

5/809

WHO/EDUC/88.195.ADD.7
English only
Distr.: General

TRAINING MANUAL ON
HEALTH MANPOWER MANAGEMENT
(HMM)

GENERAL MANAGEMENT
MODULE C

EVALUATION



DIVISION OF HEALTH MANPOWER DEVELOPMENT
WORLD HEALTH ORGANIZATION
GENEVA
1988

This Manual has been developed on the initiative of the World Health Organization, and coordinated and implemented by Dr V. Alexeev when Responsible Officer for Health Manpower Management, Division of Health Manpower Development. The present document is a trial version - formal publication may eventually be considered.

The materials for the modules were designed by:

Professor R. Gourlay, MA (Cantab), DipIET (Manc), FIPM, AHA,
and edited by
Dr D. White, MA, PhD, FHSM.

All comments and suggestions should be sent to:

The Responsible Officer
Health Manpower Management
Division of Health Manpower Development
World Health Organization, Avenue Appia
1211 Geneva 27, Switzerland

This document is not a formal publication of the World Health Organization (WHO), and all rights are reserved by the Organization. The document may, however, be freely reviewed, abstracted, reproduced or translated, in part or in whole, but not for sale or use in conjunction with commercial purposes.

The views expressed in documents by named authors are solely the responsibility of those authors.

DIST: GENERAL

WHO/EDUC/88.195 Add.7

ENGLISH ONLY

TRAINING MANUAL ON
HEALTH MANPOWER MANAGEMENT
(HMM)

GENERAL MANAGEMENT MODULE C :
EVALUATION

For a 1-day workshop to promote better
Health Manpower Management

Division of Health Manpower Development
World Health Organization
Geneva
1988

This document is part of a Training Manual on Health Manpower Management (HMM). The following Modules are available from the World Health Organization:

Introductory Module

Health Manpower Management for Health For All WHO/EDUC/88.195

Functional Modules

1. Leadership in HMM	WHO/EDUC/88.195 Add.1
2. Employment Practices in HMM	WHO/EDUC/88.195 Add.2
3. Staff Development in HMM	WHO/EDUC/88.195 Add.3
4. Management/Staff Relations in HMM	WHO/EDUC/88.195 Add.4

General Management Modules

A. Problem-Solving	WHO/EDUC/88.195 Add.5
B. Organizational Change	WHO/EDUC/88.195 Add.6
C. Evaluation	WHO/EDUC/88.195 Add.7

They may be obtained from:

The Responsible Officer
Health Manpower Management
World Health Organization
1211 Geneva 27, Switzerland

General Introduction
to
THE TRAINING MANUAL ON
HEALTH MANPOWER MANAGEMENT

The complete Training Manual on Health Manpower Management (HMM) is designed to assist middle and senior health managers of all professions to raise the quality of HMM as a vital contribution to the worldwide achievement of Health for All.¹

This assistance is offered through a series of training modules primarily for use in regional, national and local workshops. These comprise:

An Introductory Module on Health Manpower Management for Health for All, with a General Guide for Tutors;

- Functional Modules on:
1. Leadership in HMM
 2. Employment Practices in HMM
 3. Staff Development in HMM
 4. Management/Staff Relations in HMM

which include the principal elements involved in managing people within these four broad functions; and

- General Management Modules on:
- A. Problem-Solving
 - B. Organizational Change
 - C. Evaluation

which are of general application in management as a whole, rather than specific to manpower management.

See Table 1 for the framework of links between Introductory, Functional and General Modules in this Training Manual on HMM.

See Table 2 for a list of typical HMM problems discussed at the Interregional Consultation on Strengthening Health Manpower Management (at Bangalore, India (1983) and Tashkent, USSR (1985)), where the need for this Manual was first identified. Each of the numbered problems illustrates just one aspect of the corresponding elements which form the four HMM functions of Table 1.

¹ Global Strategy for Health for All by the Year 2000, launched by the World Health Organization in 1979, Resolution WHA32.30, was formally adopted by the World Health Assembly in 1981, Resolution WHA34.36.

The HMM Training Manual's overall objectives are to enable participants to:

1. explain the role of HMM, as a major part of health manpower development (HMD), both in relation to the Global Strategy for Health for All and in its potential contribution to their own countries' national health development;
2. give a clear account of current ideas and trends in manpower management - within and outside the health sector - as they relate to health system problems;
3. show a significant increase in practical ability in the HMM functions of Leadership, Employment Practices, Staff Development and Management/Staff Relations; and in the various elements which comprise each of these four functions;
4. identify key opportunities for actions aimed at solving HMM problems;
5. show familiarity with problem-solving techniques which could be used for analyzing current situations, generating and selecting options for solving problems, and planning and evaluating the necessary action for implementing necessary change in HMM functioning;
6. explain and justify their intentions for seeking a higher standard of HMM at their own places of work.

Within this framework each of the modules has its own specific learning objectives and all necessary materials for the preparation, conduct and follow-up of 1-day to 4-day workshops, including session plans, tutor's notes, a variety of case studies and practical exercises, lecture/reading notes, visual aids and evaluation instruments; all in a health care context.

The aim is to combine detailed practical help in holding such training events with wide flexibility for local choices to be made about their content and duration in response to local needs and opportunities.

Throughout the HMM Training Manual there is a special emphasis on planning and taking action for improved performance in the management of people so that when participants return to work they can apply what they have learned to real tasks and problems in continuation of their practice during the training.

Notes on this Manual

This General Introduction is repeated in every module of the HMM Training Manual for ease of reference to the framework and objectives of the Manual as a whole.

The word manual is used to identify the complete HMM training package or series. This comprises one introductory, four functional (specific to manpower management functions) and three general management training modules, which are linked but self-contained collections of learning materials with associated objectives and notes for organizers and tutors. Guidance is given for the use of each module in workshops, which are short, intensive, participative, work-related training events. They are likely to have an early and substantial impact on the quality of HMM; but the modular materials are capable of being used selectively and with necessary adaptation, in other settings orientated to HMM such as study days, self-instruction, general management training, correspondence teaching and qualification courses.

Throughout the manual, "he" and "his" should be taken to include "she" and "her".

TABLE 1: The Framework linking HMM Functional Modules with the Introductory and General Modules

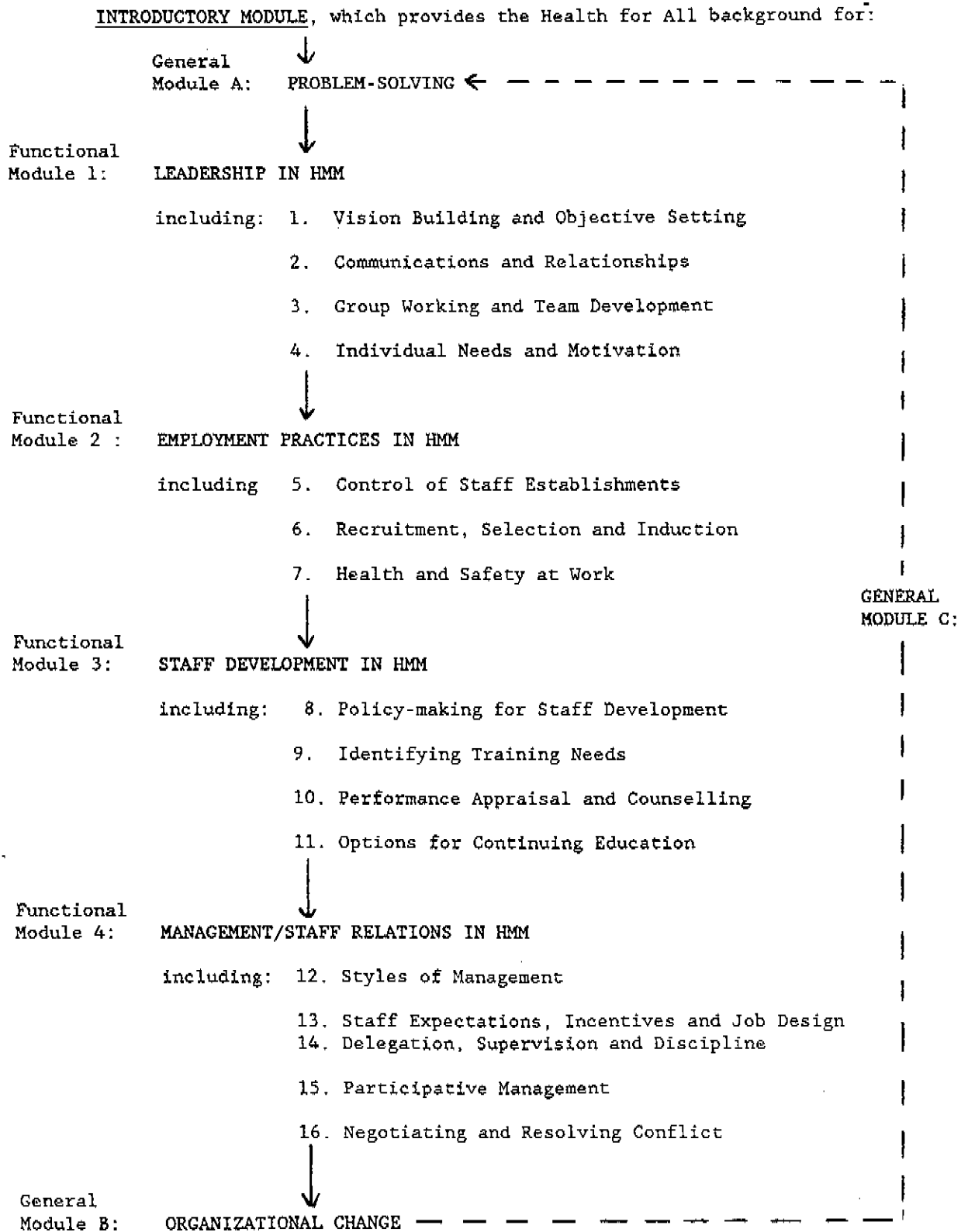


TABLE 2: Typical Problems in Health Manpower Management

1. Absence of a clear view by managers of the purpose and future of the organization
2. Staff who are uncertain what their work is expected to contribute to the organization's objectives
3. Staff who need to work together closely, yet do not form a real team
4. Staff who are often absent or late and have little personal commitment to the work of the organization
5. Inadequate arrangements for maintaining the necessary numbers and types of staff within available funds
6. Unsatisfactory procedures for selecting new staff and familiarizing them with their work
7. Little attention to the health and safety of staff at their place of work
8. Absence of a clear policy in the organization for the training and development of its staff
9. No systematic way of identifying the needs of staff for further training in the light of the organization's plans and problems
10. No realistic assessment of the performance of staff in a way that encourages good work and helps to remedy weaknesses
11. Limited or unfairly distributed opportunities for the continuing education and training of staff
12. Styles of management which fail to encourage good relations between management and staff
13. Inability to match the work to be done with the reasonable expectations of staff for job satisfaction
14. Difficulties that prevent managers from remedying low standards of work amongst their staff
15. No effective arrangement for involving staff in the making of decisions that affect the way the organization works
16. Damaging conflict between individuals and departments without recognized means of resolving such disputes.

WHO TRAINING MANUAL ON HEALTH MANPOWER MANAGEMENT

General Management Module C

EVALUATION

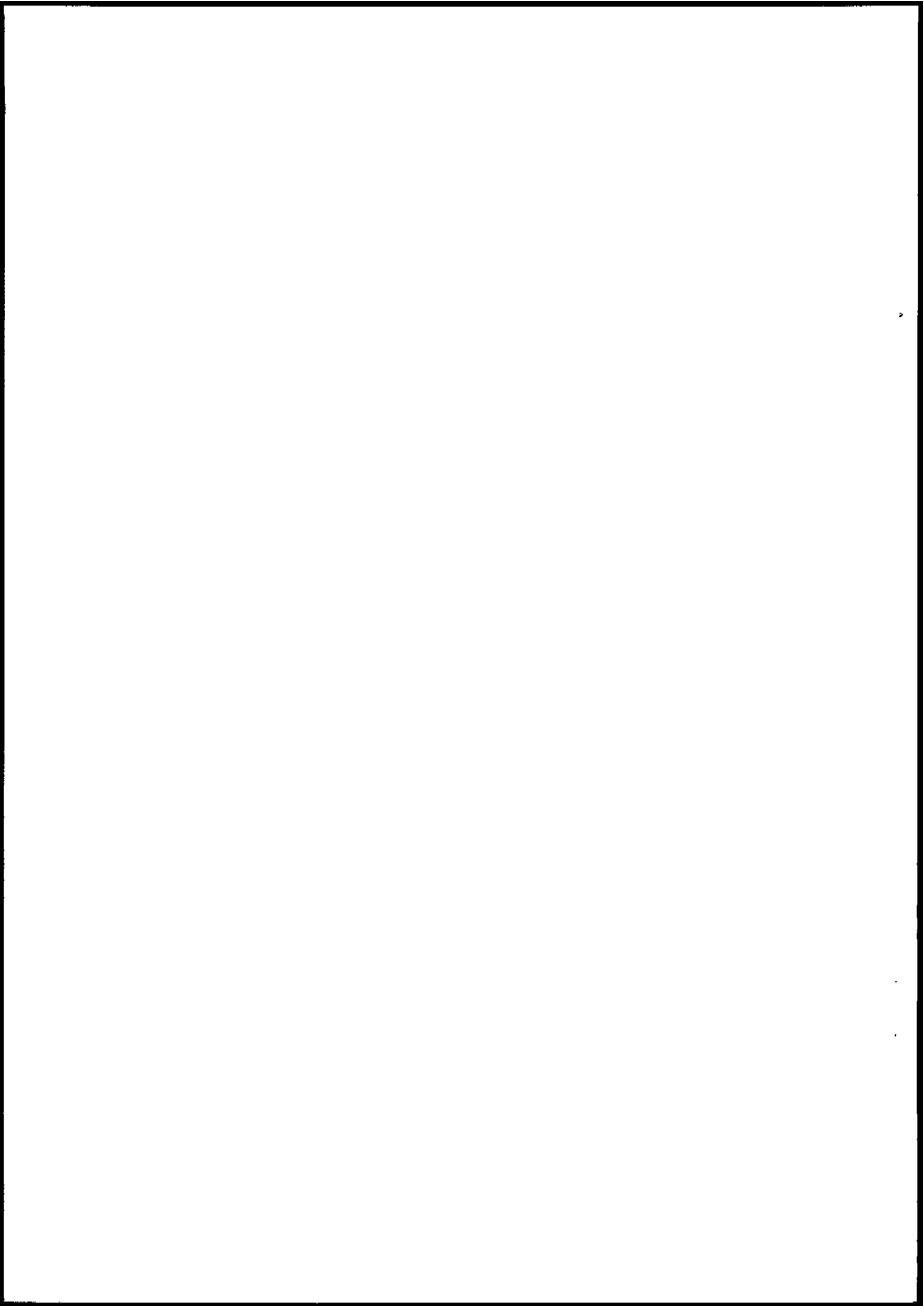
	<u>Page</u>
Section 1: <u>Introduction</u>	
The contribution of Evaluation to HMM; the module's objectives, design and scope	3
Section 2: <u>The Learning Materials</u>	
The concept of evaluation; a variety of evaluation instruments with commentary	7
<u>FOR TUTORS ONLY</u>	
Section 3: Notes for Organizers and Tutors	73
Preparation for a 1-day workshop using this module session plan and timetable	
<u>FOR TUTORS ONLY</u>	
Section 4: <u>Evaluation of the Module</u>	75
To be designed by participants;	
Viewfoil	77

