

How Organizations Evaluate their Trainings? An evidence from Pakistani organizations

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Abstract

This paper is conducted to study training evaluation practices and challenges that are faced by Pakistani organizations. The study sample was 24 organizations from textile composite sector of Pakistan. For the purpose of data collection questionnaire was used. The study findings show that majority of the organizations evaluate their training activities occasionally. The most widely used training evaluation tool is questionnaire. The widely accepted and used model of all organizations is Kirkpatrick model of training evaluation. The biggest challenge faced by organizations is time devotion of training evaluation and determining basis of training evaluation.

Key words: Training, Training Evaluation, Methods of Training Evaluation, Methods of training evaluation, Models of training evaluation, Challenges in Training evaluation,

1. Introduction

Every organization strives to be the strongest company in its industry. This competitive edge is dependent upon the availability of resources and their most effective usage. Organization assets may fall in various categories, like physical, financial and human resources. Human resource is considered to be the most vital and useful asset, as other assets can't be exploited with the proper

use of human resources. Now firms' competitiveness depends on the quality of labor force/human capital available in company. In order to remain competitive firms try to retain and develop their work force so that they might use their skills to achieve organizational goals. To maintain competitive advantages firms now have to take part in training and development of human capital on regular basis. Human resource development function must be considered as a business partner, like other partners, it offers inputs/capital in form of human skill and expertise and asks for return in form of reward. Training offers lasting benefits to organization. That is why training activities have become an essential feature of the organizational life. Training is not only important for the firms but it is equally important for employees to meet the technological and advancement challenges and to expertise the new and modern ways of performing their jobs. As firms are spending a fair amount on the training and development of their employees on regular basis, this investment in human capital is to be justified and evaluated in order to give answer to top management. An effective training should not only meet the costs of the training but it should also offer valuable return organization. Even though most training and development programs cause a clear improvement in overall organizational performance, yet organizations devote little attention to the evaluation of the training programs in true terms (Santos & Stuart, 2003).

This study is aimed to see importance of training evaluation in developing country like Pakistan. It also provides feed back regarding types of evaluation practices being used by Pakistani companies.

2. Literature Review

2.1 Importance of Training

Businesses are now marketing themselves through out the world markets. Now business didn't restrict their operation to the local market. So firms are now facing rivalry fro international firms as well. In the words of Yadapadithaya (2001) global competition is a primary driving force responsible for making training and development a competitive tool. To gain and maintain competitive advantage, staff training is one of the most effective ways (Rabey, 2001). Implicit in this is a belief that competitive advantage can be achieved by developing the sophistication of

the workforce and creating 'winning' companies (Sloman, 1996). Training is investment in organizational personnel, and an investment in staff is an investment in organization (Stout, 2005). The best outcome that training can alone accomplish is increase in capability of employees (Brinkerhoff, 2006).

Training is equally important for both organizations and their employees (Sloman, 1996) (Wagar, 1997) (Santos & Stuart, 2003) (Ballot *et al.*, 2006). Training must be judged for its impact on organization and that impact may be in form of increased sales, increased market share, reduced operational costs, reduced absenteeism rate, or whatever other objective the training was designed to achieve (Daniels, 2003). Training is also important as it expands the knowledge base of organization, helpful in implementing superior technology and innovation, and learning from others (Barry *et al.* 2004), better organizational operation, and organizational advancement (Action and Golden, 2003), and business growth (Kurosawa, 2001), generate considerable gains and overweighs the cost of turnover (Hansson, 2007), professional support to meet organizational objectives (Stout, 2005). Training reduces turnover and absenteeism rates of employees (Pollitt, 2006). Savery & Luks (2004) in their study found that those firms who desire to increase their productivity and profitability involve in training and the firms which aim to reduce the productivity restrict their training activities. From an employee perspective, training investment leads to higher performance (Roman, *et al.* 2002), reduced job level stress (Action & Golden, 2003), motivation (Santos & Stuart, 2003) and filling skill gaps (Finegold, *et al.* 2005). Training makes the employees flexible, confident, thorough, motivated, committed and loyal at the same time it offers return in shape of well-trained, effective, productive and safe workforce (Pollitt, 2006). Training also enables employees to use new technology confidently (Pollitt, 2006), and creates self awareness and self esteem in employees, it's a source of qualification and learning, employees are less likely to quit the job and makes them more marketable in competitive job market (Devins *et al.*, 2005).

