

**MANAGEMENT DEVELOPMENT EVALUATION PRACTICES IN
AUSTRALIAN BUSINESS ORGANISATIONS: THE HUMAN RESOURCE
PRACTITIONERS' PERSPECTIVE**

By

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DEDICATED TO
the loving memory of my *muzaya* (niece)
MWANDIONESA MAKONE MTISI
born on September 6, 1965 and died on May 27, 1990

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DECLARATION

This thesis contains no material which has been submitted for the award of any other degree or diploma in any university and, to the best of my knowledge or belief, contains no material previously published or written by another person except where due reference is made in the text of the thesis.

ABSTRACT

Management development requires an investment of time and money and like other forms of investment, should be justified on the basis of return from that investment. Rising costs have not deterred organisations from increasing their investments in this activity. However, at least in the literature, there is little conclusive evidence of the contributions of management development to corporate profitability.

The purpose of the present study was to obtain an in-depth understanding of evaluation approaches employed in leading Australian business organisations to establish the contributions of management development to the attainment of corporate goals. An exploratory-descriptive research design was employed to elicit human resource practitioners' perceptions and experiences. Data collection included a questionnaire survey of 50 leading companies, in-depth semi-structured interviews of senior human resource practitioners responsible for management development in 10 of those organisations, and extensive document analysis.

The study found that evaluation was based mainly on immediate reactions and feedback from participants some time after the programs, and focused almost entirely on program design and implementation and not on the effects of the management development activities on manager performance and the achievement of corporate goals. The main contributory factor to the lack of impact evaluation was found to be a lack of requisite evaluation expertise.

A number of factors emerge as crucial to an effective evaluation process. First, it is essential for all stakeholders in management development to upgrade their knowledge of evaluation theory. Second, effective evaluation can occur only if there is a strong culture of evaluation. Third, there is need for greater emphasis on the integration of qualitative and quantitative evaluation procedures, and to make the program participants and their line managers key players in the evaluation process. Effectiveness in management development evaluation practices can be attained through Multi-Faceted Evaluation which facilitates ongoing generation of quantitative and qualitative evaluative data by all key stakeholders via multiple formal and informal data collection techniques for use by the stakeholders themselves, researchers and other interested parties.

TABLE OF CONTENTS

	Page
CHAPTER 1: PROBLEM FORMULATION	1
1.1 INTRODUCTION	1
1.2 AIMS AND OBJECTIVES OF THE STUDY	3
1.3 SIGNIFICANCE OF THE STUDY	4
1.4 ORGANISATION OF THE THESIS	5
 CHAPTER 2: CONTEXT OF THE RESEARCH	 7
2.1 BELIEFS ABOUT THE IMPORTANCE OF MANAGEMENT	7
2.2 CONCERNS ABOUT MANAGEMENT IN AUSTRALIA	8
2.3 STRATEGIES FOR IMPROVING MANAGEMENT QUALITY	12
2.3.1 Recruitment	13
2.3.2 Educative Interventions	14
2.4 NEED FOR THE EVALUATION OF MANAGEMENT DEVELOPMENT	22
2.4.1 Proliferation of Management Development Activities	22
2.4.2 Concerns About the Quality of Training and Development	30
2.5 SUMMARY	33
 CHAPTER 3: REVIEW OF THE LITERATURE	 34
3.1 INTRODUCTION	34
3.2 THE CONCEPT OF EVALUATION	35
3.3 EVALUATION APPROACHES	42
3.3.1 Major Evaluation Models	43
3.3.2 Five Evaluation Approaches	46
3.4 TRAINING EVALUATION	53
3.4.1 Incidence of Training Evaluation	54
3.4.2 Evaluation Methods Commonly Used in Organisations	57
3.4.3 Perceptions About Useful Evaluation	61
3.4.4 Conflict Between Belief and Practice	62

3.5 MANAGEMENT DEVELOPMENT EVALUATION	64
3.5.1 Incidence of Evaluation	64
3.5.2 Levels at Which Management Development is Evaluated	65
3.5.3 Reasons for the Neglect of Evaluation	73
3.6 SUMMARY	81
 CHAPTER 4: METHODOLOGY AND PROCEDURES	84
4.1 INTRODUCTION	84
4.2 SELECTING THE METHODOLOGY	85
4.3 PHASE ONE: QUESTIONNAIRE SURVEY	87
4.3.1 The Population	87
4.3.2 Sampling	89
4.3.3 Questionnaire Development	92
4.3.4 Data Collection	95
4.3.5 Data Analysis	102
4.4 PHASE TWO: INTERVIEW SURVEY	102
4.4.1 The Population	102
4.4.2 Sampling	102
4.4.3 Data Collection and Recording	104
4.4.4 Data Analysis	110
4.5 DESIGN STRENGTHS AND LIMITATIONS	113
4.5.1 Strengths	113
4.5.2 Limitations	114
4.6 PRESENTATION OF FINDINGS	115
 CHAPTER 5: MANAGEMENT DEVELOPMENT PRACTICES	117
5.1 INTRODUCTION	117
5.2 MANAGER RECRUITMENT	117
5.2.1 Criteria	117
5.2.2 Sources	119
5.3 PHILOSOPHY UNDERLYING MANAGEMENT DEVELOPMENT	120
5.4 MAIN MANAGEMENT DEVELOPMENT OBJECTIVES	125
5.4.1 Organisation Objectives	125
5.4.2 Personal Development Objectives	131

5.5 DEVELOPMENT PROCEDURES	132
5.5.1 Needs Analysis	132
5.5.2 Development Priorities	137
5.5.3 Selection for Participation	139
5.5.4 Program Types	141
5.5.5 Financial Support	145
5.5.6 Control and Accountability	146
5.6 FACTORS UNDERPINNING PROGRAM EFFECTIVENESS	155
5.7 OBSTACLES TO MANAGEMENT DEVELOPMENT	157
5.8 PERCEIVED VALUE OF MANAGEMENT DEVELOPMENT	161
5.8.1 Achievement of Objectives	161
5.8.2 General Contributions	162
5.9 SUMMARY	167
 CHAPTER 6: EVALUATION PRACTICES	 168
6.1 INTRODUCTION	168
6.2 EVALUATION: PRACTITIONERS' INTERPRETATION	168
6.3 RESPONSIBILITY FOR EVALUATION	180
6.4 FOCUS OF EVALUATION	182
6.4.1 Sources of Evaluation Information	182
6.4.2 Evaluation Levels	184
6.4.3 Evaluation Methods	185
6.5 UTILISATION OF EVALUATION INFORMATION	195
6.6 DETERMINANTS OF CURRENT PRACTICE	196
6.7 STRENGTHS IN CURRENT PRACTICE	202
6.7.1 Use of Participant Feedback	203
6.7.2 Simplicity of Evaluation Tools	204
6.7.3 Timeliness and Specificity	204
6.7.4 Application of Statistical Tools	205
6.7.5 Growing Awareness of the Importance of Evaluation	206
6.8 WEAKNESSES IN CURRENT PRACTICE	207
6.8.1 No Application of Evaluation Theory	207
6.8.2 Lack of Objectivity	208

6.9 EVALUATION CULTURE: INFLUENCES AND REALITY	213
6.9.1 Key Factors Influencing Evaluation Culture	214
6.9.2 The Nature of the Evaluation Culture	227
6.10 STRATEGIES FOR IMPROVEMENT	237
6.10.1 Changing Evaluation Practices	237
6.10.2 Building an Organisational Evaluation Culture	241
6.11 SUMMARY	246
 CHAPTER 7: CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS	 248
7.1 INTRODUCTION	248
7.2. MANAGEMENT DEVELOPMENT EVALUATION: STATE OF THE ART	248
7.2.1 The Evaluation Focus	248
7.2.2 Perceptions, Theory and Practice	252
7.2.3 Determinants of Evaluation Practices	253
7.3 IMPLICATIONS OF THE FINDINGS	257
7.3.1 Implications for Internal Stakeholders	258
7.3.2 Implications for External Stakeholders	259
7.4 RECOMMENDATIONS	261
7.4.1 General Recommendations	262
7.4.2 The Case for Multi-Faceted Evaluation (MFE)	266
7.4.3 Issues and Directions for Future Research	277
7.5 EPILOGUE	278
 REFERENCES	 280
 APPENDICES	 301

ABBREVIATIONS

AAGE	Australian Association of Graduate Employers
ABS	Australian Bureau of Statistics
AGPS	Australian Government Publishing Service
ASTD	American Society for Training and Development
CHRG	Corporate Human Resource Group
DEET	Department of Education, Employment and Training
HRD	Human Resource Development
HRM	Human Resource Manager
HR	Human Resource
MD	Management Development
MDE	Management Development Evaluation
ME	Management Education
MFE	Multi-Faceted Evaluation
MT	Management Training
NBEET	National Board of Employment, Education and Training

TABLES

	Page
Table 2.1 Advantages and disadvantages of internal and external recruitment	14
Table 2.2 Factors influencing the effectiveness of management development	22
Table 2.3 Recurrent themes in management development in Australia	28
Table 3.1 Five evaluation approaches	48
Table 3.2 Evaluation models focusing on levels of impact commonly cited in the literature	51
Table 3.3 Evaluation methods commonly used in US Fortune 500 companies	57
Table 3.4 Responsibility for measuring transfer of training	59
Table 3.5 Points at which return on investment is evaluated	60
Table 3.6 Perceived effectiveness of evaluation strategies	63
Table 3.7 Methods of evaluation used	69
Table 4.1 Outline of the research process	84
Table 4.2 Pilot sample	93
Table 4.3 Focus of survey questions	96
Table 4.4 Summary of responses to the questionnaire	97
Table 4.5 Characteristics of the participating organisations and respondents' job titles	98

Table 4.6	Size of respondent organisations	100
Table 4.7	Respondent organisations by business activity	100
Table 4.8	Corporate role of respondents	101
Table 4.9	Organisations volunteering for phase two by industry type	103
Table 4.10	Characteristics of organisations participating in phase two	105
Table 5.1	Recruitment criteria for managerial employees	118
Table 5.2	Main sources of managerial employees	119
Table 5.3	Main management development objectives	126
Table 5.4	Perceived effectiveness of needs analysis methods	134
Table 5.5	Reported use of needs analysis methods	135
Table 5.6	Development priorities in respondent organisations for 1992	137
Table 5.7	Criteria used to select people for development	139
Table 5.8	Program types used by respondent organisations in 1991	142
Table 5.9	Payroll allocation to training and development 1991	145
Table 5.10	Percentage of training budget allocated to management development 1991	146

Table 5.11 Factors underpinning program effectiveness	156
Table 5.12 Reported obstacles to management development	159
Table 6.1 Strategies used to gather evaluation data	183
Table 6.2 Important audiences for evaluation information	196
Table 6.3 Why some organisations do not evaluate management development	197
Table 7.1 Comments on Multi-Faceted Evaluation: Practitioners' views	270
Table 7.2 Matrix for selecting people to participate in the evaluation process	275

FIGURES

	Page
Figure 2.1 A concept for management development	15
Figure 2.2 Time spent attending development programs 1989	23
Figure 4.1 An excerpt from the coding scheme	113
Figure 5.1 Excerpts from corporate documents reflecting HRD philosophy	121
Figure 5.2 Responsibility for needs analysis	133
Figure 5.3 Selection criteria for development	140
Figure 5.4 Perceived achievement of management development objectives	162
Figure 5.5 Perceived contributions of management development	163
Figure 6.1 Persons responsible for evaluating internal and external programs	181
Figure 6.2 Levels at which respondent organisations evaluate most programs	185
Figure 6.3 Questions on evaluation culture	230
Figure 7.1 A model for Multi-Faceted Evaluation	272

APPENDICES

	Page
Appendix 1 Pilot Letter	301
Appendix 2 Pilot Questionnaire	302
Appendix 3 Survey Letter	316
Appendix 4 Survey Questionnaire	317
Appendix 5 Reminder Letter	330
Appendix 6 Report Letter	331
Appendix 7 Survey Report	332
Appendix 8 Post Survey Debrief	338
Appendix 9 Interview Guide	339
Appendix 10 Interview Transcripts	343
Appendix 11 Coding Scheme	368
Appendix 12 Excerpts from a Data File	372
Appendix 13 Multi-Faceted Evaluation: A model for assessing the overall effects of management development	390

CHAPTER 1

PROBLEM FORMULATION

1.1 INTRODUCTION

Since the 1960s, management development has been perceived as having the potential to increase the competitive advantage of firms. There is a belief that changes that threaten a company's profitability, as well as its survival, can be thwarted by management education and management development. Major competitors in the worldwide market employ management development as a weapon to "create a competitive mix of people, task, and workflow and have cultivated it as part of their organisation" (Ames & Heide, 1991:24). For example, US organisations budgeted 44.4 billion dollars for formal training in 1989, with part of this amount allocated to various types of management training (Orbele, 1989). Research studies also reveal that organisations expect participation in management development to increase, and the largest increases are predicted to be in company-specific programs (Fulmer, 1988; Saari *et al.*, 1988). Internal programs are predicted to become longer, while university-based programs will become shorter (Moulton, 1990). Therefore, more resources are likely to be expended on in-house management development.

Organisations are attempting to tie management development to corporate goals (Brown *et al.*, 1989; Barham & Rassam, 1989; Bolt, 1985; Fulmer, 1988; Keys & Wolfe, 1988). Keys and Wolfe (1988) note that organisations are increasingly linking education and training to organisational effectiveness rather than just individual effectiveness. Even Bolt's (1975) survey of executives of successful US companies found that training courses were results-oriented, aimed at implementing business strategies and achieving corporate objectives. His survey also found that each program was custom-designed for the organisation, with precisely articulated

objectives in terms of results and actions by the participating manager. Another study by Barham and Rassam (1989), in which the executives of a number of leading companies (Accor, Burton Group, BMW, Electrolux, Jaguar, Lifco, Norsk Data, Shell UK) were interviewed, revealed that firms were focusing their management development on three requirements: strategic business objectives, specific departmental needs and individual aspirations. They were making a conscious attempt to root their training in the specific needs of the organisation and its people.

Although organisations report that their management development activities are directed at facilitating the achievement of corporate goals there is little conclusive evidence that the activities lead to improvements in managerial effectiveness and ultimately organisational profitability. It would appear then that management development is provided as an act of faith, with little effective evaluation to determine its overall effects. It is not surprising that a great deal of cynicism surrounds the contributions of management development to managerial effectiveness and organisational performance.

Providing management development as an act of faith can be questioned from at least two standpoints. Firstly, management development requires an investment of time and money and therefore, like other forms of investment, should be justified on the basis of the return from that investment. Therefore, management developers must be able to justify their work, particularly in periods of rising costs and 'profit squeeze' (Baker & Gorman, 1978; Conant, 1991). Secondly, there are several alternative strategies for improving management quality and it would be desirable to utilise those strategies which achieve maximum effectiveness. To distinguish the effective from the less effective approaches it is necessary to establish the effects of whatever strategy is employed. This may be done through evaluation to establish the overall effects of management development on managerial effectiveness and organisational performance/profitability.

1.2 AIMS AND OBJECTIVES OF THE STUDY

The present research had two major aims. The first aim was to examine the nature of management development practices in large Australian business organisations. The second and more important aim was to analyse and appraise the procedures which companies use to assess the impact of management development activities.

The investigator sought to obtain corporate perceptions of the usefulness of the evaluative methods in revealing the degree to which management development contributed to organisational effectiveness. The primary purposes of the research were to examine and appraise perceptions and to identify why management development evaluation is done the way it is done. In order to achieve these aims the following specific objectives were formulated:

1. To identify organisational objectives for providing management development programs;
2. To identify and assess the methods used to establish development needs;
3. To identify those program types most commonly used in management development;
4. To identify the evaluation procedures used by the organisations and the reasons for their use;
5. To examine the extent to which the evaluation practices are based on a theory of evaluation;

6. To assess the extent to which evaluation practices enable organisations to determine the overall effects of management development on managerial effectiveness and organisational performance;
7. To identify obstacles to management development evaluation and their causes; and
8. To identify strategies which can be used to improve evaluation practices.

1.3 SIGNIFICANCE OF THE STUDY

An initial survey of the literature on management development in Australia revealed that no study of management development had yet focused closely on evaluation practices. This research then, represents a bench-mark study seeking information about and perceptions of management development evaluation from people who are both providers/sponsors of management development, and/or consumers of such programs in those cases where external providers are used. The findings of this study should assist company management developers, management consultants, management academics, and professional organisations which specialise in providing management development to determine the extent to which evaluation theory is put into practice and why. Such information can be used to map out improvements required in evaluation practices and the directions which such improvements should take.

1.4 ORGANISATION OF THE THESIS

This **thesis** is organised into seven chapters. This first chapter has examined the need for management development evaluation, the purposes of the study, and the significance of the research in terms of its usefulness not only to business organisations and professional management providers but also to management academics. The context of the study is provided in Chapter Two through a discussion of the importance of management, the reasons for concern about management in Australia among employers, management academics and the Federal Government and the strategies currently used to improve the quality of management.

Chapter Three reviews some recent research on the evaluation of training and management development focusing on the following issues: the meaning of the concept of evaluation; the state of the art of training and management development evaluation and problems faced in assessing the effects of management development. In Chapter Four the research design of the study is presented. The issues examined include: the nature of the study; selection of methodology; sampling procedures; data collection procedures; data analysis; strengths and limitations of the research design; the rationale for the presentation of the findings.

The findings of the study are given in Chapters Five and Six. Chapter Five provides a context for the analysis of evaluation practices, and explores issues including: manager recruitment; philosophy underlying management development; development procedures such as needs analysis; development priorities; selection for participation; program types; financial support and accountability; factors underpinning program effectiveness; obstacles to management development; perceived value of management development. Chapter Six focuses on evaluation practices. The aspects covered include: human resource practitioners' interpretation of the concept of evaluation; focus of evaluation; utilisation of evaluation

information; determinants of current evaluation practices; strengths and weaknesses of current practice; and strategies for improvement.

Chapter 7 presents an overview of the study reflecting on its main findings and their implications for stakeholders and other parties interested in management development. Issues and directions for future research and final reflections are given at the end of that chapter.

CHAPTER 2

CONTEXT OF THE RESEARCH

2.1 BELIEFS ABOUT THE IMPORTANCE OF MANAGEMENT

In its most general sense, "management is concerned with the coordination of human resources, natural resources and capital towards achieving human goals" (Kiel, 1985:2). How successful an organisation is in achieving its objectives and meeting society's needs depends very much upon the effectiveness of managers in doing their jobs. Managers can and do have significant impact on organisational efficiency (Campbell, Dunnette, Lawler & Weik, 1970; Deming, 1986). Effectiveness in management implies the ability to achieve desired objectives (Hawrylyshyn, 1983). Reddin (1970) defines manager effectiveness as:

the extent to which a manager achieves the output of his [her] position ... Managerial effectiveness has to be defined in terms of output rather than input ... Effectiveness is best seen as something a manager produces from a situation by managing it appropriately. (Reddin, 1970 cited in Hepworth, 1972:49-50)

Orlin (1988) suggests that the chief indicators of a company's success/effectiveness are financial, although strategic dimensions figure as well. Financial indicators, often referred to as the 'bottom line', are profitability, growth in net assets, payments to shareholders and other measures involving money. Strategic indicators include such considerations as technological breakthroughs, improved market share and acquisitions that strengthen the company.

The efficiency of resource allocation and productive processes depends largely on the actions and decisions of managers, consequently, management has been identified as perhaps the critical resource that holds the key to unlocking the potential in all other production factors (Storey, 1989). The competency of

managers influences the return (pay-off) that an organisation will secure from its investment in human and material resources (Mangham & Silver, 1986). Indeed:

the ability of the organisation's leaders to supervise staff, plan for the future, organise, coordinate and control the various business activities is crucial to the well-being of the organisation irrespective of geographical location and prevailing culture. (Evans, Sculli & Yan, 1987:52)

As Kiel (1985:11) suggests:

the level of managerial expertise is a facilitating factor, or expressed another way, a catalyst whose effect is highlighted when comparing the performance of economies which are similarly endowed with the traditional growth factors.

Several research studies undertaken to investigate the relationship between the success and failure of small firms and their respective management practices have concluded that the quality of management is indeed a key element for corporate success irrespective of company size (CEDEFOP, 1989).

Just as managers function within an organisation, organisations function within a larger society. In fact, the performance of organisations as a group is a key factor in the economic performance of a society or nation. Therefore, if the quality of management is perceived to be unsatisfactory, the employers, the workers, and the government, in short, the whole community, becomes concerned.

2.2 CONCERNS ABOUT MANAGEMENT IN AUSTRALIA

The success or failure of an organisation is often ascribed to managers. However, although poor management is often blamed for business failures in Australia and elsewhere, it is difficult to obtain empirical evidence to demonstrate objectively and conclusively the degree to which ineffective management contributes to the poor performance of organisations and ultimately of national economies. This is so because organisational success is influenced by a host of factors including market forces, quality of the workforce, technology, work processes other than just the

quality of managerial employees and managerial expertise (Ames & Heide, 1991; Shelton & Alliger, 1993; Wexley & Latham, 1991).

Views of several commentators on management issues in Australia (Grellman, 1986; Haswell & Scott, 1989; Jones, 1982; Kasper *et al.* 1980; Kiel, 1985; Norgard, 1987; The Ralph Committee, 1982; Shand, 1989; Stretton, 1985; and Thomas, 1990) reflect that there appears to be consensus that Australian managers are not performing as expected. They have been rated as mediocre (Stretton, 1985). The literature suggests that an overwhelming majority of business failures in Australia stem from poor management due to any or all of the following: one-person rule, a non-participating board, an imbalanced administrative team, a weak finance function and a lack of management depth (Grellman, 1986).

According to Kiel (1985:12-16), since the mid-1950s limitations in Australian managerial thinking have contributed to economic performance below the nation's potential. These limitations have been:

- failure of management within the manufacturing sector to seize upon the potential of international markets to overcome the difficulties imposed by the relatively small domestic market;
- the allocation of managerial effort into activities which do not create wealth but merely alter the ownership and control of wealth;
- preoccupation with the short-term perspective at the expense of the long-term;
- over-reliance on the government to solve business problems.

The Federal Government's concern about the quality of management since the 1980s is reflected in the setting up of a number of committees and commissions (The Ralph Committee, 1982; The Overseas Mission Management Education

Training and Development [hereafter called The Mission] 1990). The Ralph Committee (1982) noted in its report (The Ralph Report) that due to the proliferation of postgraduate management courses in Australian universities and colleges, the quality of management education at that level has suffered mainly because people with appropriate academic talent and interest to study or teach management are unevenly distributed among the institutions. The Committee observed that since funding is determined by the size of the student body and not by the quality of service provided, places in universities and colleges are sometimes filled with marginally qualified students. According to the Committee, a "temptation always exists to compromise standards in order to maintain student numbers" (Ralph Report, 1982:57). However, the Committee did not provide evidence that the quality of pre-employment management education does not meet industry needs. One of its recommendations was that the quality of management education could be improved through restructuring to facilitate coordination among all the parties involved in the provision of management education, such as business organisations, professional management developers, management consultants, colleges and universities.

In early 1990 the Federal Government established the Overseas Mission on Management Education, Training and Development. The Mission was to investigate how the quality of management training and development could be improved and to report on how enterprise and industry management training, education and development in Australia could be enhanced by the introduction of suitable national, state, industry, and enterprise strategies in the light of overseas experience. That Mission made a recommendation similar to the one which had been made by the Ralph Committee (1982), that Australia needs a more coordinated approach to management education in order to ensure that those education programs which are provided are consistent with the needs of industry, and in particular, with Australia's participation within the global economy. Neither the Ralph Committee nor The Mission recommended the need for comprehensive evaluation of the pre-employment and in-company interventions used to enhance

management quality to ensure that they actually serve the purpose for which they are intended.

In August 1991, the Australian Institute of Management (AIM) - Victoria Branch, convened a National Summit on Management Skills jointly with the Business Council of Australia and the NBEET. The 240 attendees consisted of Chief Executive Officers (CEOs) from the private and public sectors, management providers from tertiary institutions and from the private sector, and managers and public servants concerned with management skills. Like the Ralph Committee and The Mission, the Summit expressed the need for an integrated approach to management skills development meeting these criteria:

- capable of meeting the needs of organisations, including the range of business needs from small business, including farming, to large multinational organisations;
- regular, timely information to all organisations on the range of management skills development available, and the method of delivery;
- provide a service to advise on services available and the most appropriate training and development to meet specific needs of an organisation;
- ensure that training in Australia is cost effective and meeting the needs of the client. (AIM, 1991:46)

Although the need for cost effective and relevant development was recognised, the necessity for effective evaluation as a tool for determining the contributions of management development to organisational effectiveness was not made explicit.

2.3 STRATEGIES FOR IMPROVING MANAGEMENT QUALITY

It is generally agreed that the future economic well-being of Australia depends largely on international competitiveness, which is, of course, closely related to the entrepreneurial and innovative abilities of the private and public sectors and their management staff (CEDEFOP, 1989). The realisation that effective management is a critical factor in Australia's competitiveness in the international marketplace has prompted the government, employers, management academics, and professional management developers to examine strategies which can be used to improve management quality. Interventions commonly used to improve the quality of management include: internal and external recruitment, management education, management training and management development.

These interventions take place in the context of organisational development (OD) which Bartol and Martin (1991:250) define as "a change effort that is planned, focused on the entire organisation or a large sub-system, managed from the top, aimed at enhancing organisational health and effectiveness, and based on planned interventions".

In order to provide a context for the examination of management development evaluation practices, it is necessary to clarify the concept 'management development'. This is achieved through examining how education, training, and development differ and complement each other in business organisations. Since forms of recruitment may affect the nature and outcomes of such interventions, a consideration of recruitment should precede description of the educative approaches.

2.3.1 Recruitment

At the enterprise level a company can enhance the quality of its management team through careful recruitment of people who are likely to perform effectively in the new environment. Organisations can recruit either from within the country or from overseas; from within the company or from outside. According to Bartol and Martin (1991) most vacant positions are filled through internal recruitment. Companies recruit from outside only when there are no suitable internal candidates for particular positions.

In the year ending June 1990, Australia gained from overseas in net terms 15041 professionals or managers (The Age, 13 June, 1991:4). Lansbury and Quince (1989) note that there are firms in Australia which specialise in executive search or head hunting. These two authors further observe that most of the head hunting is confined to filling senior management positions.

One problem with external recruitment (be it from overseas or from within Australia) is that the qualifications and experience a manager brings to the employing organisation may not enable him/her to be fully effective upon being engaged. However, in a dynamic business environment a company can benefit from the ideas of other corporations hence the advantage of striking a balance between internal recruitment and external recruitment. Table 2.1 summarises the advantages and disadvantages of internal and external recruitment.

Some of the weaknesses of both forms of recruitment can be partially overcome through providing training and development activities designed to meet organisational management needs.

Table 2.1

**Advantages and disadvantages of
internal and external recruitment**

Advantages	Disadvantages
INTERNAL RECRUITMENT	
<ol style="list-style-type: none"> 1. Candidates are already oriented to the organisation. 2. Reliable information is available about candidates. 3. Recruitment costs are lower. 4. Internal morale is increased due to upward mobility opportunities. 5. Good performance is rewarded. 	<ol style="list-style-type: none"> 1. There may be fewer new ideas. 2. Unsuccessful contenders may become upset. 3. Selection is more susceptible to office politics. 4. Expensive training may be necessary. 5. Candidates' current work may be disrupted.
EXTERNAL RECRUITMENT	
<ol style="list-style-type: none"> 1. Candidates are a potential source of new ideas. 2. Candidates may have broader experience. 3. Candidates may be familiar with competitors. 4. Candidates may have new specialities. 	<ol style="list-style-type: none"> 1. The probability of mistakes is higher because of less reliable information. 2. Potential internal candidates may be resentful. 3. The new employee may have a slower start because of the need for orientation to the organisation. 4. The recruitment process may be expensive.

Source: Bartol & Martin, 1991 p.413.

2.3.2 Educative Interventions

The literature on management development suggests three definitional components - education, training and experiences (i.e. assignments and relationships). There is no clear consensus, however, on either the distinctiveness of each component or on the manner in which they are related. Indeed, as Hepworth (1972:49) suggests, in the management situation:

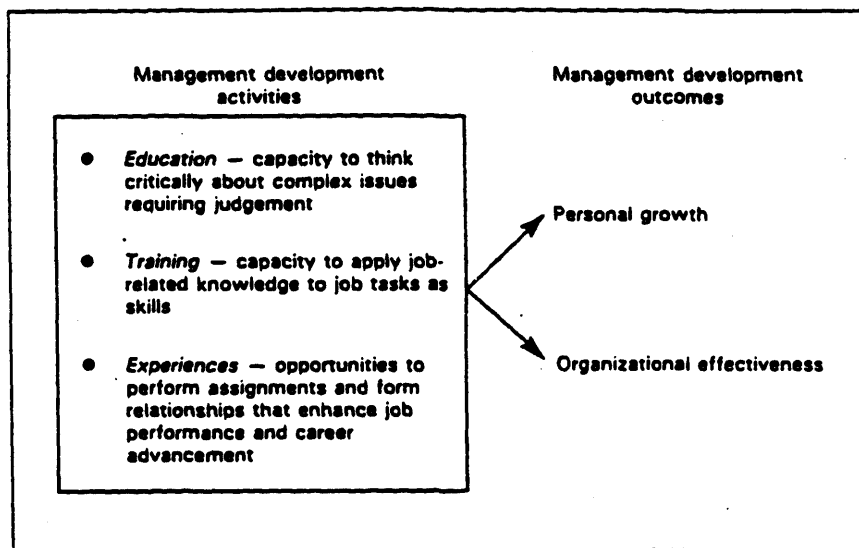
the terms education and training must be complementary and interrelated in such a way to render any distinction between them of dubious value. For example, the 'learning experience' or 'process' involved in management

teaching is usually conceptualised in terms of change. This change may be in knowledge (management education?), in skills (management training?) or indeed it could be a change in behaviour (management education *and* training?). When the variation in the nature of the knowledge, skills, attitudes and behaviour that educative interventions are designed to change is considered, drawing the distinction between education and training serves only etymological esoterism.

The distinction between training and development is often blurred mainly because enhancing skills in current jobs usually improves performance in future jobs (Bartol & Martin, 1991). Increasingly, both terms are used interchangeably. It can be argued that development is the basic process from which education and training grow as more differentiated activities. Heisler and Benham (1992) provide a conceptual model of management development which integrates education, training and experiences (Figure 2.1).

Figure 2.1

A concept for management development



Source: Heisler & Benham, 1992, p.17.

In order to clarify the nature and scope of these educative interventions the terms management education, management training and management development are discussed in the following subsections.

(a) Management education

Keys and Wolfe (1988:205-206) define management education as "the acquisition of a broad range of conceptual knowledge and skills in formal classroom situations". The main purpose of management education is to provide a general theoretical preparation for those people who intend to take up management as a career (Strowger, 1989). Management education concentrates upon general principles and theory which may be adapted to fit different work environments. Although it is difficult to measure the value of management education, some writers in this field believe that there is a case for claiming that better management education results in more confident, knowledgeable and business orientated managers (Ball, 1983; Thomas, 1988). It is generally assumed that management education contributes to the enhancement of the quality of managers at the national level by providing pre-employment or pre-appointment education. Indeed, "a good education is a necessary prelude to a successful career in management, but by general consent, it does not stop there" (Handy *et al.*, 1988:10). Further education, training and development are necessary to maximise the benefits of the initial education.

However, the utility of management education has been questioned by several experts in this area (Branscombe & Gilmore 1975; Cunningham, 1991; Livingston, 1973; Mintzberg, 1973; Drucker, 1974). Cunningham (1991) is of the opinion that academic programs offer a range of disciplinary and analytical skills, while managers are calling for more 'action related' skills. It has been argued that at best management education provides no more than the science of management, that is, the concepts, theory, principles and techniques underlying the practice of managing (Kirkpatrick, 1988). The effects of education are somewhat uncertain in terms of utility. Even if management education does lead to improvements in managerial

on-the-job behaviour and performance, isolating and assessing its contribution to overall managerial performance is problematic (Hepworth, 1972). Even more elusive is the task of establishing the link, if any, between management education and organisational effectiveness.

(b) Management training

Employee training is learning related to the present job (Bubbner, 1986; Gilley & Eggland, 1989; Nadler, 1984, 1989). Sloman (1989:39) defines training as "the systematic development of the attitude-knowledge-skill behaviour patterns required by an individual in order to perform a given job". A similar definition is provided by Bartol and Martin (1991:419) who view training as "planned effort to facilitate employee learning of job-related behaviours to improve employee performance". Usually the skills needed are known, and the required level of performance can be established. Although the focus of training is the present job it can also be linked to a future job. When organisations provide training, their primary interest is identifying and overcoming existing performance deficiencies for employees in their present jobs. Latham (1988:549) asserts:

Training should not be for the benefit of the individual with the hope that it will benefit the organisation, training should be for the benefit of the firm, knowing that this will in turn benefit the individual.

The main concern of training, therefore, is to narrow gaps between what individuals know or can do and what they should know or do. According to McCarthy and Stone (1986), the ultimate purpose of training is to help attain the overall organisational goals. However, these two authors add that an effective training program must also contribute to the satisfaction of the trainees' personal goals, a view also expressed by Latham (1988) and other writers.

Management training is generally viewed as a subset of management development that is "positionally and organizationally specific to those already in the ranks of management" (Keys & Wolfe, 1988:205-206). Johannsen and Page (1975:2) view

management training as "planned experience and training in the practices and techniques of management. It often occurs in-company or even on-the-job." In most cases management training refers to "classes or courses given to a number of managers with similar job functions and is usually tailored to the organisation's operations even though it may be conducted by an outside provider" (Black, 1979:2). The focus of management training is to equip managers with company-specific skills and attitudes relevant to the corporate goals and culture. According to Hepworth (1972:50), effectiveness in management training is "the increased extent to which it will produce effective managers as opposed to which chance employment experiences will produce effective managers". For the organisation to benefit there is need for transfer, that is, "the effective and continued application to the trainees' jobs of the knowledge and skills gained in training" (Garavaglia, 1993:63). Regardless of how training is defined, it "is critical that it produces relatively permanent change in employee behaviour" (Hosie, 1992:52).

(c) Management development

According to Nadler (1979:88), employee development "activates employees in line with organisational, departmental, and/or workgroup needs ... preparing employees so that they can move with the organisation as it develops, changes and grows". Development is a long-term building strategy which broadens employees and gives them new perspectives and pushes them beyond their present functions (Bernhard & Ingols, 1988). It may also be viewed as: "the advancement of knowledge, skills, and competencies, and the behavior of people within the organisation for both their personal and professional use" (Gilley & Egglund, 1989:4-5). These two writers further suggest that development is learning that is not necessarily job related, although it may have some impact on a present or future job. However, Nadler and Nadler (1990) are of the view that development is learning for the general growth of the individual and/or organisation.

The main focus of development is on the release and realisation of potential through growth and challenge. The relevancy and direct applicability of the skills and knowledge is of lesser importance than their acquisition. For this reason, employee development is hard to justify solely for immediate return on investment (Rothwell & Kazanas, 1989). Development differs from training in that it focuses on changing collective knowledge and skills of several managers, whereas the latter is concerned with present job requirements and focuses on individual managers (Nadler, 1984; Sloman, 1989). It is therefore much closer to education than is training. This is one of the factors which make it difficult to assess the effects of employee development on organisational effectiveness.

Management development is comprehensive, in both nature and scope. Education, for example, is a subset of management development, as is training. Where the objective is to acquire a set of capabilities that will equip a person to do a job some time in the predictable future, which is not within his/her present ability, if the objective is met, then that person is often said to have undergone a process of development (Pepper, 1984:11).

Ashton and Easterby-Smith (1979:3) define management development as a "conscious and systematic decision-action process to control the development of managerial resources in the organisation ... for the achievement of organisational goals and strategies". A similar explanation is provided by Anderson (1983:72), who views management development as:

the process of training managers for the purpose of providing them with sufficient knowledge and experience to accept authority and responsibility for specific activities and functions, and to attain optimum efficiency in their managerial role in the attainment of business objectives.

Similarly, Mumford (1988:94) suggests that the purpose of a management development scheme is to "ensure that executives are developed or recruited and trained in sufficient numbers to sufficient standards to meet the specialist and general management requirements of a group in the short and long term".

Mumford's view is different from the others already cited in that he explicitly refers to recruitment as an aspect of management development.

Handy *et al.* (1988:12) provide a definition of management development which puts emphasis on the processes involved. To them management development:

is a mixture of experience, training and education which is usually initiated by the organization with the necessary co-operation of the individual. Much of it takes place within the organization although experts can be imported to help with the training and education and individuals can be seconded to other organizations or business schools and executive training courses.

These authors view management development as embracing educating, developing and training managers.

Management development, therefore, is the umbrella under which management education and training take place alongside other processes such as recruitment long-term career development, succession planning, potential spotting and high flyer schemes. It encompasses the whole complex processes by which managers as individuals learn, grow and improve their abilities to perform professionally in managerial roles and tasks. The processes may be both formal, systematic programs, and informal, on-the-job opportunities.

Management development is a process through which a manager's growth in both personal and career terms, harmonises as far as is possible with organisational plans for future policies and future development (Leggatt, 1972:3). Broadly defined, management development is "the sum of all the activities available to individuals to help them meet their growth needs and keep the organisation viable" (Jones & Woodcock, 1985:1). The ultimate purpose of management development is to bring about change in managerial performance and thereby improve the effectiveness and profitability of the organisation.

In the present study the term 'management development' is used to refer to any formal attempt by an organisation to improve current and future managerial

performance by imparting information, conditioning attitudes or increasing skills. It applies to both in-company and extra-company developmental programs, to short as well as long courses, to periods of training and education, to programs which lead to formal qualifications and to those which do not. It includes formal efforts such as on-the-job coaching, counselling, classroom training, job rotation, selected readings, planned experience and assignments to understudy positions. Because this study focuses on the evaluation of formal management development activities, the definition adopted largely excludes the purely self-development efforts of individuals, even within the organisational framework, and development which occurs through participative management.

Organisations have the option of using management development in its broadest sense or any of its constituents, that is, recruitment, education or training to improve corporate management quality. It can be argued that the success of whatever strategy, or combination of strategies, an organisation employs to enhance managerial effectiveness will depend on the accurate identification and description of manager attributes likely to contribute to effective management in a particular context. However, it is difficult to identify and describe the attributes of an effective manager. For example, Burke and Day's (1986) review of the literature on the relationship of training to management performance revealed very little about what kind of knowledge and skills contribute to managerial effectiveness. A further problem is that managerial effectiveness can be interpreted in a variety of ways and several criteria can be used to judge it (Hales, 1986). According to Brook, Shouksmith and Brook (1983:24) some critical features of a good manager include factors such as "decision-making skills, effective interpersonal relationships and the ability to adapt personal leadership style to the particular task". However, measures of these attributes are notoriously unreliable. Mumford (1988) suggests that the effectiveness of formal management development processes is contingent on the nature of the organisation in which the development takes place. Table 2.2 summarises some of the factors which may influence the effectiveness of management development. The general contingent elements (Column B) influence quality of learning transfer that will occur. The factors summarised in Column B

stress the importance of accurate identification of development needs. The participant's motivation to learn is largely determined by the individual factors presented in Column C.

Table 2.2
Factors influencing the effectiveness of management development

A	B	C
General contingent elements	Linking management development processes	Individual factors
<ul style="list-style-type: none"> • job content • organisational structure • organisational climate • specific problems/opportunities in management • business plans • rewards for development • history of management development • accident • boss/colleagues/subordinates 	<ul style="list-style-type: none"> • identifying needs and potential (individual) • reviewing organisational needs • planning to meet needs • individual and organisational • identifying development processes • selecting effective processes to meet individual and organisational needs • identifying and using informal and formal development opportunities 	<ul style="list-style-type: none"> • recognition of need • identification of performance benefit • expectation of reward • past experiences • preferred learning style • learning skills • career plan • personal packages • capacity to link tasks to learning • personal environment

Source: Adapted from Mumford, 1988, p.113.

2.4 NEED FOR THE EVALUATION OF MANAGEMENT DEVELOPMENT

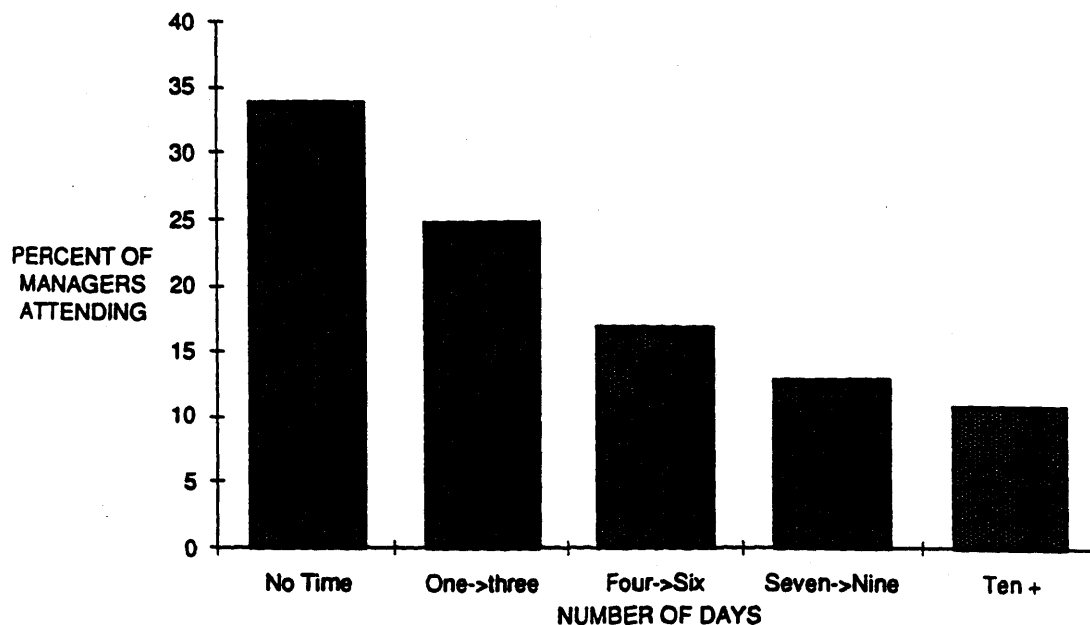
2.4.1 Proliferation of Management Development Activities

In spite of the lack of evidence of the contributions of management development to managerial effectiveness, organisations in Australia, like elsewhere in the world, are investing in this activity. Collins and Hackman's (1986) study involving

Australian companies revealed that a majority of organisations invest in management development. Of the 439 which responded, 84 percent reported that they had management development programs. Three years later, the National Board of Employment, Education and Training undertook a survey (NBEET, 1989) involving private organisations employing 50 to 1000+ employees. The study found that 66 percent of the managers participated in management development, and of these, more than 40 percent spent more than three days annually (Figure 2.2). On average, each manager spent 3.9 days per year on such programs.

Figure 2.2

Time spent attending development programs 1989



Source: NBEET 1990, p.15

The NBEET study also revealed that, generally, senior managers spent more time on development programs than did junior or middle managers and that the effort expended on management development, especially in the form of external non-award and in-company programs grew by 45 percent between 1981 and 1990 for

all management levels. According to this study, the increase had come primarily from increased participation rates rather than from any increase in the time individuals spend attending such programs, and that the duration of attendance had remained relatively constant at five to six days per manager, whilst the proportion of managers attending programs had risen from 60 percent to 75 percent.

A 1991 survey of 800 Australian organisations by Collins and Hackman revealed that 94 percent provided formal training and development for their managers. This finding compares with 84 percent in the 1986 survey conducted by the same researchers and suggests increased attention to efforts directed at improving managerial effectiveness via management development.

There are several factors both in the Australian business environment and the world business environment which are said to have contributed to this increase in management development activities. Sloan (1983) identifies four commonly accepted factors: (1) the fear of the knowledge explosion and the possibility that competitors will gain an advantage by keeping up with changes in managerial thinking; (2) the undersupply of middle and upper level managers because of a decline in the birth rate in the 1930s; (3) the growing professionalism within management ranks and the concomitant desire to remain conversant with the growing body of professional knowledge and (4) the increasing job complexity of managers and their subordinates. According to the Ralph Report (1982) two main factors which seem to make the provision of management development programs imperative in Australia are high rates of labour turnover/poaching, and the transferability of skills which encourages interfirm mobility (Ralph Report, 1982). Other factors include international competition, rapid technological change, the increasing amounts of information managers have to handle, changes in education levels and expectations of the work force and the demand for managers at all levels capable of working with colleagues with diverse and changing responsibilities and fields of expertise.

In response to such factors, the Mission (1990/91) recommended that the best overseas practice can be successfully applied to Australia but that this would require a significant increase in the level of resources devoted to management skills formation and a dynamic role for business and industry and their representative organisations. This thinking has led the Australian federal government to encourage (and in certain cases to force) organisations to invest more in management development.

The government's argument is that although it has a large and appropriate role to play in education and training "it is primarily the responsibility of employers and workers themselves to develop skills required for effective industrial performance and individual development" (Dawkins & Holding, 1987). Also, since the major beneficiary of more and better training is industry, it is proper that the major part of the burden for funding should fall on industry (Dawkins, May 1988).

In July 1990 the Federal Government passed the Training Guarantee Legislation in order to make industry invest more in training. The principal objective of the Training Guarantee (Administrative) Act is "to increase, and improve the quality of the employment related skills of the Australian workforce so that it works more productively, flexibly and safely thereby increasing the efficiency and international competitiveness of Australian industry" (Commonwealth of Australia, House of Representatives, 1990:2). According to Peak (1992), other objectives were to improve the quality of employment-related training provided by employers; to encourage further investment by employers in employment related training; to ensure more equitable distribution of employment related training and to change the attitude of industry concerning employment-related training.

The legislation met with mixed reactions, and this stimulated several research studies focusing on the outcomes of the Training Guarantee Scheme (TGS). Most of the empirical studies stemming from the implementation of the TGS have concentrated on training and development practices associated with the Scheme (Collins & Hackman, 1991; Commonwealth of Australia, Australian Bureau of

Statistics, 1990; Commonwealth of Australia, Australian Taxation Office, 1991; Peak, 1992).

One negative outcome of the TGS is that it appears to have "created a cost burden for some businesses and ... resulted in a proliferation of 'rubbish' training products in the market" (Cant, 1992:14). Some problems associated with the implementation of the TGS revealed by Peak's (1992) survey include lack of time available for training, time taken for administration of training, loss of productivity during training, record keeping demands and possible lack of genuineness of training by some companies and providers of training.

However, there have been positive reactions to the TGS. Prior to the passing of the Bill on July 1 1990, ABS indicated that 74 percent of private sector employers spent between zero and one percent of their payrolls on training. The Australian Bureau of Statistics (ABS) for June 1991 showed that 97 percent of employers believed they could meet the requirements of the Bill, 78 percent believed that other employers would be able to do so, 65 percent considered the levy an excellent or reasonable idea, and 56 percent indicated that they were investing more on training than before. The Act has also made people more conscious of training in the workplace (Cant, 1992). Indeed, it is believed that the TGS has helped create a training culture and a more professional approach (Cant, 1992; Peak, 1992). However, the studies cited above have one limitation in that they have tended to focus on training expenditure and practices. None of them attempted to find out if increased expenditure leads to improvements in worker performance attributable solely to increased investment in training and development.

As already mentioned, Australia, like other countries, has opted to use management development as one of the key strategies to improve the quality of its corporate leadership. However, increased expenditure on management development does not guarantee improvements in managerial performance and subsequent organisational effectiveness. Enhancement of the competence of Australian managers will

depend, among other things, on: the accurate identification of training and development needs; directing development programs to those management levels most likely to enhance organisational effectiveness; ensuring that delivery methods are of high quality and rigorous evaluation of the programs and their outcomes.

The federal government's concern about, and its commitment to improve, the quality and quantity of training are reflected in the focuses of several government publications: *Report of the Committee on Higher Education Funding* (Dawkins, April 1988); *A Changing Workforce* (Dawkins, May 1988); *Industry Training: The Need for Change* (Dawkins, November 1988); *Improving Australia's Training System* (Dawkins, April 1989); *The Training Guarantee Legislation*, July 1990; *The Mission*, 1990). The need to improve the quality and quantity of industry training has been seen as a necessary component of the structural adjustment which has itself been seen as essential if Australia is to remain competitive in the global market (Dawkins, May 1988). Workforce skills need to meet new demands and challenges in global competition

Concerns about the quality and quantity of industry training have also been expressed by business communities, including peak employer bodies, union bodies and tripartite bodies such as the Australian Manufacturing Council (AMC), the Business Council of Australia (BCA), the Economic Planning Advisory Council [EPAC]), Confederation of Australian Industry National and the Employers' Industrial Council (EIC).

Table 2.3 shows themes on management development in Australia which have featured prominently in the literature since the early 1980s. Although concerns about the quality of management development and industry training have been raised, the Table reveals that scant attention has been paid to management development evaluation.

Table 2.3**Recurrent themes in management development in Australia**

Theme	Source where reported
Management development needs	Mukhi (1982); Lansbury & Quince (1989); Ryall (1989); NBEET (1990)
Content and delivery methods	The Ralph Report (1982); Lansbury & Quince (1989); Ryall (1989)
Expenditure on training and development	The Ralph Report (1982); Ryall (1989); NBEET (1990)
Quality of management	The Ralph Report (1982); Kiel (1985)
Quality of management education	The Ralph Report (1982)

There are a few reported studies which have sought information on evaluation practices in Australian business organisations. A 1979 literature review of Australian and overseas training journal articles (reported by Giles, 1982) revealed that while overseas journals contained widespread discussion on evaluation procedures, Australian literature was devoid of such references. In 1982 Giles surveyed a wide spectrum of Australian companies in order to obtain an indication of training practices. Eighty responses were obtained from the 398 mailed questionnaires. These represented a cross-section of size, industrial activity and geographical location. When asked about evaluation, 79.5 percent of the responding companies reported some use of evaluation. The study revealed that when evaluation was conducted it focused on perceptions about course content and was usually measured via trainees' reactions. External criteria relating to the

suitability of the training content with respect to the participants' jobs, as indicated by measures of absenteeism, job performance, etc., were reportedly used less frequently. This finding led Giles to comment that, "while the relative difficulty of conducting external evaluation is recognised, it is also recognised that it can render the most important results, regarding the effectiveness of the training" (Giles, 1982:39).

Dempster reports on a 1988 study conducted by DEET which investigated training and development evaluation practices in two major Australian companies, International Business Machines (IBM) and Broken Hill Proprietary Company (BHP). The study asked officers in these companies about how they judged the effectiveness of expenditure on training and development, whether a link between training and development and productivity had been established, and whether it was quantified in any way. IBM reported that results of in-house evaluation research on links between training and development, employee morale and attrition were encouraging but the company was not yet in a position to make publishable claims. BHP indicated a lack of structured evaluation. Participants' reactions were gathered but little importance was attached to them. These two organisations reported that reliably evaluating the effects of training and development was fraught with difficulty. The officers further mentioned that evaluation was something they preferred to leave to work itself out through the company's management system. In other words, they did not see program evaluation as one of their responsibilities. The study also revealed that those involved in line management were expected to undertake on-the-job support, coaching, feedback and evaluation of learning. However, this responsibility was carried out in the field with varying levels of commitment. The reasons for this variation included lack of requisite personal evaluation skills, the pressure of normal day-to-day duties, and the degree of emphasis placed on on-site training and development by particular managers.

Several national surveys on management training and development practices in Australia (Ryall, 1989; Lansbury & Quince, 1989; NBEET 1990; The Ralph

Committee, 1982) sought respondents' perceptions about the quality of management education and management development, but did not ask respondents to indicate the evaluation procedures used. One national survey of Australian organisations which addressed the issue of management development evaluation was undertaken by Collins and Rackham (1991). That study involving 800 Australian companies revealed that 14 percent did not conduct formal evaluations of management development. Most of the respondent organisations (66%) relied on participants' reactions on completion of the programs. Therefore, the majority of the organisations were not in a position to say with certainty that management development contributed to organisational effectiveness. The study revealed that less use was made of the potentially more rigorous methods such as reviewing participants' subsequent performance appraisals (27%); evaluation by the participant's manager, often three to six months after the program (23%); written evaluations by, or interview of, participants - three to six months after the program (19%). Also, little use was made of pre- and post- program comparisons of participants' behaviour (12%); participants' individual job or work unit outputs (11%). The responding organisations were not asked to explain why they used those evaluation procedures, neither were they queried on whether the evaluative methods revealed the contributions of management development to organisational effectiveness.

2.4.2 Concerns About the Quality of Training and Development

An important question which has not been addressed by most researchers who have investigated management development practices in Australia is: *"Does the provision of management development enhance managerial performance and subsequently organisational effectiveness?"* If the ultimate and overriding goal of management development is to effect change and thereby improve organisational effectiveness, then this question should be addressed. Fitz-enz (1988:18) rightly suggests that "in order for training and development to survive and grow, it must demonstrate that expenditure for training is not a cost but a sound business

investment". Business organisations operate in a profit orientated environment where results are the measure of ultimate worth. Some writers argue that since training consumes large amounts of resources, it should produce measurable benefits which must be evaluated (Ammons and Niedzielski-Eichner, 1985; Conant, 1991, Sloan, 1981). Ammons and Niedzielski-Eichner (1985:211) assert:

The need for rigorous evaluation is a pragmatic one, for employee training funded simply on the presumption of effectiveness, with little in the way of hard evidence to support that presumption, seem especially vulnerable in times of scarce resources.

Similarly, Conant (1991:18) points out:

When the costs of such programmes are totalled it certainly seems that some kind of organisationally relevant criteria be sought, measured and fed back into the system for appropriate action - whether it is to change to something relevant or continue as before.

Top management, in particular, need to know what return they are getting on their investment. Although it can be difficult to express training results in dollars and cents, bottom line accountability is becoming a business reality. In business there is a financial bottom line: "whether business executives like it or not, profit certainly will be used to measure their performance" (Drucker, 1980:81). Drucker further observes that "although profit and loss are not enough in themselves to judge performance, but at least they are something concrete" (p.81). On the contrary, Latham (1988:561) argues that economic measures are primitive and argues that "seeing a positive behaviour change in the part of subordinates will result in upper management treating training more seriously than if presented with dollar estimates that justify the time spent on training". Despite surface disagreements, these views are not irreconcilable - the economic cost and value of changing behaviour through training can, and will be, evaluated much more closely. Human resource personnel need to "move away from having to rely on goodwill towards creating a more 'business like' image by greater focus on solving organisational performance problems, on cost-benefit ratios and upon quantifiable results" (Kane, 1986:43). Human resource managers should focus on results not activities, concentrate on

client goals (the sponsoring organisation or line management) and always create value (Fitzenz, 1989). "Evaluating the effectiveness of training against corporate goals will become an activity human resource managers should put close to the top of 'must do' pile" (Hosie, 1992:53).

Several factors make management development evaluation imperative. First, there is evidence of growth in investment in management development activities (Finkel, 1987; Lombardo, 1989). The second factor is that the contribution of management development to corporate profitability (bottom line) is suspect and hence there is a great deal of cynicism surrounding management development (Easterby-Smith, Braiden and Ashton, 1980; Lundgren & Garret 1985; Zemke, 1982). More than a decade ago Easterby-Smith, Braiden & Ashton, (1980) observed that the cynicism derives partly from the fact that provisions for developing managers often fail to produce the desired results either for the individuals or the organisation. This observation is still applicable today.

More and more top and line managers are asking for evaluation that measures not only the practical utility of a program, but its financial utility and proven benefits as well (Merlo, 1988). The overriding challenge to all training managers is identical to that faced by all managers: "to deliver what is needed by the organisation - to produce results and to do it in the fastest and most effective manner possible" (Tracey, 1992:25). Urban (1985:71) expresses the need for evaluation quite bluntly: "in the current uncertain economic climate fewer resources will be allocated to support training without evaluation". Similarly, Hunt (1990:13) notes that "the exponential increase in the cost of management development will lead to much higher control on quality and effectiveness of the development process. Cost will have to be justified in assessing the supply and its effectiveness."

2.5 SUMMARY

Although Australian organisations are increasing investments in management development, evaluation studies which attempt to establish the contributions of developmental activities to organisational effectiveness are rare. There is no clear evidence of the extent to which management development contributes to the achievement of corporate goals. However, this lack of effective evaluation is not unique to Australian organisations. As will become apparent in Chapter 3, research evidence shows that organisations overseas also pay scant attention to establishing the contributions of management development to the enhancement of manager performance and organisational effectiveness.

CHAPTER 3

REVIEW OF THE LITERATURE

3.1 INTRODUCTION

Due to the high costs of management development and competitive demands for funds, management developers are increasingly being held accountable not only for the cost effectiveness of their programs, but also for their cost benefit to the organisation in such measurable forms as return on investment, increased productivity, higher profits, reduced employee turnover, increased number of promotables or other bottom line outcomes.

The overall purpose of this chapter is to review the state of the art in training and management development evaluation. The chapter is divided into four parts. The first section examines the concept of evaluation, focusing on the dimensions of effective program evaluation in the context of training and development and underlying principles in major evaluation approaches. The second section reviews research studies on practices in training evaluation. In the third section the state of the art in management development evaluation is examined. Finally, factors which contribute to the neglect of effective management development evaluation are considered.

3.2 THE CONCEPT OF EVALUATION

(a) Training evaluation

In order to clarify the concept of evaluation it is necessary to show how it is different from research. The main difference between research and evaluation is what Cronbach and Suppes (1969) call the difference between conclusion-oriented

and decision-oriented inquiry. Research is aimed at truth, and evaluation is aimed at action. Patton (1986:15) uses the term research to "refer to studies of program outcomes and effects where there is a relatively greater emphasis on generalizability, causality, and credibility within the research community".

Some evaluation theorists emphasise the formative role of evaluation and others emphasise its summative function. Theorists who emphasise the formative dimension include (Goldstein, 1987; Spencer, 1986; Stufflebeam, 1973). According to Stufflebeam (1973:129) evaluation is "the process of delineating, obtaining, and providing useful information for judging decision alternatives". Similarly, Spencer (1986:10) defines evaluation as "measuring something to make a decision about it, for example, to stop, modify, or expand it to increase its benefits", and for Goldstein (1987:140) evaluation involves "the systematic collection of descriptive and judgmental information necessary to make effective decisions related to selection, adoption, value and modification of various training activities". Another definition of evaluation with a formative perspective is provided by the International Labour Office (ILO):

The assessment and/or monitoring of a certain training system, course or program to determine the results achieved and the effectiveness and quality of the teaching methods. The conclusions reached can be used to introduce improvements in training. The term also denotes the cost-benefits of such programmes. (International Labour Office, 1986:26-27)

Evaluation writers who emphasise the summative dimension (Hamblin, 1970; Phillips, 1983; Scriven, 1991; Worthen & Sanders, 1987), view evaluation as a systematic process to determine the worth, value, or meaning of something. Hamblin (1970:33) defines evaluation as "any attempt to obtain information (feedback) on the effects of a training program, and to assess the value of training in the light of that information". Scriven (1991:1) has a similar view: "the process of determining the merit, worth, and value of things".

The concern of summative evaluation is assessment of the effects of a program and the value of that impact. However, value is an abstract concept, which defines for

an individual or social unit what ends or means to an end are desirable or desired (Han, 1963:35-36). Value can be studied only when placed in a frame of reference: "who values whom or what according to what standards" (Hofstra, 1950:1105).

Evaluation has also been defined in terms of its formative and summative roles. One such definition is given by Hesseling (1966:44) who views evaluation as "the procedures to determine the degree to which a training programme achieves specific results, both intended and unintended, and to determine what elements in the situation or in the methods used hamper or foster the process of training". Hesseling calls for an understanding of barriers and fostering effects, presumably to allow improvement. Another definition which emphasises the two roles is provided by Camp, Blanchard and Huszczo (1986:131):

In its ideal form, training evaluation will provide (1) information about the processes that have occurred, (2) the trainees' reaction to the training, (3) the amount of learning that has occurred, (4) the changes in job behaviour that have resulted from training, and (5) organisational outcomes that can be attributed to training.

These authors suggest that program evaluation should be undertaken within the training, back at the job after the training, and some time after in order to determine the impact of training on organisational effectiveness. Another definition which has formative and summative elements is that given by Patton (1986:14):

Program evaluation is the systematic collection of information about the activities, and outcomes of programs for use by specific people to reduce uncertainties, improve effectiveness, and make decisions with regard to what those programs are doing and affecting.

Viewed this way evaluation should yield information about a broad range of issues for utilisation by specific people for a variety of purposes. In fact, it can be argued that evaluation should not be done if there is no prospect for its being useful to some audience.

Smith (1991:88) points out that formative evaluation "may involve both process and outcome evaluations being carried out" and "assessing the impact of a program (summative evaluation) may involve investigating the processes as well as the outcomes of the training". What distinguishes formative evaluation from summative evaluation is that the former is more concerned with program improvement whereas the latter focuses on program outcomes and their value.

An examination of the definitions cited above and others reveals some common threads running through all of them: evaluation involves data gathering, classifying and verifying values and standards (Scriven, 1991; Worthen & Sanders, 1987); it is the systematic process of providing information for judging decision alternatives (Goldstein, 1987; Spencer, 1986; Stufflebeam, 1973); evaluation entails the systematic collection and interpretation of evidence, leading, as part of the process, to a judgment of value, with a view to action (Beeby, 1977).

The definitions of evaluation cited above are concerned with general training. The next section looks at how evaluation is conceived in the context of management development.

(b) Management development evaluation

This section has two objectives. The first is to define management development evaluation and the second is to explain essential elements of effective assessment of management development activities.

Mahler (1953:116) defines management development evaluation as "an attempt to arrive at a correct judgement of the value or worth of such a program, this judgement may be either in monetary or non-monetary terms". Similarly, Watson (1981:264) suggests that to evaluate management training is "to assess its value or worth in terms of its overall costs and benefits". Watson further suggests that to prove the worth of management training it is essential to use management's own language - business results and return-on-investment (ROI). However, this does

not necessarily mean that the value of management development ought to be demonstrated only in economic terms though such evidence should be produced wherever possible. The evidence could be in the form of qualitative data.

According to Jones and Woodcock (1985) there are three primary reasons for undertaking evaluation of management development activities: *political*, *programmatic* and *pay-off*. These three motives are all legitimate and should stimulate the gathering and analysis of evaluation data within organisations. Political motives include the desire for the program to survive within the organisation, the interest in keeping one's position as a management developer, and the need to obtain senior management support for the program. In order to meet the political motive, "data are assembled to provide for protection, continuance and endorsement of the effort" (Jones & Woodcock, 1985:152). Programmatic motives include the need for data to determine desirable changes in designing the programs and the interest in providing feedback to presenters on the quality of program design and implementation (formative evaluation). Programmatic evaluations are usually conducted by and for the management development staff. Pay-off motives include the desire to study the transfer of training/development to on-the-job behaviour, the interest in assessing the long-term effects of development interventions and the desire to establish the overall effects on the organisation of the cumulative array of training activities. Jones and Woodcock assert that the "ultimate justification for conducting learning activities is their actual impact on the effectiveness of the system" (p.152).

A number of criteria may be considered in undertaking management development evaluation. Brodie (1983) suggests that multiple criteria should be applied in evaluating management development, and that certain of these will be qualitative; others may take a quantitative form:

The criteria will have to reflect questions of priority and emphasis: how far evaluation should concentrate on corporate interest as distinct from the career interests of the individual participant; how much stress there will be on performance in the measurable future and how much of the less definable longer term potential; how far the effects should be capable of

being tested for relevance; how one should allow for the varying situations of participants, who differ considerably in the opportunities they have and the constraints upon them to apply or demonstrate improved practices. (Brodie, 1983:51)

The criteria identified by Brodie reflect the nature of management development with its broad-based aims. To meet these multiple criteria, multiple methods must be used to gather evaluative data. Criteria which can be used to achieve rigour in management development evaluation include: (1) changes in managers' conceptualisation of management; (2) changes in managerial on-the-job behaviour; (3) changes in managerial effectiveness; (4) changes in departmental operational results attributable to manager performance; (5) changes in organisational capability/organisational effectiveness traceable to management development activities; (6) changes in the morale/motivation of the participants resulting from engagement in management development.

Effective evaluation should also meet criteria such as *rigour*, *relevance*, and *economy* (Zenger & Hargis, 1982:12). Rigour refers to reliability, validity and precision of measurement. Relevance connotes a link to organisational goals, that is, a link between program impact and organisational effectiveness. Economy analyses the trade-off between the costs and benefits of undertaking or not doing evaluation. This is important because it determines whether or not an organisation will invest in evaluation especially if evaluation costs are not included in program development.

It is also important that management development evaluation meets the needs of stakeholders - top management, participants, their superiors and training staff. These stakeholder groups have different interests as far as evaluation is concerned. *Top management* are interested in the outcomes of management development for managers in the context of business objectives. Companies may not value programs which consistently add to the manager's value and desirability in the job market; indeed they may regard such an outcome negatively, while the participants may view such an outcome positively. *Training staff* are largely interested in

evaluative data which can be used to improve programs. The improvements usually sought may be related to increasing the programs' utility in achieving current objectives, or in changing the objectives to make them more desirable to potential participants and sponsors (line management and organisations). *Participants/trainees* wish to know the relative effectiveness of the programs for fulfilling their personal needs. Attendees may want to know the cost effectiveness of any particular program for them, that is, whether the gains in knowledge, improved career prospects etc., are likely to outweigh the cost to them in time and money of engaging in developmental activities. This concern is more evident when managers have to attend a full time course, for example, MBA, as part of their development and are expected to invest some of their own time and money.

A strategy for evaluation needs to be an integrated process that takes into account the various levels of evaluation interest and the interrelated nature of many aspects of training and development (Brodie, 1983). Basic questions of value need to be answered in terms of costs and benefits, to whom they will accrue (individual or organisation), in what ways they will show up (evidence), what will be the costs of securing the benefits and who will pay for that cost. It is useful to develop evaluation in terms of the transformation process from inputs to outputs. The cost and inputs will be in terms of money, time and other resources. The benefits, in terms of outputs and impact, are sought at both the individual and the corporate level through desired changes in attitude, improvements in the levels of knowledge and competence of managers in current and future performance.

