Volume 1

Management Development for Women in Higher Education

Modules 1–3

Commonwealth Secretariat

ACU

Association of Commonwealth Universities

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Preface

Over recent years, the demands made of academic and professional staff in tertiary education institutions have increased greatly. Rising student numbers and changing student populations, coupled with diminishing resources and increased pressure to meet quantitative targets, have confronted staff in all parts of the Commonwealth. At the same time, staff frequently have little or even no formal training or professional development to support them in coping with new and increasing demands.

Within this demanding environment, women have often been an untapped resource, often confined to more junior positions with little management responsibility, for a variety of reasons. This still remains the case too often, despite the extremely high calibre of those women who have managed to gain senior appointments in a range of Commonwealth countries. The Commonwealth Secretariat and the Association of Commonwealth Universities have therefore sought to recognise this wealth of potential, and to address it by increasing the positive support available to women, through a series of training programmes, and particularly by the production of these volumes. We see these as a positive contribution, not only of benefit to those in institutions of higher education who may be poised to reach senior positions of academic leadership, but also to the institutions which will gain from their experience and leadership.

The Management Development for Women in Higher Education Programme was developed over several years and was produced under the auspices of the Commonwealth Higher Education Support Scheme (CHESS), a programme developed by the Commonwealth Secretariat in 1991 to identify those strategic inputs which would serve as catalysts for the improvement of higher education across the Commonwealth. This publication resulted from a programme focused on institutional capacity development, a programme regarded as a priority area because it addressed two of the three focal areas for CHESS – management and staff development. The purpose of these three volumes is to provide much-needed resource material to foster the staff development of women academics and administrators. Its production has been the result of a unique Commonwealth-wide series of workshops and seminars – through this iterative process the preliminary material was refined and strengthened to take account of the lives and experiences of participants from across the Commonwealth, and we hope it now reflects this richness and diversity.

I commend these carefully developed resource materials to the senior management and staff development personnel (and their clients) at all Commonwealth universities.

Professor Stephen A. Matlin
Director, Human Resource
Development Division
Commonwealth Secretariat

Ms Dorothy Garland
Director of External Relations
and Deputy Secretary General
Association of Commonwealth
Universities

Acknowledgements

The Management Development for Women in Higher Education Programme is the result of several years of co-ordinated work and effort by senior women in Commonwealth universities.

The problem of women's under-representation in higher education management was identified and explored by the late Dr Elizabeth Dines (Dines, 1993). The issue was taken up in that year by senior women managers who formed a Steering Committee and initiated the development of the present programme (Commonwealth Secretariat, 1993). Themes important in management development for women were identified, and the present programme of modules and ancillary materials developed from that beginning.

The modules and ancillary materials were for the most part initiated by one or more Commonwealth universities as part of its/their staff development programme. They were then tried out in a number of regional workshops to assess transportability across differing cultures and organisations. In the last two years, groups of senior women from Commonwealth universities in all regions met to consider the materials and provide advice on their development and use. Finally, a meeting of module writers considered and agreed upon the structure and presentation of the materials, and their presentation in three volumes.

The Association of Commonwealth Universities and the Commonwealth Secretariat provided practical and financial assistance over several years. Other benefactors provided financial support for women to attend workshops. These included UNESCO, the German Foundation for International Development, the Australian Agency for International Development, the British Council, the European Union, the Rockefeller Foundation, and the Forum for African Women Educationalists. The Universities of Cape Town and of Papua New Guinea, and the PNG Institute of Public Administration hosted international workshops, and together with Victoria University Australia, provided administrative support. Other institutions such as the Higher Education Commission Sri Lanka, the University of the South Pacific and the University of the West Indies hosted and supported regional workshops.

The late Dr Elizabeth Dines with Dr Hena Mukherjee suggested the concept and design of the project, and commissioned the first papers. From the beginning, many women from higher education systems in Commonwealth countries contributed their ideas and assistance to the project, through workshops and personal discussions and writings. Writers succeeded in the unenviable task of synthesising the many ideas and bringing them forward into the present programme.

