

**EVALUATING THE EFFECTIVENESS OF AN INTERNATIONAL EXECUTIVE
DEVELOPMENT PROGRAM FOR DEVELOPING GLOBAL MANAGERS**

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ABSTRACT

This is a proposed research in three stages of management development—needs analysis, program design, and evaluation. For the purposes of this study, the first stage of the research dealing with the needs assessment of global managers was completed first. In the second stage, the correlates of learning styles and training needs effectiveness were found. In the final stages of design, delivery, and evaluation, the program was designed with the background variables and leadership profiles of global managers that were correlated with the training needs of these managers and an executive development program was delivered to nominated executives around the world. Evaluation at the lowest two levels—Reaction and Learning—have been summarized to portray the effectiveness of the weeklong executive development program. The post study of executive behavior and results accruing due to the program itself will be reported when the post study is completed.

INTRODUCTION

Needs Assessment of international managers and executives was studied with respect to the scope of the study suggested in the abstract. In this paper, the design and delivery of the executive training program and its candid or detailed evaluation results are presented in the Reaction and Learning levels (Kirkpatrick's four levels). The 3-month and 6-month post-training evaluations to determine the change in executive behavior and the results that accrue on the job due to transfer of training have not yet been concluded.

International executive development programs are few and far, but the evaluation of such training programs is even rare. Literature is not replete with evaluation of executive program evaluation although there is much interest in spending millions of dollars annually for exposing executives to learn new skills of decision making and impart them with tools for organizational competitiveness.

The purpose of this study is to look into the existing literature and examine how an international executive development program will be conceptualized, designed, delivered, and evaluated. To give a complete treatise to this research, a literature review has been done, a training needs assessment has been conducted, the detailed training program has been designed, detailed evaluations of the outcomes have been assessed, findings have been discussed, and a

benchmarked course has been earmarked to determine the overall effectiveness of the training program. A composite program evaluation to determine the administrative effectiveness has also been summarized.

TRAINING NEEDS ASSESSMENT

Needs analysis of executives with respect to the difference in importance and competence revealed the following results:

TABLE 1. EXECUTIVE PARTICIPANTS' DISTRIBUTION

| Function | Percent | Job Level | Percent | Education | Percent |
|---------------------------|---------|-------------------|---------|-------------|---------|
| General Management | 29.65% | Upper management | 13.75% | Engineering | 58.27% |
| Manufacturing Engineering | 10.47% | Middle management | 48.42% | Sciences | 13.12% |
| General Engineering | 45.64% | Supervisor | 18.05% | Business | 15.22% |
| Sales and Marketing | 2.03% | Technical | 17.48% | Technical | 8.40% |
| Other | 12.21% | Other | 2.29% | Other | 4.99% |

TABLE 2. CAREER DEMOGRAPHICS

| Career in years | Percent | Employees | Percent |
|-----------------|---------|---------------|---------|
| 0-3 yrs. | 2.32% | Less than 100 | 10.00% |
| 4-5 yrs. | 6.09% | 100-1000 | 26.57% |
| 6-10 yrs. | 21.16% | 1000-5000 | 29.14% |
| 11-15 yrs. | 26.38% | 5000-10000 | 5.71% |
| Over 15 yrs. | 44.06% | 10000-50000 | 18.86% |
| | | 50000-100000 | 5.43% |
| | | Over 100000 | 4.29% |