Effective evaluation attempts to measure the extent to which there has been an increase in the ability of managers to achieve corporate goals which Paquet *et al.* (1987:27) describes as "impact evaluation". Impact evaluation addresses the question: ***"Does management development result in improved productivity in the manager's workplace?"*** This mode of evaluation 'follows' the manager back to the work environment in order to determine if the work unit's productivity improved as a result of the manager participating in management development.

The definitions of evaluation commonly cited in the literature show that evaluation has a variety of purposes. Hesselning (1966) suggests that the purpose of evaluation is to provide a systematic and comprehensive measure of the success or failure of training programs. Hesselning puts emphasis on program outcomes. Blumenfeld and Holland (1971:638) propose that the purpose of evaluation should be to "determine *if* such management desired objectives *did* occur as a *result* of training ... in a sense evaluation should be an accounting system for comparing demonstrated benefits to expenditure of effort, time, and money" Jorgensen (1990:4) has a similar view and proposes that one of the functions of evaluation is "to confirm that the right things are being done for the right reasons, in the right way, at the right time and in the right places". Similarly, Scriven (1991:4) suggests that evaluation is the process whose duty "is the systematic and objective determination of the merit, worth, or value. Without such a process, there is no way to distinguish the worthwhile from the worthless".

Patton (1986:14) proposes that program evaluation is undertaken "to inform decisions, clarify options, reduce uncertainties, and provide information about programs and policies within contextualised boundaries of time, place, values and politics". Talmage (1982:594) suggests that evaluation has three main purposes: "(1) to render judgments of worth of a program; (2) to assist decision-makers responsible for deciding policy; and (3) to serve a political function" that is, "as a means for persuading others in the organisation that the program is worth the investment of resources that has been made and that further training activities can be justified on the basis of the success of the current program" (Smith, 1992:87). Talmage notes that while these three purposes are not mutually exclusive, they receive different emphases in different evaluation studies, thus negating the possibility of a single, correct definition of evaluation.

In this study effective evaluation means a selective evaluation process that is utilisation-focused and enables the audiences for the evaluation product to achieve two things: firstly, to assess the quality of the development interventions and secondly to determine the overall effects (intended and unintended; negative and

positive) of an educative intervention. In order to detect the overall effects of a program evaluation should be built in at every stage in the training process from needs analysis to final program implementation and after.

The ultimate goal of any evaluation effort in the context of training and development should be to determine the contributions of development activities to the achievement of organisational goals. Results evaluation is "why we have training programs" (Kirkpatrick, 1967:24). Even if goal-free evaluation is undertaken (Scriven, 1987), it should enable the stakeholders in management development to determine the effects of the development activities on organisational performance. The evaluation process needs to have internal validity, that is, it should establish that changes in participant behaviour are the result of the program and not of some other factor (Smith, 1991).

According to the Canadian Evaluation Society (1989:6) cited by Caulley (1993:3-4), gives useful evaluation: "*defines the subject*" in order to clarify what is being evaluated and in what context; "*asks the right questions*" in order to yield information that can be used; "*supplies credible answers*" so that potential users have confidence in decisions based on it; "*deals in reality*" so the audiences can see links between evaluation information, conclusions reached and recommendations made.

3.3 EVALUATION APPROACHES

The literature on evaluation is replete with evaluation approaches which emphasise different things. Proponents of each claim that their approach is best. One way of understanding evaluation is to compare the theoretical assumptions on which the models are based. In this way, it may be possible to determine similarities and differences between the models.

For the purposes of this study an evaluation approach refers to a cluster of evaluation models based on largely similar philosophical principles or conceptual frameworks. Evaluation models which feature frequently in the five evaluation approaches discussed in section 3.3.2 are considered in the next section.

3.3.1 Major Evaluation Models

Evaluation models which have had a dominant influence on the evaluation approaches shown in Table 3.1 are: Stakeholder Evaluation, Utilisation-Focused Evaluation, Goal-Free Evaluation, Formative and Summative Evaluation, and Goal-Based Evaluation. The conceptual assumptions on which the models are based are discussed below.

(a) Stakeholder Evaluation

According to Weiss (1984:256) stakeholder:

means either the members of groups that are palpably affected by the program and who therefore will conceivably be affected by evaluative conclusions about the program or members of groups that make decisions about the future of program, such as decisions to continue or discontinue funding or to alter modes of program operation.

Wadsworth (1991:xi) expresses the need to involve stakeholders "it is the decisions about the user's or consumer's needs - expressed as values - that provide the ultimate benchmark for all evaluative judgements" about program effects.

Stakeholder evaluation draws on the assumption that those with an interest in evaluation, will, if involved, be more likely to learn from it, make decisions and otherwise act on the results. Therefore, the greatest merit of stakeholder evaluation is that it is utilisation focused. One of its potential flaws, however, is that if there is inadequate common ground the separate value interests can lead it to fall apart, or the stakeholders can simply gloss over the real differences (Wadsworth, 1991).

(a) Utilisation-Focused Evaluation

This model derives its questions from, and orients its answers towards those who are going to make use of the evaluation findings. According to Patton (1986:30) "utilisation occurs when there is an immediate, concrete, and observable effect on specific decisions and program activities resulting directly from evaluation findings". In this framework, decisions are made as to what evaluative information will be needed by various stakeholders. Like participatory or democratic evaluation, it involves users and decision makers in question-framing and/or objective formulation (to ensure relevance), methods selection, design decisions, data collection, data analysis and interpretation. All this is done in order to keep the evaluation exercise closely in touch with the users' needs.

(c) Formative and Summative Evaluation

Scriven (1967) conceptualised evaluation as formative or summative to designate two main roles or functions of evaluation; the former for improvement and the latter for decision about the fate of a program. Formative evaluation refers to program assessment that is generally ongoing, or of a monitoring nature with continuous feedback to amend and improve a program. Formative evaluation may study outcomes or outputs, and evaluation for summative purposes may give an account of the process and be unable to report on outputs or outcomes at that point in time. Therefore, formative evaluation is not necessarily equivalent to process evaluation or implementation evaluation (which are primarily concerned with the execution of the program); neither is summative evaluation equatable with outcome or results evaluation.

Summative evaluation is usually done periodically (at 'ends' of cycles of development) for the management purposes of making decisions about the funding, refunding, completion continuation or termination. Scriven (1967) sees summative

evaluation as made up of lots of formative phases; and evaluation for formative functions as logically subservient to evaluation for summative purposes.

(d) Goal-Free Evaluation

Unlike goal-based evaluation (Tyler, 1949) which focuses on determining the extent to which formal and explicit pre-agreed program goals have been fulfilled, the focus of goal-free evaluation is on evaluating actual effects against a profile of demonstrated needs. These needs may only become apparent during the course of the evaluation process. It is the preoccupation with evaluating against goals and objectives which led Scriven (1972), amongst others, to propose a way of trying to avoid the associated difficulties of:

- the narrowness of program objectives coverage;
- missing seeing the unanticipated outcomes which might actually represent crucial achievements (suggesting new priorities as dictated by changing circumstances); and
- to avoid the so called 'contamination', 'tunnel vision' and 'perceptual biases' of the observer if the goals are known, and thought is channelled into unhelpful ruts.

The concern of this model is to search for overall program effects, the intended and unintended. The latter may be desirable or undesirable. Reduction of the effects of bias in evaluation and this is achieved through not informing the evaluator about prespecified program objectives. The evaluation effort focuses on assessing program effects based on criteria apart from the program's own conceptual framework. Goal-free evaluation is most applicable when external evaluators are engaged. Evaluation by internal evaluators is unlikely to be goal-free.

The evaluation models outlined above feature in the evaluation approaches discussed in the next section.

3.3.2 Five Evaluation Approaches

Various evaluation theorists have attempted to categorise the bewildering array of evaluation models and techniques into groupings of similar or related ones. Wadsworth (1991) suggests that in order to identify where an evaluation approach stands it may be useful to pose such questions as: whose values drive the evaluation process? how will the evaluation be conducted? and what types of information will be collected? Another useful way of classifying evaluation frameworks is to use the theoretical assumptions "things taken for granted" or "things taken to be true" (House, 1983:45).

The classification of evaluation approaches in Table 3.1 is informed by earlier classifications by several evaluation theorists including: Stake (1976), Popham (1975), Worthen and Sanders (1983, 1987). This categorisation is useful from several standpoints:

1. It provides a framework for organising the diversity of perspectives on program evaluation.
2. The grouping allows similarities in the philosophical issues, and methodological issues to emerge.
3. The classification also enables evaluators to make informed choices in planning an evaluation process.
4. The categorisation also shows where the various approaches overlap and complement each other.

5. Through grouping the evaluation approaches, the limitations and strengths of each approach are exposed.

The approaches shown in Table 3.1 are arranged so that as one moves down the principles column the approaches become broader and less restrictive in terms of the data gathering methods and the range of the data that are collected.

(a) Audit Review or Evaluation for Accountability

According to Wadsworth (1991:63) "to be accountable means to account for that for which one is responsible, and to those to whom one is responsible". She distinguishes audit review from evaluation:

to demonstrate accountability is to report retrospectively on *audit review* results; but to evaluate is to embark prospectively on *open inquiry* processes to identify the value or worth of something (Wadsworth, 1991:63).

She further explains that audit review is different from evaluation in that its concern is "to show, account for, demonstrate or report on *what* has been done (which has a pre-agreed value)" whereas the latter focus on "working out what is its *value* in order to ensure that worthwhile things and valuable things are indeed being done" (Wadsworth (1991:63).

Wadsworth (1991:27) observes that "evaluation for accountability generates an inevitable pressure to demonstrate achievement and to show progress towards defined goals". Because of this pressure there is natural tendency to play down areas where there are problems. In short, the focus of audit review is to determine 'value for money', finding out whether program operations are consistent with or divergent from objectives and performance indicators.

Table 3.1

Five evaluation approaches

APPROACH	Models included and proponents	Principles and key elements	Typical questions	Typical methodology	Pay off/Outcome
AUDIT REVIEW/ACCOUNTABILITY	Objectives-Based Evaluation (Tyler, 1949) Summative Evaluation (Scriven, 1967) Experimental Evaluation Discrepancy Evaluation (Provus, 1971)	Focus on the immediate effects in terms of operational aims and objectives and principles. Outcome-oriented evaluation	Is the program consistent with or divergent from defined objectives and performance indicators? Are desirable learning or behaviour changes achieved?	Pre- and post tests Questionnaires	Precise estimation of the extent to which pre-specified objectives are achieved.
ECONOMIC	Cost-Benefit Analysis (Yates, 1986) Cost-Effectiveness (Levin, 1983)	Focus on establishing tangible and intangible benefits of programs	What is the value for money in investing in the program?	Cost-Benefit Analysis techniques	The costs and benefits of providing or not providing developmental programs are established.
PROGRAM IMPROVEMENT	Transaction Evaluation (Rippey, 1973) Formative Evaluation (Scriven, 1967) Illuminative Evaluation (Parlett & Hamilton, 1981) Decision Making (Alkin, 1969) Process Evaluation (Stufflebeam <i>et al.</i> (1971)	The most important purpose of evaluation is not to prove but to improve through instituting some refinements and revisions	What changes are needed in program design, content and presentation to increase its effectiveness?	Interviewing Observation Survey questionnaires Tests and exercises Personal interviews	Data on perceived program strengths and weaknesses can be used for facilitating decisions on program refinement, continuation or termination.
STRUCTURAL	CIRO (Warr, Bird & Rackham, 1970) CIPP (Stufflebeam <i>et al.</i> (1971) Kirkpatrick Framework (1959, 1967) Parker Framework (Parker, 1973) Bell System (Jackson & Kulp, 1979)	Assessment of program effects at various levels of impact - reaction, learning, job behaviour, results & ultimate	At what levels of impact should the program be evaluated?	Interviewing Observation Survey questionnaires Tests and exercises Personal interviews	Perceptions of the program effects at various levels of impact
INTERPRETIVE	Responsive Evaluation (Stake, 1975) Participatory Evaluation (Whyte, 1991) Stakeholder Evaluation (Gold, 1981) Utilisation-Focused Evaluation (Patton, 1978, 1986) Naturalistic Evaluation (Guba & Lincoln, 1981) Qualitative Evaluation (Patton, 1990) Goal-Free Evaluation (Scriven, 1973)	Puts emphasis on interpreting individual meanings as well as the inter-subjective constructions of those meanings.	What are the overall effects of the program, both positive and negative?	Methods employed are eclectic tailored to meet information needs of stakeholders. Naturalistic and qualitative methods are used.	Mutual illumination of various stakeholders' perceptions about the program effects

(b) Economic

The concern of Cost-Benefit Analysis (CBA) is putting a monetary value on the benefits that accrue to the organisation and comparing them with costs involved in setting up the program. It focuses on evaluating spending, investment and funding, by reference to a variety of criteria such as the benefit to the population being served (value for money) and efficiency, that is, maximum value for minimum resource utilisation. The main principle that governs CBA is that "the success of the program is measured by the extent to which the benefits outweigh the costs" (Smith, 1991:96). CBA is distinct from cost-effective analysis in that the latter is "allows some comparison of the costs to the outcomes of an endeavour when the outcomes are not and cannot be readily converted into monetary units" (Yates, 1986:317). In cost-effective analysis "benefits are measured in their naturally occurring units" (Hall, 1992:5).

(c) Program Improvement

Evaluation for program improvement is primarily concerned with collecting information for use in improving program design and implementation. As Wadsworth (1991:27) states, evaluation for program improvement "assumes that there is room for improvement and thus concentrates on where there are still discrepancies between intentions and practice". One of the dominant evaluation models in this approach is Stufflebeam's *et al.* (1971) *Context, Input, Process, Product* (CIPP) framework which offers four different kinds of evaluation. Context evaluation identifies strengths and weaknesses, assesses needs and judges relationships to objectives. Input evaluation assesses system capabilities and alternative plans (procedures, staff, budgets strategies etc.). Process evaluation assesses and guides implementation by identifying defects, refining design and procedures. Product evaluation concentrates on the outcomes and relates to objectives in order to decide whether to continue, terminate, modify or refocus. The CIPP "is a model for continuous evaluation from the point of the initial

program concept to the final implementation and after" (Smith, 1991:92). Another process-oriented model is the Discrepancy Evaluation Model (DEM) developed by Provus (1971). "The DEM method creates a standard for the training program, measures the actual performance and finally reports on the discrepancy" (Smith, 1991:91).

Success of evaluation for improvement depends on the extent to which people affected by the program feel free to share fears, worries and vulnerabilities, come up with problems, work out solutions and carry out some modifications and then report for accountability purposes (Wadsworth, 1991).

(d) Structural

Evaluation models in this category focus on providing structures for assessing program outcomes at various levels of impact. Kirkpatrick (1959, 1967) identified four levels or stages of evaluation: reactions, learning, behaviour and results. It has been suggested that Kirkpatrick's philosophy is probably the most influential levels outcome-oriented model which emphasises levels of impact (Smith & Piper, 1990; Smith, 1991). Since Kirkpatrick first conceptualised the his model some evaluation theorists and writers have adopted approach whilst others have adapted his ideas in developing their own models (Table 3.2).

Table 3.2

**Evaluation models focusing on levels of impact
commonly cited in the literature**

Timing and/or focus of evaluation	Kirkpatrick's labels	Labels used by other evaluation theorists and commentators
Within the training	REACTION: Embraces what the participants thought of the particular program, including materials, instructors, facilities, methodology and content.	Participant satisfaction (Parker, 1973) Reaction outcomes (Jackson & Kulp, 1979) Participant Opinions (Paquet <i>et al.</i> 1987).
	LEARNING: Measures the acquisition of principles, facts, techniques, and skills presented in a program.	Short cycle (Rackham, 1973) Capability Outcomes (Jackson & Kulp, 1979).
Back at the job after the training	BEHAVIOUR: Measurement of job performance or job application.	Immediate Outcomes (Warr, Bird & Rackham, 1970) Medium Term Evaluation (Boydell, 1970) Job performance (Parker, 1973) Application Outcomes (Jackson & Kulp, 1979)
Organisational effectiveness	RESULTS: Involves assessing observable business results of the program to organisational improvement. Some of the results that can be examined include cost savings, work output improvement, and quality changes. Results evaluation involves collecting data before and after the program and analysing the improvement attributable to the training/development intervention.	Ultimate Outcomes (Warr, Bird & Rackham, 1970) Long Term (Boydell, 1970) Long Cycle Evaluation (Rackham, 1973) Group Performance Measures (Parker, 1973) Organisation Results (Hamblin, 1974) Worth Outcomes (Jackson & Kulp, 1979) Impact Evaluation (Trapnell, 1984)

(e) Interpretive

Effective evaluation puts a premium on relevance and responsiveness to the perceptions and concerns of program stakeholders, timely formative input to program decision makers, and evaluative results that reflect explicit judgement as well as detailed description. Such evaluation is not easily accomplished under the experimental research paradigm with its structured measures and prolonged data collection and analysis phases. Increasingly, qualitative interpretive techniques appear to offer a more attractive alternative.

According to Wadsworth (1991:73) "interpretive refers to how the nature of what we are evaluating isn't in and of itself good or bad, valuable or unworthy - but that these judgements are entirely relative to the people making the judgements, who do so from their own standpoints and contexts". In interpretive evaluation the central concern is negotiation over, and construction of the meanings of the value of what is being evaluated. Issues which matter are defined by the stakeholder groups and a few of these are handled at a time. Parlett and Hamilton (1977) coined the term 'illuminative' to describe evaluation which takes account of the wider contexts in which the programs take place. The focus of illuminative evaluation is interpretation and understanding rather than quantification and prediction as is the case with experimental evaluation.

Interpretive evaluation recognises value pluralism and seeks to represent a range of interests in the formulation of issues. One assumption which may be made is that the stakeholders are informed about the program objectives. Most of the models in the interpretive approach are participatory which are "attempts to establish more direct participation of the people most closely involved in the program" (House, 1983:60). For example, the transaction models involve people through negotiation, interviewing, and responding to drafts of the evaluation, although it is still the evaluator who writes the report. As recommended in responsive evaluation (Stake, 1975), the evaluator must remain responsive to any legitimate interests and

pressures around a program. The evaluator facilitates the exchange of information between differing groups and is not obliged to represent any points of view unless a stakeholding group is actively supporting that point of view. The evaluation techniques employed in interpretive evaluation offer advantages of maintaining close contact with stakeholders, providing rich detail about program functioning (formative evaluation) and yielding results for use by decision makers.

The categorisation shown in Table 3.1 reveals that some evaluation models feature in more than one evaluation approach and that there is an overlap of data gathering techniques. The next section examines the state of the art in training evaluation focusing on incidence of evaluation, evaluation methods commonly used, the levels at which evaluation is undertaken and the discrepancies between theory and practice.

3.4 TRAINING EVALUATION

Kirkpatrick's (1959, 1967) outcome-focused four-level typography consisting of reactions, learning, behaviour and results is widely accepted by the corporate training community, and still forms the basis of evaluation described by many writers on the subject (Alliger & Janak, 1989; Digman, 1980; Hearn, 1988; Phillips, 1983; Smith, 1992). As a result of its popularity and acceptance, several research studies have been undertaken to investigate its application in practice. Issues which have attracted research interest include: support given to each of the levels (Kusy, 1986); usefulness of the data from each of the levels (Long, 1990) and incidence of evaluation at each of the four levels (Ralphs & Stephan, 1986).

3.4.1 Incidence of Training Evaluation

Gutek (1988) investigated the discrepancy between the emphasis on training program evaluation in the professional training literature and actual practice. The study examined the perceptions of two stakeholders in the training process: upper-level managers and training directors from a sample of 120 manufacturing businesses with over 1000 employees. The three hypotheses in that study concerned the relationship between the frequency with which training evaluations were carried out (dependent variable) and the congruence in upper-level managers' and training directors' perceptions regarding the (1) value of evaluation activities in generating management support, (2) need for evaluation activities in helping produce better training, and (3) feasibility of conducting training evaluations in their organisations (independent variable). Three additional variables were concerned examining how the stakeholders' positive agreement on the value of, need for, or feasibility of evaluation was related to an actual increase in the frequency of the training evaluation activity (dependent variable). Chi-square, Cramer's V and Lambda were used to measure correlation of the perceptions on value, need, feasibility and degree to which training evaluation activities were generally carried out. T-tests were performed to discover differences in evaluation activity when upper-level managers and training directors disagreed on the value, need for, or feasibility of evaluation.

Four major findings emerged from the study. Firstly, the study revealed that training remains a corporate exercise that is taken on faith with little or no demand for rigorous evaluation. Secondly, the strongest relationship existed between the perceived feasibility of the training evaluation activity and the frequency with which evaluation occurred. In other words, companies were more likely to invest resources in evaluation if they were convinced that evaluation benefits would outweigh the costs. Thirdly, the study revealed that the training directors' positive perception of the value, need for, or feasibility of evaluation had the most influence on frequency of the evaluation activity. Fourthly, where there was a positive

agreement concerning evaluation activities, there was increased frequency of training evaluation.

Human resource practitioners are being increasingly urged to use cost-benefit analysis (CBA) to evaluate various human resource development interventions (Paquet *et al.* 1987; Spencer, 1986; Stanley, 1987). Lombardo (1989) undertook a study which sought training managers' perceptions of the incentives and disincentives they face in their use of CBA. The sample in that study consisted of 35 training managers from a variety of types and sizes of US companies. Responses from the structured interviews were content analysed and grouped into six major categories - individual, departmental and organisational incentives and individual, departmental and organisational disincentives. The study revealed that evaluation, including financial analysis, is the weakest link in the training process. Most training managers were found to be unfamiliar with economic models and methods of determining either costs or benefits of training. Smith and Piper (1990) suggest that for an evaluator to be fully effective he/she must have evaluation know-how. These two authors further argue that evaluation is "judgement arrived at after critical inquiry, made by a person qualified to judge" (Smith & Piper, 1990:10). They go on to distinguish evaluation from personal opinions, arguing that a personal opinion is a belief not founded on critical inquiry and/or not based on qualified judgement. Although opinions are important, they need to be part of the information on which a judgement is made and do not constitute the judgement itself. Therefore, the practitioner undertaking evaluation needs to have expertise in evaluation techniques and whatever is being evaluated.

Participants in Lombardo's (1989) study already referred to also reported minimal interest or demand for cost-benefit analysis from members of management who usually have little involvement with or understanding of training operations. The single greatest incentive for cost-benefit analysis was its use in justifying or marketing training (political motive for evaluation, Zenger & Hargis, 1982). The study found that the single greatest disincentive focused on concerns about the process and/or product of cost-benefit analysis. In other words, these practitioners

were not familiar with cost-benefit techniques and were not sure what results would come out of the process and how those outcomes would be interpreted and used, presumably by senior management.

The discrepancy between evaluation theory and the practice of evaluation on the one hand and between perceptions about what constitutes effective evaluation and evaluation practices on the other, has influenced researchers to investigate factors which human resource practitioners consider in choosing evaluation procedures/methods. Coady (1987) investigated the factors of program cost, cost per person for evaluation and frequency of program offering and their influence on a trainer's level of support for each type of evaluation (reaction, learning, behaviour and results). The sample consisted of technical training staff professionals in US companies. Results evaluation received the highest level of support, with progressively less support for behaviour, learning, and reaction type evaluations. The study also revealed that the cost per person to conduct evaluation had the greatest influence on the trainer's preference for a type of evaluation and to a lesser extent the frequency of offering a training program. The cost of a training program was not a significant factor.

Although research evidence shows that there is support among corporate managers and trainers for results evaluation (Coady, 1987; Kusy, 1986), very few organisations utilise business data records to assess the contributions of training to organisational effectiveness (Long, 1990; Ralphs & Stephan, 1986; Smith & Piper, 1990). There are two reasons for this discrepancy. Firstly, training and development professionals do not have adequate expertise to undertake evaluation at the job behaviour and results levels (Clegg 1987, Gidder, Capps & Toombs, 1988; Long, 1990). Secondly, senior management do not demand evaluation at these two levels and, as a result, training staff do not find it necessary to upgrade their evaluation skills (Lombardo, 1989).

3.4.2 Evaluation Methods Commonly Used in Organisations

The International Labour Office (1986:26) defines evaluation methods as: "selected analytical tools, means and techniques used to assess a specific situation of subject." A number of researchers have concentrated on identifying the evaluation procedures commonly used by organisations. In order to ascertain which evaluation methods were widely espoused, Ralphs and Stephan (1986) surveyed American *Fortune 500* companies. Respondents were presented with seven evaluation methods and asked to indicate how often they used each on a scale 5 = almost always and 1 = almost never. The results are summarised in Table 3.3. Clearly, most of the organisations surveyed based their evaluations on data obtained from the participants soon after the programs. Very few companies utilised business data records to assess the contributions of training to organisational performance.

Table 3.3

**Evaluation methods commonly
used in US Fortune 500 companies**

Evaluative method	Responses - percentage organisation	
	5 only	4 & 5
Course evaluation form filled out by learner at the end of course	73	86
Course evaluation form filled out by instructor at end of course	12	23
Evaluation by boss, peers, or subordinate	8	23
Follow-up evaluation by participants	7	16
Follow-up questionnaire by participants	5	14
Use of pre- and post-tests	6	15
Use of business data records	5	12

Source: Ralphs & Stephan, 1986, p.75

In a follow-up study to the 1986 study by Ralphs and Stephan (1986); Stephan, Mill, Pace and Ralphs (1988) reported on their 1987 survey of US *Fortune* 500 companies which focused on identifying human resource development practices. The questionnaire included 19 questions grouped under three main categories: management issues, management development and human resource development (HRD) in general. Of the 492 questionnaires distributed to HRD managers and professionals, 179 completed questionnaires were returned.

A constant concern in business as well as in human resource development circles is whether and how well content learned and skills developed in training programs transfer to the workplace. Respondents in Stephan's *et al.* (1988) study were asked to indicate who was responsible for monitoring and measuring the transfer of training for each management category: executives, middle managers and supervisors. The study found that for executives the participant and his/her superior are rated as the top evaluators (Table 3.4). For middle managers the evaluation of transfer appeared to rest more often with the person's superior. The study also revealed that self-evaluation is often used and, occasionally, in-house training staff appear to have some responsibility. Consultants and vendors are rarely involved in measuring learning transfer. According to respondents in this survey, superiors of program participants carry the major responsibility for evaluating the transfer of supervisory training. Sixty-five percent of the respondents indicated that, almost or nearly always, the immediate superior checked on transfer of training. Vendors and consultants almost never get involved. Overall, across management levels the supervisor and the participant are responsible for monitoring training transfer.

In another question the respondents were asked to indicate the points at which return on investment of training with respect to costs and savings for each level of management was undertaken. Responses to this question are summarised in Table 3.5. The study revealed that at the executive and middle management level return on investment is usually determined at the conclusion of an entire program. With supervisors, on the other hand, the determination may be made more often at the

conclusion of each course. Overall, the study found that across all management levels return on training investments does not occur with high regularity.

One limitation of this question was that the respondents were not asked to indicate how the evaluative data were used to measure the return on investment. However, since the measurements were made at the end of programs/courses it can be assumed that the measurements were made through reaction perceptions.

Table 3.4
Responsibility for measuring transfer
of training in rank order

	Organisation percentage		Mean*
	5 only	4 & 5	
EXECUTIVES			
<i>Evaluator</i>			
Self evaluation	22	54	3.40
Superior	23	57	2.92
In-house trainer	7	16	2.08
Consultant	4	11	1.80
Vendor	2	4	1.37
MIDDLE MANAGERS			
<i>Evaluator</i>			
Superior	27	54	3.52
Self evaluation	18	46	3.39
In-house trainer	8	25	2.69
Consultant	3	5	1.67
Vendor	2	4	1.37
SUPERVISORS			
<i>Evaluator</i>			
Superior	36	65	3.81
Self evaluation	21	40	3.33
In-house trainer	14	37	2.97
Consultant	1	4	1.47
Vendor	1	3	1.42

* Scale: 5= Almost always, 1= Almost never

Source: Stephan *et al.* 1988 pp. 29-30.

Smith and Piper (1990) conducted a study the objective of which was to identify the range of evaluation techniques employed by companies. Interviews with representatives of these organisations revealed that while some evaluation was implemented, it lacked depth and was not applied in any great degree in the workplace. It was found that organisations limit their evaluation procedures to some variation of the questionnaire method.

Table 3.5

Points at which return on investment is evaluated

Manager level	Organisation percentage		Mean*
	5 only	4 & 5	
EXECUTIVE			
Conclusion of a program	15	27	2.48
Proposal development	13	26	2.48
Conclusion of each course	14	23	2.38
Within six months of training	8	17	2.05
MIDDLE MANAGERS			
Conclusion of each program	17	34	2.77
Conclusion of each course	17	31	2.73
Proposal development	11	28	2.67
Within six months of training	8	17	2.31
SUPERVISORS			
Conclusion of each course	19	32	2.81
Proposal development	13	35	2.78
Conclusion of program	13	32	2.67
Within six months of training	9	23	2.41

* Scale: 5= Almost always, 1= Almost never

Source: Stephan *et al.* 1988 p.30.

Organisations do not apply other options including testing, grading, appraisal, interviews, cost-benefit analysis, action session and protocol analysis. This finding is similar to a 1987 study by Clegg which revealed that less than half the evaluation methods that could be used were being utilised.

3.4.3 Perceptions About Useful Evaluation

Kusy (1986) undertook a study to determine which type of evaluation method elicited the most support for the evaluation of the training function. MBA students with management experience and non-training managers participated in the study. A case study survey instrument [TEMS] designed by the researcher was used to assess the extent of management support for each type of training evaluation method. For both samples the data indicated that results evaluation received the most acceptance with progressively less support for behaviour, learning, and reactions, respectively. The study also found that the percentages of respondents who supported results evaluation in each sample group ranged from 79-86 percent. There was no significant difference between the MBA group and the manager group. Kusy concluded that training practitioners need to demonstrate results to top management and gain management support for the training function.

Long (1990) investigated Kirkpatrick's four levels of training evaluation in terms of subsequent utility of the evaluative data for decision making. The study sample consisted of 153 management employees in three training organisations of a large utility. Participants were randomly assigned to five groups. The participants in each of the first four groups were asked to examine one level of data and to indicate their willingness to make decisions about the training based on the data examined. The other group was asked to examine data at all four levels in terms of their importance to decision making about training. Kirkpatrick's theory that evaluative data becomes progressively more useful to the decision makers as one moves from the reactions level to the results level was supported. The results level of evaluation data was perceived to have the greatest amount of utility for

management employees in subsequent decision making, followed by behaviour level, learning level and the reactions level in order of descending utility. Analyses of all responses combined indicated that behaviour level evaluation had the greatest reported utility for decision making. The research studies cited above show that practitioners value evaluation at the results level. However, as will be shown in the next section there is conflict between what is viewed as effective evaluation and what goes on in practice.

3.4.4 Conflict Between Belief and Practice

Few studies have been undertaken to examine whether or not practitioners' perceptions about effective evaluation is evident in evaluation practices. One such study was done by Grider, Capps and Toombs (1990) in which 1200 members of the American Society for Training and Development (ASTD) from a broad spectrum of business and industry were surveyed in order to find out why trainers choose the evaluation methods they employ. Respondents were asked to rank the three most effective of the nine evaluation techniques (Table 3.6), and to indicate whether and why they used those techniques. Although the weighted ranking found the behaviour, result and competency methods to be most effective, most respondents said they used other techniques. Table 3.6 summarises the respondents' views about the effectiveness of the evaluation strategies.

Table 3.6**Perceived effectiveness of evaluation strategies**

Evaluation type	Respondent percentage rating method as most effective
Behaviour method [measuring on-the-job behaviour changes attributable to training]	24.4
Results method [measuring benefits of training in terms of factors affecting organisation's bottom line]	18.5
Competency-based method [measurements of training's effectiveness compared to established competency criteria]	17.6
Reaction method [based on feedback from trainees and their superiors]	8.5

Source: Based on data reported in Grider, Capps & Toombs, 1988, pp. 11-12.

Most trainers cited evaluation strategies that document changes in trainees' on-the-job behaviour and competence or demonstrate the effects of training on the organisations' bottom line as most effective. However, more than half the respondents indicated that they did not use the methods seen as most effective. Upon being asked why they did not employ these methods the respondents commonly cited time constraints, expense and lack of evaluation expertise in measuring behaviour, results and competency. This study also revealed that evaluation is mostly done through asking trainees or their superiors to react subjectively to the training and the effect they thought it would have.

Grider, Capps and Toombs (1990) concluded from their study that behaviour, results or competency methods are not used all the time because they are difficult and time consuming to develop and cost money. For example, the results method requires needs analysis at the organisational level and identification of the aspects that training is expected to change. On the other hand, smile sheets are inexpensive, easy and quick to develop and use. This explains the proliferation of reaction evaluations based on happy sheets.

3.5 MANAGEMENT DEVELOPMENT EVALUATION

This section examines the state of the art in management development evaluation focusing on: levels at which evaluation is undertaken and the methods employed; application of evaluation theory in practice; and reasons for the neglect of effective evaluation.

3.5.1 Incidence of Evaluation

Several factors can predict whether or not an organisation will invest in evaluation. First, expensive programs are more likely to be evaluated than the less expensive ones. Second, external programs are less likely to be evaluated than are internal because of the additional costs involved especially if external providers are engaged in the evaluation process.

In a study conducted by Saari *et al.* (1988) Executive MBA programs were reported as the most expensive management training approach (\$14,000 per participant), yet 42 percent of the companies using these programs indicated that they conducted no evaluation of their effectiveness. A different picture emerged from Vicere and Freeman's (1990) which revealed that nearly 88 percent of the 153 respondents from a survey of 500 US companies required formal evaluation of executive participation in university-based programs. These authors noted that the relatively high percentage may be due in large part to the fact that university-based programs tend to be relatively expensive; therefore organisations express greater concern for their effectiveness. However, Saari's *et al.* (1988) found that the cost of the programs did not influence organisations to measure program effectiveness.

With regard to short courses Saari's *et al.* study found that only 32 percent of the companies surveyed did not conduct evaluation after participants take part in short-course programs, and 23 percent conducted no evaluation of university residential

programs. In contrast, ninety-two percent of the organisations reported that they conducted some type of evaluation of their company-specific programs. This study by Saari's *et al.* (1988) also revealed that the most commonly used evaluation methods are an evaluation form completed by the participants (company-specific programs 45 percent; university residential 28 percent; short courses 23 percent; executive MBA 13 percent). The use of feedback obtained via discussions with participants and/or participants' supervisors was reported by 30-40 percent of the companies across program types.

To summarise, the findings of the studies cited above it is clear that only a fraction of the organisations studied formally evaluate management development programs. Most evaluations tend to be limited to trainee reactions rather than comprehensive 'hard' data evaluations with follow-ups to on-the-job performance, hence methodological rigour is weak. Internal programs are more likely to be evaluated than external programs. The findings from these studies also suggest that program cost is not an important determinant of evaluation incidence.

3.5.2 Levels at which Management Development is Evaluated

In 1961 Shafer surveyed 158 large US companies. The criteria which were used to select the sample are not mentioned. The purpose of his research was to determine both theoretical and actual practices in evaluating formal management education and development programs in industry. Shafer's major findings in relation to evaluation of management training programs follow:

1. Evaluation efforts, in terms of time and budget, were greater in companies which stressed management training. In other words, those companies which placed a lot of importance on management training and development were more likely to undertake evaluation than those which did not.

2. The major deterrent to effective evaluation was that evaluation techniques were too difficult to apply in production situations, and were too subject to variables in work settings which could not be controlled.
3. None of the companies offered revolutionary evaluative ideas or research methods other than variations of those found in the literature.
4. Questionnaires were the most frequently used data collection method.
5. Few published studies could be located which attempted to give an industry wide picture of evaluation studies.

Catalanello and Kirkpatrick (1968) surveyed 154 organisations in Canada and the USA in order to the incidence of program evaluation the four levels of impact (reactions, learning, behaviour and results). From the 110 responses received, the study revealed that 77 percent of the organisations evaluated at the reactions level, while 50 percent attempted evaluation at the learning level. Paper and pencil tests on a pre- and post-test basis were used by the majority of the organisations. At the behaviour and results levels, the percentages were 54 and 45 respectively. Fewer than half (45%) of the responding companies attempted to examine the impact of management development on organisational effectiveness. The study revealed that very few of these evaluations were done systematically and objectively.

Sullivan (1970) surveyed American industries in order to determine what management training evaluation practices had been used. The following conclusions were reached:

1. The direct relationship between training and improved performance was difficult to measure because of variables other than the training itself.

2. Evaluations of management training should be broad in scope and make use of multiple measurement techniques.
3. There was a substantial gap between evaluation theory and practice.
4. Evaluation of management training in industry tended to be superficial and subjective.
5. The primary criterion used in management training evaluations was change in performance on the job.
6. The primary reason for the poor management training evaluation practices was lack of evaluation know-how.
7. Training personnel should not be expected to audit their own results.
8. The most serious evaluation problem was obtaining top management interest and involvement.
9. Management training funds would be difficult to obtain without better evaluations.
10. Training personnel were aware of the need for better methodology in evaluating management training programs.

As will become apparent, many of Sullivan's conclusions have been supported by subsequent researchers.

A 1987 study by Banks and Bures sought to investigate management training practices in US companies. A questionnaire was distributed to 496 randomly selected corporations with employees ranging from one to more than 500. The

questionnaires were directed to the President, Chief Executive Officer (CEO) or owner of the firm.

In order to determine management development evaluation practices respondents were provided with a list of seven common types of evaluation procedures (with a space to write others) and asked to identify, which, if any, they used. Of the 101 questionnaires returned, 86 (17.34 %) were usable. Table 3.7 summarises the responses to this question, and reveals that individual performance was the most common type of evaluation, management/supervisory evaluation was second and subordinate feedback was third.

Table 3.7

Methods of evaluation used

Method of evaluation	Organisation percentage
Individual performance	62.8
Management/Supervisory evaluation	46.5
Subordinate feedback	38.4
Participant evaluation within one month after the program	29.1
Demand for programs	26.7
Unit/Organisation performance	19.6
Second participant evaluation from one month to one year after the program	3.5
Other	5.8

Source: Banks & Bures 1987, p. 31.

The researchers noted that the importance of this finding is that responding companies seem to have gone beyond the commonly used reaction measures (as revealed by the studies by Shafer, 1961; Catalanello & Kirkpatrick, 1968) in favour of more rigorous measurement relating to changes in on-the-job behaviour. However, there is no evidence in their report as to how changes in job behaviour were assessed. The respondents in this study were also asked about their perceptions of the impact of management development on the participants and the company. The most direct effects on the participants were thought to be increased or renewed enthusiasm (83.7%) and increased effectiveness in the individual's current position (81.4%) while the organisation was provided with new and unique ideas (72.1%) and increased efficiency (72.1%). One strength of this study is that it measured changes in attitudes resulting from participation in development programs. Most studies ignore this dimension. Overall, respondents in this study viewed management development positively. However, these findings could be biased since the respondents were persons responsible for management development.

As already discussed in Section 3.2 effective evaluation involves assessing overall program effects. It is, therefore, important to establish some criteria which can be used to determine whether or not development programs are effective. Clegg (1987) undertook a study in order to identify course effectiveness indicators commonly used by chief training officers. Of the 50 US corporations asked to participate, 43 responded. The most frequently cited criteria (in order of mention) were: changes in performance on the job (15%); reaction of participants to training (11%); changes in knowledge, skills or attitudes (8% in each case); and changes in company operating results traceable to training (8 per cent). Clearly, there was no single overwhelming industry-wide criterion for evaluating a given management training program.

Clegg's study also revealed that the respondent companies concentrated more on the reactions and intermediate (job behaviour changes) levels and less on the immediate (learning and ultimate) outcome levels. When the respondents were asked to rank reasons for undertaking evaluation, the three most important reasons cited were: "to determine the pay-off of management development programs"; "determining improvement required", "measuring progress toward organisational objectives". This study revealed a clear discrepancy between what the practitioners perceived as the key evaluation objectives and evaluation practices.

Research studies also indicate that there is inadequate follow-up evaluation designed to determine the effects of management development on organisational effectiveness. Fulmer (1988), reporting upon results of a survey of 250 US companies (112 returned surveys or 45% return rate), noted that 96 percent of the companies reported using rating sheets completed by participants, nearly 80 percent reported informal follow-up interviews, half used formal interviews or on-the-job evaluation and a third measured program effectiveness by improvements on the bottom line, but the study does not indicate how the bottom line outcomes were measured. Quite different findings on follow-up evaluation are reported by Saari *et al.* (1988) in their study involving US corporations in which they found that only

23-49% of companies across different program types (e.g. university programs, short-course programs) conducted follow-up evaluation of participants.

There is also a discrepancy between what is reported in the evaluation literature and what happens in practice. Alliger and Janak (1989) carried out a literature search for any article dealing with evaluation of a training program in several journals assumed to be likely to publish such articles. The review from 1959 to 1988 revealed some interesting facts. Firstly, most articles in the journals reviewed focused at a single level of evaluation. Secondly, in contrast to the findings of industry surveys by Catalanello and Kirkpatrick (1968), in the US, most studies did not focus on reaction evaluations alone. This finding influenced Alliger and Janak to conclude that in practice most training is evaluated at the reactions level only, while editors for the reviewed journals may look for evaluation measuring learning, behaviour, or results. Evaluation at these three levels is presumed to be more useful to both researchers and practitioners who read these journals and hence is likely to attract the attention of many readers. Thirdly, field studies on training evaluation were well represented (70 percent of the total). Fourthly, the search also confirmed the commonly held belief that there is more talk about training evaluation than the actual practice of evaluation. For example, between 1959 and 1988 the *Training and Development Journal* published 214 articles on training evaluation and of these only 32 reported an evaluation study. Fifthly, the search revealed that written guidelines for evaluation have, in fact, remained quite consistent over time and across authors.

Issues well examined in the literature on training evaluation include: criterion development that encompasses criteria relevance (including deficiency and contamination); levels (such as reaction, learning, behaviour, and results); time frame and reliability; internal and external threats to validity; examination of the pros and cons of the experimental and quasi-experimental designs. Apparently, most of the guidelines have not been adopted for use by organisations. One possible reason is that it is difficult to apply the evaluation strategies suggested in the literature. For example, Shafer's 1961 study revealed that the major deterrent

to effective evaluation was that evaluation techniques commonly suggested in the professional literature are too difficult to apply in organisational settings.

Two research studies by Carnevale (1988) and Fulmer (1988) focused on establishing evaluation methods used by US employers. According to Carnevale (1988), the success of executive training is usually subjectively measured and is rarely subjected to formalised performance review. Where formal evaluation is undertaken, the most common practice is for the executive or the executive's superior to evaluate the transfer of training to daily activities. Carnevale also found that most large companies evaluate programs using trainees' opinions (31%) and supervisors' opinions (29%) and that subordinate feedback is hardly used. Carnevale found that whenever there was a return-on-investment evaluation, it was usually done at the conclusion of the program or course (end of program evaluation). Follow-up evaluations, say after six months, were found to be infrequent in the *Fortune 500* companies. This finding is consistent with the findings of Fulmer's (1988) survey which revealed that 96 percent of the respondents relied on rating sheets filled out by participants, and almost 80 percent used informal follow-up interviews. Although informal data gathering techniques can yield valuable information, there is need to use such methods in conjunction with more systematic methods, or at least informal methods used within a structured context.

A review of articles relating to the assessment of training and management development, including the *Training and Development Journal* and the *Public Personnel Review* (1977-1987), by Hoberman and Mailick (1992), revealed that of the three categories of evaluation criteria, learning, use of learning in the work venue and positive impact on organisational functioning, learning was by far the most commonly used and was found to be virtually the only criterion for assessing management development. It was also found that learning was assessed primarily by statements from the participants and written tests. Hoberman and Mailick concluded that there was no use, as far as they could determine, of well-known classic designs that include randomly selected groups of managers from the same

general population with reliable, valid pre-tests and post-tests of both groups. They further observed that: (1) there was a paucity of longitudinal studies to supplement short-term findings, and (2) most organisations are content to use the happiness quotient for evaluation rather than the impact on the organisation.

Research evidence also shows that reports provided by organisations on how they evaluate may not reflect what they actually do in practice. Shelton and Alliger (1993) report on an IBM 1990 study of six large US corporations that revealed that organisations which claimed that they examined the economic impact (bottom line contributions) of training do not do so directly: they seek people's opinions. These two authors note that participants' opinions on the effects of training on their performance and organisational effectiveness is not the same as assessing organisational performance directly. Unless researchers go into the organisations and talk to practitioners they fail to know the truth of how evaluation is done in the business settings.

3.5.3 Reasons for the Neglect of Evaluation

The fact that management development evaluation is problematic has been well documented over more than two decades (Ban & Faerman, 1990; Brodie, 1983; Clegg, 1987; Lombardo, 1989; Hepworth, 1972; McEvoy & Buller, 1990; Phillips 1990; Watson, 1981; Williams, 1969). Assessing the impact of management development is difficult because of: (1) the nature of management development objectives are broad and long-term; (2) the complexity of managerial work and the multiplicity of influences on manager performance; (3) the difficulties involved in linking management development effects to corporate effectiveness, and (4) the lack of evaluation expertise. These challenges are discussed in turn below.

(a) Aims of development

According to Brodie (1983:42) management development "is a hazardous field within which to anticipate effects and consequences" because it usually has broad-based and long-term aims. Furthermore, these broad and sometimes ambiguous aims, may be perceived differently by stakeholders in management development. Assessing management development in terms of organisational impact is also difficult because the results of improvements in managerial performance are not usually immediate, just like the impact of development activities on managerial performance. It may be several years before they begin to occur and even some time beyond this before they become recognised (Watson, 1981). Also, the long-term effects may not even be recognised when they do occur. Program evaluation may be undertaken prematurely, which may lead to arriving at inaccurate conclusions. Brodie (1983:52) summarises this problem well:

The more one moves to the longer term the more difficult it is to trace through specific results or behaviour that can be confidently related to the experience of program participation. On the other hand, to unduly discount short term benefits may seriously diminish efforts to build into the program learning which can have realistic applicability soon after participants have reverted to their work environment.

Brodie (1983) recognises the need for assessing immediate, intermediate and long-term outcomes.

In management development some of the aims may be hidden for political and psychological reasons (Williams, 1969:121). An example of the latter would be a situation in which managers are asked to participate in management development not for the purpose of improving their managerial skills, but rather as a form of reward. McEvoy and Buller (1990) point out that off-site programs, in particular, run the risk that companies will select participants on the basis of prior achievement rather than the expectations of improved future performance. Expensive programs, such as off-site in-house programs and external programs, are

usually regarded highly by the participants, irrespective of their potential to improve on-the-job performance of the participating managers.

Attendance on these courses by these highly successful managers may not make much difference in their performance. There are times when management development is provided after some managers have been made redundant for the purpose of boosting the morale of the remnants. Clearly, the aims for such programs would be hidden for political reasons (Williams, 1969). Evaluating such programs can create problems for an evaluation practitioner who may be unaware of the agenda of both the participants and the sponsors, as Williams (1969:121) explains:

as far as the providing of information for evaluation is concerned, if the organisation has hidden aims and wants to keep them hidden, then the collection of relevant information will be impossible. To do this properly, the information provider must be aware of what the organisation wants. If these wants are kept secret, then his position will be hopeless.

There are instances when the aims are not hidden but top management may feel that it is not worthwhile to undertake formal evaluation. McEvoy and Buller (1990) cited in Hoberman and Mailick (1992:109) suggest some management development objectives that may not need to be evaluated:

- Attendance is a reward for managers who have performed well. This applies to many programs that are off-site.
- Attendance is a symbol or rite of having arrived at a new, usually higher, management level.
- There is need to inculcate participants with important aspects of organisational culture rather than the specific management content.

- It is felt that managers should exhibit a specific behaviour that is not directly related to performance.
- The activity itself, rather than its impact, is considered the objective.

In such cases, very few organisations will find it worthwhile to invest resources to any significant extent in assessing changes in organisational performance.

(b) Complexity of measuring managerial work

One purpose of providing management development is to enhance managerial effectiveness. To be "effective is to do the job you are actually supposed to do, to get the results expected of you" (Bennett, 1988:2). Managerial effectiveness is the extent to which a manager achieves the requirements of his or her position (Reddin, 1970) or "doing the right thing" (Drucker, 1964:14). Attributes which contribute to manager effectiveness are diverse. Campbell *et al.* (1970) notes that the literature on the relation of development activities to management performance reveals little about what kind of skills contribute to effective manager performance. Furthermore, defining managerial effectiveness precisely is fraught with problems because it is difficult to identify the skills essential for managerial effectiveness. Characteristics of a 'good' manager include critical factors such as decision making skills, effective interpersonal relationships and the ability to adapt personal leadership style to a particular task. Boyatzis (1982) has suggested that management competencies can be put into five clusters: goal and action management cluster, leadership cluster, human resource management cluster, directing subordinates cluster and the focus on others cluster. However, measures of these attributes are notoriously unreliable (Brook, Shouksmith & Brook, 1983).

Management development is provided on the assumption that it will increase efficiency and reduce costs through the enhancement of managerial effectiveness. However, outputs of managers are difficult to define and measure (Margerison, 1979; Reddin, 1970; Watson, 1981). Watson (1981) points out that managerial

work does not lend itself to numerical and statistical measurement; for example, how can a manager's leadership and planning inputs be measured in numbers. Also, quality issues such as employee motivation, communication techniques and processes that make people feel good about themselves and their employer cannot be quantified in monetary units (Brook, Shouksmith & Brook, 1983; Kिरrane, 1986; Lombardo, 1989; Merlo, 1988; Robinson & Robinson, 1989). Ammons & Niedzielski-Eichner (1985:222) note that evaluation of management training and development suffers "a special difficulty in performance quantification - a difficulty less likely to be encountered in the evaluation of progress of trainees engaged in the performance of more routine and repetitive tasks".

Another factor which makes it difficult to measure manager effectiveness is that most managers experience a relatively unstructured work environment. A person in the managerial role must be able to cope with a wide variety of different tasks demanding an extensive range of talents, skills and behaviour (Brook, Shouksmith & Brook, 1983). Furthermore, output requirements of individual managers are likely to vary greatly from one type of organisation to another, from one management function to another, and from one level of management to another (Hepworth, 1972). Therefore, even in one company it may be necessary to develop different sets of criteria for assessing the effectiveness of individual managers. However, this may not be cost effective in practice. Even if management development leads to improvement in managerial effectiveness, isolating the effects of managerial input is problematic since many organisational members, other than managers, strive toward the achievement of corporate goals. Therefore, when the objectives are attained it is hardly possible to decide who, in particular, is responsible; the answer must be that many people together contributed to the achievement (Warr, Bird & Rackham, 1970). Establishing who did contribute is often more difficult than establishing who did not.

A further complication arises because of variations in the economic climate, the market and internal organisational structure, which all play a part in obscuring the connection between what an individual manager puts into his/her work and what

he/she produces at the other end (Hepworth, 1972). In fact, management development, as an aspect of the internal organisational structure, represents only a small outlay in terms of resources invested in the whole structure in order to enhance organisational effectiveness.

(c) Influences on manager performance

Factors such as the organisational climate, work force skills, work procedures, and technology as well as factors government action, actions of competitors in a tight market and sudden development research in the business environment affect the manager's behaviour, making it difficult to isolate the impact of management development on managerial performance (Hepworth, 1972; McEvoy & Buller, 1990; Watson, 1981; Williams, 1969). These factors can "so affect an organisation and therefore the people working in it, as to directly or indirectly cause the training to apparently succeed or fail" (Williams, 1969:22).

Training and education occur in dynamic open systems. Trained people are affected by all kinds of institutions like employers and unions which in turn operate in the context of cultural, political, economic and legal systems. All these factors affect, and are affected by the outcome of educative interventions. Burgoyne and Singh (1977) suggest that it is perhaps the complexity of these that has inhibited evaluation.

(d) Linking impact with corporate effectiveness

According to Watson (1981) it is very difficult to identify all the factors that may have an impact on the organisational effectiveness, let alone understand how they do impact. One of the main deterrents to evaluating management development at the results level is the number and variety of factors in addition to training which can contribute to the achievement of organisational goals (Shelton & Alliger, 1993; Whitelaw, 1972). These include economic changes, shifts in management styles, customer attitudes, and variables in the production processes. The use of economic

indices, obtained from the performance of operating units as an ultimate criterion in evaluating management development programs, is subject to a great deal of bias. This is so because measures such as unit costs are not always under the exclusive control of the manager and the various influences which may be present are not always clear enough to be compensated for. Furthermore, the usefulness of economic indicators is also questionable because they do not represent the sum of an organisation's goals. For example, managers can be responsible, implicitly or explicitly, for contributing to the growth of the organisation relative to both its human and economic resources (Campbell *et al.*, 1970). Indeed, assessment of the growth of the former is more difficult than that of the latter.

The difficulties encountered in attempts aimed at assessing the impacts of management development appear to be so complex that some management developers and commentators on management development suggest that it is pointless to keep on trying to assess the value of this activity, but others believe that it should be done. For instance, Conant (1991) argues that in spite of all the difficulties encountered in management development evaluation, it is still a feasible area of inquiry. This view is shared by Shelton and Alliger (1993) who suggest that simple figures like improved attendance, less tardiness, reduction of safety incidents, improved quality and quantity of suggestions, and more evidence of growth/promotion among participants are useful sources of evaluative data which can be used to estimate the quality of management.

Another suggestion made by Conant (1991) is that in order to isolate the effects of management development it is possible to run parallel programs and compare outcomes involving the use of a control group to whom no training is given. The use of experimental and control groups might not be feasible in management development where small numbers of people (20-30) people are involved (Easterby-Smith, 1981). Furthermore, it is doubtful whether some managers would volunteer to be in the control group. Also, it is difficult to exert control to ensure that both treatments are pure. How can we ensure that two management developers handle the same case study identically? Organisations may argue that

there are no funds for experimentation. Conant (1991) suggests that the costs of experimentation are fractional compared to the current outlay on management development activities. However, Shelton and Alliger (1993) caution that in undertaking evaluation at the results level it is necessary to weigh the potential costs against the potential value of the evaluation results.

It has also been suggested that the really important things which result from management development cannot be measured. Hague (1974:152), for instance, points out that the pressure to measure regardless of its relevance, has arisen "partly because management theory talks about measurement and partly in the hope of justifying training or making it look rational to the sceptics". He argues strongly against the emphasis on measurement: "but I rather suspect that the really important things can't be measured, just as you can't measure virtue or quantify a policy of treating employees well". He further notes that with regard to management development it could be better to acknowledge that money-saved and money-expended calculations are impossible and to talk in frankly subjective terms. Cronbach (1977) argues that the concern to establish evaluation as a scientific activity has the following result:

we limit ourselves to what we can think we can measure well, and so we often focus only the trivial parts of a program. In the meantime we turn our backs on the larger considerations which arise from the fact that both evaluation and the programs to which it is directed take place within a social system and therefore are affected by the fundamental stuff of social systems: the expectations, beliefs, fears, motivations, and interests in all parties involved. We refer to these as the "political" aspects of evaluation and view them as terrible nuisances.

However, it can be argued that even if the contributions of management development to organisational effectiveness cannot be demonstrated, it can still be observed that managers without certain skills cannot function efficiently and effectively.

(e) Lack of evaluation expertise

Akin-Ogundeji's (1988) study involving 82 manufacturing firms in Nigeria revealed that lack of skill proved to be an important trainer-related factor contributory to the lack of evaluation, particularly lack of skill in social influence and inadequate or inappropriate knowledge regarding evaluation methodologies. The research revealed that lack of expertise was institutionalised in many companies and that individuals who were not skilled in managing the training function and/or who had low academic qualifications were those often employed as trainers and often kept at a position of low authority in the company. As already discussed, studies by Sullivan (1970), Clegg (1978) revealed lack of evaluation expertise to be a major deterrent to effective evaluation.

Phillips (1990:1) observes that although there is a proliferation of management development programs "there is very little information available on how to assess them". However, this assertion can be challenged considering that there is an abundance of literature which provides some guidelines on how management development should or could be evaluated (Smith & Piper, 1990). If Phillip's (1990) observation is valid, it can be reasoned that the guidelines suggested over the years have failed to have an impact on the practitioners partly because they are difficult to use in practice or the practitioners are incompetent to apply them.

What may be needed are practical guidelines rather than theoretical ones. Management researchers (including evaluation researchers) assume that once they have published their findings they will reach the appropriate organisation members somehow. A further explanation is that organisations do not operate in the way presumed by management researchers, suggesting that research findings seem to them to have little practical relevance.

This section has shown that management development evaluation may be neglected for any of the following reasons. Firstly, when the aims of management development are unclear or hidden, none of the stakeholder groups will press for effective program evaluation. Secondly, if evaluation is not seen as useful by other stakeholder groups or other organisation members, management developers can be influenced to view evaluation as an unnecessary expense. Thirdly, if evaluation fails to show clearly the links between management development and managerial effectiveness, then it is likely to be perceived as being of limited value by senior management. Fourthly, if the human resource professionals do not have evaluation expertise they may see management development evaluation as too complex and therefore perceive it negatively.

3.6 SUMMARY

It appears that the search for objective truth about the benefits or otherwise of management development has not yielded convincing evidence about the value of investing in this activity. As a result, some human resource professionals prefer not to evaluate management development; and "instead, they accept, on faith, that training is worthwhile" (Watson, 1981:263).

There is a discrepancy between perceptions about what is useful evaluation and evaluation practice. Research evidence shows that results evaluation is seen as most useful whereas reactions evaluation is viewed as least useful for facilitating decision making by senior management and human resource professionals (Long, 1990). However, reported research studies on management development evaluation in business organisations show that companies evaluate most of their management development activities at the reactions level through seeking either the opinions of the participants or of their supervisors (Catalanello & Kirkpatrick, 1968; Carnevale, 1988; Clegg, 1987; Fulmer, 1988; Saari *et al.*, 1988). Immediate post course evaluations are the main sources of evaluation data. Evaluation at the learning level is also rare (Hoberman & Mailick, 1992). Few organisations attempt to use

business data records in order to establish the impact of management development on organisational effectiveness (Banks & Bures, 1987; Catalanello & Kirkpatrick, 1968; Clegg, 1987). The economic impact of management development is rarely examined directly through measuring managerial performance and organisational effectiveness. Overall, there is indication in the literature that the methodological rigour of evaluations is weak.

Several factors determine both the incidence and nature of management development evaluation. Lack of evaluation know-how is frequently cited as a factor contributory to the lack of rigorous evaluation (Sullivan, 1970; Clegg, 1978). The cost per person to conduct evaluation appears to have the greatest influence on the trainer's choice of evaluation at the reaction, learning, behaviour and results levels (Coady, 1987). Positive perceptions of the value, need for and feasibility of evaluation also have a great influence on evaluation activity (Gutek, 1988). Lack of top management interest and involvement in evaluation is one of the commonly cited problems in undertaking evaluation (Akin-Ogundeji, 1988; Sullivan, 1970). Therefore, for organisational members to take evaluation seriously they must be convinced that evaluation is necessary and that it has value.

The review of the literature also shows that most of the recommendations about how management development should be evaluated have not been fully utilised by organisations in designing their evaluation strategies (Smith & Piper, 1990; Sullivan, 1970). There is no evidence in the literature that this gap is likely to be bridged, instead, as new theories of evaluation come into existence the gap may continue to widen.

There are no published studies of which the present investigator is aware which have sought detailed information about the experiences of management developers in their attempts aimed at establishing links between management development and organisational effectiveness. One of the objectives of the present study is to seek such information.

CHAPTER 4

METHODOLOGY

4.1 INTRODUCTION

This study was undertaken in two phases. In Phase One a mail survey was sent to 111 large Victorian organisations to obtain information on some aspects of management development process pertinent to evaluation practices. During Phase Two semi-structured interviews were conducted with managerial staff from 10 organisations responsible for management development. Supplementary data were obtained from document analysis. Table 4.1 summarises the research process.

Table 4.1
Outline of the research process

Activity	Period
<ul style="list-style-type: none"> • Literature Review • Problem Formulation 	<p>August 1990 - March 1991</p> <p><i>[8 months]</i></p>
<ul style="list-style-type: none"> • Determining the Methodology • Questionnaire Development • Pilot Study 	<p>May - October 1991</p> <p><i>[6 months]</i></p>
<p>Phase One:</p> <ul style="list-style-type: none"> • Data Collection (Self Administered Questionnaire) • Analysis • Preliminary Report Writing • Interview Instrument Development 	<p>November 1991 - February 1992</p> <p><i>[4 months]</i></p>
<p>Phase Two:</p> <ul style="list-style-type: none"> • Data Collection (Interviews, Document Collection) • Data Analysis • Testing of the Multi-Faceted Evaluation Model 	<p>February - August 1992</p> <p><i>[7 months]</i></p>
<p>Thesis Writing</p> <ul style="list-style-type: none"> • Integration of Phase 1 & Phase 2 Findings 	<p>August 1992 - March 1994</p> <p><i>[19 months]</i></p>

4.2 SELECTING THE METHODOLOGY

This study employed an exploratory-descriptive research design, using primarily qualitative research methodology because of its suitability for the aims and objectives of the study as described in Section 1.2. Qualitative research, or "interpretive" research, as Erickson (1986:119) prefers to call it (in order to avoid the erroneous assumption that quantitative methods must be excluded from this approach), "is research which seeks to identify behaviour, beliefs, attitudes or knowledge which are implicit as well as explicit in ... particular social settings" (Viete, 1992:66). According to Merriam (1988), non-experimental or descriptive research is undertaken when description and explanation (rather than prediction based on cause and effect) are sought, when it is not possible or feasible to manipulate the potential causes of behaviour and when variables are not easily identified or are too embedded in the phenomenon to be extracted for study. On the other hand "empirical methodologies ... tend to place less emphasis on the importance of human feeling, cognition, emotion, and perceptions" (Stark, 1991:295). In the present study emphasis was put on all these dimensions, particularly perceptions and opinions.

There are two theoretical underpinnings in qualitative research. Firstly, "in a qualitative approach to research the paramount objective is to understand the meaning of an experience" (Merriam, 1988:16). The focus is to understand situations in their uniqueness:

induction and deduction are in constant dialogue. As a result, the researcher pursues deliberate lines of inquiry while in the field, even though the specific terms of inquiry may change in response to the distinctive character of events in the field setting. (Erickson, 1986:121)

Secondly, the world is not conceived of as an objective thing 'out there', but as a function of personal interaction and perception. If the goal is to exhibit patterns, differences or comparisons, then descriptive research serves such an objective (Grosf & Sardy, 1985). Qualitative research demands that the researcher develop

what Strauss and Corbin (1990:41) cited by Viete (1992:69) call "theoretical sensitivity" or "the attribute of having insight, the ability to give meaning to data, the capacity to understand, and capability to separate the pertinent from that which isn't" (42). These writers point out that theoretical sensitivity emerges from familiarity with the literature and from professional experience, personal experience and continued interrogation of the data collected. The researcher is seen as a learner who generates theories and reaches understandings through an exploratory, descriptive process of conceptualising patterns in data.

The present research was a combined exploratory-descriptive study. Tripodi, Fellin and Meyer (1969:48) define exploratory studies as:

empirical research investigations which have as their purpose the formulation of a problem or questions, developing hypotheses, or increasing an investigator's familiarity of a phenomenon or setting for more precise future research. The intent to clarify or modify concepts may also be dominant.

The main purpose of exploratory research is to "refine concepts and to articulate questions and hypotheses for subsequent investigation" (Tripodi, Fellin & Meyer, 1969:25). Exploratory-descriptive research is designed to serve as a transition between quantitative descriptive research and exploratory research. Both quantitative and qualitative descriptions of the phenomenon under investigation are utilised.

The exploratory-descriptive design was considered suitable as it had the potential to invite the informants to present detailed views about management development evaluation practices in their organisations; and created opportunities for the researcher and the informants to examine the efficacy of the evaluation procedures. It was also envisaged that it would allow the participants to have an opportunity to think about and convey their views, thoughts and experiences. The research process would therefore become a learning experience for both the investigator and the subjects of the study.

4.3 PHASE ONE: QUESTIONNAIRE SURVEY

4.3.1 The Population

The population of organisations (sampling frame) which was considered appropriate was the *Top 500* Australian companies, (the listing which was used refers to these large organisations as the top 500 Australian companies, hence the use of the term 'Top'). These organisations were seen as suitable for three reasons. Firstly, they produce a disproportionate amount of the wealth, they are the principal customers and suppliers of small businesses, and they are, whether they want to be or not, the breeding grounds for many of the managers for small and large businesses, new and old (Handy *et al.*, 1988). Their practices, therefore, matter nationally. The smaller businesses often have to work to the standards of the larger organisations. To some extent, the smaller companies will always imitate practices in the larger organisations. "Inevitably, ... large companies are the research laboratories of and the business schools of the society" (Handy *et al.*, 1988:9).

Secondly, the investigator assumed that large organisations were most likely to have a wide range of well established and varied development activities designed for a broad range of management levels, and hence have the potential of providing rich data. Tracey (1992) observes that in the US, and possibly elsewhere, small companies tend to have only limited types of training, which often consist of on-the-job or coaching activities. On the other hand, because of their size and complexity, larger companies typically offer a greater number and varied training and development programs. Generally, the larger the organisation, the larger the training investment, the number of trainers, and the number of training days (Kimmerling, 1993). The researcher assumed that varied evaluation procedures would be used to determine the value of the broad range of management development activities.

Thirdly, top performing companies are likely to be leaders in providing management development of good quality. A study of Australian organisations by Collins and Hackman (1989) revealed that written policies on training and development are more prevalent in organisations employing more than 1000 people. It might be expected that training and development guided by clear policy is likely to be based on clear objectives and to be evaluated effectively. In undertaking this research it was assumed that even if large organisations would not be necessarily exemplary in all aspects of management development process, they would at least be better than most smaller organisations. It can also be argued that findings from these larger organisations could be of interest to smaller companies.

A comprehensive annual listing of Australia's top performing 500 companies for the years 1989 and 1990 published by the *Australian Business* December 5, 1990 pp. 87-119 served as the starting point for selecting companies for the study. The listing was based on the Dun Bradstreet data-base and was considered suitable as the primary sampling frame since it showed, among other aspects: the location of company headquarters, major business activity or major product line and performance rankings based on revenue for 1989 and 1990.