2.2 Evaluation Role for Training

Even though most training and development programs result in clear improvement in overall organizational performance, yet organizations devote little attention to evaluation of the training programs in true terms (Santos & Stuart, 2003). While identifying reasons for such problems that

exist with evaluation, various authors have identified and marked various deficiencies; for example:

Bedingham(1997) tells because its difficult and time consuming, additionally because its costly, lack of interest, lack of credibility, and lack of commitment (Leigh, 2005). Hashim (2001) identified two basic reasons of not evaluating training, one is that training is always considered to be the productive in return, and the other reason, on the trainer's part, is that the trainer's are not reinforced to conduct it. Athari & Zairi (2002) have identified common challenges because of which firms do not evaluate training, these are: inability to find suitable method of evaluation, cost of doing evaluation, translating evaluation results in management language, and corrective actions prior to evaluation.

In the world of training and development, measuring program impact is a hot topic going under frequent discussion; everyone is in the quest of perfect evaluation system to enhance organizational capabilities and link them with the organizational strategies (Bernthal, 2000). Evaluation of effectiveness of training must consider both pre and post training activities (Action & Golden, 2003). Evaluation is important as it can add value to the training itself (Hui Lien *et al.*, 2007).

2.3 Evaluation Techniques

There are various methods of measuring training effectiveness. The one you select depends upon circumstances (Leigh, 2005) and what your want to measure and assess (Garrett & Taylor, 2005). There are several methods of training evaluation, for example Reeves (2003) and Phillips (2006) have talked about CIRO (Context, Input, Reaction and Outcome) model which was developed by Warr *et al.* in (1976). Kirkpatrick's (2004, pp.133-142) has talked about that the training should be evaluated on four criterion levels (Reaction, Learning, behavior, and outcome). This model is widely used by the firms (Hashim, 2001) (Phillips, 2006), but this model falls short in tying the financial results of the training to cost (Goldmann & Hart, 2002). Training should be assessed in terms of meeting its objectives longer-term effects on performance (Garrett & Taylor, 2005).

Santos & Stuart, (2003) suggests that the training is evaluated in three fold layers of immediate, intermediate and final evaluation. Some methods, especially those which measure reactions or satisfaction, are more widely used than others, but benefits of collecting data at each level are uncertain, that is why organization may fail or succeed in measuring its impact (Mann & Robertson, 1996). One of the main hurdles in employing effective evaluation procedures for training programs is the problem faced in knowing how and what to evaluate (Mann & Robertson, 1996). Phillips (2006) tells that organizations will select the method according to the requirement of what they intend to measure, he has given a more comprehensive model which is basically extension of the Kirkpatrick's four level model, he has added a fifth level naming as ROI. But unfortunately most of the firms rely on evaluating only first level (reaction) (Yadapadithaya, 2001) (Athari & Zairi, 2002), and emphasis should be expanded to all levels of evaluation. (Kirkpatrick, 2004; Phillips, 2006). Phillips (2006) tells that organizations will select the method according to the requirement of what they intend to measure, he has given a more comprehensive model which is basically extension of the Kirkpatrick's four level model, he has added a fifth level naming as ROI; And emphasis of evaluation should be shifted to all level of evaluation.

This research is designed to study how much evaluation is regard as an important element for management, what all techniques organizations are using while evaluating training, what are the problems faced at the time of evaluation, and related issues

3. Research Design

3.1 Sampling

In this research attempt "Probability sampling" technique has been used. Out of the 30 companies 24 responded back, with the response rate of 80%.

3.2 Data collection and analysis

For the survey, questionnaire was developed on the basis of existing literature, the instrument consisted of 5 point Likert Scale, 1 for Never to 5 for Always (for simplification in analysis these were converted to three levels). Questionnaires were distributed to HR managers both through mail and personally administrated. Collected data was analyzed through tabulation and bar diagrams.

4. Research Findings

4.1 Importance of Evaluation

In order to identify how Pakistani organizations view training evaluation, the respondents were asked about the level of importance of evaluation process in their organizations (Figure-1). Their answers reveal that only six organizations out of 24, representing only 38% of respondents were of the view that training evaluation is the most important. Out of the respondent sample 12 companies, representing 50% of respondents viewed training very important and remaining 3 firms (12% of respondents) viewed it somewhat important. Organizations believe that each Rupee spent on training should be paid off, or offer return to organization, so training must pay off.