The concept and the advancement of the project owe much to Dr Jasbir Singh, who supported and guided the project from its early days, arranging and co-ordinating the regional and international workshops, obtaining resources, and supporting and continuing to enthuse the many people involved in the preparation of these materials, and undertaking preparatory work with many of those who will use the modules.

All other editorial work was undertaken by Dr June Gleeson.

Writers were at all times responsible for their own content and writing. Throughout, the materials have been developed in a process of group consultation and support, and many excellent suggestions were made and received by all the writers.

It has been a great privilege and a pleasure to work with so many eminent women on such an innovative project. My deepest thanks are extended to all those who contributed so willingly. I hope many future academic leaders will benefit from and enjoy this work as much as its authors and editors have already done.

Professor June Gleeson
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References

Commonwealth Secretariat (1993) *Women Managers in Higher Education: Summary Report of the ACU-CHESS Steering Committee Meeting*, London, 25–27 May 1993.

Dines, E. (1993) 'Overview' in UNESCO-Commonwealth Secretariat, *Women in Higher Education Management*, Paris, UNESCO Press, pp. 11–17.

Introduction to the Programme

By June Gleeson, PhD

Contents

Section 1 Background

The Management Development for Women in Higher Education Programme offers a series of staff development modules and ancillary materials which, taken together, provide a progressive development programme for women in higher education. The focus of the programme is upon institutional and systemic capacity development. It offers a new path for institutions to take to enhance the academy, as differing views and ideas develop, new partnerships of women and men are forged, and new styles of intellectual and moral leadership emerge.

The series was developed by women in higher education in Commonwealth countries, for the purpose of helping other women to advance their careers in higher education, and to assist and at times lead institutional and system-wide development. A basic premise of the programme is that inclusiveness of people and the valuing of difference that arises from gender, race, ethnic and cultural backgrounds, and personal style, are characteristics of effective leadership.

While the programme is directed specifically towards the development of women in higher education, facilitators will find that many of the activities, with limited adaptation, may be used for groups of men and women. Indeed, it has been suggested that programmes such as these can contribute significantly to raising awareness among men of wider gender and cultural issues.

Section 2 Using the materials

2.1 The volumes

The programme is presented in three volumes. The first two volumes, Modules 1–3 and Modules 4–6, comprise this Introduction, a facilitator's development module, Management Development for Women: A Facilitator's Handbook, and five management development programmes. Volume 3, 'Ancillary Materials', provides additional resources which the facilitator may wish to use to increase the richness and diversity of the programme.

The sequence of modules in Volumes 1 and 2 was determined after consideration of the level of skills required by the facilitator(s); the modules are ordered in terms of the requirement for an increasing level of facilitating skills. The first module, 'Management Development for Women: A Facilitator's Handbook', provides the basic principles of staff development, both to familiarise senior and middle managers with staff development principles, and to provide a handbook that facilitators at all levels will find useful. Its purpose is to provide the information needed to develop facilitators who can offer the remaining five modules. Those five are ordered with the beginning facilitator in mind; an increasing level of facilitation skill is required as one progresses through the five modules, all of which are presented on the assumption that the facilitator is familiar with the Handbook, and has acquired a commensurate level of facilitation skills. In other words, the levels of knowledge and skills represented by 'Management Development for Women: A Facilitator's Handbook', are deemed to be essential to the presentation of the programme.

Users may choose to offer the series of modules in its entirety to initiate a comprehensive staff development programme, or may choose selectively among the modules to top up an existing staff development programme. Skilled facilitators may wish to offer the modules in a different sequence from that suggested in Volumes 1 and 2.

2.2 The modules

Within Volumes 1 and 2, each of the five management development modules provides a complete course or programme on the given topic. Each module contains the following:

- an Introduction, which gives background information about the module, and why it was written;
- Facilitator's Notes, which provide notes about how the module might be offered;
- the Workshop Programme, detailing the workshops and sessions in the module and the timetable or sequence of activities for each;
- Support Materials, categorised into overhead transparencies (OHT), hand-out materials (HO), and resource material (R). Each category is numbered sequentially in the order in which the items will be used, and they are in a form suitable for photocopy or transparency preparation;
- References and additional readings, to which the facilitator may refer for additional resources.