In line with the study objectives and research design, accessibility to the companies was essential to facilitate contact with them throughout the duration of the study. Financial and time constraints influenced the investigator to obtain the study sample from those companies with their headquarters in Victoria. This constituted a sub-population. An examination of the 1989/1990 listing of Australia's top 500 companies revealed that 154 had their corporate headquarters in Victoria. However, since in a dynamic business environment some companies lose competitiveness, while others collapse or merge with other organisations, the researcher considered it necessary to obtain a more recent listing of leading companies in Victoria in order to verify their existence and location. A listing of the top 200 Victorian business organisations which was subsequently obtained from Deloitte Ross Tohmatsu (a chartered accounting firm) in July 1991. In fact, both the 1990 national listing and the July 1991 listing of Victorian companies were

based on data gathered by Dun Bradstreet International. Attempts to obtain a listing directly from Dun Bradstreet International were abandoned due to the costs involved. The July 1991 list was useful in that it showed details about each company including: business name, address and telephone number, number of employees, parent company details, line of business description and whether the company was a subsidiary or not. The 154 companies which had been identified from the 1989 listing as having their headquarters in Melbourne were among the 200 organisations in the July 1991 listing which the investigator considered as a convenient population from which to draw the study sample.

4.3.2 Sampling

Nonprobability sampling of the judgemental or purposive type (Kalton, 1983; Miller, 1975) was used. Purposive sampling, the principal form of nonprobability sampling (Grosf & Sardy, 1985), involves direct and deliberate selection of specific elements of the population as the invited sample. Fox (1969:34) suggests that "if within a population there are some elements which we believe are particularly crucial then the only way to assure this is to deliberately select them." The approach was not to randomly sample companies to establish the incidence and nature of management development evaluation practices, but rather to seek out and examine examples of management development evaluation. Nonprobability sampling has a place in research, particularly when the goal is not to generalise (Chein, 1959). In exploratory research "representative sampling is of less importance than is the selection of a range of cases to stimulate ideas" (Tripodi, Fellin & Meyer, 1969:25). These authors add that "sampling procedures are flexible and little concern is usually given to systematic representativeness" (p.49).

A telephone interview was used to invite each of the 200 hundred organisations sampled to participate through the person responsible for management development at the corporate level (e.g. human resource manager, corporate training manager). These interviews ranged from 3-6 minutes in length. This initial interview had

four objectives: firstly to introduce the researcher to the prospective respondent; secondly, to explain/describe the purpose of the study; thirdly, to identify the person most appropriate to respond to the questionnaire and finally, to determine which companies were most likely to provide useful information in answer to the research questions. Accordingly, the issues covered included:

- research objectives, procedures and potential value;
- company details and the interviewee's role in management development;
- organisation and control of the management development function;
- program types and evaluation practices.

Notes were made during these interviews and later used in the selection of the final sample. Forty companies turned out to be subsidiaries and were excluded in preference of their parent organisations. Also excluded were twenty one companies which either indicated that they were not involved in management training and development, that they did not undertake evaluation, and/or that they did not wish to participate in the study. Ten organisations could not be contacted, possibly because they were no longer in business, had changed their names or had merged with other companies. Eighteen companies which indicated that their headquarters, and hence their human resource departments were outside Victoria, were also excluded.

The 111 organisations which were included in the sample for Phase One of the study were those which indicated that they *do* evaluate their management development programs *and* that they were willing to respond to the questionnaire *or* would at least consider completing the questionnaire. Although deliberate selection inevitably results in a sample which is biased in terms of whatever criteria

are used for selection (Fox, 1969), the organisations which ultimately participated in this study were not hand-picked.

It is often suggested that in qualitative studies sampling ought to be done after "casing" the field, and that the sample may be appropriately modified as the research progresses. For this reason, the sampling of the respondents deliberately sought people knowledgeable about the subject under investigation and willing to share that knowledge with the researcher. In this study the following stakeholders in management development were considered as potential respondents/informants: *senior managers* who are normally seen to have the responsibility for determining the basic objectives and policies of management development; *human resource specialists* with job titles such as Personnel Manager, Management Development Adviser, Training Manager, which indicate their functions and responsibility for management development; *participants*, that is, those individuals who undergo any management development activity; *line managers* of the participants.

Among these stakeholders, human resource professionals responsible for management development at corporate level were considered important stakeholders in view of their expertise in human resources development (HRD) and the coordinating role they play in the management development process. Another reason for surveying this group was that in the majority of cases, policy decisions in management development are made at the corporate level. For example, Gutek's (1988) study revealed that training directors' positive perception of the value, need for, or feasibility of evaluation had the most influence on the frequency of the evaluation activity. Also, the general picture obtained from responses at the corporate level was likely to apply to the business unit level. Admittedly, an organisation survey, especially if it solicits information from policy makers, may yield facts and opinions which are not typical of the day-to-day business unit practicalities. In this study specific organisation members most likely to be well positioned to provide useful information were initially identified through the telephone interviews (Phase One) and through the questionnaire survey in Phase Two.

4.3.3 Questionnaire Development

Based upon an extensive review of the literature on management development, a 14 page questionnaire consisting of open and closed-ended questions was developed. The questionnaire was designed to be completed by an individual responsible for (or very familiar with) management development in the organisation (e.g. human resource manager, training and development manager, or training manager). The draft questionnaire was pilot tested in July 1991. The purpose of the pilot test was to evaluate the items, and exclude or modify them as needed. The main objectives of the pilot study were:

1. To provide a formative evaluation of the questionnaire so as to (a) discover in advance if it would yield suitable data which could be used to answer the research questions and (b) ascertain if it needed revision in terms of content and format.
2. To discover in advance any factors which could negatively or positively influence the response rate.
3. To provide data for testing of possible data analysis techniques.

In line with these objectives, the respondents, in addition to answering the questions, were asked to comment on all aspects of the questionnaire including relevancy to the research objectives, clarity and precision, appropriateness in terms of covering issues relevant to the study, format, length and the time it would take to respond.

Several companies were identified in the literature as having good management development practices (Dempster, 1988). This was confirmed by discussions with a training broker, staff from two professional providers of management development. Ten of these organisations were selected for inclusion in the pilot

study. Of the 10 corporations, nine were private and one was a government enterprise. Industry representation is shown in Table 4.2.

Table 4.2

Pilot sample

Industry Type	No.
Mining/Minerals/Petroleum	3
Manufacturing	2
Service/Consultancy	2
Banking/Finance	2
Retail/Wholesale	1
TOTAL	10

A cover letter and pilot questionnaire (Appendices 1 and 2) were directed to the specific individuals identified in the listings of the training broker and the two management development providers already referred to as being responsible for management development. Before the questionnaire was despatched, recipients were briefed over the telephone on the objectives of the research and the purposes of the pilot study. During this briefing the human resource practitioners were urged to comment on the questionnaire, focusing on its content and appropriateness of response categories and clarity.

The pilot questionnaire was despatched on 3 July 1992, and respondents were asked to submit their replies by 12 July 1992. By 26 July 1992 five companies had responded. Completed questionnaires and written comments were received from three organisations. These latter were subsequently contacted by telephone in order to obtain some clarification of their comments. Two organisations opted to provide their comments over the telephone. Attempts to increase the response rate through telephoning the remaining five organisations failed. Eight of the pilot

testing companies also participated in the actual survey. However, the survey questionnaires were directed to persons who had been subsequently identified as having more direct responsibility for management development, and these were not the persons who had completed the pilot questionnaire.

An additional, although informal, evaluation of the questionnaire was conducted by seeking comments from management academics and human resource practitioners attending the *Australian Institute of Training and Development (AITD) New South Wales Division 1991 Conference* held in Sydney from the 15-17 July.

The respondents to the formal pilot study, as well as those responding to the more informal approach, made several suggestions concerning the rewording/exclusion of questions in order to improve clarity and appropriateness. As a result, a number of minor changes were made. However, the conceptual nature of the questionnaire remained essentially the same. Copies of the final cover letter and the questionnaire are found in Appendices 3 and 4 respectively.

As Appendix 4 shows, the 14 page questionnaire contains 30 questions, most closed-ended but including some free-response questions. The closed-ended questions were included in order to establish patterns in responses across the respondent organisations. Open-ended or free-response type questions permit insight into the world as seen by the respondents (Patton, 1980). Furthermore, free-response questions are useful for exploration and when a wide range of responses is anticipated. It was expected that evaluation practices in the respondent organisations would be diverse. In addition, the use of open-ended questions was an attempt to avoid moulding the answers. However, there are several limitations to open-ended data collected in written responses to questionnaires, including the impossibility of probing or extending responses, ensuring that the meaning as understood by the researcher is the same as that intended by the respondent, and the effort required of the respondent (Patton, 1980). Interviewing was used in Phase Two of the study, and that permitted the investigator to explore further issues which had been raised in the survey responses.

The questionnaire sought information in four broad areas, as shown in Table 4.3. Firstly, it sought information about manager recruitment, selection for development and development procedures in order to identify the context in which evaluation practices could be analysed. Secondly, it asked respondents about various aspects of evaluation procedures. Thirdly, to determine the value of management development, information was sought on the contributions of management development, the extent to which development objectives were achieved, obstacles encountered in management development provision and changes in the organisation of the provision of development activities. Finally, limited organisational and personal data were collected, although no identification of the organisation was sought except when the organisation volunteered to participate in the second phase of the study.

Copies of the questionnaire were sent to company staff responsible for management development at corporate level. However, addressees were asked to pass on the questionnaire and the covering letter if they felt that someone else was more responsible and better positioned to respond.

4.3.4 Data Collection

The survey data collection lasted from November 1991 to February 1992. The initial mailing was on 29 October 1991, with a request that all replies be returned by November 30, 1991. On that date 33 companies had submitted replies.

A reminder letter (Appendix 5) was sent to all addressees except those who had identified their organisations either by indicating that their organisations would be willing to participate in the second phase of the study or who had given the names of their companies in the course of responding to the survey. The letter asked them to submit their replies by 15 December, 1991. As a result of this reminder seven additional replies were received.

Table 4.3**Focus of the survey questions***

Broad Focus	Information sought by specific questions
General management development practices	<ul style="list-style-type: none"> • Source of managerial employees (1) • Manager recruitment criteria (2) • Management development objectives (3) • Diagnosis of development needs (4, 6, 7) • Selection for development (5) • Development priorities (8) • Program types (9, 10, 11, 12) • Investment in training and development (13)
Evaluation practices	<ul style="list-style-type: none"> • Responsibility for evaluation (14) • Sources of evaluation information (15) • Evaluation levels (16) • Users of evaluation information (17) • Reasons for the lack of evaluation (20)
Value of management development & obstacles in its provision	<ul style="list-style-type: none"> • Contributions of management development (18) • Achievement of management development objectives (19) • Factors underpinning program effectiveness (21) • Obstacles in the provision of management of development (22) • Changes in the provision of management development (23)
Background information & other	<ul style="list-style-type: none"> • Respondents' job titles and job descriptions (24) • Business Sector (25) • Main business activity (26) • Company size (27) • Willingness to participate in Phase 2 (28, 29, 30)

* Question numbers are shown in parentheses.

Further attempts to increase the response rate were made through telephone contacts. By 18 February 1992, a total of 53 responses had been received representing an overall response rate of 48 percent. A summary of the responses to the questionnaire is shown in Table 4.4.

Table 4.4

Summary of responses to the questionnaire

Number of questionnaires sent	111
Number of questionnaires completed	53
Number of usable questionnaires	50

Usable responses were obtained from 50 of the 111 companies for a response rate of 45 percent. The other three completed questionnaires had very scanty responses and were inaccurately filled in. The sample for the study thus consisted of 50 human resource practitioners responsible for management development including corporate training and development managers, human resource managers, training and development officers and general managers. Table 4.5 shows the characteristics of the organisations which participated in the study and the respondents' job titles.

Table 4.5

**Characteristics of participating organisations
and respondents' job titles**

COMPANY	Size	Sector	Business Activity	JOB TITLES OF RESPONDENT/S
CASE 1	L	Private	Service	Manager Corporate Administration
CASE 2**	VL	Private	Minerals/Mining/Petroleum	<ul style="list-style-type: none"> • Development Services Manager (Case 2a)* • Personnel Manager Resources: Coal, Metals (Case 2b) • Personnel Development Manager: Personnel & Public Affairs (Case 2c) • Personnel Development Manager: Manufacturing & Industrial Relations (Case 2d)
CASE 3	M	Private	Manufacturing	Manager Personnel & Industrial Relations
CASE 4**	VL	Private	Transport/Communication	Manpower Development Manager
CASE 5	VL	Private	Manufacturing	Group Manager: Training & Development
CASE 6**	M	Private	Banking/Finance/Insurance	Manager: Training & Development
CASE 7**	VL	Private	Minerals/Mining/Petroleum	General Manager Training
CASE 8	M	Private	Manufacturing	Manager Human Resources
CASE 9**	VL	Private	Banking/Finance/Insurance	<ul style="list-style-type: none"> • Manager: Group Educational Strategy (Case 9a) • Chief Manager: Training & Development (Case 9b)K* • Executive Development Manager (Case 9cJ* ["J" reports to "K"]
CASE 10**	VL	G/Enterpriser	Service	Manager Executive Performance & Development
CASE 11	VL	Private	Retail/Wholesale	Training & Development Manager
CASE 12**	VL		Retail/Wholesale	<ul style="list-style-type: none"> • Management Development Consultant (Case 12a)* • Assistant Store Manager (Case 12b) • Manager: Management Development Program (Case 12c)
CASE 13**	VL	Private	Service	Manager: Corporate Training
CASE 14	VL	Private	Manufacturing	Training Officer
CASE 15	VL	Private	Retail/Wholesale	Education Manager - Melbourne
CASE 16	L	Private	Retail/Wholesale	Training Manager
CASE 17	VL	Private	Retail/Wholesale	Total Quality Management Planning Manager
CASE 18	M	Private	Manufacturing	Personnel Manager
CASE 19	VL	Private	Retail/Wholesale	National Training & Development Officer

CASE 20	M	Private	Retail/Wholesale	National Training Manager
CASE 21	VL	Private	Manufacturing	Senior Training Officer - Administration)
CASE 22	VL	Private	Manufacturing	General Manager - Victoria
CASE 23	VL	Private	Manufacturing	Manager Human Resources
CASE 24	L	Private	Banking/Finance/Insurance	Manager Human Resources
CASE 25	VL	Private	Manufacturing	Training & Development Manager
CASE 26	L	Private	Banking/Finance/Insurance	Training Consultant
CASE 27	L	Private	Manufacturing	Staff Development Manager
CASE 28	VL	Private	Retail/Wholesale	Regional Personnel Manager
CASE 29	VL	Private	Manufacturing	Employee Development Manager
CASE 30	L	Private	Manufacturing	Training & Development Officer
CASE 31	VL	Private	Manufacturing	Manager: Employee Development
CASE 32	VL	Private	Banking/Finance/Insurance	Manager: Training & Development
CASE 33	VL	Private	Manufacturing	Human Resource Manager
CASE 34	VL	Private	Banking/Finance/Insurance	National Administration Training Manager
CASE 35**	VL	Private	Diversified	Manager: Executive Development
CASE 36	L	Private	Banking/Finance/Insurance	Training & Development Manager
CASE 37	M	Private	Retail/Wholesale	National Administration Manager
CASE 38	VL	Private	Transport/Communication	General Manager Personnel
CASE 39	M	G/Enterprise	Diversified	Human Resources Officer
CASE 40	M	Private	Service	State Training Officer
CASE 41	M	Private	Manufacturing	General Manager
CASE 42	L	Private	Consultancy	Director Human Resources
CASE 43	VL	G/Enterprise	Service	Human Resources Manager
CASE 44	M	Private	Manufacturing	Human Resources Manager
CASE 45	VL	Private	Transport/Communication	Corporate Manager Training
CASE 46	VL	Private	Manufacturing	Manager: Training & Development
CASE 47	M	Private	Retail/Wholesale	National Human Resources Manager
CASE 48	VL	Private	Retail/Wholesale	Training & Development Manager
CASE 49**	VL	Private	Diversified	Senior Personnel Officer
CASE 50	VL	G/Enterprise	Service	Human Resource Project Officer

KEY

* = Key informant in the company in which several people were interviewed

** = Organisations which participated in Phase Two of the study.

M = Medium (100-499 employees)

L = Large (500-999 employees)

VL = Very Large (more than 1000 employees)

Note: Personnel Managers in Case 2 were responsible for different functional areas.

The sample consisted of 46 companies (92%) from the private sector, and four (8%) from the public sector - Government Enterprises. The sizes of the organisations and their distribution by industry type and the corporate role of the respondents are summarised in Tables 4.6, 4.7 and 4.8 respectively.

Table 4.6
Size of respondent organisations

N = 50

Size - employees	n	%
100 - 449 (Medium)	10	20
500 - 999 (Large)	9	18
more than 1000 (Very Large)	31	62
TOTAL	50	100

Table 4.7
Respondent organisations by business activity

N = 50

Main business activity	n	%
Manufacturing	17	34
Retail/Wholesale	11	22
Banking/Finance/Insurance	7	14
Service	6	12
Transport/Communication	3	6
Diversified	3	6
Mining/Minerals/Petroleum	2	4
Consultancy	1	2
TOTAL	50	100

Table 4.8

Corporate role of respondents

N = 50

Job title	n	%
Corporate training & development manager	28	56
Human resource manager	13	26
Training & development officer	7	14
General manager	2	4
TOTAL	50	100

That only 50 usable responses were obtained was not a major setback in view of the fact that in qualitative research the sample is usually small and non-random (Merriam, 1988). Exploratory studies typically include a great deal of information from a single case or a small number of cases (Tripodi, Fellin & Meyer, 1969). In fact, a response rate of 45 percent of usable questionnaires can be considered very satisfactory given the mail-based methodology and the demanding work routine of the human resource practitioners to whom the questionnaire was sent. Two reasons may be advanced to explain the non-response. Firstly, as evaluation is a sensitive area, some organisations probably were not prepared to expose their evaluation practices. Secondly, although the questionnaire length was reduced as a result of feedback from the pilot study the final questionnaire was still rather long. For instance one respondent commented:

This survey was far too long and complicated. If I hadn't been involved in a similar project for my thesis last year I wouldn't have bothered investing the energy into it. (Training Consultant, Case 26)

4.3.5 Data Analysis

The appropriate unit of analysis was considered to be the organisation. Both the survey and the interview questions were designed so that the informants could respond about their companies. Efforts were made to stay as close to this as possible. The survey questionnaire yielded both quantitative and qualitative data. Cross tabulation of the survey data revealed that there were many empty cells. The data were analysed through simple frequencies and percentages using a statistical package (CSS version 2.20). When they could not be analysed this way, simple content analysis was used to develop response categories and percentages associated with them. In view of this, the findings reported are for the total group of respondent organisations with less emphasis put on industry groupings. This approach reflects the relatively small size of the sample and the fact that not all respondents answered each question. In exploratory studies varied data collection methods may be used but less attention is devoted to the accurate description of quantitative relations among variables (Tripodi, Fellin & Meyer, 1969).

4.4 PHASE TWO: INTERVIEW SURVEY

4.4.1 The Population

The population for the second phase consisted of the 50 organisations which had participated in the Phase One of the study.

4.4.2 Sampling

During the survey respondents were requested to indicate whether or not their organisations would be willing to participate in a second phase. Of the 50 organisations, 19 volunteered to participate in Phase Two. Table 4.9 shows the industry groupings of those organisations which indicated their willingness to participate in the second stage of the study.

These categories were adapted from industrial classifications used in national surveys on training and development practices in Australian organisations by Collins and Hackman (1986, 1991).

Table 4.9
Organisations volunteering for
Phase Two, by industry type

Industry type	No.
Manufacturing	6
Retail/Wholesale	1
Mining/Minerals/Petroleum	2
Banking/Finance/Insurance	3
Transport/Communication	2
Service	3
Diversified	2
TOTAL	19

The following criteria were used to select 10 organisations from the 19 which had indicated that they would be willing to participate in the Second Phase:

1. Accessibility from (i) Monash university - Clayton Campus and (ii) Central Melbourne. Companies easily accessible on public transport from these two points were preferred.
2. Quality of the survey responses in terms of detail and thoroughness. This was seen as an indicator of the organisation's potential to contribute valuable information.
3. Level of enthusiasm to participate in the survey and indications of willingness to be interviewed during the telephone debrief for Phase Two.

4. The main business activity and sector of the organisation. It was considered appropriate to have representativeness in terms of sector and industry types.

The characteristics of the ten organisations which participated in the second phase of the study are shown in Table 4.10.

Entry into the organisations for Phase Two was gained through the key informants. A telephone debriefing of the survey findings preceded the dispatch of the report on these findings, and this was followed by a written one outlining what would be covered during the interviews.

Appendix 6 shows the report letter and Appendix 7 shows a copy of the report. A copy of the report on the survey findings was sent to each organisation in March 1992. The report was directed to the key informant, that is, the person who had completed the questionnaire. An important characteristic of qualitative research is the process of feeding data back to informants for their reflection and interpretation or confirmation. It was hoped that respondents would reflect on the survey findings prior to the Phase Two interviews.

4.4.3 Data Collection and Recording

The second phase of the research was concerned with obtaining perceptions about management development evaluation in the past, present and the future. There was no guarantee that records would be available and accessible to provide information about the past and the present. Ideally, it could have been a great advantage to examine present practices through participant observation, but there was no certainty that management development activities would occur in which evaluation could be observed. Even if there were some management development activities being undertaken, access to the researcher could not be guaranteed.

Table 4.10
Characteristics of organisations
participating in Phase Two

Organisation	Sector	Main business activity	Size	No. of informants	Job titles of informants*	No. of interviews
Case 2	Private	Mining/Minerals/ Petroleum	VL	4	•Development Services Manager* •Personnel Manager •Personnel Manager •Personnel Manager	6
Case 4	Private	Transport/Comm unication	VL	1	Manpower Development Manager*	1
Case 6	Private	Banking/Finance/ Insurance	L	1	Manager Training & Development*	1
Case 7	Private	Mining/Minerals/ Petroleum	VL	1	General Manager Training*	1
Case 9	Private	Banking/Finance/ Insurance	VL	3	•Manager: Grou p Educational Strategy* •Chief Manager: Traini ng & Development •Executive Development Manager	2
Case 10	Public	Service	VL	1	Manager Executive Performance & Development*	1
Case 12	Private	Retail/Wholesale	VL	3	•Management Development Consultant* •Assistant Store Manager •Manager: Management Development Program	5
Case 13	Private	Diversified	VL	1	Manager: Corpo rate Training*	1
Case 35	Private	Diversified	VL	1	Manager: Execu tive Development*	1
Case 49	Private	Diversified	VL	1	Senior Personnel Officer*	1

* Key Informant

Note: Personnel Managers in Case 2 were responsible for different functional areas. In Case 9 the two informants attended a joint interview.

(a) *Rationale for using the interview*

The interview was selected as the most appropriate way of soliciting the attitudes, experiences and perceptions of human resource professionals participating in this study. Interviews provide opportunities to collect more reliable and more complex information than do questionnaires, since they permit the interviewer to clarify a question, or seek clarification of a response and to pursue an interesting but unforeseen track in the conversation or interaction. Also, interviews permit the researcher to probe the past as well as the present and to determine an individual's or organisation's intention for the future (Brook, Shouksmith & Brook, 1983). According to Walker (1985:91), one feature of interviews is that the subjects of the research, or those forming the research context, are regarded as experts who are "able to offer reflective accounts and to test these against experience". In the present study in-depth interviewing was considered to be the most powerful way to achieve an understanding of management development evaluation practices and to gain access to the human resource practitioners' experiences, words, interpretations and perceptions. According to Minichiello *et al.* (1990:87)

in-depth interviewing is conversation with a specific purpose - a conversation between the researcher and informant focussing on the informant's perception of self, life, an experience and expressed in his or her own words. It is a means by which the researcher can gain access to, and subsequently understand, the private interpretations of social reality that individuals hold. This is made public in the interview process.

Taylor and Bogdan (1984:77) view in-depth interviews as "repeated face-to-face encounters between the researcher and informants directed toward understanding informants' perceptions on their lives experiences, or situations as expressed in their own words". In-depth interviewing is used to gain access to, and an understanding of, activities and events which cannot be observed directly by the researcher (Minichiello *et al.*, 1990). The accounts of action are provided by people who directly participated in or observed them. In-depth interviews are

appropriate when the study is exploratory (Minichiello *et al.*, 1990), where the researcher is attempting to gain an understanding of a field of study or to develop theories rather than to test them. In-depth interviewing focuses on and relies on verbal accounts of social realities. The informant's account is highly valued. In the present research in-depth interviewing was suitable for a study which was essentially exploratory and descriptive.

(b) Interview instrument development

The broad areas and questions used in the interview guides evolved primarily from the survey findings, as well as from previous studies of management development evaluation. Fives major questions emerged from the survey findings which needed further exploration:

1. What is the underlying philosophy for management development, and what development strategies are used?
2. What do the respondent organisations understand by evaluation and why do they rely on internal staff to evaluate both internal and external programs?
3. What are the major problems faced in evaluating management development and how are those problems related to the apparent lack of a culture of evaluation?
4. Why is it that most organisations do not assess the effects of management development on organisational effectiveness, but focus on evaluation at the individual level?
5. Among the key stakeholders in management development who is responsible and accountable for the management development function?

Examples of interview guides used with human resource practitioners are shown in Appendix 9. The guide was pilot tested in an organisation which indicated during the first telephone interview that it would be willing to be involved over an extended period to facilitate the gathering of detailed material. This test revealed that it was necessary to build flexibility into the interview sessions in terms of the number of questions, question structure and the sequence of the questions, while still maintaining the desired coverage.

The interview guide was developed around a list of topics (based primarily on the five broad issues already mentioned) without fixed wording or fixed ordering of the questions. The questions were grouped under the following broad categories:

- Management development philosophy
- Needs identification
- Development strategies
- Meaning of evaluation
- Evaluation procedures
- Problems faced in evaluation
- Evaluation culture
- Quality of evaluation practices
- Strategies for improving evaluation practices
- Comments on survey findings

Patton (1980:200-202) identifies several advantages of using an interview guide in qualitative interviewing. It ensures that the interviewer optimises the use of the time set aside for the interview session. The content of the interview is focused on the issues that are central to the research question. The interview guide helps make interviewing across a number of different informants more systematic and comprehensive by delineating the issues to be explored. Interview guides can be developed in more or less detail depending on the degree to which it is possible to identify important issues in advance and the extent to which it is felt that a particular sequence of questions is important to ask in the same way or same order

to all respondents. However, as Patton (1980:200) points out, "the interviewer remains free to build a conversation within a particular area, to word questions spontaneously, and to establish a conversational style". Indeed, this is one of the advantages of the conversational guided interview over the standardised open-ended interview. The interview guide approach permits greater flexibility and individualisation (Minichiello *et al.*, 1990). Although semi-structured interviewing reduces the comparability of interviews within the study it provides a more valid explication of the informants' perception of reality (Minichiello *et al.*, 1990).

(c) Conduct of the interviews

It was envisaged that most of the required information would be obtained from the first interview session. However, when the interviewees were contacted by telephone to arrange interview times, they were requested to consider participating in follow-up interviews (these could be either telephone or face-to-face), depending on the nature of the issues requiring further exploration. The interviews were conducted on site and usually in the interviewees' offices or rooms set aside for that purpose. Typically, an interview took 40-50 minutes, while the longest took two hours. The main issues to be explored were mentioned at the beginning of the interview session, and these varied from one organisation to another. In addition, before asking questions in each section, the section was announced so as to give the interviewee an idea of what sorts of questions to expect. The majority of the interview sessions in the present study turned out to be a combination of an informal conversation and an interview guideline approach. Responses to open-ended questions often lead to further questions which some authors argue increase data coding difficulties and therefore costs (Kidder, 1981). However, when open-ended questions are used for in-depth semi-structured interviewing, the richness of the data obtained is worth the cost (Minichiello *et al.*, 1990).

Although the interviewees were asked to present the position of the organisation as far as possible, some stating of individual opinion cannot be avoided in an exercise of this kind, and it is not always possible to separate the personal from the

corporate view. Therefore, the views presented here should only be taken as indicators of corporate opinion at that time. While the detailed information obtained from the ten organisations does not provide concrete proof of the state of play of evaluation practice, it does give some indication of current procedures in the participating organisations and thought and serves as useful groundwork for future research.

(d) Interview data recording

There are two main methods of keeping records of face-to-face interviews: audio- or video-recording and note-taking. Video-recordings, although valuable as complete records, are intrusive and costly. Audio-recordings also provide a complete record of spoken utterances, though the other aspects of interaction cannot be recorded, such as non-verbal language of both the interviewer and interviewee, which support, enrich or change meaning. Walker (1985) notes shortcomings of note-taking, for example, its tendency "to eliminate the possibility of reconsidering testimony or its interpretation" (114), "to limit the ability to add or extend data" (115), to allow researchers's structures to organise the data" (115), and because of the writer's interpretation of what is or not important, to invite early "closure [of interview] and conversation and resultant lack of penetration" (114). Both audio-taping and note-taking were used to record information during the interviews. The audio-taped interviews were transcribed verbatim by the researcher with only minor editing to achieve clarity and precision. This editing removed conversational courtesies and unnecessary repetitions. Appendix 10 shows examples of interview transcripts.

4.4.4 Data Analysis

The interview transcripts were kept intact to enable comparisons of the overall perceptions and understandings of the different interviewees and practices across the companies. Since interview guidelines were used, it meant that the interview

data was partially pre-coded. Further detailed coding was undertaken using a coding scheme (Figure 4.1 shows an excerpt of the coding scheme which appears in Appendix 11.

The coded transcripts were assembled into a master document to facilitate access topically, using the codes. Data files on specific themes were generated from the master document to facilitate comparing and contrasting perception of informants from the same organisation and across the respondent organisations. Appendix 12 shows excerpts from a data file.

The inductive approach was used when analysing the interview data. Generalisations, concepts and hypotheses emerged from examination of data - data grounded in the context (Bogdan, 1972). Abstractions, concepts, hypotheses and theories were built at different levels in the interviews - at interview, during the transcription process and when the data were being coded. Interview data were analysed at three levels: firstly, at organisational level; secondly, in organisations (when several informants were involved perceptions of individual informants were compared); finally, individually, as perceptions across the participating organisations were compared.

In analysing the data the focus was on developing an understanding of the human resource practitioners' perceptions of management development evaluation. Therefore, during the analysis, the concentration was on three key questions: (1) How are management development activities evaluated? (2) Do the evaluative procedures yield information which the respondents believe enable organisations to determine the contributions of management development to the enhancement of managerial performance and organisational effectiveness? and (3) What problems are encountered in management development evaluation?

Figure 4.1
An excerpt from the coding scheme

MANAGEMENT DEVELOPMENT	MD	1.
Management Development Definition	MD Def	1.1
Management Development Philosophy	MD Phil	1.2
Most development occurs on job	oj dev	1.2.1
Rationale for management development	ration	1.2.2
Management Development Objectives	MD Obj	1.3
• Improve managerial effectiveness	Improv Eff	1.3.1
• Succession Planning	Succ Plng	1.3.2
• Personal development	P dev	1.3.3
• Act of faith	AOF	1.3.4
• Achievement of MD objectives	Achv obj	1.4
 MANAGEMENT DEVELOPMENT PROVISION	 MD PROV	 2
No needs identification	no needs ident	2.1a
Needs Identification	Needs Ident	2.1
• Focus group	Focus/GP	2.1.1
• Analytical Approaches	Analytic/app	2.1.2
• Informal approaches	Informal app	2.1.3
• Position description	pos descr	2.1.4
• Appraisal process	Appraisal	2.1.5
• Surveys	svy	2.1.6
• Assessment centre	Ass/c	2.1.7
 Centralised Control	 Centra	 2.2
 Decentralised Control	 Decentra	 2.3
 Centralised and decentralised	 Cent/Dec	 2.3.1

4.5 DESIGN STRENGTHS AND LIMITATIONS

4.5.1 Strengths

Several advantages in engaging senior human resource practitioners as the key informants surfaced during the interviews and discussions. Firstly, by virtue of their positions they had detailed and broad understanding of the organisational missions and the underlying philosophy and objectives for management development. Secondly, the majority were directly involved in the formulation of policies relating to the human resource function, and all were responsible for implementing those policies which related to management development. During the course of the interviews it became apparent that these human resource practitioners provided facts and opinions on management development from three perspectives: as policy makers or as people involved in policy formulation; as product developers, that is, in their capacities as designers of in-house management development activities; and as consumers/users of external programs. Thirdly, because they had a stake in management development, they were genuinely interested in the study. Three interviewees mentioned that their organisations had volunteered to participate in the study because they hoped to share information on management development evaluation with the researcher and subsequently to have access to the research findings.

Although triangulation was generally not achieved through obtaining information from several people in each organisation, self-contained triangulation (Burgess, 1984:144-145) was attained in two ways: (1) gathering similar information at different times (Phase One and Phase Two) and from different sources (people and documents); (2) by methodological triangulation, that is, using different data gathering techniques (mail questionnaire, in-depth interviews and document analysis) to obtain similar data. The data from the qualitative interviews verified, elaborated and enhanced the meaningfulness of the survey responses.

Another major strength of this research design is that the interviews enabled the informants to explain their worlds in detail; to respond to questions in detail and to extend the answers in response to additional questions. The interviews also encouraged the respondents to think of other issues and to be aware of certain things which they were not aware of previously. In this way the researcher gained access to complicated and sensitive material through judicious probing (Hakim, 1992).

Illustrative statements are given in the interviewees' own words in order to present a true picture of their perceptions, and hence they reflect the impressions gained by the researcher in talking with human resource professionals responsible for management development. Overall, all interviewees were very open and forthcoming in their responses. Furthermore, the study provided anecdotal evidence which illustrates more generalised findings of earlier studies.

4.5.2 Limitations

An understanding of the limitations of this study is important in order to: understand, interpret, and assess the findings. The study was limited to an analysis of procedures used in establishing the effectiveness of management development activities as reported in the literature and an exploratory and qualitative investigation of management development evaluation practices in a sample of fifty large organisations drawn from the listing of *Top 500* Australian companies (92% of these were from the private sector). Therefore, the findings of the study must not be used to infer the status of evaluation practice in all types of organisations.

4.6 PRESENTATION OF FINDINGS

This section provides an overview of how the findings of the study in Chapters 5 and 6 are presented and the reasons for the choice of that style. There are three main options in presenting qualitative data. Firstly, the researcher can keep the presentation abstract. Secondly, the investigator can give very little theoretical commentary, but can give a great deal of data, allowing it to 'speak for itself'. Thirdly, an attempt can be made to strike a balance between the two options, this is the style employed in the present study. Interview data are used to amplify the meaning of the survey results wherever possible. Illustrative statements are incorporated to achieve four things: (1) to clarify the investigator's viewpoints; (2) to allow the data to 'speak for itself' that is, to convey the viewpoints of the practitioners; (3) to lend credence to the theoretical commentary - or argument, in short, giving evidence of what was reported; (4) to enable readers to understand issues about management development evaluation practices as perceived by practitioners. Also, wherever possible, the findings of the present study are linked to those of earlier research studies.

The style of presentation just described has the following objectives:

1. To illuminate the reader's understanding of evaluation practices in the companies surveyed.
2. To extend the reader's experience, and/or to confirm what is already known about management development evaluation.
3. To provide explanations for the trends revealed by earlier large scale studies.

4. To expose previously unknown relationships and variables in assessing the effects of management development activities, in order to facilitate re-interpretation of management development evaluation.
5. To provide some insights into how management development evaluation is undertaken and why organisations assess the effects of management development the way they do (this is one of the key objectives of the present study).

Several trends emerged from the survey and interview data. As already mentioned, in reporting the findings each trend or theme is 'clothed' with exemplars from either the survey data or interview data or both. Company-specific experiences and opinions are used to illuminate what may be general across the responses obtained.

Where percentages are used for responses to some questions, the percentage total may not equal 100 because of respondents not completing a question or because of 'round-off' error. In responses where means have been calculated for ratings and rankings, the lower scores signify high ratings or rankings and vice versa. This approach is used to reflect how the respondents were asked to respond to the survey questions. Whenever illustrative statements are used the respondent/informant is identified by job title and by the number assigned to the organisation in the computer analysis of the data (e.g., Manager, Case 40).

CHAPTER 5

MANAGEMENT DEVELOPMENT PRACTICES

5.1 INTRODUCTION

This chapter provides a context for the analysis of the evaluation practices to be detailed in Chapter 6. The contextualization involves presenting research findings based on the survey and interview data pertaining to seven areas: (1) manager recruitment; (2) philosophy underlying management development; (3) management development objectives; (4) development procedures - development needs analysis, development priorities, selection for development, program types, expenditure on training and development, control and accountability; (5) factors underpinning program performance and effectiveness; (6) obstacles to management development; (7) perceived success in the attainment of development objectives and the overall value placed on management development.

5.2 MANAGER RECRUITMENT

5.2.1 Criteria

The criteria itemised in Table 5.1 are commonly cited in the literature as those frequently used in manager recruitment. Respondents were asked to rank six criteria using a six-point scale (1 = most important and 6 = least important). As revealed in Table 5.1 the most important selection criteria for all manager levels are relevant work experience, personal attributes essential for effective management and relevant managerial experience. Further analysis of the data revealed that personal attributes, in particular, are highly valued by the very large companies. Across the respondent organisations, irrespective of size, relevant academic qualifications, including those in business management, are not highly regarded except for specialist managers.

Table 5.1

Recruitment criteria for managerial employees

N = 30*

Criteria		Frequency of ranking			Mean rankings	
		1 & 2	3 & 4	5 & 6	For each management category	For all management categories
A. Work experience relevant to the activities of the company	Snr	13	12	5	1.42	2.20
	M	18	10	2	2.20	
	J	17	13	0	2.57	
	Sp	18	6	6	2.60	
B. Personal attributes essential for effective management	Snr	14	14	2	2.57	2.69
	M	12	17	1	2.67	
	J	24	6	0	2.00	
	Sp	7	15	8	3.50	
C. Relevant managerial experience	Snr	23	6	1	2.00	2.82
	M	21	7	2	2.07	
	J	7	17	6	3.37	
	Sp	8	11	11	3.83	
D. Bachelors degree or equivalent in a relevant academic field e.g., Economics	Snr	3	14	13	4.07	3.27
	M	5	20	5	3.77	
	J	9	14	7	2.13	
	Sp	12	11	7	3.10	
E. Specialist qualifications in business management e.g., MBA	Snr	5	14	11	3.97	4.09
	M	2	7	21	4.57	
	J	2	11	17	4.30	
	Sp	7	14	9	3.53	
F. Masters or Ph.D. in a relevant academic field e.g., Science	Snr	2	0	28	5.57	5.53
	M	0	0	30	5.93	
	J	0	0	30	5.90	
	Sp	8	3	19	4.70	

* Twenty organisations assigned the same ranking to some of the criteria, the data was thus unusable

Scale: 1 = Most important; 6 = Least important

Key: Snr = Senior; M = Middle; J = Junior; Sp = Specialist

A 1989 study undertaken by the Australian Association of Graduate Employers (AAGE) reported by Ryall (1989) found that 86 percent of the graduate employers interviewed considered oral and written communication as either crucial or very important. Other attributes viewed as important included the ability to apply analytical processes to problem solving, academic results and computer literacy.

5.2.2 Sources

Responding firms were asked to indicate how vacancies among senior, middle, junior and specialist management positions are filled. From Table 5.2 it can be seen that respondent organisations fill vacant positions at the senior, middle, and junior levels mainly through internal recruitment, whereas specialist managers are obtained largely from external sources. Therefore, there is need for in-company management development to fill managerial positions at various levels with competent people. Since the majority of specialist managers are recruited externally it can be reasoned that it would be necessary to provide development activities to familiarise them with corporate culture and other organisation specific management practices.

Table 5.2

Main sources of managerial employees

N = 49*

Source	Frequency of use for each management category							
	Senior		Middle		Junior		Specialist	
	n	%	n	%	n	%	n	%
Internal recruitment	26	53.1	31	63.3	25	51.0	7	14.3
External recruitment	11	22.4	4	8.2	14	28.6	22	44.9
Both internal and external recruitment	12	24.5	14	28.6	10	20.4	20	40.8

* One organisation did not respond.

5.3 PHILOSOPHY UNDERLYING MANAGEMENT DEVELOPMENT

Interviewees were questioned on the management development philosophy operative in their companies, that is, the corporate thinking behind the provision of management development. Questioning was designed to obtain a deeper understanding and appreciation of the objectives of management development. Other aspects such as the meaning ascribed to management development, management development objectives, development strategies and evaluation procedures are influenced by the philosophy. The varied views on management development philosophy which emerged reflect two positions: the notion that management development is a line responsibility and the thinking that development occurs on the job. These varied views were also evident in the company documents which were examined (see Figure 5.1)

(a) Participant and line responsibility

The view was that management development is a responsibility of the manager and his/her line manager was expressed in varied ways:

Our overall philosophy in management development is that as much as possible it should happen on the job. It's essentially the individual's responsibility and their line manager's responsibility to make it happen. What [the human resource department does] and other human resource departments out in the regions, is really to help develop and implement structured programs and tools, for example, assessment type tools, that will help the individual and his or her manager to actually develop. (Management Development Consultant, Case 12a)

Figure 5.1

Excerpts from company documents reflecting
HRD philosophy*

Organisation	Examples of corporate philosophies and management development goals
CORPORATE VISION	
CASE 7	<p><i>Source: Group Profile</i></p> <p>The [...] Groups ability to compete successfully in international markets is largely dependent on the skills, energy and enthusiasm of its employees.</p> <p>The main effort of [the organisation's Human Resources teams is directed towards developing an organisation structure and management systems which provide an environment in which work can be done effectively, and providing executive development programmes which improve managerial capability and help individuals to develop their potential.</p>
CASE 10	<p><i>Source: Training and Development Policy Document</i></p> <p>Mission: To ensure that all staff at every level have access to the training and development activities required to assist them to develop their skills, knowledge and attitudes for their current job and future careers in [the organisation].</p> <p>Philosophy: One of the key philosophies of the Training Department is to empower Line Managers, giving them the appropriate skills, knowledge and support to conduct training at the workplace. This has seen a lot of decentralisation of a lot of traditional classroom training to the areas serviced by [line trainers] and decentralised training resources.</p>
Case 12	<p><i>Source: Corporate Information Brochure</i></p> <p>Our vision is to increase the long-term value of our business backed by a commitment to superior management throughout the company that will ensure consistent growth. We recruit people who support us in the achievement of our goals and we give information, direction, skills and support they need to make decisions and take action to meet or exceed our customers' expectations.</p>
CASE 35	<p><i>Source: Corporate Information Brochure</i></p> <p>The company's succession planning including recruitment and training at all levels is designed to ensure that [the organisation] can continue to attract and develop skilled people necessary to achieve competitive advantage in each of its businesses. Priority is placed on management and technical skills and high ethical standards which can be applied to [the organisation's] businesses world-wide.</p>
MANAGEMENT DEVELOPMENT OBJECTIVES	
CASE 2	<p><i>Source: Training Guide: a Philosophy of Training</i></p> <ol style="list-style-type: none"> 1. Training should develop the individual. 2. Functional, individual and management competency development should be incorporated integrated into a coherent whole. 3. Training should shift from a teaching mode to a learning one. 4. Training should focus on the immediate job challenge. 5. Training, both formal and on-the-job, should be continuous throughout a career. 6. Training as a line responsibility, should be integrated with the total human resource development system.
CASE 49	<p><i>SOURCE: Management Development Program</i></p> <p>To make participants aware of... corporate objectives and future direction/strategy.</p> <ol style="list-style-type: none"> 1. To facilitate a greater awareness of the environment in [the organisation] operates now and is likely to operate in the future (including our commitment to quality performance). 2. To assess the likely impact of future developments (social, managerial, economic and political) upon the organisation. 3. To enable managers from various parts of [the organisation] to meet and discuss their work experiences and concerns with colleagues from all parts of the organisation.

* Sources: Company Profiles, Training & Development Guidelines, Annual Reports and General Information Brochures.

This interviewee further explained: "a lot of responsibility has to be taken on by our managers themselves ... most of the learning is going to happen when they are actually on the job. And we see formal activities as only a very small part of an overall development of skill". A manager in another company had a similar view:

What we are trying to get people to do is really focus on what does the individual need to help them develop his full potential. What I said before, that the line manager is accountable for management development, that's true to an extent, but also the individual basically carries a lot of accountability himself for his own development. You can't take that away from him, you can't somehow or other divorce him from the process. (General Manager, Training, Case 7)

Clearly, this informant believes that managers are or should be responsible and be held accountable for their own development. Ripley (1989:96) emphasises the importance of manager commitment and motivation to self development:

In many ways, all development is self development. Organisations cannot develop those who are not motivated to develop themselves. What organisations can do is provide the tools, the opportunity and the environment in which development is encouraged.

Another view closely related to the preceding one is that there is a need to consult line management and senior executives (top management) in the formulation of management development objectives:

I can't show you a document which says these are the objectives of management development in this organisation, we haven't. They are not spelt out in writing. But having said that, we have a philosophy that people in staff roles provide advice to the executive committee on all sorts of issues about what they might want to be [done] and the executive committee then normally establishes a 'draft' position which is then circulated to the managing directors of all the business units within the group, and their comments are sought and ... taken by the staff group again and put back to the executive committee. (General Manager Training, Case 7)

(b) Development occurs on the job

Common to most of the informants is the belief that self-development is the key to learning, tested and grounded in experience at work. This view is shared by some experts in management development. Margerison (1991:30) for instance, suggests that management development is an ongoing process:

You do not develop people one day but not the next. As we know, people learn most from doing their job and it is the manager's task to provide the climate and the structure within which people can develop. To pretend that this can be delegated is a way to abdicate.

Research studies also indicate that on-the-job development is viewed as an important element in management development. In Mangham and Silver's (1986) study of British companies, on-the-job training was identified as being a crucial element in a company's training portfolio, irrespective of the company's size. This view was confirmed by Pye's (1988) study in which reference was made to experience as the best form of training any manager can have. One Personnel Director in Pye's (1988) study had this to say:

Planned experience - that's where real training takes place. I hate to say it but it really is. Most management training has relatively little immediate benefit in terms of the way you do your job. The way you really learn and grow your skills is through challenge, experiences, deep end stuff. (Pye, 1988:84)

On the job development makes it possible to combine training, development and managing in order to obtain maximum advantage from all. If management development occurs within the context (on-the-job), the problems of transfer from the learning situation to the job do not occur (Broad & Newstrom, 1992; Goldstein, 1986).

(c) No clearly articulated management development policy

Interviewees were asked about the existence of a management development policy which the investigator assumed to be an important reflection of management development philosophy. Varied responses were generated by this question. In several organisations it was indicated that there was no separate policy statement for the management development function; rather this was guided either by the human resource mission statement or by the corporate mission:

We have given the whole thing [management development] a business focus/performance focus. We are not into management development for the sake of being into management development. We are into it because it can help us be a better business. (Manager: Executive Performance and Development, Case 10)

Some interviewees mentioned that there was no written policy:

I don't think they [senior management] specifically have one [management development policy] that I can pull out. Well, they don't have one that I can pull out of the drawer and say this is what our [policy] is. (Senior Personnel Officer, Case 49)

This officer, reporting on the situation in a very large organisation, characterised by completely decentralised training and development further explains that management development is guided by the vision and values of the organisation. Some human resource practitioners also had problems in articulating the mission statements of their departments:

Ah ... I am just trying to remember what our mission is as a Human Resource Group because we don't actually have a specific training and development mission. (Management Development Consultant, Case 12a)

This lack of a clear rationale for providing management development may be attributable to the absence of a clear mission statement for the human resource department or to the low status accorded to training and development (see Section 5.7 for a discussion on obstacles to management development).

5.4 MAIN MANAGEMENT DEVELOPMENT OBJECTIVES

In an open-ended question, respondents were asked what they perceived to be the main objectives for providing management development in their organisations. Identifying the objectives was considered essential since objectives influence, and are influenced by other elements of the development process such as needs identification, selection for participation and evaluation practices. As Table 5.3 shows, organisations provide management development for varied reasons. The findings suggest that although the objectives can be generalised into two broad categories, organisations have different emphases. The first category (a-f) focuses on enhancing organisational effectiveness whereas the second category (objectives g-j) is concerned with personal development. However, as will become apparent, there is a great deal of overlap between the two sets.

5.4.1 Organisation Objectives

(a) Improving managerial effectiveness

Table 5.3 shows that 63 percent of the responding companies indicated that one purpose of management development is to improve managerial effectiveness in current positions as well as in future roles. Further analysis revealed that of those 29 companies, 25 (86%) put most emphasis on enhancing manager effectiveness in current positions, whereas only four (14%) focused on effectiveness in future roles, comments include:

[Our purpose is] to develop knowledge and skills to enable them to achieve excellence in their current managerial role. (Manager Corporate Training, Case 13)

Table 5.3

Main management development objectives

N = 46*

Objective	Mentions	
	No. of times	%
<i>Enhancing Organisation Effectiveness</i>		
A. To enhance managerial effectiveness in current positions and future roles	29	63
B. To facilitate the achievement of organisational objectives by equipping managers with appropriate skills and attitudes	16	35
C. To encourage interaction and networking amongst managers so as to promote teamwork	13	28
D. To provide managerial talent pool from which to select people for vacant positions	11	24
E. To produce managers with technical skills and people skills capable of managing in any type of organisation	11	24
F. To increase managers' knowledge about the organisation's critical business issues and corporate culture	6	13
<i>Enhancing Personal Development</i>		
G To facilitate personal/individual development	6	13
H. To provide a forum for cross fertilisation of ideas and experiences	3	7
I. To provide opportunities for fast-track of persons with managerial potential	3	7
J. To stimulate and motivate managers	3	7
K. Others**	4	9

* Four respondents did not answer this question.

** Other includes different objectives mentioned in individual responses.

Ultimately management development has two objectives, firstly, to ensure that our managers have the knowledge and the skill required by the business so that we can produce the goods and services that we have to produce. That's the first primary objective. The second one is to make sure that we have got the people coming through who have the skills so that they can move into the key leadership roles across the business. (Manager: Executive Performance & Development, Case 10)

[The goal is] to ensure that managers perform effectively in their current jobs and future jobs. The objectives are based on business needs. The development objectives are based on performance problems identified amongst managers. (Management Development Consultant, Case 12a)

(b) Facilitating the achievement of organisational goals

Sixteen respondents (35%) to the question indicated that management development is provided "to facilitate the achievement of business objectives by equipping management with required competencies (Employee Development Manager, Case 29); "to develop skills and competencies to enhance performance in achieving personal and organisational goals" (General Manager Personnel, Case 38); "to improve the management "health" of the company (short-term and long-term) to ensure achievement of planned results" (Management Development Consultant, Case 12a).

Emphasis is on preparing managers in order to enable them to achieve demonstrable organisational objectives; such as "enhancing performance", by "developing skills and competencies".

Thirteen organisations (28%) said that one of the objectives of management development is to encourage networking amongst managers in order to promote

teamwork. Modes of networking included participation by business units "on projects dealing with problems/issues facing the group" (Training & Development Manager, Case 36); and other interactions designed to "develop a network of skilled managers" (Manager Development Services, Case 2). The focus on 'networking', 'team building' and 'linking business units' reflects the current emphasis on decentralisation, flatter organisations and autonomous work teams among the participating organisations as the key to increasing organisational productivity.

(c) Create managerial talent pool

Nearly a quarter of the organisations mentioned that they provide management development in order to create a 'talent pool' from which to select people to fill anticipated managerial positions. This focus reflects a concern for the career development of individual managers, for succession planning and for filling vacancies with capable people. Typical statements included:

[Management development is provided] to ensure that we have an ongoing supply of managers to improve our people and ultimately improve our productivity. And to ensure that the business is run effectively. (Manager: Management Development Program, Case 12c)

We see [management development] as falling under the general umbrella of succession planning. It's certainly putting into place systems that ensure that there are sufficient numbers of appropriately skilled and capable people to lead the company in the future. That's how we see it from a corporate point of view. (Manager: Executive Development, Case 35):

[Management development is provided so as] to ensure that when people do get higher up in the organisation they have had grounding in more than one area and as broadly as possible so that they are able to see broad issues, they are able to have an appreciation of the wider business, and they are able to have appreciation of the business in the community and the economy as a whole, and the social issues of the day, be it in Australia or overseas. I think our objective is to make sure that people have things in perspective in that regard. (Personnel Development Manager, Case 2d)

According to these managers the ultimate goal of creating a managerial talent pool is to ensure organisational survival in the future.

(d) Broaden managers' knowledge and competence

Twenty four percent of the organisations indicated that management development is provided in order to equip the participants with technical and interpersonal skills important in the managing of any type of organisation.

I see management development as a continuing process in developing people for the more senior roles in the future. ... enabling people who may have had a specialist technical background for instance, to broaden their horizons because as they go to more senior roles they will be integrating a variety of activities, They need to have the overview and the ability to be able to integrate a range of diverse activities and to manage activities that they are not totally familiar with in terms of detail. (Personnel Manager Resources, Case 2b)

... we are looking at developing managers who have got the skills to do the jobs that we currently have, and as the jobs evolve, we're trying to give people ... what we have termed 'management skills', things like team building and problem solving - the sort of skills that they can carry from one management job to another. (Manager: Group Educational Strategy, Case 9a)

This view was reinforced by a manager from another company:

We are looking at developing people for management roles throughout the organisation ... people who are able to manage our stores, manage departments within stores Management ... is not necessarily confined to stores. It's buying, it's marketing, it's every aspect of business within the company. (Assistant Store Manager, Case 12b)

This finding is similar to that of Saari *et al.* (1988) whose study revealed that 66 - 77 percent of the US organisations they surveyed reported that the primary reason for having managers participate in management training/education programs was to broaden the individual's managerial knowledge and competence. Also, in the current business environment it is crucial to educate, train and develop managers in order to enable them to cope with changes within their organisations and in the

wider business environment. Two interviewees emphasised the importance of preparing managers to cope with change by providing "a vehicle for introducing changes to organisational culture" (Manager: Employee Development, Case 31); and by equipping managers with skills for "managing change" (Human Resource Project Officer, Case 50).

(e) Equip managers with corporate vision

Six respondents (13%) mentioned that the purpose of management development is to increase managers' knowledge about critical business issues and corporate culture citing such purposes as: "assist participants [to] gain a broad appreciation of the company, and its future strategic direction" (Manager Executive Development, Case 35); "to communicate company values and instil corporate culture" (General Manager Personnel, Case 38); and "to build knowledge about critical corporate business issues/challenges" (Manager Executive Performance and Development, Case 10).

This emphasis is not surprising since many organisations are facing competition emanating from globalisation. There is increasing pressure on managers to be familiar with the full range of business issues and not just those pertaining specifically to the departments or divisions for which they are responsible. Today's business environment demands that each manager has some knowledge about various functional areas such as sales, marketing, finance and manufacturing. It is generally agreed that for managers to be effective in the 1990s they should have a full understanding of the corporate mission and culture and be in a position to disseminate the corporate culture throughout the organisation. According to Osbaldeston & Barham (1989:8) the challenge for top management is "to provide vision for the future and to keep strategy 'alive' and meaningful for people throughout the organisation".

The six objectives discussed above explicitly or implicitly emphasise the enhancement of organisational performance via improving managerial effectiveness. The second set (f-j), is more concerned with individual growth.

5.4.2 Personal Development Objectives

That development activities are provided to enhance individual growth is apparent in statements of such goals as:

To provide a challenging environment in which the individual is able to assess his/her role as part of the management team contributing to the effectiveness of the group operations. (Training and Development Manager, Case 36)

To satisfy individual development needs in order to fulfil business objectives. (Employee Development Manager, Case 29)

To provide the opportunity for employees to fully realise their potential. (General Manager Training, Case 7)

From the organisation's point of view, the purpose of providing planned development is to satisfy company objectives (Cases 36 & 29). In fact, none of the respondents referred to the development of the individual as being a goal in itself.

To summarise, this section has shown that in most cases management development objectives are expressed in very general terms. Precise assessment of such objectives is fraught with problems. It is also problematic to use such broadly stated objectives to guide other aspects of the management development process such as needs analysis and selection of people for participation.

5.5 DEVELOPMENT PROCEDURES

5.5.1 Needs Analysis

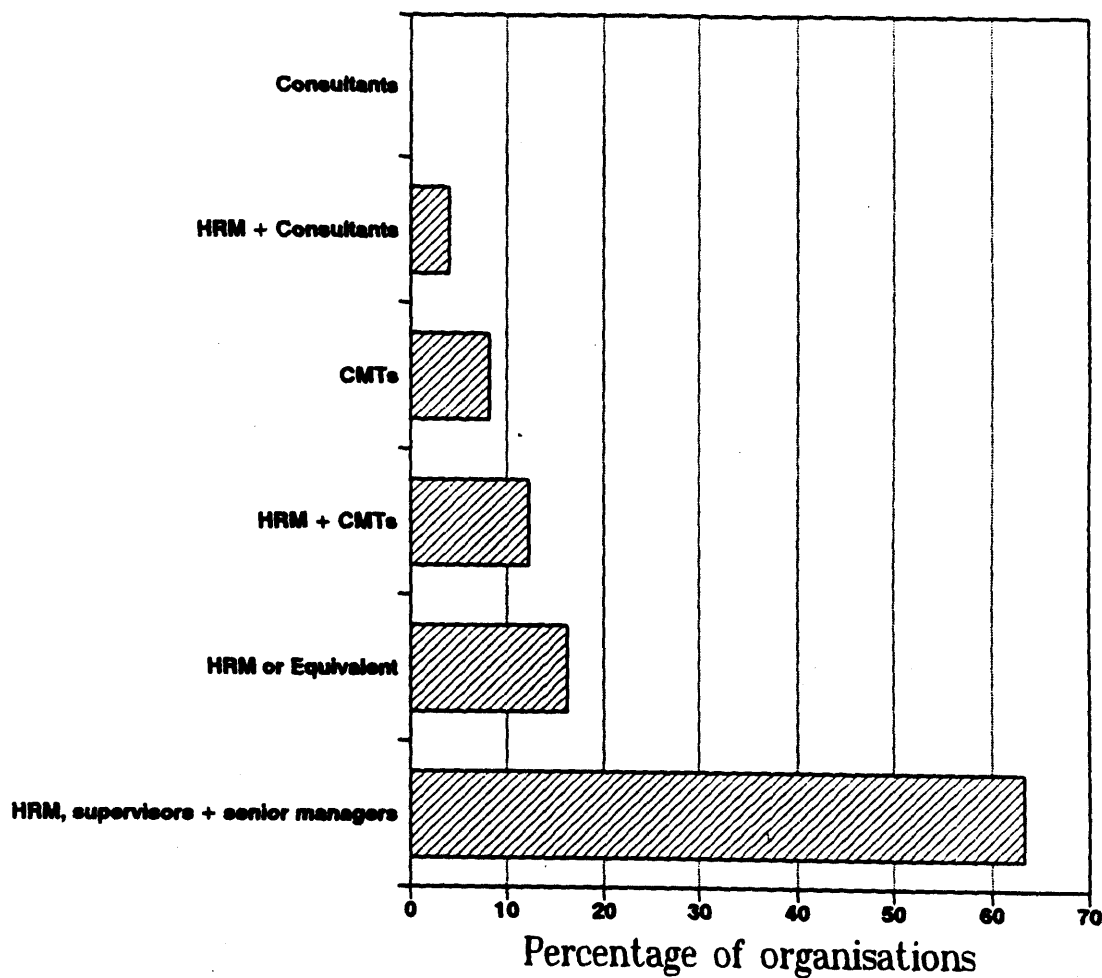
The survey sought information on the identification of development needs, focusing on who is responsible for needs analysis, what procedures are employed and what is seen to be their relative effectiveness, and what criteria are used to select people for participation in development activities. These are discussed below in turn.

(a) Responsibility for needs analysis

Ideally, people who participate in the analysis and/or identification of development needs should also be involved in assessing whether or not educative interventions are succeeding in narrowing the performance gaps. In order to identify the person/s most responsible for needs identification, the survey asked respondents to choose only one from a list of six possibilities. Figure 5.2 shows that in most organisations (63%) needs analysis is jointly undertaken by human resource specialists, line management and other senior managers. External management consultants (hereafter referred to as consultants) do not play a leading role in this task, since the larger organisations rely heavily on in-house programs developed by 'company staff in collaboration with external management consultants (Table 5.7). Although one would not expect consultants to play a leading role in needs identification, some involvement would be desirable since this would enable them to have a better appreciation of the development needs.

Figure 5.2

Responsibility for needs analysis



Key: HRM = Human resource manager; CMTs = Company management trainers

(b) Needs analysis methods

Respondents were presented with a list of needs identification methods and asked to rate the effectiveness of these procedures using a scale of 1-5 (1 = highly effective, 5 = never effective), irrespective of whether they used them or not. Table 5.4 shows the needs analysis methods in order of perceived effectiveness.

In a related question the respondents were asked to select needs identification procedures commonly used by their organisations from a list of six possibilities and also to indicate the use of any procedures not listed. The question did not discriminate as to the degree of detail of the analyses conducted, and so the results can be considered only as a broad indication of usual needs analysis procedures. As Table 5.5 shows, performance appraisals and informal discussions/observations are used by nearly all the respondent companies (92%), while skills inventories and development needs surveys are used by 50% and 48% of the responding firms respectively. Assessment centres are used by only six organisations (12%).

Table 5.4

Perceived effectiveness of needs analysis methods

Method	Perceived Effectiveness Rating					Mean Rating
	Highly Effective				Never Effective	
	1	2	3	4	5	
Performance appraisal reports (50)*	14	27	5	3	1	2.00
Informal discussions and observations (49)*	8	17	19	4	1	2.45
Skills inventory (49)*	10	17	12	8	2	2.49
Development needs surveys (48)*	7	16	16	8	1	2.50
In-house assessment centre reports (44)*	3	18	12	8	3	2.77
External assessment centre reports (45)*	0	11	12	18	4	3.33

* Number of respondents who rated each method.

Table 5.5
Reported use of needs analysis methods

N = 50

Method	Organisations using each method	
	n	%
Informal discussions and observations	46	92
Performance appraisal reports	46	92
Skills inventory	25	50
Development needs surveys	24	48
In-house assessment centre	6	12
External assessment centre	6	12

Further analysis of the data revealed that overall, organisations use those methods they perceive to be effective. For example, out of the 41 respondents who rated performance appraisal as effective, thirty eight (93%) indicated that they used that procedure for identifying development needs. Likewise, of the 25 respondents who viewed informal discussions and observations as effective, 96 percent indicated the use of this approach. In-house assessment centre reports were perceived as effective by twenty respondents and yet only three indicated the use of this approach in their organisations. A possible reason for this is that the use of assessment centres requires specialist skills for the assessors and it is also a time consuming method. Also, they rate other methods as more effective Table 5.5.

The findings of the present study are similar to those of large scale studies undertaken in Australia, Canada and the US. For example, in a study involving US *Fortune 500* companies by Ralphs and Stephan (1986) informal discussion was rated as the highest used needs analysis method (63%) and observation (53%) the next highest. In the present study 92 percent of the organisations indicated the use of performance appraisal as the commonly used technique. This is also consistent with the findings of a 1990 NBEET survey of Australian organisations which revealed that performance appraisal is widely used in organisations, especially by very large corporations employing more than 1000 people, the reason being that this assists organisations to identify development needs on a regular and ongoing basis. Another survey of Australian organisations by Collins and Hackman (1990) also showed that performance appraisal is the most utilised source of input into planning development activities. Similar findings are reported in Loo's (1991) study of 225 Canadian organisations which revealed that the most frequently used needs identification methods were employee requests (75 percent) and performance appraisal (73 percent). That participants are nominated by supervisors was reported by 62 percent, and formal needs assessments was reportedly used by 61 percent of the companies.

The present study shows that systematic methods such as questionnaire surveys, interviews, group discussion and analysis of records are rarely used. Given the current emphasis on more scientific needs analysis methods, one would have expected to see these used more often than informal methods. However, Ralphs and Stephan (1986) have argued that in many companies the need for training is so strong and in some cases so obvious, that often there is no justification for formal needs analysis. Furthermore, even when more formal methods are used, experienced training professionals realise that informal discussion is often required to gain the necessary commitment from line management. "Most supervising managers value the opportunity to talk with their subordinates about management development interests and plans" (Graham & Mihal, 1986:42). In fact, less formal needs analysis methods can be more effective in certain cases as they tend to be less threatening and elicit more candid information.

5.5.2 Development Priorities

Respondents were asked to decide their top three choices (and to rank them 1=first priority; 2=second priority and 3=third priority) from a list of 10 possible skill areas. The replies to this question are set out in Table 5.6.

Table 5.6

Development priorities in respondent companies for 1992

N = 40*

Skill area	Times selected			
	1st priority	2nd priority	3rd priority	Total
Leadership skills	16	13	4	33
Organisational change/development skills	10	9	4	23
Communication & interpersonal skills	5	6	11	22
Planning & decision making skills	3	3	8	14
Marketing/sales skills	2	4	1	7
Financial & accounting skills	1	2	3	6
Exporting & international business skills	1	2	2	5
Information technology skills	1	0	2	3
Entrepreneurial skills	1	0	3	4
Labour Relations skills	1	0	2	3

* Ten organisations did not respond to this question.

The respondent companies view development management areas such as leadership, organisational change/development, communications/interpersonal and planning and decision making as key areas. These findings are consistent with results of national surveys on management development conducted in Australia (Collins & Hackman, 1986, 1991; NBEET,1990) and with those of studies undertaken in Britain and Europe. For example, a survey by Mangham and Silver (1986) on management training in British firms revealed that general managerial skills (in the present study leadership skills, communication/interpersonal skills, planning/decision making fall into this category) were considered to be the most important area of training by the highest percentage of large companies (27%), whereas 19 percent of the small companies rated this area highly. Mangham and Silver defined small companies as those employing 20-99 persons and large as employing 100 or more people. Mangham and Silver's (1986) study also revealed a substantial demand for training in finance and accounting. Technology and interpersonal skills were assigned a notable ranking by both small and large companies, but in the present study, as Table 5.7 shows, technology was not viewed as a high priority area. Overall, Mangham and Silver (1986) found that management development programs in both large and small U.K. companies focus on interpersonal skills, general management skills, marketing and sales, technology, and accounting finance. Similar findings are reported in Pye's (1988) study which involved ten leading U.K. and other European organisations.

