front Lines should have a feeling that there is some committed person –or even an e-mail address which they could contact.

## 5 RECOMMENDATIONS FOR THE COMMISSION UNIT

Based on the GSS Training Center-survey findings, and previously listed strengths and challenges it can be discovered that the training of GSS Training Center is in overall at a good level. However, the survey was implemented in addition of knowing at which level GSS Training Center stands to know the development points and some of those also turned out to be. Recommendations for the commission unit are based on the survey findings, and theoretical framework. As Rosinski (2003, 4.) have emphasized; the focus of the training is not only in the current situation but also in future plans of the trainees. First level of the Donald Kirkpatrick's Four-Level Training Evaluation Model aims to measure training participants' reactions and attitudes towards the training program or specific training events because that might provide information about what training participants felt were missing or need more attention in the training event – and based on responses of GSS Training Center survey following recommendations are raised (University of South Alabama n.d.)

### 5.1 Interactive Training

Even though each training participant is more or less responsible of the learning from its own part, based on the survey findings it is recommendable for GSS to consider more interactive training. It is indeed recommendable also for the trainees to take part to the training to avoid trainer's monologue (Rosinski 2003, 5.) It has been studied that training is least effective when the information is received a passive way, for example just by hearing. Figure 13 demonstrates that in pyramidal way; when information is critically analysed and gained knowledge is shared for example in the training of others, effectiveness of assimilated information will rise

(United Nations Environment Programme, n.d.) Below are some practical tips to carry out during the training to make it more interactive:

- Place questions to the trainees during the training.
- Reserve enough time for the comments and questions especially at the end of the training event, do not make the schedule too tight.
- Present the information in various styles such as by audio, video/presentation at a screen and by practical examples because people do have different kind of ways to learn and receive information.

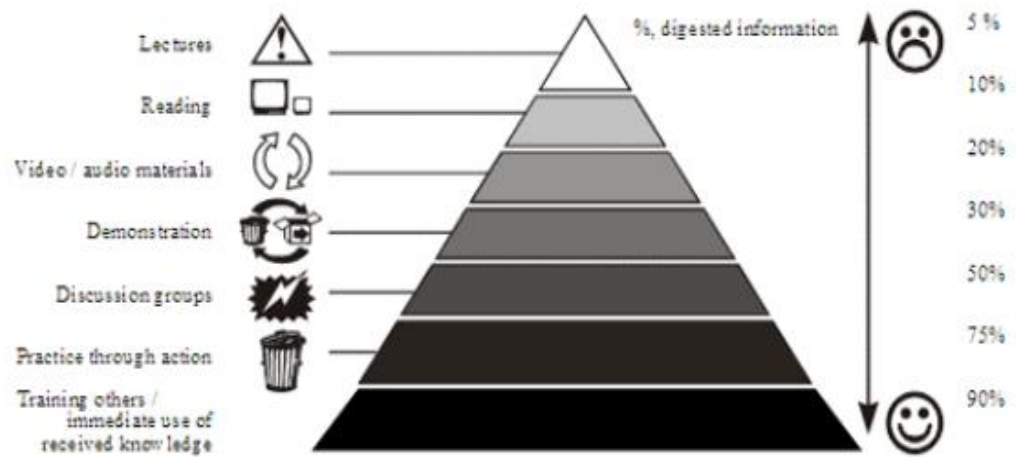


Figure 13 Effectiveness of the training methods (United Nations Environment Programme n.d.)

## 5.2 The Possibility of Giving Feedback

Global interaction requires listening, confirmation of understanding, feedback, demonstrating respect, and open flexible thinking to optimize the opportunities of it (Organisation Solutions, 2014.) As already mentioned earlier in the possible challenges of GSS Training Center, according to the survey results there seems to be a need to provide feedback after each training event. This would benefit both; GSS Training Center and training participants concerning the future training because basically only feedback provides a possibility for the training organizer to know in which level training stands at the moment. Without feedback it is more or less impossible to improve the training or change the content of it, and in worst case training does not meet the needs of training participants which leads to a waste of time of all concerned.

## 5.3 Information Source -and Contact Information of the GSS Training Center

One thing what came out few times in the analysis of the survey was a lack of information concerning the GSS Training Center training events. Some of the respondents did not know where they could find information about the upcoming training events, neither whom to contact about those.

Below are some recommendations which GSS Training Center should consider of adopting related to feedback:

- Pay attention to advertising of GSS Training Center, for example cooperation meetings with the Front Lines are appropriate events to actually illustrate where GSS Training Center can be found.
- Make sure that there is a contact name or an e-mail address mentioned in GSS Training Center itself.