In addition, some modules contain Editorial Notes, which draw attention to items to which particular attention must be paid during presentation.

Authors of the modules have suggested various ways in which times for presentation of the modules might be scheduled. It is important to note that some modules, such as 'Women and Research', or 'Women and Governance in Higher Education', may be offered in discrete workshops over a relatively long period of time. Other modules, such as 'Women's Studies as a Catalyst for the Advancement of Women in Higher Education', are designed to be offered over a short, integrated time period. For most modules, it is important that the sequence of workshops remains as the writer suggests.

While the modules are written within an agreed conceptual framework, and are presented in a consistent format, deliberate points of difference remain, so as to retain the richness and diversity represented by the varying cultures, backgrounds, social and professional orientations of the writers.

2.3 Ancillary materials

Volume 3 offers a selection of ancillary materials from which facilitators may augment their programmes. The ancillary material is categorised into research papers, case-studies, workshops and cases. Again, the sequence reflects the level of facilitation skills needed to use the material.

The first two categories, research papers and case-studies, provide additional readings for consideration and, if desired, discussion among participants. The research papers offer additional viewpoints ('Feminism and Research') or evidence about how things actually work ('The Gender Dynamics of Decision Making'). The case-studies have been undertaken in specific regions, and offer a history of a particular issue and evidence about the way things are or have been in those places.

The next two categories, workshops and cases, provide materials to be used more actively with the modules. The workshops offer specific items for consideration, and provide detailed notes about how the workshop is to be presented, hand-out material, and transparencies.

In contrast, the cases describe differing, realistic situations (most often, based on experiences familiar to many women), reflecting a variety of factors that must be considered, to which many solutions are possible. They may be used in a number of different ways, and may consider a number of different questions, at the discretion of the facilitator.

An indication of the modules for which the additional materials may be most relevant is given in Table 1, *Linkages between modules and ancillary materials*, at the end of this introduction. A note at the beginning of each work provides additional information. In addition to the ancillary materials, Volume 3 contains biographical notes about the programme writers.

Section 3 The facilitator's role

3.1 Adult learning

Principles of adult learning have been used throughout this programme. Adult learners need to be involved in diagnosing their own learning needs and planning their own learning. The learning process may be different for each participant, so the learning environment should enable participants to feel accepted, respected and supported. All those in the programme – participants, facilitator(s) and other contributors – both learn from and teach others, so that in a sense, people and knowledge are integrated to provide the teaching/learning process. The process then is the joint responsibility of learner and facilitator, and the facilitator's task is to provide an environment conducive to learning, and to assist the participants to become self-directed learners.

The facilitator acts as a guide to the learning processes. To offer the programme successfully, the facilitator must have professional credibility, both for knowledge and for teaching/learning process skills. A knowledge foundation is provided in the modules, and the facilitator is encouraged to recruit other discipline leaders to provide a strong conceptual and knowledge base.

Module writers have designed programmes that offer a balance of highly directed learning through knowledge provision, and low-directed, experiential learning. Delivery of such programmes is always a challenge because of the diverse personal and presentation skills and attitudes of the facilitators. Provision for the development of teaching/learning process skills is made in the module 'Management Development for Women: A Facilitator's Handbook', and it is expected that facilitation skills will be developed as progress is made through the programme.

3.2 Use of a team

Use of a team of facilitators (also called a team of staff trainers, or a management development team) is recommended to provide the most flexible and sensitive presentation of the modules. Team members need to have completed at least a basic level of training in the provision of staff development activities, equivalent to that provided in the first module, 'Management Development for Women: A Facilitator's Handbook'.

The management development team should be diverse, culturally, by disciplines, and by gender. It should, for example, comprise persons with an academic and conceptual background, as well as persons skilled in teaching and learning processes; this is especially useful when discussing topics such as power and leadership. Highly developed listening skills and a non-judgemental approach are necessary. Facilitators need to ascertain the depth to which people wish to go with the management development programme, and be sensitive to the way in which the material presented is being received.

It is very important to build the management development team and to emphasise its professionalism. Time should be allowed for preparatory work, both for team building and for effective presentation of the management development programme.