That study found that companies focused on basic functional skills, updating development courses, personal and interpersonal skills and general management development courses. It is worth noting that evaluation of programs in skill areas identified as priority areas in the present study (leadership; organisational & development skills; communication & interpersonal skills) is difficult and this may contribute to the neglect of evaluation.

5.5.3 Selection for participation

According to Wexley and Latham (1991) the most frequently cited approach to needs analysis is that of McGehee and Thayer (1961) who modelled the process on a three level view of the organisation; personal/individual analysis, operational analysis and organisational analysis. Respondents were asked to indicate using a scale 1-3 where 1 is the most important, the use of *personal analysis*, *operational analysis*, and *organisational analysis* as criteria for selecting people for participation in development programs. Table 5.7 summarises the focus of the analyses.

Table 5.7

Criteria used to select people for development

Criteria	Focus
Personal analysis	Identifying individual development needs irrespective of their direct contribution to organisational effectiveness. Concerned with how well the incumbent is performing the job under review.
Operational analysis	Identification of skills essential for effective performance in specific positions. Usually concerned with a job or group of jobs. Programs are designed to equip people with skills to enable them to be effective in those positions.
Organisational analysis	Concerned with identifying skills required for effective current and future organisational performance. Concerned with macrotraining needs that emerge from a study of the organisation's performance as a whole. Less specific than personal and operational analyses.

Source: Wexley & Latham, 1991, pp. 36-68.

The objective of the question was to establish the relationship, if any, between the objectives for which companies provide management development and criteria used

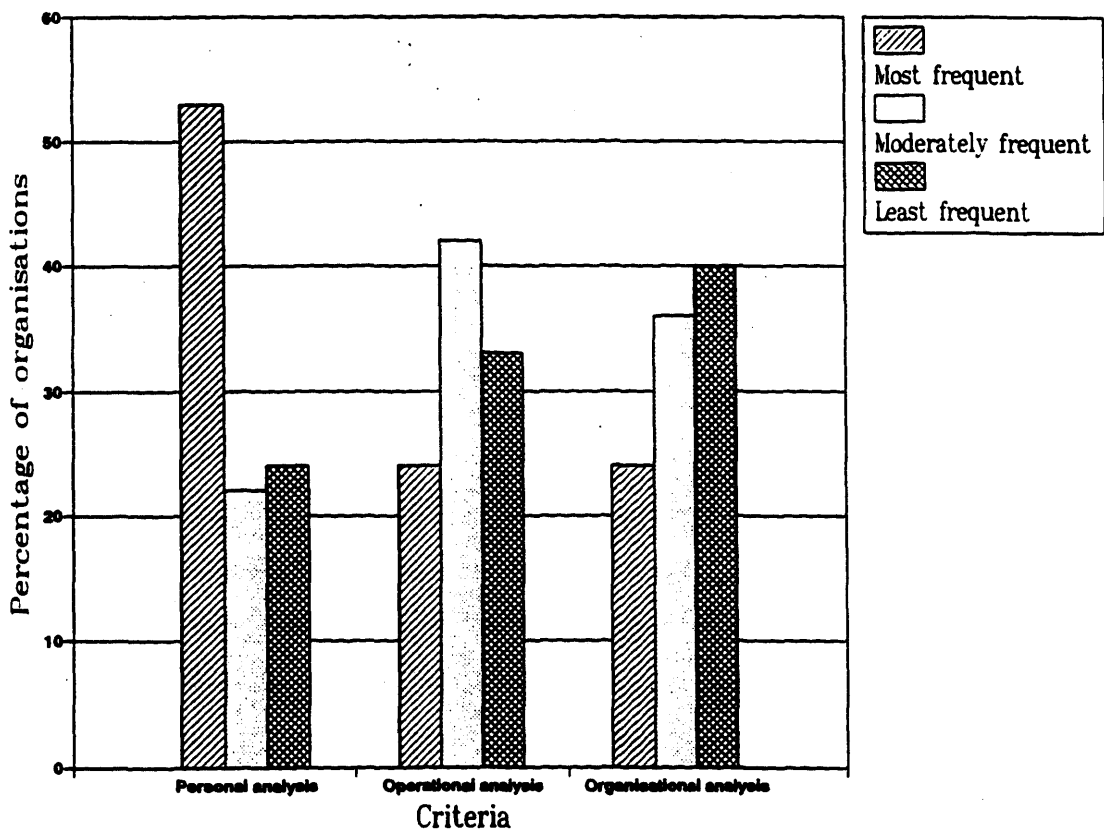
to select people for development in order to equip them with knowledge and skills necessary for the realisation of corporate goals. In the survey questionnaire the three criteria were described briefly:

- Individual development needs (*Personal Analysis*)
- Management needs crucial for specific positions (*Operational Analysis*)
- Organisational needs crucial for organisational competitiveness (*Organisational Analysis*)

Figure 5.3 shows the overall picture of the use of these criteria across the respondent organisations.

Figure 5.3

Selection criteria for development



Personal analysis is used most frequently by more than half of all the companies (53%) as a selection criterion whereas only 24 percent reported that they used organisational analysis most frequently. Three possible reasons can be advanced to explain why this may be so. Firstly, operational and organisational analyses are more time consuming to undertake than personal analysis and require substantial investment of time, effort and other resources by line managers, participants, human resource specialists and senior management. Secondly, sophisticated procedures are needed to assess development needs at the operational and organisational levels. Thirdly, it is possible that selection for development is influenced by the objectives of this activity. As already shown above (Table 5.3) sixty-three percent of the organisations surveyed indicated enhancement of managerial personal effectiveness as one of the key goals, hence the frequent use of personal analysis. As will be shown in Section 6.3 the focus on the individual is also evident in program evaluation. Nevertheless, if the ultimate goal of management development is to improve overall corporate performance (as the data in Table 5.3 suggests), then operational and organisational analyses are probably the most appropriate selection criteria. There is an apparent discrepancy between what the respondents perceive to be the main management development objectives and the criteria used to select people for participation in development activities.

5.5.4 Program Types

In order to identify the specific interventions employed in management development, respondents were asked to indicate the types and duration of programs used in 1991. Table 5.8 shows that there is a clear preference for programs developed by company staff (Type A), followed by those designed jointly by company staff and external consultants (Type B). In-house programs constitute over half (54.1%) of all the programs used by the respondent organisations (Types A, B & F).

Table 5.8

Program types used by respondent organisations in 1991

N = 45*

Program types	Average program duration in days and number of times used per duration						Total utilisation of each program type	
	1-2	3-4	5-7	8-14	15-28	29+	n	%
A. Programs developed by company staff	18	7	3	1	2	1	38	21.0
B. Programs developed jointly by company staff and external management consultants	11	9	6	8	1	0	35	19.3
C. External programs provided and conducted by professional bodies, e.g., the Australian Institute of Management (AIM)	14	7	5	4	0	1	31	17.1
D. External programs provided and conducted by universities and colleges, excluding award courses	8	4	5	3	2	5	27	14.9
E. External programs provided and conducted by management consultants	12	9	3	0	0	1	25	13.8
F. Customised programs developed by external management consultants	10	10	5	0	0	0	25	13.8
TOTAL PROGRAMS PER DURATION & PERCENTAGE	73 (40.3%)	46 (25.4%)	33 (18.2%)	16 (8.8%)	5 (2.8%)	8 (4.4%)	181	100

* Five organisations did not respond to this question.

These findings are similar to those of studies undertaken in Australia and overseas. For example, Collins and Hackman's (1986) survey of Australian training practices revealed that organisations placed greatest reliance on company training staff (35%), followed by external consultants (20%), and then outside educational training institutions (17%). The present study found that overall, external providers are involved in the design and provision of nearly 46 percent of the total programs utilised by the participating organisations (Types C, D & E).

Earlier research studies undertaken elsewhere reveal similar patterns to those in the present study. For instance, a 1986 survey of British firms by Mangham and Silver revealed that firms relied more on external courses (42% on average) than on other forms of training. Formal in-company training was confined to, on average, only 24% of managers, and on-the-job training to 33 percent. Small companies were found to rely more on external courses, with the percentage of managers trained on such courses dropping off as the size of the enterprise increased. The mirror image of this was the increased use of formal company-based training as firm size increased.

Mangham and Silver's study also found that small organisations develop a higher proportion of their managers via external courses, and also seem to spend more per manager than the large companies on such courses. Another study involving 250 U.S firms Fulmer's (1988) revealed that 44.8 percent of the respondent companies indicated that preference for management development was divided fairly evenly between internal and external programs. The respondent organisations in the present study consisted of medium to very large companies which rely on internal recruitment to fill most of the vacant positions (see Section 5.2). This explains the extensive use of in-house programs. Commentators in this area suggest that large enterprises usually have enough resources to develop customised programs and sufficient managers to make development costs and maintenance of an in-house training department worthwhile and cost effective (Carnevale, 1988; Carnevale & Gainer, 1989; Ralphs & Stephan, 1986).

Table 5.8 also shows that most of the programs used (65.7%) are less than five days in duration because the respondent organisations cannot afford to have their managers away from their work stations for a protracted period. As will be seen in Section 5.7, one of the obstacles to management development mentioned by the respondent organisations is finding time to release managers for participation in development activities. An earlier study (NBEET,1990), like the present study, revealed that human resource managers and heads of departments/functions had a strong preference for short in-company courses and short external courses. Similar findings are reported in research studies undertaken in the US (Clegg, 1987; Saari *et al.* 1988). Saari *et al.* (1988) report on their 1987 survey of 1000 US companies which revealed that, as part of overall management training and development, 93 percent of the companies surveyed used on-the-job training, 86 percent reported using formal training/education programs, 80 percent indicated using special projects or task forces, 57 percent reported using mentoring, 40 percent reported using job rotation, and 32 percent reported using career planning. With regard to formal management training and education approaches, 90 percent of the companies reported using external short course programs, 75 percent indicated the use of company-specific programs, 31 percent reported using university residential programs, and 25 percent used executive MBA programs for at least some of their managers.

Different delivery methods may be preferred for different levels of management. For example, Stephen (1988) found that for the training of junior and middle managers, in-house training staff is the most frequent provider in 65 percent of *Fortune 500* companies, supplemented by outside consultants and on-the-job coaching and mentoring. Also, smaller companies tend to rely more on outside suppliers and informal methods than do the large ones. Although the present study did not seek information about program utilisation by manager level it can be reasoned that since the respondent companies rely heavily on internal recruitment, the development activities are provided to prepare junior and middle managers for more senior positions, and non-managerial employees for management positions.

5.5.5 Financial Support

The Training Guarantee Act passed by the Australian Federal Government in July 1990, requires all organisations with a payroll of \$200,000 and more to spend at least one percent of their payrolls on recognised training and development. One of the useful ways to measure the strength of a company's commitment to training and development in financial terms is to look at the percentage of total corporate payroll it spends on training. In the present study, respondents were asked to indicate expenditure on all forms of training and development activities in 1991 as a percentage of the organisation's payroll and also to show how much of that was allocated to management development. The findings are set out in Tables 5.9 and 5.10.

Table 5.9

Payroll allocation to training and development 1991

N = 47*

Expenditure allocation	Size of company			Overall	
	Medium (n=10)	Large (n=9)	Very Large n=31	n	%
less than 1%	1	0	1	2	4
1.1 - 2.5%	5	3	6	14	30
2.6 - 5.0%	2	2	15	19	40
5.1 -10.0%	2	2	5	9	19
more than 10%	0	0	3	3	6
TOTAL	10	7	30	47	100

* Three organisations did not respond.

As shown in Table 5.9 nearly all the responding organisations (98%), spent at least one percent and over of their payrolls on training. Therefore, companies are

conforming to law. Table 5.10 shows that 23 organisations (50%) allocated between 11 and 30 percent of their training budgets to management development indicating a strong commitment to that area.

Table 5.10
Percentage of the training budget allocated
to management development 1991

N = 46*

Expenditure allocation	Company size			Overall	
	Medium (n=10)	Large (n=9)	Very Large (n=31)	n	%
0 - 10%	5	3	5	13	28
11 - 20%	1	1	9	11	24
21 - 30%	3	3	6	12	26
31 - 40%	0	1	1	2	4
41 - 50%	0	0	2	2	4
more than 50%	1	0	5	6	13
TOTAL	10	8	28	46	100

* Four organisations did not respond

5.5.6 Control and Accountability

Although the survey sought information about responsibility for some aspects of management development such as needs analysis and evaluation it did not address the issues of responsibility and accountability for whole management development function. In view of the fact that the distribution of responsibility and accountability can influence evaluation practices the researcher sought information about who was responsible for formulating management development objectives; how the provision of management development was controlled, and who was accountable for the whole function.

(a) Responsibility for formulating objectives

Across the participating companies, stakeholders in management development have varied responsibilities in the formulation of management development objectives. In one company an interviewee reported that the Chief Executive Officer (CEO) and general managers were responsible for policy issues including formulating objectives:

I draft management development objectives on behalf of senior management. The senior management group, which is Chief Executive Officer and the General Managers are primarily responsible for that. And I work on their behalf, I do a lot of the leg work for the training function for them. However, they are ultimately responsible for the policy. (Manager: Corporate Training, Case 13)

Only one interviewee mentioned that the head of the human resource department was responsible, by default, for formulating objectives:

In terms of management development it was left to me. I was brought in three years ago to head .up retail bank's management training and development and nobody was happy to give me any feedback. Proposals were sent to all the senior executives of this bank. The only feedback I got was how to spell the word 'program' and to take 'leadership' out of the title. It [feedback] was non-existent, so defacto ... [laughter]. (Chief Manager Training and Development, Case 9b)

A manager in another corporation mentioned that the very senior managers (Executive Committee of eight people including the Chief Executive Officer [CEO]) in collaboration with business unit managers (general managers) were responsible for formulating objectives. He added that there is consultation in the formulation of the objectives: "the executive committee don't formulate any philosophy or policy or guidelines or principles, whatever you like to call them, without having got the input of all the business units" (General Manager Training, Case 7). Another view which emerged was that line management were responsible for formulating objectives [it is the line "who has got the responsibility for [formulating objectives]. I am ... an adviser to assist them in developing those plans for people. (Personnel Development Manager, Case 2c)

What emerges from this study is that senior management, line managers and human resource practitioners collaborate in formulating objectives, possibly to ensure the commitment of all stakeholders. But what is equally striking is that none of the informants explicitly mentioned direct involvement of the participating managers. This is disturbing since the participants should be key players in all aspects of the management development process.

(b) Control

The study also sought information on how management development is organised and controlled. Across the respondent organisations management development for some management groups is centralised whereas, for other groups it is decentralised. For the very senior executives (who were referred to as 'corporate property' in some corporations) the provision is usually centralised and the cost is met by the company, and yet for the other manager categories (middle, junior and specialist) it is met by the business units. As one training manager explained:

[Management development is] decentralised. Well, decentralised to a point. The top 250 people in our organisation, that is what we call General Managers and Managing Directors and Vice Presidents ... their careers and their development in a broader sense is handled centrally. But the development of the bulk of the other managers (about 20,000), is handled in a decentralised manner, that is, within the business units, not from the centre. (General Manager Training, Case 7)

Organisations which view management development as a corporate role argue that it is reasonable for the organisation to provide funds for that activity:

Management development is set up as a cost centre in our situation. Our reasoning for that is we, in the corporate group, are more focusing on very long-term objectives. It takes about 20 years [for the objectives to be realised]. Our current view, is that it's not reasonable to expect a particular business to wear a 20 year cost that is for the overall benefit of the corporation. (Manager: Executive Development, Case 35)

The study also revealed that some corporations run two types of programs: 'core programs' which are developed for use throughout the organisation and 'business-

unit programs' developed by the business units to meet their specific needs. In cases where management development is set up as a profit centre, business units pay for the consultancy services provided by internal and external consultants. Odiorne (1990:10) argues that this "charge-back system" as he prefers to call it, ensures that development addresses the real needs of its clientele, and that non-utilisation of the services could be an indication that their needs are not being met.

In a majority of cases, the development of the core programs is centralised, that is, done by the human resources department or the Corporate Human Resources Group (CHRG). However, the delivery of these programs is decentralised in the sense that it is undertaken by the human resource departments within the business units in order to enable them to concentrate on their unique needs. One organisation indicated that it has delivery teams which are accredited by the CHRG to deliver the programs in the business units:

The centralised [corporate] team is responsible for the design of management development programs and accrediting people for decentralised delivery of those programs around Australia. We have two delivery teams as well to help that process because the skill level isn't out there to deliver them yet. It is in pockets but we have a team in Sydney and a team in Victoria who actually deliver management training and who are in the process of accrediting other people to deliver it. (Chief Manager, Training Development, Case 9b)

Companies with management development partly centralised and partly decentralised mentioned that this function is coordinated and integrated by the CHRG. Only one interviewee reported complete decentralisation of the training and development function, while indicating that efforts are being made to coordinate the development of senior management throughout the organisation:

There is no central department here in the head office that is responsible for training and development for the whole company At each main location there is a manager for that site, and reporting into that manager is a manager responsible for personnel and industrial relations. Training usually falls within that department so there would be a training and/or quality facilitator within that department. So it's site specific. At the senior management level we have Executive Directors who would coordinate or

ensure that our senior management are being developed and trained by participating in the US programs etc. (Senior Personnel Officer, Case 49)

(c) Responsibility and Accountability

Evaluation practices are partly determined by who is ultimately accountable for management development. In view of this, information was sought on the responsibility for manager development and ultimate accountability for the management development function. Diverse views emerged on who is or who should be accountable. Firstly, several interviewees mentioned that the managers who participate in these programs are (or should be) ultimately accountable. Secondly, the majority of the interviewees asserted that management development is primarily a responsibility of line managers. Thirdly, the informants reported that the key role of human resource practitioners is to offer advice, or as some interviewees put it, "provide an internal consultancy service". Fourthly, joint accountability was indicated and/or advocated, that is, accountability was/should be shared by stakeholders groups (participants/line managers; line management/human resource professionals and/or top management). These are discussed below.

(i) Participant accountability

A view expressed by several interviewees was that managers should take the initiative in their own professional development and that the corporation should provide the requisite support:

I was talking to someone just recently and they were saying in conversation that they have to be part of their own development. They can't rely on the company to be the only source of development. (Development Services Manager, Case 2a)

[That] the line manager is accountable for management development, that's true to an extent, but also the individual basically carries a lot of accountability himself for his own development. You can't take that away

from him, you can't somehow or other divorce him from the process.
(General Manager Training, Case 7)

Whilst I note the point about human resource managers having the responsibility for program evaluation [as indicated by the survey findings] I think that's a fairly sad state of affairs. It's very easy to hire a Personnel Manager, and then say, "Well, that's all my management problems are fixed". Really management development has to be owned by the managers themselves, and if it's not it is very difficult for it to be effective and to assess its impact. (Manager: Executive Performance and Development, Case 10)

It is also suggested that since managers hold responsible positions, devolving accountability for management development to them is sound practice:

Well it's up to [the managers], ... to take charge of their own development. If they feel that something is lacking, if they [think] that there was something very valuable in what was said [during the course], I would expect the really good [managers] to say well, "That is something very valuable, I am going to ... use that consultant, use that model of teamwork or leadership, in my own work team and so forth." (Manager: Executive Development, Case 35)

If managers are seen as accountable for management development, then they should be involved in all elements of the development process. As already discussed at the beginning of this section, managers were not perceived as directly involved in the formulation of management development objectives. A logical conclusion is that if managers do not actively participate in the formulation of the objectives, it could become difficult for them to be fully committed to the other elements of the development process. The present investigator proposes that the participants should be actively involved at all stages - from needs analysis through to evaluation and the subsequent use of the evaluation reports.

(ii) Line management accountability

The notion that management development is a line responsibility is shared by several writers in this field. For example, Margerison (1991:30) asserts,

"management development is a line responsibility. The training department is there only to help to facilitate the provision of the resources to enable managers to do their job." Jorgensen (1990:3) has a similar argument, "the role of trainers is to develop a competent and committed workforce It is the role of managers and supervisors to make the best use of that resource." Several interviewees felt that management development was a line responsibility:

At the end of the day it would be the individual line manager ... who has got the responsibility for [management development]. All I am doing in my role is acting as an adviser to assist them in developing those plans for people [their subordinates]. (Personnel Manager, Case 2c)

Upon being asked whether he had a special responsibility in management development, a human resource practitioner in the same company explained:

It's primarily the line manager's responsibility [to make decisions regarding management development], but I take an active role in considering whether or not an individual is deficient in certain areas or needs certain training or development to reach a certain position in the company. We have processes such as staff reports and frequent ... meetings where we discuss individuals, [focusing on] their abilities and shortcomings and how those abilities may be developed and shortcomings [redressed]. I do advise the line managers in those meetings, give my opinion on how we should go about that [developing their subordinates]. (Personnel Manager, Case 2d)

This view that human resource practitioners are there to act as consultants was reinforced by a manager in another company:

The human resource department is working with line functions We don't control what the line manager does with his or her staff. But we are called upon to consult on many of the people issues. (Development Services Manager, Case 2)

One potential disadvantage of devolving responsibility and accountability for management development to line managers is that it may be difficult to coordinate the assessment of the effects of the whole function in a timely and effective manner. An interviewee who had described the contribution of management development as "patchy" during the survey explained his response:

In other parts of the businesses where people have a different attitude about [management development] you can see the benefits, so it's more active. So that's why I said it's patchy We are not driving management development from one central point. We have basically said to the line manager: "Look it's your responsibility, you are accountable. Here is the framework that we are working in." ... if they don't do anything eventually they will be held to account. (Executive Performance & Development, Case 10)

According to this manager, the decentralisation of management development provision makes it difficult to obtain adequate feedback which can be used estimate the overall effects of management development activities.

(iii) Human resource accountability

As already discussed in Chapter 4 the participating human resource practitioners had indicated prior to the survey that they were primarily responsible for training and developing managers in their corporations. However, during the interviews several informants mentioned that they were not accountable for management development. Their role, they argued, was to provide "expertise and coordination" (Development Services Manager, Case 2a); "to motivate and to facilitate, ... provide the driving force" (Personnel Manager: Resources, Case 2b); "to help develop and implement structured programs and [provide assessment] tools that will help the individual and his or her manager to actually develop" (Management Development Consultant, Case 12a). The general feeling was that accountability for development should be devolved upon "current managers" or "leaders of the company", that is, those organisation members familiar with specific business needs.

Some interviewees felt that accountability for management development was or should be shared by line managers and human resource practitioners:

I am accountable for a number of millions of dollars worth of spending. I am accountable for [training] budgets, I am accountable to the line functions that I am spending their money wisely, on their behalf. But the accountability also rests with them. They are the ones who are nominating their staff. If [line managers] want to spend their money on a particular program they are then accountable for that. I can only offer advice and

make comments and suggestions, but it's really up to them to [make the final decision]. (Development Services Manager, Case 2a)

It is the present investigator's view that the effectiveness of management development can be maximised through ensuring that there is joint accountability by two or more stakeholding groups. Ideally, there should be collaborative responsibility and accountability by all the key stakeholder groups.

A minority view was that managers do not usually know their own development needs, so that there was a need to make human resource practitioners accountable for this function:

It's generally the training department telling the managers what they need, and the managers accepting that that's what they need, whether it's right or wrong because managers don't really understand I don't honestly believe the managers have got the skills to be able to tell you what they really need. (Manager Group Educational Strategy, Case 9a)

The manager just cited was in the process of being retrenched and this may explain why he had these negative feelings about managers. Two other informants (Case 9b) from the same organisation did not share the same feelings about managers.

This section has shown that the consensus view of the informants in the respondent organisations is that line managers together with their subordinate managers are (or should be) ultimately accountable for management development. After all, managers are in responsible positions and therefore should be in charge for their own professional growth. Also, it is the line managers who are well positioned to monitor the transfer of the training and development content back in the workplace.

5.6 FACTORS UNDERPINNING PROGRAM EFFECTIVENESS

One of the survey questions sought the respondents' perceptions about factors essential for program effectiveness. The respondents were presented with seven factors and asked to rank them (1 = most important, and 7 = least important). Forty-nine respondents (98%) answered this question. Of the 49, forty-six ranked the factors 1-7, and the rest assigned the same ranking to two or more factors, an indication, at least for them, that some factors are equally important. The findings presented in Table 5.11 are based on data from 46 respondents.

Overall, there is great diversity in perceptions of the relative importance of the seven factors. However, Table 5.11 shows that involvement of senior management is viewed as the most important factor. Reinforcement of what has been learnt and the congruence between program objectives and organisational culture are the other important factors.

Experts in this field generally agree that to be effective, management development programs must have on-going support from top-level management, must be integrated with enterprise goals and objectives involving appropriate level and depth of content, must involve direct and personal participation of the immediate superiors of the participants, and must provide opportunities for on-the-job practice and for self-evaluation of progress and accomplishment, backed by feedback from superiors (Ban & Faerman, 1990; Bailey, 1982; Goldstein & Gessner, 1988; Margerison, 1988; Tracey, 1992). Ban and Faerman (1990:179) make this point well: "no change in behaviour can be expected if trainees return to an environment that is hostile to change, and where the lessons learned in the class are rejected rather than being reinforced". Similarly, Bailey (1982) suggests that support in the work environment is essential for learning transfer since job performance consists of three interrelated elements: the individual, the activity or task and the context. To improve job performance change must occur for the individual, the activity, the context or some combination of the three.

Table 5.11

Factors underpinning program effectiveness

N = 46*

Factor	Organisational ranking							Mean ranking	Rank order of factors
	Most Important				Least Important				
	1	2	3	4	5	6	7		
A. The involvement of senior managers at all stages of the training/development process	14	9	4	8	5	4	2	3.02	1
B. The subsequent reinforcement of the new concepts, skills & attitudes in the workplace	8	8	10	6	6	6	2	3.43	2
C. The congruence between the program objectives and organisational culture	3	13	14	4	2	5	5	3.52	3
D. The analysis of the development needs	7	6	7	6	10	8	2	3.83	4
E. A desire for development among the managers	7	3	7	12	5	7	5	4.00	5
F. The appropriate choice of content and delivery methods	5	4	3	7	14	8	5	4.41	6
G. Comprehensive program evaluation	1	4	1	3	4	8	25	5.87	7

* One respondent did not answer this question and three assigned the same ranking to two or more factors.

When there is a supportive environment back in the workplace there is greater likelihood of successful transfer and maintenance of the development outcome (Broad, 1992; Goldstein & Gessner, 1988). The participant needs the support of his/her line manager and the line managers need support from senior managers to implement processes designed to facilitate transfer.

Rather perplexing findings are that the appropriate choice of content and delivery methods and evaluation were given very low rankings. In any training and

development intervention the former determines the quality of learning that is going to take place and the latter facilitates the assessment of program effects at various levels of impact (learning, behaviour, results and ultimate outcome).

Table 5.11 reveals that 25 of the 46 respondents ranked evaluation seventh (least important) and only one gave it a ranking of 1. Neither short-term nor long-term effects of management development can be ascertained without some comprehensive evaluation, that is, an evaluation effort that provides adequate information for use in assessing the effects and value of management development. The view of the respondents appears to be that the other factors (senior management involvement, reinforcement in the work situation) contribute to program effectiveness directly, and that evaluation is not critical for the effectiveness of the current program, particularly with short development programs in which it may not be feasible and cost effective to undertake formative evaluation. Evaluation appears to be valued only as a useful feedback mechanism for later programs.

During the interviews informants were asked to suggest reasons for this low ranking of evaluation. An explanation commonly offered was that traditionally evaluation comes last in the training and development cycle, and hence the tendency of most respondents to view it as least important. However, if evaluation is to serve its two main purposes (monitoring program quality and program effects), it should be incorporated into the design stage and the evaluative process should commence as soon as implementation starts.

5.7 OBSTACLES TO MANAGEMENT DEVELOPMENT

During the survey respondents were asked: *"What major obstacles, if any, does your organisation face in the provision of management development programs?"*

The obstacles summarised in Table 5.12, although interrelated, can be put into two broad categories: organisational factors (time and financial constraints, lack of

senior management support, the low status accorded to training and development); and personal factors (inability to identify relevant programs or to develop own programs, lack of expertise in development needs identification and management development evaluation). Table 5.12 shows that these barriers are common among the respondent organisations irrespective of size.

(a) Time and financial constraints

Forty-three percent of the respondents indicated that time constraints inhibited their efforts to provide management development whereas 30 percent cited financial factors:

Given the nature of our industry and the cost of replacement staff, it is not easy to release managers from normal duties in order to attend training courses. (Training Manager, Case 16)

[There is not] time to allow managers to be out of the office for extensive periods. (Human Resources Officer, Case 39)

The combined effects of deregulation and the recession have meant the following: reduced profits, decreased staff levels. This has led to increasing pressures on management's time making it difficult to release them for training. (Corporate Manager Training, Case 45)

The central issue here is that companies are unable to provide support to stand in for those who will be attending developmental activities.

(b) Lack of support from senior management

Financial and time constraints can be aggravated by inadequate support from senior management, which, as discussed above, is one the important factors essential for program effectiveness. Thirty percent of the respondents mentioned this lack of support and that in some cases the provision was *ad hoc*:

[There is] lack of focus at the senior level to draw it together and provide some leadership in this area. (Senior Personnel Officer, Case 49)

Table 5.12

Reported obstacles to management development

N = 44*

Obstacle	No. of times each obstacle was mentioned				
	Size of respondent companies			Totals	
	Medium	Large	Very Large	n	%
A. Time constraints	4	4	11	19	43
B. Financial constraints	3	3	7	13	30
C. Lack of support from senior management	0	2	11	13	30
D. Difficult to establish the effectiveness of what is learned and on-the-job application	2	1	4	7	16
E. Training accorded a low status	1	4	2	7	16
F. Difficult to establish development needs	0	3	1	4	9
G. Unavailability of relevant programs	2	0	1	3	7
H. Others	3	1	4	8	18
I. No major obstacles	2	2	4	8	18

* Six organisations did not respond. Multiple responses were accepted.

[There is] some resistance by senior management to actively getting involved - they are either too task-oriented, or feel it is beneath/behind them. (Employee Development Manager, Case 29)

As already shown (Section 5.5.5) the respondent companies invest substantially in management development. However, both the survey and interview data suggest that human resource practitioners who were surveyed feel strongly that financial support alone is inadequate to achieve optimal results from management development. If there is little or no commitment from top management, as evidenced by their unwillingness to get genuinely involved in developmental activities, line managers may find it difficult to organise the time for their subordinates to attend development activities. It is not unusual for line managers to feel that senior management do not give enough support for training and development particularly in large organisations where access to senior management may be difficult.

(c) Difficult to establish learning transfer

Seven respondents (16%) pointed out that they found it problematic to determine the effectiveness of what is learned and its on-the-job application probably because of a lack of evaluation expertise either among company training staff or among all organisational members. As one manager explained there is "uncertainty of their effectiveness" (National Administration Manager, Case 37). Two reasons can be advanced to explain this doubt, firstly, it could be that no attempts are made to assess program impacts, secondly, if evaluation is undertaken, the procedures used may lack the capacity to establish contributions of management development toward corporate effectiveness.

In the "other category", problems which were mentioned included: having to cope with rapid change in organisational structures and business practices, which presumably makes it difficult to provide relevant development to keep pace with the changes; having to make choices from a diversity of program offered by external providers and to keep track of the changes in the offerings from year to

year; inability to change or control environmental factors which inhibit the application of learned behaviour; and fear by managers of exposing their lack of knowledge together with the apparent collusion among managers to camouflage weaknesses and to focus on their personal strengths.

5.8 PERCEIVED VALUE OF MANAGEMENT DEVELOPMENT

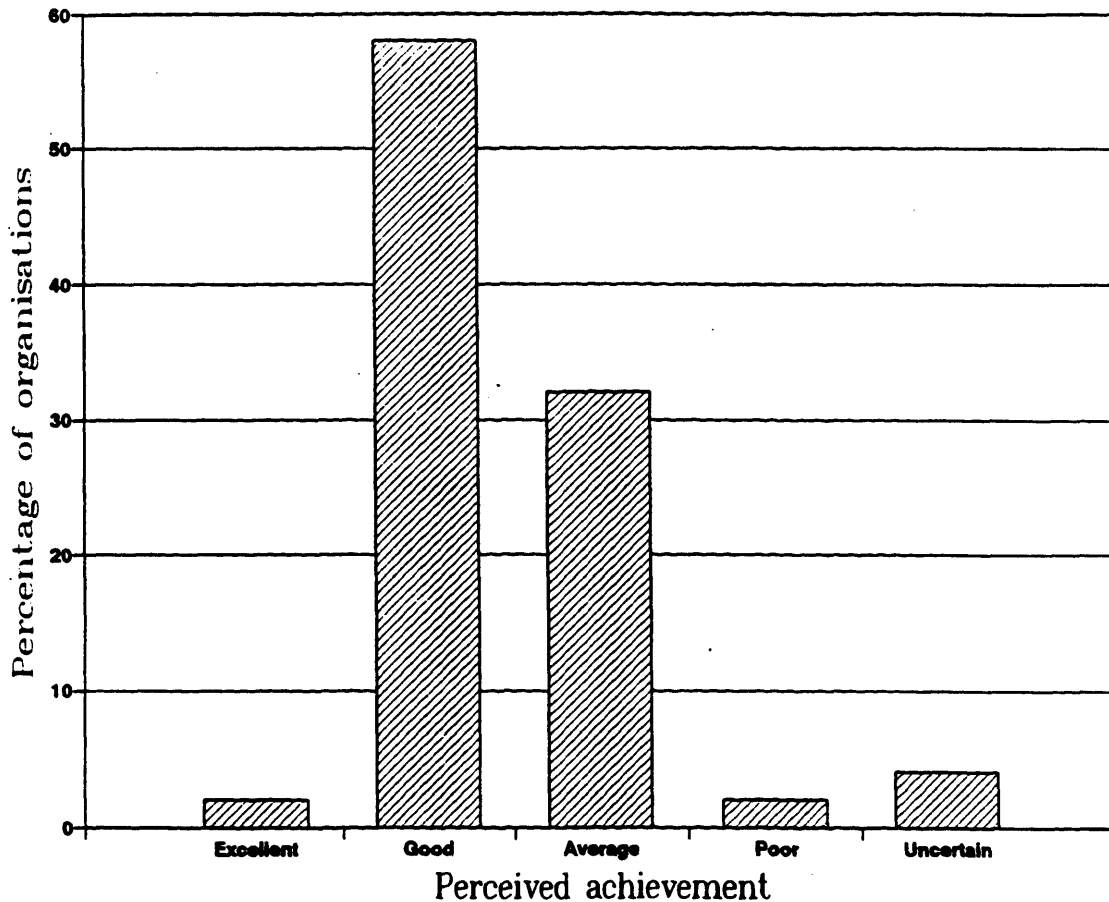
In order to identify the perceptions about the value of management development respondents were asked to describe their organisations' success in attaining management development objectives. Responses to this question are summarised Figure 5.4.

5.8.1 Achievement of Objectives

While the question did not require the respondents to identify the specific objectives achieved, the responses yielded a broad overall assessment. Figure 5.4 shows that most of the respondent organisations are positive about success with sixty-two percent reporting above-average (good and excellent) success. Only two percent of the respondents indicated a poor level of achievement. As they would be condemning their own work, this may not be surprising.

Figure 5.4

Perceived achievement of MD objectives



5.8.2 General Contributions

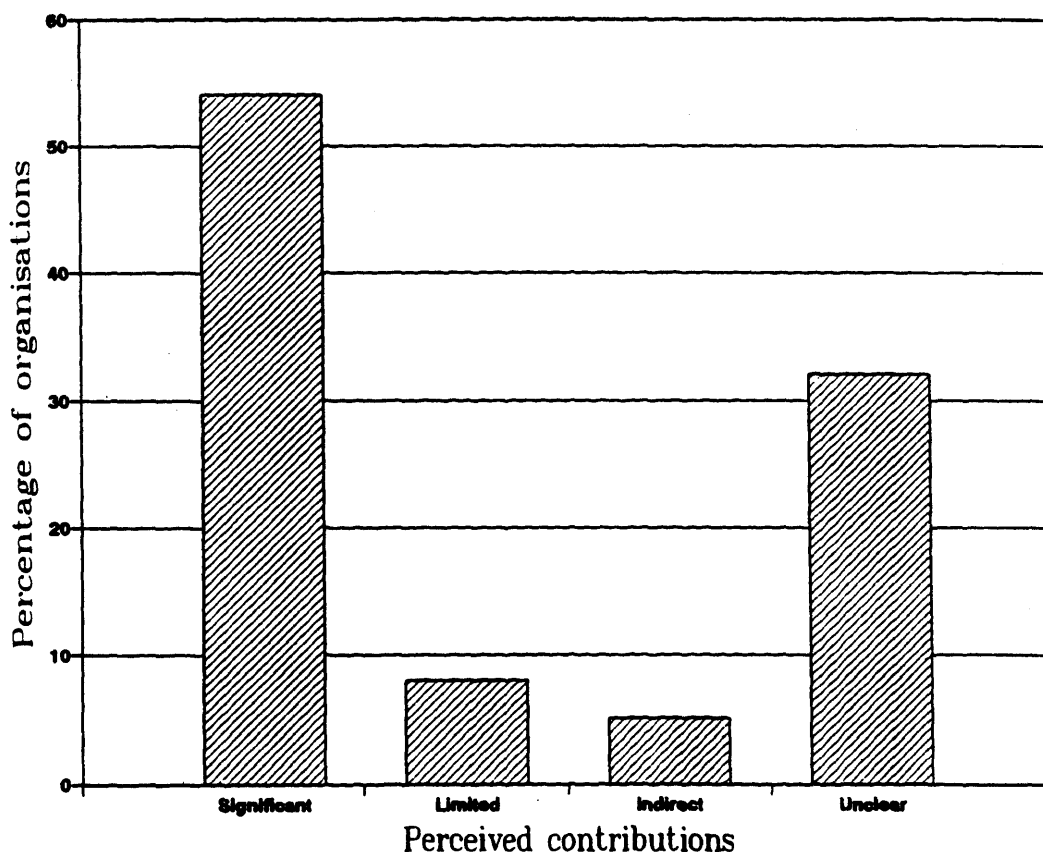
Thirty-seven companies responded to the question which asked respondents to provide their views on the contributions of management development. The purpose of this question was to obtain an overview of what human resource practitioners considered to be the overall value/worth of management development. Multiple responses were accepted and these were coded and put into broad categories, and as Figure 5.5 shows, mixed views were held about the contributions of management development.

(a) Management development contributes significantly

Over half the respondents (54%) believed that management development programs made a significant contribution to corporate effectiveness. They saw this as occurring as a result of development of "individual and team competencies" (National Administration Training Manager, Case 34); of compensatory training for managers "promoted ... any training in that role" (Training Consultant, Case 26); and of positive effects of improving the "knowledge, skills, attitudes and behaviour of employees" (Corporate Manager: Training, Case 45)

Figure 5.5

Perceived contributions of management development



Some respondents acknowledged the value of management development - for example, in bridging "the gap between technical competence and management responsibility" (HR Manager, Case 44) - but contended that quality of program design and the congruence between program objectives and corporate goals were vital:

If [management development programs] are timely but irrelevant - no gain.
If they are timely and relevant - huge contributions/gains can occur.
(National Human Resources Manager, Case 47)

Provisos such as these indicated the need for collaboration among key stakeholders in formulating management development philosophy and objectives in order to ensure linkages between development activities and corporate goals. Collaborative formulation of program objectives by stakeholders is one strategy of increasing the fit between these objectives and corporate goals.

In evaluating management development programs, informants stressed the importance of on-the-job support and follow-up:

[The contribution] varies across the organisation depending on the commitment of the individual and the support given by superiors back in the workplace. (Manager, Training and Development, Case 6)

Management development programs have great potential to impact on the bottom line of our organisation's performance. However, this is dependent on ... the follow-up back in the workplace, ... coaching by manager and evaluation of job performance measures such as pre-course compared to post-course. (Manpower Development Manager, Case 4)

A further view was that although management development programs contributed significantly to organisational performance, such contributions were long-term rather than short-term, with "results not always apparent immediately following a program" (Staff Development Manager, Case 27).

Long-term contributions may be difficult to detect when they do occur because of the problem of linking each of the outcomes to particular training/development

intervention. Another problem is that of deciding when to undertake evaluation to determine the long-term effects. The difficulties inherent in establishing the long-term effects led some respondents to report that it is difficult to pinpoint the contributions of this activity. One respondent remarked:

It is difficult to say whether management development has a real return but we strongly believe that investment [in management development] is worthwhile. We do not evaluate programs sharply enough, but are moving to a competency based approach which will improve evaluations. With certain individuals it has a clear impact. (Manager: Executive Performance and Development, Case 10)

Two issues emerge from this response. First, this informant suggests that evaluation could be improved by adopting a competency based approach to management development, a notion which is currently being encouraged by the Australian federal government. By making this shift, organisations believe that they will be in a better position to equip managers with the desired competencies and to establish the impact of those competencies on organisational performance. The second issue raised is that managers respond differently to development interventions. This suggests that there might be some merit in focusing on individuals when undertaking program evaluation.

(b) Contributions difficult to establish

The process of identifying the contributions of management development to the performance of the organisation and managerial effectiveness is difficult because, "improvements in organisational performance can be attributed to many other factors in addition to training and development" (Employee Development Manager, Case 29). Another manager indicated that he had a feeling that the organisation was not getting much return from investment in management, and went further to express the dilemma he faces, "... bear in mind, how you measure that. Do you measure it against the company results?" (General Manager Training, Case 7).

A recurrent frustration experienced by most management developers, evaluation specialists and sponsors of development programs is that of precisely isolating the contributions of management development to the achievement of corporate goals.

(c) Management development has a limited contribution.

The notion that management development programs make only a limited contribution towards corporate effectiveness was very much a minority view, opinion being cited by only three respondents (8%). One respondent mentioned that development activities which focus on individuals do not necessarily or evidently impact on the organisation, "the ability of an individual to impact on a department and company is limited - and dependent on the individual's level within the company" (Manager: Personnel and Industrial Relations, Case 3). The present investigator proposes that it may be worthwhile to consider developing managers in teams although this may not be feasible for practical reasons.

Another informant contended that management development "has short term behavioural change which wears off rapidly, but no long-term changes occur" (Manager: Group Educational Strategy, Case 9). A third view was that although management development is important it is "secondary to exposure to management functions within the organisation" (Manager: Corporate Administration, Case 1). Exposure to management functions would involve processes such as job coaching, rotations and secondments. As already discussed in Section 5.3, the philosophy of the majority of the respondent organisations is that most of the development occurs in the job situation. Several experts in this field maintain that real development occurs on the job and not in classroom settings (Livingston, 1983; Margerison, 1988). Action learning approaches attempt to link learning in training situations to what actually goes on in the work situation. Some interviewees indicated that they were in the process of introducing this approach in their companies.

This section has shown that two views about the contributions of management development stand out. First, management development is perceived as an activity

which contributes to corporate effectiveness and hence is a worthwhile investment. Second, there is a general feeling that it is difficult to establish conclusively the contributions of this activity. However, this does not appear to deter organisations from investing resources in the development of managers, organisations believe that investment in this activity is worthwhile. Therefore, it can be argued that management development is largely 'an act of faith'.

5.9 SUMMARY

Respondent companies invest substantially in management development in order to improve organisational performance through enhancing managerial effectiveness. To achieve these goals most organisations rely heavily on in-house programs designed by their own staff. Several informants pointed out that establishing links between management development and organisational performance is difficult and at times impossible. Despite this, 62 percent of the human resource practitioners who participated in the survey believe that their companies are succeeding in attaining the objectives for which management development is provided and 54 percent said that this activity contributes significantly to organisational effectiveness. The question of whether or not these perceptions are based on effective evaluation is the focus of Chapter 6 which examines current evaluation practices in respondent organisations.

CHAPTER 6

EVALUATION PRACTICES

6.1 INTRODUCTION

This chapter deals with current evaluation practices in the respondent organisations. Four broad issues are considered. The first of these is an examination of the informants' understanding and interpretation of the concept of evaluation, the focus of the evaluation processes and how the evaluative information is used. The second issue dealt with is that of factors influencing evaluation practices focusing on the strengths and weaknesses of current practice. The third area deals with factors influencing the culture of evaluation and the nature of the prevailing culture among the respondent organisations. Finally, consideration is given to how management development evaluation practices can be improved.

6.2 EVALUATION: PRACTITIONERS' INTERPRETATION

The success of any evaluation effort depends to a large extent on whether or not those responsible have a clear understanding of just what 'evaluation' means and developing clear evaluation objectives. Consequently, it was considered vital to seek the interviewees' understanding and interpretation of evaluation in the context of management development. Examples of typical questions which were used to solicit the information include:

'Evaluation' means different things to different people. What does this term mean to you in the context of management development?

The term 'evaluation' is used in a variety of ways. How do you use it in your own operation?

When we talk about 'management development evaluation' what does it mean to you?

In examining the replies to these questions the researcher was particularly interested in: (1) the clarity with which the concept was explained; (2) explicit or implicit reference to definitions found in the literature and the closeness of such explanations to those commonly cited in the literature on evaluation; (3) evaluation objectives implicit in the explanations.

Overall, evaluation was conceived of in terms of its functions in the management development process, and four views emerged. One view was that evaluation has a political function. A second view was that evaluation helps in assessing program effectiveness. A third view was that evaluation should facilitate the assessment of transfer impact, that is, whether or not the application of learning back at work makes a difference. Finally, it was suggested that evaluation serves as an accountability mechanism. These views are examined in greater detail below.

(a) Political function

One manager who thought that evaluation ought to achieve a number of functions explained the political in these terms:

[Evaluation has a] political function, if you like, and that's to convince people that the money that they are putting into a thing is actually an effective use of that money, that they are getting a return on it. So you need to be able to convince senior people that the investment is paying off in terms of improved productivity, or whatever [criteria]. (Manpower Development Manager, Case 4)

Evaluation is considered as having a persuasive function, as endorsing the development program, and as supplying evidence of the latter's effectiveness so as to sustain the requisite support and investment. The risks inherent in this political role are that evaluation may lose its essential critical and creative functions and present an exclusively positive picture of program outcomes. In this way, it is deprived of diagnostic usefulness and lacks genuine accountability. It seems likely

that a more frank and comprehensive evaluation which is less focused on the persuasive aspect described would be of more benefit to senior management.

(b) Assessing program effectiveness

That one of the main functions of evaluation is to assess program effectiveness was expressed in a number of different statements:

What it [evaluation] means to me is actually looking at what the company wants to achieve by providing management development ... assessing whether or not we are achieving those objectives by the different methods of management development that we choose. (Senior Personnel Officer, Case 49)

[Evaluation] means to me that we overview the outcome of a management development program and compare that with the learning objective that was set at the start, [it is to] see whether in fact that learning objective has been met, or whether it wasn't met, or whether in fact it has been exceeded. (Personnel Development Manager, Case 2b)

[Evaluation means] looking at whether or not the participant has reached a standard, if they haven't what are we doing about it in a variety of different ways. Evaluation to me means: Have a look. What have they been trained in? Where they are competent or perhaps not as competent? What are we doing about that part, because I think that's part of evaluation, and how we are going to continue to build, that's my form of evaluation. To find out whether or not I have been effective, the program has been effective and that needs to be ongoing. Looking at whether or not [the participants] are actually meeting our objectives, their objectives, how they are thinking (Assistant Store Manager, Case 12b)

The first respondent (Case 49) concentrates upon methods of management development and stresses the need to relate methods and purposes appropriately. Without this relationship, she thinks that such programs are unlikely to be satisfactory. The second informant (Case 2b) emphasises the achievement of learning objectives (immediate outcome). The third respondent also focuses on determining whether or not the programs lead to expected changes in managers' on-the-job behaviour. She also points out that evaluation should enable human

resource practitioners to identify areas where programs need to improved (formative role of evaluation). This function of evaluation was endorsed in another organisation:

Evaluation ... is making sense of what has gone on, what has actually been happening [and the] the interpretation of information which then helps you to make ... an assessment [of the program].

Evaluation [is not] an end in itself because not making sense of it and drawing some conclusions, really makes the effort on evaluating not worthwhile. So it's actually doing something with the information and, and so I see evaluation as a two-fold thing. [Firstly, it involves] taking stock and making sense and making some assessments, drawing conclusions. And then working from there to identify what needs to be done as a result. (Management Development Consultant, Case 12a)

The informant just cited does not view evaluation as a terminal process. Instead, evaluation belongs within a process of development; it is a means of identifying what is to be affirmed and what is to be changed, a way of 'making sense' of what has been occurring so as to identify what should be done next. This manager puts emphasis on the interpretation of evaluative data and the use of that information to facilitate decision making. Overall, the both informants from Case 12 emphasise evaluation information should be used for program improvement.

(c) Assessing transfer impact

Some interviewees viewed evaluation as a mechanism for checking whether there is learning transfer and assessing the effects of that transfer on manager performance and subsequently on corporate effectiveness:

[Evaluation] means ... how well that program has given that person the skills to do the job that they intend to do. So if it is a Manager Development Program for a first line manager I would say, "Okay, what did you learn that's going to enable you to do your job better or as well, or if you are not doing that job currently once it's given to you?" So I guess evaluation has to be done at the company level, what has that person learnt, and was that type of thing you were trying to give ... And then looking at the evaluation from a personal level, how does that person feel about the process, how do they feel about their own ability to interact or to interface

with people ... how do they use their resources, what has that done to them at a personal level? (Assistant Store Manager, Case 12b)

[Through undertaking evaluation] I want to know if we are achieving the outcomes that are required and for [the human resource department], I am looking at the longer-term outcomes. (Manager Executive Development, Case 35)

There is a number of aspects [covered in evaluation]. One is have the learners learnt, how effective have you been in transferring the ideas or the techniques or whatever, that you have been trying to get across to the individual? So that's one aspect. Secondly, if the participant has fully absorbed the knowledge and the techniques and is capable then of reproducing whatever is required, is the individual actually doing it, that is, are people implementing the system that you have taught? And thirdly, [evaluation involves assessing] the impact that management development has on your organisation. I am saying is it achieving what it is meant to achieve? (General Manager Training, Case 7)

Whereas the first person quoted (Case 12b) puts emphasis on assessment immediately following the management development program, based on skills and insights acquired that will enhance performance; the second informant (Case 35) is more interested in establishing the longer-term outcomes of management development and would probably be more interested in results evaluation. The third interviewee (Case 7) is interested in finding out whether he has been effective in bringing about learning. However, he also considers transference as transmission, which is itself interesting. Ideas are 'transferred' as are 'techniques'; the task of the participant is to 'reproduce' these, and to 'implement' the system that has been taught. Thus, he has a particular view of management development which limits transference to the job and seems to leave little room for exercise of initiative by the managers, or individual development and application of learnings since the task is, rather to 'absorb' and 'reproduce' what is taught.

Interviewees in two other companies talked about the importance of assessing the implementation of the learnt concepts and skills:

Ultimately, ... "the proof of the pudding is in the eating." When you get to the point when that person is put into a new position which you have been preparing him/her for, then I think ... that's the real test as to how effective the managers are. How quickly did they go up that learning curve? Do they 'hit the job running', on their feet or else they are very slow to start and so on? I think it's only when you get them into that role that you can really tell how effective your management development at the end of the day has been, and that is at the individual level. (Personnel Development Manager, Case 2c)

[Evaluation should focus on establishing whether or not] what you are providing is the correct thing, that is our point of view as a human resource group. [We have got to ensure] that there is some transfer of learning to the job. (Manpower Development Manager, Case 4)

The preoccupation of the Personnel Development Manager (Case 2c) is with practical outcomes and significantly is couched in concrete terms and draws upon dynamic images ('hit the job running, on their feet ...'). The concern here is with what the individual does, how he/she demonstrates the effectiveness of the program in doing his job as a manager. The focus is on quality of the action outcomes. The Manpower Development Manager (Case 4) also emphasises the transference of learning but focuses on what is included in the program provision, indicating that transference will be worthwhile only if what is provided is the 'correct thing' (by which, presumably, is meant 'suited to or adequate for the work to be undertaken').

(d) Accountability function

Evaluation can produce outcomes not originally planned. One view was that evaluation builds an 'accountability mechanism' into the development process:

When you go out and tell people you are evaluating [the program] ... it gets them to use the skills that they originally went out there to learn. [Evaluation] builds an accountability mechanism because at some stage down the track they know that they are going to have to account to someone like me in training and development to say, "Oh yes, actually since that course I have done A, B and C. And that has made a difference." So yeh, I think there is an accountability there for the individuals involved. (Manpower Development Manager, Case 4)

This respondent suggests that evaluation motivates the individual to exercise the skills learned and to be able to specify the actual outcomes of the program as these are demonstrated in practice (presumably because they know they will be expected to provide such information). The participants and their immediate superiors are encouraged to reflect on the content of the development program, and this helps them to identify the valuable and the less valuable aspects of program content.

Perceptions of the informants about the concept of evaluation reveals that most of them are concerned with what happens in the workplace, though they are not particularly specific about what it is, precisely, ~~that~~ what they want to happen there. What they do not mention so often nor very explicitly is how what happens in the workplace might change as a consequence of participants in the management development program drawing upon learning and putting this learning into practice.

In the process of explaining their understanding of the concept of evaluation several informants invariably expressed dissatisfaction with the quality of evaluation practices in their companies. The investigator then decided to seek their views about what they expected from an effective assessment of management development. This is the focus of the next section.

(e) Effective evaluation

In order to obtain information about the elements of effective evaluation interviewees were asked: ***"What do you consider to be rigorous (thorough or effective) management development evaluation?"*** A content analysis of the responses yielded six broad and divergent views of effective management development evaluation.

The first view was that effective evaluation should *provide some demonstrable proof that management development has made a difference*:

I would like ... whatever evaluation we do, [produce] ... some hard facts, if you like, some hard data, that you can say okay, "This is the quantifiable difference [management development] has made." (Manpower Development Manager, Case 4)

This manager put emphasis on 'hard data', but the evidence could also be qualitative information. Many evaluation specialists observe that in management development it is very difficult to 'prove' that this activity has made a difference. They advise that at best what management development evaluation can do is to provide some evidence of program effects (Goodrich, 1978; Merlo, 1988).

The second view was that for evaluation to be described as effective it should enable the organisation to *determine whether or not management development objectives are being achieved*:

Well, I think that the first thing [in evaluation] would be to identify what you want management development to achieve. So who is it for? Is it for the organisation? And if it is for your organisation you can therefore say, well, this is what we want the organisation to be able to do as a result of providing management development. And then you would set some measures around that and the measures could be in terms of actual quantitative data but they could be also in terms of qualitative data ... setting some direction as in: "This is who it is for. This is what we want to get out of it. (Senior Personnel Officer, Case 49)

According to this Personnel Officer, thorough evaluation has three essential features. Firstly, it should be based on the objectives for providing management development. Secondly, measurement of the attainment of those objectives could be either quantitative or qualitative, or both. Finally, there ought to be some criteria to enable the evaluator to determine whether or not the objectives are being achieved. In fact, most audiences of evaluation would be interested in information which enables them to determine the level of goal achievement.

Effective evaluation was also conceived of in terms of Kirkpatrick's (1959, 1967) *four levels of evaluation*:

Thorough [evaluation] ... needs to follow four stages [reactions, learning, behaviour, and results]. It needs to give us very good data [sufficient data], as much as you can, indicators. I don't think you ever have cause and effect in management development evaluation. You can't say this led to that, that's impossible. But you can have indicators of change which if you then monitor trends you must get some data that's reasonable. Ultimately the very thorough approach is to say, "What impact did [management development] have on the business? (Chief Manager: Training and Development, Case 9b)

Although this manager suggests that a rigorous evaluation approach should embrace Kirkpatrick's four levels of evaluation, she emphasises that an evaluation process which does not focus on establishing program effects on organisational effectiveness fails to meet a crucial test in effective evaluation. She acknowledges that establishing cause and effect in management development is difficult, if not impossible: "... but to do that last step of connecting what you have done with business outcomes - I am yet to be convinced that it's [possible]. If you can tell me [how it can be done], I am happy to listen".

The fourth view was that *effective evaluation should focus on every aspect of the development process*:

I would consider rigorous [as looking] at every aspect of management development ... right from the information that was used to determine needs through to the actual activity itself: the design of it, how it was presented, how it was received, through to being able to evaluate its application (whether it has been applied or not applied, and [finally assessing the] effects of that application). In some of our programs we will be looking at evaluating other parts of the overall development process ... such as the effectiveness of the on-the-job coaching and other on-the-job type of activity. So by rigorous I would be wanting to look at every element that has made up that total development package. (Management Development Consultant, Case 12a)

The view of the informant just cited emphasises that effective evaluation should focus on needs analysis, program design and implementation, application of what has been learnt and its impact on organisational performance. This view of effective evaluation is similar to that of Warr, Bird and Rackham's (1971) CIRO model of evaluation which entails *Context Evaluation*, *Input Evaluation*, *Reaction Evaluation*, and *Outcome Evaluation*. Also implied are Scriven's (1967) two roles of evaluation, the formative function and the summative role. The need for ongoing evaluation is also emphasised.

A fifth view that emerged was that for evaluation to be effective it should concentrate on *assessing improvements in individual performance attributable to the developmental input*:

I would consider ... thorough evaluation to be one where we looked at the way each participant manager then fulfils their tasks/duties, meets their objectives, how they manage their people, how they run their businesses, whether or not that was in line with the views of the company which they have been basically trained in. (Manager: Management Development Program, Case 12c)

The view just expressed that evaluation should focus on the performance of the individual manager back on the job was put slightly differently in two other organisations:

[Effective] management development evaluation would be really coming down to an individual level and setting a very tight program of development and establishing fairly strict competence standards to achieve and then [finding out whether] they have achieved those competence standards. "When you are operating at 100% you will be able to do these things You will look like ..." And having a clear understanding between the two people involved [the participant and the line manager] as to this is what you will be able to do at this standard. To me that's a rigorous evaluation. (Manager: Corporate Training, Case 13)

[Effective evaluation should] probably be in terms of ... consequent demonstrated competence ... and a change in behaviour if they are behavioural things that are being addressed. It would probably be necessary for there to be a formal report by the supervisor on what he or she observed in the performance of the individual following attendance at a course, and

probably at a time sequence, not just once, ... whether or not that has been sustained as well. So may be evaluation can be done at 3, 6 or 12 months after attendance in order to establish whether or not the objectives of attending the course have been maintained.

It would have to be formal. The human resource department can send out to the supervisor who nominated the individual for the course a document [which asks]: "Six months ago [this manager] attended this course, what have been your observations about his or her performance since that time? Are you able to make an assessment? And if so give us some details."
(Personnel Manager, Case 2d)

Emphases in the first response are on clear-cut specifications of behavioural objectives and identifiable skills to be acquired and practised, on prior consensus via dialogue between the program provider and the program participant regarding these specifications and on well-formulated modes of assessment which recognise the place of subjective and objective judgments. This is an interesting comment because it offers some ownership to the participant of the program and of subsequent evaluation procedures. Predictably, this would influence outcomes of the evaluation process. Most of the interviewees did not mention any need to involve the participant (an important feature of Stakeholder Evaluation) in deciding on the evaluation procedures.

The second interviewee (Case 2d) sees value in involving the participant's supervisor in the evaluation process. In addition, he feels that effective evaluation should be structured and ought to be coordinated by human resource practitioners. Coordination is important for obtaining an overall picture of the effects of management development throughout the organisation, particularly if the provision of management development is decentralised, as was found to be the case in the participating companies.

The sixth view was that *effective evaluation should be structured and on-going*:

[Useful evaluation] would have to be a structured process ... because otherwise line managers would tend not to do things like [evaluation] and they will concentrate on the business issues, or most of them will anyway.

So to make it thorough you would probably need to have it coordinated by the people [human resource practitioners] who are coordinating these development activities in an attempt to build up some central assessment of the impact of those programs. (Personnel Manager, Case 2d)

This respondent emphasises that without structure line management may not pay adequate attention to evaluation. This concern could be real given that the general feeling among the human resource practitioners who participated in this study is that there is no culture of evaluation among line managers. This issue is treated in greater detail in Section 6.9. Even if a culture of evaluation were prevalent among line management, a formal system would still be necessary to achieve rigour in the evaluation process. There is need to make explicit what the evaluation objectives are, what evaluative procedures will be used, and who is responsible and accountable for the whole process.

Other important elements of thorough evaluation included the need to secure the commitment of the participant program objectives, for in this way the participant would be motivated to identify gaps between his/her performance and the desired performance. It is argued in Chapter Seven that for effective management development evaluation the participant and his/her immediate superior should be key players in the evaluation process just as much as they are the central persons in the developmental process itself. It is also proposed that responsibility for evaluation should be shared by stakeholders in management development. The current state of responsibility for evaluation in the participating organisations is the focus of the next section.

Several essential features of effective management development evaluation can be distilled from the six views discussed above. Human resource practitioners in the present study feel that effective assessment of management development activities should:

- be formally structured and coordinated by the human resource department;

- be based on the management development objectives;
- be selective and comprehensive, based on both quantitative and qualitative data, aiming at establishing the overall effects of formal and the less formal development activities;
- focus on various levels of impact (reaction, learning, behaviour, results and ultimate);
- be undertaken periodically on an ongoing basis and based on long-term criteria;
- provide some indicators of the impact of management development on managerial performance and organisational effectiveness;

The list illustrates the fundamental overlap between the so-called 'essential' elements. The notions of evaluation expressed in this section are enhanced (or impoverished) by the organisation's approach to the allocation of responsibility for evaluation.

6.3 RESPONSIBILITY FOR EVALUATION

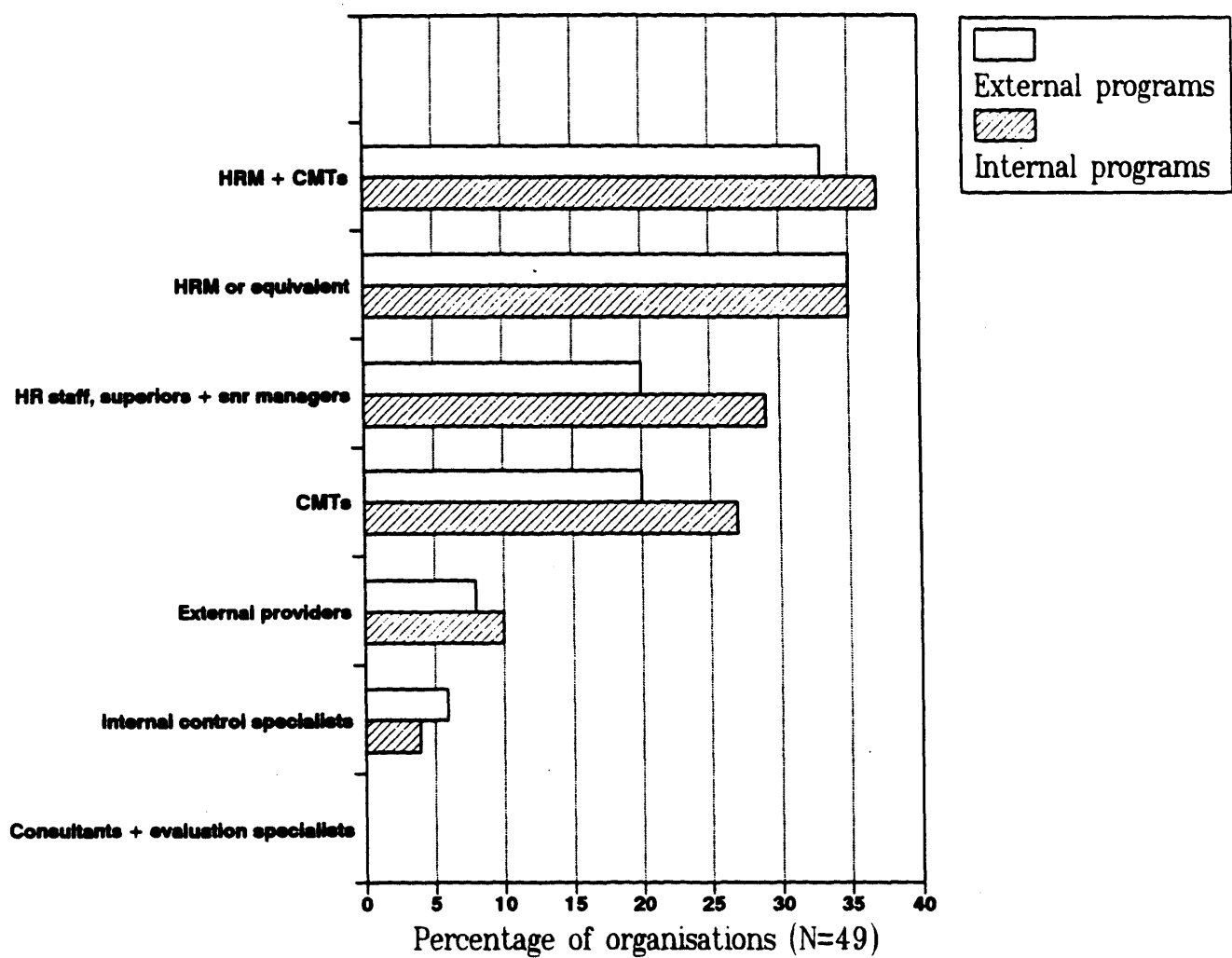
Responsibility for evaluation may be determined by factors such as program types employed, the extent to which various stakeholders are involved in the formulation of development objectives and the importance attached to management development.

In the survey respondents were asked to indicate the person (or group) primarily responsible for evaluating internal and external programs. As Figure 6.1 shows, it is company staff, especially the training staff, who are responsible for assessing the

effects of internal and external programs. Very few companies use internal control specialists and none reported engaging external evaluators.

