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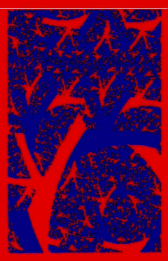

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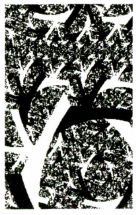

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Rosemary Harrison

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External Consistency: The Key to Success in Management Development Programmes?

Abstract *This paper focuses on factors influencing the effectiveness of corporate education programmes—those seeking to achieve a positive impact on organizational as well as individual learning. The authors report on two recent studies. They examine the first—covering 31 educational programmes in The Netherlands—to identify factors influencing the design, quality and effects of corporate education. They apply the conceptual framework thus derived to the second—a development programme for clinical directors working in the UK National Health Service—in order to explore initial propositions. Their findings suggest that 'external consistency' (shared and coherent perceptions between key stakeholders as to the goals and interventions appropriate for a programme) is the primary determinant of success for formal programmes; that a relational and systematic approach in curriculum development has a major part to play in achieving such consistency; and that external consistency is of particular importance in developmental programmes for managers whose roles have a significant strategic component. The paper offers a conceptual framework and empirical data related to the effectiveness of an integrated systematic and relational approach in the design of formal programmes. Its conclusions offer encouragement for the further development of validated prescriptive theories about corporate education.*

Introduction

Training and development programmes provide an important vehicle to bring about changes in organizational behaviour. Such changes relating to managers with strategic responsibilities have an obvious role to play in improving the strategic management process, thereby enhancing the organizations's capability to survive and advance. However, validated prescriptive theories about programme design are scarce (Nijhof, 1992; Reigeluth, 1983; Thijssen, 1989). Descriptive theories on how learning should be organized abound, but there is continued debate about under-

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lying principles, particularly in the field of management development (Kolb et al., 1986; Mumford et al., 1987; Taylor, 1991).

There are also major concerns about cost–benefit. For example, Latham and Crandall (1991) estimated that only 10 percent of training expenditure resulted in observable behaviour change on the job, a figure also given by Broad and Newstrom (1992) who were working from a different research base. Romiszowski (1990) estimated that amounts ranging from 50 percent to in excess of 70 percent of the total corporate training budget were typically wasted because many of the problems that corporations typically sought to resolve by training interventions could not, in reality, be treated by training—or at least not by training alone.

High expectations generated by planned programmes and their frequently disappointing practical outcomes indicate a need for further research in the field. This article discusses two recent studies, the first focusing on the factors that influence the quality of corporate education and the second relating to a formal development programme for health service managers with strategic roles. The results of the first study are used to provide a framework for analysis in the second study.

The studies go beyond descriptive theory to focus on validation of practical outcomes. The Netherlands study also provides a conceptual framework that is meaningful as a basis for studying programme design and impact. One conclusion reached is that external consistency (achieving and sustaining shared ideas and vision of the major actors in corporate educational programmes) has an even more powerful impact than internal consistency (a systematic approach to programme planning and design) on the perceived effectiveness of programmes. It is also suggested that developers who skilfully achieve both internal and external consistency can add value to corporate learning and, in relevant programmes, enhance organizations' strategic management processes.

Study 1: Corporate Education Programmes in The Netherlands

Research Questions

This empirical study, carried out in The Netherlands between 1990 and 1993 and fully described in Kessels (1993), was designed to develop a prescriptive theory and validated design standards for corporate education, and therefore addressed the following research questions:

1. Which factors in curriculum design influence quality in corporate education?
2. How do these factors operate?
3. Can design standards control these factors?

Key Terms and Conceptual Framework

Corporate education refers to any learning situation planned to achieve a positive interaction between individual and organizational learning. Curriculum design in this context needs not only corporate indicators for the development of learning materials, but also learning objectives that will relate to the strategic issues of an organization, structural feedback mechanisms, and a work environment where there are positive values related to individual and organizational learning.

In the context of corporate education, the term *curriculum* can be explained as:

- A course of action open to an organization
- in order to influence those skills of individuals and teams
- that can contribute to goal-oriented changes in their performance and in their work environment
- thus aiming to achieve a specific impact on the organization
- through the vehicle of planned learning activities and their related learning processes.

Curriculum consistency, both internal and external, was used throughout the period of the Netherlands study to operationalize the term 'quality' in corporate education. It was the initial premise of the study that internal and external consistency were essential to the ability of educational programmes to have a positive impact on individual and organizational learning. Two approaches were seen to have relevance here: a systematic approach, leading to internal consistency and thence linked to the final effects of a programme; and a relational approach, leading to external consistency and thence also linked to the final effects of a programme.

Internal consistency relates to the need for logical connections between needs assessment, programme design and curriculum materials. It is concerned with the extent to which materials support instructional strategies; strategies support objectives; and objectives are relevant to perceived training needs. The importance of achieving internal consistency is well documented (see, for example, Hall, 1984; Merrill et al., 1979; Stake, 1973).

The *systematic approach* conceptualizes programme planning and delivery as a system where the tasks of orientation, design, development, implementation and evaluation are pursued in logical sequence (Boydell, 1971; Branson and Grow, 1987; Nadler, 1982; Rothwell and Kazanas, 1992). The approach is concerned with processes covering needs and assessment and task analysis, the formulation of instructional objectives, evaluation criteria and evaluation instruments, designing and choosing adequate instructional strategies, and developing supporting materials. Although concepts relating to the use of the systematic approach in management development can be debated (Taylor, 1991), when skilfully applied it does lead to well structured, rational programme design generating strong internal consistency.

External consistency stands for the shared ideas and visions of the major actors in corporate education about what the problem is and how it will be solved. Typically, the key actors in corporate education programmes are top management, the curriculum developer(s), line managers, trainers and learners. The term also refers to the extent to which the actors share clear opinions about what solutions can be obtained by training and what solutions need to be found in the work environment itself. Such congruence of perceptions is considered to have a major impact on the ultimate effects of programmes (Robinson and Robinson, 1989; Romiszowski, 1990). The underlying concepts derive as much from organization theory (see, for example, Silverman, 1968; Walton and McKersie, 1965) as from the literature of education and training.

An important assumption underpinning the concept of 'external consistency' is that the learning processes that take place in the work environment are as powerful (if not more so) than those in the training environment. From this it follows that even if a training programme is of high quality, unless the learning processes in the

work environment are aligned with those in the training environment, then the programme cannot have its full impact on the organization.

The *relational approach* is to do with achieving external consistency. It aims to build and sustain a cohesive and committed network of human relationships related to the programme. The approach focuses on challenging key actors to become involved in the programme development processes and thereby to reveal their perceptions of what should be strived for and the interventions needed. The aim then is to ensure a gradually increasing mutual compatibility of perceptions. The relational approach involves project management; creating conditions whereby the learning environment resembles the work environment and involving the major actors in the development process—top managers, local managers, developers, trainers, trainees, and often clients. The approach also involves selecting expert trainers with recent practical experience in the subject matter field.

The relational approach requires gentle 'push' and decisive 'pull' from the developer. At its heart is a strategic partnership (Harrison, 1997: 201–8; Robinson and Robinson, 1989) between developer and senior management. Such a partnership should lead to a growing awareness between the partners of the close link between the behaviour and competencies of managers and the output of their departments, and of the conditions likely to be unfavourable as well as favourable to implementing the desired changes. When skilfully applied, the relational approach should thus ensure strong external consistency.

Research Methodology

Detailed reports on the research design, analysis instruments for the systematic and relational approaches, and internal consistency, together with the results and conclusions of the empirical study are presented in Kessels (1993: Part II). The following summarizes information that is relevant to this paper.

The study was carried out in five stages: a literature search; analysis of 17 existing programmes in eight different organizations; development by the researcher of design instructions based on standards that incorporated instructions for a systematic as well as a relational approach; the training of 30 developers in the skilful application of those standards by the researcher; and the design, implementation and evaluation of 14 new programmes in 14 organizations. The 17 existing programmes are referred to in this paper as 'the cases'. The 14 new programmes developed on the basis of the researcher's design instructions are referred to as 'the projects'.

