



8th Nordic Conference on Construction Economics and Organization

Evaluation and learning – Experiences from a construction project in Norway

Anette Østbø Sørensen^a, Nils O. E. Olsson^a and Anandasivakumar Ekambaram^{b,*}

^aNorwegian University of Science and Technology, 7491, Trondheim, Norway

^bSINTEF, 7465, Trondheim, Norway

Abstract

The purpose of this paper is to study the relation between evaluation and learning. This paper will look at a construction project in Norway – considering evaluation of the project in connection with learning and knowledge sharing. In this regard, the paper describes different approaches to evaluation and learning, and proposes a model. The model distinguishes between an internal and external perspective when it comes to evaluation of projects, and between a structured and an informal perspective when it comes to learning. With the focus on this model, the paper also presents enablers and barriers of learning and knowledge sharing. The model provides a structured illustration of the connection between project evaluation and learning. And thus, the model would be useful for, for instance, determining and applying learning mechanisms for both internal and external evaluation of projects. Based on our model, traditional project evaluations can be categorized as external-structured. This type of evaluations appears to not necessarily be an important tool for learning. Internal structured approaches, such as an experience report, have been in high demand. We found that external informal learning was of importance. One example was when consultants shared experiences in their home organization. This paper is based on qualitative case study approach.

© 2015 Published by Elsevier B.V. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Selection and/ peer-review under responsibility of Tampere University of Technology, Department of Civil Engineering

Keywords: construction projects; evaluation; learning; knowledge sharing.

* Corresponding author. Tel.: +47 40 47 81 74
E-mail address: siva@sintef.no

1. Background

This paper discusses the role of evaluation in relation to experience transfer. The topic of sharing of knowledge and experience in projects and project-based organizations has been discussed for several years. It is not a new topic. However, there is an increasing focus on knowledge sharing and learning in project-based organizations. A wider perspective of management of projects has gained significant attention in recent years. Topics such as project governance (Müller et al., 2014; Biesenthal and Wilden, 2014), project owner (Johansen et al., 2012) and governance of knowledge (Pemsel and Müller, 2012; Pemsel et al., 2014) provide and / or encourage a wider perspective of managing projects and thus emphasize the importance of knowledge sharing and learning in project environments.

Two definitions of evaluation are “A systematic and objective assessment of an ongoing or completed project, program or policy, its design, implementation and results” (OECD, 2000), and “The process of determining the merit, worth or value of something” (Scriven 1991). This paper is about ex-post evaluation. Ex-post evaluation can be described as evaluation of an intervention after it has been completed (OECD 2000). The purpose of this paper is to study the relation between evaluation and learning. We will study different approaches to learning, and propose a model to distinguish between an internal and external perspective, and between a structured and an informal perspective. We also intend to use the model as a framework to study experience transfer in one case project.

2. Methodology

In the empirical part of the paper, we have used a qualitative case study research approach, as described by Yin (2008). Information relating to the site was obtained from three main sources: literature related to the sites, other relevant documents, interviews and on-site inspection.

Case study data are collected in a case-study protocol. The protocol includes collected documentation, transcribed notes from interviews and codification of results to fit the applied evaluation framework. We have mainly studied learning in one project, using multiple sources. However, the research also addressed how this project interacted with other projects.

There are two ways to improve reliability in this type of qualitative research, according to Moisander and Valtonen (2006). The first is to make the research process transparent, and the second is to pay attention to theoretical transparency. Both ways to improve reliability have been applied in the research. We have described the theoretical basis for the proposed model, the research process. We have involved all three authors in the analysis of empirical data and results.

3. Approaches to evaluation

Evaluators who aim at including a user perspective often prefer holistic evaluations based on a diverse set of approaches and indicators typically combinations of quantitative and qualitative evaluations (OECD 2000). According to Cracknell (1989), the logical framework was developed in the United States during the 1960s. It was adopted by several foreign aid agencies. It has later been adopted for use in project management in general, and proved particularly useful for analyzing public investments. As described by Samset (2003), the logical framework includes a number of different dimensions to be addressed in an evaluation, including efficiency, effectiveness, sustainability, relevance and impact of a project.

We will now look somewhat deeper into the experience transfer approach of evaluations.

4. Knowledge sharing and learning

The term knowledge has several definitions. One definition of knowledge given by Davenport and Prusak (1998) highlights the role of knowledge in interpreting and evaluating information. We acknowledge that we use our knowledge to interpret or evaluate information. We believe that the interpretation of the information – the understanding of the information after the interpretation – may also change our knowledge or add new elements to it. This may happen consciously or unconsciously. In this regard, it can also be said that we use information to

متن کامل مقاله

دریافت فوری ←

ISIArticles

مرجع مقالات تخصصی ایران

- ✓ امکان دانلود نسخه تمام متن مقالات انگلیسی
- ✓ امکان دانلود نسخه ترجمه شده مقالات
- ✓ پذیرش سفارش ترجمه تخصصی
- ✓ امکان جستجو در آرشیو جامعی از صدها موضوع و هزاران مقاله
- ✓ امکان دانلود رایگان ۲ صفحه اول هر مقاله
- ✓ امکان پرداخت اینترنتی با کلیه کارت های عضو شتاب
- ✓ دانلود فوری مقاله پس از پرداخت آنلاین
- ✓ پشتیبانی کامل خرید با بهره مندی از سیستم هوشمند رهگیری سفارشات