| answer options | | (LOW) | | | | (HIGH) | N/A | Rating Average |
|---|------------|----------|-----------|-------------------|-------------------|-------------------|-----------|----------------|
| | | 1 | 2 | 3 | 4 | 5 | | |
| 1. Technology management for global issues: | Importance | 3.6% (1) | 7.1% (2) | 7.1% (2) | 32.1% (9) | 39.3% (11) | 10.7% (3) | 4.08 |
| | Competence | 7.1% (2) | 7.1% (2) | 28.6% (8) | 32.1% (9) | 14.3% (4) | 10.7% (3) | 3.44 |
| 2. Career management of self and subordinate: | Importance | 0.0% (0) | 0.0% (0) | 10.7% (3) | 32.1% (9) | 57.1% (16) | 0.0% (0) | 4.46 |
| | Competence | 0.0% (0) | 3.6% (1) | 17.9% (5) | 50.0% (14) | 28.6% (8) | 0.0% (0) | 4.04 |
| 3. Design and management for manufacturability: | Importance | 0.0% (0) | 3.7% (1) | 18.5% (5) | 44.4% (12) | 22.2% (6) | 11.1% (3) | 3.96 |
| | Competence | 0.0% (0) | 7.4% (2) | 40.7% (11) | 29.6% (8) | 11.1% (3) | 11.1% (3) | 3.5 |
| 4. Techniques of negotiation and dispute resolution: | Importance | 0.0% (0) | 0.0% (0) | 7.4% (2) | 25.9% (7) | 63.0% (17) | 3.7% (1) | 4.58 |
| | Competence | 0.0% (0) | 3.7% (1) | 7.4% (2) | 59.3% (16) | 25.9% (7) | 3.7% (1) | 4.12 |
| 5. Human resource management: | Importance | 0.0% (0) | 0.0% (0) | 11.1% (3) | 25.9% (7) | 55.6% (15) | 7.4% (2) | 4.48 |
| | Competence | 0.0% (0) | 3.7% (1) | 18.5% (5) | 37.0% (10) | 33.3% (9) | 7.4% (2) | 4.08 |
| 6. Decision analysis: | Importance | 0.0% (0) | 0.0% (0) | 0.0% (0) | 29.6% (8) | 66.7% (18) | 3.7% (1) | 4.69 |
| | Competence | 0.0% (0) | 3.7% (1) | 11.1% (3) | 51.9% (14) | 29.6% (8) | 3.7% (1) | 4.12 |
| 7. Creative process: | Importance | 0.0% (0) | 0.0% (0) | 14.8% (4) | 40.7% (11) | 40.7% (11) | 3.7% (1) | 4.27 |
| | Competence | 0.0% (0) | 3.8% (1) | 30.8% (8) | 46.2% (12) | 15.4% (4) | 3.8% (1) | 3.76 |
| 8. Managerial accounting and financial analysis: | Importance | 0.0% (0) | 3.7% (1) | 18.5% (5) | 37.0% (10) | 37.0% (10) | 3.7% (1) | 4.12 |
| | Competence | 0.0% (0) | 11.1% (3) | 29.6% (8) | 40.7% (11) | 14.8% (4) | 3.7% (1) | 3.62 |
| 9. Tools and techniques for managing change: | Importance | 0.0% (0) | 0.0% (0) | 0.0% (0) | 29.6% (8) | 66.7% (18) | 3.7% (1) | 4.69 |
| | Competence | 0.0% (0) | 3.7% (1) | 11.1% (3) | 48.1% (13) | 33.3% (9) | 3.7% (1) | 4.15 |
| 10. Human factors and ergonomics: | Importance | 0.0% (0) | 0.0% (0) | 14.8% (4) | 44.4% (12) | 37.0% (10) | 3.7% (1) | 4.23 |
| | Competence | 0.0% (0) | 0.0% (0) | 33.3% (9) | 55.6% (15) | 7.4% (2) | 3.7% (1) | 3.73 |
| 11. Marketing management for competitive advantage: | Importance | 0.0% (0) | 3.7% (1) | 14.8% (4) | 25.9% (7) | 37.0% (10) | 18.5% (5) | 4.18 |
| | Competence | 0.0% (0) | 7.4% (2) | 48.1% (13) | 18.5% (5) | 11.1% (3) | 14.8% (4) | 3.39 |
| 12. Designing organizations for team management: | Importance | 0.0% (0) | 3.7% (1) | 14.8% (4) | 51.9% (14) | 25.9% (7) | 3.7% (1) | 4.04 |
| | Competence | 0.0% (0) | 3.7% (1) | 37.0% (10) | 44.4% (12) | 11.1% (3) | 3.7% (1) | 3.65 |
| 13. Managing the capital investment decision: | Importance | 0.0% (0) | 0.0% (0) | 14.8% (4) | 44.4% (12) | 37.0% (10) | 3.7% (1) | 4.23 |
| | Competence | 3.7% (1) | 11.1% (3) | 37.0% (10) | 29.6% (8) | 14.8% (4) | 3.7% (1) | 3.42 |
| 14. Optimizing organizational capabilities for competitive advantage: | Importance | 0.0% (0) | 0.0% (0) | 7.4% (2) | 25.9% (7) | 63.0% (17) | 3.7% (1) | 4.58 |
| | Competence | 3.7% (1) | 7.4% (2) | 29.6% (8) | 37.0% (10) | 18.5% (5) | 3.7% (1) | 3.62 |
| 15. Skill building for professional speaking: | Importance | 0.0% (0) | 0.0% (0) | 18.5% (5) | 37.0% (10) | 44.4% (12) | 0.0% (0) | 4.26 |
| | Competence | 0.0% (0) | 7.4% (2) | 37.0% (10) | 18.5% (5) | 37.0% (10) | 0.0% (0) | 3.85 |
| 16. Effective managerial communications--oral and written: | Importance | 0.0% (0) | 0.0% (0) | 3.7% (1) | 25.9% (7) | 66.7% (18) | 3.7% (1) | 4.65 |
| | Competence | 0.0% (0) | 0.0% (0) | 22.2% (6) | 44.4% (12) | 29.6% (8) | 3.7% (1) | 4.08 |
| 17. Identifying strategic initiatives: | Importance | 0.0% (0) | 0.0% (0) | 7.4% (2) | 25.9% (7) | 66.7% (18) | 0.0% (0) | 4.59 |
| | Competence | 0.0% (0) | 7.4% (2) | 29.6% (8) | 40.7% (11) | 22.2% (6) | 0.0% (0) | 3.78 |
| 18. Ability to focus on productivity: | Importance | 0.0% (0) | 0.0% (0) | 0.0% (0) | 33.3% (9) | 63.0% (17) | 3.7% (1) | 4.65 |
| | Competence | 0.0% (0) | 0.0% (0) | 14.8% (4) | 48.1% (13) | 33.3% (9) | 3.7% (1) | 4.19 |
| 19. Clearly applying appropriate leadership: | Importance | 0.0% (0) | 0.0% (0) | 0.0% (0) | 25.9% (7) | 70.4% (19) | 3.7% (1) | 4.73 |
| | Competence | 0.0% (0) | 3.8% (1) | 3.8% (1) | 61.5% (16) | 26.9% (7) | 3.8% (1) | 4.16 |
| 20. Initiating projects for global competition: | Importance | 0.0% (0) | 7.4% (2) | 33.3% (9) | 29.6% (8) | 22.2% (6) | 7.4% (2) | 3.72 |
| | Competence | 0.0% (0) | 22.2% (6) | 44.4% (12) | 7.4% (2) | 18.5% (5) | 7.4% (2) | 3.24 |

FIGURE 1. TRAINING NEEDS ASSESSMENT RESULTS

METHODOLOGY

The Executive Development Associates survey reported that management-training programs were being more focused on strategy, productivity, leadership, and global competition. The merit of this report has prompted many management development programs at universities to be tailored to the above expressed needs of the managers. The university’s executive program also was designed and focused on these dimensions. Four primary areas of management development was substantiated as shown below—this led to participant’s developing depth and impacting upon knowledge, skills, attitude, and behavior.

