

Contents

List of figures	ix
Preface	xi
<i>PART I: AIMS AND PURPOSES</i>	1
1 <i>Introduction</i>	3
What is management?	6
The role of training, development and education of managers	10
2 <i>Purposes and styles of evaluation</i>	13
Four general purposes of evaluation	14
Deciding on the purpose of evaluation	19
'Schools' of evaluation	23
Choosing an evaluation style	41
Conclusion	42
<i>PART II: DESIGN AND METHODS</i>	43
3 <i>A framework for evaluation</i>	45
What to look at?	46
Choosing the focus	55
When to look	58
Conclusion	59

4	<i>Data collection media</i>	60
	Observations	61
	Records	66
	Informants	68
	Conclusion	75
5	<i>Data collection methods</i>	78
	Objective tests	80
	Attitude scales	82
	Attainment tests	84
	Rating scales	90
	Questionnaires	92
	Interviews	94
	Repertory grid technique	100
	Critical incident techniques	104
	Self-reports	106
	Consumer evaluation	108
	Conclusion	109
6	<i>Interpreting and using evaluations</i>	112
	Decision-making processes: some alternative assumptions	113
	A model of organizational politics	115
	Technicalities of interpretation and use of evaluation	124
	The role of the evaluator	126
	Conclusion	127
PART III: APPLICATIONS: EVALUATING METHODS, COURSES AND POLICIES		131
	<i>Introduction to Part III</i>	133
7	<i>Level 1: Evaluating methods</i>	135
	Management education and training	135
	Management development	140
	Conclusion	143
8	<i>Level 2: Evaluating courses, programmes and systems</i>	144
	Management education	144
	Management training	151
	Management development	161
	Conclusion	166
9	<i>Level 3: Evaluating policies</i>	167
	Management education	167
	Management training	171
	Management development	175
	Conclusion	176

10	<i>Moving on?</i>	177
	References	179
	Index	189

List of figures

2.1	Four general purposes of evaluation	15
2.2	Does it need evaluation? A self-diagnostic questionnaire	20
2.3	Contrasting methodologies	24
2.4	Contrasting styles	25
2.5	Models and 'schools of thought' in evaluation	26
2.6	Comparative experimental research design	27
2.7	'Chain of consequences' for a training event	33
2.8	Evaluation of outcomes and link to decision making	35
3.1	Different focuses of evaluation	47
3.2	Outcomes from training and development: potential and implementation	53
3.3	A sample end-of-course questionnaire	55
4.1	Roles of the observer	61
4.2	The interaction process analysis categories observed by Bales (1950)	64
4.3	Observational checklist for delivery/intervention during a lecture	65
4.4	Examples of informants for evaluation studies	71
4.5	Sample interview checklist for trainees' bosses	75
4.6	Draft data matrix according to stakeholders and focuses	76
5.1	Location of common data collection techniques and methods on the dimension of control	80
5.2	Attitude scales measuring cognitive, feeling, and action tendency components	82
5.3	A multiple choice 'knowledge' question	85
5.4	Open-ended test of understanding	86

5.5	Rating scales for performance appraisal	87
5.6	Self, peer and tutor assessment of teaching skills	89
5.7	Session assessment rating scales focusing on input, process, and outcome aspects	91
5.8	Self-ratings of student learning	91
5.9	An awful questionnaire mainly about questionnaires	94
5.10	Types of interview for evaluation purposes	95
5.11	Repertory grid based on experience in a postgraduate programme	101
6.1	The influence of 'credibility' on the acceptance of dissonant information	122
6.2	Methods by type of programme	129
7.1	Business policy test	137
7.2	Results of 'before and after' test	137
7.3	Result by chance	141
7.4	A 'good' result	141
7.5	An even better result	141
8.1	Sample questions from a student feedback questionnaire used in New York University	147
8.2	NELP student feedback questions	148
8.3	Questionnaire (and mean ratings)	149
8.4	Open-ended comments from questionnaire shown in Figure 8.3	150
8.5	'Reactions sheet' distributed at end of a training course	152
8.6	Extracts from short course questionnaire at ESC Lyon	153
8.7	Extracts from evaluation questionnaire on group development programme at ESC Lyon	154
8.8	Extracts from questionnaire used before and after training officers' course	157
8.9	Use of evaluation data by stakeholders	161
8.10	Part of 'appraisal module' from a management development audit questionnaire	164