Notes on this Module

For background and notes affecting the complete HMM Training Manual please see the preceding pages.

The short duration of the workshop proposed for this Module suggests the possibility of organizing it to take place immediately after another module (for example Problem-Solving or Organizational Change) rather than separately. It is also a source of material for the evaluation of the other modules in the series.

It is essential that all organizers and tutors involved in any module should read the Introductory Module first, with particular reference to Section 3.



WHO TRAINING MANUAL ON HMM

EVALUATION

SECTION 1. INTRODUCTION

The Contribution of Evaluation to HMM

This Module consists of materials for use in two possible ways:

- to form the basis of a 1-day workshop on the role of evaluation itself as an activity of management, focusing on HMM training
- to provide a range of evaluation instruments for selective use in assessing the learning achieved in the other modules of the series and its application in HMM work situations.

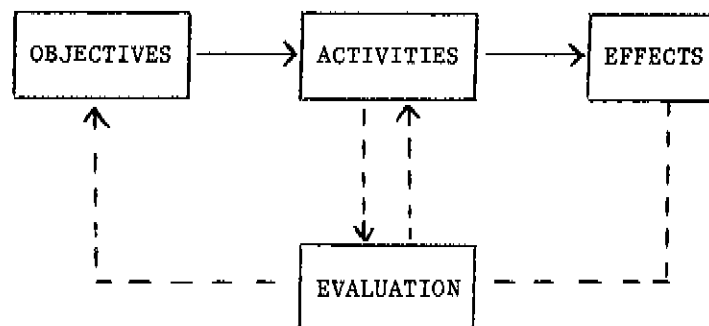
Both possibilities assume that evaluation has a contribution to make to better HMM. The reason is that evaluation can be defined most generally as

a systematic process of placing a value on the effects of some activity in the light of its objectives, as a guide to future action.

It involves the attempt to answer five basic questions:

1. What was intended to happen (objectives)?
2. What has actually been achieved so far (effects) compared with those objectives?
3. What worth (value) should be placed on the activities in the light of that comparison?
4. What use should now be made of the information (feedback) gained from questions 1, 2 and 3?
5. And what is this whole process showing us (learning) about managing future activities?

The valuing, feedback and learning functions of evaluation thus offer the means of checking, correcting and improving organizational activity, as well as our own performance, so they are an integral part of the managerial process. In its most basic form this process can be represented in this way:



with evaluation as the valuing/feedback/learning loop which can show the worth of what has been achieved and thus influence decisions about the objectives or the activities or both. (As an intermediate step the activities may also need to be monitored to check their consistency with the objectives).

Evaluation of any activity therefore involves the attempt to obtain information (feedback) about its effects, to assess its value by reference to the activity's objectives, to learn from this and then to take any appropriate corrective action. It is a major and essential function of professional and managerial activity without which we would have no means of answering the fundamental question 'How are we doing?' or the next one 'What shall we do about it?'

Consequently evaluation has a great deal to contribute to HMM, if we really want to assess and to improve its quality in health organizations and systems, whether through training or by some other means. We must identify the consequences of our efforts (activities) to manage health manpower, or to train people to manage health manpower, in order to confirm those activities, to modify them or even to stop them, in the light of the judgement (value) that we place on those consequences (effects) in relation to the purpose (objectives) of the activities. The raw material for these judgements is information (feedback).

Understanding Evaluation

However, evaluation is not performed very well in HMM, or in training for HMM, for a variety of reasons which often include the following:

- the objectives of those who manage people, or train or learn to manage people, are not normally defined explicitly, and it is difficult therefore to assess progress towards an unspecified goal. Indeed objective-setting is specially elusive in the field of human resource management, for example in leadership and motivation, staff development and counselling - abilities on which the manager depends because he achieves his results chiefly through people.

Appropriate performance in the field of human behaviour varies from person to person, from situation to situation, from time to time: it cannot readily be defined in advance with very much precision. Frequently no attempt at all is made to do so.

- the effects of HMM, or of training for HMM, represent the outcome which evaluation needs to compare with the explicit or implicit objectives. Some of these effects may not show themselves for a very long time. But it is in any case fundamentally difficult to secure firm, comprehensive and undisputable evidence of those effects in terms of observed changes in performance; or to isolate the impact on performance of one particular intervention (such as training) from all the other influences on the manager's actions. Tracing cause and effect in this area of activity is therefore far from easy and, once again, may not even be attempted.

We must also accept the possibility of unexpected or unwanted effects. For example an inadequate management training course might offer more than it can in fact provide; or raise the expectations of participants beyond their capacity to use what they learn. In such circumstances the likely effects include frustration, disenchantment and lower rather than higher performance.

- the value given to the effects of management actions or training - the judgement of its worth - is equally difficult because standards of judgement vary widely between people, they relate to a variety of goals (for example some would value the quality of individual patient care above financial economy, others might do the opposite), and cannot all be expressed in financial or other quantifiable terms. Moreover, because man is so constituted that he cannot easily prevent himself from making judgements and evaluations about almost everything around him, there is a strong risk that HMM and its training will be valued too soon and on casual or inadequate evidence.

These problems are part of the challenge of evaluation in HMM. Understanding their nature is the first step towards an adequate assessment of the contribution of training to HMM performance. This Module represents an opportunity to achieve such understanding and to apply it in the evaluation of the series of modules which form the HMM Training Manual, as well as subsequently at work.

The Learning Objectives

are therefore that, by the end of a 1-day workshop based on this Module, participants should have

1. significantly increased their understanding of evaluation in the context of HMM;
2. studied a range of instruments for future reference in evaluating the effects of off-the-job management training on performance in HMM;
3. applied this understanding and range of instruments to the task of designing the evaluation of some part of this workshop series, or another relevant evaluation.

Design and Scope of the Module

The learning objectives set out above imply first of all the need to consider the concept of evaluation, with the help of models in the field of training for management. The nature of evaluation has been introduced above and will be further examined through the learning materials in Section 2 (Objective 1).

These materials include a range of instruments to assist in the evaluation of the reactions and learning, and the individual and organizational performance of those who participate in HMM training of the kind represented by this Manual. Study of these materials before the workshop starts will enable the maximum amount of time to be devoted to discussion of their strengths, weaknesses and possible uses, with the help of tutorial advice (Objective 2).

This analysis will in turn assist the final task of the Module which is to apply what has been learned to the definition of an evaluation strategy, with appropriate instruments, for this workshop (or another real-life evaluation assignment) including the impact of such training on performance at work (Objective 3).

EVALUATION

SECTION 2. THE LEARNING MATERIALS

- LM.1. A Framework for Evaluating HMM Training
- LM.2. Selected Evaluation Instruments

Attachments

1. Checklists to help define Objectives for Management Development
2. Framework of Questions for Use in Interviews with Senior Health Managers
3. Pre-Course Questionnaire 'How is the Middle Manager Managing?'
4. Learning Tests Before and After Training: Questions on Recruitment and Selection
5. Course Members' Reactions Questionnaire
6. Course Members' Elements of Team Work
7. Training Sessions - Assessment by Participants
8. Framework of Questions for Management Teachers
9. 'How has the Middle Manager been Managing since the Course?'
10. An Abbreviated Evaluation Questionnaire

LM.1: Framework for Evaluating HMM Training

Evaluation is a plastic art which must mould itself around the form of the activities to be evaluated. For example, if we were evaluating a major health programme as part of the managerial process for national health development, the role of evaluation might be pictured as in Figure 1, with its emphasis on the large-scale feedback and modifying function of evaluation in ensuring that such a programme is consistent with the broadest national policies and resources.

By contrast, the starting-point for the evaluation of HMM training of the kind represented by the Manual, and of its impact on HMM performance, is the individual health worker who has HMM responsibilities and comes forward for training which is located away from the normal place of work but is intended to make a positive difference in the future performance of that work. For this purpose the challenge is to provide evaluative cover for a process which starts with the individual at work, transfers him into and out of a place of potential learning which is intended to make a difference (however difficult it may be to identify) not only in his own performance in HMM but also in that of his organization. Indeed, if the critical evidence for such evaluation must come from the manager's actual performance within the role he occupies at work, then we must recognize that this "role behaviour" is the consequence of numerous influences on the manager's performance including:

- . the individual himself with his unique blend of capabilities, inclinations, needs and learning potential
- . the job he performs, varying in its demands, constraints and choices
- . his work group, which for a manager may be a shifting range of different people and relationships, formal or informal, within which
- . his immediate superior has a particular responsibility for the development of his performance and in many ways acts as a channel for
- . the manager's organization, with the particular systems of activity in which the manager is involved, all functioning within
- . the environment with which the organization needs to maintain a changing equilibrium in order to function effectively.

If all these factors can, for convenience, be represented by a simple axis of individual and organizational contributions to role behaviour, then a model of its potential for being changed through off-the-job management training might be pictured as in Figure 2, which can serve to indicate several important considerations which will give a particular shape to the evaluation. For example, the model takes a total view of the manager in his context and makes the case for the teacher (or tutor, or facilitator) to consider influencing that work context by making links, away from the classroom, with the organization from which the learner comes and in particular with the learner's senior manager. It illustrates the interruption of normal work role behaviour represented by attendance at the training event and the consequent transfer gaps which have to be bridged in adjusting to appropriate behaviour on the course and then in returning back to work. Finally the model shows two alternatives - no change, and change for the worse - to the desired work role behaviour change that leads to improved performance. Evaluation, when performed adequately, shows what helps and hinders this desired improvement.

Another model is particularly relevant to the task of tracing what is learned in the classroom back to the workplace where it may or may not be applied. This is at Figure 3 and is adapted from the work of Hamblin. It sees evaluation as being appropriate at a number of successive levels which start with the individual and end with the organization, and thus incorporate the differences of time and place which are needed to