All 31 programmes were analysed by three independent investigators trained by the researcher. They used criteria related to the application of systematic and relational approaches; to internal and external curricula consistency; to the quality of cost–benefit analysis carried out on them; and to the programmes' effects. The 'success' of the 31 programmes was measured in relation to the following elements:

- the degree of satisfaction expressed by the major actors with the programme;
- the perception of the actors of new skills acquired through the programme;
- their perception of improved job performance achieved as a result of the programme;
- their perception of the impact of the programme on trainees' departments;
- their perception of the impact of the programme on trainees' organizations.

Perceptions were quantified and expressed on Likert-type scales and the data were obtained by applying the questionnaire in Appendix A.

Data collection for the 31 programmes comprised interviews conducted according to a data collection protocol by investigators trained by the researcher; a document search on the formal curricula; and questionnaires to key parties on their perceptions of the initial problem, the required outcome, and the factual effects of each programme.

The study may be characterized as a multiple case study with multiple units of analysis, focusing on theoretical replication (described by Yin, 1989, as a Type 4 study). The within-site and cross-site data analyses were carried out by means of display techniques as described by Miles and Huberman (1984). The qualitative analysis was concluded by quantitative analysis of variances and correlations. Further information on the evaluation of the 14 projects follows on pages 44 and 45.

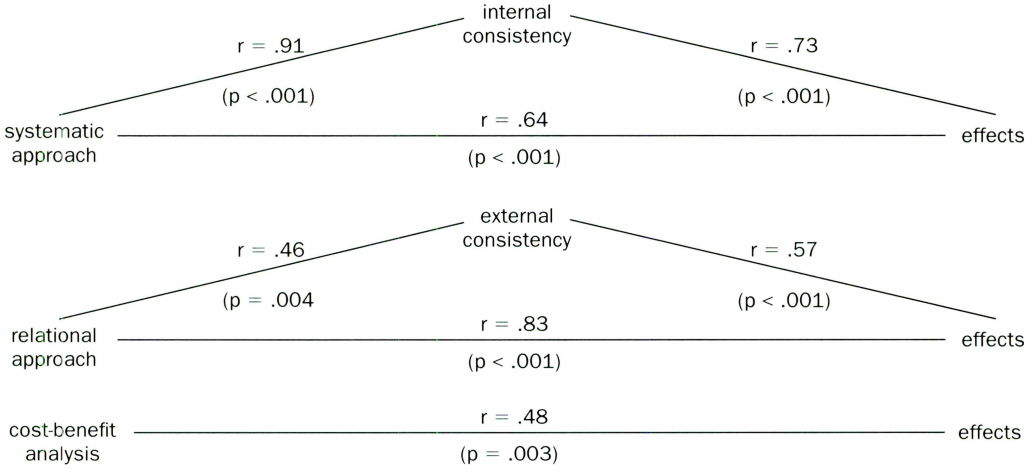
Results of the Netherlands Study

The aim of this analysis is to respond to the three research questions set out on page 40 of this paper. The results of the qualitative and quantitative analysis of the data will be interpreted using the conceptual framework described on pages 40 to 42.

Question 1 Which factors in curriculum design influence quality in corporate education? Appendices B, C and D contain detailed information on the variables investigated in the 31 programmes and Table 1 presents the correlations between the main variables. From these data it will be seen that the study provided strong empirical evidence to support the initial expectation of the researcher, based on the literature search and on his experience in the field.

1. The achievement of both internal and external consistency is crucial in achieving quality in corporate education and, relatedly, both a systematic approach and a relational approach are important to achieve effective programme design and implementation.

Table 1 31 programmes



However, the data also produced two interrelated conclusions *not* conforming with the researcher's initial expectations that the two kinds of consistency and of approach would be of equal importance:

2. Although internal consistency ensures that a clear logic attaches to programme design and delivery, two conditions appear to be essential for an educational programme to become fully effective—external consistency, and developers who skilfully adopt a systematic and a relational approach.

3. Without these two conditions an internally consistent curriculum is likely to fail in achieving its desired organizational impact and will even be counterproductive where there are such organizational outcomes as reduction in motivation of the learners and loss of credibility of the training function.

Question 2 How do these factors operate?
The systematic approach requires a logical endeavour, intellectual versatility and skilful application of instructional theory. The study showed that in the 31 programmes examined, efforts to take a systematic approach proportionally increased the internal consistency of the curriculum, and there was a positive relationship between the internal consistency of the formal curriculum and programme effects.

The relationship approach requires social intervention and skilled communicative interaction in order to achieve a consensus among parties on key aspects of programme development. The study showed that the creation of favourable conditions for implementation, skilful project management, and involvement of line management were critical components of the relational approach, and that the selection of appropriate trainers, coaches and learners was crucial to the success of that approach. Data produced by the 31 programmes provide strong evidence that:

4. The relational approach, external consistency and ultimate organizational impact of programmes are positively related.

Question 3 Can design standards control these factors?
The researcher trained the developers who participated in the second stage of the study (where 14 new projects were developed on the basis of design standards that emphasized both the relational and the systematic approaches) in the application of those design standards. Trained investigators (see page 42) then assessed the curricula produced by the developers. The average values for the systematic and relational approaches and for internal consistency as well as those of their constituent elements were all judged satisfactory.

All 14 projects subsequently delivered by the developers were judged by the investigators to have been effective (>3.00, on a 5-point scale where 1 = not at all effective and 5 = highly effective, Effect Scale α .72). All but three satisfied the criteria associated with external consistency (>3.00, on a 5-point scale, where 1 = not at all consistent and 5 = highly consistent). The investigators assessed the consistency between key stakeholders' statements on the goals and interventions appropriate for a programme. Reliability of these assessments is α .75. (Appendices E and F give further information.)

The conclusion reached by examining the data from the second stage of the study is therefore affirmative in respect of the third research question:

5. The skilful application of design standards based on a relational and systematic approach will generate programmes that achieve better results than programmes not supported by such approaches.

Comments on Findings from the Netherlands Study

External consistency emerged from this empirical study as a prerequisite for optimal impact of formal programmes on their organizations. It was not found, however, that external consistency increased in proportion solely to the amount of energy the developer put into the relational approach. Key parties in the organization also had to react positively to the developer's efforts before fully satisfactory impact was achieved.

The findings provide strong evidence that management involvement, relevant experience and expertise of trainers, and close links with the work environment are essential for establishing external consistency. However, if the training function is isolated or has a negative image the first attempts at a relational approach are most unlikely to result in strong external consistency and successful programmes, because those attempts will be taking place in a general climate inimical to the function. This leads to the overall conclusion that:

> the skilful application of relational and systematic approaches by the developer is a necessary but not sufficient condition for quality in corporate education. To achieve their optimal impact there must also be an organizational climate in which an integrative educational strategy can flourish.

Study 2: A Development Programme for Strategic Managers in the National Health Service (NHS), UK

In the second part of this paper the conceptual framework (pages 40–42) developed in the Netherlands study is used to analyse a 3-year development programme for 24 clinical directors in the NHS in the UK. Detailed accounts of the programme appear in Harrison (1996), Harrison and Miller (1993) and Harrison et al. (1993).

The Programme

Clinical directors (CDs) are senior clinicians working in hospitals and community care units who carry responsibility for the management and leadership of groups of health-care staff. Their directorates control major resources and provide a variety of services to internal 'purchasers'. The role was created across the NHS in 1991 when the service was radically restructured in order to introduce an internal market and a 'business-led' approach to management.

The programme was developed jointly by a regional health authority (the client—RHA) and a business school (the provider—BS) with funding from the NHS Management Executive (ME). During the period 1991 to 1994 three overlapping cohorts of eight clinicians each combined a formal attendance at the BS of around 20 days over 18 months with their ongoing NHS work. The overall purpose of this, and a tranche of other CD programmes in the UK funded by the ME around that time, was to improve the managerial capability of these key staff in order to enhance the quality and outcome of patient care.