INSERT FIGURE-1 HERE

4.2 Frequency of Training Evaluation

In order to investigate the importance of training evaluation and how frequently training's are evaluated, respondents were asked about the frequency of conducting evaluation for their training program (**Figure-2**). But findings showed that the importance given to training was not practically viewed. Only 6 companies (25% of the respondents) were evaluating training after each training or monthly basis. Only 3 companies (13%) were using evaluation measures on quarterly basis. Majority of the companies 15 in total (63%) of the respondents were evaluating training on half yearly or yearly basis. So, findings show that organizations are not paying desired attention to training evaluation and measurement.

One of the main difficulties faced by the training efforts in Pakistani organizations is that no specific body is in charge of evaluating the training program.

INSERT FIGURE-2 HERE

4.3 Evaluation Tools Used by Organizations

Many instruments are used in evaluating training effectiveness. Most widely used tools for evaluation are i.e. Tests, Questionnaire, Interviews, Observations, and Performance records. Selection and use of instrument will be selected on the basis of purpose of evaluation and strategy adopted for the purpose of evaluation. The evaluation tool and techniques mostly used

by organizations is questionnaire (**Table-1**) which is used by 73% of the organizations. Observation and performance records are not less important, as they had been used respectively by 69 percent and 60 percent of the organizations. 51 percent of the organizations are using interview as evaluation tool. Test, attitude survey and other managerial tools are used less than 45 percent of the organizations.

Another finding by Athari & Zairi (2002) is consistent with the above; they found that 94 percent out of 300 Kuwaiti Organizations use questionnaire.

INSERT TABLE-1 HERE

4.4 Evaluation Model

The selection of an evaluation model is very important as it shows how organization is benefited with training program, what is the employee's reaction, how much did they learn, did they change their behavior, and what is the result?

The respondent firms were asked about the type of evaluation model and methods they use for their evaluation. When the respondents firms were asked about the evaluation of training outcomes, especially with use of the Kirkpatrick model (containing Reaction, Learning, Job Behavior and Outcomes of training as evaluation elements), 53 percent of them favored reaction. These findings were consistent with the findings of Athari & Zairi (2002); they found that 67 percent of the organizations included in the study used Kirkpatrick's model, 72 percent of the respondents used reaction, 41 percent evaluate learning, while 32 percent evaluate job behavior, and only 26 percent evaluate results.

Regarding other factors of Kirkpatrick's model, not more than 36 percent of the firms used other elements as an evaluation tool. Moving to other evaluation tools, as CIRO (Cost, Input, Reaction and Output) model of Warr *et al.* (1976); when we assessed inputs of training only 59 percent of the organizations were assessing the training inputs, means most of the organizations take their training activities, seriously, as tool of growth, development and source of competitive advantage.

When it was analyzed, that how much firms are comparing their training outcomes with relevance to training inputs, it was found that only 5 percent (**Table-2**) of the organizations out of whole sample were using “Cost-benefit analysis” approach to assess training and evaluate its effectiveness. When organizations were asked about use of Return on Investment (RoI), as tool of evaluation of training, all of the firms were un-familiar with this tool, and none of the sample size was using it as evaluation tool (**Table-2**). So, this study will be very handy and helpful to provide a tool to assess training in more effective way, and thru this way training could be assessed and evaluated in monetary terms.

INSERT TABLE-2 HERE

4.5 Measuring Training Inputs

Findings regarding training inputs are presented in Table-3. In order to identify the kind of training input measurement, the sample was provided with a list from which to choose, on alternate response basis. All of the organizations from sample were using Training expenditure i.e. Number of employees receiving training, Number of courses offered and Trainer’s fee as tool for evaluation (Table-3). These findings are consistent with findings of Athari & Zairi (2002); they found in their research that total expenditures on training and the number of employees receiving training were measured by nearly 90% of the organizations that evaluate their training in Kuwait. Just over three-quarters (77 percent) of these organizations kept track of the number of courses they offer. In addition to this, 73 percent of the organizations were maintaining their training expenditure per employee and respectively 53 percent and 52 percent were evaluating cost of facilities and equipment and training time as evaluation tool.

Less than 23 percent firms, were evaluating training on trainee’s traveling expense basis and course development expenditures. None of the firms were found to be using Training expenses as percentage of payroll and course development time as evaluation tool (**Table-3**). These finding show that how firms are maintaining the records of training and giving importance on what basis. This part is also useful to identify the main concern of training as cost identification, and to provide further elements that can be used as evaluation tool and being part of pre-training activities.