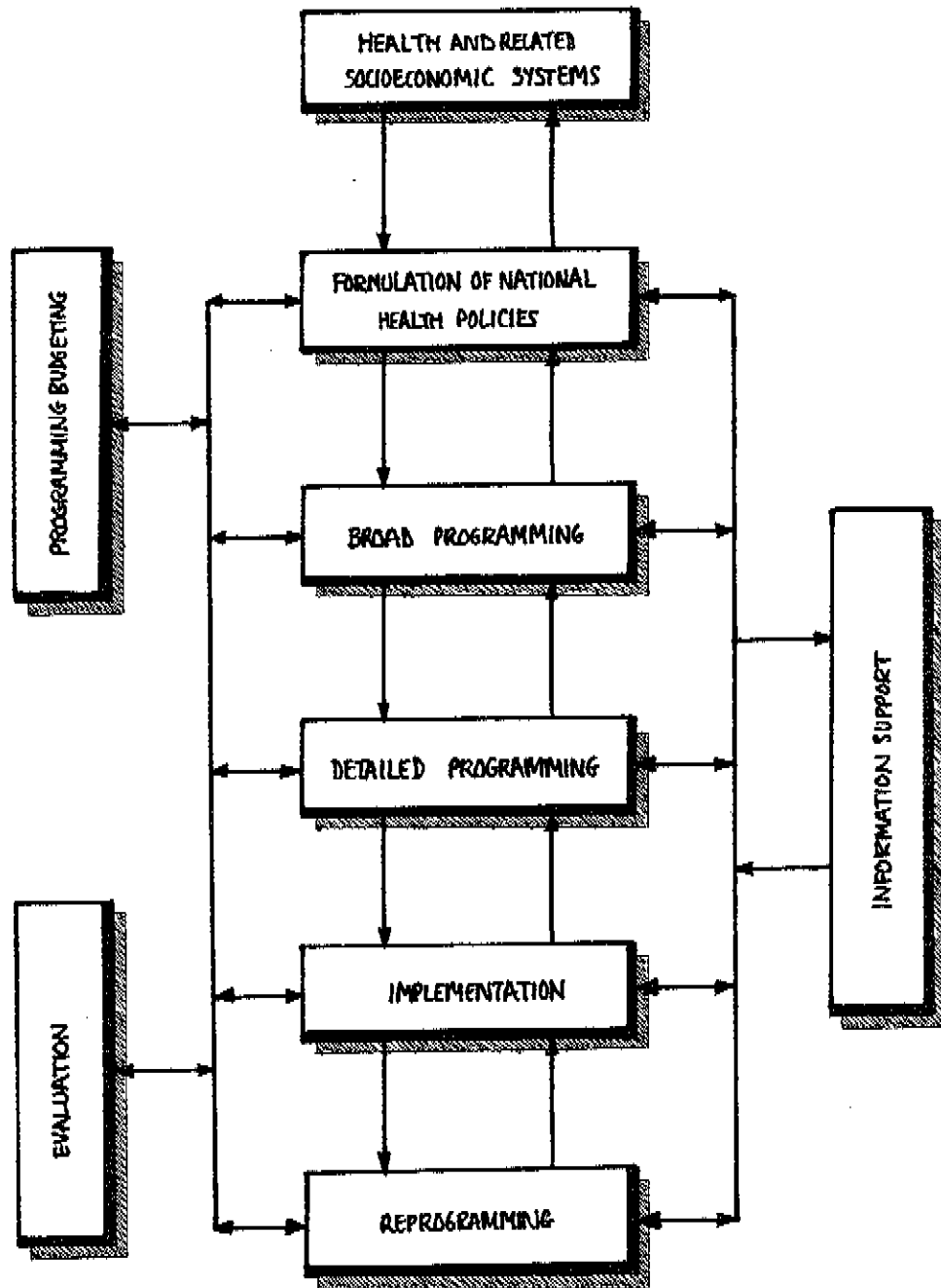


FIGURE 1: THE PLACE OF EVALUATION IN THE
MANAGERIAL PROCESS FOR NATIONAL
HEALTH DEVELOPMENT (WHO)

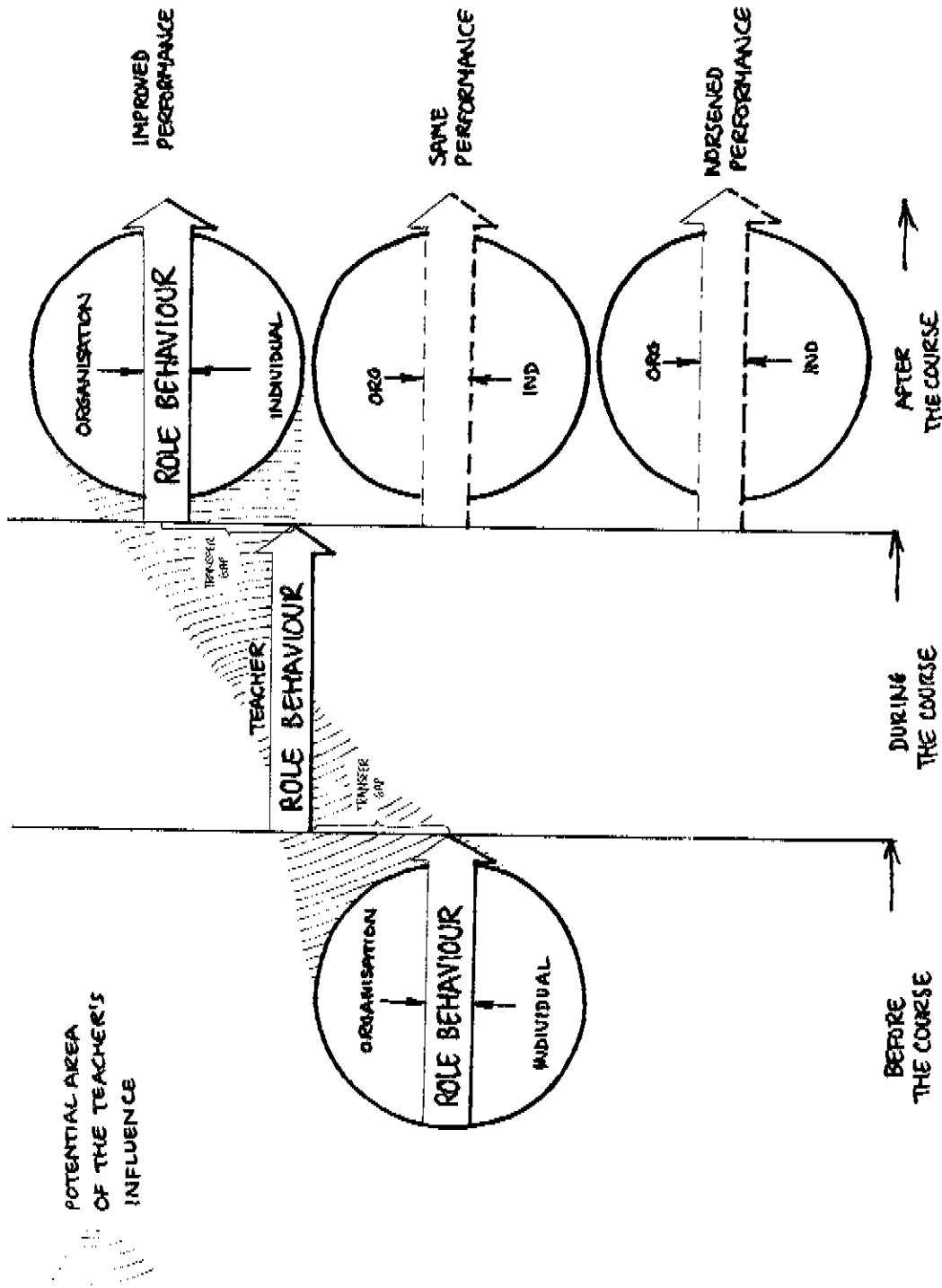


FIGURE 2: MODEL OF COURSE IMPACT ON THE
MANAGER'S ROLE BEHAVIOUR

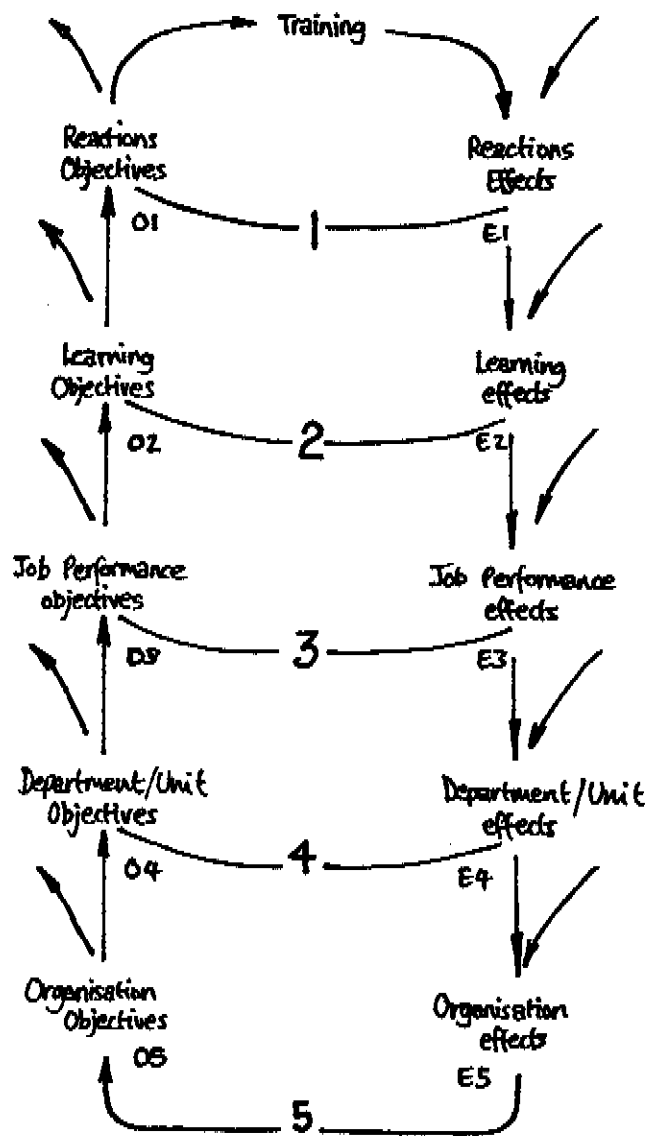


FIGURE 3: A CYCLE OF EVALUATION

reflect the actual situations experienced by managers who undertake training. It portrays the emergence of individual objectives (levels 3, 2 and 1) within the context of organization and department/unit objectives (levels 5 and 4) and thus matches the twin origins of managerial role behaviour used in Figure 2. It assumes also that training leads to a number of effects at the same successive levels (in the classroom at levels 1 and 2, at the workplace at levels 3, 4 and 5) enabling evaluation to be undertaken at each of those levels by the comparison of effects with objectives. But it also recognizes, by the arrows leading to the upper left away from the objectives at each level, and by those leading from the upper right to the successive levels of effect, that performance objectives are in fact pursued, and performance effects in fact influenced, by a variety of factors other than training (such as clearer instructions, stronger discipline or better recruitment).

This then is a very appropriate model of evaluation for the type of management training and management work performance which this HMM Training Manual is concerned with. In fact, by adding on to Figure 2 an Evaluation function which draws information about the training objectives and the training effects from the relevant points of the model, and by showing how such information, analyzed and interpreted, can be fed back to the various people in the system who need it in order to take any necessary action, we can begin to see what range of instruments (questionnaires, tests, interview framework etc.) are required for a satisfactory evaluation of this kind: see Figure 4.

Thus we can see that these models, although they represent theoretical relationships between concepts, have the very practical purpose of guiding what we should actually do in order to answer such basic questions as "How Are We Doing" and "What Shall We Do About It?" There is nothing so practical as a good theory.

One further conceptual foundation will assist the development of a practical evaluation strategy in this field, and that is a listing and classification of the range of competencies which a health manager might be expected to require to some degree at different levels of responsibility. A set of such lists is found in Attachment 1 at the end of this section and covers management skills and knowledge of particular relevance at supervisory, middle management and senior management levels (together with brief reference to appropriate attitudes which are more fully covered in section II of Attachment 9). The emphasis on skills which may be needed by most people who work at a particular level, irrespective of their professional or technical background, provides a working basis both for the identification of training needs and for evaluation of the extent to which training assists their development.

As we move on to the selection of particular instruments for the evaluation of HMM training it will be convenient to focus on the middle level of management, which has often been cited as the most critical in many developing countries, with the greatest need and potential for improvement. At this middle level the classification of management skills in Attachment 1 identifies, under Skills of Managing people, those on which effective HMM chiefly depends; some other skills classified here as Communications are also very relevant to the way in which health manpower is best managed.

Also for convenience, the context for use of these evaluation instruments is typically assumed to be that of a short off-the-job course or workshop, lasting days or weeks rather than months or years. But the underlying principles are equally relevant for the evaluation of management development in other settings, such as on-the-job coaching, or team training or correspondence teaching, provided that they too are aimed at the kind of learning which should lead to noticeable improvement in management performance at work.

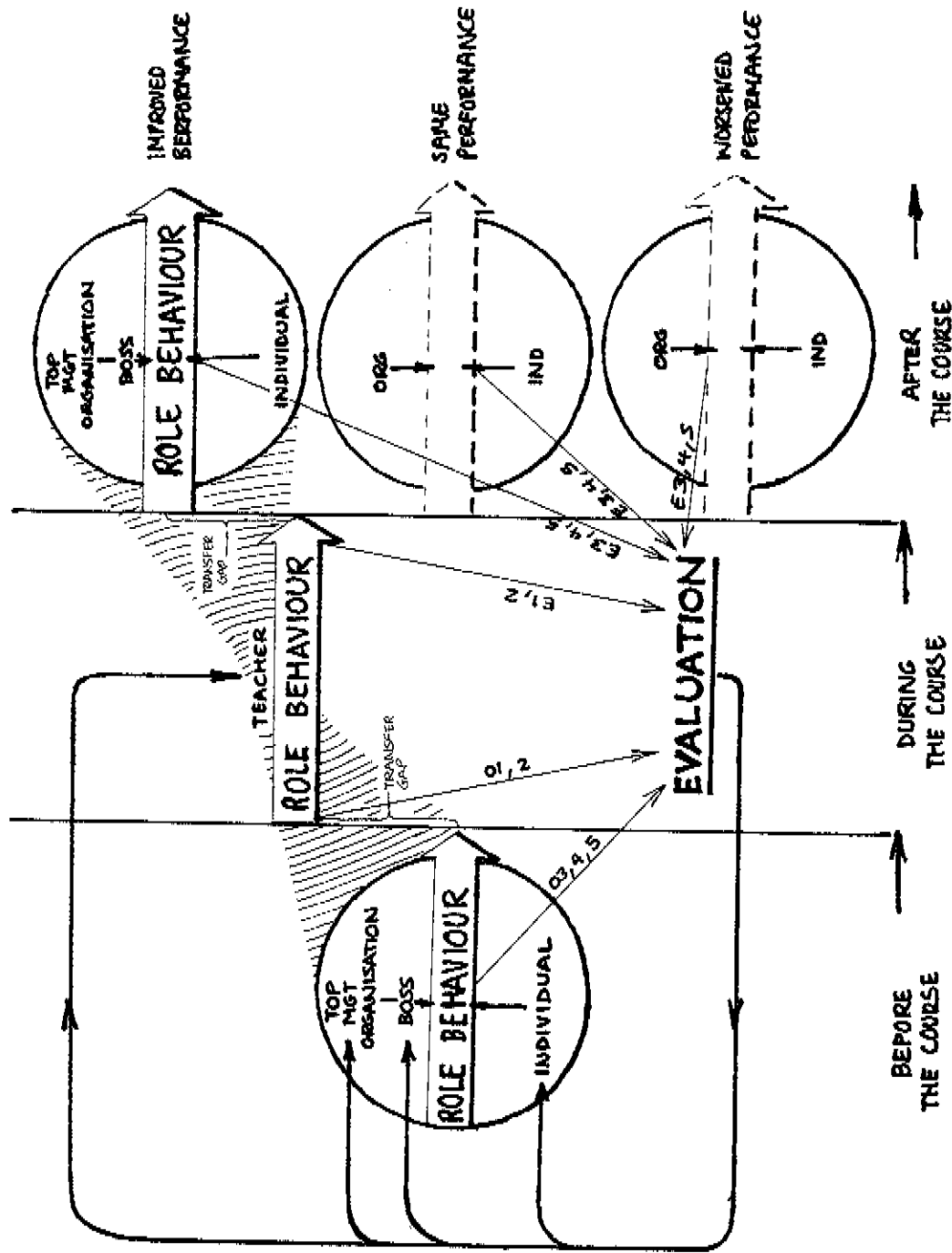


FIGURE 4 MODEL FOR THE EVALUATION OF COURSE IMPACT ON THE MANAGER'S ROLE BEHAVIOUR

LM.2: Selected Evaluation Instruments

It will be clear from the above discussion that there can be no one right or standard way of evaluating management training. Every different situation will require an evaluation design which takes account of its special characteristics, in the classroom and at the workplace.