3.3 Facilitator's notes

Notes guide the facilitators in presenting each module. These are, in effect, a dialogue between the module writer and the facilitator. The facilitator's notes include examples of icebreakers and other activities suggested in the module, as well as indications of the key points to be drawn out of the exercises.

The facilitator plays a key role in establishing and maintaining a secure environment within which participants feel free to discuss issues and concerns relating to them. For example, concern may be expressed that information revealed may be used against people. It is important that at an early stage in the programme, ground rules for discussion are established and accepted by all participants. The ground rules might include matters such as the right of participants to express unpopular views without judgement from others, and the confidentiality of views expressed.

(a) Editorial notes

During the review of all the materials prior to publication, it was noted that some materials may raise issues of cultural differences. It was therefore decided to draw these to the attention of facilitators as editorial notes.

Facilitators need to be aware that for some participants, some of the issues raised may have significant emotional impact and the facilitator must be able to manage that. Facilitators need to assess what the risks are, the issues that might emerge, and how they might be contained. The editorial notes pinpoint issues that need careful consideration.

In addition, good evaluation and debriefing at the close of any programme is essential. Examples of evaluation and debriefing exercises are given in the module 'Management Development for Women: A Facilitator's Handbook' (Section 5.4). These exercises should be used at the end of any programme to identify any problems participants may continue to have, and to provide information to the facilitator about whether the programme met its objectives.

3.4 Customising the materials

Most of the materials provided have been based on the real-life experiences of women. They are capable of many different perspectives, and different questions and responses may suggest themselves to the facilitators. They are intended as illustrative resource materials which are 'thought provokers', and will work best when customised to the particular environment and workshop participants. Some suggestions follow about factors to consider when customising the materials.

(a) Relevant data

If desired, at the institutional or regional level, the modules can be used as a base from which to develop more culturally, organisationally or regionally-specific material. Several modules provide up-to-date statistics and research information. Ideally, facilitators will begin to collate appropriate and locally relevant material as part of their adaptation of a module. The module 'Academic Leadership' provides several useful suggestions about how this might occur (e.g. Activities 2, 3 and 4).

(b) Language

Facilitators should be aware that English is a second language for many possible participants. Language and the method of communication can be a facilitating factor, or a barrier. There is a difference between oral and academic written discourse, and it is important to use the appropriate language for the audience. Facilitators need to take into account the expected experience and expertise of the programme participants and consider ways of encouraging participants to offer examples from their own experiences so as to put them into their own linguistic, cultural and organisational context.

(c) Change

Managing and leading change is of the essence in present university systems. The management and institutional capacity development programme suggested in these modules implies organisational change. But change is occurring not only within universities themselves, but also within higher education systems and society at large. A changing paradigm of external pressures impacts upon internal university structures. Change and transformation are part of an institutional, system-wide, national and international process, and facilitators and participants need to see that perspective relative to themselves.

Change is sometimes recognised and managed, sometimes not; it almost always might be managed better. Managing change is a juggling process, for change itself is multi-directional and multi-functional; it is not linear. Issues to be considered in leading and/or managing the process relate to the type and level of change, the depth and direction of change (top-down, bottom-up, the depth of transformation to be achieved). A first order change may occur at the level of interpersonal and systemic behaviour, language content and methods of communication. A second order change may require changes in matters such as religion, life relationships, and cultural values.

Women are often requested to act as change agents because they are perceived to be 'good with people'. But costs are involved. One may be asking people to change behaviour, or for an organisation to become a 'learning organisation'. It may mean 'working to undermine the hierarchy' when deep down, few support that. To assess change, or a request to act as a change agent, one may ask:

- What determines the change process?
- Who determines it?
- What are the goals and values driving the change?

Change is a process that we can endure or instigate and manage, and it can be experienced in ways that are proactive or reactive. Each way has implications for success in dealing with the change. Leaders in academia must manage themselves on the personal level and make personal transitions, as well as attempt to achieve change external to themselves, whilst maintaining personal integrity, determination and pragmatism.