A Development Programme for 'Strategic Managers'?

The degree to which any clinical director role is 'strategic' varies from significant (where, for example, a clinical director is a member of the board of an NHS Trust) to relatively slight (where clinical directors have or are given little scope to make any direct impact on strategic decision-making at corporate or business unit level).

At the start of the programme described in this paper at least 5 of the 24 clinical directors had roles which involved them directly in strategic decision-making at the corporate level of their NHS Trust or Group. The remainder varied from occupying roles with little if any strategic component (two) to those who were becoming increasingly involved in strategic decision-making at least at business unit level. Strategic responsibilities became greater for most during the programme. Responses to an evaluation exercise carried out one year after the last cohort of 8 had finished their programme showed that 18 of the 24 clinicians were occupying significantly strategic positions either at board or business unit level. Of the remainder, one was moving into a strategic role as her organization was restructured; one had occupied a strategic role at board level but had retired; one was 'on hold' while doing an MBA programme; and one had left the NHS but now occupied a strategic role as sole director of a thriving business in the private health service sector. Only two clinicians reported being unable to exercise any strategic responsibilities due to unfavourable organizational contexts (see Table 7, p. 56).

It is on the basis of these facts, and of the strategic importance attributed to these 24 clinicians as a group by the RHA personnel who selected them for the programme, that we describe the programme as one concerned with developing strategic managers in the NHS.

Organizational Context

Typifying the thrust of much strategy literature of the period, Ansoff and Sullivan (1993) proposed that the higher the degree of turbulence, changeability, and unpredictability of the firm's environment, the greater the need for close alignment of strategic behaviour with that environment. The environment surrounding this strategic programme was turbulent, undergoing continuous and fundamental change much of which was of an unfamiliar, unpredictable kind. There were three main causes:

- the 1991 radical restructuring of the NHS;
- continuing strains in matching demand and provision of services—a familiar problem but now taking on changed dimensions within the new context of the artificial internal market;
- shifts in the balance of power within restructured NHS institutions and the development of new political interactions across the purchaser–provider divide.

To manage in such an environment required not only new skills and knowledge but also new values and logics. In this NHS region, as elsewhere around and after the time of reorganization, 'career moves' were accelerated or enforced for many senior executives at unit level. At regional level there were regular waves of downsizing and delayering. Such movement had a direct impact on the CD programme. It

explained, for example, the failure of the mentor system to be fully effective (see page 53) and created a continuously changing managerial climate for the clinicians.

Organizational support for the programme was not, however, in doubt. Key clinicians were released to attend and in the great majority of cases they received full encouragement both during and after the programme from their senior management in transferring new learning to the workplace.

Analysis of the Programme

In terms of the conceptual framework developed in the Netherlands study, the programme can be analysed as follows.

Relational approach and external consistency The programme's context made it essential for the programme planning team to focus strongly on external linkages. Not only was there a rapidly changing organizational environment to which programme focus and content must continuously adapt, but also a complex web of stakeholder interests (see pages 52–4 below) surrounded the programme and had to be actively managed if its learning outcomes were to have organizational impact. The relational approach developed during the first two years of planning and delivery of the programme is indicated in Tables 2 and 3.

The RHA and the BS each appointed a programme director and manager early in 1991. This planning team of four expanded in mid-1991 to include two management consultants contracted by the BS to help in the design process and to lead the delivery of the programme. Towards the end of 1991 it expanded again, this time to incorporate two action learning (AL) experts contracted—again by the BS—to help to design and deliver the AL components. Throughout 1991, team members strove to make sense of a mass of diverse data and to develop a shared conceptual and philosophical framework as they tackled design tasks. At the same time the RHA worked steadily in developing relationships with proposed participants' organizations in order to ensure commitment to the programme.

Some of the tensions evident in the relational approach during 1991 were indicated in an evaluation report produced at a later date for the client (Belton, 1994). Tensions related not only to interpretation, analysis and prioritization of learning needs, but also to control over such key processes as the selection of learners, the drawing up of the job training specification for the programme, the organization of the diagnostic workshop, interactions with participants' organizations, programme monitoring and evaluation, and integration of the AL period. Key to the resolution of difficulties were three factors: the nature of the contracts binding the parties; the timescale for the initial design period; and an emphasis on recording transactions.

In negotiating the contract for the programme with the RHA early in 1991, the BS sought to specify unusually tightly the respective responsibilities of client and provider for key tasks and processes. The intention was that by making the latter explicit an unambiguous reference point would be created to facilitate resolution of any major problems in the management of the programme. A similar approach was taken to sub-contracts. It was predictable that, because of the turbulent environment of the programme and the powerful stakeholders it involved, problems would arise, and that they would relate as much to management process as to functional tasks.