Nevertheless it is to be hoped that, amongst the evaluation instruments attached to this section, there will be sufficient variety to offer some stimulus and practical help to those who want or need to devise their own forms of evaluation. There is some reason for this hope because, taken together, these instruments do make progress through the following sequence of steps, which constitute the typical evaluation process for management training:

1. Gain familiarity with the characteristics of the overall system through contact with managers and teachers.
2. Take measures of the pre-training situation from several viewpoints, including the individual manager's competence and needs, and his organization's plans and problems.
3. Assess the reactions of learners, and the development of skills, knowledge and attitudes during training, as objectively as possible in the circumstances.
4. After an appropriate interval, take measures of the post-training work situation, allowing for any retrospective adjustment of pre-training judgements in 1 above, in order to determine pre- to post-training changes in work performance.
5. Provide also for unexpected or unwanted changes and those which are seen only in retrospect, again from individual and organizational perspectives.
6. Distinguish the contribution to these changes made by the learning during training as opposed to all other factors influencing work performance.
7. Take measures of the factors which are helping or hindering the application of learning in improved work performance.
8. Check for completeness of the evidence of effects attributed to training and feed that back to appropriate persons, with evidence of the time and costs involved in the training.
9. Secure their judgement, against identified criteria, of the value of the training in the light of this evidence.
10. Monitor the impact on the people concerned of the process of obtaining this evaluation evidence.
11. Use control groups and randomization as far as possible.
12. Where appropriate, advise how the system's functioning might be changed to increase its efficiency and effectiveness.

In attempting these tasks, the evaluation instruments will move around the whole of the cycle of evaluation portrayed in figure 3.

The Attachments

The significance of Attachment 1, in offering a framework of management competencies in which job performance and learning objectives can be formed, has already been stressed.

Attachment 2 is an interview framework of questions for discussion with the most senior health managers available, with organization-wide responsibilities for health manpower development. Such people, working at level 4 or 5 of the evaluation cycle, are likely to be in the best position to indicate what the organization expects of its middle managers, the training needs implicit in the organization's objectives, plans and problems, and how far the impact of any previous training could be traced and valued in the performance of the organization.

In the next instrument, Attachment 3, the check-list of middle management skills from Attachment 1 has been developed for use as a framework for securing evidence on managers' present levels of competence, as a baseline for later comparison with post-course levels after any retrospective adjustment. Two questionnaires are in fact used, one to the course member before the training starts and the other at the same time to his senior officer in order to involve him as fully as possible in the identification of the training needs which represent the improved work performance objectives at level 3 of the evaluation cycle. Indeed, because of his larger span of authority, the senior officer is often in a position to represent level 4, identifying the objectives and problems of the unit or department in which the middle manager works.

Level 2 of the evaluation cycle is represented by Attachment 4 which is typical of questions used to test the existing knowledge of participants at the start of a course, for comparison with their answers to the same or similar questions at the end, with the twin aim of identifying where the learning needs are greatest, and of measuring how much learning has taken place during the course. It should be added that management skills, particularly the social skills, are particularly difficult and time-consuming to measure and, for short post-experience management courses, organizers and tutors are often not prepared to divert sufficient time from teaching in order to test levels of management skill at the beginning and end of each course. Nevertheless the systematic testing of the manager's learning, however imperfectly, is often a powerful motivator for his development and puts the work of the teacher on a more objective basis, particularly where the training does not lead to any examination (which is itself a way of evaluating level 2's learning).

Attachment 5 is an example of an instrument appropriate to level 1 of the evaluation cycle, where the immediate reactions of course members to individual training sessions, or a day's work, or the course as a whole, are the focus of attention.

Where group work plays a major role in the training an instrument such as Attachment 6 can be very useful to explore members' reactions to the quality of team work; and is often used periodically to assess progress in team development.

The performance of the teacher or trainer himself is the focus of Attachment 7, which explores in some depth the opinions of course members on the techniques used by the trainer.

At a deeper level Attachment 8 is an interview framework aimed at exploring teachers' views on evaluation and how managers' learning could be improved.

Attachment 9 is a major post-course questionnaire, addressed to course members and their senior officers in two versions as in the case of Attachment 3. Their primary purpose is to collect all available evidence of work performance changes attributed to the training, of the value placed upon that evidence, and of the training and non-training factors which might influence the outcomes. In order to attempt this the questionnaire moves in sequence:

- Section I A re-assessment of the course member's management skills and knowledge (directly comparable with the matching questionnaire at Attachment 3)
- Section II A retrospective assessment of changes in the course member's general attitudes and approaches to work
- Section III Assessment of the impact of the course member's project assignment or action plans

Section IV An assessment of the changes, if any, in the effectiveness of the unit or department which may be attributed to attendance at the course

Section V An overall assessment of the value of the course to the individual and the organization in the light of all the evidence revealed by answers to the previous sections.

In this way the post-course questionnaire explores the principal areas in which improved performance attributable to the training might be found, as the focus of attention moves from the individual to the larger unit of organization in which he functions.

Data from responses to this questionnaire can readily be summarized and analyzed, manually or by computer programme, in order to produce indicators (of improved work performance attributable to the training) which facilitate comparisons between different individuals, health organizations, courses, training institutions and - potentially - countries, where the training designs, learning methods and participants' roles are similar. Understanding of the factors (at the workplace and on the courses) which are associated with the largest and smallest improvements in work performance, attributed to the training and related to its cost, helps considerably towards raising the quality of all management training of the kind evaluated.

An Abbreviated Approach

The evaluation instruments outlined above attempt to cover a large proportion of the evaluation cycle. Clearly they have weaknesses and limitations, but they will be justified if they provide a source of reference and ideas for those who have to design their own new schemes of evaluation without much previous experience.

One of the principal limitations lies in the amount of time that could normally be devoted to evaluation. All managers would like better information, but it is not always easy or cheap to obtain. This applies very much in the case of evaluating the effects of management training, where the evidence is elusive - so there is a case for a greatly simplified approach to the task, for use in circumstances where a more thorough evaluation is unnecessary or not feasible.

This is represented by Attachment 10 which, in only a few minutes at the end of a training activity, secures the immediate reactions of the participants; invites them to judge how far the learning objectives have been achieved in their particular case; seeks their comments on other aspects of the training and how it might be further improved and, most important, encourages them to specify the particular plans of action which they intend to implement or recommend on their return to work.

The action plans in turn provide the basis for a follow-up questionnaire some months after the training, aimed at discovering what differences if any have been made at work by participants' efforts to implement such plans or other performance changes derived from the training. This is the type of 2-stage evaluation instrument included in Section 4 of most of the HMM training modules, Attachment 10 being one example.

Evidence from such modest and relatively superficial post-training evaluation efforts, with no pre-training baseline or learning tests, must obviously be interpreted cautiously. Nevertheless, if at least that much care were taken to follow up at work some of the tangible intentions which managers form during their training, we would have a much clearer idea than is normally the case about the impact and value of management training activities.

It must be for course organizers, tutors and teachers to use whatever time and resources can be devoted to evaluation in as systematic and objective a way as possible. The guiding principle and varied examples offered in this Module may, it is hoped, assist them in meeting that responsibility.

CHECKLISTS
to help define
OBJECTIVES FOR MANAGEMENT DEVELOPMENT

Attached are three statements of key areas of ability as a basis for defining the objectives of management development at first-line/supervisory, middle and senior levels in the health system. It is important to propose such statements because only thus can there be:

- a) general agreement on the objectives of management development
- b) a framework for thorough training needs analysis
- c) a firm basis for curriculum development
- d) a criterion of need to help determine eligibility
- e) a yardstick for evaluation

It is not claimed that these three statements exhaust the possible classifications of the characteristics required at each level. For example the most senior (or 'top') managers can be regarded as likely to have particular requirements within, but not distinct from, the range of abilities listed in 'Objectives for Management Development at Senior Level'. At the other end of the spectrum it is clear that some (but not all) of the listed first-line management skills need to be developed by students in the health professions who are responsible for supervising the work of others or are being prepared for such roles.

Study of the statements will reveal that many of the same skill areas are repeated in one form or another in all three check-lists. This reflects the fact that more senior managers do not always need to practice different skills from those of more junior managers, but need to exhibit the same skills in a different environment, or in a fresh form, or in a longer-term context: generally speaking the circle of relationships broadens, and the time-span of decisions lengthens, with increasing seniority. This accounts for apparent repetitions and overlaps, which are deliberate and inevitable since the sequence is intended to be progressive and reinforcing.

Though not in itself a separately definable skill, the application of all the skills and knowledge listed must be regarded as an intrinsic part of the total development process, without which any form of training is incomplete. Similarly the capacity to learn is itself an underlying ability which can and should be developed through training, to the permanent benefit of the manager.

Mention is made of attitudes in each statement, without elaboration. To be effective a manager must certainly develop and exhibit attitudes appropriate to his objectives (e.g. willingness to listen and learn, imaginative concern to find solutions to problems, openness to feedback and so on). Whilst such attitudes are for the most part "caught", rather than "taught" in a formal sense, they can be identified and encouraged as a product of certain types of participative learning.

Within each characteristic of managerial performance referred to in these check-lists, it should be possible to express as behavioural aims a range of instructional objectives that are realistic, testable, noticeable and typical of the competence being developed. For example, here is a partial and simplified breakdown of two of the skills required in a supervisory manager:

Instruction of Staff

Aim A supervisory manager should be able to teach his subordinates simple skills and procedures in the circumstances of his daily work.

Sub-Objectives By the end of the course the manager will be able to:

1. write out a training timetable;
2. write a training breakdown sheet for a simple skill or procedure;
3. teach a subordinate or learner that skill or procedure by using the breakdown sheet and a step-by-step method of instruction;
4. check that the skill or procedure can be used correctly in a realistic situation.

Simple Method Study

Aim A supervisory manager should be capable of improving existing routines and procedures.

Sub-Objectives By the end of the course the student will be able to:

1. write out a simple flow chart of a typical "job" or "routine";
2. examine that job or routine, by using a critical work study approach;
3. devise an improved method of working from the above;
4. write out the improved method;
5. recognize when to seek expert help;
6. submit the proposals for consideration effectively (linked at this stage to skills of communication).

1. OBJECTIVES FOR MANAGEMENT DEVELOPMENT AT FIRST-LINE/SUPERVISORY LEVEL

Aim The overall aim of management training at first-line level is to contribute significantly to the development of the range of abilities required for the operational management of patient/community care and supporting functions. The skills identified must be firmly based on relevant knowledge and used with appropriate attitudes, and are concerned primarily with the direct management of the particular discipline concerned.

Assumption It is assumed that the first-line manager should be technically competent in order to supervise the work of subordinate staff. Nevertheless the need for technical progress and updating must not be ignored in the overall development of all officers and for some categories of staff this might be carried out alongside management training rather than in isolation from it.

Skills These relate to the basic question "what does a first-line manager have to be able to do in order to be good at his job?" modified by the supplementary question "what will a first-line manager have to be able to do in (say) 2 years' time?" They comprise principally the following:

1. Leadership, including delegation, motivation and co-ordination of the staff providing the service
 2. Supervisory skills including
 - a. organization and control of work and allocation of duties
 - b. deployment of staff
 - c. interviewing of patients, relatives and staff
 - d. appraisal and counselling of staff
 - e. induction and instruction of staff
 - f. techniques of securing and maintaining discipline
 3. Effective communications, with own and outside staff
 4. Systematic decision-making and problem-solving (immediate and local)
 5. Simple method study and analysis of the discipline's local activity
 6. Recommending and implementing necessary changes
 7. Effective utilization of local resources - accommodation, equipment, staff and finance - including the understanding of cost effectiveness.
- All strongly related to the local organization within which the particular service is provided

These skills are capable of being learned and developed by a combination of instruction and practice. Their possession is noticeable and can be measured by the appraisal of managerial performance in the job. They are managerial as distinct from technical skills. Significantly, they cannot be taught effectively in the abstract but, at least at this level, can only be learned in relation to the context within which the service or function is actually provided.