#### 5.4 Curriculums of the Training Events

Request of having a short curriculum / agenda for each training event came up few times during the survey. Some of the respondents felt that there is not enough information about the contents of the training events, and it is hard to know which skill level those belong to. Below are some recommendations which GSS Training Center should consider of adopting:

- A short description of the content for each training event.
- Mention of which skill levels the training is directed.
- Providing a training material to the participants for the future needs.

By adding those details to the GSS Training Center, most probably correct audience is attending to the training and misunderstandings of the training events can be avoided. This is again saving of time especially for the people considering attending to the training, and also better service from the GSS Training Center.

#### 5.5 Survey of Asking the Need for Training

For example twice a year should be organized a survey for the Front Lines concerning the need for training. This meaning of what kind of training Front Lines are requiring. For instance beginning of the year and midpoint of the year before autumn could be favourable times to conduct a survey. By doing so GSS can respond better the needs of Front Lines, of course it is not necessarily possible to arrange all the requested training events but this could also help GSS to identify the certain need of a Front Line.

#### 5.6 Continuous Monitoring of the Training -and Learning

This survey was the first wider questionnaire about the GSS Training Center. By following the Four-Level Training Evaluation Model by Donald Kirkpatrick, level two (learning); it is recommendable to continuously study what the training participants learned during the training event. Kirkpatrick has suggested training organizer to define specific objectives for the training which aims for clear learning outcomes, even though that sounds a bit challenging it might only mean changes in knowledge, skills, or attitudes of the training participants. Each training event has its own learning objectives, and measurement of them should be based on that

specific training event and its content. Skills are usually tested by using a performance test which actually requires training participant for example to demonstrate a process taught in the training event. This is not maybe even possible to carry out in the training events organized by GSS Training Center as training participants are usually from all over the world and audience is just too large for testing like that. However, it is rather easy to measure the attitudes of training participants and below is recommendations how GSS Training Center could implement it:

- Carry out a questionnaire after each training event consisting of training participants giving their rating for relevant items with responding Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree, or with other similar kind of rating scales.
- Include also open ended questions to a questionnaire to provide possibility for the training participants to reply on their own words, and by providing possibly new viewpoints towards the training event.

(University of South Alabama n.d.)

## 6 CONCLUSION

When doing a business globally, new ways of managing the business is a must in order to achieve sustainable high performance. Global Spares Supply (GSS) unit of a KONE has taken an important step towards it by implementing the GSS Training Center few years backward. In a global business it is extremely important to consider the business in a wider perspective; not only in a team-, unit-, or country level but in organizational level. This means that people do have different cultural backgrounds, varying working experience, and different expectations – and all this applies also to the training in a global environment. This project was carried out to know which level the training of GSS Training Center is at the moment because a survey was not implemented before this one.

This project focused into the internal training of an organization as training participants of the GSS Training Center are KONE's internal customers, also called Front Lines. There are various different tools, systems and processes in use at GSS which has clearly brought a requirement for the training of Front Lines. Training is also something that benefits both sides GSS and Front Lines, because after all business is in common and all are working towards the same goal – for a better performance. Training in general aims to help the people to find practical solutions to the challenges they face, deepen the existing knowledge, advance the creative thinking and so on. Objectives of the training might be tangible or intangible, most important is to have some kind of objectives in order to reach some certain results from it. In a global environment training is usually arranged for a large number of people so it is quite impossible to know everyone individually, and that underlines the importance of good content of the training. In addition of that, information of the training should not be conflicting and training should not include too much of information. Of course global intercourse requires also listening, confirmation of understanding, feed-

back, respect in each sides, and open flexible thinking to get most of it. Donald Kirkpatrick has created functional Four-Level Training Evaluation Model to evaluate how effective the training has been. Training in general requires time and resources so it is important to evaluate at which level it stands, and should it be developed somehow.

When comparing the results of GSS Training Center-survey to Donald Kirkpatrick's Four-Level Training Evaluation Model, it can be find out that in general training of GSS Training Center is in a rather good level. Noteworthy is also that Donald Kirkpatrick's model does not provide direct answer whether the training has been effective or not, more like tips to the training organizer to evaluate the training. First level of the training evaluation model aims to find out training participants' reactions towards the training program. In this level it is important that training participants have a positive attitude towards the training in order for level two (learning) and level three (behaviour / transfer of learning) to occur. When respondents were asked in the survey why they have participated to the training of GSS Training Center, most of them replied that they have wanted to learn something new and to increase their professional skills. Some respondents also had more specific reasons, for example to gain better knowledge of ordering process of GSS. However, behind almost all of the responses could be seen the motivation to develop oneself which is the starting point of all learning. Respondents were also asked to evaluate each training event and their usefulness separately. This evaluation covered all the nine training events / subjects which have been arranged by GSS Training Center. Lowest median for any of those training events was 3,53, and median between all of the training events was as high as 3,72 for 5 of being the highest possible grade. From that it can be concluded that the training provided by GSS Training Center have been found rather useful. Respondents were also asked to evaluate the contents of the GSS Training Center such as presentation style, possibility of providing a feedback, informing about the training, etc. and this evaluation proved to be valuable one what comes to lowest medians. Based on those, improvement points and recommendations could be highlighted and provided to the commission unit. Also open comments and possibility to provide suggestions for the GSS Training Center at the end of the survey proved to be valuable for this project, because even though 83,68% from the 98 respondents rated GSS Training Center good or very good, it does not mean that there is none to improve.