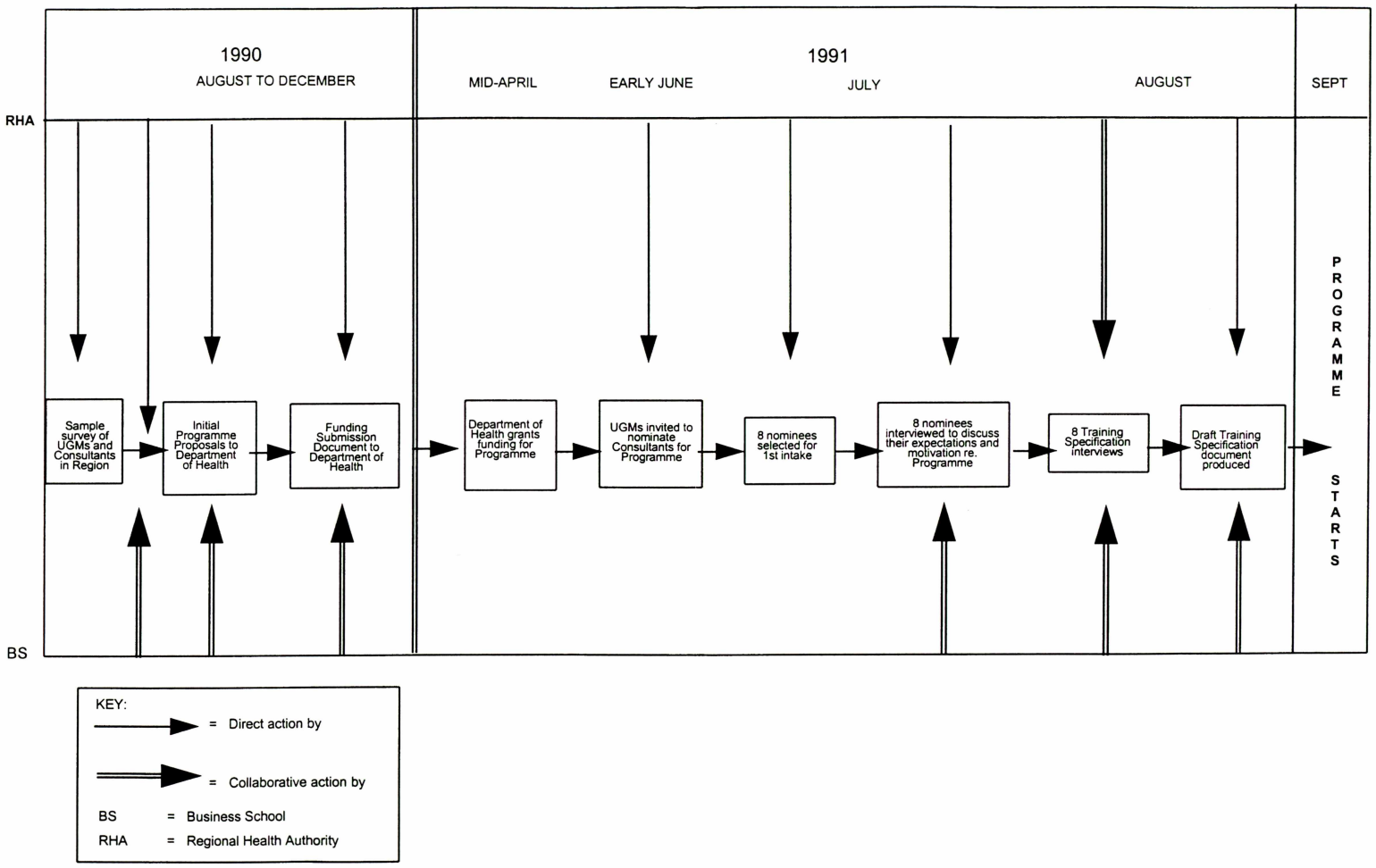


Table 2 Clinical Directors' Programme: the strategic processes

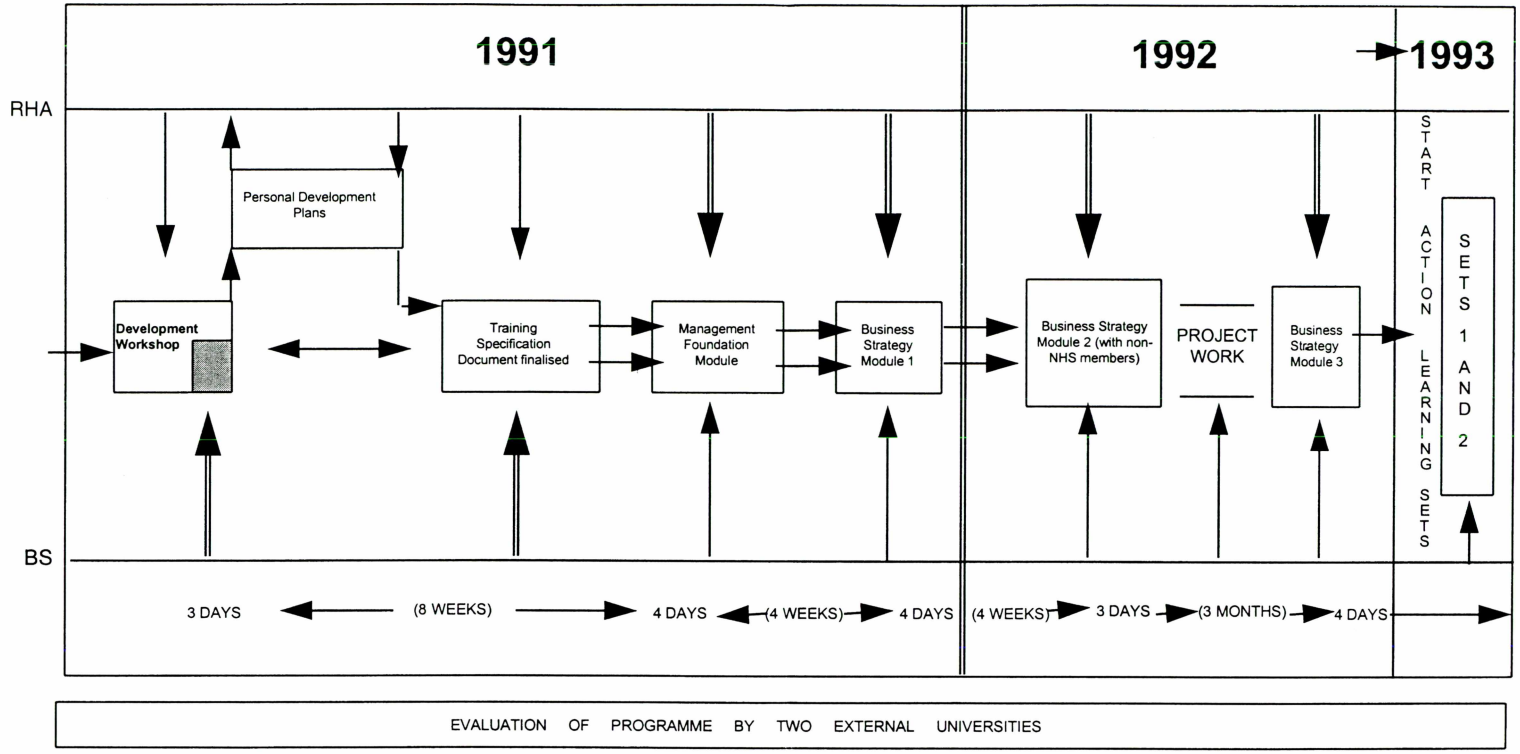


Table 3 Clinical Directors' Programme: Tranche 1

Achieving a six-month lead period for design was crucial for the BS. It ensured time for design tasks to be completed to a high standard and, equally as important, for a well-integrated planning team to become established.

From the start, the BS and RHA staff kept careful records of all meetings, discussions and agreements related to the programme. The intention was to capture ongoing transactions and their outcomes in agreed and permanent form. Ostensibly this process helped to clarify and cement linkages between overall programme philosophy, design principles, and their implementation. For the BS, however, this emphasis on recording was also essential to generate consistency of action and a shared problem-solving approach.

One of the key records underpinning the programme was the August 1991 Training Specification[1] jointly produced by client and provider. It represented the conclusion of much debate between the parties and marked a positive turning point in their relationship. As was noted on page 3 of that document:

> The Training Specification and all the processes that led up to it provide a comprehensive, reliable and valid base point of reference for the Programme.

One example of the way in which the Specification guided as well as recorded action in relation both to ensuring internal and external consistency also appeared on page 3:

> Given the wide diversity of roles and organisational contexts of the group, the Programme must be highly work-related. It must be heavily biased in favour of learning from experience, and must require its members and their tutors to move through the continuous learning cycle whereby theory and new techniques are reflected on, and are practised both in class sessions and back in the workplace, leading to the development of new levels of skill and changing attitudes, which in turn will help to improve performance and behaviour in relation to the demands of the consultants' ongoing managerial jobs ... Each consultant's organisation (is to be used) as a learning system.

During the programme there was continuous fine-tuning to adapt to emerging needs of participants and their organizations. Such flexibility was only made possible by the cohesiveness of the core planning team and its strategy of partnership with organizational stakeholders. High internal consistency was dependent on high external consistency. A mentor/chief executive who was involved in some of the contentious 1991 issues and had close links with the programme throughout commented in his final 1994 evaluation form: 'After some initial difficulties with the nomination, selection and interviewing process the course was extremely well organised and structured'.

The RHA executive director noted in his form at that time: 'The partnership worked well from our perspective ... '.

Wide partnership started during initial programme research carried out in 1990 by the RHA and it continued in shared selection, monitoring and evaluation processes. It was then consolidated in presentational sessions and social events during the programme and in joint assessment of participants' major projects linking the business strategy modules. It was also built into the organizational focus of the programme. There are clear parallels here with the situation facing strategic managers in any turbulent environment where, also, a complex 'nexus of contracts' can produce dissent between stakeholders (Fama and Jensen, 1983; Jensen and

Meckling, 1976; Seth and Thomas, 1994; Williamson, 1990). In such situations the type and operation of strategy-making mode(s) is critical to the ability to resolve disputes regarding matters of strategic choice (Allison, 1971; Hart and Banbury, 1994).

Systematic approach and internal consistency The planning team was clear from the start that a systematic approach must be taken to programme design, linking its overall purpose to its specific learning objectives at every stage in order to achieve internal consistency. The approach was one with which, professionally, all members of the team were familiar; it provided them with a common functional language.

As Table 2 illustrates, the modular programme moved from a diagnostic workshop to build teamwork skills and generate personal development plans, into a series of modules related to business planning and project management, strategy implementation and human resource management. A six-month period of action learning for each cohort concluded the programme. Every component had its own stated purpose and three or four clearly defined interim and final learning objectives. These objectives also acted as criteria against which the learners were asked to evaluate the modules.

Results of the UK Programme

Evaluation of MD interventions is not without problems. In particular there are the issues of which stakeholders' views are taken into account; how outcomes are measured—especially in the context of changing organizational conditions; and the time period involved. We have borne such issues in mind when trying to reach some conclusions about the outcomes of this programme. It must also be conceded that the evidence provided from the UK study—unlike that provided for the Netherlands study—has to be taken at face value since it has not been possible to assess what would have happened if the relational approach advocated had not been followed. However, it is hard to see how the programme's positive outcomes (see below) could have been achieved without such an approach, given its organizational context and its complex nexus of contracts.