INSERT TABLE-3 HERE

4.6 Measurement of Training Outputs

In order to identify the kind of training output measurement, respondent firms were provided with a list from which they have to choose. Their answers indicate that most of the firms out of sample use employee's productivity (100 percent of the sample size) and its impact on profitability (84 percent out of sample) as output to measure the training effectiveness. While inquiring about other elements of list, 57 percent, 61 percent and 75 percent, respectively, of the sample used job satisfaction, return on expectations and sales as measurement of output of training (Table-4).

With reference to customer's satisfaction only 43 percent of the sample was used to measure customer's satisfaction as tool to measure training outputs. While answering other basis out of the list, 22 percent of the firms used absenteeism as an outcome of training (Table-4). On further inquiring, it was found that only 6 percent of the firms were using Cost-benefit ratio approach to measure output of training and no organization was using RoI of training as an output measurement. These findings are very much consistent with the findings given in Evaluation Model Measurement (Table-2).

INSERT TABLE-4 HERE

4.7 Evaluation Challenges

The respondents were asked to determine the most important challenges faced by them in conducting productive assessment and evaluation of training. Majority of the respondents answered that they have to face lots of problems while conducting evaluation (Table-5). The biggest challenge faced by the respondents was time constraint for assessing and determining corrective actions based on these evaluations, as these were 86 percent and 81 percent respectively (Table-5) while further inquiring, the biggest reason that was identified by the respondent firms was unavailability of proper evaluation method (75%), difficulty in approaching evaluation professionals (77%), converting results in top management language (73%), getting trainees and managers involvement (70%) and difficulty of getting top level management involvement in training evaluation which was reported by 60 percent of the respondents (Table-5). While assessing the cost available to assess training, most of the firms

were not facing problem regarding available of resources for evaluation (only 14 % reported problem in availability of resources), as firms were already devoting certain amounts to conduct training.

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4.8 Difficulties in Obtaining Information for Evaluation

To continue with the section the respondents were asked whether they faced difficulty concerning obtaining information, level of difficulty and on what kind of information were difficult to obtain.

The most difficult information to obtain by firms was to find out the suitable evaluation tool, as mentioned by 86 percent of the organizations. On further inquiring about the information difficult to obtain, respectively 75 percent and 70 percent, of the respondents answered “Information of evaluation resources” and “Information about outsiders providing evaluation assistance”. These finding were quite consistent with the finding of Table-5. While organizations were asked about evaluation methods, 59 % the respondents were found unable to identify the method of conducting evaluation that might be used by the organizations, Similarly 47 percent of the organizations (Table-6) responded that it was difficult for them to get the method of evaluation used by other firms, these findings are interrelated as most of the firms find difficulty in identifying the suitable way to evaluate training on most effective basis.

INSERT TABLE-6 HERE

5. Discussion of Findings

This study is regarding evaluation tools and techniques used by textile composite sector of Pakistan, input processes, output process, challenges faced by the organizations. This research will prove to be a tool to look for the tools of training evaluation used by various organizations. This will also help to identify the gaps between that exist in training evaluation techniques. These findings show that none of the organizations are using modern training evaluation techniques like RoI and cost benefit analysis. So, this paper will help researchers to emphasize on modern training evaluation techniques and its future application in Pakistani organizations.

6. Future Implementation & Limitations of the Study

This study is conducted only to study training evaluation techniques used by the textile composite sector. Only one sector is the area emphasized in the study, which can be expanded to other manufacturing sectors as well as to service sectors.