Figure 6.1

Persons responsible for evaluating
internal and external programs



This finding is similar to that of Clegg’s (1978) US study which revealed that training staff were the evaluators in most of the 50 companies he surveyed. However, some evaluation theorists question the wisdom of engaging internal staff as primary evaluators. Kirkpatrick (1976), for example, observes that training

directors and training staff seldom possess evaluation expertise. Connolly (1983:92) makes a different observation that: "it is difficult for a program designer or instructor to evaluate his/her own program in an unbiased way". She further suggests that participants often find it inhibiting to respond candidly to someone from within their organisation. Even under the most stringent conditions the tendency is for internal evaluation to be held suspect by organisation members not directly responsible for the evaluation function. Other interest groups (such as researchers and other organisations who may want to borrow some ideas) may have similar reservations about accepting internal evaluation at face value, perhaps suspecting conscious or unconscious bias on the part of the internal evaluators. Such problems may be avoided if the evaluator is an individual who will not be affected by the results of the study (Garavaglia, 1993; Kiggundu, 1991, McClean, 1993). An organisation can use either an independent external consultant or a company member who is able to be objective because he/she has no vested interest in the outcome of the evaluation exercise. It is, however, difficult to find an organisation member who would not be affected in some way by the evaluation results. However, one potential disadvantage of engaging external evaluators is that they may not be fully effective because in most cases they might not have in-depth knowledge about corporate goals management development objectives (McClean, 1993). Disadvantages inherent in engaging either internal or external evaluators can be minimised by involving both, thus achieving some triangulation.

6.4 FOCUS OF EVALUATION

6.4.1 Sources of Evaluation Information

Information about the focus of evaluation was sought by asking respondents to select 3 sources of evaluative data from six possibilities and to rank them: 1 = most frequent; 2 = second most frequent; and 3 = third most frequent. As Table 6.1

Table 6.1**Strategies used to gather evaluation data****N = 49***

Strategy	Frequency of use of each strategy					
	Most frequent	Second most frequent	Third most frequent	Total	Mean	Rank order
Summary of participants' reactions at the end of programs	28	5	7	40	1.48	1
Feedback from the participants some time after the programs	9	19	9	37	2.00	2
Direct observations by trainers	3	12	6	21	2.14	3
Assessment of departmental and organisational performance changes	4	1	7	12	2.25	4
Feedback from co-workers about the participants' job performance	3	7	8	18	2.28	5
Special exercises and tests for assessing knowledge, skills & attitudes	2	2	7	11	2.45	6

* One organisation did not respond.

shows, evaluation is based on information obtained mainly from the participants' immediate reactions and from feedback they provide some time after the programs. Few companies (37%) focus on assessing long-term effects through establishing manager performance changes from the participants' co-workers and only 25 percent gather evaluative data through assessing departmental and/or organisational performance changes attributable to management development.

The problem with reaction evaluation is that it is difficult to know what norms the participants use and how they assess themselves. Self-assessments cannot be taken

at their face value, but have to be interpreted in a specific frame of reference. Furthermore, self-assessments do not have the same meaning for all the participants. However, such data are useful when adopting a triangulation strategy.

6.4.2 Evaluation Levels

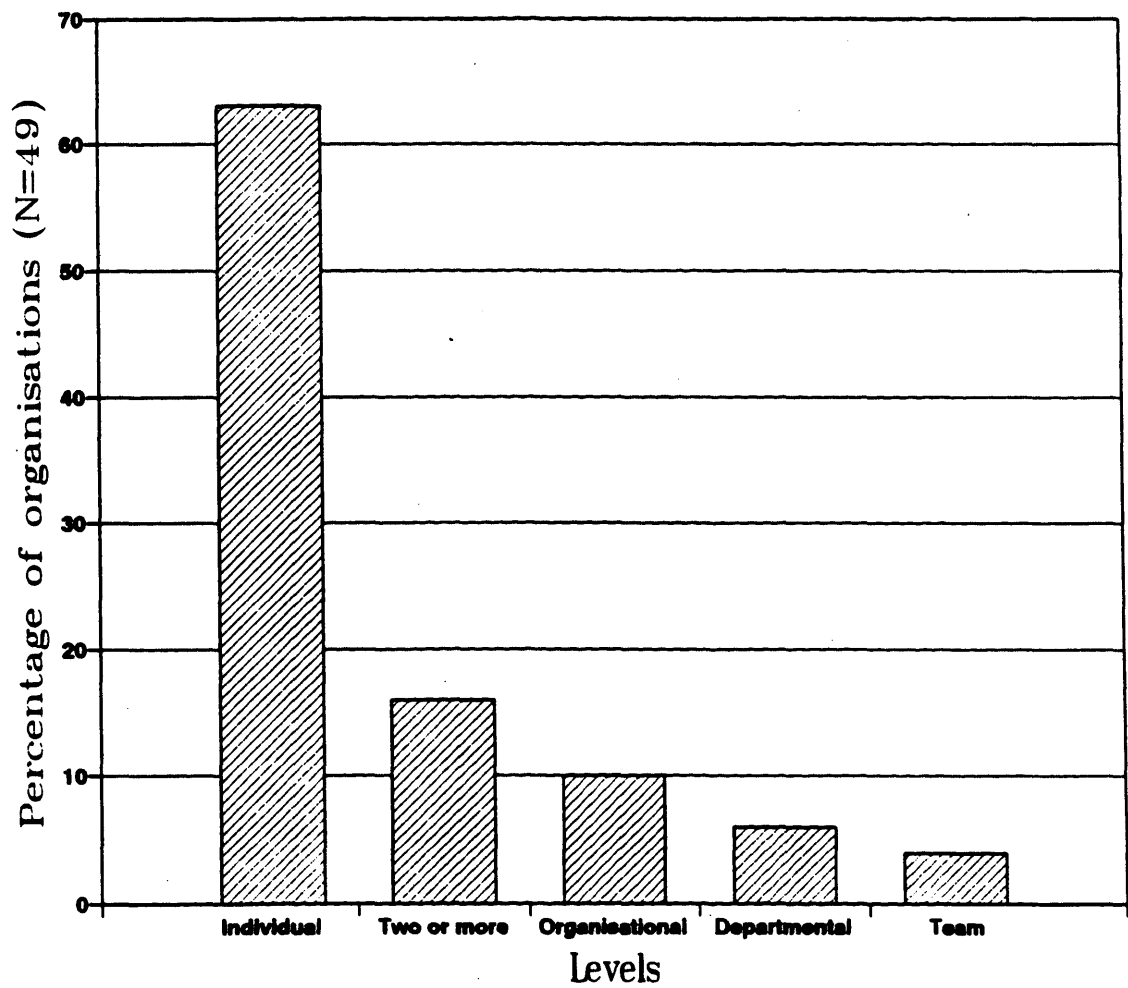
Evaluation may focus on establishing program effects on performance at any of four levels: individual, team, departmental, and organisational. Respondents were asked to select the level at which *most* of their programs are evaluated. The purpose of this question was to obtain some general information about the focus of evaluation rather than seeking specific details on how companies assess the effects of specific programs they provide. The levels were briefly described:

- *Individual level* - focusing on personal performance.
- *Team level* - focusing on team performance.
- *Departmental level* - focusing on departmental performance.
- *Organisational level* - focusing on organisational performance.

Figure 6.2 shows that the majority of the programs (63%) are evaluated at the individual level. Very few organisations concern themselves with establishing links between management development and changes in performance at the team, departmental and organisational levels. This finding is consistent with that revealed in Table 6.1 which shows that most of the evaluation data is gathered through procedures which focus on the individual (e.g., seeking participants' reactions and/or feedback) as well as thorough reports from the participants' co-workers.

Figure 6.2

**Levels at which respondent organisations
evaluate most of the programs**



6.4.3 Evaluation Methods

The term ‘evaluation method’ in this study refers to evaluative strategies employed to assess the effects of management development. The evaluation strategies used by the participating companies have been placed in three categories according to the timing of the evaluation process in relation to program design and

implementation. The categories are immediate evaluation, medium-term (follow-up) evaluation, and long-term (impact) evaluation.

(a) Immediate evaluation

In this study immediate evaluation is conceived as evaluation occurring no more than two months after the program. Across the participating companies, most of the immediate evaluation is done through a 'Happy Sheet Approach'.

One indicator of the dominance of this strategy is that information on the use of happy sheets was volunteered even when interviewees were responding to questions not directly seeking data on evaluation procedures. For example, in response to the question: *"What does the term 'evaluation' mean to you in the context of management development?"*, an interviewee replied:

We have been in the habit of running what I call a "happy sheet". In other words after you have run a course, you give people the form at the end, they tick the box and it's almost a reaction type approach. (Manager: Corporate Training, Case 13)

An interviewee from another company responded to the same question in a similar way:

We have often used the so-called 'Happy Sheet Approach' which is really asking people to evaluate or make a judgement immediately upon completion of the program [about] whether they felt it was beneficial to them or not. That's obviously a very limited form of evaluation but we have used that. (Manager: Executive Performance and Development, Case 10)

The present study reveals that immediate evaluation typically focuses on the participants' perceptions about the quality and potential usefulness of the development activity:

We ask the individual participants to comment on the relevance of the content and presentation, whether it's a workshop or whatever. We also ask people for particular comments on what their learning was, ... what did they personally achieve out of that segment? We compare those perceptions with the stated segment objectives. Based on the comments of the people we say

well: "Was there a good fit?" What would they have preferred? What did they particularly like about it?" We ask people to be specific, and encourage them to be a lot more helpful than just saying: "It was an excellent presentation." or "It was very worthwhile." That's nice to hear but it doesn't tell us anything. (Manager: Executive Development, Case 35)

A manager in another company explained the nature of immediate evaluation in his company in these terms:

At the end of a formal training program we do an evaluation, a typical single page evaluation 'Happy Sheet Evaluation' of the content of the program, the style of the presenter, ... whether the facilities etc were reasonable for learning The evaluations would indicate that the learning that we are trying to establish has been [achieved].

I have also put in place a system where we ... set standards for our external presenters and facilitators. I spend time physically auditing programs on the spot basis. My sole purpose there is not to get in the way but to see that the content, presentation style, transfer of information [from the presenter to the participants] is [effective]. And that's part of our ongoing evaluation. (Development Services Manager, Case 2a)

Data gathered via trainer observation during the programs and at the end, serve to increase the credibility and validity of the evaluation information. Observations by the trainers have the potential of yielding useful qualitative evaluation data. However, in undertaking such observations management developers may be more concerned about the occurrence of evaluation and may pay less attention to feedback about the immediate impact of the development intervention.

There is a perception among interviewees that the happy sheet method tends to prescribe (both specify and limit the range of perceptions to be indicated) and that the nature of the questions, time-frame, and the timing of required responses all militate against reflective responding. The value of the strategy is that it is immediate and impressionistic. The defects are that participants are frequently unmotivated to do more than the end process, are perhaps tired, or too close the experience to be able to evaluate objectively and effectively and may have not yet discovered how useful the new learning and experience are in practice. Jones and

Woodcock (1985:155) have observed that end of course evaluations are "notorious for generating inflatedly positive statistics".

The study also revealed that follow-up discussions or focus group discussions are employed in immediate evaluation. As one informant explained:

We get the participants together and put them into groups of five or more and ask them to go through [the evaluation instrument] and make appropriate comments on each of the segments. We provide a structure for it, at least a suggested way of going through it. We ask them to comment on the content, the presentation style and the appropriateness of each of the major segments of the course. So it's not an individual, it's where the individuals now have got together and there is an agreed consensus view, if you like. (Manager: Executive Development, Case 35)

An interviewee from another organisation mentioned plans to introduce follow-up discussion groups to assess courses of the same program run at different times:

Although we haven't started the process, it's my intention next month [June 1992] to commence some 'active workshops' where, instead of asking a supervisor and a participant to fill out a form and send it back to us I am going to get a random selection of supervisors and participants from various training courses [of the same program] to come together for a one hour session in the Melbourne office and discuss various aspects of the program they attended.

We will be looking to see whether there was any transfer of knowledge into a skill [where the participant would say]: "I am back at my workplace, and yes, I am doing some different things and improved things. Does the supervisor see that I am doing some improved things?" And [we would] engage in discussion, if it's successful we will continue along that line, and if it's not successful, [we find out] what else we need to build into a program to assist in that process. (Development Services Manager, Case 2a)

One merit of this approach is that it allows management developers to determine program relevance and the nature of the application in a face-to-face dialogue with the participants and their superiors. In addition to obtaining participants' reactions in a group setting, this approach is cost effective in terms of data gathering and preliminary processing and analysis.

There is an emerging trend toward the increased use of focus groups among the respondent organisations. Apparently, the increased use of focus groups is also evident in the evaluation literature. According to O'Donnell (1988) the popularity of focus group discussions in training evaluation can be attributed to their ability to provide in-depth answers to complex problems. They can elicit responses that other techniques (e.g., questionnaire surveys, personal interviews, participant observations) can miss. However, personal interviews have advantages over focus groups. Jones and Woodcock (1985:153) note that one-to-one interviews "can unearth subtle effects of training and can enable managers to evaluate training in their own words". These two writers also add that personal interviews can provide opportunities for coaching and counselling, particularly if they are undertaken by the participant's superior. Even though focus groups can be time consuming they have the potential of providing qualitatively different information from that obtained in individual interviews and offer a wider range of information, insight, more candour and greater anonymity. It can be argued that when no valid measure is available, as appears to be the case in management development, it is more appropriate to collect descriptive information than use questionable quantitative measures (O'Donnell, 1988). Although the results of focus group discussions do not offer a quantitative estimate of the perceptions of the participants, they do give insight into the experience patterns of the trainees - insights that other techniques do not usually give.

(b) Medium-term evaluation

As discussed in Chapter 3, medium-term or follow-up evaluation should focus on establishing the participants' perceptions about the quality of management development and its subsequent impact on their job performance and organisational effectiveness (Berry, 1990). Good timing is an essential feature of effective program evaluation. Davidove and Schroeder (1992) suggest that a survey should be carried out at least 3-9 months after the program, and that 2-12 months is an acceptable time frame. As will become apparent the present study revealed that medium-term evaluation occurs 3-12 months after the program. If evaluation is

undertaken before two months, trainees may not have had adequate time to implement skills and knowledge taught in the program. After 12 months the participants may have difficulty remembering benefits attributable to the program.

In order to obtain information on how program effects on managers' performance are assessed, interviewees were questioned about how individual participant managers were tracked. The typical question was: *"Have you been able to establish links between management development activities and participants' job performance?"*

One interviewee, who had indicated in the survey that evaluation focused on the individual, described medium-term evaluation in these terms:

The tracking in the past has been to do with having the participants fill out the evaluation form, if you like, and have that filed away, having first passed the evaluation form past a responsible line manager who looks at it and says, "Yes, the program must have been pretty good. Oh, yes, they have learnt something." (Development Services Manager, Case 2a)

In the organisation just cited there is no explicit mention of how evaluative data are used. According to the informant, the data obtained are not highly valued by either the line managers or the human resource practitioners. Evaluation, therefore, appears to have been a empty ritual. Although all four informants in this corporation indicated that the status of management development in their company had risen over the past (2-3 years), they also acknowledged that there was still a lot to be done to improve management development evaluation.

A management development consultant in another organisation described the process of medium-term evaluation in her company as follows:

[An attempt is] made to assess the effects of management development activities on a manager's new job. Three months after taking up a new appointment a manager is asked to provide information [about the extent to which] development activities prepared him/her for the new job. The manager is asked how he/she, is applying the program content and what could be done to improve the usefulness of the program. Performance review ratings of the newly appointed managers are compared to the ratings

of those managers in similar positions who have been in those positions for a while. (Management Development Consultant, Case 12a)

The focus of follow-up evaluation is on gathering the participants' perceptions about the actual application of the learnings from the development program. Although a comparison of the performance ratings of the managers who took part in the development program with those who did not participate is an attempt to conduct quasi-experimental evaluation (using a control group), the procedure used in this company may not assist audiences of evaluation to establish program effects on the participant managers since only one manager group would have participated in the developmental activity. Furthermore, it is quite likely that the newly appointed or recently promoted managers, may exert themselves more in order to prove their worth, whereas those who have been in such positions for a longer time may not need to prove their capability. The procedures used by this company serve to illustrate that the use of experimental and control groups in actual work settings is very difficult, if not impossible, to implement. Several writers in management development evaluation (e.g., Hepworth, 1972; McEvoy & Buller, 1990; Watson, 1981; Williams, 1969) have pointed out that, in evaluating management development, companies may not have the resources to set up experimental evaluation, and managers could be reluctant to be excluded from a specific development program whilst their peers attend.

When another human resource practitioner in the company cited above (Case 12) was asked how program effects are tracked she commented:

We do it through sending out three months after managers have been appointed ... a form, and it asks them all different questions related to their jobs and how effectively they have done them, or how ineffective they have been. And then we collate that information and it comes to the Human Resources Group. You are very much relying on people's honesty and hope that their ego is not going to take over in that situation. No one likes to say, "I can't do this." or, "I am not very good at doing this." So I question the usefulness of the information we gather. (Manager: Management Development Program, Case 12c)

There is a pessimism here in relation to the objectivity of medium-term evaluation data. This supports the contention made in Chapter 3 that objectivity in assessing management development is indeed one of the problems (Goodrich, 1978; Merlo, 1978; Smith, 1990).

Another problem which arises when questionnaires are used in medium-term evaluation, is that the rate of return may be very low. As one informant explained:

[When we tried to undertake follow-up evaluation using a questionnaire] we didn't have a great success in the return of it [the questionnaire] because it was a paper system in the sense of we were requiring managers to fill out a piece of paper [together] with their subordinates; we had some reasonable return but not very successful. (Development Services Manager, Case 2a)

The response rate is likely to be low especially if the participants and their immediate superiors are not committed to the evaluation process. In the organisation just cited there was no evidence that participating managers and their line managers were involved in planning the evaluation processes. It may be that commitment will be ascertained only when line managers and their subordinates are actively involved in the designing evaluation procedures.

In another company it was reported that follow-up evaluation was not as effective as expected:

Assessment of whether the behaviour changed back at work [has not been of good quality]. Since I joined this company we have built in three months follow-up evaluations in order to see whether there are any behaviour changes. We get the bosses and the participants to negotiate behaviour change prior to the course, and action plans are drawn up after the program. However, the three-month follow-up which we have done ... it's not nearly good enough, it was toeing the water, to get them thinking that follow-up requires some activity. (Chief Manager: Training & Development, Case 9b)

This practitioner further pointed out that her department did not have sufficient staff to undertake follow-up evaluation:

I had to put in a system before we had a reorganisation where I was going to get back to the line areas in three months time to see whether managers'

behaviours have changed, but in fact I no longer have a team, I am not able to do it. (Chief Manager: Training & Development, Case 9b)

In addition to staff shortages there were skill shortages and time constraints. A manager in the same company (Case 9) remarked:

The only expertise that I feel that I am able to add to management development is that we set objectives for the program and we ask the participants at the end of the week to see whether we have fulfilled those objectives. We get back to the senior people in the organisation on a periodic basis to ask them if the program is adding value to what they are doing. But other than that we have not got the time or the resources or the expertise to do any more. (Executive Development Manager, Case 9c)

This lack of evaluation expertise among human resource practitioners could be an indication that when companies recruit people into these positions expertise in evaluation is not considered a priority. Alternatively, it is possible that there are very few human resource professionals who have expertise in management development evaluation (The general feeling among the informants was that most human resource practitioners in Australia do not have evaluation expertise.)

As already shown above (Section 6.3) the survey findings indicate that company staff, in particular, human resource specialists, have prime responsibility for evaluating external programs. During the interviews information was sought on processes used to evaluate external programs. One interviewee indicated that in his company, evaluation of external programs involved himself (as a human resource practitioner), the participant, his/her supervisor and the Executive General Manager. He added:

When I talk about external programs, the ones we are involved with, I am talking about sending one of the top fifty in the group [most senior executives] to places such as, Harvard or Stanford. We are looking at \$30,000 - \$50,000 investment. The evaluation of these programs is 'personal', involving myself, the individual and his/her boss, and the Executive General Manager. We ask for written reports from the attendees, and we speak to the person later on in the year and so forth. It's a very detailed, personal assessment of the course. (Manager: Executive Development, Case 35)

There is merit in using formal and informal evaluation procedures in management development. Smith (1990) observes that although notoriously lacking in validity, self reports can serve as useful follow-up motivators, that is, they encourage the participants to report about their successes and failures in using the concepts and principles taught in the development program. A strength of informal evaluation is that it increases the chances of obtaining unbiased information.

(c) Long-term evaluation

As mentioned in Chapter 3, long-term evaluation is given different labels: long-range, follow-up evaluation (Phillips, 1983), results evaluation (Kirkpatrick, 1959, 1967) and impact evaluation (Paquet *et al.*, 1987). Long-term evaluation concentrates on establishing the program effects on managerial performance and subsequently on organisational effectiveness. Jones and Woodcock (1985:153) assert that "the ultimate justification for conducting learning activities is their actual impact on the effectiveness of the system". Similarly, Berry (1990) proposes that long-term assessment of training effectiveness should determine to what degree the organisation is able to compete more effectively as a result of investing in training.

Several respondents in the present study indicated uncertainty as to how long-term evaluation can be undertaken. One interviewee explained the difficulties encountered in establishing causal links between management development and organisational effectiveness:

I really don't know how management development can be linked to organisational effectiveness. It's basically through talking to people to find out whether we are being effective or not and whether the trainees are being effective. That becomes very difficult to discern because we don't actually have a measure while the training is happening to determine program effectiveness. Testing in-house [is inadequate] because ... you learn a bit in-house [during the training] but you actually develop everything out on the job. So I don't think we really measure in such a way. (Manager: Management Development Program, Case 12c)

This manager argues that assessment of the effects of management development is difficult because actual development occurs on the job as theory is put into practice. She further pointed out that in her organisation human resource practitioners rely on whatever anecdotal evidence is available to assess the long-term effects of management development. The usefulness of such informal evaluation can be increased by gathering data more systematically through such strategies as critical incident techniques and personal work diaries. As already discussed above several informants said that effective evaluation ought to be structured. A mechanism to encourage participants to report information about the effects of management development on an ongoing basis could be established. This is what is advocated in the Multi-Faceted Evaluation approach proposed in Chapter Seven.

6.5 UTILISATION OF EVALUATION INFORMATION

In order to gain greater understanding of the corporate use of evaluation information, respondents were provided with a list of stakeholders in management development and were asked to select the three most important audiences or users of evaluation information.

Table 6.2 shows that the three most important users of evaluation information are participants, their supervisors and the human resource manager or equivalent. It is not clear from the survey data why the participants emerged as the most important audiences of evaluation. During the interviews none of the informants indicated that the participating managers were the most important users of the evaluation information.

Table 6.2**Important audiences for evaluation information**

Users (audiences)	No. of mentions for each ranking			Total	Mean
	Most important	2nd most important	3rd most important		
Program participants	13	6	4	23	1.61
Immediate supervisors of participants	11	11	9	31	1.94
Human resource manager or equivalent	5	8	5	18	2.00
Top management/senior executives	5	7	7	19	2.11
Program developers/designers	5	4	7	16	2.13
Internal & external management trainers	4	7	11	22	2.32

6.6 DETERMINANTS OF CURRENT PRACTICE

One question asked the respondents to express their views about why some organisations do not undertake management development evaluation. A list of seven possible reasons was provided and the respondents were asked to rate each of them on a scale of 1-5 where (1=strongly agree and 5=strongly disagree). Table 6.3 summarises the results.

Table 6.3

**Why some organisations do not evaluate
management development**

N = 48*

Reason	Frequency of rating							
	1 & 2		3		4 & 5		Mean rating	Rank order
	n	%	n	%	n	%		
Lack of a formal requirement for evaluation by the organisation	29	60.4	9	18.8	10	20.8	2.46	1
Cost and time consuming nature of evaluation	23	47.9	14	29.2	11	22.9	2.75	2
Lack of evaluation expertise among company staff	13	27.1	13	27.1	22	45.8	3.25	3
Assumption that management development has proven benefits making evaluation unnecessary	13	27.1	11	22.9	24	50.0	3.40	5
Assumption that program evaluation is impossible because of its complexity	13	27.1	13	27.1	22	45.8	3.40	5
Difficulty of securing co-operation of organisation members	12	25.0	12	25.0	24	50.0	3.40	5
Fear by management trainers to expose program failure	5	10.4	10	20.8	33	68.8	3.94	7

* Two organisations did not respond.

(i) Lack of evaluation expertise

A lack of evaluation 'know-how' was mentioned as one of the contributory factors in the neglect of management development evaluation. One interviewee explained:

I think line managers see the need to [evaluate] because we are becoming very strong on the need to measure things. But having said that, I don't think a number of business units are doing it, and I believe that those who do it are probably having great difficulty working out how to do it. But I think to be truthful, that's the case with everybody. I don't think anybody really has a good handle on how to evaluate management development programs. And talking to people in other businesses, not only in Australia, but say in the United States, I don't think people have a very good idea of how to evaluate management development activities. (General Manager Training, Case 7)

The present study reveals that lack of evaluation expertise is probably the most important underlying cause of the weak culture of evaluation among organisation members. One is not likely to have the confidence to undertake evaluation without relevant knowledge of theory and the practical skills required for effective professional evaluation.

(ii) Assumption that management development has value

Demonstration of the contributions of management development to organisational effectiveness was seen as unnecessary, since senior managers believe that this activity has value. For example, upon being asked if he was required to prove the value of management development one manager replied:

No, and the reason... is that the Chief Executive Officer has a view that it does have value. So I can't say that I have to actually produce some piece of paper every year to re-convince him about that because he has a view already that it does have value. The Chief Executive Officer attends every one of the programs that we run on the corporate basis here in Melbourne. Therefore, he sees for himself, to an extent, how they are going because he is there. (General Manager Training, Case 7)

This interviewee also mentioned that business unit managing directors usually contribute as presenters in programs provided for lower level managers. The point being made here is that involvement of senior managers, through attendance and as presenters, is sufficient evidence that they believe that management development has value. However, such involvement does not necessarily enable senior management to become aware of the program effects. Although top managers may assume that management development has value, and this is confirmed by their own involvement, still there is need for formal effective evaluation.

The belief that management development has intangible benefits can influence some organisations to neglect formal evaluation. The manager just cited was of the opinion that line managers are aware that management development has benefits which defy precise measurement:

I like to think that the people who send people to the courses do so with a reasonably open mind. They know that part of it is the development of future senior people. They also know that one of the great values of the program is something that's intangible, at least in the short term. One of the things perhaps I should have mentioned is that most promotion in this company occurs from within the company. My general manager may also have gone through the programs I have attended such as And over a period of time has gained from the network. People I met there are valuable contacts around the company. And it's hard to say how valuable those contacts are, but certainly if you are in Hong Kong, and you have just arrived, and you meet someone who went to [any of these programs] with you then you have someone [known to you] already. You already have a rapport, you have an understanding, you have trust [in them and so] you can further build on that.

So that's something that we see as being a major benefit of corporate programs, very major benefit but is really intangible. I would suggest that the view of our senior management would be that for that benefit [networking] alone we would continue to have programs. (Manager: Executive Development, Case 7)

If an organisation believes strongly that management development has worthwhile benefits, it will continue to invest in this activity even as an act of faith. However, even if there are intangible effects, judgements can still be made about the contributions of the development activities.

(iii) Human resource specialists not held accountable

Survey results indicated that internal training staff are responsible for management development evaluation (see Figure 6.1). However, during the interviews several informants said that it was not their role to prove the effectiveness of management development in enhancing organisational performance. The general feeling was that this was a line responsibility. Of course, if line managers consider this to be a role of the human resource specialists, the chances are that evaluation will be neglected.

Some interviewees pointed out that evaluation is neglected because human resource specialists are not held accountable for expenditure on development activities. A

human resource practitioner in one company, which apparently does not bother to assess the contributions of the human resource function in the achievement of organisational goals, explained:

It's a case of we deliver the service, therefore it must be okay. [Evaluation] probably hasn't been demanded of management. It hasn't been demanded of management because they haven't been held accountable for the dollars spent in human resources development. [The thinking has been], this is a corporate expense, therefore it's an expense we wear, we won't evaluate it. There haven't been enough hard questions asked of these sort of areas. And once you start to get an organisation that is cost centred and starts to look at where am I using all my dollars, they will start to ask questions about the returns from those investments. (Manager: Corporate Training, Case 13)

Some interviewees also mentioned that their organisations do not expect line managers to undertake evaluation:

Evaluation is something that can be easily brushed aside. I think human resource practitioners and top management probably are not demanding enough as an organisation to more clearly stress that there must be a quantifiable outcome in some manner. So I guess [it is important] to more clearly sharpen the focus of managers to think about [evaluation] and to have some evaluation thought process at least in their mind, about what is required and what the outcome should be. (Manpower Development Manager, Case 4)

This manager is of the opinion that senior executives and human resource staff are partly to blame for the lack of effective evaluation. Human resource personnel, in particular, should be responsible for engendering an evaluation culture throughout the organisation. It is arguable that it is the human resources team's responsibility to specify who among the stakeholders should play the leading role in evaluation, and what each stakeholder group should contribute to the evaluation process. The role which the human resource professionals will play is partly determined by how management development is organised which is the focus of the next section.

(iv) Control of management development

The way management development is provided determines both the incidence and the focus of evaluation. As already discussed in Section 5.5.6, in most companies which participated in this study, the provision of management development is decentralised. However, the human resource departments are responsible for coordinating and monitoring the management development function as a whole. Hence, human resources staff may be perceived as the persons ultimately accountable for this activity.

Upon being asked who was accountable for management development, several interviewees mentioned that although they were responsible for this activity they were not necessarily held accountable. Frequently, it was line managers who were perceived as the stakeholders ultimately accountable, particularly in the business units. This is seen to be particularly applicable in cases where line managers play a leading role in nominating people for attendance on management development programs. In such instances, human resource professionals may not know about some of the development activities initiated by the heads of the business units.

There was a feeling among the informants that it was the participants' responsibility to implement what they have learnt. Upon being asked how he assessed the implementation, one interviewee replied:

I don't do it [the assessment of implementation] ... it's up to the individual to make a personal decision as to whether or not he/she will implement what has been taught. And I think that's their right as a manager to do that. We are not there to tell them that this is the way it should be done. They know their own business better than me. I do expect them though to draw on the knowledge (Manager: Executive Development, Case 35)

Indeed, participants play a major part in determining the success or failure of learning transfer. Therefore, the participants should be the key players in the evaluation process, particularly at the behaviour and results levels.

The study found that the unclearly defined dual accountability in management development (between human resource practitioners and line managers) is an important determinant of the incidence and quality of evaluation. Without a clear policy on the evaluation of human resource development activities, this activity may be neglected by both line managers and personnel specialists; each group claiming that it is the responsibility of the other party. If management development is decentralised, and responsibility for evaluation unclearly defined, evaluation is likely to be neglected, or only fragmented.

(v) Development strategies

The study revealed that companies use core programs, business unit specific programs, and one-off development activities to develop their managers. Organisations may see no point in evaluating one-off development activities, not because they are not eager to determine effects of these, but because they pay more attention to the longer programs. This is a cause for concern, because the survey revealed that organisations preferred programs which are no more than five days long, and such programs are likely to be of the one-off type, which may be repeated. There was a general feeling that real development occurs on the job through such activities such as job rotation, and coaching. However, these activities may not be evaluated, firstly, because in most cases such interventions are not formally structured, and, secondly, line managers who monitor them may not see the need for systematic evaluation.

As will become apparent, the same factors which influence evaluation practices are major determinants of the strengths and weaknesses of those practices.

6.7 STRENGTHS IN CURRENT PRACTICE

The interviewees were asked to mention what they considered to be the main strengths in their evaluation practices. Those reported include the use of

participants' feedback, the application of statistical tools and the growing awareness of the importance of evaluation.

6.7.1 Use of Participant Feedback

An interviewee in one of the companies felt that a major strength is that their evaluation is based on participant feedback:

I: The strengths are that management development programs are evaluated on the [basis of] feedback of the participants. Is that the sort of thing that you mean?

R: *Well, if you consider that to be a strength.*

I: Well, I think that feedback is a strength, without feedback we could continue to just churn out the same program year after year and not fine tune it given the feedback that we [receive] from people who actually contribute in different ways to the program whether they are participants or whether they are coaches. So I consider that to be a strength. (Assistant Store Manager, Case 12b)

The evaluative information provided by the key stakeholders in management development is used for program improvement and it enables the organisation to gear the programs to the real needs of the participant managers. Another strength identified by another informant from the same company was that some 'rich' evaluative data is gathered:

We do get some fairly rich information [data], but one of the difficulties that we face ... when we let people loose in a sense, and we ask them to complete some evaluation tools and ask them to send it back; I mean you would know from the questionnaires, ...the response rate [is usually low]. I think the ... information [data] that we are getting could be skewed because generally speaking people who feel positive are the ones who seem to [respond to the questionnaires. Management Development Consultant, Case 12a)

This manager expresses concern about the likelihood of always getting some positive feedback, especially if the bulk of the evaluative data is obtained soon

after the programs. However, such positive feedback should be not be devalued as this may be an indicator of the likelihood of training transfer. Another concern raised by this manager is that of low response rate, a problem also experienced by other organisations. To alleviate the problem of low response rate some corporations are considering the use of teleconferencing. Another possible strategy is the use of face-to-face evaluation procedures such as focus groups and personal interviews. However, this may be expensive, especially if program participants and presenters are geographically dispersed.

6.7.2 Simplicity of Evaluation Tools

The ease with which evaluation instruments can be used was also identified as a strength:

[One of the strengths is that the evaluation tools that we have used] have been simple to use, from the users' [those who complete the evaluation instruments] point of view. On the other side of that is the collation of the information hasn't been as easy. (Management Development Consultant, Case 12a)

Indeed, evaluation tools must be easy to use. However, it is essential that in addition to being simple they should yield adequate evaluation data to meet information needs of all stakeholders. Evaluation tools must also be feasible and pragmatic, and complicated and time consuming data gathering instruments avoided. The latter which may be very effective in gathering the required data but may not appeal to the stakeholders, especially if they have limited evaluation expertise, or do not have a strong culture of evaluation.

6.7.3 Timeliness and Specificity

As discussed in Chapter 3 good timing is an essential element of effective evaluation. It is important that evaluation information is made available to the audiences when they most need it. A manager responsible for the management development program in a very large retail/wholesale organisation identified the

timeliness and specificity of evaluation practices as a major strength of their evaluation strategy:

[Our evaluation practices are] timely, they happen 'then' and 'there', that's a strength. Our evaluations are fairly specific, they are actually looking at what the person must be able to do and whether or not they can do it. So that's very specific. It's broken into very small sections [each development activity of part of it is evaluated on its own] so they are very easy to assess, that's very easy to be objective, you can do it or you can't do it. (Manager: Management Development program, Case 12c)

The emphasis here is on immediate evaluation based on happiness sheets and observation of what the participants can do as result of participating in management development. It would appear as if the evaluations are done at the end of each segment of a program ('broken into small sections'; 'then', and 'there'). The inherent problem is that such evaluations may fail to reveal the overall long-term contributions of a management development program, let alone the ultimate effects of the whole management development function.

It is doubtful whether the manager just cited is sufficiently sensitive to the importance of establishing the long-term impact of management development. In fact, she was the only one who thought that management development evaluation can be done objectively and in 'small sections'. During the course of the interview it became increasingly clear that her views were based on sales training programs which predominate in retail/wholesale operations. After attending such programs participants are usually expected to demonstrate specific skills back at work.

6.7.4 Application of Statistical Tools

An executive in one organisation felt that their evaluation practices were sophisticated because statistical procedures were applied in the analysis of the evaluative data:

We are trying to apply statistical tools of evaluation, and I am not sure that many people are doing that. Most people, what they do is they get a point

score of evaluation, and they say, "Okay, well the average of that course was 4.5. But what we are trying is to say, "What's the spread?" Is there somebody above or below the control limits that are on that?" We go one step further and we say, "Let's then analyse it by business unit." If suddenly you find that everybody from a particular business unit is rating a program very low then that's a clue to go to that business unit and say, "Well, why is that so? Are there reasons why that particular business unit are all rating the programs low and if so why?" I am not aware that many people are doing that. "Have you come across any people trying to use statistical tools?" (General Manager Training, Case 7)

The practice of analysing the evaluation data by business unit (a practice reported in this company only), enables the organisation to determine the appropriateness of the development content in meeting specific needs of particular business units. When the manager just quoted was asked whether there were any other strengths he replied: "No, I don't think we are different from anybody else." Therefore, this practitioner doubts the existence of sophisticated evaluation practices in other Australian organisations. However, there was no evidence that he knew in detail what was going on in other business enterprises.

6.7.5 Growing Awareness of the Importance of Evaluation

Although the general feeling across the respondent organisations was that the culture of evaluation was weak, one interviewee reported that the only strength which he could think of was that his company believed evaluation to be essential:

The training and development department is one person also. I think [evaluation] exists as a desire and a wish to do it, but the practical reality is that in my area there is nothing to evaluate right now. We have got generic programs that people expect and want, as I said they have an implicit trust that it must be there. To run that is a full time job apart from evaluating it. The culture [of evaluation is there but] I think the practical ability to do it is limited. (Manager: Training and Development, Case 4)

Although other interviewees did not cite this factor as a strength, several indicated that an evaluation culture existed in the human resource department and that the

culture of evaluation was growing among organisation members, particularly among human resource practitioners. The determinants and the nature of the culture of evaluation are examined in greater detail in Section 6.9.

6.8 WEAKNESSES IN CURRENT PRACTICE

Information on evaluation weaknesses was obtained in several ways. The bulk of the data was obtained by directly asking the human resource practitioners about various aspects of evaluation, and specifically about what they considered to be the main weaknesses of evaluation practices in their companies. The interviewees also volunteered information on weaknesses during the course of interviews and discussions. Further evidence was obtained through examination of relevant documents such as evaluation instruments and evaluation reports. The weaknesses which emerged included a lack of application of evaluation theory, evaluation efforts not guided by clear objectives, and a lack of objectivity in the evaluation processes.

6.8.1 No Application of Evaluation Theory

Information was sought on the use of evaluation theory. The informants were asked: *"In your opinion is the evaluation of management development in this organisation based on theories of evaluation?"* Diverse responses generated by this question. Only one interviewee referred to an evaluation theorist:

I suppose it's so long since I have read all the books on evaluation but Kirkpatrick was the most influential on me because I thought it was so simple, easy to follow, easy to understand. I have got a whole file [with information on evaluation] ... but if you ask me which theorist guides me I would have to say, Kirkpatrick. But in terms of other theories, no, it's all gone into a big mystical conglomeration in my head. (Chief Manager: Training and Development, Case 9b)

Although this manager claimed that she had a wide knowledge of evaluation theory there was no evidence that evaluation practices in this organisation were informed

by a broad range of theory. The very fact that the human resource department of this organisation relies heavily on the Kirkpatrick approach is an indication of a lack of knowledge of other equally useful evaluation frameworks.

In another company a manager responsible for management development programs explained why she was not conversant with theories of evaluation:

I would not have a clue [of what evaluation theories there are]. I don't know any theories of evaluation. I am not a trainer. I might do that [management training] but I do not have the human resource background, so I don't know what theories of evaluation there are. (Manager: Management Development Program, Case 12c)

It is difficult to accept the reason which this interviewee in charge of management development gives to justify her unfamiliarity with the literature on evaluation. In her position one would have thought that even if she had not had formal training in human resource management, particularly in evaluation, prior to assuming her current job, she would take the initiative to upgrade her expertise in evaluation. Upon being asked whether she thought that other human resource professionals in other Australian organisations do have the theoretical knowledge of and practical skills required for undertaking management development evaluation she replied, "From what I know, and it's from talking to people, no, not effective evaluation." Informants in Cases 2, 7 and 9 were also of the opinion that most Australian corporations do not have adequate evaluation expertise.

6.8.2 Lack of Objectivity

Lack of objectivity in evaluation was reported to have its origins in the absence of clear evaluation objectives and the very nature of evaluation. Several interviewees mentioned that their evaluation procedures were unstructured and that this was because of a lack of clear evaluation objectives:

In our current evaluation methods, we at least have got some reasonable feel for the effectiveness of those courses that people are doing. But remember

my earlier comment: the evaluation methods are fairly rudimentary at this stage. So how effective they are remains very open-ended. But again there isn't a framework in this organisation for [undertaking evaluation], that's why I have had a little trouble with my response. [As a result evaluation is] informal, there isn't necessarily the right structure to do that. [There is] no structure. We are just beginning to get serious about evaluation, but I would say the main weakness is that it has been long overdue. That's probably because we have been fairly satisfied in this organisation in the Australian environment with the sorts of business objectives we have had to achieve in the past. But the going is getting quite serious now. (Personnel Development Manager, Case 2c)

The respondent just cited acknowledges that evaluation practices in his organisation are rudimentary. He attributes this weakness to the lack of guidelines on how evaluation should be undertaken. This practitioner also makes an important observation that since there is more competition in the business environment ("... the going is getting quite serious now"), management development evaluation can no longer be treated as a luxury.

This lack of formal evaluation is a reflection of a weak culture of evaluation which is prevalent in the respondent organisations. The lack of a strong evaluation culture may be linked to the absence of a clear management development policy. As already discussed in Chapter 5, Section 5.3, some of the interviewees mentioned that there was no written policy on management development in their companies. It is generally accepted that without a clear management development policy this activity may fail to be fully effective (Margerison, 1991).

The informal nature of evaluation in two organisation was also mentioned:

I personally have been involved with developing sales managers who did not have people handling skills, but the evaluation of that, because it was not to affect their standing in the company, ... was very informal. (Manager: Management Development Program, Case 12c)

[In this company] the trainers evaluate management development according to whatever criteria they feel like using. There is nothing set. So, if I, for example, was a trainer in an area of the company, and [evaluative data] constantly said that the topic was irrelevant I could probably hide that

because nobody would ever check. I don't believe they will go through a rigorous process of establishing how good the topic was and how we can improve on it. So we might [evaluate] subconsciously (Manager: Group Educational Strategy, Case 9a)

An informant in another organisation was of the view that in addition to being unstructured, evaluation procedures in his company were not scientifically based, that is, they did not use of experimental and control groups:

[One of the weaknesses is that] it's not a uniform system, that is, I suppose, really scientifically based in its evaluation methods. But to a large extent, I don't suppose it can be too scientific anyway, because a lot of it is going to be subjective, particularly when it comes down to staff relationships and client relationships. However, we still need to devise better assessment tools [which can be used to assess on-the-job behaviour changes], and we don't have those, and I honestly don't know of any other around that I think are worthwhile. (Manager: Training & Development, Case 6)

Although several interviewees were concerned about the lack of scientific rigour in their evaluation practices, the manager just quoted points out that management development evaluation cannot be all that 'scientific' anyway. This view was reinforced by a training and development manager from another organisation:

From my study in psychology a ... many of the studies that are done where you have a control group and an experiment group, that's almost impossible in industry. There's no way that you could say let's ... have staff development provided for those 50 people and not for these 50 people, and see [differences in subsequent on-the-job performance]. That wouldn't happen, I mean a business has got to go on. (Chief Manager: Training & Development, Case 9b)

Experimental evaluation of management development is being increasingly questioned. Parlett and Hamilton (1977) and Smith (1993) argue that the scientific schools of evaluation fail to take into account the unexpected outcomes and unintended consequences which affect people's lives and make training and management development a dynamic process, which goes on after the program. It

is difficult to envisage how the unanticipated outcomes can be catered for and controlled.

Nevertheless, evaluation can be conducted scientifically without the use of experimental methodologies. Effective evaluation can be achieved through systematic gathering and processing of evaluative data. For this to occur there is need to specify evaluation objectives in order to provide a structure for the evaluation process. However, it is also important to recognise that these objectives can be modified during the course of the evaluation process in response to the feedback obtained from the stakeholders.

Several informants mentioned that it is difficult to obtain objective data from the stakeholders in management development such as managers involved as coaches and the participants. As one interviewee explained: "... also the egos, if you are talking to participants about their [relations with people they interact with as managers] it's very difficult for them to look at themselves honestly" (Manager: Management Development Program, Case 12c). This manager is concerned about the truthfulness of the subjects rather than the subjectivity of the data. This problem can be partially solved through gathering information from all or as many stakeholders as possible by means of varied data gathering techniques. This would facilitate comparing the various data sets in order to increase the validity of the evaluative information.

A manager in another company thought that subjectivity in evaluation arises partly from the lack of agreed criteria in the appraisal of managerial performance:

One person, because of their own values, may believe that this person has a lot of potential. They go and work for someone else and all of a sudden they have gone from being the best person available to someone who is very poor. And if they had the same criteria ... and if subjectivity was taken out, I believe people would be assessed more fairly. I know we have gone a long way to doing that but I don't know that you can ever take a lot of the subjectivity out but that can be a problem sometimes and people [senior managers] always don't agree ... (Assistant Store Manager, Case 12b)

This manager dwells on the negative aspects of subjective data, and devalues the place of subjectivity in evaluation. However, as already shown in Chapter 3, evaluation is by nature subjective and judgemental. Reliance on anecdotal feedback was perceived as another source of subjectivity in evaluation:

[Management development evaluation in this organisation] is huge anecdotal feedback. Managers in my program all over Australia when I see them say: "Oh, management development just changes people around." When you get all that anecdotal feedback, all the time, you will know how biased in judgement it is: "I had a manager once who went on a program once who changed around, therefore all management training is great", which suits me fine [laughter], that's how they do it.' (Chief Manager: Training & Development, Case 9b)

What this manager suggests is that lack of structure in evaluation results in subjective evaluative data being collected. However, even if there is a structure the data may still be subjective. The comment made by the second respondent (Case 9b) also raises the question of what constitutes 'facts in evaluation'. Anecdotal reports can provide evaluation audiences with information which is largely free from bias. Other issues about program effects originally not thought about, can also emerge from anecdotal feedback. In fact, what may be needed is to establish a structure which will encourage the generation of such informal feedback on an ongoing basis.

Overall, the study found that none of the organisations monitors hard indexes, that is, studying the operating statistics to determine the effects of management development sessions. Such data might include information on staff turnover, absenteeism, cost reductions, productivity, profitability and promotions. Of course, these factors are affected by almost everything that occurs in the organisation, so they have to be interpreted carefully regarding the unique effects of management development activities.

After examining evaluation strengths and weaknesses information the investigator then sought interviewees' views about the quality of evaluation practices in their organisations. They were asked: *"What is your overall opinion about management development evaluation practices in this organisation?"*

Doubt was expressed about the usefulness of evaluative data gathered by means of happiness sheets. The interviewees commented that the data generated via these instruments are somewhat biased because the participants know the evaluative data ends up in the human resource department which has responsibility for coordinating and monitoring management development. This bias can somehow be neutralised through including anecdotal feedback, which, as already discussed, some informants devalued. None of the informants mentioned the establishment of links between management development and managerial effectiveness with subsequent organisational effectiveness as one of the strengths in the evaluation practices. This causes concern since the ultimate reason for providing management development is to improve organisational effectiveness.

Evident to the investigator was the lack of detail and precision in the explanations of the evaluation strengths offered by the informants. The interviewees found it a lot easier to talk about the weaknesses than the strengths of evaluation. Overall, the interviewees were dissatisfied with the quality of evaluation practices in their organisations, a view which may be attributable to the lack of a strong culture of evaluation.

6.9 EVALUATION CULTURE: INFLUENCES AND REALITY

This section has two objectives, the first is to discuss the main factors which influence the culture of evaluation, and the second is to examine the nature of the culture of evaluation in the participating organisations.

6.9.1 Key Factors Influencing Evaluation Culture

The study identified several factors (challenges and problems) which influence the culture of evaluation in the respondent organisations. These include the complexity of management development evaluation, lack of evaluation expertise, unavailability of evaluation technology, time constraints, logistical problems, and lack of resources. These factors are interrelated and it is difficult to discuss them in isolation. However, for simplicity they are discussed separately.

(a) Complexity of management development evaluation

This factor was expressed in varied ways. One view was that there are no evaluation frameworks which can be used to establish links between the development a manager engages in today and his/her performance in the future:

We were ... discussing recently, how do you really measure whether someone [who has participated in a program will have] an impact on the business next year, or whether the learning and development that they have picked up from a particular program pays off in five years time when they are general manager of one of our step out companies? (Development Services Manager, Case 2a)

Another view which emerged was that assessing the effects of management development objectively is complicated because development programs constitute only one element of the processes employed to improve management quality:

The difficulty is knowing when you have been successful as opposed to when you have not been successful. How do you actually measure that? There is nothing concrete necessarily that you can come up with in the short term to say, "Yep, that's success, that particular activity, or that external program, ... has proved to be an undaunted success." It's not a question of success or fail, it's a far greyer thing than that because management development courses are just part of a solution, they are part of a jig saw, it's important you have got that piece [management development] there, but without it, then, intuitively you are much less likely to be able to put in place those business professionals you need for the future who can really

deliver those objectives we are talking about. That is the problem with evaluation ... it is not an objective measurement. (Personnel Development Manager, Case 2c)

This response reinforces the notion that most organisations invest in management development because they think that it is a good thing to do, and that objective measurement in evaluation is difficult to attain. Intuitive judgments about the value of management development do have a role in estimating the overall gains obtained from investments in management development, but these are not adequate on their own.

Informants also mentioned that the very nature of management development makes it difficult to evaluate it:

[Management development evaluation] is all too subjective. I think if you go to a miners smelter or manufacturing plant and identify an issue that is important to you to correct or fix or improve, and then design a program to fix it; this is a normal conventional training program, then I think it's easy because you can measure the result before and after. But when you come to these more esoteric management development activities I think it's very, very difficult. So I think by the very nature of the activity (concerned with philosophies, concepts, principles) it's very difficult to measure on a corporate view because there are so many other factors which impact on that. (General Manager Training, Case 7)

Several informants mentioned that one of the challenges faced in management development evaluation is identifying and separating the effects of formal interventions from those of the less formal development activities (e.g. self-directed learning, on-the-job development):

You can make some judgements, I guess, about the effectiveness of your managers today and in a year's time or two years time, or three years time. But how do you relate that back to some of the activities that you have undertaken because the effectiveness of the individual has been shaped by his boss, his peers, the environment he works in, the courses that he might have attended, there is a whole range of activities [variables]. (General Manager Training, Case 7)

It's not so much how the person has responded to the formal process, but what other factors have influenced their development. What outside factors may have influenced them personally? That is probably more difficult sometimes to assess. (Assistant Store Manager, Case 12b)

[In evaluating management development] there are lots of things that are difficult to work through because at any time there is more than one variable working. As someone may have attended the training course there may have also been changed circumstances in their workplace. There might be new technology introduced, there could be a change in pricing structure, there could be new staff coming in. So it's difficult to know whether or not a specific thing we did caused a specific outcome. But we can, based on the numbers going through the course, we identify trends. And I think that's really what we would be looking at. (Manager: Executive Development, Case 35)

These statements illustrate the complex interplay of factors which determine managerial effectiveness. At any one time there is a multitude of factors (many of them unpredicated and unpredictable) interacting to influence manager performance.

It is also generally recognised that evaluating management development is difficult because sometimes it takes a long time for the development programs to have an impact. In view of this, several human resource practitioners in the present study suggested that the focus of evaluation should be on monitoring the success or failure of the succession plans:

The important thing is to go on with ongoing sensing activities, ... with the line, in terms of endeavouring to measure that effectiveness. Now measurement, it's going to be quite a difficult thing to achieve. And I don't know quite how you effectively measure at the end of the day as to how successful you have been. I think as I said before, it takes a long period of time before you are able to do that.

I think you can only look back a number of years hence and say: "For key positions in the organisation did we have a variety of calibre people available at the right time? Have we been preparing people sufficiently in advance?" And equally you need to look at areas like the number of people who resign and leave; those you have been preparing for positions who don't make it for some reason ... You have got to look at your failures as

much as your successes. "How do you evaluate that?" (Personnel Manager, Case 2c)

Two views emerge from this response. The first is that in manager development it is difficult to measure and compare pre-development and post-development performance. The second is that if management development occurred only through formal means it would be relatively easier to evaluate. The effects of the less formal on-the-job development are difficult to identify, let alone to evaluate.

Another factor which influences the culture of evaluation is that there are subtle (and 'unprovable') links between management development and improvements in organisational productivity:

Sometimes it's very difficult to establish that improvements in productivity had something to do with improving the skills of managers. The link is sometimes a very tenuous. But if at the time you can define and get all of the parties to agree on some evaluation criteria then you stand a chance a bit further down the track of actually checking whether there has been a change. And most of the better quality [evaluation] approaches I have seen these days are trying to do that. (Manager, Executive Performance and Development, Case 10)

There is evidence in the literature that in most cases evaluation is brought into the development process as an after-thought, making it difficult for stakeholders to have explicit shared evaluation criteria (Smith & Piper, 1990). These criteria need not be uniform since various stakeholders may have different perceptions about management development objectives.

Another determinant of the culture of evaluation is that management development objectives are usually long-term, as was found in the present study (Section 5.4):

[It should be noted that] you don't send them [managers] off on the Monday and expect them to tap dance on the Friday. It's a very different process that they go through.

For instance, ... if you were talking about understanding what it means to be an international bank you want people to understand what it means to be negotiating in a country like Indonesia or a country like Japan, you cannot

evaluate in the same way that you would evaluate a training program. The performance measures that you would use would include such criteria as teamwork and commitment amongst the senior executives. I think that a good evaluation tool measure of a 'healthy' executive development function is a healthy company. However, it's a much more difficult area to evaluate in the traditional way than training. (Chief Manager Training and Development, Case 9b)

The manager just quoted further suggested that if the management development function is of good quality it is more likely to enhance organisational effectiveness. In other words, even if formal evaluation is not undertaken, the benefits of management development can always be detected from the way the organisation functions. Some interviewees explained that it is unrealistic to expect immediate benefits from management development, and yet line managers, and even top management, sometimes expect participants to demonstrate performance improvements soon after developmental activities:

the other expectation [from line managers] is that when you come back you should be an expert. So [the line manager would say] "If I send you to a problem solving course and you have learnt that, you should be an expert on day one, and if you can't do it, well then there is something wrong." (Manager: Group Educational Strategy, Case 9a)

I think that management development is one of those areas where there is in many cases no immediately obvious short-term benefits that flow from it. So, when a manager is faced with making decisions about where he is going to put his dollars, or his time, or whatever, often people tend to focus on the short-term outcomes at the expense of the long-term benefits. [If there are no short-term benefits] the line manager would say then say: "You didn't get anything out of that course, and it's a waste of time." So that reinforces the cultural thing that training isn't valuable. (Manager: Executive Performance & Development, Case 10)

The point being made here is that there is need for long-term and ongoing evaluation as opposed to short cycle evaluation. It is not unusual for a manager to realise the effects of management development on his/her overall growth several years later. One informant had this to say:

[In this program] the strategy for that is you are really beginning to focus on some extra skilling of the senior managers in the age range - late 30s to

early 40s.... however, the outcomes [of participating in the program] might occur ten years later. You can measure whether the project that they have engaged in has any value, so there is a short term measurement. This is the vexed question ... how do you really measure whether whatever someone did in 1992 had an effect on what they do in 1999?

Generally you say, yes, well, your skill level builds, but how do you measure whether the attendance at the eight-day high grade residential program in Sydney had any benefit to the result that is occurring in 1999?

(b) Lack of expertise

Several interviewees mentioned lack of evaluation expertise at company level as one of the determinants of the culture of evaluation. One informant when asked whether his company had evaluation expertise, replied:

You would have to say [we do not have expertise], the basis of that is that if you go to some large, (it's not just in Australia), but certainly large US and European corporations, they have got people who have doctorates in education and some of them might have specialised in course evaluations for a doctorate, so I think you want to say that we haven't got [evaluation expertise]. The person who developed our evaluation system ... is a mining engineer. But what he is trying to do is think about how he has been taught to measure things and come up with some scheme to evaluate management development programs. And I guess from my perspective he is not doing a bad job.

I have just recently been to the United States and I spoke to four [human resource professionals] one was the manager of instructional technology for Xerox; a professor from Colombia University who is helping AT&T on action based learning; ... those are the quality of people you need, I think, in your organisation to be able to come up with systems for evaluation, if not on a permanent basis at least consulting. (General Manager Training, Case 7)

Upon being asked whether he thought that other organisations undertake effective evaluation, this informer commented:

I am not sure I can answer that question except to say that the last time I discussed it with a group of my colleagues, which would probably be about a year ago, it seemed to me that they were no better placed than I was. Amongst the human resource professionals in this country, particularly in

large companies, there is an acknowledgment of the need to evaluate all the activities that we perform. But I think there is a feeling that whatever we are doing is somehow rather not as effective as we would like it to be. So I think there is some disquiet that we really haven't got a handle of how to do this [evaluate management development]. (General Manager: Training, Case 7)

There is evidence that most organisations elsewhere face problems in evaluating management development. Previously cited studies (Clegg, 1987; Lombardo, 1989) have revealed that trainers do not use some evaluation procedures suggested in the literature because of lack of evaluation expertise. So, although larger US organisations often have professional development staff with advanced degrees such as Ph.Ds or DBAs in business administration (Heiler & Benham, 1992), there appears to be an overall lack of evaluation expertise.

(c) Unavailability of evaluation technology

Concern on the part of the human resource practitioners emanated from a lack of evaluation technology (precise evaluation guidelines and instruments). Several informants mentioned that they were not aware of the availability of evaluation tools which could be used to measure on-the-job behaviour changes attributable to management development:

[The difficulty faced in management development] is of getting a true assessment of how effective the programs have been in terms of, not just the way that the individual has reacted at the end of a program, but has the individual really absorbed what you would have hoped he/she would absorb? and has the person gone back to their own business and then put in place the principles that he/she has learnt on the program? So I think the biggest problem for us has been how do you measure that. (General Manager Training, Case 7)

I don't think there is a wide knowledge of [effective] methods of evaluating management development programs. It's a fairly broad area, there are no clear, concise measures which is different from evaluating financial performance, for example. As a result, management development doesn't readily identify itself with line managers. And from that point of view I certainly see a need within this organisation and the wider business

community ... for there to be more emphasis on that [evaluation] over the next few years. (Personnel Manager: Resources, Case 2b)

I think it's probably going a little too far to say that all managers don't appreciate the importance of learning objectives and evaluation of development. I see it as an area where the awareness level is increasing amongst the line managers. I think that it is the tools that perhaps they don't see readily available to help them evaluate particular programs. (Personnel Manager: Resources, Case 2b)

These managers are concerned about the lack of appropriate technology with which to 'measure' the effects of management development. It may be more worthwhile to focus on obtaining evaluative data through whatever means are available than through measurement which has its problems. Ban and Faerman (1990:280) note that "it is difficult to detect measurable change on quantitative measures of work behaviour some time after a training course has been completed. Unless the measures employed are very sensitive and really test job behaviours most likely to be affected by course participation, it is not uncommon to have results that are false negatives (that is, that fail to detect real changes)." It may be more pragmatic to consider the use of other equally useful strategies such as discussions, interviews and observations.

During the course of the interviews several human resource practitioners expressed their desperation to lay their hands on appropriate evaluation instruments:

We evaluate at the reactions level I long for someone to show me a beacon as to how we can really evaluate the value that an executive development program adds. Certainly, all of us here as [my colleague] has just said about why we should be undertaking evaluation, I thoroughly agree with. For executive development programs which are very complex it's how do you do it because you are not expecting an outcome at the end of the week. (Chief Manager: Training and Development, Case 9b)

The point being made here is that there is no evaluation technology which can be used to assess the long-term effects of management development. It is the present investigator's view that well-developed instruments for assessing even the short-term on-the job effects of development programs are not easily available.

(d) Time constraints

In the overall provision of management development the time constraint was the most frequently cited obstacle (see Table 5.14). The view of many interviewees was that although there was interest to undertake evaluation, they found it difficult to devote time to this activity:

It's not often lack of interest. It's lack of time. It's a business manager saying, "Look I don't have the time to [undertake evaluation]. I am being pressured to make more money, I am pressured to find new ways of business, ... evaluation isn't as important to me as making sure that I have got sufficient return in this business." If we were to interview fifty managers in the company they would, I think, if they were to reflect on it, say: "Look, it's more a lack of time. I am interested certainly, but I just haven't got the time." You could say, "Well, you are not interested." But it's really lack of time. (Development Services Manager, Case 2a)

Evaluation at the moment is a bit of a luxury. You can't evaluate if you don't have the program. So we are in the production [stage], get it out there first to meet urgent needs or we go broke tomorrow, so we are happy to have a little bit of blind faith, while we get the factory in place and then evaluating it is next. (Chief Manager: Training and Development, Case 9b)

[There is no] time to fill in, or to really look at performance. Definitely [shortage of time]. And then the follow through that people actually would do it and then follow through, and improve, pick up where the problems are, that wouldn't happen. (Manager, Management Development Program, Case 12c)

These responses emphasise reasons why evaluation is not considered a high priority such as: pressures to achieve business objectives, the urgency of getting essential programs off the ground and lack of sufficient staff to undertake follow-up evaluation. There is a tendency for practice to be governed by the exigencies of

the moment. These time constraints are worsened by logistical problems discussed in the next section.

(e) Logistical problems

Many interviewees reported that although human resource practitioners recognised the importance of evaluation they found it problematic in practice due to organisational constraints. One interviewee mentioned that feedback from co-workers and performance assessments were vital sources of evaluation data. However, she added that it was not feasible to gather adequate data in a business environment which was characterised by pressures to produce tangible results:

I see feedback from co-workers and performance assessments as absolutely critical, particularly subordinates and peer assessments of how a person has gone. I don't know how else you can get that sort of data. But it's in a perfect world situation, you know. If you had the luxury of designing it any way you wanted you would certainly build those in. (Manpower Development Manager, Case 4)

The idea of engaging subordinates in evaluating the performance of their managers is useful because these are the persons who are well-positioned to evaluate management development on an on-going basis. The manager just quoted, however, feels that it may not be feasible to obtain such feedback. Also, managers may resist subordinate evaluation, particularly if there is no strong culture of evaluation, and evaluation is not seen as an activity whose success depends largely on the collaboration of all key stakeholders.

Several informants were of the opinion that if a large number of people participate in management development it becomes impractical to obtain and process feedback from so many participants:

I honestly don't want the feedback [feedback from a large number of many participants]. There are almost 400 people a year going through the programs. There are three people in my department, and in addition to running fourteen programs a year it's going to be hard to manage information on 400 people. (Manager: Executive Development, Case 35)

The physical dynamics of organising a process like that [follow-up evaluation] has its own problems. If I am physically training 600 people, ... the dynamics of trying to control that in proper evaluation has its own difficulties. (Development Services Manager: Case 2a)

In addition to being impractical, there is also considerable pressure emanating from having to accomplish various managerial tasks. This logistical problem can be partially alleviated through applying sampling procedures. Absence of this awareness among the interviewees is an indication of lack of basic research skills which are essential in effective program evaluation.

The problem of having to deal with large numbers is made more difficult when program participants and presenters are drawn from various business units around Australia or even from overseas. This geographical and organisational dispersement means that even evaluation at the reactions and learning levels becomes difficult. One interviewee explained:

We have a logistic problem of getting [external] presenters to sit around the table. [For some courses] we have people from Paris, Hong Kong, University of Virginia, London, Melbourne, Singapore, for example, and they are just not together. We can't afford to keep them for two weeks. But what we do is certainly provide then, like I said, with a detailed feedback on what's going on. (Manager Executive Development, Case 35)

The key informant in Case 2 indicated that his company had embarked on using teleconferencing to obtain evaluative data from participants in business units scattered all over Australia.

(f) Lack of resources

Another factor related to logistical problems is the shortage of resources that can be devoted to evaluation. A number of interviewees said that human resource departments in their companies were experiencing staff shortages and hence found it difficult to pay adequate attention to evaluation:

We have got, I guess 9500 people in the organisation. There is myself in management development, and one person in training and development for

those 9500 people. And that's the generic skills we are talking about so again there isn't the resources to [facilitate the undertaking of evaluation. (Manpower Development Manager, Case 4)

In another organisation, two human resource practitioners interviewed jointly mentioned that although evaluation expertise was available in their organisation they did not have enough resources to devote to evaluation. The following dialogue illustrates this dilemma:

R: In your opinion does this organisation have adequate expertise to undertake management development evaluation?

I's: We have got the expertise, we just don't have enough resources. Yes, we would have the expertise..

R: What do you mean by resources?

I's: Time, energy, people.

Ia: I haven't got a team that can do it.

Ib: My team is strapped - they are working their guts out all day and night. I work every weekend at the moment. When am I going to have time to go round? That's it in a nutshell.

We are doing it [program evaluation] but, I am putting it out to the line. I am trying to devolve responsibility for evaluation to line managers. I have got a [evaluation] tool sitting on my desk right now that I would have to pilot, put it into the hands of each and every line manager in Australia, to say, "This is how you follow-up the learning." But I won't have many resources to chase it up. Such is life. (Chief Manager: Training & Development, Case 9b)

A feeling of hopelessness is evident in Case 4 and 9. Informants in both organisations are eager to undertake evaluation, but their enthusiasm is frustrated by inadequate staffing, especially of management development teams.

Another view which emerged was that it is costly to undertake evaluation especially where this is done by external consultants:

Sometimes they [external consultants] come to us with proposals to evaluate but they cost, because they are consultants they are not going to spend time evaluating unless they get paid for it. One or two have actually come in on their own time and talked to people who had been on previous courses and have asked them about how it's going, what they have applied and so on, but again, that's informal. They are not going to take on full scale research into it because they are going to cost, and we are not going to pay them to do that, it's just far too expensive for us to be going into that as well. (Manpower Development Manager, Case 4)

An interviewee in another company argued that since evaluation is costly in terms of time invested by all contributors to the evaluation effort and material resources, it is necessary to justify such costs:

However, you also have got to work out is it worth the cost of doing that sort of evaluation. When you think of the investment that we have put into training so far it is quite extensive. We are spending about 8-9% of our salary budget on training, so it's quite a large investment. And the time taken by the managers to attend those programs, to spend more and take up more of their time, they probably would be a bit resistant to that [undertaking evaluation]. (Manager Training and Development, Case 6)

This response highlights the point made earlier that line managers and their subordinates are more concerned with achieving business goals than with devoting time to evaluation. The immediate is assumed to be the most important, and there is no strong perception of an integral link between major business goals and management development evaluation.

Indeed, effective evaluation, whether undertaken by company staff or external consultants, is costly in terms of money, time and effort. Inevitably, these costs suggest that organisations should address these two questions:

1. What are the cost-benefits of undertaking evaluation?
2. What are the costs-benefits of not undertaking evaluation?

Addressing such questions would guide organisations in making decisions about investing in the evaluation phase and to be selective in their evaluation efforts, that

is, it would guide them to focus on those aspects of the program which really matter rather than to attempt to evaluate every aspect of the program. The author views effective evaluation as selective, but yielding sufficient data to meet the information needs of the potential users of the evaluation findings.