Evaluation strategy RHA staff conducted continuous monitoring as well as end-of-programme review sessions. As Tables 2 and 3 show, the client also used an evaluation team (Schofield and Schofield, 1993) from Manchester University. A Middlesex University team reported on all Tranche 2 programmes across the country (Cowling and Newman, 1994; Newman and Cowling, 1993). In discussions with client, provider and other stakeholders, that team's comments on the impact and value of the programme were similar to those contained in the other university's report. However, the Middlesex report itself commented on individual programmes in only a generalized way; it was also produced a year before this programme ended. It contains no unique data relevant for the purposes of this paper.

The systematic approach applied to evaluation of the 'curriculum' (page 41) was determined well in advance, as can be seen by a quotation from the RHA/BS Training Specification (1991: 3):

> Each component of the Programme will be evaluated by some form of pre- and post-course process, aimed at defining an existing state of knowledge, skills and attitudes in the

> learning group and at measuring with an acceptable degree of validity and reliability changes to that state at the end of the course. After the processes that produced this Training Specification, the main ongoing instruments will be discussions and questionnaires, with the focus on the consultants' perceived needs and on the learning objectives derived from them and set for each component.

Drawing on Warr et al. (1970) and Hamblin (1974), the BS, in the multiple evaluations it conducted during and after the programme, assessed impact and value by reference to contextual factors, to programme inputs, to reactions of parties and to outcomes at individual, job and organizational levels (Harrison, 1997: 305–8).

In September 1993 there was a 'final' evaluation, involving questionnaires (exemplified in Appendix G) and a review workshop for the key stakeholders. In February 1995 there was an 'ultimate' long-term written evaluation exercise and review seminar for the programme participants only. The latter exercise involved only the participants because the aim was to obtain their perception of the extent to which learning from the programme had remained relevant and valuable for them through time, given any changes in jobs, roles and organizational contexts.

As Appendix G illustrates, evaluative data were requested not only in the form of subjective opinions but also of specific evidence. The indicators of 'success' used in the evaluations were very similar to those used in the Netherlands study (see page 42):

- the degree of satisfaction expressed by the major actors with the programme;
- the perception of the actors of new learning acquired through the programme;
- their perception of improved job performance achieved as a result of the programme;
- their perception of the impact of the programme on participants' organizations.

Views of the stakeholders Tables 4 to 7 record views of key stakeholders about the programme.

The client: In the final evaluation exercise, the RHA's director with oversight of the programme made written comments summarized in Table 4. They typified his comments to many parties both during the programme and subsequently.

The external report produced for the client (Schofield and Schofield, 1993) was also favourable regarding the overall impact of the programme on participants and their organizations. The authors, in a series of visits, talked to stakeholders across the region and also 'related these comments to our own experiences of organising management development programmes'. They concluded:

> There is no doubt that this programme has been highly successful. The participants had considerable praise for the programme, its organisation and content. (p. 14)

Two further quotations highlight aspects of internal and external curriculum consistency and expertise of the developers.

> It was important that particular attention should be paid to the co-ordination of a high-profile programme involving 24 consultants throughout the Region ... It is clear that attention to integration paid dividends in ensuring that the elements related to a value base which was well understood. (p. 11)

> There is no doubt that this programme has been very successful in raising the awareness of

Table 4 Extracts from the RHA's written evaluation of the programme (1993)

The Regional client

Were the stated objectives of the Programme achieved?
A great success in meeting the stated objectives.

How do you measure 'success' of the Programme?
From feedback from Chief Executives, who have all remarked on the positive difference the programme has made to their participants.

Using those criteria, was the Programme 'value for money'?
Extremely expensive ... That said, the benefits have been wider than just the 24 participants. They have been visibly involved in management issues and that has had a positive spinoff on colleagues. Also much valuable data have been obtained.

Particular strengths of the Programme?
The intensive nature of the programme and the degree of team spirit that has been developed.

Could any areas have been improved?
No single area stands out.

> consultants to management issues and in providing the knowledge and skills to manage effectively ... Not only did the programme provide seminar-based inputs, but it also enabled participants to analyse their own needs and apply their learning through role-play, the work-based project and action learning. This had the effect of not only increasing knowledge but also of developing self-confidence. (p. 13)

The mentors: Helped by the RHA, every participant (except one, at her wish) chose a mentor, usually but not always their own chief executive. Sustained efforts were made to involve mentors in key stages of the programme. These were not uniformly successful and 7 of the 14 were not in close contact for most of the programme. This was unsurprising: most mentors were personally involved in the radical job and organizational changes that took place in the local (and national) Health Service throughout the 3 years of the programme. Some had to withdraw from the mentoring process, and new mentors had then to be sought.

Four mentors replied to the final evaluation questionnaire. Although this may seem an unrepresentative number, in fact their mixed but generally favourable responses typified views expressed by other mentors during formal and informal visits to the programme. Table 5 encapsulates their perceptions concerning the value and impact of the programme. The response of the RHA executive (Table 4, qu. 2) also gives relevant information since a number of chief executives were also mentors.

The programme participants: The participants completed questionnaires for their final and ultimate evaluations: 17 out of 24 in 1993 and 14 out of 24 in 1995. The responses summarized in Tables 6 and 7 capture their views on the extent to which the programme met their needs and achieved a lasting impact. Clear differences in view emerged about the value of the action learning component, and these have been reported elsewhere (Harrison, 1996). More relevant for the purpose of this paper, however, are the participants' views of the impact and overall value of the programme.

Table 5 Extracts from Mentors' written evaluations of the Programme (September 1993) (n = 4)

Were the stated objectives of the Programme achieved?
Substantially (Chief Executive, Acute Hospitals NHS Trust; 1 participant)
From information obtained from my two mentees ... objectives have partially been achieved (Divisional General Manager, Surgery, City Hospitals Group; 2 participants)
To an extent far in excess of expectations (Chief Executive, Community and Mental Health Trust; 1 participant)
The [participants] I have spoken to have indicated a large degree of satisfaction with the objective being met (Unit General Manager; 1 participant)

How do you measure 'success' of the Programme?
Personal individual feedback from participant and detailed questioning on every aspect of personal and job impact
Extent to which skills learned are applied in day to day practice
[The participant's subsequent] active participation in the development of Mental Health Services; contractual arrangements with purchasers; responsibility for use of resources and decision making on standards, priorities and efficiency; much more involvement and sharing in goals and targets for the organisation; a flexible, realistic and constructive approach to resources
Through personal contact as a mentor

Using those criteria, was the Programme 'value for money'?
Good value for money and would be used again
Not aware of objective criteria for assessing this
Excellent value for money in terms of time away from clinical activities
To a very large extent

Particular strengths of the Programme?
Meeting individual needs; exposure to other managerial cultures; how to examine management theory in depth; related to workplace issues; mentoring process
Mix of participants, involvement of executives outside the NHS as participants for part of Programme and emphasis on teamwork and teambuilding
Involvement with the organisation/Chief Executive; changed attitudes
Flexible learning arrangements; inter-professional contact

Could any areas of the Programme have been improved?
Would like to have seen original Training Specification and final formal evaluation
More in-depth coverage of some subjects, and sharper focus of some input
None
Scheduling of [some] assignments [early in the Programme]

Other parties: In 1994 a local Trust reviewed recent CD developmental initiatives in the region (Belton, 1994). One clinician from the Trust had been a programme member, but this review exercise was carried out for quite independent purposes. In subsequent discussions with the BS, the researchers stated that, in their view, this programme had been the most successful of those they had looked at in achieving meaningful individual development and organizational impact. Furthermore, this development did appear to them to have had a positive impact on strategic management processes in many of the participants' organizations.