The executive development program consisted of four tracks running in parallel with 16 faculty members. These four main tracks were Strategy, Productivity, Leadership, and Global Competition. Each track had four relevant modules as shown below. Each module and its instructor were evaluated extensively for the desirable outcomes of the training program in Kirkpatrick’s four levels of outcome: Reaction, Learning, Behavior, and Results of the training program.

PROGRAM DESIGN

From the above EDA study a clear strategy of the executive development program emerged and was presented in four tracks as summarized below.

- Track 1 – Strategy: Negotiation and dispute resolution, competitive advantage, change management, human resource management
- Track 2 – Productivity: Design for manufacturability, human factors and ergonomics, career management, decision analysis
- Track 3 – Leadership: Managerial communication, designing organizations for teams, creative process, presentational speaking
- Track 4 – Global Competition: Global technology management, managing investment decisions, marketing for technical managers, accounting and finance

TABLE 3. FIVE-DAY INTERNATIONAL EXECUTIVE DEVELOPMENT PROGRAM

| Time block | Strategy track | Productivity track | Leadership track | Global competition track |
|-----------------|------------------------------------|------------------------------|-----------------------------------|-------------------------------|
| 8:00-9:30 AM | Negotiation and dispute resolution | Design for manufacturability | Managerial communication | Global technology management |
| 9:30-10:00 AM | Break | Break | Break | Break |
| 10:00 -11:30 AM | Competitive advantage | Human factors and ergonomics | Designing organizations for teams | Managing investment decisions |
| 11:30-12:30 PM | Lunch | Lunch | Lunch | Lunch |

| Time block | Strategy track | Productivity track | Leadership track | Global competition track |
|---------------|---------------------------|--------------------|-------------------------|----------------------------------|
| 12:30-2:00 PM | Change management | Career management | Creative process | Marketing for technical managers |
| 2:00-2:30 PM | Break | Break | Break | Break |
| 2:30-4:30 PM | Human resource management | Decision analysis | Presentational speaking | Accounting and finance |

MANAGEMENT DEVELOPMENT PROGRAM EVALUATION

Fifteen questions regarding the effectiveness of teaching for each of the 16 professors were answered by participants using a Likert Scale of 1 (*Strongly Disagree*) to 5 (*Strongly Agree*).

Evaluative Questions – Quantitative Format

- Q1. My instructor displays a clear understanding of the course topics.
- Q2. My instructor has an effective presentations style.
- Q3. My instructor seems well prepared for class.
- Q4. My instructor stimulates interest in the class.
- Q5. The objectives of the course were clearly explained to me.
- Q6. This course contributes significantly to my professional development.
- Q7. My instructor develops classroom discussions skillfully.
- Q8. One real strength of this course is the classroom discussion.
- Q9. Assigned readings significantly contributed to this course.
- Q10. I highly recommend this course.
- Q11. My instructor motivates me to do my best work.
- Q12. My instructor explains difficult material clearly.
- Q13. Course assignments are interesting and stimulating.
- Q14. Overall this course is among the best I have ever taken.
- Q15. Overall this instructor is among the best I have ever known.

The results of each trainer’s evaluation were combined and tabulated. Each instructor’s evaluation is highlighted with mean score and standard deviation within a range from low to a high, with an intermediate medium score. The overall scores for all the questions are highlighted in the last column.

Thus, teaching and course effectiveness could be compared and strategic decisions regarding the most liked courses and least liked courses could be made for the next program offering. The menu of course offerings can be successfully targeted to future audience with this comparative matrix evaluation and review.

DETAILED TRAINING MODULES EVALUATION

TABLE 4. YOU NEED A TITLE FOR THIS TABLE.

| Training modules | Questions | | | | | | | | | | | | | | |
|---|-----------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Design for manufacture | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 |
| Mean score | 4.24 | 4.06 | 4.29 | 3.82 | 3.88 | 3.65 | 3.76 | 4.18 | 3.06 | 3.71 | 3.65 | 3.76 | 4.12 | 3.18 | 3.35 |
| Standard deviation | 0.56 | 0.75 | 0.47 | 0.88 | 0.70 | 0.79 | 0.90 | 0.64 | 0.66 | 0.85 | 0.79 | 0.83 | 0.70 | 1.13 | 1.06 |
| HRM for engineers | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 |
| Mean score | 4.72 | 4.62 | 4.59 | 4.55 | 4.17 | 4.03 | 4.45 | 4.59 | 3.86 | 4.34 | 3.90 | 4.17 | 4.21 | 3.97 | 4.14 |
| Standard deviation | 0.45 | 0.49 | 0.50 | 0.69 | 0.76 | 0.82 | 0.69 | 0.50 | 0.88 | 0.72 | 0.86 | 0.71 | 0.68 | 0.82 | 0.79 |
| Human factors and ergonomics | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 |
| Mean score | 4.14 | 3.71 | 3.71 | 4.14 | 4.14 | 4.00 | 3.71 | 3.86 | 3.29 | 4.14 | 3.50 | 4.50 | 4.14 | 3.50 | 3.50 |
| Standard deviation | 0.38 | 0.95 | 0.95 | 0.90 | 0.90 | 1.00 | 0.95 | 0.69 | 0.95 | 0.90 | 1.00 | 0.58 | 0.38 | 1.29 | 1.29 |
| Designing organizational teams | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 |
| Mean score | 4.32 | 4.00 | 3.97 | 3.88 | 3.59 | 3.71 | 3.97 | 3.97 | 3.06 | 3.41 | 3.38 | 3.88 | 3.25 | 2.75 | 3.19 |
| Standard deviation | 0.60 | 0.76 | 0.74 | 0.83 | 0.71 | 0.86 | 0.78 | 0.66 | 0.80 | 0.91 | 0.87 | 0.61 | 0.95 | 0.92 | 0.86 |
| Managing change | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 |
| Mean score | 4.88 | 4.56 | 4.68 | 4.52 | 4.36 | 3.96 | 4.44 | 4.20 | 4.16 | 4.32 | 4.08 | 4.25 | 4.28 | 4.00 | 4.21 |
| Standard deviation | 0.33 | 0.51 | 0.48 | 0.51 | 0.57 | 0.61 | 0.58 | 0.65 | 0.62 | 0.56 | 0.58 | 0.61 | 0.54 | 0.83 | 0.78 |
| Decision analysis | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 |
| Mean score | 4.94 | 4.68 | 4.74 | 4.55 | 4.45 | 3.87 | 4.13 | 3.23 | 3.84 | 4.39 | 3.97 | 4.65 | 4.06 | 3.81 | 4.10 |
| Standard deviation | 0.25 | 0.48 | 0.44 | 0.62 | 0.62 | 0.81 | 0.76 | 0.99 | 0.86 | 0.84 | 0.87 | 0.49 | 0.73 | 0.98 | 0.76 |
| Marketing for technical managers | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 |
| Mean score | 4.64 | 4.00 | 4.36 | 3.86 | 4.21 | 4.07 | 4.00 | 3.71 | 3.86 | 4.00 | 3.64 | 4.00 | 3.71 | 3.29 | 3.54 |
| Standard deviation | 0.50 | 0.68 | 0.50 | 0.77 | 0.58 | 0.92 | 0.68 | 0.91 | 0.86 | 0.78 | 0.50 | 0.55 | 0.73 | 0.91 | 0.97 |
| Manager accounting and financial analysis | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 |
| Mean score | 4.33 | 3.20 | 3.47 | 3.13 | 3.20 | 3.07 | 2.93 | 2.87 | 3.20 | 2.80 | 2.80 | 2.80 | 3.07 | 2.27 | 2.60 |