(g) Accountability deficiencies

Several human resource professionals who participated in the present study pointed out that it was not their role to 'prove' that management development contributed to organisational effectiveness. They suggested that this was a line responsibility. However, line management sometimes consider this to be a role of human resource practitioners. Therefore, chances of evaluation being neglected are high. There is a need to specify who among the stakeholders should play the leading role in evaluation, and how each stakeholder group can contribute to the evaluation process.

This section has examined the key factors which influence the evaluation culture in the participating organisations. These factors determine the nature of the culture which is the focus of the next section.

6.9.2 The Nature of the Evaluation Culture

To date, as far as the author is aware, the literature on training evaluation has not provided adequate definitions or descriptions of a culture of evaluation, especially in the context of management development. In view of this, the present investigator sought to identify indicators of such a culture through asking the interviewees to express their views about the presence of a culture of evaluation among various stakeholders in management development.

In the broader context of human resource development the present investigator's view is that an evaluation culture can be said to be present if:

- Organisation members question the contributions of development activities towards organisational effectiveness;
- Evaluation practices are guided by a clear evaluation policy and objectives and are firmly grounded in comprehensive knowledge of relevant evaluation theory,
- Evaluation is undertaken to establish immediate, medium and long-term effects of development interventions rather than to justify the existence of the human resource department; and
- The assessment of development activities is regarded as an important element in the training/development process and the understanding of evaluation is deeply ingrained in organisation members, as is an awareness of their responsibilities for and within this process.

A strong culture of evaluation in human resources development emphasises results and, according to Phillips (1990:12.3), such a culture has three characteristics:

- Human resource development programs are usually not undertaken unless tangible results can be obtained.
- At least one method to measure the results is included in the program design. This way the evaluation strategy is placed on a level of equal importance with other aspects of the program namely: content, objectives, the delivery system and the instructor or program director.
- Each human resource practitioner is committed to measuring the results of his or her efforts.

Recognising that some stakeholders in management development may have a commitment to evaluation whereas others may not, the present study sought to find out what human resource practitioners thought about the existence of an evaluation culture both from the whole organisation and for various levels within the

organisation. Figure 6.3 shows questions which were used to solicit perceptions about the three sub-evaluation cultures (line management culture, human resource culture and senior management culture) and organisational culture, in the participating companies and in other Australian organisations. The sets of questions used to solicit information on the nature of the culture of evaluation in each stakeholder group yielded essentially similar responses, differences if any, were only in semantics. The existence, strength and pervasiveness of an evaluation culture was also deduced from the interviewees' perceptions of the meaning of evaluation and its importance, and the willingness of the organisation members to invest time and resources in evaluation and how the evaluation information is used.

(a) Stakeholder evaluation culture

Several views on line management culture emerged in response to a question about the existence of culture of evaluation among the various stakeholders. One view was that line managers see no value in undertaking evaluation:

Line managers see a need to have good people in their departments. But I believe that line managers do not see a need to actually [systematically] evaluate programs their people have been on, rather, they will do that sub-consciously.

What we tend to do is evaluate the person. And if the person has improved as a result of some programs that will be reflected in how we view the person. If they do not improve we tend to evaluate the person rather than [saying that] the course that they went on was obviously not appropriate. I think what line managers in this company assume that if the course is good, then it should have the desired effect, and if it doesn't, we tend to blame the person rather than the course. (Personnel Manager, Case 2d)

Figure 6.3

Questions on evaluation culture

Evaluation culture category	Examples of key questions used to solicit information on evaluation culture
Line management	<p>What is the attitude of line managers towards expenditure on staff development?</p> <p>Do you think that line managers see a need to evaluate management development?</p>
Human resource practitioners	<p>Do you think that the Human Resources Department is pressurised to prove the contributions of management development towards organisational performance?</p> <p>In your role as personnel manager are you expected to prove the contributions of management development towards the achievement of organisational goals?</p> <p>In your opinion do human resource practitioners in this organisation see a need to evaluate all the services which they provide?</p> <p>Would you say then that an evaluation culture exists within the human resource department?</p>
Senior management	<p>Are senior managers in this organisation sensitive to the value of evaluating management development?</p> <p>In your opinion are managers throughout the organisation sensitive to the need to evaluate management development?</p>
Organisational (in the participating companies and in other organisations)	<p>Is there a policy on management development evaluation in this organisation?</p> <p>What are the purposes of management development evaluation?</p> <p>Do you think an 'evaluation culture' with regard to human resource development exists in this organisation?</p> <p>Suppose you asked for some funding for evaluation do you think you would get it?</p> <p>If you were asked to 'build' an evaluation culture throughout the organisation how would you go about doing it?</p> <p>Do you think that an evaluation culture exists in Australian organisations?</p>

According to the informant cited, when evaluation is undertaken little focus is put on establishing program effects on manager performance. In addition, if management development does not lead to demonstrable performance improvements, the participant rather than the program is usually blamed. This approach to evaluation may influence participants to view evaluation negatively.

The human resource professionals who were interviewed also thought that there was a lack of interest among line managers to undertake evaluation:

You can certainly encounter lack of interest by some senior managers saying, 'Uh, okay, I will keep spending the money, I think it's doing some good,' so it's a lack of interest. (Development Services Manager, Case 2a)

Evaluation is something that can be easily brushed aside. I think we probably are not demanding enough as an organisation to more clearly stress that there must be a quantifiable outcome in some manner. So I guess [it is important] to more clearly sharpen the focus of managers to think about [evaluation], and to have some evaluation thought process at least in their mind, for what is required and what the outcome should be. (Development Services Manager, Case 2b)

I mean, it comes down to a manager saying, okay I am prepared to spend \$2 000,00 to send you to that [course], and then doing absolutely nothing about it when they arrive back on the job to evaluate. Maybe some people do something about it and talk with their subordinates about what's changed and so on, but there's no formalisation of it, and there is no way that [human resources staff] know that it has happened. (Manpower Development Manager, Case 4)

Human resource practitioners and other senior managers are viewed as partly responsible for this lack of interest among line management to undertake evaluation (Case 2b).

Lack of interest to assess management development activities was also explained in terms of a lack of understanding of the values of program evaluation:

I guess perhaps the major problem is a lack of understanding by line managers of what evaluation does mean for management development. (Personal Manager Resources, Case 2b)

This practitioner is suggesting that line managers are not aware that if they evaluated development programs possibly the quality of those programs and their subsequent effects could be enhanced. Such an understanding is possible only if line managers and their subordinates are very clear about the objectives of management development. This useful prerequisite for success in evaluation is often ignored by many internal and external providers of management development. As already mentioned, the present study revealed that managers are not directly involved in formulating management development objectives. Proponents of goal-free evaluation (Scriven, 1967) would argue that although a knowledge of program objectives is useful, evaluators should search for both intended and unintended outcomes. In fact, if internal evaluators are engaged it is very difficult to undertake goal-free evaluation.

It was also thought that if managers assume and believe that development programs are usually effective and that providing management development is a good thing they may see no point in undertaking effective evaluation:

As far as line managers are concerned when somebody goes on a course they believe they come out the other end 100 percent [as perfect performers]. What we have had to educate managers in is that when somebody comes on a course they may not come out 100% [knowing everything about management] because that is not the objective of the course.

I don't believe that there is all that much interest in evaluation. However, we are trying to engender greater interest by saying to managers that [they] are going to have to pay for this service [management development] ... (Manager Corporate Training, Case 13)

Even if business units are asked to pay for the development activities it does not follow that a culture of evaluation will develop. Rather than using punitive

strategies it is better to consider strategies which may be employed to sensitise all stakeholders so that they become aware of the usefulness of evaluation.

Several informants said that their human resource departments are not pressurised by line managers to evaluate, rather, the drive to evaluate comes from within the departments themselves:

The pressure doesn't come from line management. Pressure comes from what I know to be a reasonable management business decision. We are spending lots of money [so there is need for a] return on investment basically. It's not too often I get a phone call conversation with a line manager saying, "You haven't evaluated the program I sent my people on." (Development Services Manager, Case 2a)

This point was reinforced by an interviewee in another company when she was asked why her department had been questioning the value of management development in recent years:

[The] desire to do the good job really [develop managers effectively], and I suppose there are several reasons for that. One is ... the opportunity that we see in terms of being able to help the organisation meet its goals. So that's a big factor. The other side of looking at our effectiveness is in a sense in terms of resourcing. We don't have a bottomless pit of money that we can use. And so we are always looking for smarter methods of doing things. We have looked at the current business environment and we have said, "Well, look, we don't have a free hand in terms of the money that we have to spend." So that's actually really looking at how we can train and develop managers effectively. And so financial constraints have forced us to think very carefully about how to do it well, rather than maybe if we could spend anything we liked, we might have just gone through the normal tried and tested methods. (Management Development Consultant, Case 12a)

The desire for cost effectiveness in the provision of management development is evident in this company. Increasingly, human resource professionals world-wide are being pressurised to demonstrate the contributions of human resource development interventions to organisational performance, the 'bottom line'.

The common view among the human resource practitioners who were interviewed is that there is a lack of a strong evaluation culture. There was also a feeling that

the sharpening of the evaluation culture among human resource specialists was a recent development.

The awareness level [about the importance of evaluation] has increased in my view quite markedly over the last 2-3 years, and the need to more sharply focus on the quality of the outcome has certainly increased. Certainly there are a number of very positive steps taking place. (Personnel Manager Resources, Case 2b)

I would say an evaluation culture exists, especially so in the last 3 years. Prior to that not so much. But with some changes in people in the department over the last three years there has been much greater emphasis and focus on the worth [of management development] to the organisation, focus on what we term adding value to the business.... Five years ago I would have said, "No, it's an administrative group." Now I will say it's very much a forward looking group wishing to contribute to the business through the provision of services which are required by the business units and are useful to the business units. (Personnel Manager, Case 2d)

Although the culture of evaluation was perceived as growing, some informants also noted that it is still weak and that it will take time for it to become strong and pervasive.:

They [human resource practitioners] are beginning to become aware of the need for management development evaluation. But it's only since 1990 we started getting serious, so as a consequence of that, evaluation ... is still taken semi-seriously, I think. There has to be a whole change of attitude, a change of mind set on this, I don't think we have necessarily reached that point yet. (Personnel Manager, Case 2c)

For evaluation to be taken seriously management development itself should be viewed as an activity which helps the organisation to achieve its goals. The problem, however, is that of making causal links between management development and organisational profitability.

Overall, the general view of the human resource specialists was that line managers are not sensitive to the importance of evaluation. Only two informants from one company who were interviewed jointly thought that line managers in their organisation were aware of the importance of evaluation.

(b) Organisational and national evaluation cultures

(i) Organisational culture

In order to find out whether or not an evaluation culture existed throughout the organisation, interviewees were asked about the existence of a management development evaluation policy. An organisation which provides management development on the basis of assumed benefits, and does not have procedures to establish the links between the development activities and organisational effectiveness is unlikely to have a clear evaluation policy.

Several informants reported that there was no formal policy with regard to the evaluation of management development activities:

There is [an evaluation] policy, but as such it is not firmly entrenched in the minds of managers at this point. It tends to be very subjective. (Personnel Manager, Case 2d)

No! In short, not a formal evaluation policy certainly. It's far more informal ... but it has to be set, I think. It's only in the last couple of years that we started to get really very serious about management development in this organisation. Prior to that it has been rather haphazard in terms of how we have developed people for future positions It has been on a one by one basis, it has not been part of a comprehensive policy. (Personnel Manager, Case 2c)

These interview responses show that although the respondent organisations invest substantially in management development it has not been found necessary to develop an evaluation policy. A possible reason for this discrepancy is that decentralisation in the provision of management development is not conducive to the development of a company wide policy on evaluation. One manager had the following explanation:

Each business unit is obviously accountable for doing what they want to do. Certainly there isn't any evaluation policy you can point to and say yes: "It's meant to be an integral part of any training program to evaluate the effectiveness of the program." I am only talking about the corporate

programs ... we have got an evaluation system in place whereby we are trying to judge the effectiveness of the program mainly in terms of its value to the participants, back on the job. We do have a system ... but ... one wouldn't want to say that it was a system which was well established. There is still] a lot of work to be done on it. (General Manager Training, Case 7)

(ii) National evaluation culture

The investigator also sought informants' views about the existence of an evaluation culture across Australian organisations. This was a follow-up question to a survey question which asked respondents to express their views about why some organisations neglected management development evaluation. One view was that although organisations invested in training and development, most of them do not bother to set up and maintain records, neither do they undertake effective evaluation:

I think generally they [other organisations] would be either close to where we are at or in some cases would be behind us. And what I mean by that is, it's fairly typical that ... training and development is provided in various companies across Australia, and in some cases no records are kept. And what I mean by that is, there is the need, the need has been decided yes, "X and Y need to be developed, and yes [they] go off on a training course." But then the records and evaluation become secondary as someone has to do it. (Development Services Manager, Case 2a)

Little importance is accorded to record keeping and evaluation because of pressures to achieve short-term, measurable business objectives. In addition, human resource departments are under constant pressure to develop and run new programs leaving them with little time to devote to evaluation.

Another view was that very little attention is paid to assessing the transfer of the development input. Organisations usually assume that once people have attended a development activity the transfer is 'automatic':

It's perceived that by physically having participants attend programs, that's enough, that the transfer of the learning has occurred. In my opinion and talking to a number of colleagues across Melbourne and Sydney, ... unless you begin to really measure: where the transfer is occurring? how it is occurring? what are some other options? one may not know whether or not management development has value. [In order to measure learning transfer] this company is focusing away from formal classroom training only, to interactive video, CD Rom, self-paced learning, and distance learning because [we believe that these strategies are more cost effective since they facilitate effective transfer]. (Development Services Manager, Case 2a)

Even if managers direct their own development, as in self-paced learning, a feedback mechanism should be set up in order to gather data which can be used to establish if there is transfer. For this to succeed there must be a strong culture of evaluation throughout the organisation, and particularly among the key stakeholders in management development.

6.10 STRATEGIES FOR IMPROVEMENT

Overall, the interview participants were dissatisfied with the quality of evaluation practices in their organisations. Accordingly, information was then sought about how management development evaluation practices could be improved. Three suggestions were made. Firstly, it was suggested that several changes should be implemented to improve the evaluation quality. Secondly, that effectiveness in evaluation should be enhanced through engaging external evaluators. Finally, that improvement of evaluation practices should be preceded by re-shaping of the culture of evaluation.

6.10.1 Changing Evaluation Practices

The study has already reported the concern among the interviewees that current evaluation practices do not reveal much about the effects of development activities on manager effectiveness and organisational performance. The investigator then sought information about changes which could be effected to improve the quality

of evaluation. One view was that management development evaluation could be made more effective through engaging external evaluation experts:

I think we have quite an amount of the expertise in the organisation but I think it is unwise just to rely [entirely on internal expertise]. We are part of a business community in Australia. Certainly we have strong links with academic institutions. And I think to get a quality outcome we need to tap into all the outside resources ... to make sure that we do have the right process. (Personnel Manager: Resources, Case 2b)

The idea of utilising external expertise is an indication that they are aware of their lack of evaluation expertise. However, some interviewees thought that it was best for organisations to strive to develop 'organisation specific evaluation models' in order to enhance the quality of evaluation. One informant argued that it was reasonable to adopt this approach because from evidence in the literature and discussions with other human resource professionals it was apparent that "not many Australian companies have been able to find the right answer to measurement [in the evaluation process]" (Development Services Manager, Case 2a). This practitioner suggested that companies should not expend too much effort searching for evaluation packages in the marketplace because the chances of finding suitable packages are remote. He further pointed out that it is unrealistic to envisage that such packages can be supplied into companies. If an organisation has realised that its evaluation practices are not meeting evaluation objectives, it should take appropriate steps to remedy the situation, with external evaluation experts acting as consultants.

There were also indications of changes in the evaluation processes among the participating companies. An interviewee in one company mentioned that there were some plans to move away from basic evaluation (presumably, immediate reaction evaluation) to medium-term evaluation:

I am trying to move away from [immediate reaction evaluation] ... to a system whereby we have got the document that says the evaluation of the physical program was okay, and now I want to engage some line managers and some participants in: "You said that it was okay some two months ago. What is it that you are already doing different now that [the participant has] been back at work? What benefit, what added advantage has it been to your

function? What extra money have you actually earned the company?" ... we had for years just been fairly static - fill out the form, look at it, file it away and ... produce some statistical reports at the end of the end of each quarter that says that the program was all right.

I am trying to get to a situation where we are trying to actively engage past participants and line managers in a dialogue: "Okay, we spent money in trying to [achieve these objectives], how is it going, what else do we need to [do to improve] the program?" (Development Services Manager, Case 2a)

A manager in another organisation had a similar view:

I am not happy with it [management development evaluation] at the moment. That's why I have put together this pilot evaluation program and am starting to introduce a much more comprehensive evaluation [process]. It has been very much reaction evaluation - they have done training, therefore they must have done okay. We want to get far better evaluation. Now we want to involve the manager, we want to be able to tell the line managers that Fred or Joe came through the course and they achieved the standard or they didn't achieve the standard, or they achieved the standard better [than what was anticipated]. So, no I am not happy with it. But we are working on it. (Manager: Corporate Training, Case 13)

Changes suggested by this informant are concerned with being able to identify changes in knowledge attributable to development. As a first step in improving evaluation practices this is useful. Effective evaluation goes further to assess learning transfer and the resultant effects of that application, hence the inclusion of line management in the evaluation process.

This manager acknowledges that the reaction data were never really used in generating information to facilitate decision making. Instead, the data were used for producing some statistical reports which were probably used to gain support from other organisational members rather than for demonstrating the impact of development interventions on manager performance and subsequent improvements in organisational profitability.

A manager in another company mentioned plans to put more emphasis on medium-term evaluation:

[A change that I would like to effect is to have] better feedback about our medium-term effectiveness ... medium term effectiveness at the business or group level. And specifically I am looking at some way of accessing the flow of information that occurs between the individual participant and his/her boss perhaps six months later or twelve months after the course. [The objective of this would be to find out] whether or not things are different in the company as a result of [the participant's] attendance of the programs. (Manager: Executive Development, Case 35)

The main concern of this respondent is that the corporate human resources group has insufficient ongoing access to the perceptions of the participants and their line managers about learning transfer. Indeed, tapping such data would be a useful way of getting to know the effect of development in the job situation and perceptions about those effects from the key stakeholders in management development. One merit of obtaining such anecdotal feedback is that in most cases it is likely to be relatively free from bias.

In another company it was reported that the use of action plans had been introduced to improve the quality of medium-term evaluation:

One of the new ways [in which we] are evaluating the programs is that on each course a manager has to identify what they would do differently back in the workplace. And they develop an action plan which they take back, which they are to put into action, before they attend the next course. A copy of that plan goes onto the personal file and [when time comes for staff appraisal] that is available [line manager]. [The line manager appraising him/her can] ask the manager how he/she has gone in implementing that plan. So it becomes part of their overall work performance evaluation. (Manager: Training & Development, Case 6)

The changes mentioned by the manager just quoted, though not revolutionary, show that some human resource practitioners are questioning and reviewing the effectiveness of current evaluation practices. They are also keen to know the contributions of management development to organisational performance, and to achieve this, the participating managers and their supervisors become major players in the evaluation process. During the interviews it became evident that some organisations are experimenting with various procedures meant to establish the contributions of management development to organisational effectiveness:

We are bringing a lot of strategies into place to see whether the development is actually happening [being implemented] on the job where it matters. In terms of [assessing] the business relevance of [management development], no, it hasn't been done yet. Not ... well enough anyway, to my mind, we can, that's my challenge. Now that I have got a little more authority to influence the standards of practices, I think this would be one of my key result areas ... because no amount of management development that's based on education and communication is going to change their behaviour, you have to change the systems. (Chief Manager: Training & Development, Case 9b)

This interviewee emphasises that management development can bring about changes in managerial behaviour and performance only if other systems in the organisation are changed. In addition, human resource practitioners need to have sufficient authority and power to be able to bring about changes in the management development process. However, the success of the human resource practitioners in improving evaluation practices partly depends on the awareness of other organisation members of the need for such improvements, hence the importance of building a pervasive and strong culture of evaluation throughout the organisation prior to introducing changes. Wherever possible, the building of an evaluation culture and the implementation of specific changes in evaluation practices can be done simultaneously.

6.10.2 Building an Organisational Evaluation Culture

Across the responding organisations the main indicators of a weak evaluation culture included absence of policy on evaluation and unclear accountability, prevalence of informal evaluation lacking rigour, absence of evaluation reports and doubts about the role of evaluation theory in the practical assessment of management development.

According to the human resource practitioners who participated in this study, organisational evaluation culture is weak. However, some informants mentioned that the culture of evaluation is becoming increasingly stronger among some stakeholders. This change was reported to be particularly evident among line

management although less so among senior managers. Since the strengthening of the culture of evaluation is not pervasive, it is not likely to have much impact on evaluation practices throughout the organisations. In the light of this finding, interviewees were asked about how an organisational evaluation culture could be developed. Several strategies were suggested and these are discussed below.

(a) Increasing awareness of the importance of evaluation

One strategy suggested for developing a culture of evaluation was that of making line managers and personnel specialists more aware of the benefits of evaluation. For example, upon being asked how he would go about building an evaluation culture one manager replied:

That's a difficult question. It's a matter of increasing awareness amongst line managers and personnel practitioners. An evaluation culture from a management development point of view, should be no different to an evaluation of a financial proposition, and a review of the effectiveness of the amount of money that has been spent on building a new piece of equipment or plant or what have you. The same process should be adopted. It's a matter of, I think, increasing that awareness that management development is an investment, and it should be treated no differently in terms of evaluation for its effectiveness for every dollar spent from any other activity that we undertake in the business. (Development Services Manager, Case 2a)

A potential problem inherent in this strategy is that line managers may lack the skills to assess the value of management development in monetary terms. There was also a feeling that if efforts to build an evaluation culture are to succeed, the board of directors should be sensitised to the benefits of evaluation:

One really has to start at the Board level, to convince the Board that there is need to put a methodology in place to evaluate the effectiveness of management development over an extended period of time. Because like everything in this organisation, you really need to get commitment from the top, to have that happen. You really have to [convince] the Board, the executive directors and the general managers about the need for that evaluation process to be put in place. And that's something that I think we have largely got now, I think there is the understanding, with our new Board. (Personnel Manager, Case 2c)

One of the problems in adopting the approach described by this respondent is that if senior management believe that management development has value they may not see the need for spending more money on building an evaluation culture. Convincing senior executives to devote resources to the building of a culture of evaluation can be difficult especially if such a culture is weak among their ranks. They might argue that they can easily see the value of management development without formal evaluation.

The reshaping of an evaluation culture can be facilitated by adopting some of the principles of 'Learning Organisation'. "Learning organisations see both off-the-job training and work itself as opportunities to learn" (Barham & Rassam, 1989:29). "Companies that promote learning throughout their organisation often have very open communication-conscious culture, where people are allowed considerable freedom to question current practices and to initiate solutions of their own" (Barham & Rassam, 1989:131-132). Such a climate is conducive to evaluation for program improvement or formative evaluation; organisation members can freely comment on both the positive and negative aspect of the development activities.

(b) Providing training in evaluation

Success or failure in the building of an evaluation culture depends partly on the stakeholders understanding of the objectives of management development and an appreciation of what is involved in evaluation. Equipping stakeholders with a broad knowledge of evaluation was viewed as critical in the building of an evaluation culture:

We have to make sure that they know how to evaluate. It's not good enough to simply say: "What did you think about this?" or "How has the person changed?" It's necessary for people to know why the people are being developed. All stakeholders need to know the development that is being sought, and know how to measure changes in performance as a result of that. ... you must know what you are measuring, you must know what you are looking for. I think that is vital before you try and measure otherwise I think the results would probably be suspect. (Personnel Manager, Case 2d)

An interviewee in another organisation raised the same point in a slightly different way:

There is a saying that if you can't measure it, then why are you doing it. I think that's important. I think generally people in service roles [staff functions] haven't thought deeply enough about how they measure their performance, how they measure their productivity. I think that's really a fault of the organisations, organisations are too strong on looking at manufacturing or output things

You have got to know how to measure things because until you know how to measure things you don't know where you stand. And how can you improve if you don't measure things? So I think people have got to understand that that's the biggest hurdle. Then you have got to try and help them work out what are the key performance drivers [performance indicators] within their organisation and how do they measure those, and I think then that all flows. (General Manager Training, Case 7)

The important point in these two responses (Case 2 and 7) is that stakeholders should be equipped with a broad understanding of evaluation theory and the skills required for undertaking effective evaluation as a first step in the process of building an evaluation culture. A person with a knowledge of evaluation is more likely to be receptive to the notion of a culture of evaluation.

In building such a culture it is also necessary to demonstrate to the stakeholders how evaluation information is utilised, or could be used:

My thoughts at the moment are a couple of things, [one] is to feed back the evaluation results ... so that they start to see how the information is used in the development of management training and development activities. So partly by practical demonstration. (Management Development Consultant, Case 12a)

Utilisation-Focused Evaluation (Patton, 1986) is a useful way of building a culture of evaluation since it makes the stakeholders aware of the various possible uses of evaluation information.

Some interviewees indicated that they were 'pressurising' line management and general managers to undertake evaluation through making them accountable for all forms of expenditure in their business units. One manager explained:

[In order to encourage business units to assess the contributions of investments in training and development] what the organisation has done is set up business units which are cost centres and holding managers accountable, in fact, [measurement constitutes a] substantial part of their performance, and consequently their remuneration is based on how well they have managed their finances. And if part of that is training budget performance they become acutely aware of, "When I send someone on a training course it costs me dollars, I want to make sure that the person has come through that training course and learnt and is actually contributing back into the business unit so that I get a return on that dollar I have invested." So we are starting to introduce that concept throughout the organisation. (Manager: Corporate Training, Case 13)

Such a coercive strategy may force line management to undertake evaluation simply to meet organisational requirements and not to genuinely determine the effectiveness of management development. Evaluation is by nature sensitive, hence, 'forcing' managers to evaluate may be counterproductive. Staw (1977) advises that evaluation can be made more acceptable through: (1) evaluating programs not people; (2) reducing the tie between evaluation outcomes and resource allocation; (3) establishing teams of 'politically neutral' evaluators. If, for instance, negative evaluation outcomes lead to some form of punishment such as reduced funding, a department will either not evaluate or may be creative with the evaluative data in order to win support from senior management.

The study found that there are several factors which are favourable to the building or reshaping of such a culture among the participating companies. Firstly, most of the human resource practitioners who participated in the interviews openly acknowledged their lack of adequate expertise in management development evaluation and expressed a desire for acquiring such expertise. All informants displayed an interest to share information on management development evaluation with the researcher. Therefore, there is an evident awareness of the importance of evaluation among the human resource practitioners despite the fact that they do not

think that evaluation is a critical factor in determining program performance and effectiveness. Secondly, nearly half of the interviewees also mentioned that the culture of evaluation was developing among line management and human resource staff and that they expected the trend to continue. Such positive thinking is essential for building a culture of evaluation.

6.11 SUMMARY

This Chapter has shown that across the organisations which participated in this study company training staff are primarily responsible for evaluating both internal and external programs. In most cases, evaluation practices focus on establishing immediate outcomes rather than on assessing program effects on organisational performance, through medium-term and long-term evaluation.

Survey findings revealed that respondents believe that management development objectives are being satisfactorily attained and that this function contributes significantly to organisational effectiveness. However, during the interviews it became apparent that the evaluation procedures commonly used are not as effective as would be expected. Interviewees reported that they had no effective means of assessing the overall effects of management development. It can be argued that much management development remains a corporate exercise taken on faith with little or no demand for effective evaluation.

The key weaknesses of evaluation practices revealed by this study include a lack of adequate evaluation expertise, unavailability of evaluation technology, and an absence of a strong and pervasive culture of evaluation. Overall, the findings of this study suggest the underlying cause of the neglect of evaluation is the lack of evaluation expertise. Appreciation of the value of, and the need for evaluation, depends to a large extent on the deep understanding of what program evaluation involves. An examination of the three factors - lack of evaluation expertise, lack of evaluation technology, and weak culture of evaluation shows that the situation is

something of a vicious circle: lack of evaluation expertise influences organisation members to view evaluation negatively and possibly to perceive no need to learn evaluation skills, and this contributes to the paucity of evaluation expertise at organisational and national levels.

An important consideration in efforts directed at improving evaluation practices is to build a culture of evaluation. A strong culture of evaluation increases the chances of sustaining whatever specific initiatives are taken to improve the quality of evaluation. Changes backed by a strong culture of evaluation are likely to be relatively permanent.

If evaluation practices are to improve there is need to build a culture of evaluation so that evaluation is accepted by most organisation members as something which is important and necessary for enhancing the effectiveness of management development. This must be considered as the vital final step.

CHAPTER 7

REVIEW, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

This chapter reviews the state of the art in management development as reflected in organisations which participated in this research, and then presents conclusions and implications of those findings. Recommendations arising from the findings for the stakeholders in management development are considered next and a research agenda directed at improving management development evaluation practices is proposed. An epilogue provides important lessons emanating from the findings.

7.2. MANAGEMENT DEVELOPMENT EVALUATION: STATE OF THE ART

7.2.1 The Evaluation Focus

The participating companies rely on their staff to evaluate both internal and external programs. This finding is similar to that of Clegg's (1978) study which revealed that training staff were the evaluators in most of the 50 US companies he surveyed. Although in the present study the respondents were not asked to provide reasons for the choice of the evaluators, it can be assumed that they would engage those people who are thought to be best qualified to do this task effectively, and at a minimum cost. However, research evidence (Akin-Ogundeji, 1988; Clegg, 1978; Sullivan, 1970) reveal that training directors and training staff seldom possess the skills and knowledge about evaluation to adequately assess the effects of training in a reliable and valid manner. In the present study many of the human resource

practitioners who were interviewed conceded that they were not adequately skilled to undertake effective management development evaluation.

The study found that most of the companies concentrate on immediate end-of-program reactions and the feedback participants provide some time after the programs constitute the bulk of the evaluative information. When job behaviour evaluation is undertaken, the focus is on gathering views of the participants and of their immediate supervisors (line managers) about the potential value of management development. In isolated instances where initiatives have been taken to evaluate at the results level, the practices were reported to be still in their infancy (still done via reaction questionnaires) and therefore did not yield information which could be used to positively determine the contributions of management development toward the enhancement of managerial effectiveness and organisational performance.

These findings cause concern because although participants' reactions are obviously valuable, actual manager job performance and its impact on organisational effectiveness remains the crucial test in assessing the value of management development. Participant reaction evaluation, the "happiness" rating, has come under fire from many senior managers and even human resource practitioners themselves because it is considered worthless. The main criticism concerns the subjectivity of the data.

However, some commentators in this field (Phillips, 1990; Watson, 1981) support the use of reaction evaluation. Watson (1981) more than two decades ago, argued that the opinions of the participants are an adequate measure of a program's worth, especially when they are supplemented with opinions of trainers, the participant's supervisors, subordinates and peers. Phillips (1990) notes that reaction feedback can be extremely useful for making adjustments in a program and/or assisting in predicting performance after the program, while Baker and Gorman (1978) and Wexley and Latham (1991) argue that testimonial evaluations are useful in that they provide an indication of how individuals feel about the program at that point

in time. Participants' reactions can also provide insight into whether or not transfer will take place. A study by Elkin (1977) involving 90 government supervisors and managers who had completed a basic management course revealed that learner reaction was the strongest determinant of on-the-job application of the new management principles. The study found that the participants who most enjoyed the program were the ones who achieved the most on the job, presumably through applying the development content. Those who did not like the program did not bother to use the content of the program.

The present study also revealed that for most organisations (63%) the focus of evaluation is on the individual level. Several reasons can be advanced to support evaluating management development at the individual level. Firstly, improvements in managerial performance can be assessed most directly and relatively easily at the individual level. Secondly, managers are selected, appraised, rated and rewarded on the basis of their individual abilities and achievements. The reality appears to be that although there is a lot of talk about teamwork, when there is a performance problem, the tendency of senior management is to focus on the individual rather than on the team. Hence, it may be appropriate that the evaluation of the impact of management development should focus on the individual manager, evaluation at the team level would be most suitable if managers were developed on a team basis. Thirdly, it can be argued that improvements in performance at the individual level lead to better productivity at the team and departmental levels and ultimately at the organisational level. In view of time constraints already discussed, organisations may not afford to release management teams for participation in management development. In a majority of cases managers from several departments are nominated to participate in development programs, this is done for practical reasons. According to Dale and Iles (1992:54), "group development was in vogue in the 1960s and 1970s, but seems to have lost favour as the focus has switched to individual performance." In this case, it is logical to track the effect of the transfer of training on an individual basis. In fact, "if changes occur in the performance of the participants on the job, then the organisation will be affected in some way" (Phillips, 1983:41).

However, the rationale for focusing on assessing the effectiveness of the individual manager can be challenged because the performance of the majority of managers is reflected in the effectiveness of the teams, departments and business units for which they are responsible. Therefore, in order to establish the impact of management development, it is essential to find out how the performance of the manager impacts on the performance of a team, work unit, department, business unit and ultimately the whole company. Belbin (1981) has argued that a team is more productive than an individual and that it is impossible for an individual to acquire, and excel in, all the skills required for effective management. Indeed, management is a complex process that requires a multi-faceted input. A management team can hope to cover most of the areas while one manager, inevitably, would have blind spots. Organisational performance depends not only on individual managerial skills and competencies, but on joint effort among managers at different levels, across departments and teams and their relationships with the rest of the workforce. It has been suggested that "if an organisation wishes to improve its performance, it needs to find ways of training and developing groups that manage the organisation collectively" (Dale & Iles, 1992:54).

As discussed in Section 6.3 the study revealed that the choice and/or design of the evaluation procedures is divorced from management development objectives. Most companies (63%) provide management development in order to enhance managerial performance and thus improve corporate effectiveness. But the study found that organisations use evaluative procedures which do not focus on establishing links between management development and organisational effectiveness. This finding supports some interpretive interpretations. Organisations adopt evaluation guidelines found in the literature without necessarily considering their usefulness in assessing the achievement of objectives for which management development is provided. For example, one informant indicated that she used the Kirkpatrick framework not because it is an effective way of assessing the overall effects of management development but because it is simple to understand and to apply. This adoption of evaluation models without assessment of their usefulness is likely to occur especially if management developers are not fully conversant with the

theory and practice of management development evaluation. Also, the procedures which are usually adopted are those which are easy and inexpensive to develop and use. This was the case for many companies in this study which used testimonial evaluations based on questionnaires either soon after the program or some time later.

7.2.2 Perceptions, Theory and Practice

The findings of the present study reveal that there is a discrepancy between what the human resource practitioners perceive as effective management development evaluation and what they actually do in practice. During the interviews several informants mentioned that effective evaluation ought to show the impact of management development on managerial performance and organisational effectiveness (Section 6.2). Evaluation procedures employed in these organisations reflect minimal focus on establishing links between management development and organisational effectiveness. Suggestions in the evaluation literature recommending the use of hard data (Odiorne, 1970, 1990; Sloan, 1981; Wexley & Latham, 1991), appear to have had minimal influence on evaluation practices in the respondent organisations. One possible reason is that quantitative evaluation based on hard data cannot easily be put into practice. Alternatively, it can be argued that the theory can be put into practice, but the human resource practitioners and other management developers cannot apply it because of their limited understanding of the theory of evaluation. As already discussed in (Section 6.7.2), several interviewees acknowledged a lack of evaluation theory and expertise in their ranks.

7.2.3 Determinants of Evaluation Practices

Evaluation practices in the participating organisations were found to be influenced by four major factors: the philosophy underpinning provision, accountability ambiguity, cultural deficiencies and the lack of evaluation expertise.

(a) Philosophy underpinning provision

Management development philosophy in this study refers to the organisational thinking which underpins the provision of management development activities (Section 5.3). The study found that respondent organisations provide management development because they believe that it leads to better organisational performance. Although the respondents acknowledged that they had no effective approaches of assessing the effects of management development on managerial effectiveness and organisational performance, they still believe that this activity contributes significantly to the achievement of corporate goals. While management development is strongly supported, that support is essentially an act of faith. In addition, the expenditure on management development could be because of the pressure to comply with the requirements of the Commonwealth July 1990 Training Guarantee Levy; not because there is concrete evidence of returns from that expenditure.

(b) The accountability ambiguity

While human resource practitioners who participated in this study felt that they were responsible for management development, they were also of the opinion that the participants and their line managers were (or should be) ultimately accountable. Although the study did not solicit the views of the managers and their superiors, it can be reasoned that if accountability is not clearly defined evaluation may be neglected, each stakeholding group arguing that the other should do it. Human resource practitioners who participated in this research were inconsistent in their

views as to who is responsible or should be responsible for evaluation. During the interviews most of the informants mentioned that participants and their supervisors should be responsible for assessing the effects of management development and yet during the survey they indicated that program evaluation was primarily their responsibility. Since evaluation is usually viewed suspiciously and regarded as difficult and not cost effective, the chances are that no one will readily do it if accountability is ambiguous. However, since human resource practitioners are the chief facilitators of management development they should be responsible for ensuring that effective evaluation takes place.

(c) Cultural deficiencies

The study revealed that evaluation is perceived as not very important in influencing program effectiveness. This is a perplexing finding because it is only through evaluation that the quality of the development interventions and the achievement of management development objectives can be ascertained. Although in a typical training/development cycle, evaluation is by no means the most important element, it does play a crucial role in revealing the quality and the effectiveness or otherwise, of the components of the training/development process stages and the overall impact of the developmental intervention.

That evaluation is not considered an important determinant of program effectiveness is also disturbing in that these are perceptions of human resource practitioners who indicated, prior to the survey, that their organisations evaluated management development. Perhaps evaluation is not regarded as a critical factor for program effectiveness because most of the evaluations undertaken yield data of limited value (in the eyes of senior management, and possibly amongst human resource practitioners). Such might be the case in view of the fact that most of the evaluations are based on the participants' subjective opinions, which, unfortunately, senior management may not consider as data which reveals the effects of management development on the bottom line. It is also possible that evaluation is included in the training and development cycle not because it is considered a

worthwhile activity, but because it adds credibility to management development and makes the latter look more professional. This finding causes concern because if human resource practitioners view evaluation negatively, it is doubtful that other stakeholders are likely to see it as important. Under such circumstances management development activities may not be evaluated at the job-behaviour and results levels, if they are evaluated at all. As will be argued in Section 7.3, the success of efforts meant to improve evaluation practices depends largely on the strength and pervasiveness of a culture of evaluation among internal and external stakeholders in management development.

When respondents were asked to explain why some organisations do not evaluate management development 60 percent indicated that they believed it was because there was no formal requirement for it (an indication of a weak culture of evaluation). Only 20 percent of the respondents strongly disagreed with the view that lack of a formal requirement for the assessment of management development contributed to the low incidence of evaluation in Australian organisations (see Table 6.3, p. 197). During the interviews several informants mentioned that assessing the effects of management development was difficult because objectives for this activity are usually long-term, and for this reason it was felt that investments in evaluation may not necessarily reveal the real effects of management development.

In the absence of a strong culture of evaluation at the organisational level it becomes easier for those responsible for management development and other organisation members to argue that evaluation cannot or should not be done. Clegg (1987) observes that training personnel often neglect evaluation of training because of a perceived lack of time. In some cases this may be a genuine problem. In the present study, time and financial constraints were mentioned as some of the major obstacles in the provision of management development (Section 5.7). However, it can be argued that if there were a strong culture of evaluation, human resource practitioners would strive to undertake evaluation irrespective of the scarcity of time and other resources. Furthermore, if there were a strong culture of

evaluation, human resource specialists would take work towards upgrading evaluation expertise of other organisation members. Of course, efforts to equip organisation members with evaluation expertise would depend on whether or not they view evaluation as an organisation wide responsibility.

(d) The lack of expertise

During the interviews it emerged that a lack of evaluation theory and skills was a major obstacle in organisational efforts to undertake evaluation. Informants also believed that other Australian companies did not undertake evaluation because of a lack of evaluation expertise, and some went further to suggest that organisations overseas did not have evaluation expertise, and that this was a worldwide problem, and not a phenomenon unique to Australia.

Although at company level the lack of evaluation expertise among company staff was not considered to be a major reason for the neglect of evaluation, it is likely that many organisations fail to evaluate management development due to a lack of evaluation skills. It can be reasoned that the majority of the organisations evaluated at the individual level not because they would not like to evaluate at the other levels, but rather because they do not have the requisite program *evaluation technology* (i.e., knowledge, skills and instruments).

The study also revealed that the incidence of evaluation by external providers is low irrespective of their substantial involvement in designing in-house development interventions and providing external programs. Several reasons may be advanced to explain this. Firstly, external providers may not see the need to undertake evaluation especially if the client companies do not ask them to do so. However, it can be argued that most professional management development providers are keen, (or should be keen), to assess the effectiveness of the services they provide. In fact, if they can demonstrate the value of their programs then their businesses are likely to grow. The literature on management development evaluation indicates that very few management developers bother to undertake evaluation, because they may not

have the requisite evaluation expertise (Lombardo, 1989). Secondly, companies find it cheaper to utilise internal evaluators if program evaluation costs are not included in the costing of the program, as was the case in the present study; interviewees distinguished between program costs and evaluation costs.

In a setting where there is a weak culture of evaluation program assessment is viewed as an appendage to the development process, and hence added on after the program has been designed and sometimes after it has been implemented. In program development considerations should be given to its three major components - design, implementation/presentation and evaluation. Evaluation would then be an integral part of a program, not an after-thought (Baker & Gorman, 1978). This study found that if evaluation is tacked on at the end of the program, external providers will undertake evaluation at an additional cost, and as some informants indicated, they would rather undertake the evaluation themselves instead of engaging consultants because of the high consultancy fees involved. The long term result of this lack of demand for evaluation is that external providers may not see the need to upgrade their evaluation expertise. If there was a culture of evaluation among external providers and their clients this problem would not arise.

Overall, evidence from this study suggests that lack of evaluation expertise determines practice, that is, the concentration on immediate reaction evaluation. Company staff may not see the value of evaluation if they do not have adequate knowledge of what is involved in management development evaluation.

7.3 IMPLICATIONS OF THE FINDINGS

Given the deficiencies commonly associated with existing evaluation practices and recognising the importance of management development efforts (reflected by the proliferation of such activities), the findings of this study have important implications for evaluation practice which should be considered by internal and external stakeholding groups.

7.3.1 Implications for Internal Stakeholders

(a) Participating managers

Participants should question the value of development interventions from two perspectives: how the interventions contribute to personal development and personal effectiveness as a manager and the effects that personal development/growth has on organisational performance. Considering the investments managers put into development, their own time and sometimes their own money, they should also take the initiative to enhance their knowledge base and skills in evaluation. In this way, they will empower themselves to undertake effective assessment of the value of participating in management development. An ability to undertake self-evaluation will enable them to make informed decisions related to attendance of developmental activities.

(b) Line managers

Line managers are ultimately accountable for the success or failure of the entire management development process, including evaluation. Like the participants, they should make an effort to acquire evaluation knowledge (theory and skills) which will enable them to undertake effective evaluations in collaboration with their subordinate managers. Ideally, the upgrading of evaluation expertise should be done together with their subordinate managers in order to facilitate learning transfer.

(c) Human resource practitioners

The implications of the study results for human resource specialists include the need to develop effective strategies for building an evaluation culture so that all key management development stakeholders can become actively interested and involved in evaluation, and for enhancing their expertise in evaluation.

Three strategies for building expertise are: self-education, involvement in professional groups such as the Australasian Evaluation Society and formal study in evaluation. Familiarity with evaluation theory may allow human resource practitioners to undertake a critical appraisal of the evaluation models offered by vendors and those suggested in the literature. Without a broad and deep knowledge of evaluation, the practice of evaluation is likely to be narrowly focused. Without "thorough grounding in evaluation theory the evaluator is left to trial and error or to professional lore in learning about appropriate methods" DA Costa, 1993:52).

(d) Top management

Top management (that is, senior managers at the corporate level in executive posts and those in senior positions of staff responsibility) ought to realise that their co-operation and involvement is critical in the reshaping of an evaluation culture. It is also important for top management to upgrade their knowledge about the theory and practice of program evaluation and in particular management development evaluation.

7.3.2 Implications for External Stakeholders

(a) External providers

Implications for external providers of management development (tertiary institutions, professional organisations which provide management development, and management consultants) include incorporating evaluation in program design and building a culture of evaluation in their group as professional providers of management development. They could also play an active role in building a culture of evaluation in client organisations through evaluating training and development services they provide. Professional organisations such as the Australian Institute of Management (AIM) and the Australian Institute of Training

and Development (AITD) could consider putting more emphasis on management evaluation in their courses. Current courses focus on general training evaluation, an area which has been thoroughly explored. What is urgently needed is formal training in program evaluation, in particular, management development evaluation.

(b) Management academics

There is an apparent gap between evaluation theorists and practitioners. Therefore, for management academics the implications include undertaking research directed at addressing *practical* problems faced in management development evaluation: investigating the reasons why evaluation theory is not widely used by practitioners; developing more effective ways of disseminating theory on evaluation which will increase the chances of the understanding and application of that theory. One issue which needs urgent attention is to examine why company management developers and other management development providers do not use evaluation procedures which would enable organisations to establish the contributions of management development to the achievement of organisational objectives. Day (1991) has pointed out that although there are several evaluation models and approaches suggested in the literature, what appears to be missing are guidelines for choosing the methods and approaches best suited to a particular situation. It is the view of the present investigator that informed choice is dependent on an in-depth knowledge of evaluation. Very often workshops are used to provide training in evaluation (DA Costa, 1993; Caulley, 1993). The value such workshops is questionable especially if the attendees have had no prior formal education and experience in evaluation. Caulley (1993:14) has argued that one or two-day workshops on evaluation do not provide "enough time in which to learn the nature of evaluation and how to do it, including *methods of collecting and analysing data*".

There is need for higher education institutions to offer more courses in program evaluation. Owen (1991) notes that there are very few courses in Australian higher education institutions that are geared specifically to degree or diploma in evaluation. DA Costa (1993:52) has observed that "most textbooks on evaluation

theory deal primarily with methods" and that in most cases teaching of evaluation tends to be so generic that it has very relevance in the workplace. Therefore, academic institutions should also consider providing courses on program evaluation to cater for the needs of human resource practitioners with varied educational backgrounds, who need evaluation skill for application in their workplaces.

(c) Business community

There is need for the business community as a whole to focus on management development evaluation and to concentrate on developing evaluation models to meet their information needs. To achieve this, it is necessary to create mechanisms to facilitate the exchange of information on evaluation. One strategy could be to adopt what Scriven (1981) calls "peer review" whereby organisations would make arrangements to work with each other in evaluating programs. However, for this strategy to work well there must be genuine collaborative desire to raise evaluation standards (Wadsworth, 1991). Peer evaluation would enable organisations to utilise whatever evaluation expertise is available at no cost, as well as facilitating sharing information and experiences. However, since organisations use the updating and development of specialist knowledge and skills as a way of gaining competitive advantage (Dale & Isles, 1992), the sharing of information could prove difficult. The success of peer evaluation would depend on the development of a strong culture of evaluation and professionalism among human resource practitioners. Indeed, building an evaluation culture and developing effective evaluation approaches do not occur overnight: what is important is to make a start.

7.4 RECOMMENDATIONS

As a result of the findings of this study three main recommendations are offered in the light of the evaluation weaknesses and problems already discussed. First, it is suggested that program participants should become key players in the evaluation process. Second, since most management developers find it difficult to employ

quantitative evaluation procedures, it is necessary to assist them to further refine the qualitative procedures that they currently employ in order to increase their capacity to yield evaluative data which can be used to determine the contributions of management development to organisational profitability. However, given the organisational cultures that demand that some evidence of the effects be numerical, it is also necessary to assist those practitioners who are already using qualitative methods to learn to combine them with quantitative methods. Finally, the use of Multi-Faceted Evaluation (See Section 7.6.2) is proposed as an effective way of involving all stakeholders in the evaluation process and of improving the quality of both qualitative and quantitative data.

7.4.1 General Recommendations

(a) Program participants as key players

Although it is generally agreed that achieving results from human resource development programs is a multiple responsibility, it can be argued that the primary responsibility must lie with program participants since they must understand the material, put it into practice, and achieve the desired results.

The shift in evaluation responsibility suggested here is a response to management development practices and evaluation procedures identified in the study and to the current thinking about management development evaluation. This research study revealed that in the participating companies, at all stages of the developmental process, the focus is on the individual manager: management development is provided primarily to improve managerial effectiveness; development needs are derived from performance appraisal; personal analysis is used to select people for development; most of the programs are evaluated at the individual level; the participants provide the bulk of the evaluative data; participants are viewed as the most important users of the evaluation information. Despite this, human resource practitioners who responded to the survey questionnaire said that they were primarily responsible for the evaluation function. Therefore, the participants are

somehow on the receiving end - they provide the evaluation data and are perceived to be the main audience but they are not viewed as having responsibility for evaluation. Traditionally, the provider (internal or external) and patron or agent are thought to be the people who have the evaluation expertise and are therefore capable of undertaking effective evaluation. It is doubtful if effective evaluations can be undertaken without collaborating with the participants and their superiors. Owen (1993) suggests that collaboration between evaluators and potential users of the evaluation information in negotiating evaluation plans increases rapport among stakeholders in program evaluation.

The need to shift *stakeholder evaluation* (Gold, 1981), that is, devolving responsibility for evaluation to the key stakeholders, is also supported by the finding that the human resource practitioners who were interviewed expressed the opinion that managers and their immediate superiors should have the ultimate accountability in management development. The study also revealed that human resource practitioners are considering devolving responsibility for evaluation to line management. If managers are encouraged to direct their own development and to engage in self-directed learning, then they should also be encouraged to assess the effects of management development on their personal growth and their effectiveness as managers.

Program participants could contribute to the evaluation process through engaging in setting evaluation goals, deciding on the most appropriate sources of data, and choosing relevant evaluation methods. A central question which they could be asked to consider is: *"How do you think the effects of management development can be assessed back on the job?"* During the developmental process and after, they could also be requested to provide their views on how evaluation should be undertaken, who should be involved, and how the information could be used.

Human resource practitioners may resist this shift arguing that, generally, non-managers do not have the necessary theoretical background in evaluation and thus are unlikely to provide informed suggestions, or that line management and their

subordinate managers do not have a culture of evaluation (as was found in this study). However, it is possible that practising managers can come up with practical suggestions as to how theoretical guidelines on program evaluation can be applied. However, before this can occur, practitioners would need to upgrade their knowledge in evaluation. The present study found that the participating organisations are not explicitly using evaluation theory to guide their practices. So, assuming that evaluation theory is applicable, if practitioners are not fully conversant with that theory, chances of its application remain remote.

To devolve evaluation responsibility to participating managers it would be necessary, firstly, to equip managers with basic evaluation skills, and secondly to set up structures which will encourage the participants to continuously feed back information to the evaluation process on whether or not they have been able to use what they gained from development, and with what consequences. If management development is expected to produce long term benefits, then it is vital that long cycle evaluation (five or more years down the track) be done. Clearly, this type of evaluation is possible only if participating managers and their superiors are committed to management development and particularly to the evaluation process.

(b) Combining qualitative and quantitative methodologies.

In the present study several interviewees expressed their concerns time and again about the difficulties involved in attempts to use quantitative methodologies in evaluating developmental activities. As a result of these difficulties relied heavily on qualitative procedures. This is despite the fact that the role of qualitative evaluation in management development evaluation has not received much attention in the professional literature in this area, probably because qualitative methodologies are viewed as inappropriate for a bottom line quantitative business orientation. At the same time, several writers in this field observe that most human resource practitioners are unhappy and insecure with the use of quantitative evaluation procedures (Knowles, 1990; Lombardo, 1989; Morgan & Fox, 1987; Smith, 1993). According to Knowles (1990) one possible reason for this is that

over the last 40 years or more there has been a burdensome load of unrealistic expectations of quantitative measurement. He adds that the assumption that the significant effects of learning can be measured and reported quantitatively is simply not true. Morgan and Fox (1987) note that there are claims that there have been shifts in evaluation practices from comparative experimental in the early 1960s to contemporary qualitative naturalistic designs. The present study revealed that human resource practitioners are uncomfortable with quantitative evaluation and expressed doubt about its feasibility and usefulness. There is, therefore, a need to improve knowledge and skill about how to use qualitative and quantitative methodologies in tandem (i.e. synergistically). Concentrating the evaluation effort on proving the relationship between cause and effect in management development may not be the most worthwhile approach. The findings of the present study suggest that a more pragmatic approach is to accept that hard scientific proof is difficult, if not impossible, to achieve in an environment which cannot be experimentally controlled. Rather, the focus should be on capitalising on the relationship between effectiveness and evaluation, that is, to promote increased program effectiveness through evaluation (Smith, 1993). In other words, whatever evaluative data are obtained from an evaluation effort should be used to improve the effectiveness of the development intervention (formative evaluation, or evaluation for program improvement). Preoccupation with establishing causal relationships may not be productive in all cases.

It is suggested here that it may be useful to shift the focus from solely quantitative to combined qualitative and quantitative evaluation procedures, and to improve the quality of the evaluative processes - from designing the evaluative procedures, data gathering and management through to the generating of evaluation reports.

The rationale for qualitative evaluation is that if we want to find out what the effects of management development are, we need to develop an understanding of the participants' and their immediate superiors' experiences, the meaning of change in their workplace and find out how they feel and what they are doing about what they learned from development interventions. Furthermore, qualitative evaluation

enables participants to reflect on what they have gained from management development in terms of personal development and improvements in doing their jobs. Qualitative evaluation provides rich data from which the evaluator or the consumer of the evaluation information can estimate the value of management development. Some of the data gathering techniques which can be used include participant observation, in-depth interviews, conversations, case studies, personal diaries, analysis of performance changes and a plethora of documentary analysis techniques. Ban and Faerman (1990) observe that evaluation as a field is coming to recognise the utility of multiple methods, using triangulation to combine data from a range of sources. Weeks (1982:22) cited by DA Costa (1993:53) emphasises the need for flexibility in evaluation:

the practising evaluator must be able to use the [evaluation] tools in creative ways - in patching together designs, using multiple measures from diverse sources, using analysis procedures that suit the data, handling the complexity of relationships and yet being able to lay interpretation.

The need for flexibility in undertaking program evaluation is the foundation for promoting the use of Multi-Faceted Evaluation.

7.4.2 The Case for Multi-Faceted Evaluation (MFE)

Organisations which participated in the current study rely heavily on short-term feedback from the participants, and hence are unable to obtain a comprehensive picture of the effectiveness of decentralised management development. The literature on management development evaluation published to date, has not explicitly focused on approaches which can be used to evaluate decentralised management development in order to obtain a corporate picture of the value of management development. There are a few reported case studies of how organisations have evaluated decentralised management development (Ban & Faerman, 1990). The greatest challenge faced in evaluating decentralised management development is that of coordinating and integrating the evaluation efforts in order to obtain a corporate picture about its effectiveness. Costs can be

prohibitive in gathering evaluative data from a population which is organisationally and geographically dispersed. Multi-Faceted Evaluation (MFE) is proposed by the present investigator as a suitable approach for assessing the overall effects of decentralised management development with its emphasis on empowering every stakeholder to undertake evaluation. The model is outlined on page 272.

As already pointed out in Chapter 3, effective evaluation provides evaluative data about both the intended and unintended outcomes, and that data may be negative or positive. Such an evaluation approach requires the skills and expertise of a number of people. Varied skills are required in instrument development, information processing, data analysis and interpretation. It makes sense then to engage as many company staff as possible in the evaluation process, particularly those significant stakeholders in management development.

A comprehensive but selective evaluation strategy (such as MFE) recognises that the network of stakeholders and interest groups in management development evaluation is extensive, including top management, participants, their superiors or nominating managers, peers and subordinates, human resource practitioners and non organisation members (external stakeholders). Each interest group has an important contribution to make to the evaluation process and each in turn gains from the evaluation effort through utilising the evaluation information.

(a) Principles of MFE

Multi-Faceted Evaluation is essentially an interpretive form of evaluation drawing its conceptual framework and methodologies from evaluation models such as Stakeholder Evaluation (Gold, 1981); Participatory Evaluation (Whyte, 1991); and Utilisation-Focused Evaluation (Patton, 1986).

MFE is guided by three principles. The first principle is that the real impact of management development should be demonstrated on the job and that is where the major evaluation focus should be. The second is that the most important 'players'

or stakeholding group in management development are the participants since their commitment and involvement in the entire development process determines the success or failure in the ultimate achievement of the aims of management development (enhancement of organisational performance). The third principle is that all significant stakeholders should collaborate in making decisions about the entire evaluation process - setting evaluation objectives, determining information needs, analysing and processing the data and using the information.

(b) How the model evolved

The conceptualisation of multi-faceted evaluation was primarily influenced by the findings of the present study and as well as by current thinking in program evaluation, but more by the former.

From a theoretical perspective the following issues were taken into consideration:

- the complexity of management development evaluation
- the increased interest in the use of qualitative procedures in evaluation

The study findings considered in the development of the model include:

- the feeling among the respondent companies that development occurs on the job and that participating managers and their immediate superiors are ultimately accountable for management development;
- the view that there should be joint accountability in management development;

- the interviewees' perceptions that effective evaluation should provide some evidence of how management development contributes to organisational effectiveness;
- evaluation weaknesses such as lack of objectivity, inadequate application of evaluation theory and unstructured evaluation procedures;
- evaluation problems/challenges such as paucity of evaluation expertise, having to follow-up many participants and presenters, shortage of resources to devote to evaluation and a weak evaluation culture.

In order to make this approach as realistic as possible practitioners who participated in the interviews were asked to comment on the draft version (Appendix 13). Table 7.1 gives examples of comments obtained from the assessment of the draft version of the framework.

(c) Strengths of multi-faceted evaluation

Multi-faceted evaluation is guided by this question: ***How is management development impacting on manager performance and organisational effectiveness and how can its impact be improved?*** [Box 1]. This question is addressed by all stakeholders in an ongoing basis. Although evaluative data is collected separately from each stakeholder group, all stakeholders focus on establishing links between the developmental input and on-the-job performance, and the effect of that performance on organisational effectiveness.

Table 7.1

Comments on Multi-Faceted Evaluation: Practitioners' views

Category	Illustrative statements & explanations
Scope and rationale	<p><i>The first principle [that the impact of MD should be demonstrated on the job] on which the model is based, is the most appropriate form of any evaluation of management development. (Case 13)</i></p> <p>The questions addressed are exhaustive and relevant, thus the model covers everything that needs to be addressed. More specific questions can be derived from the broad questions so as to address the objectives of each program. (Case 9)</p> <p>The key questions for each stakeholder group are appropriate. However, more specific questions could be generated to meet the specific objectives of particular programs. (Case 12)</p>
Involvement of stakeholders	<p><i>I am impressed with the theory of the model because it involves a suitable range of stakeholders. It has the potential to provide the level of information necessary to practically evaluate results of a training event. The main strength is the involvement of a range of stakeholders. (Case 2)</i></p> <p>The idea of getting feedback from all the stakeholders is useful. The comprehensive qualitative data can be linked to unit productivity. The qualitative data can also be linked to performance measures. (Case 9)</p> <p>MFE clearly identifies the stakeholder who should contribute to the evaluation process. (Case 12)</p>
Identifying bottom line contributions	<p><i>The model has the potential to allow an initial determination of contribution to the bottom line. There would be need for a data base of information to allow for reference checks. (Case 2)</i></p> <p>The model looks at the transference of learning back to the workplace. It has the potential of identifying the long term contributions [of management development] to the organisation. (Case 9)</p> <p>The model addresses the problem of identifying the long term value of management development to the organisation. (Case 9)</p> <p><i>MFE has the potential to evaluate the transfer of skills to the workplace and to make this evaluation at a number of levels of impact. (Case 13)</i></p> <p><i>If the model was systematically implemented across the organisation and if there was a shared high level of commitment to the process, then it would go a long way towards meeting this objective [establishing the contributions of management development to organisational effectiveness]. (Case 13)</i></p>
Building an evaluation culture	<p><i>It encourages the viewing of evaluation as organisation wide responsibility. (Case 13)</i></p> <p>It also encourages a coordinated and uniform approach to the evaluation process across the organisation. (Case 9)</p> <p>MFE has potential to lead to four shifts. Firstly, it may enable the stakeholders to develop a deeper understanding of evaluation. Secondly, it may encourage the each stakeholder group to seek evaluative data collected from the other stakeholders. Thirdly, stakeholders are likely to undertake evaluation and inform human resource staff about the outcome of their evaluation efforts. Finally, stakeholders would be keen to know what human resource practitioners are doing in the way of evaluation. Overall, MFE creates a desire among the stakeholders to share evaluation information. (Case 12)</p>
Flexibility & applicability	<p>A time frame could be added to the questions depending on what sort of program is being considered for evaluation. (Case 12)</p> <p><i>The model is suitable for use by any internal service providers with some modifications. (Case 13)</i></p> <p>Every department that sends people on development programs [can use this model]. (Case 9)</p>
Other uses	<p><i>The model can be used as framework checklist for the current evaluation processes. The model can be used to assess the current evaluation practices. (Case 13)</i></p> <p>The model can be used as a guide in designing data gathering procedures or evaluation instruments for use in evaluating specific programs. (Case 12)</p>

Note: Quotations obtained from written responses or discussion transcripts are italicised.

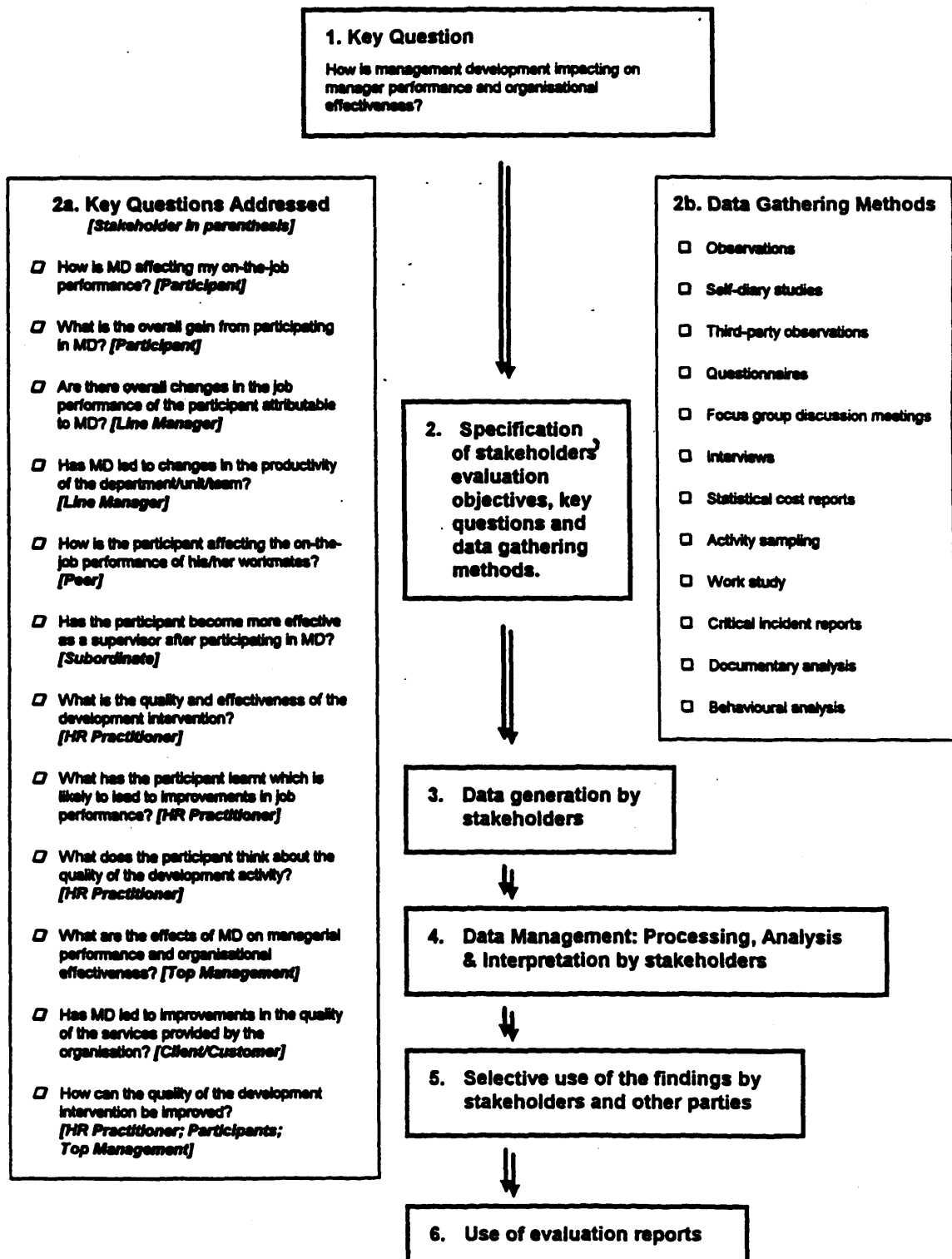
Multi-Faceted Evaluation recognises the notion of joint accountability in management development by involving all significant stakeholders. By so doing evaluation becomes an organisation-wide responsibility and a balanced view can be obtained. This facilitates triangulation of the evaluative data.

Multi-Faceted Evaluation recognises that stakeholders in management development have divergent and sometimes conflicting evaluation objectives and hence have diverse information needs. Indeed, Hessling's (1966) assertion that every potential 'consumer' of evaluation studies has his/her own objectives and prerequisites when considering the results of training is true. As Figure 7.1 shows, each stakeholder group addresses specific questions in order to obtain information to meet its needs [Box 2a].

Involvement of all stakeholders is vital in undertaking effective evaluation. Including the line manager in the process enables the evaluators to compare perceptions of the participant with those of his supervisor (Bell & Kerr, 1987; Smith & Piper, 1990). Line managers in business organisations are usually the end-user clients and are therefore in excellent positions to provide data about participants' strengths and weaknesses before and after the program. Involving non-participant observers (peers and subordinates) provides a further dimension and offers a different kind of evidence to broaden the picture (Smith & Smith, 1991). Data from the participants and their subordinates ensures that there is 'grassroots' feedback to line and senior managers.