Participants' career progression after the programme (page 46) provides further data that, although clearly not possible to tie directly to the impact of the

Table 6 Participants' responses to final Programme Evaluation Questionnaire (September 1993, Appendix G) (n = 17)

Q. 2. How far has the Programme's purpose been achieved?	
'3' to '5'	14 (of whom 8 gave a '4' or '5')
'1' or '2'	1 (left the NHS during the Programme)
No response	2 (but both responded 'Yes' to Q. 21)
Q. 4. Overall, how far were individual learning needs met by the formal part of the Programme?	
'3' to '5'	17 (of whom 12 gave a '4' or '5')
Q. 9. Would the omission of the Action Learning component of the Programme have meant the loss of something unique and valuable?	
No	9
Yes	7
Yes if it had been set up differently	1
Q. 21. Would you recommend that the Programme be repeated?	
Yes, with minor changes	11
Would prefer a similar programme but run partly or entirely in a Unit	3
Would prefer a shorter, more intense programme	1
No	1 (left the NHS during the Programme)
No response	1 (but other answers on the form were very positive)

A rating of '5' indicates excellence; of '1' indicates failure.

programme, do at the least offer no contra-indications to the conclusions reached here on that impact.

Comments on Findings from the UK Study

The CD programme can be described as the outcome of a balanced integration of systematic and relational approaches, based on the same kind of design standards as those used in the 14 projects in the Netherlands study. The methodologies and data involved in the two studies cannot of course be directly compared, and such a comparison has not been the aim of this paper. However, the measures of 'quality' (page 41) and 'success' (page 42) were similar in both studies and the parties providing evaluative data were in both cases the main stakeholders involved in the programmes. There is also a strong similarity between the kind of evaluations received from stakeholders about the UK programme and the evaluations recorded in relation to the 31 programmes covered by the Netherlands study (and in particular to the 14 'projects', page 44).

Applying the conceptual framework developed in the Netherlands study to an analysis of the UK programme has given significant support to the conclusions from the Netherlands study that:

Table 7 Responses of participants to ultimate Programme Evaluation Questionnaire (February 1995) (n = 14)

Q. 6. Has the Programme offered anything of unique value which nothing else could have done? What?		
No	1	
Yes	13, making 18 comments:	
Support from peer group/development of learning team/team spirit		7 comments
Action learning		1 comment
Design and delivery of the Programme		7 comments
Teamwork workshop		1 comment
Favourable impact on my career development		1 comment
More relevant to me now in the business I have set up in the private sector than when I was in the NHS		1 comment
Q. 5. What areas of the Programme have had the most lasting impact?		
Skills development	6 comments	
The Programme	5 comments (In its entirety, 1; Helped my personal managerial development, 2; Exposure to strategic thinking, 1; Chance to try things out in a 'safe' setting, 1)	
Parts that developed my understanding/ knowledge	4 comments	
Action Learning component	4 comments	
The formal components	1 comment	
Initial team-building component	1 comment	
Q. 9. Have there been any negative outcomes of the Programme?		
Yes	3 (would have liked accreditation; poor Set in Action Learning component; have acquired knowledge and skills but lack confidence to apply them)	
No	11	

- Although internal consistency ensures that a clear logic attaches to programme design and delivery, two conditions seem essential for an educational programme to become fully effective—external consistency, and developers who skilfully adopt a systematic and relational approach.
- The relational approach, external consistency and ultimate organizational impact of programmes are positively related.
- The skilful application of relational and systematic approaches by the developer is a necessary but not sufficient condition for quality in corporate education. To achieve optimal impact there must also be an organizational climate in which an integrative educational strategy can flourish.

Some data also suggest a positive linkage between individual learning from the programme and improved strategic management processes in a number of the participants' organizations.

Discussion

The Netherlands study suggested fundamental concepts for successful programme development that have been used to examine the UK study—a programme for a group of health service managers many of whom occupied, or came to occupy, strategic roles in their organizations. Such a single programme cannot pretend to yield the kind of data for statistical analysis that was produced in the Netherlands study. The point of the comparative exercise in this paper has been to use the UK study to further explore the major concepts validated in the Netherlands study. In this way it has been possible to offer a fuller and clearer explanation of the nature of the relational approach than could have been achieved by reference to the Netherlands study alone. It has also provided more insights into the criteria in the multiple evaluation exercises used in the two studies.

It is clear that the 'successful' UK programme, like the 14 specifically developed projects in the Netherlands study, was characterized by strong and purposive systematic and relational approaches. As Tables 2 and 3 and the accompanying text indicate, external consistency was achieved by using a relational approach to build up and sustain a network of committed and knowledgeable partners who, despite inevitable problems and tensions, increasingly came to share a common language and set of values related to the programme. In this approach and in the adaptability of its delivery, the programme was closely aligned with its external environment.

The systematic approach applied to programme design, delivery and evaluation tasks in the 14 projects of the Netherlands study also characterized the UK programme. It enabled a balance to be struck between formal intent and responsiveness to emergent needs, and between the more didactic and the more experiential learning modes used in that programme. In both studies internal consistency was crucial to effective programme delivery.

Two conditions emerged in the studies as key determinants of the programmes' favourable impact: external consistency, and relevant experience and expertise of developers and tutors. Together, the studies also provide data suggesting that without a favourable organizational climate (i.e. a climate conducive to the development and transfer of learning in and from the programme to the organization) both during and after such a programme, the ultimate impact of the programme may be negligible.

The UK study also suggests that external consistency assumes heightened importance in programmes to develop strategic managers, especially when a powerful nexus of contracts surrounds those programmes. In the literature of strategic management, success in generating a firm's profit potential has increasingly been viewed as crucially dependent on the alignment of strategic behaviour with the environment of the firm. In the UK programme can be seen a demonstration of the same principle. A strategic programme should be viewed not simply as a functional task—where 'success' is determined by the degree of internal consistency—but as a strategic management process, where without the achievement of external consistency the overall purpose sought cannot be realized.

Finally, the UK study indicates that when the management of a strategic programme is conceived as a strategic task, that programme can of itself provide a mirror image of the strategic management process. This image could be a source of

rich learning for programme members. Directing their attention to the processual linkages between the programme's planned learning components should produce insights that become the means of adding value not only within but beyond the programme itself.

Conclusion

The comparative exercise carried out in this paper has led to the conclusion that the conceptual framework generated by the Netherlands study is meaningful as a basis for studying programme design and impact.

Our findings indicate that internal consistency is an important factor in successful programme development and one that can be achieved by a systematic approach to programme orientation, design, development and implementation. They also indicate, however, that external consistency has an even more powerful impact on the assessed effectiveness of programmes.

The concept of involving key actors in programme design, delivery and evaluation in order to ensure relevance and full transfer of learning is, of course, not new. The uniqueness of the studies reported in this paper is that they go beyond descriptive theory to focus on validation of practical outcomes, and in so doing focus attention on programme design as a strategic rather than merely as a functional task. They provide strong empirical evidence for the relational approach and external consistency as conditions key to a programme's effectiveness and draw attention to the strategic management implications of such an approach. As such, they promise a valuable addition to the slim existing body of validated prescriptive theory. These conclusions have clear research implications: more empirical work would either confirm their validity or indicate where they should be modified. At the practical level they suggest that four related principles underpin effective programmes, including those for developing strategic managers.

1. A systematic approach to programme design leads to internal consistency, which has an impact on ultimate outcomes of a programme. A relational approach leads to external consistency, which also has an impact on those outcomes. The relational approach, external consistency and ultimate organizational impact of programmes are positively related.
2. External consistency, however, has a greater impact than internal consistency, and appears to be a prerequisite for internal consistency to become fully effective.
3. Developers who skilfully adopt a systematic and a relational approach can add value to corporate learning. In relevant programmes they can also help to enhance the strategic processes of the organization.
4. The application of relational and systematic approaches by developers and trainers, however, is a necessary but not sufficient condition for quality in corporate education. To achieve their optimal impact there must also be an organizational climate in which an integrative educational strategy can flourish. The longer this climate is sustained, the more long-lived will be the impact of learning from programmes.