| Training modules | Questions | | | | | | | | | | | | | | |
|------------------------------|-----------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Standard deviation | 0.82 | 1.21 | 1.41 | 1.30 | 1.01 | 0.96 | 0.96 | 0.92 | 1.08 | 1.08 | 1.15 | 1.15 | 0.80 | 0.96 | 1.06 |
| Capital investment decisions | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 |
| Mean score | 4.82 | 4.64 | 4.82 | 4.73 | 4.27 | 4.18 | 4.36 | 3.82 | 4.27 | 4.55 | 4.60 | 4.70 | 4.09 | 4.10 | 4.50 |
| Standard deviation | 0.40 | 0.50 | 0.40 | 0.47 | 0.65 | 0.75 | 0.67 | 0.75 | 0.47 | 0.82 | 0.70 | 0.48 | 0.54 | 1.10 | 0.71 |
| Career management | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 |
| Mean score | 4.82 | 4.64 | 4.82 | 4.73 | 4.27 | 4.18 | 4.36 | 3.82 | 4.27 | 4.55 | 4.60 | 4.70 | 4.09 | 4.10 | 4.50 |
| Standard deviation | 0.40 | 0.50 | 0.40 | 0.47 | 0.65 | 0.75 | 0.67 | 0.75 | 0.47 | 0.82 | 0.70 | 0.48 | 0.54 | 1.10 | 0.71 |
| Managerial communication | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 |
| Mean score | 4.53 | 4.53 | 4.58 | 4.68 | 3.89 | 4.00 | 4.37 | 4.47 | 4.05 | 4.47 | 4.11 | 4.26 | 4.00 | 3.95 | 4.16 |
| Standard deviation | 0.51 | 0.61 | 0.51 | 0.48 | 0.81 | 0.88 | 0.60 | 0.51 | 0.62 | 0.70 | 0.66 | 0.45 | 0.58 | 0.71 | 0.76 |
| Professional speaking | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 |
| Mean score | 4.85 | 4.77 | 4.62 | 4.62 | 4.23 | 4.08 | 4.69 | 3.92 | 3.38 | 4.08 | 3.77 | 4.08 | 3.62 | 3.54 | 4.08 |
| Standard deviation | 0.38 | 0.44 | 0.51 | 0.51 | 0.73 | 1.12 | 0.48 | 1.19 | 0.96 | 1.19 | 0.93 | 0.28 | 1.12 | 1.20 | 0.76 |
| Competitive advantage | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 |
| Mean score | 4.86 | 4.76 | 4.71 | 4.76 | 4.33 | 4.24 | 4.67 | 4.38 | 4.38 | 4.52 | 4.45 | 4.60 | 4.38 | 4.50 | 4.80 |
| Standard deviation | 0.36 | 0.54 | 0.56 | 0.54 | 0.58 | 0.70 | 0.48 | 0.59 | 0.59 | 0.60 | 0.60 | 0.50 | 0.67 | 0.69 | 0.41 |
| Managing change | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 |
| Mean score | 4.46 | 4.18 | 4.37 | 4.32 | 3.92 | 3.76 | 4.32 | 4.39 | 4.26 | 3.87 | 3.76 | 4.00 | 4.08 | 3.59 | 3.81 |
| Standard deviation | 0.51 | 0.92 | 0.72 | 0.66 | 0.73 | 0.79 | 0.91 | 0.77 | 0.64 | 1.00 | 0.84 | 0.68 | 0.69 | 1.02 | 0.97 |
| Technology management | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 |
| Mean score | 4.40 | 3.56 | 4.36 | 3.48 | 3.64 | 3.32 | 3.48 | 3.36 | 3.96 | 3.32 | 3.35 | 3.70 | 3.20 | 3.09 | 3.17 |
| Standard deviation | 0.65 | 1.08 | 0.64 | 1.00 | 0.95 | 1.31 | 1.00 | 1.29 | 1.02 | 1.35 | 1.03 | 0.82 | 1.29 | 1.28 | 1.23 |
| Creative process | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 |
| Mean score | 4.20 | 4.07 | 3.87 | 4.13 | 3.53 | 3.27 | 3.73 | 3.40 | 2.93 | 3.27 | 3.47 | 3.80 | 3.64 | 2.60 | 3.27 |
| Standard deviation | 0.56 | 0.46 | 0.92 | 0.74 | 0.92 | 0.80 | 0.88 | 0.99 | 0.96 | 1.03 | 0.74 | 0.77 | 0.63 | 0.91 | 0.88 |

PARTICIPANT INTERVIEW PROTOCOL – SUMMARY

Following are the questions and summary of responses to the questions regarding the effectiveness of the program. Written answers were given by the participants in place of interview, as the program administrators felt that interviews might consume too much of the participants' time.