Multi-Faceted Evaluation makes it possible to negotiate recommendations and subsequent action, carried out with the stakeholding groups or their representatives (hereafter called evaluation officers) at the conclusion of the data-gathering/analysis and interpretation stages of the evaluation process.

Figure 7.1
A Model for Multi-Faceted Evaluation



This approach recognises the complexity of management development, the diverse nature of the managerial task. In order to capture rich and varied data, formal and informal data gathering techniques, built into the developmental process, are employed. These include self reports or self-diary studies, reports of third-party observers, actual observations, sensing instruments such as questionnaires, group discussion meetings, open-ended interviews, structured interviews, statistical and cost reports, activity sampling, work study, critical incident reports, patterns of work-flow, and feedback from clients [Box 2b].

In fact, data collection methods can be created during the evaluation process in order to meet specific demands of the situation. Each of the data collecting methods can be used several times until redundancy is obtained in order to ensure that the data and the interpretation are as accurate as possible. Since the data are collected via several methods, and on an ongoing basis, multi-faceted evaluation captures both intended and unintended outcomes. The use of informal data gathering techniques in a structured context (guided by evaluation objectives) is a key strength in this approach. For example, the use of informal observations increases the potential of tapping objective data free from bias:

Actual observation of the changes taking place in the organisation is probably one of the most reliable and valid ways of measuring change. What is heard, and seen can tell one whether the program is succeeding (Varney, 1976:167-168).

Through using multiple (mixed) data gathering techniques, adverse effects of the limitations of each individual technique are reduced. Furthermore, consumers of the evaluative data can cross reference data from different sources collected via different techniques and hence are in a better position to assess the validity of that data.

Multi-Faceted Evaluation is cost-effective for the management development budget and staff time because data collection, as much as possible, is built into the development process. Findings from the present study indicate that human resource departments find it difficult to spare staff to undertake evaluation, so this approach minimises this problem. Multi-Faceted Evaluation can be used to 'track'

the impact of management development at different performance levels: individual, team, department, business unit and organisational. Therefore, it meets the needs of evaluation consumers who need immediate evidence of the benefits of investing in management development, and of those who believe that benefits of investments in management development are usually long-term.

MFE permits evaluation to focus on any stage of the program's life cycle. It can be used for pre-development evaluation; during-program evaluation (formative evaluations); and post-program evaluation (summative evaluations soon after the program and some time well after the program). The data can be obtained from the source/s viewed as the most appropriate depending on the objectives and the nature of the intervention, the participants involved and the evaluation objectives.

Although MFE is demanding in terms of data gathering and data analysis and management, it is an approach which is essentially simple and practical and can make sense to all stakeholders. Brodie (1983) suggests that in order to make evaluation acceptable, it is advisable to give guidelines to develop practices which will not be over-demanding or disruptive. In addition to being used as an evaluation framework the model can also be used as a planning tool, especially by the evaluation officers. For example, it can be used to decide in advance who will be involved in the evaluation process and what their contributions will be. Table 7.2, which was developed as a result of discussions with respondents, shows how the model can be used to select key providers of the evaluative data for different programs.

The approach is flexible, hence it allows the user to focus on the most relevant issues, taking into account the unique organisational practicalities. Multi-Faceted Evaluation is continuous and involves all stakeholders, hence it encourages implementation of the development content, and therefore prevents relapse. Multi-faceted evaluation builds in stakeholder ownership of the evaluation process because of genuine involvement and access to the evaluative data and information for their own use [Boxes 5 & 6].

Table 7.2

**Matrix for selecting people to participate
in the evaluation process**

Evaluator	Programs/development interventions				
	A	B	C	D	E
Participant evaluation	X	X			X
Line manager evaluation		X			X
Peer evaluation				X	
Subordinate evaluation		X			
Human resource practitioner evaluation	X	X			X
Top management evaluation				X	X
Client/Customer evaluation	X			X	X

Note: X = Main contributors in the evaluation process of each intervention.

(d) Factors essential for the success of MFE

There are a number of factors essential for the success of Multi-Faceted Evaluation:

- The use of MFE should be preceded by a clarification of corporate goals, and a detailed analysis of how management development interventions are expected to contribute to the achievement of those goals. Furthermore, objectives of each intervention should be specified and communicated to all significant stakeholders. This step enables the evaluators to identify the key questions to be addressed and the potential sources of data to answer those questions.
- MFE is not a top-down process, however, direction and encouragement from top management and human resource practitioners is essential. Top management needs to be fully supportive of the evaluation process.
- If there are semi-autonomous work teams in operation (which is the trend in most organisations), the teams should be involved in establishing links

between management development and team performance. A project leader and a co-worker would be essential to facilitate evaluation at the team level.

- Stakeholders should be encouraged to include their names when they provide evaluative data with the assurance of anonymity at the data accessing stage. Research has shown that individuals who identify themselves with their responses tend to more direct in offering constructive and sincere criticism (Pfeiffer, Heslin & Jones, 1976).
- Both formal and informal data collection should be done within a structure to ensure systematic generation of data. However, the co-ordinator should avoid imposing a structure, rather, the stakeholding groups should design their own structures in keeping with the overall structure of the evaluation process. The framework therefore recognises Guba and Lincoln's (1986:74-79) Fourth-Generation evaluation principles: value-pluralism, stakeholder constructions, fairness, merit and worth and negotiation.
- For MFE to succeed the data collection instruments should be designed to gather both quantitative and qualitative data to match the development intervention and the information needs of the stakeholders.
- Co-operation and collaboration or negotiation among the stakeholders is essential. Constant dialogue enables the stakeholders to exchange information.
- All the stakeholders should be empowered through formal educative strategies to undertake effective evaluation. Research skills are essential including data collection, data recording, data analysis, data management and reporting. Such preparation is vital for what Caulley (1993:13) terms "fifth generation evaluation" whereby staff collaboratively reflect on their work and undertake self evaluation.

- The raw data should be made anonymous and access to data which may be sensitive should be controlled, and the control procedures should be established through negotiation.
- A succinct explanation of how the model works is important. Information must be provided on the timing, necessary resources, responsibilities of the stakeholders, and the procedures which will be used to collect and analyse the data.
- Periodic meta-evaluation should be undertaken to assess the quality of the evaluation processes, the evaluation data collected and the use to which the information is put.

In terms of administration MFE is heavy. This limitation was noted by several management developers who reviewed the model. Although additional costs are incurred in using this approach, the benefits which are likely to accrue appear to justify the expenditure. In fact, over the long run cost savings may occur as a consequence of identifying the useful from the less useful programs achieved through using evaluative data from multiple sources.

7.4.3 Issues and Directions for Future Research

From the findings of this study, specific research possibilities present themselves:

1. The study revealed that evaluation is not informed by the theory in this field. Future researchers could focus on establishing the reasons for this inadequate application of theory.
2. Future research could also attempt to explore the theoretical foundations on which companies base their evaluation practices. There is need to discover which evaluation models influence evaluation practices either explicitly or implicitly and why those models are selected.

3. The present study revealed that most of the interviewees believed their most pressing problem with respect to evaluation to be a lack of expertise. Future studies should investigate the expertise which the practitioners need to enable them to undertake effective evaluations and strategies which can be used to develop such expertise. The present study found this lack of expertise was found to be an important underlying cause for the absence of a strong culture of evaluation among the respondent organisations. Future researchers could concentrate on developing instruments to measure evaluation culture among various stakeholders in management development. In addition, researchers can also investigate strategies which can be used to build a culture of evaluation among stakeholders in management development.
4. The present study obtained information from company staff responsible for management development. It would be of interest in future studies to seek perceptions of other internal stakeholders such as other personnel development staff, Chief Executive Officers, General Managers, quality control specialists, participants, and external stakeholders such as management consultants, professional providers, and academics.
5. In order to find out which evaluation models can be used in management development evaluation, future research could consider ways of putting to the test various evaluation models proposed in the professional literature.
6. Future research could involve a broader range of organisations in terms of size, sector and business type.

7.5 EPILOGUE

Five lessons emerged from this study. The first is that most organisations do not undertake effective management development evaluation primarily due to lack of adequate evaluation expertise. The second lesson is that the evaluation practices commonly employed do not reveal the overall short-term and long-term effects of

management development from the perspectives of all key stakeholders in management development. The third lesson is that the culture of evaluation in the organisations which participated in this study is weak and the main contributory factor to this sad state of affairs is the lack of evaluation expertise among company staff. The fourth lesson is that, overall, the value of management development is assumed rather than demonstrated. Finally, research in the 1990s is needed on management development evaluation strategies that practitioners can use, that is, strategies which are easy to use, realistic, timely, effective and cost effective.

In view of the increasing cost of management development, evaluation of this activity can longer be treated as a luxury. Human resource practitioners should stop viewing evaluation as a problem and regard it as a solution, making their programs relevant and effective. Management development evaluation should become part of an important aspect of total quality management (TQM). There is need for an evaluation philosophy which informs all elements of the management development process. For management development evaluation to assume this new profile all significant stakeholder groups should recognise that they have to be genuinely and actively involved at all stages of the evaluation process.

Securing quantitative and qualitative evidence about the overall effects of management development can only be achieved through a participatory approach such as Multi-Faceted Evaluation, involving all key stakeholders. If participants and their line managers are not genuinely involved, evaluation is unlikely to yield a balanced picture of the overall effects of management development, neither will it become a significant part of corporate culture.

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**APPENDIX 1
PILOT LETTER**

MANAGEMENT DEVELOPMENT TRAINING

2 July 1991

Dear Senior Executive

Find enclosed a letter and a questionnaire which I intend to use for a survey on management training. Before despatching the questionnaire I thought it would be useful to ask people who have experience in this area to assist me in improving it.

Could you assist me in this regard by responding to the questionnaire and commenting on it. Among other things would you please comment on the following:

- a) Relevancy of questions to the research objectives;**
- b) Clarity and preciseness;**
- c) Logic in the sequence of the questions;**
- d) Adequacy in terms of coverage; and**
- e) Format and length of the questionnaire.**

If it is agreeable with you I would like to have a discussion with you as soon as I finish studying your comments.

Thank you.

Yours faithfully,

Mufunani Khosa

**APPENDIX 2
PILOT QUESTIONNAIRE**

MANAGEMENT TRAINING SURVEY

2 July 1991

Dear Senior Executive

Your participation is sought in this survey which is part of a Ph.D. research program I am undertaking at Monash University. Selected private and public sector organisations throughout Victoria are being asked to take part in this survey.

The survey is designed to explore current management training, that is, training organised and provided by a company for its managers at all levels, excluding board directors, at either on-site or off-site venues.

The study has two major aims. Firstly, to determine the nature and extent of management training in Victorian organisations, and secondly, to identify the methods which are used to assess the value of management training.

It is expected that the findings of the study will enable organisations, business schools, professional management institutes, management academics and the government to acquire valuable information on management training in Victoria. Additionally, the study may provide information on management training evaluation which will assist all those who provide management training to assess the 'bottom line' of such training.

It would be appreciated if you would take the time to complete the enclosed questionnaire. However, if you consider someone else is more involved in this aspect of training, then it is requested that you pass on the questionnaire for completion.

All responses will be treated in confidence and both personal and corporate anonymity is assured.

Please return the completed questionnaire at your earliest convenience in the Freepost envelope provided. If you require further information about this survey please contact me at:

Monash University
Faculty of Education
School of Graduate Studies
Clayton, 3168.
Tel: (03) 565 2884 (Monday-Friday, 0900-1500 hrs)
Fax: (03) 565 2779

Thank you for your assistance and co-operation.

Yours faithfully,

Mufunani Khosa

INTRODUCTION

This research seeks facts about management training in Australian organisations.

The questionnaire is structured as follows:

- SECTION A: MANAGER RECRUITMENT
- SECTION B: IDENTIFICATION OF TRAINING NEEDS
- SECTION C: PRIORITIES IN MANAGEMENT TRAINING
- SECTION D: COURSE TYPES
- SECTION E: DETERMINING THE EFFECT OF MANAGEMENT TRAINING
- SECTION F: THE VALUE OF MANAGEMENT TRAINING
- SECTION G: BACKGROUND INFORMATION

When completing the questionnaire, please either write your answers in the spaces provided, or if rating scales or multiple choices are offered, circle the number or use a tick to indicate the answer you believe is most accurate.

SECTION A: MANAGER RECRUITMENT

1. How do you fill most of the vacant positions for the four managerial categories: Senior, Middle, Junior, and Specialist? Tick in the appropriate boxes in the table provided.

	1 Mostly through internal recruitment	2 Mostly through external recruitment	3 Equally through both
a SENIOR			
b MIDDLE			
c JUNIOR			
d SPECIALISTS			

2. Rank in order of importance (1-6) where 1= most important, the following qualifications as criteria for the recruitment of managers for EACH of the management levels.

	Senior	Middle	Junior	Specialist
a) Bachelors degree in the Sciences or Engineering				
b) Bachelors degree in Arts, Economics and Politics				
c) Postgraduate qualifications in Business Management, eg. MBA				
d) General Management				
e) Personnel/Human Resources				
f) Production/Operations				
g) Management Information Systems				
h) Scientific/Technical				

3. What are the main objectives of management training in your organisation?

SECTION B: IDENTIFICATION OF TRAINING NEEDS

4. Indicate the person or a group which is mainly responsible for the identification of management training needs in your organisation. Choose only ONE by ticking the appropriate box.

- The Human Resource Manager or equivalent

☐
- Company management trainers (CMTs)

☐
- CMTs in concert with the immediate superiors of the targeted participants as well as other employees

☐
- CMTs in concert with management consultants

☐
- Management consultants

☐

5. Rank the following criteria for selecting managers and potential managers for training in order of frequency of use by your organisation where 1= most frequently used.

- a) Individual training needs of managers or potential managers
(Personal Analysis)

☐
- b) Management needs crucial for specific positions (Operational Analysis)

☐
- c) Organisational needs crucial for organisational competitiveness
(Organisational Analysis)

☐

6. On a five point scale where 1 = Highly Effective, and 5 = Totally Ineffective) indicate your view as to the effectiveness of each of the strategies used to identify management training needs. Circle N/A (Not Applicable) if the strategy is not used by your organisation.

	Highly Effective			Totally Ineffective			
a) Training needs survey	1	2	3	4	5	NA	
b) Performance appraisal reports	1	2	3	4	5	NA	
c) In-house assessment centre reports	1	2	3	4	5	NA	
d) External assessment centre reports	1	2	3	4	5	NA	

SECTION C: PRIORITIES IN MANAGEMENT TRAINING

7. On the scale provided (1 = Great Need, and 5 = No Need) indicate for your organisation the need for training in the following areas.

	<u>Great Need</u>					<u>No Need</u>				
	1	2	3	4	5	1	2	3	4	5
a) Finance/Administration										
b) Exporting/International business										
c) Marketing/Sales										
d) General Management										
e) Personnel/Human Resources										
f) Production/Operations										
g) Management Information Systems										
h) Scientific/Technical										
i) Other (please specify)	<hr/>									

8. Tick the appropriate box(es) to show the areas which have the greatest priority for management training in your organisation in 1990 and 1992.

	1991	1992
Finance/Administration	<input type="checkbox"/>	<input type="checkbox"/>
Exporting/International business	<input type="checkbox"/>	<input type="checkbox"/>
Marketing/Sales	<input type="checkbox"/>	<input type="checkbox"/>
General Management	<input type="checkbox"/>	<input type="checkbox"/>
Personnel/Human Resources	<input type="checkbox"/>	<input type="checkbox"/>
Production/Operations	<input type="checkbox"/>	<input type="checkbox"/>
Management Information Systems	<input type="checkbox"/>	<input type="checkbox"/>
Scientific/Technical	<input type="checkbox"/>	<input type="checkbox"/>

9. Select the **THREE** training areas which your organisation considers as priorities for **EACH MANAGEMENT LEVEL** and in each case rank them (1-3 where 1= top priority).

Management Level				
	Senior	Middle	Junior	Specialist
a) Finance/Administration				
b) Exporting/International business				
c) Marketing/Sales				
d) General Management				
e) Personnel/Human Resources				
f) Production/Operations				
g) Management Information Systems				
h) Scientific/Technical				

10. Indicate the relative importance for your organisation of training in each of the following areas for male and female managers.

	More important for male managers	More important for female managers	Equally important for both
a) Finance/Administration			
b) Exporting/International business			
c) Marketing/Sales			
d) General Management			
e) Personnel/Human Resources			
f) Production/Operations			
g) Management Information Systems			
h) Scientific/Technical			

11. Rank the following skills (1-7) in order of their importance as a basis for management training activities.

	<u>RANK</u>
a) Communication skills	<input type="checkbox"/>
b) Interpersonal skills	<input type="checkbox"/>
c) Leadership skills	<input type="checkbox"/>
d) Conflict-resolution skills	<input type="checkbox"/>
e) Decision making skills	<input type="checkbox"/>
f) Resource-allocation skills	<input type="checkbox"/>
g) Entrepreneurial skills	<input type="checkbox"/>

12. What percentage, approximately, of the company's training budget is devoted to management training? Tick the appropriate BOX.

%	
a) 0-10	<input type="checkbox"/>
b) 11-20	<input type="checkbox"/>
c) 21-30	<input type="checkbox"/>
d) 31-40	<input type="checkbox"/>
e) 41-50	<input type="checkbox"/>
f) More than 50 per cent	<input type="checkbox"/>

13. What percentage, approximately, of the management training budget is devoted to EACH of the managerial levels? Tick the appropriate box in each case.

Management Levels				
	Senior	Middle	Junior	Specialist
a) 0 - 10%				
b) 11 -20%				
c) 21 - 30%				
d) 31 - 40%				
e) 41 - 50%				
f) More than 50 %				

SECTION D: TYPES OF TRAINING PROGRAMS

14. Using the scale provided show the extent to which your company uses each of the following program types? (1= Very Frequently and 5= Never)

	Very Frequently				Never
a) Programs developed by company staff	1	2	3	4	5
b) Customised programs developed by management consultants	1	2	3	4	5
c) Programs developed jointly by company staff and management consultants	1	2	3	4	5
d) External programs provided and conducted by management consultants and universities	1	2	3	4	5
e) External programs provided and conducted by professional bodies, eg, the Australian Institute of Management	1	2	3	4	5

15. What is the average duration of the management training programs which your organisation uses? Tick the appropriate boxes.

	1-2	3-4	5-7	8-14	15-28	29+
a) Programs developed by company staff						
b) Programs developed by management consultants						
c) Programs developed jointly by company staff and management consultants						
d) External programs provided and conducted by management consultants and universities						
e) External programs provided and conducted by professional bodies, eg, the Australian Institute of Management						

SECTION E: DETERMINING THE EFFECT OF TRAINING

16. In practice how can the effect of management training BEST be assessed? Please tick ONE.

- a) By using tests and examinations during and at the end of training
- b) By seeking the reactions of the participants
- c) By seeking reports from the management trainers
- d) By seeking reports from the immediate superiors of the participants
- e) By observing changes in the concepts, skills and attitudes of the participants traceable to training
- f) By observing changes in manager job performance
- g) By identifying departmental and organisational performance traceable to training

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17. Which THREE techniques are most frequently used by your organisation to evaluate management training programs (1 = most frequent, 2 = second most frequent and 3 = third most frequent)?

- a) Examinations, tests and exercises during and at the end of training
- b) Direct observation by the trainer during the course of training
- c) Reaction sheets soon after the training
- d) Third party observation by other employees back on the job
- e) Study of work results
- f) Questionnaire surveys some months after the completion of training

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18. At what level are most of the management training activities evaluated? Tick ONE.

- a) Individual level - focusing on personal performance
- b) Team level - focusing on the effect of training on team performance
- c) Department/operational level - focusing on departmental performance
- d) Organisational level - focusing on organisational performance

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19. For what purposes does your organisation use the evaluation information it gathers?

20. Which ONE of the following factors would you regard as the most important element underpinning effective management training? Tick ONE.

- a) The analysis of management training needs ☐
- b) The congruence between the program and the criteria of organisational success ☐
- c) The involvement of senior management at all stages of training ☐
- d) The creation of a desire for training among the participants ☐
- e) The appropriate choice of content and training methods ☐
- f) The subsequent reinforcement of the new concepts, skills and attitude ☐
- g) The systematic evaluation of training activities ☐

21. How would you describe your organisation's success in the achievement of its management training objectives.

- a) Excellent ☐
- b) Good ☐
- c) Patchy ☐
- d) Poor ☐
- e) Results are not measurable ☐

22. For a variety of reasons some organisations do not evaluate management training. Use the scale provided where 1= Strongly agree and 5 = strongly disagree to record your degree of agreement with each of the following reasons.

- | | |
|---|--------------------------|
| a) Lack of evaluation expertise among company staff | <input type="checkbox"/> |
| b) Not knowing what to evaluate because of unclear objectives | <input type="checkbox"/> |
| c) Fear by management trainers to expose program failure | <input type="checkbox"/> |
| d) Securing the co-operation of organisational members
for evaluation is difficult | <input type="checkbox"/> |
| e) Evaluation itself is costly and time consuming | <input type="checkbox"/> |
| f) Assumption that management training has proven
benefits making evaluation unnecessary | <input type="checkbox"/> |

SECTION F: THE VALUE OF MANAGEMENT TRAINING

23. Rank in order of importance 1-5, where 1= most important the following values of management training as perceived in your organisation.

- | | <u>RANK</u> |
|--|--------------------------|
| a) Prepares managers for promotion via internal recruitment | <input type="checkbox"/> |
| b) Increases manager commitment to the organisation | <input type="checkbox"/> |
| c) Improves the morale of the participants as
well as that of other employees | <input type="checkbox"/> |
| d) Increases managerial effectiveness as managers
implement new concepts and skills | <input type="checkbox"/> |
| e) Improves the organisation's overall performance | <input type="checkbox"/> |

24. Not everybody agrees that management training is useful. Which of the following statements may BEST explain why some people have a negative attitude toward management training? Choose only ONE.

- a) Much of what is acquired during management training is never applied ☐
- b) There is lack of organisational support for implementing what is learned ☐
- c) Training is based on inappropriate skills for a changing business environment ☐
- d) It is difficult to isolate the effect of management training ☐

25. Upon reflection, what is your considered opinion of the contribution of management training to organisational performance?

26. What major obstacles, if any, does your organisation face in the provision of management training?

27. In the next five years what plans do you have for improving of management training?

SECTION G: BACKGROUND INFORMATION

28. Please provide the following background information.

Your Position Title: _____

Position Description: _____

29. Do you have the ultimate responsibility for management training?

Yes ☐

No ☐

30. If your answer to QUESTION 29 is "NO" please give the position title of the person who has that responsibility

31. What is the sector your organisation?

Private ☐

Public ☐

32. What is the major business activity of your organisation?

a) Manufacturing ☐

b) Retail/Wholesale ☐

c) Banking/Finance/Insurance ☐

d) Research/Consultancy ☐

e) Mining/Minerals/Petroleum ☐

f) Transport/Communication ☐

33. How many people does your organisation employ?

1 - 49 employees ☐

50 - 499 employees ☐

more than 500 employees ☐

34. Would your organisation be willing to participate in an in-depth study which will be a follow-up to this survey?

Yes ☐

No ☐

35. If your answer to Question (37) is "Yes" please complete the following:

Your Name: _____

Organisation: _____

Address: _____

Postcode: _____

Telephone: () _____ Fax: () _____

Record finishing Time here _____

Time taken to complete the
Questionnaire less time used for
writing the comments _____

Thank you very much for your co-operation. Please return the completed questionnaire using the Freepost envelope provided.

COMMENTS ON QUESTIONS

QUESTION No.	COMMENTS

GENERAL COMMENTS

APPENDIX 3 SURVEY LETTER

October 29, 1991

Dear Mr/Ms

Your participation is sought in this survey which is part of a research project on management training and development in Australian organisations. The study is being supervised by the Faculty of Education - Monash University.

The research is designed to identify the strategies which organisations use to assess the impact of management development programs on managerial effectiveness and organisational performance. The information you provide will be useful in different ways, not least in the formulation of alternative strategies in the evaluation of management development programs.

It would be appreciated if you would take the time to complete the questionnaire. However, if you think someone else is more involved in management development, then please pass on this letter and questionnaire to that person.

All responses will be treated in confidence and both personal and corporate anonymity is assured.

Please return the completed questionnaire in the envelope provided at your earliest convenience, but preferably *before 30th November, 1991.*

If you require further information about this survey please contact me at:

Monash University
Faculty of Education
School of Graduate Studies
CLAYTON VIC 3168
Tel: (03) 565 2884 (Monday-Friday, 0900-1500 hrs)
Fax: (03) 565 2779

Thank you for your assistance and co-operation.

Yours faithfully,

Mufunani Khosa

APPENDIX 4

MANAGEMENT DEVELOPMENT SURVEY

INTRODUCTION

This survey seeks to collect information which can be used to improve on knowledge and understanding of management development evaluation in Australian organisations.

The term "MANAGEMENT DEVELOPMENT" as used in this survey embraces training and development activities organised and provided by an organisation for its managers at all levels (excluding board directors), at either on-site or off-site venues.

When completing the questionnaire, please either write your answers in the spaces provided, or if rating scales or multiple choices are offered, circle the number or use a tick to indicate the answer you believe is most accurate.

SECTION A: MANAGER RECRUITMENT

1. How do you fill most of the vacant positions for the four managerial levels: Senior, Middle, Junior, and Specialist (e.g. Chief Accountant, Human Resource Manager)? Tick in the appropriate boxes in the table provided.

	Mostly through internal recruitment	Mostly through external recruitment	Equally through both
a) Senior			
b) Middle			
c) Junior			
d) Specialist			

2. Rank in order of importance (1-6) where 1 = most important and 6 = least important the following qualifications and experience as criteria for the recruitment of managers for EACH of the levels.

	Senior	Middle	Junior	Specialist
a) Masters or Ph.D. in a relevant academic field e.g. Science				
b) Bachelors degree or equivalent in a relevant academic field e.g. Economics				
c) Specialist qualifications in business management e.g., MBA				
d) Practical work experience relevant to activities of the company				
e) Relevant managerial experience				
f) Personal attributes essential for effective management				

COMMENTS

SECTION B: NEEDS IDENTIFICATION

3. What are the main objectives of the management development programs used by your organisation?

- (a) _____

- (b) _____

- (c) _____

- (d) _____

4. Who among the following is MOST responsible for needs identification? Choose only ONE.

- a) Human resource manager (HRM) or equivalent ☐
- b) Company management trainers (CMTs) ☐
- c) HRM plus CMTs ☐
- d) HRM, immediate superiors of the participants and other senior managers ☐
- e) HRM plus external management consultants ☐
- f) External management consultants ☐

5. Listed below are criteria commonly used for selecting people for participation in management development programs. Rank them to show their FREQUENCY OF USE in your organisation (1 = most frequent, 3 = least frequent).

- | | <u>RANK</u> |
|---|--------------------------|
| a) Individual development needs (Personal Analysis) | <input type="checkbox"/> |
| b) Management needs crucial for specific positions (Operational Analysis) | <input type="checkbox"/> |
| c) Organisational needs crucial for organisational competitiveness
(Organisational Analysis) | <input type="checkbox"/> |

6. Listed below are methods which may be used to identify management development needs (both individual and organisational needs). On a five point scale where (1 = Highly Effective and 5 = Never Effective) indicate your view as to their effectiveness.

	<u>Highly Effective</u>			<u>Never Effective</u>	
a) Informal discussions and observations	1	2	3	4	5
b) Development needs surveys	1	2	3	4	5
c) Performance appraisal reports	1	2	3	4	5
d) In-house assessment centre reports	1	2	3	4	5
e) External assessment centre reports	1	2	3	4	5
f) Skills inventory	1	2	3	4	5
Other (please specify)					
g)	1	2	3	4	5
h)	1	2	3	4	5

7. Which among the following methods used to identify management development needs are commonly used in your organisation? Tick the appropriate boxes.

a) Informal discussions and observations	<input type="checkbox"/>
b) Development needs surveys	<input type="checkbox"/>
c) Performance appraisal reports	<input type="checkbox"/>
d) In-house assessment centre reports	<input type="checkbox"/>
e) External assessment centre reports	<input type="checkbox"/>
f) Skills inventory	<input type="checkbox"/>
Other (Please specify)	
g)	<input type="checkbox"/>
h)	<input type="checkbox"/>

8. Indicate the **THREE** areas of organisational or managerial activity which have priority for management development in 1992 (1 = first priority, 2 = second priority, 3 = third priority).

**1992
Priorities**

- | | |
|--|--------------------------|
| a) Communication and Interpersonal skills | <input type="checkbox"/> |
| b) Leadership skills | <input type="checkbox"/> |
| c) Planning and Decision making skills | <input type="checkbox"/> |
| d) Labour Relations skills | <input type="checkbox"/> |
| e) Organisational Change/Development skills | <input type="checkbox"/> |
| f) Marketing and Sales skills | <input type="checkbox"/> |
| g) Exporting and International business skills | <input type="checkbox"/> |
| h) Financial and Accounting skills | <input type="checkbox"/> |
| i) Information Technology skills | <input type="checkbox"/> |
| j) Entrepreneurial skills | <input type="checkbox"/> |

COMMENTS

SECTION C: PROGRAM TYPES

A program in this survey means a complete management development activity consisting of one or more courses.

9. How many people in your organisation have participated in management development programs in 1991?

Number

10. In the table provided indicate for each program type the number of times it was utilised by your organisation in 1991.

PROGRAM TYPE	Times Utilised
a) External programs provided and conducted by universities and colleges leading to AWARDS qualifications	
b) External programs provided by universities and colleges leading to NON-AWARD qualifications	
c) External programs provided and conducted by professional bodies e.g., the Australian Institute of Management, AITD	
d) External programs provided and conducted by management consultants	
e) Customised programs developed by external management consultants	
f) Programs developed jointly by company staff and external management consultants	
g) Programs developed by company staff	

11. What percentage, approximately, of the people who participated in management development in 1991, attended each of the program types utilised by your organisation?

PROGRAM TYPE	% Which Attended
a) External programs provided and conducted by universities and colleges leading to AWARDS qualifications	
b) External programs provided by universities and colleges leading to NON-AWARD qualifications	
c) External programs provided and conducted by professional bodies e.g., the Australian Institute of Management, AITD	
d) External programs provided and conducted by management consultants	
e) Customised programs developed by external management consultants	
f) Programs developed jointly by company staff and external management consultants	
g) Programs developed by company staff	

12. Tick in the appropriate boxes to indicate the average duration of the programs used by your organisation. To show those programs not used in your organisation tick N/A.

Average Duration in Days

PROGRAM TYPE	1-2	3-4	5-7	8-14	15-28	29+	N/A
a) External programs provided and conducted by universities and colleges EXCLUDING award courses							
b) External programs provided and conducted by professional bodies, e.g., the Australian Institute of Management, AITD							
c) External programs provided and conducted by management consultants							
d) Customised programs developed by external management consultants							
e) Programs developed jointly by company staff and external management consultants							
f) Programs developed by company staff							

13(a) What percentage, approximately, of the organisation's payroll did your organisation allocate to all forms of training and development activities in 1991?

13(b) What percentage, approximately, of the organisation's TRAINING BUDGET was allocated to management development programs in 1991?

- a) 0 - 10%

b) 11 - 20%

c) 21 - 30%

d) 31 - 40%

e) 41 - 50%

f) more than 50%
- ☐

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COMMENTS

SECTION D: EVALUATION OF MANAGEMENT DEVELOPMENT PROGRAMS

14. Tick the appropriate boxes to show the persons who are mostly responsible for collecting evaluation information for (a) internal programs and (b) external programs.

(a) Internal Programs

- | | |
|--|--------------------------|
| (i) Human resource manager (HRM) or equivalent | <input type="checkbox"/> |
| (ii) Company management trainers (CMTs) | <input type="checkbox"/> |
| (iii) HRM and CMTs | <input type="checkbox"/> |
| (iv) An <i>ad hoc</i> committee consisting of personnel specialists,
immediate supervisors of the participants and other managers | <input type="checkbox"/> |
| (v) A special group of in-house measurement or control experts | <input type="checkbox"/> |
| (vi) External management consultants (<i>program providers</i>) | <input type="checkbox"/> |
| (vii) External management consultants (<i>NOT program providers</i>) and
evaluation specialists | <input type="checkbox"/> |

(b) External Programs

- | | |
|--|--------------------------|
| (i) Human resource manager (HRM) or equivalent | <input type="checkbox"/> |
| (ii) Company management trainers (CMTs) | <input type="checkbox"/> |
| (iii) HRM and CMTs | <input type="checkbox"/> |
| (iv) An <i>ad hoc</i> committee consisting of personnel specialists,
immediate supervisors of the participants and other managers | <input type="checkbox"/> |
| (v) A special group of in-house measurement or control experts | <input type="checkbox"/> |
| (vi) External management consultants (<i>program providers</i>) | <input type="checkbox"/> |
| (vii) External management consultants (<i>NOT program providers</i>) and
evaluation specialists | <input type="checkbox"/> |

15. Which **THREE** of the following strategies/techniques are **MOST FREQUENTLY** used by your organisation to gather evaluation data on management development programs (1 = most frequent, 2 = second most frequent and 3 = third most frequent)?

**FREQUENCY
RANKING**

- a) Special exercises and tests for assessing knowledge, skills and attitudes ☐
- b) Direct observations by trainers ☐
- c) Summary of participants' reactions at the end of the programs ☐
- d) Feedback from the participants sometime after the conclusion of the program .. ☐
- e) Feedback from co-workers (peers, subordinates and superiors) about the participants' job performance ☐
- f) Assessments of departmental and organisational performance changes ☐

16. At what level are most of the management development programs in your organisation evaluated? Tick ONE.

- a) Individual level - focusing on personal performance ☐
- b) Team level - focusing on team performance ☐
- c) Department/operational level - focusing on departmental performance ☐
- d) Organisational level - focusing on organisational performance ☐

17. Which **THREE** among the following persons/groups are the most important audiences for evaluation information: (1 = most important; 2 = second most important; 3 = third most important)?

- a) Program developers/designers ☐
- b) The program participants/trainees ☐
- c) Immediate supervisors of the participants ☐
- d) Management trainers, both internal and external ☐
- e) Human resource manager or equivalent ☐
- f) Top management or senior executives ☐

18. What is your considered opinion of the contribution of management development programs to organisational performance?

19. How would you describe your organisation’s success in the achievement of its management development objectives?

- a) Excellent

b) Good

c) Average

d) Poor

e) Uncertain
- ☐

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20. For a variety of reasons some organisations do not evaluate management development programs. Listed below are some of the reasons that have been offered to explain this. Use the scale provided where (1 = Strongly Agree and 5 = Strongly Disagree) to record your level of agreement with each of the reasons.

	Strongly Agree			Strongly Disagree		
	1	2	3	4	5	
a) Lack of evaluation expertise among company staff	1	2	3	4	5	
b) Assumption that program evaluation is impossible because of its complexity	1	2	3	4	5	
c) Difficulty of securing co-operation of organisation members	1	2	3	4	5	
d) Cost and time consuming nature of evaluation	1	2	3	4	5	
e) Assumption that management development has proven benefits making evaluation unnecessary	1	2	3	4	5	
f) Fear by management trainers to expose program failure	1	2	3	4	5	
g) Lack of a formal requirement for evaluation by the organisation itself	1	2	3	4	5	

21. Rank in order of importance (1-7), where 1 = most important and 7 = least important the following as elements underpinning program effectiveness.

- a) A desire for development among managers ☐
- b) The analysis of development needs ☐
- c) The appropriate choice of content and delivery methods ☐
- d) The subsequent reinforcement of the new concepts,
skills and attitudes in the work place ☐
- e) The involvement of senior management at all stages
of the training/development process ☐
- f) Comprehensive program evaluation ☐
- g) The congruence between the program objectives and
organisational culture ☐

22. What major obstacles, if any, does your organisation face in the provision of management development programs?

- (a) _____

- (b) _____

- (c) _____

- (d) _____

23. During the course of 1992 and 1993 what plans, if any, do you have for changing the provision of management development programs?

1992

1993

SECTION E: BACKGROUND INFORMATION

24. Please provide the following background information:

Your Position Title:

Position Description:

25. Your organisation can be classified as:

a) Private enterprise

☐

b) Government enterprise

☐

26. What is the MAJOR business activity of your organisation?

a) Manufacturing

☐

b) Retail/Wholesale

☐

c) Mining/Minerals/Petroleum

☐

d) Banking/Finance/Insurance

☐

e) Research/Consultancy

☐

f) Transport/Communication

☐

g) Hospitality/Tourism

☐

h) Other (please specify)

☐

.....

27. How many people does your organisation employ?

- a) 1 - 49 employees ☐
- b) 50 - 99 employees ☐
- c) 100 - 499 employees ☐
- d) 500 - 999 employees ☐
- e) More than 1000 employees ☐

28. Would your organisation be willing to participate in follow-up in-depth interviews which will be conducted by the researcher?

- a) Yes ☐
- b) No ☐

29. Would your organisation like to receive a copy of the summary of the findings of this survey?

- a) Yes ☐
- b) No ☐

30. If your answer to either QUESTION 28 or QUESTION 29 is "Yes" please complete the following:

Your Name: _____

Organisation: _____

Address: _____

_____ Postcode _____

Telephone: () _____ Fax: () _____

Thank you very much for your co-operation. Please return the completed questionnaire in the envelope provided.

MDQ: _____

APPENDIX 5
REMINDER LETTER

December 2, 1991

Dear Mr/Ms

On October 29, 1991 I distributed to a large number of organisations a survey questionnaire on '**Management Development**' in Australian organisations. In the accompanying letter I requested that the completed questionnaire be returned by 30th November, 1991.

If you have not already completed and returned the questionnaire could you please assist me by doing so at your earliest convenience, but preferably by 15 December, 1991 to enable me to meet the research requirements.

However, if you have already returned the questionnaire please ignore this letter, and accept my sincere thanks for participating in the survey. If you require further information about this survey please contact me at:

Monash University
Faculty of Education
School of Graduate Studies
CLAYTON VIC 3168
Tel: (03) 565 2884 (Monday-Friday, 0900-1500 hrs)
Fax: (03) 565 2779

I hope that the findings of this survey which I expect to be ready by March, 1991 will be of benefit both to you and your organisation in as far as they will provide some insights into *how Australian organisations evaluate management development programs*.

Thank you for your assistance and co-operation.

Yours faithfully

Mufunani (Mufu) Khosa

**APPENDIX 6
REPORT LETTER**

26th March, 1992

Dear Mr/Ms

RE: MANAGEMENT DEVELOPMENT EVALUATION - SURVEY FINDINGS

Thank you very for participating in the survey which was undertaken in November and December 1991 as Phase One of the research study on '*Management Development Evaluation Practices in Australian Companies*'.

Enclosed is a copy of the 'Summary Report'. Your comments on this report would be very welcome. A copy of the full report will be available upon request in June 1992.

Phase Two of the study which involves interviewing some of the organisations which participated in the first phase is in progress.

My contact numbers are: Tel: 565 2884 (Direct); 565 2819 (To leave a message); Fax 565 2779.

Yours faithfully

Mufunani (Mufu) Khosa

**APPENDIX 7
SURVEY REPORT**

CONFIDENTIAL

**MANAGEMENT DEVELOPMENT EVALUATION PRACTICES IN
AUSTRALIAN BUSINESS ORGANISATIONS**

***REPORT COMPILED BY: Mufunani KHOSA
FACULTY OF EDUCATION
MONASH UNIVERSITY***

March 26, 1992.

Introduction

This document reports on a survey of management development evaluation practices in Australian business firms which was undertaken in November and December 1991.

Since the early 1980s the Federal Government has been urging organisations to improve the quality of management through investing more resources in management development. The survey set out to find out how leading organisations in Victoria assess the effects/impact of management development programs on managerial effectiveness and organisational performance.

Survey Respondents

Two hundred top organisations in Victoria were selected from the top 500 Australian companies and were invited to participate. One hundred and eleven questionnaires were sent to companies which agreed to participate. Fifty usable questionnaires were returned in time for the analysis. This represents a 45% return rate. Of the 50 organisations, 46 were from the private sector and the rest from the public sector.

In each organisation the questionnaire was sent either to the person responsible for the human resource function or to the human resource practitioner with special responsibility for management development. The covering letter asked the respondents to interpret management development as *'training and development activities organised and provided by an organisation for its managers at all levels (excluding board directors), at either on-site or off-site venues'*. A program was defined as a complete management development activity consisting of one or more courses/units. Respondents were also asked to answer the questions from the organisational perspective rather than from the business unit level. Hence, throughout this report the responses are assumed to be representative of the respondents' organisations.

Since the data producing sample is small the findings of the survey are reported for all organisations under seven sections:

1. Manager recruitment
2. Management development objectives
3. Identification of development needs
4. Management development priorities
5. Program types used
6. Evaluation of management development activities
7. Factors underpinning program effectiveness

FINDINGS

1. Manager recruitment

Respondents reported that the majority of the managerial positions are filled through internal promotion: 60% for middle managers; 52% for senior managers; and 48% for junior managers. Forty six percent of the companies indicated that specialist managerial positions are filled from external sources. In recruiting senior managers, general managerial experience is the most important criterion, while for middle and specialist managers relevant work experience is considered most important. Junior managers are recruited on the basis of personal attributes essential for effective management. Academic qualifications are not considered to be a crucial selection criterion for any of the managerial categories.

2. Management Development Objectives

The two most frequently mentioned objectives were:

- to improve managerial effectiveness (reported by 63% of the companies), and
- to facilitate the achievement of organisational goals by equipping managers with appropriate skills and attitudes (mentioned by 35% of the organisations).

The other objectives which were mentioned included:

- providing a pool of managerial talent
- encouraging teamwork amongst managers
- increasing managers' knowledge about critical business issues

Clearly, although these objectives are complementary, they have different emphases.

3. Identification of development needs

The survey sought information on the assessment of development needs from three perspectives: (a) responsibility for needs identification; (b) needs identification procedures; and (c) criteria used to select people for participation in development programs.

(a) Responsibility for needs identification

In sixty two percent of the firms needs identification is undertaken by human resource specialists in collaboration with line management. Management consultants are not engaged for this task.

(b) Needs identification procedures

Ninety two percent of the organisations identify development needs mainly through performance appraisal and informal discussions/observations. Skills inventories are used by 50% and needs surveys are each used by 48% of the companies, while assessment centres are rarely used.

(c) Selection criteria

Fifty three percent of the surveyed firms use personal analysis most frequently, whereas operational analysis and organisational analysis are used most frequently by 24% and 20% of the responding firms respectively.

4. Management development priorities for 1992

The top three priorities indicated by the responding firms (in descending order) are:

- leadership skills
- organisational change/development skills
- marketing/sales skills

Development areas considered as less important include:

- planning and decision making skills
- entrepreneurial skills
- information technology skills

5. Program types used

Most organisations rely heavily on in-house programs developed by company staff. Utilisation of external programs provided by professional bodies and tertiary institutions is not exclusive. Overall, there is a clear preference for short programs (not more than 2 days duration) across all program types.

6. Evaluation of management development activities

(a) Responsibility for evaluation

Human resource professionals are mostly responsible for evaluating both internal and external programs.

(b) Sources of evaluation information

The bulk of the evaluation information is obtained from the participants in the form of reactions at the end of the programs and as feedback (say 2-6 months) after the program. Very few organisations obtain data on performance changes of the participants and departmental or organisational performance changes attributable to developmental activities.

(c) Levels at which programs are evaluated

The survey revealed that 63% of the organisations which participated in the survey evaluate management development programs at the individual level, 10% at the organisational level, 6% at the departmental level and 4% at the team level.

(d) Reasons for not evaluating

Respondents were asked to indicate why other firms do not evaluate management development. Sixty percent felt that this was because there is no formal requirement for it.

(e) Perceived contributions of management development

Fifty four percent of the firms reported that management development contributes significantly to organisational performance, whereas 32% mentioned that it is difficult to isolate the impact of management development on organisational performance. Satisfaction in the achievement of management development objectives was reported by ninety four percent of the firms as follows:

- Excellent 4%
- Good 58%
- Average 32%.

7. Factors underpinning program effectiveness

Involvement of senior management at all levels of the development process, reinforcement of learning in the workplace, and the congruence between program objectives and organisational culture are perceived as the factors essential for program effectiveness. Comprehensive program evaluation was ranked least important.

8. Concluding observations

- (a) The organisations which were surveyed focus on the individual manager at all stages of the training and development process.
- (b) In most organisations the key stakeholders in management development namely: the participants, immediate superiors of the participants, and the human resource

manager are the key users of the evaluation information. Surprisingly, top management are not perceived as key users of the evaluation information.

- (c) Less use is made of the potentially more objective information such as (i) feedback from the co-workers of the managers (peers, subordinates and superiors) on their on-the-job behaviour, and (ii) performance assessments either at departmental or organisational levels. Ideally, comprehensive evaluation should seek information from all those people who have a stake in management development.
- (d) Comprehensive evaluation is not perceived as essential for the effectiveness of management development activities.

**APPENDIX 8
POST SURVEY DEBRIEF**

22 May 1992

Dear Mr/Ms

RE: MANAGEMENT DEVELOPMENT EVALUATION

Thank you for setting aside time for an interview/discussion on 28 May at 1330 hours.

During this visit I intend to examine documents on management development; discuss the findings of the survey that were sent to you on March 26, 1992; and conduct an interview .

1. Information on the Training and Development Department

- 1.1 Structure, size, and responsibilities of various staff in the dept.
- 1.2 Mission statement of the dept.
- 1.3 Examples of management development programs, showing objectives, content and methods.

2. Interview Coverage

- 2.1 Philosophy and objectives of the organisation with regards to management development.
- 2.2 Organisational structures/systems used to develop managers.
- 2.3 Strategies used to develop managers.
- 2.4 Management development evaluation.
- 2.5 Other issues which you may want to discuss with me with regards to management development evaluation.

I would like to emphasise that all the information which will be gathered will be treated confidentially. May I take this opportunity to ask you to allow me to use a tape recorder so that I do not miss any of the information.

Thank you.

Yours sincerely

Mufunani (Mufu) Khosa

APPENDIX 9

INTERVIEW GUIDE

INTRODUCTION

CONFIDENTIALITY

Personal and organisational anonymity is assured throughout the study.

PURPOSE OF THE STUDY

To identify the procedures which are used by Australian organisations to evaluate management development activities.

QUESTION: *"How do Australian organisations establish the effects of management development on (a) managerial effectiveness and (b) organisational performance?"*

BACKGROUND INFORMATION

- (a) Do you mind telling me something about your educational and training background?
- (b) For how long have you worked in human resources management?

1. MANAGEMENT DEVELOPMENT PHILOSOPHY

- 1.1 What are the objectives of MD in this organisation?
- 1.2 Who is responsible for formulating MD objectives?
- 1.3 Who is ultimately accountable for MD?

2. IDENTIFICATION OF DEVELOPMENT NEEDS

- 2.1 How do you identify management development needs?
- 2.2 What role do you play in the identification of management development needs?

3. STRATEGIES USED TO DEVELOP MANAGERS

- 3.1 This organisation uses a variety of activities to develop managers. What is your opinion about the effectiveness of each of the activities?

4. MEANING OF EVALUATION

- 4.1 Evaluation means different things to different people.

What does the term 'evaluation' mean to you in the context of MD?

- 4.2 What do you consider to be rigorous/thorough MDE?

5. MANAGEMENT DEVELOPMENT EVALUATION PRACTICES

- 5.1 Is there a policy on MDE in this organisation?
- 5.2 How are internal MD activities evaluated?
- 5.3 Have links between in-house MD activities and organisational performance been established? If yes how has that been done?
- 5.4 How are public management development activities such as courses, conferences and seminars evaluated?
- 5.5 Do external providers take the initiative in evaluating public MD activities?
- 5.6 In your opinion how should MD be evaluated?
- 5.7 What do you think are the purposes of MDE in this organisation?
- 5.8 How is the evaluation information used?

6. PROBLEMS IN MANAGEMENT DEVELOPMENT EVALUATION

- 6.1 Do you participate in MDE?
- 6.2 What problems have you encountered in evaluating management development?
- 6.3 What problems have been encountered in MDE in this organisation?

7. EVALUATION CULTURE

- 7.1 Do you think that line managers in this organisation see a need to evaluate MD?
- 7.2 In your role are you expected to *prove* the contributions of management development towards the achievement of organisational goals?
- 7.3 Do you think that the human resources dept. is pressurised to *prove* the contributions of management development towards organisational performance?
- 7.4 In your opinion do human resource practitioners in this organisation see a need to evaluate the various services they provide? In other words does an *evaluation culture* exist?
- 7.5 If you were asked to 'build' an evaluation culture how would you do it?

8. QUALITY OF MANAGEMENT DEVELOPMENT EVALUATION

- 8.1 What sorts of knowledge, skills and attitudes do you think people require in order to undertake MDE effectively?
- 8.2 Is the evaluation of MD in this organisation based on clear evaluation frameworks or models?
- 8.3 What would you consider to be the main strengths of MDE practices in this organisation?
- 8.4 What would you consider to be the main weaknesses of MDE practices in this organisation?
- 8.5 In your opinion does the organisation have adequate expertise to undertake MDE?
- 8.6 Do you think that human resource professionals in Australia have the theory and skills needed in undertaking MDE?
- 8.7 How can human resource professionals in Australia enhance their MDE expertise?
- 8.8 Do you think that there are consultants in Australia who specialise in MDE?

9. CHANGES IN MANAGEMENT DEVELOPMENT EVALUATION

9.1 What would you like to see changed in the evaluation of MD in this organisation?

10. COMMENTS ON FINDINGS OF THE SURVEY UNDERTAKEN IN NOVEMBER 1991

10.1 The survey revealed that 63% of the 50 organisations which participated in the survey evaluate management development programs at the individual level, 10% at the organisational level, 6% at the departmental level and 4% at the team level.

In your opinion why is it that the majority of the organisations evaluate at the individual level?

10.2 What do you consider to be the values of undertaking MDE at the individual level?

10.3 Evaluation was perceived as the least important factor essential for program effectiveness amongst seven factors including: needs analysis, appropriate choice of content and methods, reinforcement of learning, involvement of senior management, desire for development by amongst the managers, and the congruence between program objectives and organisational culture.

Why do you think that evaluation is accorded such a low ranking?

11 CRITICAL SUCCESS FACTORS

11.1 What criteria are used to assess the performance of this organisation?

11.2 What factors used to assess the performance of the human resource department?

11.3 Do you think that the organisation is getting value for the money and effort expended on management development?

11.4 In your opinion to what extent are objectives for MD achieved?

12. GENERAL COMMENTS ON THE STUDY

12.1 We have come to the end of the interview.

Do you have any comments you would like to make about this study or any other issue on management development?

13. FURTHER ACTION

APPENDIX 10

INTERVIEW TRANSCRIPTS

The transcripts are edited versions of the originals made from the recordings of interviews. The editing has deleted: all conversational courtesies, repetition of questions for clarity, references to company names and other details in order to maintain anonymity. The editing has occasionally involved some minor amendments to the text in order to achieve clarity and precision.

Interview transcripts selected for inclusion here are representative in terms of a range of responses in terms of data, familiarity of the interviewees with the issues explored, richness of the detail and specificity, pertinence, length and clarity.

Organisation: Case 35

Size: Very Large

Sector: Private

Business Activity: Diversified

Interviewee: Senior Executive responsible for management development programs

Date: 3/4/92

R: The concept 'Management Development' can be interpreted in a variety of ways.

What meaning is given to this concept or activity in this organisation?

I: The formal courses?

R: The whole concept of management development.

I: We see it as falling under the general umbrella of succession planning. It's certainly putting into place systems that ensure that there are sufficient numbers of appropriately skilled and capable people to lead the company in the future. That's how we see it from a corporate point of view.

R: Do you think that managers at all levels see it from that perspective?

I: Yes, ... they do, they see our programs in that sense. And I can say that with a degree of certainty.

I suppose I have got some hesitation and the hesitation is that I have only been in the area two years and the company is very large and I don't know all managers around the organisation. But I certainly know the views of the senior people from each of the main businesses, and they are very much in support of the programs we run. How do I know that? I know that by their personal involvement in each of the programs. There is a very high level of personal involvement in each of the programs.

The Managing Director talks at most of our programs and that involves him having a couple hours of travel as well. The Executive General Managers who report to him talk at and have dinners and spend a lot of time with our managers at our programs. And the General Managers also spend a lot of time there. Last week we had the person who is in charge of engineering, very senior General Manager, he spent most, almost a whole week with a group of the company's junior managers. So I guess there is a strong level of support. I suppose from my point of view I certainly do look at whether or not we are doing the right thing, whether or not we have been successful. I look to measures like that some of the, perhaps the qualitative measures that can be quantified.

R: That's interesting, would you like to expand on that one.

I: Well, put it this way, if we had difficulty getting the Managing Director or the Executive General Managers, or the General Managers attending our programs then I would tend to think they don't feel it's important.

[The industry type in which this company is operating, the domestic industry] is having a very difficult time during the current recession. Even though it is having a great deal of difficulty and is looking at reducing costs everywhere, there has been no reduction in support for our corporate management development programs, either from the role of the most senior ... managers or participation in our programs. They still come along and the numbers are up there and the involvement is still the same. So that's an example of what I mean.

R: How are the decisions on the provision of management development arrived at?

The interviewee replied that till 1986 decision making within the organisation had been highly centralised. In 1986 a decision was made to have a horizontal system. Business leaders had to be responsible and accountable for training. The rationale being that the business leaders know the requirements of their business units.

Consequently the corporate centre reduced in size. Human resource departments were set up within the businesses. However, on-going succession planning still had to be controlled by the corporate centre.

The Managing Director and Executive General Managers (EGM's) are seen as "corporate property", that is, they are people who must have an awareness of the whole corporation, not just [just particular business units], they need to have a knowledge and an understanding and involvement in the decisions that go right round the organisation. Also the company recognised that the General Managers reporting to the EGMs had to have the same level of understanding. Managerial employees fall into three groups: Corporate people, Business Leaders and Divisional people.

R: How is management development set up, as a profit centre or a cost centre?

I: It's set up as a cost centre in our situation. Our reasoning for that is we in the corporate are more focusing on very long term objectives. It takes about 20 years, if someone is 22-25 years old, for about 20 odd years, before they appear, which is about 45 years of age. So what we are doing down here is something that may be 15 years further on. And that is another reason going back to the [a study by a consultancy firm] where the company said it is a corporate role, it's one where we feel it is at least at this stage, our current view, is that it's not reasonable to expect a particular business to wear a 20 year cost that is for the overall benefit of the corporation.

R: How do you define the term 'evaluation' in the context of human resources training and development?

I: I want to know if we are achieving the outcomes that are required and for us I am looking at the longer term outcomes.

R: *The outcomes after 20 years?*

I: That's the ultimate position. That's the ultimate. Then they come back and say well, 'At an LEVEL 1 level we are putting things into place that are providing an appropriate developmental path for LEVEL 2 and LEVEL 3, so it's laying a base.' At LEVEL 2 we are further developing concepts that have been introduced back here (LEVEL 1), and same with LEVEL 3.

In fact there is an earlier point to all this. From a corporate point of view, and it's not what I am directly involved with, but it is what the senior guy is involved with, and that is seeking to ensure that selection focuses on the capabilities we ultimately want at the top here. That selection is in addition to what each business unit recruit for. A give business unit might require engineers for the top, we require people who have a certain set of competencies to be global managers. So we need to employ people from other cultures, we can't all be white and Anglo-Saxon and so forth if we are going to do business around the world. We need women in the workforce. And other ways to bring different perspectives and different skills.

R: *In your response to the questionnaire you indicated that your organisation relies heavily on programs developed by company staff in collaboration with consultants.*

Could you please identify and perhaps describe the procedures or processes which you use to establish the effects of those programs on your organisation.

I: I think I have said a number of times that we identify specific objectives overall for the management development. If I take the LEVEL 2, the LEVEL 2 programs looks at those people on the Career Path Crossroads. It looks at what particular competencies need to be developed for them to move on and become business managers. All within the context of providing some further development for a future global manager.

At this point here in LEVEL 2, to move from there to there, we see that self awareness is something we want to raise, a competency of self awareness, if we can call it that. We also want these people to demonstrate leadership, teamwork, to be able to manage change and achieve effective outcomes. So when we talk about competencies and capabilities we are getting away from just a simple terminology to say we want to teach someone about finance or about marketing or about something else like that. We are looking at what are the fundamental traits for a manager to work in that area. Technical skills are also important. And we do also have finance, business type skills, marketing, strategic planning or strategic frameworks included in that program. And they are a significant part of the program. So it's a combination of both, it's a type of a personal trait or ability we have, and then we have technical ones. Our view is that some of those skills are more trainable than others. Some of the inherent abilities in an individual are difficult to train. Things like leadership or vision or decisiveness or having a helicopter view are difficult to train. Intuition is difficult to train. Tolerance for uncertainty is difficult to train. Ability to manage across diverse value systems is difficult to train. I you demonstrated an ability in that area then you can further develop that, but if you

don't have it, it's very difficult. So we certainly are conscious of that. So that's why the selection process all through is so important.

At the LEVEL 2, having designed the program around what I was saying, we then sit down with the particular consultants and ask them what they can do. And we say this is what we would like. We ask for their view on it, we develop it, they can add to that and assist us and get an agreed package that is then put together. The way I particularly run the programs is I generally give a consultant three programs to show their worth. I don't think it's reasonable for the consultant to have a tremendous understanding of corporation with the first occasion. But I expect an improvement throughout that time. What I am really talking about is the consultant in a sense getting a better understanding of the culture of this organisation. So that's one thing. So I certainly provide a lot of briefing before hand about the subject of the segment, a lot of briefing about the company itself. I provide similar to what I gave to you, a lot of material, a lot of discussion about what we are going through today, I would spend hours with each consultant prior to the segment. And that's a requirement, they must understand what we are on about. We then go into the program. I like the consultants to spend the night before with the participants so that they get a feel for the people. (3)

They then have their segment, we ask the individual participants to comment on the relevance of the presentation, whether it's a workshop or whatever. They certainly comment on the relevance of the content and presentation style. So there is two things. So we certainly separate content and presentation. It may be that someone has very good content but they are not an expert speaker. They still could be a very valuable person to present to the group.

We also ask the people for particular comments on what their learning was. What did they personally achieve out of that segment and we use that aspect (we are hoping to use that aspect) this is only just being introduced, the final bit I mentioned there about was their learning. We use that to compare with what the stated objectives for the segment were. We have listed, like I said, the stated objectives and competencies sought, and then based on the comment of the people we say well, 'Did it fit? Was there a good fit?' We also ask for other comments. What would they have preferred? What did they particularly like about it etc?

But certainly we are asking people to be specific. We encourage people to be a lot more helpful than just saying, 'It was an excellent presentation.' or 'It was very worthwhile.' That's nice to hear but it doesn't tell us anything.

R: And this takes place soon after the segment?

I: After the segment. We ask the people to complete the evaluations after each segment. I am talking LEVEL 2 here.

We also do a group evaluation at the end of the LEVEL 2, the LEVEL 2 is a two-week program. At the end of that we get the participants together. We put them into groups of 5 or more and ask them to go through and make appropriate comments on each of the segments. We provide a structure for it at least a suggested way of going through it. We ask them to comment on the content, the presentation style and the appropriateness of

each of the major segments of the course. So it's not an individual, it's where the individuals now have got together and there is an agreed consensus view, if you like. (4)

R: *And this is already in place, is not something which you are planning to do?*

I: That's something we have been doing since the middle of 1991.

R: *You evaluate at the individual and syndicate levels. Do you go further?*

I: Do I go further?

R: *Yes.*

I: Yes, we do. The comments by the participants are typed up unedited and that together with the score, if you like, of each of the presenters is then fed back to the presenters. What I do with each of the LEVEL 2 presenters is I then sit down and discuss those evaluations from the point of view of whether or not the overall objectives of their segment and the objective of the course was met. It may well be that one of the presenters was canned or was treated harshly by the participants, but it may have been that was what our objective was. So we certainly don't react immediately to the comments of the participants. They do not know what the ultimate objectives are. They may have some idea, we certainly hope they have some idea, but they have not been involved in the design of the program, they have not had the access to the senior management and reached agreement on what we will do because of this. They may well be commenting from a personal point of view as to a level of satisfaction.

Were they happy with that person? Were they unhappy with that person? Rather than commenting from a learning or educational point of view. So we are certainly critical of the comments by the individuals. So I sit down with the consultant. We go through the points of view. I certainly read them, to understand them and then we work out what we will do for the next program, if anything, to make it better.

R: *When you say you discuss with the presenters is it with individual presenters?*

I: With individual presenters.

R: *Do the presenters have an opportunity to sort of sit on a round table and perhaps have an overview of the feedback?*

I: They don't get the individual comments relating to other presenters. It's sometimes quite personal. The other presenters, or all presenters certainly get information on the overall scoring, but not relating to other consultants. What we try to do is to give them a sense of the overall objectives of the program and that's when I said earlier that I spend some hours with the presenters prior to the program talking about the overall concept and design of the course itself. What is occurring before? What our objectives

are with each of those segments? What is going to be following them? And why we are doing it at that point of time and with that person and so forth? We certainly give them an understanding of where it fits. By encouraging the presenters to spend time prior to the segment and to stay back afterwards they also get the chance to get an overlap with the other presenters and to meet them.

We have a logistic problem getting presenters to sit around the table and when I am talking external people. The LEVEL 3 course is the most difficult one. We have people from Paris, Hong Kong, University of Virginia, London, Melbourne, Singapore for example, and they are just not together. And we can't afford to keep them for two weeks. But what we do is certainly provide, like I said, a detailed feedback on what's going on.

With the LEVEL 2 what I also try and do is like I said, I give people three courses, three programs to show their worth, to develop and to really have the program and their segment in place. Once I have done that I then contract them for a 12 month period. So I am not interested in chopping and changing. If someone is not performing we change the person.

R: *Within the period of the contract?*

I: No, I generally allow three courses and work very hard with them and so forth. I try very hard to give people a fair go in that situation.

And having done that and having built up a level of trust and confidence with the person I am certainly not going to just cut them out and chop and change.

Once the person has been in the program a period of time they are learning more and more each time. We share by agreement with the presenters, we share the handouts, the pre-reading. For example, the presenter on customer orientation has got a copy of all the material used by the person who is presenting on strategic management frameworks.

R: *So that each presenter would have a total understanding of the whole program?*

I: Yes. And a specific understanding of other relevant segments. In addition to that we also have and we do this on all the programs, someone from my department sits in and acts as course director for LEVEL 3 and LEVEL 2, there is another colleague who is course director LEVEL 1. And that's a pretty significant commitment to time. That also provides a sense of continuity. We act as the eyes and ears if you like, at the back of the room where we are not scoring participants, but we are there to have a sense of where their group is at. What are the issues facing that group that may be different to the previous group? And we provide that input to all presenters whether they are external consultants or senior company people prior to their segment.

R: And the participants understand your role?

I: Yes. We make it very clear. And also when you are living with someone for a couple of weeks they know that you are honest or not.

The other thing we do there is that in addition to monitoring the development of the program we have a number of review sessions. For the LEVEL 2 at the outset I introduce the program and I continually refer to the four major elements of the course. And by going through the program I say at various points that we have covered this, we have covered that and we haven't covered that, we have covered parts of that, we will revisit this at a particular time, I let them know where they are with the program, what's to come and why they are doing certain things. And that occurs on LEVELS 1, 2, & 3. So it's an ongoing review of that, that occurs four times throughout the LEVEL 2 program. It's at the start, it's at the finish, and there are two formally scheduled segments throughout the rest of the course.

And another thing I mentioned which is really important and it gets back to the philosophy of the company. Our view is that the individual is responsible for the development of his or her own career. The company's responsibility is to ensure that the resources and the development opportunities available do occur. So it's actually a double responsibility. On that score we say that attendance at an RMC is not going to be tested. You as an individual are not going to have me sitting up at the back reporting to your boss on whether or not you are a good boy or good girl. There is no feedback like that. It's you are in the trusted position, a significant investment has been put into you. You have been recognised as being a good performer and someone with potential. If you don't use this development opportunity it's your loss. I am not going to spoon feed you. And the reasoning for doing that is that business managers, leaders and international business leaders do not have someone looking after them. They have to do it themselves. So you can have, as you know, at university, you can have some people who pass all the examinations but their knowledge of the subject or their commitment is not very high. (5)

R: That's interesting, so in addition to doing the formal evaluations do the individual participants volunteer feedback once they have gone back to their workplaces?

I: Yes they do. That's a good question. There is a little more structure as well I can tell you. Prior to an LEVEL 2 occurring we send our pre-work, 7 or 8 weeks before the course starts. They know they are going to go and attend the program because of the human resource review process and they get feedback saying yes, 'This is about 12 weeks earlier, yes, you will be going to a program during 1992 and it will be this program.' So they know that. They can plan ahead. About 7 or 8 weeks prior to an LEVEL 2 course we send a lot of pre-work. Part of that pre-work is stressing with the individual the importance of them sitting down with their boss and reaching agreement on specific learning objectives. We ask them to fill out a sheet that they keep, we don't get it from them but we ask them to fill it out. My experience has been that the great majority of people or pretty well all people do that. And we remind them about four weeks beforehand how important it is to do that and so forth. So that occurs before the course starts. Halfway through the course there is scope to revisit those particular learning objectives. And then at the end of the two week course we have a transition workshop (one day workshop) which specifically builds on those learning

objectives,... where they look at the specific learning objectives; they look at the objectives of the course, they look at the learning opportunities that have occurred during the course. They sit down and have a group discussion in a small syndicate group that they have spent a lot of time with.

In fact there is outdoor training involved, three days they go out and learn about, and develop leadership and teamwork and they go back to that particular group. And they get feedback on any issue that they want feedback on.

We certainly ask them to think about the specific learning objectives and so forth. At the end of that we ask them to fill out a personal action plan. And that is, it's a confidential document that they fill out and they put it in a sealed envelope and they give it to me as course director. What I do, I don't read it, I then send it back to them six months later. So it's a reminder, potentially clumsy, but I think also quite simple in its concept. Goes back to them some six months later and says, 'Are you doing what you said you were going to do?'