Appendices

Appendix A: Questionnaire for Programme Effects

Investigation: Quality of Corporate Education

Questionnaire concerning the educational programme on: .....

developed by .....

This questionnaire is to be completed by the **Executive Manager/Local Manager/Developer/Trainer/Trainees.**

1. What instigated the development of this educational programme?
2. How satisfactory was the execution of the assignment?

   unsatisfactory/ rather satisfactory/ somewhat satisfactory/ quite satisfactory/ very satisfactory
3. What is the basis for your response to Question 2?
4. Which new skills should participants acquire from this educational programme?
5. How successful has the educational programme been with respect to Question 4?

   unsuccessful/ slightly successful/ somewhat successful/ very successful/ highly successful
6. Has participants' performance benefited from the new skills?

   not at all/ slightly/ somewhat/ considerably/ very much indeed
7. Has the educational programme significantly affected the work environment or the department in general?

   not at all/ slightly/ somewhat/ considerably/ very much indeed
8. What changes have you perceived in the work environment or in the department?
9. Has the educational programme had a significant impact on the organization?

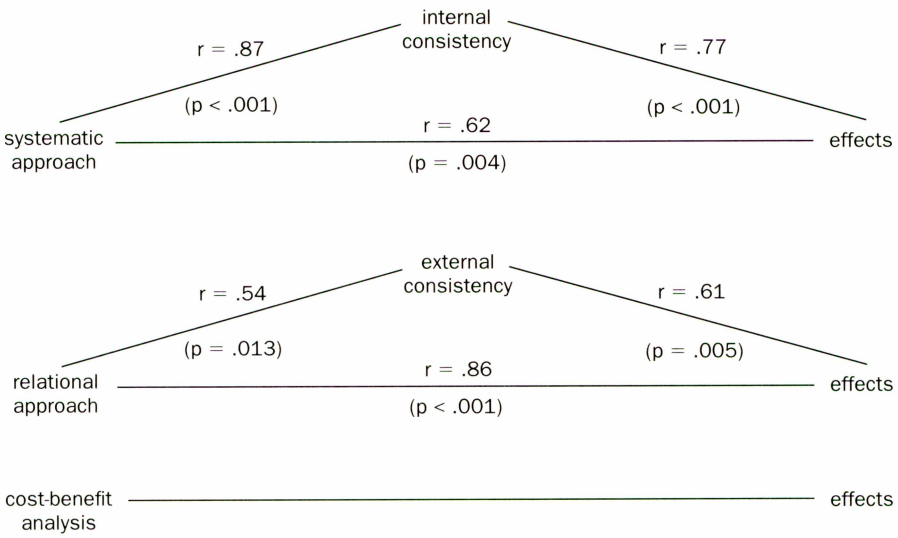
   not at all/ slightly/ somewhat/ considerably/ very much indeed
10. What are the indicators of the educational programme's impact on the organization?
11. Please comment on the development of the educational programme.
12. Please comment on the execution of the educational programme.
13. What factors have been essential in achieving favourable results?
14. What factors have impeded achieving the desired results?
15. Please list any additional remarks relevant to the educational programme's effect on the organization.

Appendix B Scale analysis in cases

Scale	k	$\bar{x}$	s	scale α
Systematic Approach	5	2.72	.96	.76
Internal Consistency	5	2.63	1.20	.77
Relational Approach	5	2.89	1.31	.86
External Consistency	5	3.21	.98	.91
Cost–Benefit Analysis	5	1.88	1.29	.96
Effects	5	3.08	.96	.94

Notes Scale points denoting (1) highly inadequate/inconsistent/ineffective, to (5) highly adequate/consistent/effective.

Appendix C 17 cases

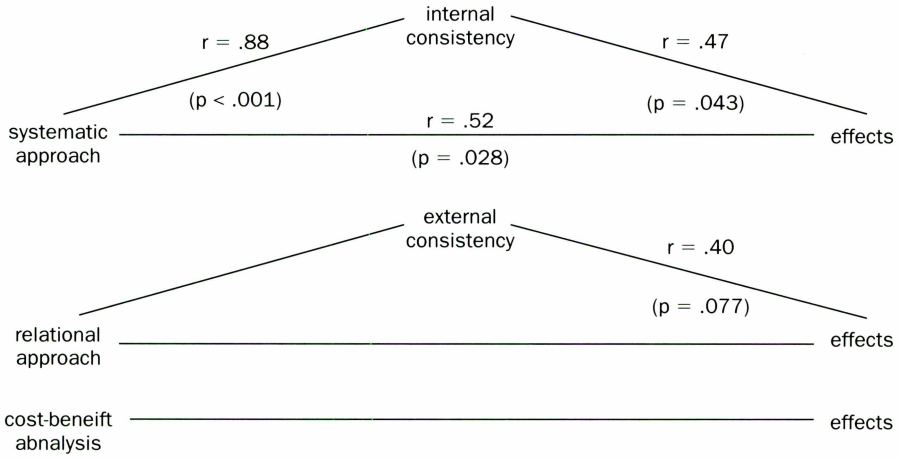


Appendix D Scale analysis in projects

Scale	$\bar{X}$	s	*Min*	scale α
Systematic Approach	4.00	.46	3.33	.87
Internal Consistency	3.74	.52	3.07	.88
Relational Approach	3.85	.36	3.58	.89
External Consistency	3.25	.63	2.33	.75
Cost–Benefit Analysis	4.26	.46	3.33	jury α = .62*
Effect-Total	3.59	.26	3.10	.73

* As the Cost–Benefit variable is based on one item, its reliability is expressed by the jury α of the three assessors.

Appendix E 14 projects



Appendix F Comparison of cases and projects

For a more detailed analysis of the existing programmes (cases) and the newly developed programmes (projects), the successful and unsuccessful cases were compared with the high performance and satisfactory projects (there were no unsatisfactory projects). The following labels denote the four groups of programmes:

Group 0: unsuccessful cases $n = 8$ (Effect < 3.00)
Group 1: successful cases $n = 9$ (Effect > 3.00)
Group 2: satisfactory projects $n = 5$ (3.00 < Effect < 3.50)
Group 3: high performance projects $n = 9$ (Effect > 3.50).

To determine whether one group performed significantly better than another, paired analysis of variance was applied by means of F tests and the Scheffé procedure ($p = < .10$). Analysis of the F values justifies the following interpretations and resulting conclusions:

Effect $F(3, 27) = 41.02$, $p < .001$
Group 1 performs significantly better than Groups 0 and 2. Groups 2 and 3 perform significantly better than Group 0. As far as the Effect variable is concerned, the projects perform significantly better than the unsuccessful cases. Therefore, the hypothesis stating that skilful application of design standards, based on a systematic as well as on a relational approach, will generate educational programmes that accomplish significantly better results than those of unsuccessful cases, should not be rejected. The successful cases are significantly more effective than the satisfactory projects. This finding is due to the division within the projects. The Effect variable of the five satisfactory projects has a small range from 3.10 to 3.50.

effect

	0	1	2	3
0				
1	•	•		
2	•			
3	•			

Systematic Approach $F(3, 27) = 17.67$, $p < .001$
Group 3 performs significantly better than Groups 0 and 1. Groups 1 and 2 perform significantly better than Group 0. The high performance projects applied a significantly better Systematic Approach than the successful cases, but they did

systematic

	0	1	2	3
0				
1	•			
2	•			
3	•	•		

not significantly surpass the satisfactory projects in Effect as the successful cases did. The extra efforts in Systematic Approach did not lead to proportionally better effects.

internal

	0	1	2	3
0				
1	•			
2	•			
3	•			

Internal Consistency $F(3, 27) = 14.76$, $p < .001$
Groups 1, 2 and 3 perform significantly better than Group 0. This observation is consistent with the expectations.

relational

	0	1	2	3
0				
1	•			
2	•			
3	•			

Relational Approach $F(3, 27) = 56.47$, $p < .001$
Groups 1, 2 and 3 perform significantly better than Group 0. This observation is consistent with the expectations.

external

	0	1	2	3
0				
1	•			
2				
3	•			

External Consistency $F(3, 27) = 6.04$, $p = .003$
Groups 1 and 3 perform significantly better than Group 0. Successful cases and high performance projects presented significantly greater External Consistency than unsuccessful cases and satisfactory projects. Although successful cases, high performance, and satisfactory projects did not differ significantly in efforts towards a Relational Approach, the External Consistency in the successful cases benefited most from these efforts.

cost–benefit

	0	1	2	3
0				
1				
2	•	•		
3	•	•		

Cost–Benefit Analysis $F(3, 27) = 18.05$, $p < .001$
Groups 2 and 3 perform significantly better than Groups 0 and 1. The projects benefited from the instructions on Cost–Benefit Analysis, but this had no impact on Effect.