Knowledge The above list of skills assumes some comprehension of certain background areas of study, related to the question "what does (and will) a first-line manager need to know in order to be good at his job?":

1. The nature of the local organization within which the manager works
2. His role and accountabilities within that organization
3. The financial constraints surrounding his particular job
4. Functions and problems of unfamiliar but related parts of the organization
5. The changing environment of health care (e.g. Health for All, styles of leadership and socioeconomic/technical trends in society as a whole)
6. Basic understanding of human aspects of management (e.g. individual and group behaviour, the nature of motivation and morale, and the process of learning)
7. Basic understanding of quantitative techniques (e.g. budgeting, survey methods, and work study)
8. Legal and safety responsibilities
9. Technical and professional developments in the particular discipline concerned.

Attitudes To be effective, a first-line manager must develop and exhibit appropriate attitudes, displayed for example in a willingness to listen and learn, active concern to find solutions to problems, openness to feedback and imaginative interest in others' welfare.

2. OBJECTIVES FOR MANAGEMENT DEVELOPMENT AT MIDDLE LEVEL

Aim The overall aim of multidisciplinary management training at middle level (i.e. the broad management sphere above that of first-line/supervisory management but below that of the more senior managers with organization-wide responsibilities) is to contribute significantly to the development of the range of skills, knowledge and attitudes required for the effective management of health care functions, departments and institutions.

Skills These relate to the basic question "what does a middle manager have to be able to do in order to be good at his job?" modified by the supplementary question "what will a middle manager have to be able to do in (say) 5 years' time?" They comprise principally the following:

1. Skills of Managing People, e.g.

Leadership (including delegation), motivation and co-ordination of the department's staff

Job analysis, description and specification

Interviewing and selection of personnel

Appraisal, counselling and disciplinary action

Staff development and training

Initiating and handling change

2. Skills of Communication, e.g.

Report writing and presentation of information

Public speaking and public relations

Leading group discussions, chairmanship and working in committees

Conveying information and instructions and securing feedback

Effective staff relations and negotiation

Group decision-making and problem-solving (departmental and inter-departmental)

Effective liaison with other departments and external services

3. Skills of Organizing Work, e.g.

Medium-term planning, forecasting and programming of workload

Setting objectives and standards (medium-term)

Monitoring individual and departmental performance, including quality control

Method study and analysis of department activity

Collection and processing of quantitative data

Survey methods

Running an office

3. Skills of Managing Resources, e.g.

Deployment and utilization of accommodation, equipment and staff

Budgeting and cost control

Basic cost benefit analysis and understanding of cost effectiveness

Selection and use of supplies

Knowledge. It is evident that the areas of skill in 1 and 2 above are closely related in calling for a background understanding of behavioural sciences (e.g. individual and group behaviour, motivation and morale, learning process, group interaction and dynamics). Similarly skill areas 3 and 4 are closely related in their reliance on an appreciation of quantitative sciences (e.g. work study, statistics and financial management).

Additionally the following areas of knowledge, less closely related to any specific managerial skills, need to be incorporated in the development of competence in a middle manager:

1. Understanding the organization of his employing authority as a whole, including the functions and problems of any unfamiliar systems within it.
2. His role, accountabilities and relationships within that organization.
3. Developing trends and research findings, in medical science and in society as a whole (technological and environmental, social and demographic, economic and industrial, legislative and political) which affect the provision of health care.
4. The legal and ethical responsibilities of his role.

Attitudes. To be effective, a middle manager must develop and exhibit appropriate attitudes, displayed for example in a willingness to listen and learn, active search for solutions to problems and imaginative concern for the future of the services provided.

3. OBJECTIVES FOR MANAGEMENT DEVELOPMENT AT SENIOR LEVEL

The overall aim of multiprofessional management training at senior level is to contribute significantly to the development of the range of concepts and skills required for the strategic management of organization-wide health services.

The list responds to the basic question "in what does a senior manager have to be competent in order to be effective in his job?" modified by the supplementary question "in what will a senior manager have to be competent in order to be effective in his job in (say) 8 years' time?" These abilities include the following:

1. Leadership (including delegation, motivation and co-ordination of the health team)
2. Policy formation and forward planning (e.g. towards Health for All)
3. Setting objectives and standards (major and long-term)
4. Consensus management and group interaction
5. Innovation and the management of change in the organization
6. Identification, analysis and solving of problems (major and long-term)
7. Effective management of the organization's total resources, human and material
8. Evaluation of information and decision choices
9. Selection and development of subordinate staff
10. Collective bargaining, joint consultation, productivity, and effective industrial relations
11. Analysis of roles and relationships within the organization
12. Monitoring of individual and organization performance
13. Understanding the organization's environment
14. Representing the organization in its relations with the community, government and other organizations

Implicit in this list are areas of underlying knowledge (e.g. understanding of behavioural sciences, information and financial systems, computer applications etc.) and there are undoubtedly other appropriate areas of study less directly connected with any specific competence (e.g. the changing social, economic, political and legal framework within which health care is provided).

At this level, managers will have a wealth of experience and, increasingly, substantial previous training. Their primary need will be for development of a kind that fosters a creative, analytical approach to situations, a firm sense of direction and a broader horizon.

FRAMEWORK OF QUESTIONS FOR USE IN INTERVIEWS WITH
SENIOR HEALTH MANAGERS ABOUT MIDDLE MANAGEMENT TRAINING

- 1.1. Who do you understand to be the middle managers in this organization?
- 1.2. How much contact do you have with them and by what means?
- 1.3. What are you expecting from your middle managers?
- 1.4. What do you find middle managers generally do well in the organization?
- 1.5. Are there things you would like to see them do better?
- 1.6. Have you seen or used any check-list of middle management competencies?
- 1.7. What skills, knowledge and attitudes (if any) do your middle managers particularly need to develop further?

- 2.1. What kind of things go wrong at middle management level?
- 2.2. How far have your organization's objectives and plans been specified at the strategic and the operational levels?
- 2.3. What is needed to achieve these aims? Does it include greater ability amongst middle managers?
- 2.4. Are there any training implications for middle managers in these objectives and plans?
- 2.5. What is needed for the health system to work properly? Are there middle management training implications in this?
- 2.6. Are there any other trends which have training implications for middle managers?
- 2.7. How often is management training discussed at senior management meetings? Or by others in the organization?

- 3.1. What use (if any) does this organization make of middle management training courses? Should there be more such training, or less?
- 3.2. What other forms of development are available to middle managers?
- 3.3. Can any benefits of middle management training be traced in the organization? Where does this show, and how do you know?
- 3.4. What value do you place on the effects of the training? What criteria are you using in making the judgement?
- 3.5. How would you spend your organization's share of management training money if you had a free hand and other competing claims?
- 3.6. How are middle managers selected for such training? What is the standard of preparation and follow-up? What reports do you call for?
- 3.7. What changes (if any) would you advocate in middle management training?

HOW IS THE MIDDLE MANAGER MANAGING?

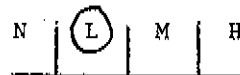
Notes for assessments before and after training

1. If a major purpose of management training is to assist people to manage more effectively, then evidence is needed from the place of work - where the managing is actually done - if we are to assess the value of ("evaluate") any particular form of that training.

2. So, in trying to devise a method of evaluating training courses provided for middle managers, one very important "tool" must be some kind of document on which an assessment can be made of how well the course begins (to establish a base-line or yardstick) and then again some time after the course is over. Assessments are needed from both the course member and his immediate superior in order to get an adequate picture of the middle manager managing and to judge what difference, if any, the training makes.

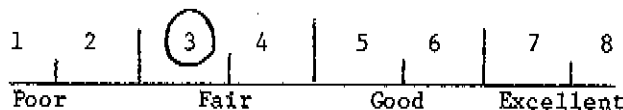
3. If you look at the attached form you will see that it covers a wide range of skills and knowledge which are thought to be relevant to effective middle management. There is provision for you to add others if you wish, whilst there may be a number of items in the list which do not apply in the situation you are considering. For each item, or "characteristic" of effective middle management, you are asked to give your considered opinion on 3 factors:

3.1 The IMPORTANCE of competence in this characteristic in the present job of the course member concerned*. You can rate this as of No importance, Low importance, Moderate importance or High importance, e.g.



In making this assessment consider such factors as how vital or not it is in this particular job, what degree of attention it ought to have and how far it may be of increasing importance over the coming years, but have in mind the present job of the course member rather than speculating on some future job to which there might or might not be promotion.

3.2 The LEVEL OF COMPETENCE in this characteristic presently possessed by the course member. Here the scale is longer and the rating you give should be strict since, (taking 1 as extremely poor and 8 as outstanding) it would be possible but rare to use the extreme ends of the scale. Nevertheless the standards you use are yours, because you know what standards of performance that particular job really requires. It should help to think of the points on the scale in pairs and to then choose the higher or lower alternative in each pair e.g.



*This will be yourself if you are the course member, or your subordinate if you are the course member's immediate superior.

The use of forms in two different colours, where possible, helps to distinguish the course member's self-assessment of training need from the immediate superior's assessment of the course member's training need.

3.3 The extent of the TRAINING NEED there may be in this characteristic for the course member. You have the choice of rating this as No training need (N), a Minor training need (MI), a Moderate training need (MO) or a Major training need (MA). In the ratings illustrated above (only just fair performance in a characteristic of low importance), there could hardly be a major training need and the only judgement to make would be on whether there is a minor training need here or none at all e.g.

N	MI	MO	MA
---	----	----	----

But, by contrast, fair or poor performance in a characteristic of high importance to the particular job would almost certainly represent a major training need and this would need to be shown clearly because it is an important message from you to the course organizers and teachers as to where learning is most needed.

4. There is space after each item for any remarks you may care to add about that particular characteristic (e.g. if you consider that competence in managing staff relation has now become very much more important than it was a few years ago, then please say so: these personal comments are very helpful). There is also a section at the end for general comments (e.g. concerning how far the ratings are affected by the course member being very new to the job, or away sick) and a few questions about your reactions to this document.

5. It may be found best for the course member and his or her immediate superior to each complete their form separately, perhaps in pencil, and then use those ratings as a basis for a discussion in which they may agree on necessary amendments. Then one form may represent their common view of the course member's current managerial performance: but if there is no such complete agreement, separate forms will be acceptable.

6. Please be as frank and objective as you can and, before making your assessment, take a little time to think of specific examples which, in your experience, are typical of the way this particular course member normally manages. Do not hesitate to use low ratings in any of the characteristics if they represent your considered opinion: after all, if the course member is already performing satisfactorily in all respects there is no need for this kind of training at all, and there are many perfectly good reasons for poor performance (e.g. lack of experience, lack of training, lack of opportunity etc.) which imply no criticism of the course member.

7. This way you can help discover where improvements are needed and help to make sure that training contributes to the highest standards in the management of health care services.

THANK YOU FOR YOUR CO-OPERATION

Regarding the course member:

HOW IMPORTANT IN YOUR/
HIS* PRESENT JOB IS
COMPETENCE IN:

WHAT IS YOUR/HIS
PRESENT LEVEL OF
COMPETENCE IN:

HOW FAR DO YOU/DOES
HE HAVE A TRAINING
NEED FOR GREATER
COMPETENCE IN:

(No, Low, Moderate, High)

(Poor, Fair, Good, Excellent)

(No, Minor, Moderate, Major)

A. The Skills of Managing People

S1 Leading his team of staff by securing their respect, acting decisively, delegating appropriately and coordinating his department/service's activities effectively.

N | L | M | H

1, 2 | 3, 4 | 5, 6 | 7, 8
Poor Fair Good Excellent

N | MI | MO | MA

Remarks:

S2 The ability to analyze the jobs which he and his staff do, describe their purpose and key tasks systematically, and specify the characteristics which the job holder should possess.

N | L | M | H

1, 2 | 3, 4 | 5, 6 | 7, 8

N | MI | MO | MA

Remarks:

S3 Interviewing candidates for appointment or promotion with care, and showing sound judgement in selection (or recommending selection if more appropriate).

N | L | M | H

1, 2 | 3, 4 | 5, 6 | 7, 8

N | MI | MO | MA

Remarks:

S4 Appraising the performance and potential of staff, agreeing key tasks and targets with them, counselling them with good judgement and tact, and bringing out the best in them.

N | L | M | H

1, 2 | 3, 4 | 5, 6 | 7, 8

N | MI | MO | MA

Remarks:

S5 Actively developing the abilities and experience of all his staff (including students where appropriate), organizing on-the-job instruction, coaching and wider job experience, and providing adequate preparation and follow-up of nominees for courses.

N | L | M | H

1, 2 | 3, 4 | 5, 6 | 7, 8

N | MI | MO | MA

Remarks:

* Throughout, "he" stands for "he or she" and "his" stands for "his or her".

IMPORTANCE

LEVEL OF COMPETENCE

TRAINING NEED

S6 Handling staff/industrial relations with confidence, showing fairness and firmness in disciplinary, consultation, grievance and negotiation procedures, and anticipating situations which could lead to conflict.

N | L | M | H

1, 2 | 3, 4 | 5, 6 | 7, 8

N | MI | MO | MA

Remarks:

B. The Skills of Communication

S7 Explaining policy, briefing and giving guidance in ways that ensure understanding by all his staff; securing an easy flow of information, requests and suggestions from them.

N | L | M | H

1, 2 | 3, 4 | 5, 6 | 7, 8

N | MI | MO | MA

Remarks:

S8 Writing accurate and well-organized reports which present all the relevant information concisely and clearly so that good decisions and effective action can be based on them with confidence.