QUESTION 1. WHAT ARE ONE OR TWO OF THE IMPORTANT PURPOSES OF THE EXECUTIVE PROGRAM?

Five of the responses from 18 participants reported that sharing concerns and ideas was important. Five of the respondents stated that just the interactions were important. Developing new skills was named twice. Developing confidence and developing leadership were each mentioned once.

QUESTION 2. IN YOUR EXPERIENCE, WHAT ARE SOME OF THE MOST POWERFUL WAYS TO STIMULATE LEADERSHIP IN YOUR SUBORDINATES?

Four respondents of the 18 stated that one way to stimulate leadership in subordinates was to give subordinates responsibilities. Teaching, challenging and coaching were each suggested three times as ways of stimulating leadership. Setting examples and using motivation were mentioned twice.

QUESTION 3. WHAT ARE ONE OR TWO CONTRIBUTIONS WILL YOU MAKE IN YOUR POSITION AFTER THE EXECUTIVE PROGRAM?

Six respondents to this question were concerned with contribution to team development and empowerment. Two respondents emphasized that they would try to improve communications and group dynamics. Two respondents thought that program taught them creativity and change principles. Two responses were concerned with motivation of employees, leadership, and management process.

QUESTION 4. THE TRAINING USES THE FOLLOWING LEARNING ACTIVITIES FOR PROFESSIONAL DEVELOPMENT: FORMAL CLASSES, CASES, READINGS AND ASSIGNMENTS, DISCUSSION GROUPS, OD AND SENSITIVITY TRAINING EXERCISES, AND INFORMAL SMALL GROUP ACTIVITIES.

a. What activities did have most desirable learning impact?

Almost all the respondents unequivocally stated that case studies and small discussion groups provided the most desirable learning effect.

b. Why do you think they were the most appropriate effective?

Five respondents said that they shared concerns, interactions, and viewpoints. Four said they learned from real life situations of case studies and group activities. Three said that by doing, the level of retention was increased and because they were tangible. The remaining did not answer.

c. How will you benefit from these activities?

Four respondents said they learned new techniques. Three said that program broadened perspectives. Three said they saw new group and team involvement from program.

QUESTION 5. HOW DID THE PROGRAM OPERATE TO FULFILL ITS OBJECTIVES?

Most of the respondents said that the program fulfilled the objectives. Two said that the program gave variety of methods and options in dealing with situations. Two reported that the program was intensive with high learning expectations.

QUESTION 6. HOW IS THE PROGRAM LINKED TO THE OVERALL LEADERSHIP DEVELOPMENT FOR YOUR COMPANY?

Three said that the program was not linked to corporate strategy. Three said that the program exposed the department heads first to change and implement competitive advantage. Two said that their companies have been sending participants because the program was good.

QUESTION 7

a. Describe your role in your company implementing some of the goals of Executive Program.

Three said that they would lead in implementing within their jurisdiction. Two said they would assume responsibility. Two said they would use change methods learned. One said he or she would continue team-building efforts.

b. Please give an example of ways your goals have changed recently to adjust to changes occurring in your area of work.

Four respondents said that their company's goals have changed to "empowered teams" and customer service. Two said that such programs enhanced effectiveness and enabled to value programs.

QUESTION 8

a. What do you think are the strengths of the program?

Most respondents said that interaction was the main strength. Other strengths were varieties in classes, topics, ideas, critical thinking, faculty, and convenient and open format.

b. What criteria did you use just now, as you identified the strengths?

Criteria were personal learning, opinion, observation, environment, participant backgrounds, and rewards of the program.

c. What do you judge are the limitations of the program?

Most respondents suggested that limitations were time, and not enough course offerings, concerted focus—no reflection in action, frequency of programming, and lack of integration in lectures.

d. What changes would reduce or eliminate the limitations?

Some respondents said that the program should be practical, with increased teaching time for breadth, precise learning objectives, increased class size, should stretch over longer periods and be more frequent.

e. What changes could turn them to strengths?

Two said more classes and instructors must be added. Some suggested split pattern of class with work-learn-work. Others did not know.

QUESTION 9. PLEASE GIVE AN EXAMPLE OF “INFORMAL” LEARNING SITUATIONS IN WHICH E/MP PARTICIPANTS LIKE YOU ACQUIRED NEW LEADERSHIP SKILLS.

Almost unanimously, the response was cases and group discussions.

QUESTION 10. WHAT ARE YOUR GOALS FOR IMPLEMENTING THE PROGRAM BENEFITS AS THEY RELATE TO YOUR LEADERSHIP?

Most respondents stated that they would take leadership roles with more responsibilities and use the knowledge gained. One said develop team communications.

QUESTION 11. BRIEFLY, HOW DID THE PROGRAM ADDRESS TO YOUR SKILLS, DECISION STYLES, LEARNING STYLES, AND BACKGROUND PROFILE FOR EFFECTIVENESS?

Each of the seven responses reporting ways the program addressed their management skills were unique. Of the six positive responses, four were strongly positive. One response was somewhat neutral and one response was negative.