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Annexure

Figure 1: Importance of Evaluation

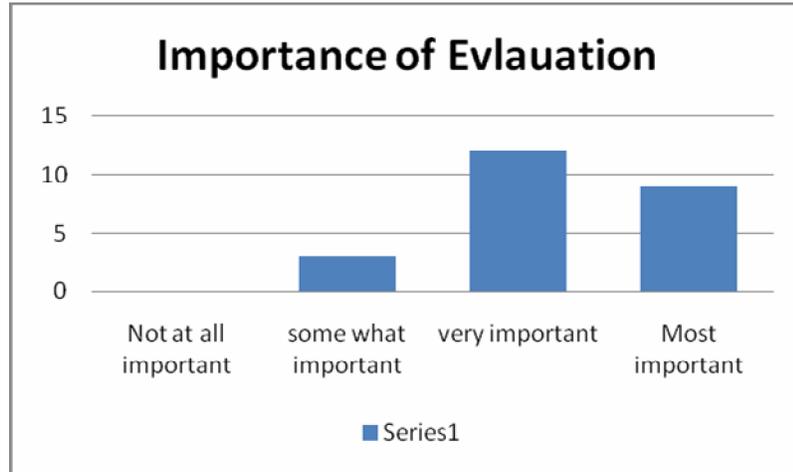


Figure 2: Frequency of Training Evaluation

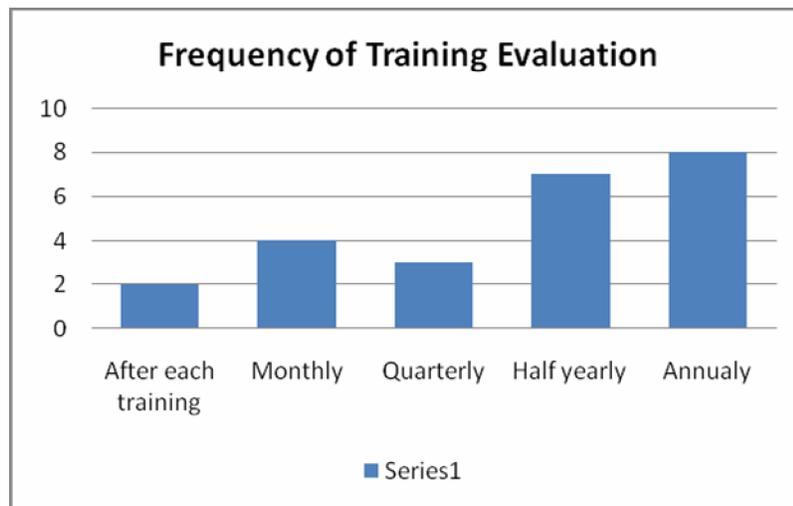


Table 1: Evaluation Tools and Techniques

Tools/Techniques	Small Extent %	Considerable Extent %	Great Extent %	Total %
Questionnaire	05	22	73	100
Interview	24	25	51	100
Test	43	27	30	100
Observation	10	21	69	100
Attitude Survey	70	10	10	100
Performance Record	15	25	60	100
Other Managerial Tools	35	20	45	100

Table 2: Evaluation Models

	Small Extent (%)	Considerable Extent (%)	Great Extent (%)	Total (%)
TNA	20	45	35	100
Employees' participation in TNA	25	50	25	100
Reaction	8	39	53	100
Learning	7	57	36	100
Behavior after Training	35	35	30	100
Outcome of Training	44	24	32	100
Cost Benefit Analysis	73	22	5	100
Evaluating Training Inputs	20	21	59	100
ROI of Training	100	0	0	100

Table 3: Training Input Measurement

Inputs	Yes %	No %	Total %
Training expenditures	100	0	100
Number of employees receiving training	100	0	100
Number of courses offered	100	0	100
Training expenditure per employee	73	27	100
Trainers' fee	100	0	100
Training time	52	48	100
Trainee's traveling expenditures	23	77	100
Course development expenditure	14	86	100
Cost of facilities and equipment	53	47	100
Training expense Payroll ratio	0	100	100
Course Development time	0	100	100

Table 4: Training Output Measurement

Inputs	Yes %	No %	Total %
Customer satisfaction	43	57	100
Job satisfaction	57	43	100
Productivity	100	0	100
Return on expectations	61	39	100
Sales	75	25	100
Return on Investment	0	100	100
Cost/benefit ratio	06	94	100
Profitability	84	16	100
Absenteeism	22	78	100

Table 5: Evaluation Challenges

Challenges	Small Extent %	Considerable Extent %	Great Extent %	Total %
Cost of doing evaluation well	0	86	14	100
Determining impact on financial performance	30	27	43	100
Time required to do evaluation	0	14	86	100
Identifying appropriate qualitative measure	11	30	39	80
Finding evaluation methods	3	22	75	100
Getting trainees and managers participation	16	14	70	100
Getting top management buy-in	24	16	60	100
Finding qualified evaluation professionals	10	13	77	100
Translating results in top management's language	3	24	73	100
Determining actions based on evaluation	8	11	81	100

Table 6: Kinds of Information difficult to obtain

Challenges	Small Extent %	Considerable Extent %	Great Extent %	Total %
Latest advancement in evaluation techniques	0	86	14	100
Methods used by other organizations	15	38	47	100
Information about evaluation tools	0	14	86	100
How to conduct effective evaluation	11	30	59	100
Information of available evaluation resources	3	22	75	100
Outsiders providing evaluation assistance	16	14	70	100