N | L | M | H

1, 2 | 3, 4 | 5, 6 | 7, 8

N | MI | MO | MA

Remarks:

S9 Speaking in public or at formal meetings in an assured and well-organized manner; handling relations with the public (including the press where appropriate) with care and confidence.

N | L | M | H

1, 2 | 3, 4 | 5, 6 | 7, 8

N | MI | MO | MA

Remarks:

S10 Taking an effective part in discussions, working groups and committees; when appropriate leading/chairing such a meeting so that all members consider they have made their best contribution and feel committed to the conclusions reached.

N | L | M | H

1, 2 | 3, 4 | 5, 6 | 7, 8

N | MI | MO | MA

Remarks:

S11 Participating constructively, with people from his own department/service or others, in decision-making and problem-solving activities using a step-by-step method of working.

N | L | M | H

1, 2 | 3, 4 | 5, 6 | 7, 8

N | MI | MO | MA

Remarks:

IMPORTANCE

LEVEL OF COMPETENCE

TRAINING NEED

S12 Initiating (or recommending if more appropriate) necessary changes in the way his department/service functions; handling changes affecting his staff with adequate preparation and intelligent anticipation of likely consequences.

N | L | M | H

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8

N | MI | MO | MA

Remarks:

S13 Liaising effectively with the staff of other departments, functions and organizations so as to promote an efficient and integrated service and remove sources of friction.

N | L | M | H

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8

N | MI | MO | MA

Remarks:

C. The Skills of Organizing Work

S14 Forecasting trends in the needs, and fluctuations in the workload of his department/service, planning to meet future requirements and developments, and converting policy decisions into specific work activities.

N | L | M | H

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8

N | MI | MO | MA

Remarks:

S15 Defining specific objectives and targets for the work of his department/service and setting the standards of performance to be expected from his staff and the department/service as a whole.

N | L | M | H

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8

N | MI | MO | MA

Remarks:

S16 Monitoring the performance of his staff, and the department/service as a whole, so as to assess whether required standards are being achieved; taking corrective action where necessary.

N | L | M | H

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8

N | MI | MO | MA

Remarks:

S17 The ability to apply simple techniques of analysis to study working methods of his department/service and to examine them critically in search of greater efficiency.

N | L | M | H

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8

N | MI | MO | MA

Remarks:

IMPORTANCE

LEVEL OF COMPETENCE

TRAINING NEED

S18 The ability to apply simple survey methods and to use quantitative data to communicate ideas and facts, to set standards, and to provide a perspective; and to recognize when specialist help is needed.

N | L | M | H

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8

N | MI | MO | MA

Remarks:

S19 managing his own office and its work (or his own time if he has no office) efficiently, making adequate arrangements for messages and appointments, dealing promptly with correspondence, passing on/distributing information and being able to find past papers when needed.

N | L | M | H

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8

N | MI | MO | MA

Remarks:

D. The Skills of Managing Resources

S20 Using available accommodation, equipment and staff to the best advantage in meeting the fluctuating demands placed on his department/service, allocating these resources in accordance with clear priorities.

N | L | M | H

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8

N | MI | MO | MA

Remarks:

S21 Estimating and controlling the costs of running his department/service by a systematic method, instilling an awareness of costs amongst all his staff and searching with them for possible savings.

N | L | M | H

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8

N | MI | MO | MA

Remarks:

S22 The ability to make a simple analysis of both the benefits and the costs of the various activities of his department/service, and to assess the benefits and costs of alternative activities or new developments.

N | L | M | H

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8

N | MI | MO | MA

Remarks:

S23 Selecting (or recommending the selection of) new equipment and supplies with a sound judgement of all relevant factors, making full use of all existing equipment and preventing the wasteful or inappropriate use of supplies.

N | L | M | H

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8

N | MI | MO | MA

Remarks:

IMPORTANCE

LEVEL OF UNDERSTANDING

TRAINING NEED

The skills listed above clearly depend on some underlying knowledge: for example S4 requires a basic understanding of human motivation whilst S21 calls for some familiarity with methods of budgetary control. There remain some other areas of knowledge which cannot be related closely to any specific managerial skills, yet you may consider they are needed by many middle managers. So

HOW IMPORTANT IN YOUR/
HIS PRESENT JOB IS
UNDERSTANDING OF:

WHAT IS YOUR/HIS PRESENT
LEVEL OF UNDERSTANDING
OF:

HOW FAR DO YOU/DOES HE
HAVE A TRAINING
NEED FOR GREATER
UNDERSTANDING OF:

K1 The legal responsibilities and safety considerations involved in managing his department/service.

N | L | M | H

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8

N | MI | MO | MA

Remarks:

K2 The organization of his health organization as a whole, including the functions and problems of other departments/services within it.

N | L | M | H

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8

N | MI | MO | MA

Remarks:

K3 His own role in that organization and what he is accountable for.

N | L | M | H

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8

N | MI | MO | MA

Remarks:

Please add below any further managerial skills or areas of knowledge which you consider relevant to his job if you feel that it has not already been covered, and make your assessments in the same way.

N | L | M | H

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8

N | MI | MO | MA

Remarks:

N | L | M | H

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8

N | MI | MO | MA

Remarks:

Is there anything else you want to add by way of explanation of this assessment?

Did the use of this form lead to a discussion of his training needs with the course member?

If so, how much time was devoted to that discussion?

Did the use of this form assist that discussion to any extent?

Finally would you comment on the form itself:

How long did it take you to complete it?

Do you regard that as time well spent?

Was it difficult or easy to follow?

Do you have any suggestions for its improvement?

LEARNING TESTS IMMEDIATELY BEFORE AND AFTER TRAINING

Questions on Recruitment and Selection

Please use the space provided on these sheets to give the best answers you can to the following questions, which are based on the assumption that you are taking part in recruiting staff to fill vacancies with the help of selection interviews.

Answers may be in note form or sentences, but never more than 40 words for each answer please. The additional Questions 15 - 20 are only to be answered after you have attended the relevant part of the course.

1. What is the basic purpose of a systematic approach to Recruitment and Selection?

2. When a job becomes vacant in your unit or department, what reasons might there be for examining the job description before seeking a replacement?

3. What items of information would you expect to find in -
 - (a) Job description
(what a person does)

 - (b) Man Specification
(What sort of person is required to do the job)

State three essential items in relation to each of (a) and (b)

4. What information is required for screening candidates for interview?

5. Apart from the application form and the interview itself, what other sources of information might you use as an aid to selection?

6. What information about a job should be given to a candidate?
How and when should it be given?

7. Having secured a fact/impression/opinion from a candidate at an interview, how would you phrase subsequent questions to probe in depth?

8. Suggest two ways to establish rapport with a candidate and two ways in which to maintain it during an interview.

9. What steps will you follow in planning for a selection interview?
In what way(s) will these be different from planning for any other type of interview?

10. Suggest two methods an interviewer can use in order to keep control of an interview.

11. Give two examples of activities in the process of recruitment and selection of staff which should be the responsibility of a personnel specialist and two examples of activities more appropriately dealt with by a line manager.

12. This question enquires into your present attitudes to understanding recruitment and selection systems as illustrated by the above questions. On each line, please circle one of the numbers according to how you now feel about each statement. For example, if you consider it is very important ring 7, important ring 6, fairly important ring 5, neither important nor unimportant ring 4, fairly unimportant ring 3, unimportant ring 2, very unimportant ring 1; and so on.

Understanding recruitment and selection systems is -

important	7	6	5	4	3	2	1	unimportant
helpful in my job	7	6	5	4	3	2	1	unhelpful in my job
difficult	1	2	3	4	5	6	7	easy
interesting	7	6	5	4	3	2	1	uninteresting

At present I feel -

inadequate 1 2 3 4 5 6 7 adequate
in dealing with recruitment and selection systems.

13. How long has it taken you to answer these questions?

14. Would you please put your name here (unless you have any objection)
so that we can compare your pre- and post- training answers and give
you the results.

.....

THANK YOU VERY MUCH FOR YOUR CO-OPERATION

Post training questions

15. Please say which questions (if any) caused you particular difficulty.

16. Did you find the test easier or harder than you expected?

17. Did it help reinforce the training?

18. Were the questions fair?

19. Can you suggest any improvements to these questions?

20. What were the two or three most useful things you learned from this part of the course?

Your Name
(Optional)

COURSE MEMBERS' REACTIONS QUESTIONNAIRE

Date of Completion

1. Please identify precisely which day or block of work this sheet refers to
2. Please encircle the figure which best represents your reactions to these sessions. I found them:

Explanatory
Comments

Not at all enjoyable	1 2 3 4 5 6 7	Extremely enjoyable
Extremely interesting	7 6 5 4 3 2 1	Not at all interesting
Very well presented	7 6 5 4 3 2 1	Very poorly presented
Irrelevant to my job	1 2 3 4 5 6 7	Highly relevant to my job
Likely to be highly relevant in the future	7 6 5 4 3 2 1	Likely to be irrelevant in the future
I think I learned nothing	1 2 3 4 5 6 7	I think I learned a great deal

3. Please offer any other comments on these sessions (high spots, low spots, distractions, difficulties, suggestions, etc.)
4. Do you have any suggestions at this stage for improvement in this questionnaire or the way it is used?

THANK YOU VERY MUCH FOR YOUR HELP

ELEMENTS OF TEAM WORK

The items listed below are some of the key elements in achieving group teamwork. Rate the group on each of the nine items by circling the appropriate number.

A. HOW CLEAR ARE THE GROUP GOALS?

1	2	3	4	5
No apparent goals.	Goal confusion, uncertainty or conflict	Average goal clarity	Goals mostly clear	Goals very clear

B: HOW MUCH OPENNESS IN THE GROUP?

1	2	3	4	5
No openness	Some openness	Average openness	Considerable openness	Remarkable openness

C. HOW MUCH DO GROUP MEMBERS LISTEN TO EACH OTHER?

1	2	3	4	5
No listening	Little listening	Average listening	Considerable listening	Remarkable listening

D. HOW MUCH ATTENTION IS PAID TO PROCESS?
(The procedure, interaction and feelings in the group as it works)

1	2	3	4	5
No attention	Little attention	Some	Fair amount	Much attention

E. HOW MUCH ATTENTION IS PAID TO CONTENT?
(The technical or task work of the group).

1	2	3	4	5
No attention	Little attention	Some	Fair amount	Much attention

F. HOW ARE GROUP LEADERSHIP NEEDS MET?

1	2	3	4	5
Not met, drifting	Leadership concentrated in one person	Some leader- ship sharing	Leadership functions distributed	Leadership functions distributed very approp- riately to the task and the people

G: HOW ARE GROUP DECISIONS MADE?

1	2	3	4	5
Unable to reach decisions	Made by a few or by one person	By majority vote	Attempts at integrating minority vote	Full partici- pation and tested consensus

H. HOW WELL ARE GROUP RESOURCES UTILIZED?

1	2	3	4	5
One or two contributed	Several tried to contribute but were discouraged	Average use of group resources	Group resources well used and encouraged	Group resources fully and effectively used

I. HOW MUCH DO MEMBERS FEEL THEY BELONG TO THE GROUP?

1	2	3	4	5
Members have no sense of belonging	Members not close but some friendly relations	About average sense of belonging	Warm sense of belonging	Strong sense of belonging among members

TRAINING SESSIONS - ASSESSMENT BY PARTICIPANTS

Name of Trainer Date of Session provided

Title of Session

Method(s) Used Aids Used

Note. In A & B below 5 represents a positive response and 1 a negative response. You should choose a number which best represents your assessment of the particular aspect examined. Ring the number chosen.

A. Total Impression

What is your overall impression of the session provided?	Success	5	4	3	2	1	Failure
--	---------	---	---	---	---	---	---------

B. Detailed Analysis

If necessary delete all numbers and insert N.R. (not relevant)

Design and Structure

I.	Evidence of overall design/structure	ample	5	4	3	2	1	scant
----	--------------------------------------	-------	---	---	---	---	---	-------

II.	Impact of design on the learning situation provided	helpful	5	4	3	2	1	hindered
-----	---	---------	---	---	---	---	---	----------

Presentation and handling

III.	Development of session contents	coherent	5	4	3	2	1	incoherent
------	---------------------------------	----------	---	---	---	---	---	------------

IV.	Manner of approach	lively	5	4	3	2	1	lifeless
-----	--------------------	--------	---	---	---	---	---	----------

V.	Timing of session	well timed	5	4	3	2	1	badly timed
----	-------------------	------------	---	---	---	---	---	-------------

VI.	Vocabulary used in relation to subject and participants	well chosen	5	4	3	2	1	badly chosen
-----	---	-------------	---	---	---	---	---	--------------

Contents

VII.	Overall relationship between the contents of components introduced	well balanced	5	4	3	2	1	unbalanced
------	--	---------------	---	---	---	---	---	------------

VIII.	Contents chosen for subject	relevant	5	4	3	2	1	irrelevant
-------	-----------------------------	----------	---	---	---	---	---	------------

IX.	Knowledge of content areas introduced	adequate	5	4	3	2	1	inadequate
X.	Choice of contents in relation to abilities and backgrounds of participants	appropriate	5	4	3	2	1	inappropriate
Methods and Aids								
XI.	Choice of method(s) used in relation to the subject	effective	5	4	3	2	1	ineffective
XII.	Handling of method(s)	skilled	5	4	3	2	1	unskilled
XIII.	Aids prepared/chosen	suitable	5	4	3	2	1	unsuitable
XIV.	Use of opportunities for general participation	encouraged	5	4	3	2	1	discouraged
Participation of Members								
XV.	Provision of opportunities for participation	ample	5	4	3	2	1	scant
XVI.	Use of opportunities for general participation	encouraged	5	4	3	2	1	discouraged
XVII.	General nature of responses	positive	5	4	3	2	1	negative
Oral Aspects and Personal Mannerisms								
XVIII.	Clarity of speech	adequate	5	4	3	2	1	inadequate
XIX.	Audibility	sufficient	5	4	3	2	1	insufficient
XX.	General use of speech	effective	5	4	3	2	1	ineffective
XXI.	Impact of personal mannerisms	positive	5	4	3	2	1	negative

C. Summary Appraisal

State concisely the major faults of the session as presented:-

State any outstanding qualities or aspects:-

State any other faults or weaknesses not referred to in the analysis:-

FRAMEWORK OF QUESTIONS FOR USE IN INTERVIEWS WITH TEACHERS
ON EVALUATED MIDDLE MANAGEMENT COURSE

1. Are you content with, and committed to, the published learning objectives for these courses?
2. What do you want, if anything, by way of feedback on the effectiveness of your teaching? How interested are you in securing evidence of course members' reactions, or learning gains, or subsequent job performance? Would you expect to make changes to your teaching in the light of that evidence?
3. What kind of evidence would you accept as demonstrating learning gains in Knowledge, in Skills, and in Attitudes?
4. How far has it proved feasible to secure this evidence from middle management courses? Is it valid, reliable, worth having? Is the process of obtaining it easy or difficult, safe or damaging?
5. Are there other types of evidence about learning gains which you already have, or would rather have?
6. What changes in your work, if any, has evaluation and feedback stimulated? Does it make any practical difference to your teaching when you have evidence on:
 - . the extent and variations in Knowledge and Skill at the start of training?
 - . which learning objectives are most and least readily achieved?
 - . which course members appear to have learning difficulties?
7. Are you more aware of the evaluation process and its relation to teaching and learning than you were before?
8. What place for evaluation, if any, would you want to retain?