QUESTION 12. LITTLE HAS BEEN WRITTEN ABOUT MIDDLE MANAGERS IN INDUSTRIES.

a. What leadership skills are most important for them?

Most of the responses emphasized importance of communications and human relations, shared vision, and coaching and motivation. Others were focused on managerial versatility, directing change and problem solving and understanding the customer. Communication skills and human relations skills.

b. In what ways are their roles changing?

Most reported broadening of responsibilities, yet moving from boss to coach. One said they are getting more technical and one said they are reduced or eliminated as the organizations flatten. However, most agree the roles have been tougher.

Two said roles were changing from information agent to dealing with and articulating problems rather than avoidance. Two said roles were changing to be more competitive. Three said roles were changing to have both technical and managerial responsibilities at an early age. One said roles were changing from coach to controller. The two said roles were changing because many are losing jobs due to middle manager squeeze—have to prove worth to keep a job.

QUESTION 14. ARE THERE FURTHER COMMENTS YOU WOULD LIKE TO MAKE ABOUT THE EXECUTIVE PROGRAM?

Four said that it was unique in many respects; its reputation is national (even international). Two said that it drew on some of the best faculty, available at an international research institution and from the business community. One said that it was a good program meeting the needs of our national constituency.

Some suggested that weekly class time be extended and Saturday class eliminated. Some suggested the program must have new offerings and needed change.

FACULTY INTERVIEW PROTOCOL – SUMMARY

Following are the questions and summary of responses to the questions regarding the effectiveness of the program. Written answers were given by the faculty in place of interview as the program administrators felt that interviews may consume too much of the faculty's time.

QUESTION 1. WHAT ARE ONE OR TWO OF THE IMPORTANT PURPOSES OF THE EXECUTIVE DEV PROGRAM?

Five of the respondents believed the program fostered cross-fertilization between Engineering and Management for the attendees. Three said the program exposed participants to variety of possible new issues, approaches, and practices. Involved them heavily in their own learning. Three said that the program allowed for networking of participants and update or learn new skills.

QUESTION 2. IN YOUR EXPERIENCE, WHAT ARE SOME OF THE MOST POWERFUL WAYS TO STIMULATE LEADERSHIP IN YOUR STUDENTS?

Five respondents stated that participants were given the knowledge, skills and tools and techniques for applications on their jobs. Six respondents believed that group discussions, real world situations, team projects, and role-playing gave participants leadership confidence.

QUESTION 3. WHAT ARE ONE OR TWO CONTRIBUTIONS DO YOU MAKE TO THE EXECUTIVE PROGRAM?

Four respondents believed they contributed to the program by offering “strategic thinking,” and “objective thinking.” Two thought that they are bridging the gap between theory and practical applications. Others thought that they were helping participants improve discipline specific skills in which they were interested.

QUESTION 4. THE EXECUTIVE PROGRAM USES THE FOLLOWING LEARNING ACTIVITIES FOR PROFESSIONAL DEVELOPMENT: FORMAL CLASSES, CASES, READINGS AND ASSIGNMENTS, DISCUSSION GROUPS, OD AND SENSITIVITY TRAINING EXERCISES, AND INFORMAL SMALL GROUP ACTIVITIES.

a. What activities do you use for most desirable learning impact?

Case discussion: Six of the faculty members thought that cases, group discussions, practical exercises had most desirable impact. Four faculty members thought that role-playing, video exercises were the most desirable. One member thought readings and lecture were most effective.

b. Why do you think these are the most appropriate activities?

Unequivocally, the faculty members agreed that these case studies and discussions generate high involvement, active learning, understanding, interaction, and reinforcement.

c. How will the participants benefit from these activities?

Unequivocally again, the faculty said that participation, learning from others, repetition and reinforcements, reflective thinking, share expertise, and doing something gave the participants most benefits.

QUESTION 5. HOW DOES THE PROGRAM OPERATE AND WHY?

Seven responses were about justifications of course offerings for an efficient and effective model. Three said that the participants gave valuable new contacts to tailor programs for the future. One thought that the question was rather vague.

QUESTION 6. SUCCINCTLY, HOW IS YOUR COURSE LINKED TO THE OVERALL LEADERSHIP DEVELOPMENT AND PROGRAM OBJECTIVE?

Five responses were development of strategic thinking, managerial perspective, effective communication, and teamwork. Five emphasized discipline specific knowledge and skills development. One responder was not very sure how his topic was related to overall leadership development.

QUESTION 7

a. Describe your role in developing the goals of Executive Program.

Four responses said that they were responsible for the development of the goals of the program. Other four said they were teaching their part. Two saw limited link to the program goals. One responder was not very sure of the linkage.

b. Please give an example of ways the goals have changed recently to adjust to changes occurring in executive development programs.

Five faculty members have read constantly and extensively in their areas and have implemented changes. Three respondents said that discipline specific courses have also increased emphasis, whereas two respondents emphasized general management skills development. One respondent was not aware of how goals have changed.

QUESTION 8

a. What do you think are the strengths of the program?

Four respondents said that the broad menu of courses was the main strength of the program, whereas four said that the participants' interaction was the most positive strength. Three respondents thought that the faculty was the strength of the program.

b. What criteria did you use just now, as you identified the strengths?

Three respondents thought it was "customer satisfaction," whereas two stated that it was a "tailored" program for each participant. Two respondents thought that it was the learning environment of the program. The remaining four said it was the participants' evaluation that was the strength of the program.

c. What do you judge are the limitations of the program?

Four respondents said that there was too little time. Two respondents said that some classes have too high enrollments and some have too low enrollments. Three respondents said it was the background of the participants' preparation and training. One wondered if there was enough innovation and cross-course integration.

d. What changes would reduce or eliminate the limitations?