Reflection

The variables Effect, Internal Consistency and Relational Approach form patterns among the cases and projects that fulfil the expectations at the outset of the research project: the projects perform significantly better on these variables than the unsuccessful cases. However, two major patterns of deviation exist:

(a) The high performance projects surpass the successful cases in Systematic Approach, but not in Internal Consistency. The conceptual framework, in which Systematic Approach and Internal Consistency are closely related, does not suggest this result. Furthermore, the high performance projects do not significantly surpass the satisfactory in Effect. The successful cases do surpass the satisfactory projects in Effect. Apparently, comparing successful cases and high performance projects, the significant extra efforts in the Systematic Approach of the projects do not result in a significantly better Effect.

(b) The successful cases, high performance and satisfactory projects do not differ significantly on the Relational Approach, although, among these three groups, the satisfactory projects do differ in External Consistency. The conceptual framework, in which Relational Approach and External Consistency are closely related, does not suggest this result. This finding indicates that additional efforts in the Relational Approach do not proportionally increase External Consistency.

The pattern of External Consistency might imply that this variable most accurately predicts excellent programme effects, as perceived by the various actors.

Appendix G Copy of questionnaire sent to course members, September 1993

Clinical Directors' Management Development Programme
DUBS Programme Evaluation Questionnaire

Now that you have had a period of time to reflect on the Programme and to utilize any knowledge and skills gained from it, we would ask you to spend a short while completing this questionnaire.

This has been designed to provide us and yourselves with some detailed feedback about the DUBS Programme, covering both the formal elements and the Action Learning component. We are particularly interested in how far you feel the various parts of our Programme have relevance for you in your current and anticipated role as a clinician/manager and how you have used the learning from the Programme.

We have identified some key questions to prompt your thinking but please feel free to add other comments or expand on points as you wish.

Section A Linkages between the DUBS and RHA components of the Programme

1. How did the Programme build on the RHA's Diagnostic workshop? Any other comments about that part of the course?

Section B The Formal Business School Components
(Management Foundation Course, Business Strategy Courses 1, 2, 3)

2. Given that the purpose of the Programme was to help course members develop the skills, knowledge and attitudes to enable them to perform efficiently in clinical director roles, how far, for you, has this been achieved? Please rate on a scale of 1 (not at all) to 5 (a great deal), circling your chosen rating.

1 2 3 4 5

3. Below are the broad themes and topics which we covered at the Business School. Please rate each of them according to the importance they now have for you in your current or anticipated work roles. (The rating scale goes from 1 (of no real importance) to 5 (of crucial importance).)

(a)	Understanding the organization and the environment	1	2	3	4	5
(b)	Managing change	1	2	3	4	5
(c)	Motivation and Leadership	1	2	3	4	5
(d)	Business planning	1	2	3	4	5
(e)	Financial issues and techniques	1	2	3	4	5
(f)	Negotiating and influencing skills	1	2	3	4	5
(g)	Presentation skills	1	2	3	4	5
(h)	Appraisal and performance management	1	2	3	4	5
(i)	Selecting staff	1	2	3	4	5
Other specific topics identified by yourself (please specify)						
(j)		1	2	3	4	5
(k)		1	2	3	4	5

4. Overall, how far were your learning needs met by this formal part of the Programme? Please rate using a scale of 1 (not at all) to 5 (completely).

   1 2 3 4 5

5. What, if any, areas of the formal Programme could have been improved to better meet your learning requirements?

   In what way could they have been improved?

6. Are there any *new areas* that you now think would have been a useful addition? If so, please identify and explain.

7. Has your view of the formal DUBS components changed with the passing of time? (Have any aspects become less or more relevant, for example?)

8. Do you have any comments to make about any other aspects of this formal part of the Programme? (For example, the Business School environment, mix of participants, teaching methods, teaching staff, project work, printed materials, Programme administration.)

Section C Action Learning

9. Did the Programme need to have an Action Learning component? Please briefly explain your reply.

   Would its omission have meant the loss of something unique and valuable?

10. Should entry to the Action Learning component of the Programme have been compulsory (as, effectively, it was) or optional? Please briefly explain your reply.

11. What are your thoughts about the following areas of Action Learning? Please rate the extent to which each was satisfactory/appropriate. (1 = very unsatisfactory; 5 = completely satisfactory)

    (a) The Introductory sessions at the Business School 1 2 3 4 5
    Comments

    (b) Set Facilitation by Set Advisers 1 2 3 4 5
    Comments

    (c) Composition of the Set and contribution of Set Members 1 2 3 4 5
    Comments

    (d) Role and contribution of Health Services Mentors 1 2 3 4 5
    Comments

12. What kind of topics were brought to Set Meetings? Did you find it difficult to find a suitable topic?

13. Did your Set find it easy to maintain the 'questioning approach' or did people tend to slip into 'telling', or 'counselling', rather than questioning? Do you have any specific comments here?

14. The purpose of an Action Learning Set has been explained by one academic as being to 'help shake you out of the cage of your current thinking'. Please rate the extent to which this has happened in your Set. (1 = not at all; 5 = to an exceptional extent)

For you?	1	2	3	4	5
In your assessment, for most members of your Set?	1	2	3	4	5

15. Action Learning is meant to allow a number of processes to happen. How far do you think they occurred in your Set? (1 = not at all; 5 = to an exceptional degree)

Time for reflection and review	1	2	3	4	5
A way of linking individual and collective learning	1	2	3	4	5
Permission to be open in a confidential setting	1	2	3	4	5
Support, challenge and encouragement	1	2	3	4	5
Sharing doubts and ignorance	1	2	3	4	5

16. Action Learning is meant to bring *benefits to the individual*—real opportunities for individual learning and growth. (1 = not at all; 5 = to an exceptional degree)

Has it, in the main, done this for you?	1	2	3	4	5
Do you think it has done so for most other members of your Set?	1	2	3	4	5

17. Action Learning is meant to bring *benefits for managers*—by leading to better managerial solutions in the workplace, and to better managerial styles and processes.

Has it, in the main, done this for you as a manager?	1	2	3	4	5
Do you think it has, in the main, done this for members of your Set as managers?	1	2	3	4	5

18. Action Learning is meant to bring *benefits for the organization.* How far do you think the Action Learning component of this Programme will, through time, have achieved the following:

Provided a number of managers who share a better understanding of the roles of others in their organizations and of how they fit together?	1	2	3	4	5
Led to action and progress on important issues across organizations?	1	2	3	4	5

19. Can you give concrete examples of work which has been satisfactorily completed or progressed as a result of the Action Learning component?

20. Do you have any other comments about the Action Learning component of the Programme?

Section D The Complete Clinical Directors' Programme

21. Would you recommend that this Programme be repeated? If so, for whom and with what changes? If not, is there a need for some other kind of Programme, either regional or Unit-based?

22. What now? Do you feel that anything should be done to build on this Programme for you? Do you have any suggestions as to what form this might take?

Name *Intake* *Date*

Thank you for completing this questionnaire—we will be summarizing the findings at the Programme Review evening on Thursday 4 November 1993.

Notes

1. The August 1991 Training specification is available from the authors, as are all design and evaluation instruments referred to in the studies. The authors can also supply further information on the research instruments.

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Management Learning
The international journal for managerial and organizational learning and development

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