HOW HAS THE MIDDLE MANAGER BEEN MANAGING SINCE THE COURSE?

The purpose of this questionnaire is to help search for all available evidence as to the effects of the training on the management performance of the course member.* This will generally be a matter of judgement rather than precise measurement, but the questionnaire seeks these judgements systematically in the areas where that evidence is most likely to be found, namely:

- in the individual officer's use of specific Management Skills and Knowledge
- in his** general Attitudes and Approaches to Work
- in the implementation of his Projects or Action Plans
- in the overall effectiveness of his Unit or Department

although there is clearly some overlap between them, and other ways of analyzing the effects of the training are possible.

A section of the questionnaire is concerned with each of these four areas of enquiry, whilst a fifth section containing more general questions completes the evaluation. So the full sequence of issues for your considered judgement through this questionnaire is

Section I	What do you judge from his work to be the course member's present levels of specific Management Skills and Knowledge?	<u>For all 4 sections</u> How far can any changes or differences be attributed to the course rather than to other factors? (such as growing experience in the job, new responsibilities, other types of training and management development etc.)
Section II	In your judgement have there been changes in his general Attitudes and Approaches to work?	
Section III	In your judgement how far have his Projects or Action Plans been implemented?	
Section IV	In your judgement have there been changes in the overall effectiveness of the unit or department in which he works?	
Section V	How would you now judge the quality and value of the course looking back on it?	

*This will be yourself if you are the former course member, or your subordinate if you are the immediate superior.

**"He/His" stands for "he or she"/"his or her" throughout.

SECTION I

THE OFFICER'S LEVEL OF COMPETENCE IN SPECIFIC MANAGEMENT SKILLS AND KNOWLEDGE

You are asked to assess how well the ex-course member is now performing the managerial parts of his work, some time after the course, by completing the attached form which covers the same wide range of middle management skills and knowledge as in the pre-course questionnaire you completed. (Attachment 3).

Indeed the new form is similar to the old:

- the first column (HOW IMPORTANT IN YOUR/HIS PRESENT JOB IS COMPETENCE IN)
still needs your rating as of
No, Low, Moderate, or High importance, e.g.

N | (L) | M | H

- the second column (WHAT IS YOUR/HIS PRESENT LEVEL OF COMPETENCE IN) remains
an 8-point scale, which it should help to think of in pairs and then choose the
higher or lower alternative in each pair, e.g.

1 | 2 | (3) | 4 | 5 | 6 | 7 | 8
Poor Fair Good Excellent

- the third column has been re-worded to read HOW FAR DO YOU/DOES HE STILL HAVE A
TRAINING NEED FOR GREATER COMPETENCE IN for you to rate on a 4-point scale
as no training need (N), a minor (MI), moderate (MO) or major (MA) training need,
e.g.

N | (MI) | MO | MA

- a fourth column has been added asking for your judgement of HOW FAR CAN ANY
DIFFERENCE IN YOUR/HIS LEVEL OF COMPETENCE BE ATTRIBUTED TO THE COURSE. Please
compare your new second column rating with the second column rating you made
before the course and, where there is a difference, place a letter in the box
provided to show which one of the following statements, on balance, best reflects
your opinion:

- M this difference is probably due More to the course than to other factors
- A this difference might have occurred anyway but has probably been Accelerated by the course
- L this difference is probably due Less to the course than to other factors
- X I cannot offer any eXplanation of this difference.

e.g.

L

The "other factors" which might explain the difference in levels of competence include the natural growth of experience in the job, new responsibilities, staff changes, or other types of training than the course.

There is space after each item for any remarks about it you care to add by way of example or explanation. There is also a section at the end for general comments.

S4 Appraising the performance and potential of staff, agreeing key tasks and targets with them, counselling them with good judgement and tact, and bringing out the best in them.

N L M H N MI MO MA

1 2 3 4 5 6 7 8
Poor Fair Good Excellent

Remarks:

S5 Actively developing the abilities and experience of all his staff (including students where appropriate), organizing on-the-job instruction, coaching and wider job experience, and providing adequate preparation and follow-up of nominees for courses.

N L M H N MI MO MA

1 2 3 4 5 6 7 8
Poor Fair Good Excellent

Remarks:

S6 Handling staff/industrial relations with confidence, showing fairness and firmness in disciplinary, consultation, grievance and negotiation procedures, and anticipating situations which could lead to conflict.

N L M H N MI MO MA

1 2 3 4 5 6 7 8
Poor Fair Good Excellent

Remarks:

B. The Skills of Communication

S7 Explaining policy, briefing and giving guidance in ways that ensure understanding by all his staff; securing an easy flow of information, requests and suggestions for them.

N L M H N MI MO MA

1 2 3 4 5 6 7 8
Poor Fair Good Excellent

Remarks:

S12 Initiating (or recommending if more appropriate) necessary changes in the way his department/service functions; handling changes affecting his staff with adequate and intelligent anticipation of likely consequences.

N L M H
1 2 3 4 5 6 7 8
Poor Fair Good Excellent N MI MO MA

Remarks:

S13 Liaising effectively with the staff of other departments, functions and organizations so as to promote an efficient and integrated service and remove sources of friction.

N L M H
1 2 3 4 5 6 7 8
Poor Fair Good Excellent N MI MO MA

Remarks:

C. The Skills of Organizing Work

S14 Forecasting trends in the needs, fluctuations in the workload of his department/service, planning to meet future requirements and developments, and converting policy decisions into specific work activities.

N L M H
1 2 3 4 5 6 7 8
Poor Fair Good Excellent N MI MO MA

Remarks:

S15 Defining specific objectives and targets for the work of his department/service and setting the standards of performance to be expected from his staff and the department/service as a whole.

N L M H
1 2 3 4 5 6 7 8
Poor Fair Good Excellent N MI MO MA

Remarks:

IMPORTANCE NEW LEVEL OF COMPETENCE TRAINING NEED REMAINING HOW FAR DIFFERENCE IN COMPETENCE DUE TO COURSE
 (No, Low, Moderate, High) (No, Minor, Moderate, Major)

S16 Monitoring the performance of his staff, and the department/service as a whole, so as to assess whether required standards are being achieved; taking corrective action where necessary.

N L M H 1 2 3 4 5 6 7 8 N MI MO MA

Poor Fair Good Excellent

Remarks:

S17 The ability to apply simple techniques of analysis to study working methods of his department/service and to examine them critically in search of greater efficiency.

N L M H 1 2 3 4 5 6 7 8 N MI MO MA

Poor Fair Good Excellent

Remarks:

S18 The ability to apply simple survey methods and to use quantitative data to communicate ideas and facts, to set standards, and to provide a perspective; and to recognize when specialist help is needed.

N L M H 1 2 3 4 5 6 7 8 N MI MO MA

Poor Fair Good Excellent

Remarks:

S19 Managing his office and its work (or his time if he has no office) efficiently, making adequate arrangements for messages and appointments, dealing promptly with correspondence, passing on/distributing information and being able to find past papers when needed.

N L M H 1 2 3 4 5 6 7 8 N MI MO MA

Poor Fair Good Excellent

Remarks:

SECTION II

THE OFFICER'S GENERAL ATTITUDES AND APPROACHES TO WORK

This section of the questionnaire concerns the underlying ways in which an officer goes about his managerial work and the attitudes he shows in doing so. They may (or may not) have changed since the period before the course and any such change may (or may not) be an effect of the course. Moreover, by their nature these characteristics are difficult to measure and have to be deduced from a variety of different situations over a period. Consequently you are asked simply to judge:

- (1) Compared with the situation immediately before the course
WHAT CHANGE IF ANY HAS THERE BEEN IN THIS CHARACTERISTIC?
please place a tick in the appropriate part of Column 2 opposite each item listed in Column 1, e.g.

	change for the worse	no noticeable change	some improvement	marked improvement
A5 Judgement of essentials and priorities	✓			

- (ii) HOW FAR CAN ANY SUCH CHANGE BE ATTRIBUTED TO THE COURSE?
Where you have indicated a change in column 2, place a letter in the box provided in column 3 to show which one of the following statements, on balance, best reflects your opinion:

- M this difference is probably due More to the course than to other factors
- A this difference might have occurred anyway but has probably been Accelerated by the course
- L this difference is probably due Less to the course than to other factors
- X I cannot offer any eXplanation of this difference.

e.g.

X

The "other factors" which might also account for changes in attitudes and approaches to work include growing maturity, experience of successes and failures, the influence of colleagues and new responsibility. There is space for remarks after each item and at the end of the section.

Col.1		Col.2				Col.3
ATTITUDES AND APPROACHES TO WORK		SINCE THE COURSE HAS THERE BEEN				HOW FAR IS ANY CHANGE DUE TO THE COURSE?
		Change for the worse ?	No noticeable change ?	Some improvement ?	Marked improvement ?	(M, A, L, X: see notes)
A1	The level of confidence Remarks:					<input type="checkbox"/>
A2	A logical, analytical approach to situations Remarks:					<input type="checkbox"/>
A3	The capacity to cope with conflicts and tension Remarks:					<input type="checkbox"/>
A4	Willingness to listen and learn from others Remarks:					<input type="checkbox"/>
A5	Judgment of essentials and priorities Remarks:					<input type="checkbox"/>
A6	A flexible, adaptable style of management Remarks:					<input type="checkbox"/>

- A7 Considering the wider impli-
 cations before making decisions
 Remarks:

- A8 Readiness to take initiatives
 Remarks:

- A9 Appreciation of other
 professions' views and problems
 Remarks:

- A10 Awareness of when to seek help
 Remarks:

- A11 Determination to tackle
 difficult problems
 Remarks:

- A12 Concern to achieve work targets
 and standards
 Remarks:

- A13 The exercise of tact and
 discretion
 Remarks:

- A14 Sensitivity to others' feelings
 Remarks:

A15 Demanding high performance from subordinates

Remarks:

A16 Questioning existing assumptions and ways of working

Remarks:

A17 Using time to maximum advantage

Remarks:

A18 Using a team approach to management

Remarks:

Others? Please add below and assess in the same way

A19

Remarks:

A20

Remarks:

Is there anything else you would like to add to clarify or explain this assessment?

SECTION III

ACHIEVEMENTS FROM PROJECTS AND ACTION PLANS

A third method of assessing the impact of the course is to focus attention on the implementation of any projects, action plans or other intentions to use what has been learned on the course to achieve some specific objective or improvement at the place of work.

Such intentions are not always achieved, for a variety of reasons; the aim of this section of the questionnaire is not to judge success or failure but to ask for your view of what happened in the event and why. In this way it should be possible to gauge the impact of the course in this field, and to learn more about factors which help or hinder the application of course learning to the work situation.

The questions which follow are self-explanatory and intended simply to help think through the situation and its significance.

3.1. During the course were any plans made to apply the learning to particular problems or needs back at work, e.g. by means of projects or action plans or other intentions to make specific changes? Please circle. Yes No
Don't know

3.2. If you have answered No or Don't Know to question 1, would you please briefly explain the reasons here, and ignore the remaining questions in this section.

3.3. If you have answered Yes to question 1 would you please list below in column 1 these plans, projects and intentions, and

(i) indicate by a tick in column 2 how far each plan etc. has been achieved to date; and

(ii) where you have indicated some achievement in column 2, place a letter in the box provided in column 3 to show which one of the following statements, on balance, best represents your opinion

M this is probably due more to the course than to other factors

A this might have occurred anyway but has probably been accelerated by the course

L this is probably due less to the course than to other factors

X I cannot offer any explanation of this achievement.

The "other factors" which might also account for the achievement of plans, etc. include extra effort by the course member, the stimulus and support of other people, and the removal of difficulties at the workplace, but consider how far these factors may themselves have been influenced by the course.