Just more on the personal learning objectives, on return from the nam we ask the individual to sit down with their boss and discuss their learning during the course. So that occurs after they go back to work from the LEVEL 2 course, it might be a little time after the LEVEL 2 course, we have the boss and the individual sitting down together and discussing again what the development needs of the individual are. So that is, if you like, a formal way again of again assessing the development of the individual. That is one area I feel we need to tap into a little bit better. We don't get any feedback from that. It's kept confidential and we don't get the feedback.

I honestly don't want the feedback. There is 400 people a year almost going through the programs. There is three people in my department, and in addition to running fourteen programs a year it's going to be hard to manage information on 400 people. So what I am suggesting we do is that, based on the human resource data base, we then go back and look who the people are whose name again comes up this list of people who have been identified as having potential. Look at what the developmental needs of those people are. Match that against what we have been seeking to provide through the year and then over a period of time see if there has been some change in that. We are in the process of setting up a system that would do that. At the moment it's manual and we only do it at the very senior LEVEL 3 and above.

R: The survey revealed that 63% of the organisations evaluate at the individual level. In your opinion why is it that the majority of the companies evaluate at the individual level?

I: It's easiest. You have got a captive audience. As you teach you tell them to do it, they do it and you have got the information. It's the easiest way to do it. No other reason I think.

R: *The information which is obtained from these individuals is it of substantial value as far as assessing the effect of the training/development?*

I: I think it's important. Earlier on I said that we certainly review it critically and we don't accept it on face value, we look at it and seek to understand, we look at whether or not there is a trend. We also look at whether or not the overall objectives of the course have been met despite the individual comments. It would be wrong to change a program solely on a few individuals' comments. It's a very short term focus. Most participants have a short term focus, and we are looking at a long term objective.

R: *So your strong view is that reaction evaluation is very, very important?*

I: They are important. I am removing the "very, very". They are important.

R: *Why I am asking this is that in the literature that I have been going through ...*

I: Can I just, sorry for interrupting. Doing the evaluations the way we do them I feel forces the individual to think about what they got out of that segment. By doing it each time, it's a focus on well, 'How was this valuable?' So whilst the actual narrative can be valuable, I think the process of the individual carrying out an evaluation is also valuable in that it forces the person to focus on specifically on what was their specific learning as a result of that segment.

R: *And then after that? The individual has focused on what he or she learnt, and then after that?*

I: Well it's up to them to, that's why I say they have to take charge of their own responsibility. If they feel that something is lacking, if they feel that there was something very valuable in what was said, then through this transition workshop and others I would expect that the individual leader, we are talking about a leader now, potential leader, and a lot of people fall by the wayside, they don't make it. I would expect the really good ones to say well, 'That is something very valuable I am going to do this. I am going to implement that up, and use that consultant, I am going to develop that, use that model of teamwork or leadership, in my own work team and so forth.'

R: *How do you go about assessing the implementation?*

I: I don't do it. What I was trying to say is it's up to the individual to make a personal decision as to whether or not he or she will implement what has been taught. And I think that's their right as a manager to do that. We are not there to tell them that this is the way it should be done. They know their own business better than I know their business. I do expect them though to draw on the knowledge and then perhaps learn and improve afterwards.

R: Whilst your organisation evaluates management development, some companies, I guess, do not bother. Or perhaps I would say they do not bother to undertake rigorous evaluation. Why is this so?

I: I don't know why other companies don't. I would be speculating there. The way we do I think is based in history and within our own culture. The LEVEL 1 course has been operating for 28 years. So it's a long history of management development in this company. LEVEL 2 has been operating for about nine or ten years and LEVEL 3 has been operating, this is the seventh year it has been run. This company has a strong culture of focusing on the bottom line, 'What has been the effectiveness of whatever we are doing?' And that's equally with training. We have, our departmental budget is really quite significant. The investment within our programs is really quite amazing at times. The last LEVEL 2 course which was held in February had nine out of twenty-three who were based outside Australia. So I am mainly talking Europe, Asia, the States, South America. It's a lot of airfare, a lot of time associated with that. So in addition to the cost of the course which is comparable to executive programs at Monash or Melbourne or wherever, so we are talking thousands of dollars. There is the travel, there is the time away from the job, the fact that we have got key managers being away for periods of 2 or 3 or even 4 weeks, there is a big investment. And their bosses and the individual managers demand that there is value in that course. (8)

R: And would probably ensure that the value is actually demonstrated once the individual returns to the workplace?

I: Yes. I suppose the reason I hesitated there was that I like to think that the people who send people to the courses do so with a reasonably open mind. They know that part of it is the development of future senior people. They also know that one of the great values of the program is something that's intangible, at least in the short term. One of the things perhaps I should have mentioned is that most promotion in this company occurs from within the company. You have many people in this company who have twenty, thirty years service. We have some new people coming in the last few years but that's mainly through acquisitional whatever. So we seek to develop people from within the company. And so my manager or my general manager has also been to LEVEL 1, or maybe LEVEL 3 or LEVEL 2. And over a period of time has gained from the network, just the network aspect of attending the corporate program. I have gained, I have attended LEVEL 1 and LEVEL 2 as a participant before I came to this job. And the people I met there are valuable contacts around the company. And it's hard to say how valuable they are, but certainly if you are in Hong Kong and you have just and you meet someone who went to LEVEL 1 with you then you have someone already. You already have a rapport, you have an understanding, you have a trust that you can further build on. So that's something that we see as being a major benefit of corporate programs, very major benefit but is really intangible. So what I am mainly talking about evaluations at this stage is really looking at the competencies, and I think that's what you are looking at, and whether or not those are being implemented and hence the business benefiting. What I am saying is above all that is the intangible benefit of the networking and I would suggest that the view of our senior management would be that for that benefit alone we would continue to have programs.

R: Okay, irrespective of whether there are tangible benefits?

I: No! no! Maybe I am being a little; certainly we would with LEVEL 1. Maybe we would spend less money on the others and we just have parties somewhere, I don't know. What I am really trying to say is that they really see great benefit in that and their reasoning for saying there is great benefit in that is that they themselves have already seen that benefit in their own career, in their own business dealings.

R: Another finding from the survey was that evaluation was perceived as the least important factor essential for program effectiveness. This was when evaluation was grouped together with factors such [as] appropriate needs analysis, appropriate choice of content and methods, reinforcement of learning back on the job, involvement of senior management in program development and implementation?

Why do you think that evaluation was accorded such a low ranking?

I: All I can say it's not the view of this company. I don't what my colleague said but I know what he says to me all the time. [The person who completed the questionnaire ranked evaluation 7th] What he is very, very interested in is: identifying the objectives, be clear on those and whether or not they are being achieved. So you run the course in between that and then the achievement of those objectives. I think that's critical. Now, what is understood in, I suppose what underlies what I have just said is making sure that the objectives are correct. As correct as they can be. And you need to do an extensive process of questioning and interviewing and review and so forth, it needs to be constant. But again I would have to be speculating to answer why people responded that way. I think evaluating is hard, it's a lot of hard work, it's uncertain, it's much easier to evaluate the quality of a lump of iron ore - did it meet the specifications? I think one of the major problems with training programs is that the specifications are unclear, ours could be certainly be more clear. But I think once you have clearly identified specifications and you know there is commitment from senior management to those, then you do it, and you must evaluate it. And then review, review and review, it's a constant cycle of going around and trying to be better; constant improvement if you like.

R: So what you are speculating here is that perhaps some organisations do not really take time to specify what they intend to achieve from the training programs?

I: It could be, I don't know. I haven't been in the area long enough, I really don't know what other organisations do. But certainly that was one of the aspects of the report I was certainly surprised about.

Just on that, I was also certainly surprised about the low level of importance given to feedback to senior management.

R: That's right.

I: In addition to what we do, I regularly go around and have a structured process of talking to the Managing Director and each of the senior managers and spending a

formal process of talking through them, what their objectives are, what we are seeking to do, and ascertaining whether or not our objectives are meeting their objectives, both current and future. We are trying to stay ahead of that. That's critical, I think training is a waste of time if you don't do that. Human Resources are expert advisers, we don't know the training. The responsibility and the accountability for the training of future managers or leaders of the company, is with the current managers or leaders of the company not with some functional group that's off the site. I and the company feels very strongly about that.

R: *Looking at what you have been doing, you have obviously been doing a lot of evaluating the various programs which you offer. But I am sure there are certain things which you would like to see changed in your evaluation practices. Do you have some?*

I: I have some. I think I have mentioned a couple as we have been talking.

Certainly, one that I would like to have is better feedback about our medium term effectiveness. And medium term effectiveness at the business or group level. And specifically there I am looking at some way of accessing information (the flow of information that occurs between the individual participant perhaps six months later or twelve months after the course) and their boss, and whether or not things are different in the company as a result of attendance of the programs.

There are lost of things that are difficult to work through there because at any time there is more than one variable working. As someone may have attended the training course they may have also changed circumstances in their workplace. There might be new technology introduced, there might be a range of things, there could be a change in pricing structure, there could be new staff coming in. So it's difficult to know whether or not a specific thing we did caused a specific outcome. But we certainly can, based on the numbers we have going through the course, we certainly can identify trends. And I think that's really what we would be looking at.

R: *Yes that's right. I think some people argue that it's not really valuable to evaluate management training programs because there are so many variables involved. But perhaps taking that stance would be rather, it's almost like a defeatist attitude, isn't it? To say, 'It can't be done, forget about it.'*

I: It has to be done. It's just a matter of finding a way to do it. And I really think once people make the effort to work out what the specifications are, then that's something. I certainly, just another point on evaluation, I certainly like to be clearer on the individual objectives or specifications that we are seeking to develop or competencies or capabilities, whatever term you like to use. I think we need to just do better in those areas. And once we have really got then clearly identified then that will be a major help.

R: Would you say that throughout this company there is an evaluation culture as far as human resource development is concerned?

I: No. I think most managers see that human resources is something you need to have but you have just got to put up with it. Senior management is becoming a lot more critical about where resources are allocated. That's not to say that this company doesn't have access to large resources, it does. But it has also got a lot of people wanting to spend that money. And there are a lot more ideas on what to do with the money than money. And so the person who is in charge of the allocation of the resources for the particular business would be aware that so many thousands or tens of thousands of dollars are going into training in a financial year when it could be going into some piece of new technology or customer visits or something else.

So at that level there is an assessment and I think the demands on the available resources are perhaps greater today than they were 20 years ago. That's my assessment anyway.

There is still a perception that it's very important to develop people and the way you do it is by sending them to courses and so forth. And it certainly helps that the senior managers have benefited as a result of going to the courses. But having said all that I think we are in a bit of a honeymoon period at the moment. Maybe in a few years time that same manager will say, 'Well by visiting the customer I can get a 10% increase in profit or sales or something. Human resource person, by my managers attending your course you tell me what value I am going to get?' And I think that will come.

R: And that will be from the line managers themselves?

I: Yah, see it's coming out of their budget, and that's happening with divisionalisation, people have to be self-funding. They have a requirement to get a certain return on the capital that's invested. They have a requirement to get a certain growth rate and that's an agreed one and it's incorporated in business plans and so forth. If they see that in a large business in this company \$2 million is going into training, for example, both corporate and their own training they will say, 'Hey!, for \$2 million I can do something really good that will, I can confidently say will benefit the business this much. Now at the moment you people in Human Resources are saying that's a bit speculative. It's a bit hard to measure. And if he is really short for cash he will say, 'Well, I am not going to do that. This certain, this is uncertain, I need this.'

R: And perhaps the challenge then faced by the Human Resources practitioners is to come up with instruments which can actually demonstrate that investments in training and development actually produce benefits.

I: I certainly think that will help. I think training must not lose sight of the fact that there are intangible, longer term benefits as well. So I think it's a combination of both. And in terms of the intangible longer term benefits we need to make sure that we in Human Resources are actively involved in inputting into the business plans.

R: Just to summarise now I would like to know the major problems that you have encountered in management development evaluation.

I: In summary, clearly describing what our objectives are; and having agreed terminology that can be applied across the company.

R: Would you mind expanding on that?

I: Well, there are people who talk about skill-based, about competencies, about capabilities. And within that, and that causes some confusion in the minds of the line managers. For an human resource person he will probably say. 'Well, they are all much the same.' But for the engineer line manager, he will say, 'You tell me what it is? Is it a skill? Is it a capability? Is it a competency? What is it?' By being more specific, for example, leadership, 'What does leadership really mean? Is it having people who have vision, who are decisive, who have the ability to motivate, and to provide direction? Is that what leadership is? Is leadership also the ability to overcome obstacles and to grow the business and so forth?' Leadership is also achieving the stated objectives on return on capital and return on growth. What is it? I am unclear and I am sure you could talk to every single person that you are surveying and you will get a different answer. That's what I mean. That makes it difficult, it doesn't make it impossible and I think every business is slightly different and every individual, thank God, is slightly different. So there are grey areas.

R: I suppose that could be slightly alleviated by coming up with operational definitions?

I: I think we need some, yes, some ability to have a commonly applied standard. I am happy to say within this company we are seeking to do that at the moment.

R: The problem becomes even more complex isn't when you perhaps, say, send people on an external course where you don't have direct control and they will use their own terms, the way they understand them.

I: Well, one of the aspects of my job is to also be responsible for sending senior managers to general management external courses. And what we are doing now as best as we can, identify what the objectives or developmental objectives for each of those courses are. We then link that to what the individual needs are and make a fit. And everyone doesn't go to Harvard any more. It might be an Australian based course, it might be Stanford, etc. There is a range so we have got that, so we look at, as best as we can, what the objectives of the course are based on the literature and then make the appropriate fit. So we are certainly trying to do that. But your comment is true. What do the words mean? What's behind the words? What's in the thinking of the person?

R: And with the external programs do you have some evaluation strategies which are slightly different from the ones which you use for the internal courses?

I: When I talk about an external program, the ones we are involved with, I am talking about sending one of the top fifty in the group to, Let's say, Harvard, or Stanford. We are looking at \$30,000. \$40,000, \$50,000 investment and that's a very personal one on evaluation and assessment between myself, the individual and the boss, the Executive General Manager. And we certainly ask for written reports on it and we speak to the person later on in the year and so forth. It's a very detailed, very personal assessment of the course. Our budget pays for that, we pay for it, not the business. And that gives us tremendous ability to determine what the appropriate course is, who attends and access by us to information.

R: Thanks very much for your time, unless perhaps you have also some things which you would like to ask me or to comment on I would welcome it.

I: I would be interested, Mufu in finding out from where you expect to be in July 1993. What will your paper look like? What do you think will come out of it?

R: What do you mean?

I: What's your objective?

R: Well, I hope that by July 1993 I will have perhaps done most of the fieldwork and most of the writing and come up with some trends from the various interviews which I am undertaking. Because really what I am trying to do is going to the people in the field and say to them, 'How are you doing things and why are you doing things that way?'

And at the same time I am trying to compare what I am getting from the practitioners to what is found in the literature; because one thing which has bothered me is like reactions evaluations, they have been looked upon cynically by a number of writers in this field and yet from this survey most of the organisations still use individual reactions. And I am sure most of those people are also aware of what the various writers in evaluation are saying about the limited value of the reactions evaluation, and yet they continue to use them. Why is there that sort of discrepancy? There must be something good, I want to believe that there must be something good which the practitioners are getting out of the reactions evaluations. And that's exactly what I am trying to discover.

I: I said you believe there is something valuable in it. I think it's important, how you use it and what your expectations are with that material. My expectation is certainly limited or tempered, but I think the actual task of doing it, as I said earlier, forces the individual to think about what has been the learning of that. [The interviewee then emphatically said] *It forces them to do something. I think that's significant.*

R: So in brief that's my goal, whether I will get there well I don't know, I am not sure at this stage, but I hope I will get there. It's a hard job because, I think before I started going into the field I had my own conceptions which are now being challenged.

I: Will you be in a position to be able to make some personal comment, say for example, reactive evaluations, as to whether or not they are valuable or will you just be identifying the views of others.

R: I think from the interactions I have had, I think, I will be able to make some comment on whether or not reactions evaluations are actually useful. And perhaps challenge what I have been reading in the literature. I think I will be able to do that.

I: It will be good if you could make a contribution to the literature in that area.

R: Indeed, well, if I fail to make a contribution I will be in big trouble.

I: It's called "deep shit".

R: I am sure because it's really proving to be very, very challenging at this stage I should say because the sort of conceptions which I had initially are being knocked down one by one. And I have got to sort of change the focus of the whole research study.

I: Can I make a suggestion, when I read your interim report I wasn't sure that it was right, and I don't know who you interviewed, but I wasn't sure it was right to pool at the data under the one heading of management training. I, for example, or this company, for example, sees that there is a big difference between what we do and the skill development that occurs within a particular business. It's just different all together within the skill development within a business it goes from operator training where there are very specific evaluation you have a skill to learn and you won't get the tick until you have actually demonstrated your ability to do that skill. And that's part of it. So it's from that level right through to the esoteric type, leadership training associated at the senior courses.

And if you have a number of people you are interviewing who may be dealing with the skill development area, then that could be throwing an imbalance. There is a distinction between the two.

R: Correct.

I: The other thing I was thinking about is are you treating say this company [a large company] as one respondent and a small organisation that might have 5 percent of the training that we do also one organisation, or there is some weighting towards the amount of training that occurs.

R: Oh, well, I was just treating here as one respondent, and most of the organisations would have more than 100 employees. Because of the size of the sample I found that perhaps it would be better to just look at, not trying to split hairs and look at organisations in that size category and all that.

I: That doesn't worry me, but I think if, from my point of view any findings would be more valuable if you could draw a distinction between the clear skill development type of training that occurs at business level and the more esoteric [not generally intelligible] developmental training that we have been talking about all morning.

R: *In fact, I think my focus is on the development aspect and not the skills training.*

I: Oh, okay that's good.

R: *Because if you look in that, actually I think in the letters that I sent out, I stressed that we are actually focusing on management development.*

But I don't know whether I was really clarified that we are not looking at skills development here. But I am sure if there was that misunderstanding perhaps I can make it up in the interviews themselves.

I: Well I don't know there is a misunderstanding. I was just saying. I know my colleague responded to this [questionnaire] from the point of view of corporate.

R: *Yes, that's right.*

I: If he hasn't responded to it from the point of view of the whole company there would have been different answers.

I would be certainly interested in getting feedback and seeing what happened when you pool it together. I am happy to go back and clarify some of those things. I think I have probably said all I can say at the moment.

Organisation: Case 10

Sector: Government Enterprise

Type: Service

Interviewee: Executive responsible for monitoring performance and development

Date: 15/4/92

R: So each business unit would have its own human resource department?

I: Each business unit would typically have some at the group level who would have an overall coordinating role. The business units are fairly large with 5-7,000 people. Roles for the local human resources department and those of the corporate group overlap.

I am interested in the question of what people we have got who have high potential at lower levels in the organisation who are going to make future executives.

At the moment they are working within those lower levels. Part of my job is to identify those people and provide some training and development for them.

R: Management development is interpreted in a variety of ways. How do you use this term in this organisation?

I: We mean it, I think, to relate firstly to our total management work force. So it's everything we are doing from first line supervision through to the very top of the organisation. So we take a very broad definition of the term Management.

We would tend to include not only the question of development, but the question of education and training in there as well. There would be a training component which is essentially concerned with giving people a knowledge that they require to do their jobs. There is the development component which is giving people skills through mainly on-the-job type activities. Whilst we do use structured development programs the focus is very much on-the-job focus.

The other angle to it all is that we have given the whole thing a business focus/performance focus. We are not into management development for the sake of being into management development. We are into it because it can help us be a better business.

Just finally, the other thing is we would include the question of leadership development in there, I mean, management and leadership are different things but I would use management to embrace leadership....

R: What would be your main management development activities in addition to on-the-job activities?

I: The other activities - we have a number of those. These are not in any priority order.... We place people on external residential programs with a variety of institutions across Australia. We have what we call a residential management program where we are hand-selecting people to attend, places like the Australian Graduate School of Management, Mt Eliza Management School etc.

Another activity is we do a seminar program for senior executives which is really aimed at making sure they are up to speed with key issues. That's really a communication/knowledge building process. We are working with managers to make sure they are aware of all of the major issues. So we run a regular series of seminars, something like once a month we bring our senior executive team together and we spend half a day minimum, often a day, going through key issues.

We also have a series of skills modules which we offer at the senior executive level, and they are things like negotiation skills, media skills, performance measurement, finance and business skills. So they are a bit more than simply a knowledge seminar, they are really a skills building module, aimed at specific targeted skills areas. So we offer those, sometimes we do those ourselves and sometimes we use external people.

R: *So looking at the management development function at corporate level what would you say are it's ultimate goals?*

I: Well its ultimate objective is two-fold. Firstly, to ensure that our managers have the knowledge and the skill required by the business so that we can produce the goods and services that we have to produce. That's the first primary objective.

The second one is to make sure that we have got the people coming through who have the skills so that they can move into the key leadership roles across the business.

R: *Since my focus is evaluation of management development activities and you have mentioned a number of the various strategies which you use, which ones do you think we should focus on? (Where you might say perhaps you have had some systematic evaluation)*

[The interviewee took a while to respond.]

I: Well...what you are asking I think tends to make an assumption which is that we have gone about systematically evaluating the effectiveness of a lot of these things.

R: Yes.

I: The answer to that is that wouldn't be true. And that is a problem with training and development. Typically it is very difficult to systematically evaluate. To a certain extent it is a bit of an act of faith. You believe that if you give a person a dose of the right...on a particular area that's going to be beneficial. I don't say that we have gone about wholesale evaluation. So I am not sure really what area to sort of suggest we focus on....

R: Perhaps we can come back to this when we actually examine the programs you provide.

I: Yes.

R: The term itself 'evaluation' how do you use it in this organisation?

I: Evaluation. Well, I think there has been a variety of attempts. We have often used the so-called "Happy Sheet Approach" which is really asking people to evaluate or make a judgement immediately upon completion of the program whether they felt it was beneficial to them or not. That's obviously very limited form of evaluation but we have used that.

We have used employee surveys where we have spoken to our work force on a variety of issues and asked about their perceptions as to a range of management issues like quality of communication, the degree with which people are getting feedback about their performance, and so on. And so we have used employee-based assessment type of surveys.

R: That is going to the subordinates of the various participating managers?

I: Yes, yes. We have done that in two ways. We have done that across the board as a large scale employee survey. we have also done it with small numbers in relation to particular managers and use that as part of a feedback process for that manager as part of some development activity that he might be engaged in.

R: How often do you undertake such surveys?

I: Those would be done mainly at the time that a particular manager is going through a certain program, particularly the external programs...there would be an evaluation...leading up to someone attending one of those external programs.

I should add also that the other form of evaluation we have is economic. We have looked at the costs of our training and tried to see whether there was the benefit there. So we have spent some time on that one as well.

R: That's interesting. I think that's one of the most difficult areas - trying to establish the economic benefits of management development.

I: Yes, well it's relatively easy to control on the input side. It's far more difficult to evaluate the output side. That's why we have been shifting our whole approach to MD, away from a sort of fairly fussy sort of approach to a **Competency-Based Approach**. What we have done is try to identify key managerial competencies, not only try, we have done, we have identified key managerial competencies and we are now starting to use those **behavioural tools** to assist in this evaluation process. And we will be doing

more subordinate, and peer, and superior type reviews using those behavioural questionnaires.

R: *When did you make this shift?*

I: We have...doing it over the last year (1991). We commissioned some work in 1990 to develop the competency framework, we used a survey process, we interviewed large numbers of our managers and asked them what they felt was important to be an effective manager at the SEC. And from that we were able to develop the profile. And we have been fine tuning it over the last year or so.

R: *And the main reason for doing that is that you were eager to find out the actual economic benefits of MD?*

I: Yes, but it was really to put the whole process of MD on a more **concrete footing**. I mean if you can describe in behavioural terms what it is you are trying to achieve and you can **evaluate people** against that profile, and you can see whether or not there has been the appropriate behavioural change. That's really the **bottom line**. If it's decided that it's important for a manager to communicate effectively and you can describe the behaviours that go along with that, then you have got a basis on which you can say, well, if we provide this input then is there the behavioural change. It's a very important tool. It's early days yet. We haven't sort of really cranked it up, but we have done a lot of work on that.

R: *What about trying to detect the effects of those behavioural changes on the actual job performance?*

I: Well, we have a **performance management system**. And the way that works, (I am talking here about our executive work force), is mainly in terms of looking at the outputs that the manager has to achieve in terms of the **hard numbers** and things that he has to deliver in his day-to-day job, like what does he have to do for his customers? What's his financial performance criteria? etc, we have done a lot of work on that. Now, you know I think as well as I do that...if we have a competency area which we do which is customer service, and there is a set of behaviours in there, it follows that if a manager is meeting his customer targets in terms of certain **productivity levels or whatever**, he will almost certainly be practicing the behaviours that sit in that competency. The two are linked. But we are not at this stage evaluating that manager's performance purely in terms of behaviours. We are evaluating it in terms of the outputs which he is achieving. There is a distinction between the two because we use this system in part to pay people a performance incentive. And if we were to sort of tangle up the development side too much with the performance side it would be very difficult to make those performance payments because people would feel very threatened I think by that.

R: You indicated that you identify management development needs at the organisational level. I am keen to know as to how you go about doing that.

I: Well, basically there are two approaches. We have decided that you can't really treat a management work force as some sort of **homogeneous work force**, you have to recognise that there are certain critical groups within that work force that you need to go after because they have a strategic value to the organisation which is above the other groups. For example, I am talking about - if you are going to identify a group of people who have the potential to work at a higher level of work in the organisation, therefore they are the future CEOs or something like that, then you say that's an important group and we are going to look after their development. We have identified 5 or 6 such groups across our total management work force, and we have set about identifying the needs of those groups using a variety of techniques.

We have used **focus type group** discussions, that is, where you bring in, say, first line supervisors and you say to them: What makes a good supervisor? Tell me. And so they describe in their terms what makes a good supervisor, and then having...built that picture you start to get a fix on what the needs are because you can say if that makes a good supervisor, and this is where we are at the moment...so it's a **gap analysis** type of approach.

We have also used more **analytical approaches** where we have done a series of tests on people in terms of trying to measure their cognitive ability, fundamental behaviour profiling using Myers Briggs type instruments and so on....

R: Are the tests done internally or you use external consultants?

I: The analytical tests - we use external consultants for that. That's not done across the board, that's only done in relation to particular groups.

In relation to the broader needs analysis process the way that works is that we have a **skills glossary**. We have in a sense a dictionary of all of the important skills that apply across the business. Our approach is (I am talking about the Award employees not the executives) we use that skills glossary to assess what skills development needs an individual has and then what we call a **skills extension plan** is put into place for that individual. And then they work through that plan. And that process is essentially done between the person and his or her manager that they report to.

R: You described the contribution of MD in this organisation as 'patchy'. Why did you feel that the contribution is patchy?

I: Well, I think that MD is one of those areas where there is in many cases **no immediately obvious short-term benefits to flow from it**. So when a manager is faced with making decisions about where he is going to put his dollars, or his time, or whatever, often people tend to focus on the short term at the expense of the long term. In some parts of our business we have got management groups who would be characterised like that and they would not regard management development as being a worthwhile activity to be engaged in. And I would say that, for example, about our production group, in the broad, there is virtually no management development activity

going on down there whatsoever. It's my responsibility to ask questions as to why that is and to put some pressure on to try and get that changed.

In other parts of the businesses where people have a different attitude about it and you can see the benefits, so it's more active. So that's why I said it's patchy.... We are not driving management development from one central point, we have basically said to the line manager: look it's your responsibility, you are accountable, you are responsible. Here is the framework that we are working in, and if they don't do anything eventually they will be held to account. So that's why I said it was patchy.

R: Could you please comment on any of the findings outlined in the report.

I: It struck me that there was a diversity, I think in there, which may reflect the nature of organisations in your sample.

Beyond that there is nothing which really surprised me.

I agree with the priorities that people are talking about - leadership skills, organisational change, marketing. I would be inclined to think that communications skills are also very important but that might be part of leadership.

I: Whilst I note the point about human resource managers having the responsibility for program evaluation i think that's a fairly sad state of affairs. It's very easy to hire a Personnel Manager, and then say, well, that's all my management problems fixed, I mean, really management development has to be owned by the managers themselves, and if it's not it is very difficult.

R: The survey revealed that organisations evaluate programs as follows: 62% at the individual level, 10% at the organisational level, 6% at the departmental level and 4% at the team level.

Many organisations focus on the individual level. In your opinion what are the reasons for this pattern?

I: Well, I think the main reason is the lack of suitable **evaluation criteria** that can be used at that level. I think that people would like to evaluate programs at the department level but I think there has been very little work done in terms of developing an evaluation framework that is suited to be used at that level. And so I think that people throw their hands up, (**practical managers** throw hands up and say it's all to hard, it's too difficult). So I think that's the main reason why it is not done.

I also think that it's a failure on behalf of Human Resource Management Profession because it has responsibility, I think, to do better than that. It should be sort of encouraging evaluation at that level. So I think there are two main reasons.

R: And why would you think that the Human Resource professionals are not encouraging this sort of evaluation?

I: Well, I think it's partly linked to the first reason I said, and that is that a lot of human resources people come up through a behavioural science background and have not been exposed to **business thinking**, or **analytical thinking**, and so they perhaps don't have either the background or perhaps the inclination to do more sort of **formal evaluations** and so it doesn't get done.

R: Evaluation was perceived as the least important factor essential for program effectiveness amongst factors such as needs analysis, choice of content, and methods, involvement of senior managers and congruence between program objectives and organisation culture.

Why do you think that evaluation was accorded such a low ranking?

I: Well, at the risk of being repetitive I think it's linked to what I have just been talking about that there are **inherent difficulties** in doing evaluation.

I think another reason is a lot of **training and development interventions** in Australia, particularly at this level, are done by external consultants who are engaged to come in and deliver some sort of program. Companies when they engage consultants are very happy to sort of pay them for the development side of the coin, but I think consultants get away with **blue murder** on the implementation side, and of course there is a dollar implication there, I mean, I think that a lot of companies they see the costs in terms of paying someone to come and develop a program and deliver it, but they seem to **walk away** from the responsibility of - a bit further down the track actually trying to evaluate because I think they just simply equate that with the consultant coming back and having to pay more money to.... So I think the smarter business clients now are writing in the need for evaluation as part of the specifications that are being developed for management development. Certainly a lot of people I talk to are trying to do that. So I think that's the other reason why.

R: And in this case the evaluation would have to be done by consultants?

I: Well, there are a number of options there, as the consultant is developing the program you can be building into it a basis on which the evaluation can be made, it could be a **behavioural basis**, it could be an economic basis, but what you are doing is identifying the criteria on which you are going to do the evaluation. Often that's not done. And then what people do is that when they go back to try and do the evaluation they have no basis on which to do it.

Sometimes it's very difficult to say look if there has been an improvement in productivity here, to draw **the link back** to the fact that it had something to do with improving the skills of managers is sometimes a very **tenuous link**. But if at the time you can define and get all of the parties to agree on some evaluation criteria then you stand a chance a bit further down the track of actually checking whether there has been a change. And most of the **better quality approaches** I have seen these days are trying to do that.

APPENDIX 11 CODING SCHEME

MANAGEMENT DEVELOPMENT	MD	1.
Management Development Definition	MD Def	1.1
Management Development Philosophy	MD Phil	1.2
Most development occurs on job	oj dev	1.2.1
Rationale for management development	ration	1.2.2
Management Development Objectives	MD Obj	1.3
• Improve managerial effectiveness	Improv Eff	1.3.1
• Succession Planning	Succ Plng	1.3.2
• Personal development	P dev	1.3.3
• Act of faith	AOF	1.3.4
• Achievement of MD objectives	Achv obj	1.4
 MANAGEMENT DEVELOPMENT PROVISION	 MD PROV	 2
No needs identification	no needs ident	2.1a
Needs Identification	Needs Ident	2.1
• Focus group	Focus/GP	2.1.1
• Analytical Approaches	Analytic/app	2.1.2
• Informal approaches	Informal app	2.1.3
• Position description	pos descr	2.1.4
• Appraisal process	Appraisal	2.1.5
• Surveys	svy	2.1.6
• Assessment centre	Ass/c	2.1.7
 Centralised Control	 Centra	 2.2
Decentralised Control	Decentra	2.3
Centralised and decentralised	Cent/Dec	2.3.1

Development Strategies	Dev Strat	2.4
• Isolating impacts of strategies	strat impac	2.4.1
Senior Management Responsibility	Resp/Snr	2.5
Line Management Responsibility	Resp/Line	2.6
• Reasons for line responsibility	LRR	2.6.1
Managers' Responsibility	Resp/Mgr	2.7
Human Resource Responsibility	Resp HR	2.8
MD set up as a cost centre	Cost/c	2.9
Management development status	Status	2.10
Joint responsibility	Resp joint	2.11
Funding	Fund	2.12
Ultimate accountability	ult acc	2.13
EVALUATION PRACTICES	EP	3
Evaluation Definition	Eval Def	3.1
Evaluation functions	Eval func	3.1.1
Traditional definition	t def	3.1.2
Make sense of what has gone on	Sense	3.1.3
Vague definition	V def	3.1.4
Evaluation misinterpreted	Eval mis	3.1.5
Learning application impact	LAI	3.1.6
Rigorous (Effective) Evaluation	Rig Eval	3.2
• Frequent, Specific, Well timed	Freq/Spec/Timely	3.2.1
• Job Behaviour Observation	JB Observ	3.2.2
• Application of content	Appl	3.2.3
• Multi-stage evaluation	ms eval	3.2.4
• Filling positions successfully	Fill pos	3.2.5
• Examine labour turnover	L turn	3.2.6

EVALUATION CULTURE	EC	3.3
Evaluation Policy	Eval Pol	3.3.1
Evaluation Objectives	Eval Obj	3.3.2
Human resource culture	HR Cul	3.3.3
No Human Resource Culture	No HR Cul	3.3.4
Line Management Culture	Line/cul	3.3.5
No Line Management Culture	No Line Cul	3.3.6
Senior Management Culture	Snr Cul	3.3.7
No Senior Management Culture	No Snr Cul	3.3.8
Company Evaluation culture	Co Eval Cul+	3.3.9
No Company Evaluation Culture	Co Eval Cul-	3.3.10
Reasons for absence of evaluation	No Cul Reaso	3.3.11
Weak company evaluation culture	Weak co eval cul	3.3.12
Building evaluation culture	BE cul	3.3.13
No evaluation culture in Australia	Eval cul aust-	3.3.14
No Evaluation Policy	No eval pol	3.3.15
EVALUATION INCIDENCE	EI	3.4
Evaluation evidence	Eval Evi	3.4.1
No Evaluation Evidence	No Eval Evi	3.4.2
Internal Activities Evaluated	Int Eval	3.4.3
Internal Activities not Evaluated	No Int Eval	3.4.4
External Activities Evaluated	Ext Eval	3.4.5
External Activities not Evaluated	No Ext Eval	3.4.6

Selective evaluation	Selec eval	3.4.7
No evaluation of one-off programs	No one-off eval	3.4.8
Evaluation determinants	Eval deter	3.4.9
No provider evaluation	No prov eval	3.4.10
EVALUATION TYPES	ET	3.5
Session Evaluation	Sess Eval	3.5.1
Program Evaluation	Prog Eval	3.5.2
Job Behaviour Evaluation	JB Eval	3.5.3
Results Evaluation	R Eval	3.5.4
No results Evaluation 13.5.4.1	No R ev a	
Follow-up Evaluation	Foll Eval	3.5.5
Informal Evaluation	Info Eval	3.5.6
Reaction Evaluation Useful	R/useful	3.5.7
Long term evaluation	LT eval	3.5.8
Processing evaluation information	pro eval info	3.5.9
Qualitative /subjective information	qual eval	3.5.10
Quantitative evaluation	quant eval	3.5.11
Qualitative and quantitative evaluation	Q + Q eval	3.5.12
Subtle evaluation procedures	Subtle	3.5.13
Longitudinal evaluation	Long eval	3.5.14
EVALUATION QUALITY	EQ	3.6
Explicit use of theory	Expl Theo	3.6.1

Implicit use of theory	Imp Theo	3.6.2
Evaluation Theory not used	No Theo	3.6.3
Explicit Evaluation Strengths	Expl Eval Str	3.6.4
Implicit evaluation weaknesses	Impl eval weak	3.6.5
Explicit evaluation weaknesses	Expl eval weak	3.6.6
Overall Evaluation Quality	O/ Qual	3.6.7
Improving Quality of Evaluation	Qual Improv	3.6.8
Happy Sheets have limited value	HS L/value	3.6.9
Evaluation skills	Eval skills	3.6.10
Classic evaluation tools	c tools	3.6.11
Evaluation information uses	Users	3.6.12
Evaluation purposes	Eval purpo	3.6.13
Keys to effective evaluation	Keys	3.6.14
EVALUATION PROBLEMS	EP	3.7
Identifying Intangible Effects	Intang Eff	3.7.1
No Evaluation Technology	No Tech	3.7.2
Psychological Problems	Psy Prob	3.7.3
Logistical Problems	Log Prob	3.7.4
Practical Problems	Prac Prob	3.7.5
Weak Evaluation Culture	Weak Eval Cul	3.7.6
No Evaluation Culture	No Eval Cul	3.7.7
Building Evaluation Culture Possible	BE Cul Poss	3.7.8
Building Evaluation Culture Difficult	Building Cul Diff	3.7.9

Tenuous Links between MD and Productivity	Ten/Links	3.7.10
Variables affecting manager performance	Variables	3.7.11
Diverse terminology	Dives term	3.7.12
Evaluation problems universal	EP/uni	3.7.13
Justifying evaluation costs	J eval costs	3.7.14
Skewed responses	Skewed	3.7.15
Too much subjectivity	Subj	3.7.16
Evaluation easy	Eval easy	3.7.17
Problem sources	Prob sources	3.7.18
MD Objectives are long term	Obj lt	3.7.19
Tackling evaluation problems	Tackle	3.7.20
MD goals misinterpreted	Goals mis	3.7.21
FOCUS ON INDIVIDUAL EVALUATION	F IND EVAL (FIE)	3.8
Logical Starting Point	Logical	3.8.1
People Developed as Individuals	Ind Dev	3.8.2
Evaluation at Individual Level Simple	Simplicity	3.8.3
Lack of suitable evaluation criteria	No Crit	3.8.4
Lack of insight	Sight	3.8.5
Level of evaluator in company	level evaluator*	3.8.6
Value of individual evaluation	Value IE	3.8.7
No Technology	No tech	3.8.8
Development evaluation difficult	Dev eval diff	3.8.9

RANKING OF EVALUATION**Eval Rank 3.9**

Illogicality	Illogic	3.9.1
Evaluation is difficult	Eval Diff	3.9.2
Evaluation costly	Eval Costly	3.9.3
Lack of evaluation technology	Tech Prob	3.9.4
Reasons for the ranking illusive	Reasons Illu	3.9.5
Evaluation irrelevant for first programs	irre/1st/progs	3.9.6
Evaluation comes last in training cycle	Eval last	3.9.7
Logical ranking	logical	3.9.8
Evaluation is not critical	eval not critical	3.9.9
No evaluation culture	no eval cul	3.9.10

EVALUATION PROCESSES**E PROC 3.10**

Transition workshop	trans w/shop	3.10.1
Action plan	AP	3.10.2
Participant/boss evaluation	PB eval	3.10.3
Ideal evaluation	Ideal eval	3.10.4
Teleconferencing	T conf	3.10.5
Workshops	w shop	3.10.6
Responsibility for evaluation	resp eval	3.11

CHANGES IN MANAGEMENT DEVELOPMENT**CMD 4**

Control Changes	Contr Chng	4.1
Strategies Changes	Strat Chng	4.2

Focus Changes	Focus Chng	4.3
Methodology Changes	Methodol Chng	4.4
Evaluation Changes	Eval Chng	4.5
• Change culture	chng cul	4.5.1
• Do effective evaluation	eff eval	4.5.2
• Do results evaluation	do RE	4.5.3
• Systematise/Formalise evaluation	F eval	4.5.4
• Pre & Post performance measures	pre post	4.5.5
• Supply technology	supp tech	4.5.6
• Make line managers accountable	l/acc	4.5.7
Other Changes	Other Chng	4.6
Change Reasons	Chng Reaso	4.7
AVAILABILITY OF EVALUATION EXPERTISE	Avai/EE	5
Companies have evaluation expertise	Co EE Avail	5.1
Companies have no evaluation expertise	No Co EE	5.2
Line managers have no skills	No skill line	5.2.1
Australia probably has evaluation expertise	EE Aust ??	5.3
Australia has evaluation expertise	EE Avail Aust	5.4
Australia has no evaluation expertise	No EE Aust	5.5
Creating evaluation expertise	Create Exp	5.6
PROVISION PROBLEMS	PRO PROB	6
Act of faith	AOF	6.1
MD has no value	No value	6.2
Value of management development unclear	md value ?	6.3
Timing	Timing	6.4

No value for money	No money value	6.5
No reinforcement	No rein	6.6
COMMENTS ON SURVEY FINDINGS	COMM SF	7
Development priorities	Dev prior	7.1
Evaluation responsibility	Eval resp	7.2
Program preference logical	prog pre	7.3
Users of evaluation information	U/eval info	7.4
REFLECTIONS ON THE STUDY	REFLEC	8
Request for evaluation information	Req Eval Info	8.1
Desire for evaluation information	Des Eval Info	8.2
Desire for copy of results	Des results	8.3
Research needed on evaluation	R needed	8.4
GENERAL PERCEPTIONS OF EVALUATION	PERC EVAL	9
Evaluation is important	eval impo	9.1
Constructing evaluation tools feasible	constr tool	9.2
Engage external evaluators	ext evaluators	9.3
IMPACT OF STUDY ON COMPANIES	IMPACTS	10
Improvement opportunities	improv opp	10.1
NOT CODED	NC	11
CONCLUDING COMMENTS	CC	12
MD OVERALL OUTCOMES	MD OUTCOMES	13
Insatiable	insati	13.1

BIOGRAPHICAL DATA	BD	14
Appropriate academic qualifications	app qual	14.1
No special preparation	No prep	14.2
Entered human resource area accidentally	Acc entry	14.3
Informant's role	role	14.4

APPENDIX 12
EXCERPTS FROM A DATA FILE
[EVALUATION CULTURE]

A: LINE MANAGEMENT EVALUATION CULTURE

Q: Do you think that line managers in this organisation see a need to evaluate management development?

C2 S5

weak co eval cul 3.3.12

I: They are beginning to become aware of the need for this. But again it's a bit like my earlier answer, it's only since 1990 we started getting serious, so as a consequence of that, the evaluation part of that is still taken semi-seriously I think. There has to be a whole change of attitude, a change of mind set on this, I don't think we have necessarily reached that point yet.

C2 S6

no line cul 3.3.6

I: No, I don't. Line managers see a need to have good people in their departments. They see that good people should be developed. But I believe that line managers do not see a need to actually evaluate what programs their people have been on because they will do that sub-consciously.

subtle 3.5.13

What we tend to do is evaluate the person. And if the person has improved as a result of some programs that will be reflected in how we view the person. If they do not improve we tend to evaluate the person rather than say well the course that they went on was obviously not the right thing.

I think what managers in this company assume the course is good and should have the desired effect, and if it doesn't we probably tend to blame the person rather than the course.

C7

line cul 3.3.5

I: I think they see the need to because we are becoming very strong on the need to if you can't measure things, you don't put up scores, well then you are only playing. So there is a very strong drive on the part of the managers currently to measure some of the key performance areas within the organisation.

EP uni 3.7.13

But having said that, I don't think a number a business units are doing it, and I think those that are probably having great difficulty working out how to do it. But I think, I think to be truthful that's the case with everybody. I don't think anybody really has a good handle on how to evaluate programs. And talking to people in other businesses, not only in Australia but say in the United states, I don't think people have a very good idea of how to evaluate programs and management development activities as a whole.

C 9b

line cul 3.3.5

K: Yes, I do, I think they do see a need. They love it, when I talk about it they go wonderful. I don't need to sell them on it, no. [J agreed]

C12 M4 P.19

no line cul 3.3.6

I: Ah No, not at all no! Not all managers are aware of the need. It is always at the end of the day question of what's in it for me and I think that's pretty honest thing that I can say.

I depends on whether that individual believes in what the company's values are, how much they believe in it compared to what they feel they are going to get out of it, personally. So that's why I say that it's a focus of the company because your appraisal is directly linked to the remuneration that you get. And the appraisal process is not just based on the profitability but it's also based on certain human qualities you have as well and also the things that you do to ensure that there are managers coming through and that they have an understanding of what their jobs are, and that they are evaluated well.

B: EVALUATION CULTURE AMONG HUMAN RESOURCE SPECIALISTS

R: And are you under pressure to evaluate the programs?

C2 S1

no line cul 3.3.6

hr cul 3.3.3

I: Ah... the pressure doesn't come from line management. Pressure comes from what I know to a reasonable management business decision. Spending lots of money really needing a return on investment basically. So it's coming from internal, it's coming from my group. It's not too often I get a phone call conversation with a line manager saying, 'You haven't evaluated the program I sent my people on.'

C2 S4 P.12

R: Do you think that the Development Services Department is pressurised to prove the contributions of management development towards organisational performance?

hr cul 3.3.3

I: Certainly, the awareness in the Development Services Department to more closely align programs has increased over the last 2-3 years. To more closely align their programs to the needs of the business, there is no doubt there is much greater focus on that activity. The important part is then to set priorities.

R: Would you say that the Human Resource Department is pressurised to prove that management development actually leads to better performance?

I: I think "pressurised" is perhaps too strong a word, but certainly there is much sharper focus on that area today, and I see that focus becoming increasingly sharper over the next few years.

C2 S5 10

R: In your role as personnel manager are you expected to prove the contributions of management development towards the achievement of organisational goals?

I: No. I don't have to do that. The line does that.

R: What about the human resources department, is it required to prove the contributions of this function?

co eval cul-

I: Not in a direct sense; no. Human resources department is a service organisation. So it's judged by its cost, how much it costs the organisation, whether the line feels it's getting value for money value from human resources. It has to justify its existence. It is adding value to the line and the business objectives they have got, are we helping them, are we adding value? If we don't add value then we are just cost and that cost is a wasted cost.

C2 S5

R: In your opinion do human resource practitioners in this organisation see a need to evaluate all the services which they provide?

hr cul 3.3.3

I: Yes, they do. We are very clear on that. There must be a constant evaluation and re-evaluation of the services we provide. We do that on a business process.

R: So would you say that an 'evaluation culture' exists?

I: Yes, in terms of the services we provide, generally speaking most certainly. We are constantly doing that. That's a way, not just to cut cost but to increase efficiency and to make sure there isn't a duplication of service and to make sure that there aren't diseconomies in the service we provide. We are very serious about that.

C6

R: Do you think an 'evaluation culture' with regard to human resource development exists in this organisation?

no hr cul 3.3.4

I: No, I don't think so. It's on a short term basis in that people are reviewed, superficially on a 6 month or 12 month basis. But it's looking at more at, the results of current work or whatever during that period and it doesn't look at evaluating on-going performance for a long term viewpoint. It's very short term. For the evaluation methods it tends to be very short term.

R: In your role are you expected to prove/demonstrate the contributions of management development towards organisational performance?

C7 P.16

co eval cul- 3.3.10

AOF 6.1

I: Eh, no. And the reason of not is because the Chief Executive Officer has a view that it does. So I can't say that I have to actually produce some piece of paper every year to re-convince him about that because he has a view already that it does. For example, for these programs that we run on the corporate basis here in Melbourne, the Chief Executive Officer attends everyone of them. So he sees himself, to an extent, how they are going because he is there. And similar to the programs we run for the manager level staff, the business unit managing directors are taking part in that program because they are presenting topics on the program. So they see how it is going.

C 7

R: What about the rest of the Human Resource practitioners in the whole organisation, do they see a need to evaluate the various services which they provide?

I: From a corporate point of view we used to have a large Personnel Department. That has disappeared. Services generally in this company, from a corporate point of view, people in this building for example, some years ago we said we had a large (what we called the Head Office) the Chief Executive Officer of the time said we have got things confused, we should have a small group focusing on strategy, and everybody else who is not involved in strategy, i.e. people providing services should be separated out, so we established a headquarters group which has got no more than 100 people.

subtle 3.5.13

We have got some service units. And the service units if they are providing a service to a business unit they charge for their services. And if the business unit is not prepared to pay, well they no longer exist.

So there is a mechanism there, for example, the services I provide we charge a fee and ultimately I guess if the business unit is not prepared to pay the fee then we won't exist. So that means unless you provide a relevant high quality service well then there is no place for you within this company. We have seen a number of our service units disappear because of that.

C9a

no hr cul 3.3.4

R: In your role are you expected to demonstrate that management development contributes to the bottom line?

I: In my role I don't have any responsibility for that.

Part of what I was doing with the setting of our educational strategy was to make sure that we had something in place which would look at evaluating what impact it did have. So whilst I wasn't actually doing it I was working with other people trying to start them looking at the process of evaluating what they do more rigorously and then having information they can feedback to line managers. And often that process is saying, 'This is the value of training.' And it really comes back to probably marketing and selling training to the clients.

Because I don't have to go out and get clients, at this stage there is no necessity to tell them how good it is. In fact if you tell them how good it is then they start getting expectations [...?]

C: EVALUATION CULTURE AMONG SENIOR MANAGEMENT

C2 S1

no snr cul 3.3.8

R: What about from top management?

I: [sustained pause]. It would be similar comment. Top management, I think, in any organisation and in this company get tied up, get very involved in the business, and the business is producing oil, gas... and evaluation of a training program wouldn't be as high a priority as I would like to see.

R: Looking at the survey report are there some findings which you found interesting, striking?

C4 P.15

no snr cul 3.3.8

Top management is not perceived as key users of the evaluation information. That's surprising isn't? And I guess I can understand that because it really is the immediate manager who has got the stake in whether that person's performance improves or not. But it seems like the key people in the organisation don't seem to pay much attention as to whether the money that is spent on training is effective, is it worth what's doing?

C12 M4

R: *What about top managers, are they sensitive to the need to evaluate management development?*

snr cul 3.3.7

I: Ah, I think extraordinarily, I think they really do believe it strongly. All the top managers and I guess the management committee, the top managers in each of the divisions of the company. And because I went through the two weeks living course each of those people in the management committee actually came and spoke to us on a formal level as well as informally what their values are, what their beliefs are, what their hopes for the company are. Really, within the filtering process I guess, it's not a problem at senior management level, but as you go through several management layers I think the message is not always as strong and is not as clear to the first line managers. I don't know whether that's because of the size of the company or what it is. But I would say it's not always held throughout.

C12 M5

snr cul 3.3.7

R: *Are top managers in this organisation sensitive to the value of evaluating Management development?*

I: Yes.

D: EVALUATION CULTURE IN THE WHOLE ORGANISATION

Q: *Is there a policy on management development evaluation in this organisation?*

Q: *If you were to provide a global picture what would you say are the purposes of management development evaluation in this organisation?*

R: *If you were to provide a global picture what would you say are the purposes of management development evaluation in this organisation?*

C7 P.13

I: Firstly is to make sure that the programs you are providing are relevant at the time they are delivered to the participants. I am saying it's no good providing just in case.

So we have been talking a lot about mainly courses, but management development is not only courses, it's other roles that you ask people to do, it's getting to do project work, getting to sit on task forces; there is a whole range of activities to do with management development.

Sorry, can you just repeat the question?

R: What are the purposes of management development evaluation?

I: Firstly, you want to make sure that either the program or the experience that you are giving the person is relevant to him or her at that particular time. It's no good doing just in case courses for the person, or give them a job to do which is not going to lead anywhere or isn't part or hasn't been slotted into the particular stage of the development of the individual. So that's one thing. The second thing I think is to make sure that whatever program is tailored to the individual, whether it's courses or work experience or whatever is of a high standard, that is, it's something which is challenging, challenges the individual, forces the individual to think beyond his normal pattern of thinking as opposed to something you can just do by rote. So I think that's probably the two aspects that are important to me anyway in terms of evaluation.

C9b

eval obj 3.3.2; eval purpo 3.6.13

R: So at this stage what would you consider to be the key objectives of management development evaluation in this company?

K: The objectives of it? Legitimation of the thing happening [laughter]. I mean you don't want to spend \$15 million and find that you may as well have played golf, do you? So if you really do have to know that it is a legitimate activity I think that it's a worthwhile thing to do. So that one is to justify in business terms.

The second thing is to alter as a design feedback so that you know you are doing the right thing. So it's e-e feedback instrument to us to help us do it better obviously. So that's an objective of it.

The other objective for me in evaluation is to keep the heat on people. To keep reminding them that follow-up is all important. So it's a reinforcing process in itself of the learning because if you keep the heat up, you keep saying if you have been to a sales management program, you took five days of valuable time, it cost the organisation \$1500 to put you through this program, we are now evaluating the outcomes, to me that's reinforcing, they then start to think, they start to, it's an education process.

C2 S1

R: Now if you were to look at the whole organisation, I am focusing here on Australia, would you say that an "evaluation culture" exists? Are people receptive to evaluation?

I: Are you talking about this company only, or that you want me to reflect on what I think of the Australian Industry ?

R: This company only, and perhaps we can go on to other organisations.

weak eval cul 3.3.12

I: I think the culture is building in the sense that I think that when I in my position talk about evaluation and look for evaluation, everyone nods their heads and say, 'Yes, we should do it, you are right, we have got to do it.' But it's not an automatic response that the line managers are demanding the evaluation of a program. So I think the culture is eh..., is an interesting culture. I will use the word "interesting" because if someone like myself were not focusing and looking for objective setting and looking for results, I think the culture would be just leave it go We do the training and the evaluation is....

We hope the person learnt something. We just spend \$ 2 000 on a three-day program for them. So I don't think the culture is necessarily as sharp as I would like it.

C2 S4

R: Is there a policy on management development evaluation in this organisation?

no eval pol 3.3.5

I: We are moving towards establishing learning contracts. What I mean by learning contracts is that the sponsor of the individual going on a particular development program agrees with the individual beforehand the expected outcomes of the development program. So the individual goes to that program knowing fully well what is expected of them on that particular program and what the expected outcomes are, from it.

I don't believe at this point that we are fully effective in evaluating those programs.

R: My question was is there any policy which states that programs will be evaluated?

I: There is a policy but as such it is not firmly entrenched in the minds of managers at this point, It tends to be very subjective.

C2 S5

R: Is there a policy on management development evaluation in this organisation?

no eval pol 3.3.15

I: No. In short, not a formal one certainly. It's far more informal at this very early stage. But it has to be set I think. Mufu, it's only in the last couple of years that we started to get really very serious about management development in this organisation. Prior to that it has been rather haphazard in terms of how we have developed people for future positions, future careers. It has been on a one by one basis, but it has not been part of a comprehensive policy.

R: Is there a policy on management development evaluation in this organisation?

C7 P.10

no eval pol 3.3.15

Comment

The interviewee talked about the Quality of management development evaluation.

I: Well, I think you will find that it's different. Each business unit are obviously accountable for doing what they want to do. Certainly there isn't any policy you can point to and say yes, it's meant to be an integral part of any training program to evaluate the effectiveness of the program. I am only talking about the corporate programs and say we have got an evaluation system in place whereby we are trying to judge the effectiveness of the program mainly in terms of its value to the participants, back on the job. And so we do have a system whereby that is rated but it's...one wouldn't want to say that it was a system which was...it didn't have a lot of work to be done on it.

C4 P.22

R: Suppose you actually asked for some funding for evaluation do you think you would get it?

no cul reso 3.3.11

I: No. I don't think so. I was thinking about what I would have to do to get money for evaluation here would be to in my proposal about the whole thing to build it in, to say, okay, 'It's going to cost this much for development, this much for putting it on, this much for evaluating it, the total cost is \$x.' If it's part of the whole thing I think it would come through. But if we say...we need to evaluate the programs that we are doing in generic training, I think what the senior people would say, and is a sort of catch 22 because until you can convince them that through evaluation that training is worthwhile, and consequently convince them that evaluation is worthwhile because you

can convince them that training is worthwhile by doing it, until you have done that they are not going to be convinced that spending money on evaluation is worthwhile. What they would see is well it's going to cost you \$10,000 to evaluate these programs. The thousand dollars could give us x places on training courses. This is what I was saying before, **there is an implicit trust that training makes a difference.** They are not that interested in proving it. But I personally believe that human resources has to prove it.

C6

R: What about in the whole organisation do you think that there is an evaluation culture?

I: Our work practices here have not really changed in 20 years. The entry into new technologies and the rest of the professions are still bogged down whether it be legal, medical or accounting. Most of the other professions are still outmoded work practices

R: Why do you think that is the case?

no cul reaso 3.3.11

I: There could be a number of reasons, there is certainly a very conservative element in the profession. Lack of wish to invest in long term projects which either could do with restructuring the work place, work practices and especially technology. We have not taken advantage of technology.

It's changing, we have major things happening next year.

C 35

R: Would you say that throughout this company there is an evaluation culture as far as human resource development is concerned?

co eval cul- 3.3.10

I: No. I think most managers don't see that human resources is something you need to have but you have just got to put up with it. Senior management is becoming a lot more critical about where resources are allocated. That's not to say that this company doesn't have access to large resources, it does. But it has also got a lot of people wanting to spend that money. And there are a lot more ideas on what to do with the money than money. And so the person who is in charge of the allocation of the resources for the particular business would be aware that so many thousands or tens of thousands of dollars are going into training in a financial year when it could be going into some piece of new technology or customer visits or something else.

So at that level there is an assessment and I think the demands on the available resources are perhaps greater today than they were 20 years ago. That's my assessment anyway.

There is still a perception that it's very important to develop people and the way you do it is by sending them to courses and so forth. And it certainly helps that the senior managers have benefited as a result of going to the courses. But having said all that I think we are in a bit of a honeymoon period at the moment. Maybe in a few years time that same manager will say, 'Well by visiting the customer I can get a 10% increase in profit or sales or something. Human resource person, by my managers attending your course you tell me what value I am going to get?' And I think that will come.

APPENDIX 13

MULTI-FACETED EVALUATION: A MODEL FOR ASSESSING THE OVERALL EFFECTS OF MANAGEMENT DEVELOPMENT

1. MULTI-FACETED EVALUATION MODEL

Management development evaluation is about providing the whole story of the effects of MD. To achieve this there is need to collect evaluative data from all around - the participant, his/her supervisor (line manager), peers, subordinates, human resource practitioners, top managers and clients. Data gathering is both formal and informal and is built into the developmental process.

1.1 PRINCIPLES AND FOCUS OF MFE

MFE is guided by two main principles shown in Table 1.

TABLE 1
PRINCIPLES OF MULTI-FACETED EVALUATION

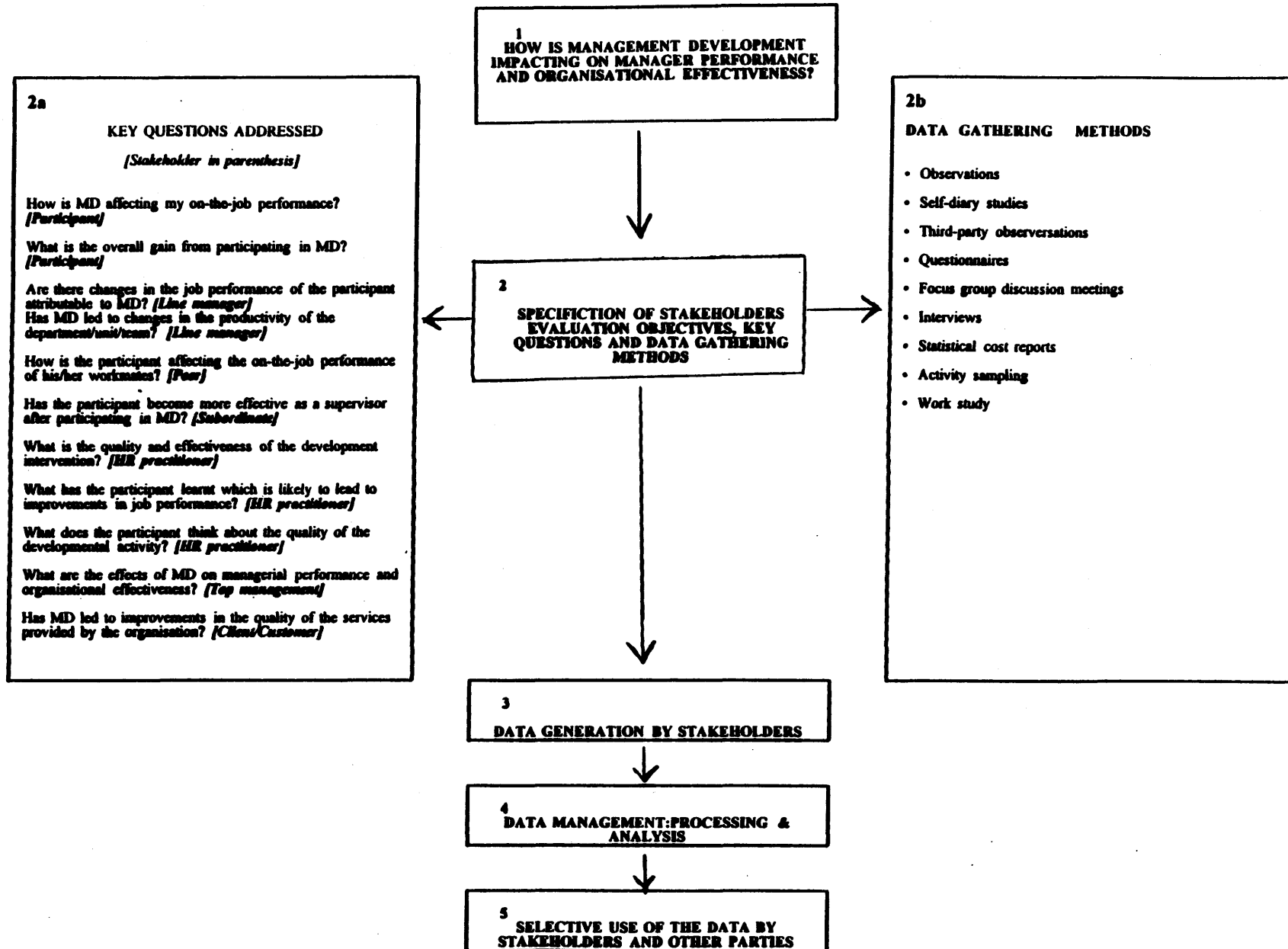
PRINCIPLE ONE	THE REAL IMPACT OF MANAGEMENT DEVELOPMENT SHOULD BE DEMONSTRATED ON THE JOB AND THAT IS WHERE THE MAJOR EVALUATION FOCUS SHOULD BE.
PRINCIPLE TWO	THE MOST IMPORTANT STAKEHOLDERS IN MANAGEMENT DEVELOPMENT ARE THE PARTICIPANTS SINCE THEIR COMMITMENT TO AND INVOLVEMENT IN MANAGEMENT DEVELOPMENT PROCESSES DETERMINES SUCCESS OR FAILURE IN THE ACHIEVEMENT OF MANAGEMENT DEVELOPMENT OBJECTIVES.

1.2 MULTI-FACETED EVALUATION: ITS SPECIAL FEATURES

Figure 1 gives a basic framework of the MFE model.

- All stakeholders focus the central question [1].
- MFE is ongoing and involves constant questioning of the usefulness of MD by all stakeholders. The stakeholders actively participate in the whole evaluation process - from setting the evaluation objectives, through data gathering to making judgments about the effects of management development [2, 3, 4 & 5]. Since MFE is ongoing it can establish the intended and unintended outcomes of MD. This is made possible by constant generation of evaluative data from multiple sources.
- MFE enables the stakeholders to compare evaluation data from different sources and hence they are in a better position to assess the validity of that data. The main role of the human resource practitioners is to facilitate, coordinate and monitor the evaluation process. Evaluation information is put into the data bank [4]

Figure 1 A Model for Multi-Faceted Evaluation



1.3 FACTORS ESSENTIAL FOR THE SUCCESS OF MFE

- Although MFE is not a top-down process, direction from top management and human resource practitioners is essential. MFE calls for an explicit strategy explaining the operating rules and rationale for undertaking evaluation.
- In cases where semi-autonomous work teams are in operation the whole team should be involved in establishing the links between MD and team performance.
- Although MFE utilises both formal and informal data collection methods, in the interest of validity and reliability most of the evaluative data should be obtained via formal means.
- There is need for co-operation and open communication among stakeholders to facilitate constant generation and exchange of evaluative information.
- All the stakeholders should be empowered to undertake effective evaluation through training in evaluation theory and evaluation technology.
- A high degree of commitment from the stakeholders and other interested parties and the sponsoring organisation is necessary for the success of MFE.

1.4 EVALUATING THE MFE MODEL

The questions provided serve as guidelines. Please provide detailed answers, preferably typed. **Appendix A** is meant to summarise issues which you would like us to discuss.

1. What do you consider to be the main strengths of the model?
2. Which evaluation problems would MFE solve *OR* has the potential to solve? Please specify?
3. What do you consider to be the main weaknesses of MFE?
4. What problems do you foresee in using this model?
5. Which aspects of the model need major revision and refinement?
6. If your organisation decided to adopt this model what steps would you take to introduce it?
7. If your organisation adapted and adopted MFE would it be able to establish the overall impact of management development on organisational effectiveness?

APPENDIX A*

EVALUATION OF THE MFE MODEL: A SUMMARY

FOCUS	OBSERVATIONS AND RECOMMENDATIONS
MAIN STRENGTHS OF THE MODEL.	
PROBLEMS MFE WOULD SOLVE <i>OR</i> HAS THE POTENTIAL TO SOLVE. PLEASE SPECIFY.	
MAIN WEAKNESSES OF THE MFE.	
PROBLEMS IN USING THIS MODEL.	
ASPECTS OF THE MODEL WHICH NEED MAJOR REFINEMENT.	
STEPS YOU WOULD FOLLOW IN INTRODUCING THE MODEL IN YOUR ORGANISATION.	
IF YOUR ORGANISATION ADAPTED AND ADOPTED MFE WOULD IT BE ABLE TO ESTABLISH THE <i>OVERALL IMPACT OF MD ON ORGANISATIONAL EFFECTIVENESS?</i>	
OTHER COMMENTS	

* Please provide a summary of your views about the MFE model and record the detailed responses on a separate sheet.