The second level of the Donald Kirkpatrick's Four-Level Training Evaluation Model aims to evaluate whether the training participants gained some certain knowledge, skills or attitudes from the training. Based on the survey results it can be concluded that participants have gained better knowledge for example towards the ordering process of GSS but this survey proved to be too wide of analyzing whether the learning has happened in individual level. As Donald Kirkpatrick have suggested – this evaluation should be done after each training event, and this fact was highlighted when gathering the recommendations for the commission unit.

The third level of the Donald Kirkpatrick's Four-Level Training Evaluation Model aims to evaluate if the training participants changed their behaviour in actual work based on the training. Also this evaluation proved to a bit challenging to analyse from the survey results, as this kind of evaluation would require for a while between the conducted training and investigation of behavioural changes. It should be also implemented for each training event separately if some detailed analysis would be desired.

The fourth level of the Donald Kirkpatrick's Four-Level Training Evaluation Model aims to evaluate if the training led to actual results. Level four outcomes are either changes in financial outcomes such as positive ROI (return of investment) or increased profits, or changes in variables that should have somewhat direct impact on financial outcomes at some point in the future. Results of the GSS Training Center training events are not on the record information related directly to financial outcomes, more like intangible outcomes. Based on the survey results it can be concluded that the training of GSS Training Center has led to many results such as listed below:

- Improved cooperation between the GSS and Front Lines.
- Better information sharing globally.
- Better understanding towards GSS processes, systems, and tools.
- Improved skills and knowledge of Front Lines.
- Promotion of GSS services globally.
- Practical way to get to know the colleagues all over the world.
- Saving of travel costs because of the training carried out online.

In addition of previously mentioned results that GSS Training Center has led, one essential thing of this project was to recognize the strengths and challenges of the GSS Training Center. Based on the survey results strengths of the GSS Training Center are the easy accessibility of training events, possibility to share the knowledge despite of a location, good level of the training in general, clear and understandable presentation style of the trainers, and better understanding of GSS processes through the training. Contrary to strengths of the GSS Training Center, also some challenges were pointed out from the survey results such as missing possibility to provide feedback after each training event, lack of information concerning the upcoming training, and inadequate information about the contact details of GSS Training Center.

Basis of the challenges of GSS Training Center, and the theoretical framework of this project some improvement points and recommendations with practical tips were also provided for the commission unit. GSS Training Center was recommended to arrange more interactive training even though responsibility of that is also at the training participants end. It was also recommended to arrange a possibility for the training participants to provide feedback after each training event, because that might have a big impact in a planning of the future training. As mentioned earlier, lack of information concerning the GSS Training Center training events also seem to be a challenge for the training participants so commission unit was recommended to pay attention to information source –and contact infor-

mation of the GSS Training Center. Respondents were also longing for curriculums of the training events, and detailed agenda of them. It was mentioned that it is sometimes hard to know which skill level each training event is meant to. In addition, commission unit was recommended to implement a survey to Front Lines for example twice a year to inquire the need for training. There might be some areas in which Front Lines would need training, but GSS is not aware of those. Finally, commission unit was recommended to continuously monitor the training and learning. At least training participants' attitudes should be measured after each training event by a questionnaire.

Research question of this project was: "How the customers evaluate the training that GSS provides, and is it at the required level?" Based on the theoretical framework and survey of this project, it can be concluded that in general customers evaluate the training that GSS provides quite high even though some deficiencies also exist. However, GSS has succeeded mostly meeting the needs and expectations of the training participants what comes to the content of each training event and the content of GSS Training Center in general. All the improvement suggestions and recommendations are practicable and rather small ones, GSS Training Center as a whole has succeeded in its mission of bringing GSS and Front Lines closer to each other and improving the cooperation globally.