Two respondents suggested disallowing class enrollment limits and send course packets out by mail to all students. Two suggested focus—either make whole program more general or more specific. Two suggested data collection on application. Remaining ones suggested changes administrative rescheduling, change of class structure, careful planning, and integration across classes.

e. What changes could turn them to strengths?

One faculty suggested that the program offer more “sections” of a given course (that seems to be so popular). Another suggestion was to set and adhere strictly to an enrollment deadline to prepare and mail out, in advance, study packets for all students in all courses. Two respondents were not sure.

QUESTION 9. EXECUTIVE PROGRAM PARTICIPANTS ACQUIRE NEW LEADERSHIP SKILLS.

Six of the respondents said it was informal coffee discussions, spontaneous interactions and discussions at meals, breaks, and hospitality suite. Two said that it was interaction with participants at team building exercise. Two respondents said that it was relating to cases, small group assignments, and introspective review of role-playing.

QUESTION 10. GIVEN THE OVERALL MISSION OF THE PROGRAM, WHAT ARE YOUR GOALS FOR YOUR PART? HOW DO THESE RELATE TO LEADERSHIP?

Three respondents said their goal was quality instruction—tailored material. Two respondents said that their goal was to help each participant better understand how to be a more effective communicator. One said that it was to give participants academically sound information they can programmatically apply back on the job. Two said that they used involvement and commitment approach to management and leadership. One said that his discipline specific course material was suitable for leadership development. One respondent was not aware of the mission of program—“just dealing with my part.”

QUESTION 11. HOW DO YOU DESIGN AND IMPLEMENT YOUR “TRAINING STRATEGY FOR EFFECTIVENESS” TO ADDRESS SKILLS, DECISION STYLES, LEARNING STYLES, AND BACKGROUND PROFILES OF EXECUTIVE PROGRAM PARTICIPANTS.

Two said that they use survey to determine participants’ needs and background. Four said that they tailor some discussion based on informal feedback. One faculty said that, given their technical bent he provided thought-provoking, intellectually stimulating information. One faculty with 25 years of experience in wide variety of settings as manager in industry and academe tries hard to keep up with new training designs. Two stated that they adapt material to their present needs and those of foreseeable future.

QUESTION 12. LITTLE HAS BEEN WRITTEN ABOUT MIDDLE MANAGERS IN INDUSTRIES.

a. What leadership skills are most important for them?

Four respondents said it was teamwork, communication (verbal and written), coaching, delegating and empowerment. Two respondents said that it was the ability to translate abstract goals into specific initiatives, actions, and objectives. One said it was building vertical and horizontal network. One said that it was their need to have dual focus—strategic eye toward top and bottom communications. In addition, one said that it was dealing with and articulating problems rather than avoidance.

BENCHMARKING

For continuous improvement purpose, the executive program best practices were followed in evaluating the best course and the best instructor and the underlying systemic reasons. The participants unanimously voted Competitive Advantage and Organizational Capabilities (CAOC) as the best course. Its results are shown below. The mean satisfaction level in reaction and learning are toward the highest end in the 15 criteria with very small standard deviations. These are highlighted in red for the CACC course in the overall cluster of 16 modules and 16 instructors. This course was considered as the best in six criteria of evaluation, the second best in four criteria and about third best in about five criteria. This benchmark uses the transfer of learning on the job in a 3-month and a 6-month post survey.

TABLE 5. EVIDENCE OF TRAINING EFFECTIVENESS-BENCHMARKED MODULE

| Competitive advantage | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 |
|-----------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Mean score | 4.86 | 4.76 | 4.71 | 4.76 | 4.33 | 4.24 | 4.67 | 4.38 | 4.38 | 4.52 | 4.45 | 4.60 | 4.38 | 4.50 | 4.80 |
| Standard deviation | 0.36 | 0.54 | 0.56 | 0.54 | 0.58 | 0.70 | 0.48 | 0.59 | 0.59 | 0.60 | 0.60 | 0.50 | 0.67 | 0.69 | 0.41 |

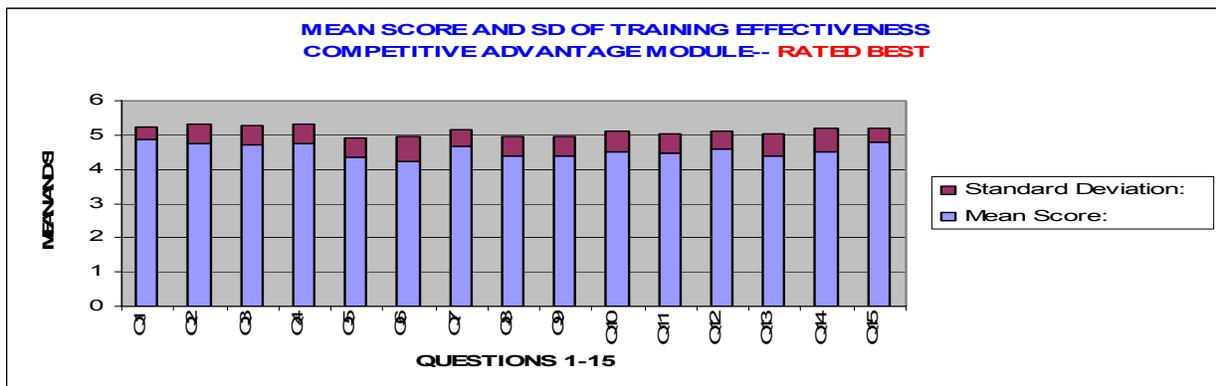


FIGURE 1. GRAPHICAL EVIDENCE OF TRAINING EFFECTIVENESS-BENCHMARKED MODULE

Continued... Instructor and Course Evaluation Page 2 of 2

Instructor: _____

Course: E/M 221: Sources of Competitive Advantage and Organizational Capabilities

Leadership Training Focus: Strategy

Management Skills Module: Organizational Leadership

Mean (Standard Deviation)