Col.1	Col.2				Col.3
PLAN, PROJECT WORK OBJECTIVE ETC.	THIS PLAN HAS BEEN				HOW FAR IS ANY ACHIEVEMENT DUE TO THE COURSE
	Not achieved	Achieved to a limited extent	Achieved to a considerable extent	Fully achieved	(M, A, L, X)
(i)					<input type="checkbox"/>
(ii)					<input type="checkbox"/>
(iii)					<input type="checkbox"/>
(iv)					<input type="checkbox"/>

3.4. It is possible that useful lessons can be learned from failures to achieve action plans, projects, etc. as well as from successes; that they may be found to need modifying in the light of changed circumstances; and that they sometimes lead to further special efforts at the place of work which had not been planned during the course. On the other hand initial efforts to achieve specific plans and projects may not be sustained. Taking all these considerations into account would you please use the space below to say what contribution, if any, has come from this particular aspect of the course (i.e. the projects and action plans)

..... concluding with an assessment made by circling the figure which best represents your judgement on each of the following scales:

The course member's involvement in projects, action plans and similar work objectives has been

of no particular benefit ←—————→ of very considerable benefit

(i) to the individual officer 1 | 2 | 3 | 4

(ii) to his parent organization 1 | 2 | 3 | 4

SECTION IV

EFFECTIVENESS OF THE UNIT/DEPARTMENT IN WHICH THE OFFICER WORKS

This section is aimed at establishing the extent, if any, to which the impact of the training may extend beyond the individual officer to the organization as a whole, or to that part of it in which he works. This may be described locally as a department, a unit, a service, a function, or by some other title - the phrase "unit/department" is meant here to stand for any of these - but the point you are invited to assess here is not "is the individual officer managing better as a result of his training?" but "is his unit or department any more effective as a result of his training?"

This then forms the basis of the single question posed in this section. Here you are not being asked to mention all the changes that have taken place in the unit/department's functioning or performance since before the officer's training began, but only those (if any) where you judge the training to have made some contribution. This is generally a difficult judgement to make, if only because of the many other factors that may be influencing the situation apart from the officer's own changed performance following the course: for example there may also have been changes in the unit/department's workload, in its financial or staffing resources, in its relations with other services; or changes initiated by officers in the unit/department other than the course member. But it is vital to assess the extent to which the training of individual middle managers may promote the effectiveness of their organizations.

To assist you, some areas in which unit/department effectiveness may be considered are mentioned as sub-headings in brackets after the question, but please record a change only where you consider that course attendance directly or indirectly made some contribution. And against any such statement kindly indicate by a letter in the box provided which one of the following statements best represents your opinion:

- M this is probably due more to the course than to other factors
- A this might have occurred anyway but has probably been accelerated by the course
- L this is probably due less to the course than to other factors

(NB the letter X "I cannot explain this" should not be needed since only changes which you can attribute to some degree to the course are sought).

ARE THERE ANY CHANGES IN THE OVERALL EFFECTIVENESS OF THE OFFICER'S UNIT/DEPARTMENT WHICH IN YOUR JUDGEMENT CAN BE ATTRIBUTED TO SOME DEGREE TO ATTENDANCE AT THE COURSE?

HOW FAR IS THIS CHANGE DUE TO THE COURSE?

(e.g. in its "productivity" such as throughput of patients or output of services)

.....

.....

(e.g. in its use of resources such as staff, space, equipment, money, time: if there have been financial savings please estimate their extent)

.....

.....

(e.g. in the quality of its staff relationships and communications)

.....

.....

(e.g. in the efficiency of the systems and procedures it uses)

.....

.....

(e.g. in its relationships with other services and the community)

.....

.....

(e.g. in its capacity to solve problems and adapt to changes)

.....

.....

(or in other ways: please explain)

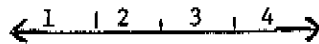
.....

.....

Concluding with an assessment made by circling the figure which best represents your judgment on the following scale:

On the whole I consider that attendance at the course has brought

no particular
benefit



very considerable
benefit

to the overall effectiveness of the officer's parent organization.

5.4 Now that you have reviewed the available evidence concerning the impact of the course attendance on job performance you should be able to give an opinion on the factors which have helped or hindered the application of course learning in improved management at the place of work. If their influence can be assessed it should be possible to make firm recommendations on how the training system can be further improved.

The list which follows includes factors relating to the officer, to the job, to the organization and to the course. Each of them may work for or against the use of learning, and you are asked to place up to 3 ticks, signifying

- ✓ this has had a minor influence
- ✓✓ this has had a moderate influence
- ✓✓✓ this has had a major influence

in either the column "This factor has helped"

or the column "This factor has hindered"

against any of the listed factors which you believe has been influential, one way or the other, on the application of the course member's learning at work.

Please leave the columns blank against factors which you cannot say have had any noticeable influence. For example, if you consider that the course member's level of motivation to make changes

	This has HELPED application of		This has HINDERED learning
(i) has been high enough to be a moderate influence, helping him to apply his learning, rate this item	✓✓		
(ii) has been so low as to be a major influence hindering him from applying his learning, rate this item			✓✓✓
(iii) if you cannot say it has had any noticeable influence, then leave the columns blank			
FACTORS WHICH MIGHT HELP OR HINDER THE OFFICER'S APPLICATION OF COURSE LEARNING AT WORK			
1. His basic mental ability (high or low)			
2. The scope provided by his job for making improvements (adequate or inadequate)			
3. The support and guidance shown by his immediate superior (high or low)			

This has HELPED ; This has HINDERED application of learning

- 4. The support of his immediate colleagues and subordinates (high or low)
5. The time he has available to make improvements (adequate or inadequate)
6. The resources available for necessary improvements (adequate or inadequate)
7. The relevance of the course to his job (high or low)
8. His level of motivation to make improvements (high or low)
9. His level of adaptability (high or low)
10. The general climate or atmosphere in the organization (favourable or unfavourable)
11. His personal capacity to influence others (high or low)
12. His personal capacity to take initiatives (high or low)
5.5 Please estimate the approximate cost of your training on this course.
5.6 Overall would you judge, in the light of your evidence in sections I to IV and question 5.5 above, that the expenditure of time, effort and money in this case has so far been

not at all justified <-----> completely justified

- a) in the officer's current job performance 1, 2, 3, 4
b) in his parent organization's current performance 1, 2, 3, 4

Example of an
Evaluation Questionnaire 1 (End of module)

WORLD HEALTH ORGANIZATION
TRAINING MANUAL ON
HEALTH MANPOWER MANAGEMENT

GENERAL MODULE A: PROBLEM SOLVING

1. Your General Reactions

Please indicate, by circling the appropriate figure

- 0 = not at all
- 1 = to a limited extent
- 2 = to a considerable extent
- 3 = extremely

How far you have found the written module:

Interesting	0	1	2	3
Potentially useful	0	1	2	3
Well prepared	0	1	2	3

and the training workshop:

Well conducted	0	1	2	3
----------------	---	---	---	---

Please write any explanatory comments here

2. Your Specific Reactions

In particular would you show in the same way how helpful you found:

The Introduction	0	1	2	3
The guidelines 'Framework for group problem-solving'	0	1	2	3
The Additional Notes	0	1	2	3
The case study problems	0	1	2	3
The visual aids	0	1	2	3
Your work in small groups	0	1	2	3
The plenary discussions	0	1	2	3
Your own action planning	0	1	2	3
The tutorial contribution to the workshop	0	1	2	3
The administration of the workshop	0	1	2	3

Please write any explanatory comments here

3. Your Learning

Similarly, would you please indicate how well in your judgement you have achieved the workshop's learning objectives:

Learned a systematic general framework for the analysis and solution of problems typical of HMM	0	1	2	3
---	---	---	---	---

Practised creative group methods to generate a wide range of alternative options in search of the best solution	0	1	2	3
---	---	---	---	---

Applied the general framework to one or more specific HMM problems relevant to your own work	0	1	2	3
--	---	---	---	---

Discussed the implications of this learning for better HMM	0	1	2	3
--	---	---	---	---

Is there any way in which your learning could have been increased during the workshop? (Please write here)

4. Your Action Plans

Please summarize briefly how you intend to use in your work what you have learned during the workshop

- 1.
.....
.....
- 2.
.....
.....
- 3.
.....
.....
- 4.
.....
.....
- etc
.....
.....

Do you have any further comments, criticisms or suggestions that would assist in the improvement of this module and workshop?
(Please write here)

THANK YOU VERY MUCH FOR COMPLETING THIS QUESTIONNAIRE. YOUR REPLIES WILL BE HELPFUL AND TREATED IN STRICT CONFIDENCE. ANY SUMMARY OF PARTICIPANTS' REPLIES WILL NOT INCLUDE NAMES.

IT IS INTENDED TO SEND YOU A COPY OF THIS PAGE AFTER SOME MONTHS, TO FOLLOW-UP PROGRESS ON YOUR ACTION PLANS AND SEEK YOUR LONGER-TERM EVALUATION OF THE MODULE AND WORKSHOP. TO MAKE THIS POSSIBLE WOULD YOU PLEASE WRITE YOUR NAME BELOW.

Your name please

Example of an
Evaluation Questionnaire 2 (Follow-up)

WORLD HEALTH ORGANIZATION
TRAINING MANUAL ON
HEALTH MANPOWER MANAGEMENT

FUNCTIONAL MODULE A: PROBLEM-SOLVING

1. Please indicate, by circling the appropriate figure

- 0 = not at all
- 1 = to a limited extent
- 2 = to a considerable extent
- 3 = fully

how far each of your action plans has so far been achieved:
(insert a brief description below)

plan 1	0	1	2	3
plan 2	0	1	2	3
plan 3	0	1	2	3
plan 4	0	1	2	3
etc.	0	1	2	3

2. Please indicate the major factors which have

<u>helped</u>	<u>hindered</u>
.....
.....
.....
.....

the achievement of your action plans

3. Have there been any other changes in the way you work that have been helped by the training?

.....
.....
.....

4. Looking back on the workshop as a whole and recalling the time and costs involved, please indicate by circling the appropriate figure as in question 1 above how far you believe that your attendance was justified in terms of

- . benefit to your organization 0 1 2 3

- . benefit to yourself 0 1 2 3

5. Do you have any further comments, criticisms, or suggestions for the future as you consider the workshop's impact?

.....

.....

.....

.....

.....

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.

EVALUATION FOR TUTORS ONLY

SECTION 3. NOTES FOR ORGANIZERS AND TUTORS

Because of the unique role of Evaluation as a source of feedback on system functioning - in this case the contribution of training to the HMM system - this module is unlikely to be selected for use first in the series. There is therefore no need to repeat the general advice given in the other modules regarding your approach and preparations for the task of organizing and conducting such a module.

Instead it should be sufficient to draw attention to certain features of this particular module, and any workshop based on it, that may influence your thinking about this important task, including:

1. It is important, because systematic evaluation is indispensable to any serious effort to assess the effectiveness of whatever we are doing, particularly in the complex and imprecise area of training for HMM.
2. The principal competence that requires to be developed through the module is that of judgement, which should be encouraged by not offering any pre-determined solutions to evaluation problems.
3. Instead, the challenge of the module lies in requiring participants to develop evaluation designs of their own, chiefly through discussion in small groups with your tutorial support as required.
4. The evaluation task(s) to be undertaken should be specific and real. The assumption is that one such task should be to devise and organize the evaluation of this module and workshop, as a consequence of which there is deliberately no recommended evaluation instrument in Section 4 below.
5. Alternatively, participants - or some of them - may prefer to spend time on the development of assessment methods for a different but equally real task, such as the design of instruments for evaluating one of the other modules, or for determining how much of what is learnt in a workshop is actually applied in the participant's workplace.
6. Evaluation design is not easy and you should be prepared for considerable differences between participants in the way they respond to the workshop and in the rate of progress each of them can make.

Timetable and Session Plan

In the light of all these considerations, it is unlikely that a fixed timetable or strict sequence of activities during the 1-day workshop would be satisfactory. Your own judgement of what would be most helpful to the participants will be the best guide - but you may find that the most natural sequence could be:

pre-workshop: ask participants to read Sections 1 and 2 before the workshop starts. This should not be difficult if they have already attended another workshop and can receive the Module material in advance; it will save much time in the workshop itself;

morning of workshop: discussion, initially in groups and then in plenary, in order to identify a set of agreed principles that should guide the evaluation of HMM development through training. Before lunch participants should choose or be allocated a specific real-life evaluation task to work on;

afternoon of workshop: group work on the practical evaluation task, which may involve selecting and adapting instruments, or parts of instruments, from Section 2, but will inevitably require original work. This could be judged, in a final plenary/evaluation session, by the extent to which participants' work reflects the guiding principles agreed during the morning. If the practical tasks have included the design of evaluation for this module and workshop, it should of course be used at the close of the session.

Please note that a viewfoil (E1) of the workshop's objectives for use with the Overhead Projector, is part of this module: the text is the same as in section 1.

EVALUATION FOR TUTORS ONLY

SECTION 4. EVALUATION OF THE MODULE

As indicated in Section 3, the evaluation of this training activity is a practical assignment for workshop participants themselves to undertake. It is to be hoped that their design will cover at least the first 3 levels of the evaluation cycle, that is to say:

- the reactions of participants to the training
- some assessment of the learning achieved
- provision for identifying its effects on participants' subsequent work performance

Progress in this training event should, with further practice, encourage a more critical and systematic evaluative attitude to management development in general, which is nowhere more needed than in HMM.

OBJECTIVES

By the end of this workshop, participants should have:

1. significantly increased their understanding of evaluating in the context of **HMM**;
2. studied a range of instruments for future reference in evaluating the effects of off-the-job management training on performance in **HMM**;
3. applied this understanding and range of instruments to the task of designing some part of the evaluation of this workshop series, or another relevant evaluation.

= = =