If someone ever underestimate the benefit of organization's internal training, it is good to remember below:

*"Yet while organizations spend millions to build their brands with customers, many overlook the most important resource for successful branding: their own employees. Companies work feverishly to reach their customers, from the biggest Super Bowl ad to the tiniest tweet. But how about engaging the people who help build an organization's brand from the inside out? It's the employees who embody the brand daily. In essence, they are its full-time ambassadors." (American Management Association, 2013.)*

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COVER LETTER OF THE SURVEY 15<sup>th</sup> March.2016

Dear recipient,

You are receiving this e-mail since according to GSS records; you have participated in GSS Training Center training/s.

I am currently working for KONE GSS, and simultaneously studying International Business in HAMK University of Applied Sciences at Valkeakoski, Finland, and currently working with my final thesis. Thesis research is to evaluate the effectiveness of global organization's internal training from customer point of view, and especially focusing on GSS Training Center. In GSS I currently work at Customer Service Europe-team.

This survey aims to collect feedback from GSS Training Center participants about the content – and user experience of the trainings. By answering to this survey, you help GSS to understand the present state of the trainings and possibly develop them further.

Answering to this survey takes approximately 5-10 minutes, and answers cannot be identified on individual level.

**Please answer to this survey not later than 30<sup>th</sup> March via following link:**

<https://www.webropolsurveys.com/S/391B01E9E5CA9D30.par>

If you have any questions related to this survey, do not hesitate to contact me by e-mail: [maiju.myllynen@kone.com](mailto:maiju.myllynen@kone.com).

I would like to thank you for your feedback and time in advance, much appreciated.

Best regards,

**Maiju Myllynen**

Customer Service Officer  
KONE - Global Spares Supply

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REMINDER LETTER OF THE SURVEY 22<sup>nd</sup> March.2016

Dear all,

Those who have not answered to KONE GSS Training Center-survey yet, please remember to do so not later than 30<sup>th</sup> March. It will take only 5-10 minutes of your time.

**You can find the survey from below link:**

<https://www.webpolsurveys.com/S/391B01E9E5CA9D30.par>

I would like to thank you who have already answered the survey, much appreciated.

Best regards,

**Maiju Myllynen**

Customer Service Officer  
KONE - Global Spares Supply

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THE SURVEY OF GSS TRAINING CENTER



GSS Training Center-survey

Following survey is implemented to collect feedback from GSS Training Center participants about the content -and the user experience of the trainings.

By answering this survey, you help GSS to understand the present state of the trainings and possibly develop them further. Background information and answers will be analyzed.

Thank you for your time and commitment in advance.

1. Please specify your country? \*

(Select your country) ▼

2. How long have you worked for KONE? \*

- 2 years or less
- 2-5 years
- 5-10 years
- 10 years or more

3. Which is the area you work in? \*

- Sales
- Purchasing / Sourcing
- Logistics
- Technical
- Management
- Other, what?

4. How many times have you participated in GSS Training Center trainings? \*

(Select the amount) ▼

5. Why did you participate in the GSS Training/s?



# Evaluation of the Effectiveness of Global Organization's Internal Training from Customer Point of View

## 6. Where did you find information about the GSS Trainings?

- GSS Training Center Invitation
- Intranet search
- Link shared by e-mail
- From my manager
- From my colleague
- Other, what?

## 7. How have you participated GSS Training/s? Select all applicable options:

- I have participated alone via my own Lync / Skype link
- I have participated together with 2-3 colleagues in the same room (sharing someone's screen)
- I have participated together with more than 3 colleagues in the same room (sharing someone's screen)

## 8. Please select the trainings you have participated in and evaluate their usefulness:

1=Poor  
5=Excellent

If you have not attended following trainings please leave blank

	1	2	3	4	5
Introduction to GSS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAP training (Idoc error handling, AB / LA message)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SEB Issue Tool training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minerva training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-KONE material identification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-defective material returns (RMA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defective material returns (Feedback)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Escalator material identification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Order tracking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 9. Please evaluate GSS Training Center and its contents

1=Strongly Disagree  
2=Disagree  
3=Neutral  
4=Agree  
5=Strongly agree

	1	2	3	4	5
It is easy to find information about the coming GSS Trainings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know whom to contact related to GSS Trainings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GSS Trainings are organized often enough	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GSS Trainings improve the cooperation between GSS and myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speakers present the subject clearly and understandably	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have now clearer understanding towards GSS processes and systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to give feedback after each training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 10. Please list any suggestions for improvements of GSS Training Center?

## Evaluation of the Effectiveness of Global Organization's Internal Training from Customer Point of View

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**11. What you have been particularly happy about?**

**12. Please give overall rating for GSS Trainings:**

- Weak
- Decent
- Good
- Very good
- Excellent

**13. Would you recommend GSS Trainings to your colleagues?**

- Yes, why?
- No, why?

**14. Please leave here any other open comments:**