Scale: 1: Strongly Disagree, 2: Disagree, 3: Neither, 4: Agree, 5: Strongly Agree

| Question | Medium | | | | | High | O'all | | |
|--|----------------|----------------|----------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|----------------------------|
| 1. My instructor displays a clear understanding of the course topics. | 4.56 (0.51) | 4.64 (0.50) | 4.72 (0.45) | 4.82 (0.40) | 4.85 (0.38) | 4.86 (0.36) | 4.88 (0.33) | 4.94 (0.25) | 4.56 0.49 |
| 2. My instructor has an effective presentation style. | 4.53 (0.61) | 4.56 (0.63) | 4.56 (0.51) | 4.62 (0.49) | 4.64 (0.50) | 4.68 (0.48) | 4.76 (0.54) | 4.77 (0.44) | 4.24 0.69 |
| 3. My instructor seems well prepared for class. | 4.44 (0.51) | 4.58 (0.51) | 4.59 (0.50) | 4.62 (0.51) | 4.68 (0.48) | 4.71 (0.56) | 4.74 (0.44) | 4.82 (0.40) | 4.35 0.64 |
| 4. My instructor stimulates interest in the class. | 4.52 (0.51) | 4.55 (0.69) | 4.55 (0.62) | 4.56 (0.51) | 4.62 (0.51) | 4.68 (0.48) | 4.73 (0.47) | 4.76 (0.54) | 4.23 0.71 |
| 5. The objective of this course were clearly explained to me. | 4.14 (0.90) | 4.17 (0.76) | 4.21 (0.58) | 4.23 (0.73) | 4.27 (0.65) | 4.33 (0.58) | 4.36 (0.57) | 4.45 (0.62) | 3.99 0.75 |
| 6. This course contributes significantly to my professional development. | 4.00 (1.00) | 4.00 (0.88) | 4.03 (0.82) | 4.06 (0.77) | 4.07 (0.92) | 4.08 (1.12) | 4.18 (0.75) | 4.24 (0.70) | 3.83 0.87 |
| 7. My instructor develops classroom discussions skillfully. | 4.32 (0.91) | 4.36 (0.67) | 4.37 (0.60) | 4.43 (0.58) | 4.44 (0.51) | 4.45 (0.69) | 4.67 (0.48) | 4.69 (0.48) | 4.09 0.74 |
| 8. One real strength of this course is the classroom discussion. | 3.97 (0.66) | 4.00 (0.82) | 4.18 (0.64) | 4.20 (0.65) | 4.38 (0.59) | 4.39 (0.77) | 4.47 (0.51) | 4.59 (0.50) | 3.90 0.80 |
| 9. Assigned readings significantly contributed to this course. | 3.86 (0.86) | 3.96 (1.02) | 4.00 (0.63) | 4.05 (0.62) | 4.16 (0.62) | 4.26 (0.64) | 4.27 (0.47) | 4.38 (0.59) | 3.72 0.79 |
| 10. I highly recommend this course. | 4.13 (0.62) | 4.14 (0.60) | 4.32 (0.56) | 4.34 (0.72) | 4.39 (0.84) | 4.47 (0.70) | 4.52 (0.80) | 4.55 (0.82) | 3.96 0.87 |
| 11. My instructor motivates me to do my best work. | 3.77 (0.93) | 3.90 (0.86) | 3.97 (0.87) | 4.00 (0.63) | 4.08 (0.58) | 4.11 (0.66) | 4.45 (0.80) | 4.60 (0.70) | 3.78 0.80 |
| 12. My instructor explains difficult material clearly. | 4.08 (0.28) | 4.17 (0.71) | 4.25 (0.61) | 4.26 (0.45) | 4.50 (0.58) | 4.60 (0.50) | 4.65 (0.49) | 4.70 (0.48) | 4.08 0.62 |
| 13. Course assignments are interesting and stimulating. | 4.06 (0.73) | 4.08 (0.69) | 4.09 (0.54) | 4.12 (0.70) | 4.14 (0.38) | 4.21 (0.68) | 4.28 (0.54) | 4.38 (0.67) | 3.86 0.73 |
| 14. Overall, this course is among the best I've ever taken. | 3.59 (1.02) | 3.69 (0.87) | 3.81 (0.98) | 3.95 (0.71) | 3.97 (0.82) | 4.00 (0.83) | 4.10 (1.10) | 4.50 (0.69) | 3.49 0.98 |
| 15. Overall, this instructor is among the best I've ever known. | 4.06 (0.77) | 4.08 (0.76) | 4.10 (0.78) | 4.14 (0.79) | 4.16 (0.76) | 4.21 (0.78) | 4.50 (0.71) | 4.80 (0.41) | 3.78 0.88 |

FIGURE 2. POSITION OF THE BENCHMARKED MODULE IN EFFECTIVENESS GRID

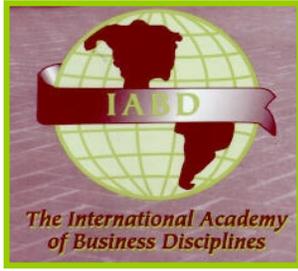
TABLE 6. COMPOSITE PROGRAM EVALUATION

| Question | Mean* (Standard Deviation) |
|---|-------------------------------|
| 1. Administration of my attendance was handled efficiently by KEEP. | 4.70 (0.46) |
| 2. Training Center facilities were conducive to my leaning. | 4.67 (0.55) |
| 3. Lodging at the Union was suitable. | 4.33 (0.61) |
| 4. Meals and refreshments were suitable. | 4.50 (0.67) |
| 5. Overall, I would rate this program as shown. | 4.47 (0.61) |

Note. Scale: 5 – Outstanding, 4 – Good, 3, – Average, 2 - Below Average, 1 - Poor

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