This means facilitators need to be very aware of the internal and external factors and people influencing changes within the organisation, and of the impact of those changes upon the likely participants in the staff development programme. It may also suggest a need to conceptualise the change processes that are occurring, and to deal explicitly with strategies and ways to manage the change process. Further material about change processes is included in the module 'Academic Leadership' (Session 3.1(b) Activity 4), in the case 'The realities of change', in the workshop 'The management of change', and in the research paper 'The gender dynamics of decision making'. The module 'Women's Studies as a Catalyst for the Advancement of Women in Higher Education' is about organisational change. It suggests as a major strategy for achieving change, the development of a Women's Studies Programme. The case-study, The Pacific Women's Charter, suggests another strategy to achieve change.

(d) Culture

Writers have provided management development material that reflects common issues and problems (although the manifestations may differ). They have tried to be free from cultural bias in their writings. Nevertheless and inevitably, the material reflects the environment and the society with which the writer is familiar.

To preserve and enhance the effectiveness and credibility of the programme and the staff development team, the cultural values and the assumptions in that society, for example about class, organisations and families, must be considered before presentation. Academic leadership as a process of self-development and institutional capacity development must be contextualised by considering the many environments and the cultural connotations of each, viz:

- oneself and others
- the university as an organisation
- the higher education sector
- the government and other stakeholders
- the community and the society.

The objective is to understand the requirements of the organisation, and the homogeneity and the degree of diversity likely to be present in the programme participants. Facilitators may then adapt the material to meet better the needs of the organisation and the programme participants.

Cultural norms must be considered too from the viewpoint of the participants. For example, norms vary about marriages, friendships, families, childcare, expressions of opinion. Breaking society's taboos is evidenced in many ways: the taboos, the punishments and the rewards vary in nature but always occur. The commonality is that doing something different will incur personal and perhaps family costs and rewards. The facilitator needs to make programme participants aware that there are choices to be made, either overtly or covertly, costs and benefits accrue from those choices, and participants need to bear the outcomes, and perhaps to seek sources of support for their choices. The module 'Women and Governance in Higher Education' suggests some ways of providing that mutual support (e.g. Session 7).

The selection of the facilitator(s) for face-validity and acceptability to the participants is a very important choice if the staff development programme is to be effective in changing behaviours and attitudes. For example, in some cultures people are used to a teacher-centred mode of staff development, and the notion of a facilitator or trainer is a new idea. Others see facilitators and teachers as identical, with both teaching skills and a knowledge base needed. In some cultures, participants may see not the facilitator but that person's family lines and history and village; in other cultures they may see that person's position in the organisation and society at large. The module 'Management Development for Women: A Facilitator's Handbook' provides a useful comparison of the terms 'teacher' and 'facilitator' as used in some western cultures (Section 2.4(a), Facilitation skills).

(e) Gender

The modules were devised specifically to provide staff development programmes that would enable women's self-development, and thereby the development of higher education organisationally and system-wide.

The concepts inherent in a management development programme may be similar for women and men, but interpretation often differs between the sexes, e.g.

- communication skills may be perceived and used differently by men and by women;
- ideas about leadership responsibilities and attributes may vary;
- institutions may vary in the extent to which male models of leadership and administration are entrenched; and
- the degree to which women's skills and experience are valued within the organisation may vary.

Whilst institutional policies may reflect one value, entrenched behaviours and attitudes may reflect another. If women are to succeed in their professional and institutional development objectives, they must, as an essential, have transformative agendas. This requires much personal thought and at times, courage. For example, we need to address whether we wish to support a system that we may see or not see as oppressive, and to answer the personal question, evolution or revolution? At times the question is how and to what extent one maintains one's individuality and autonomy, which includes being different and being gender-specific, while at the same time recognising and respecting the shared social connection and self-determination of people and their communities. And even when a system and a community are seen as fair, discrimination can and does occur. Who, for example, is entitled to author an academic paper?

The extent to which material is gender-specific depends on culture, personal views and the situation. Consideration is needed for issues such as:

- What is gender-specific?
- What are the issues specific to women?
- If issues are not gender-specific, are they engendered because of behavioural and atttitudinal patterns? Always?
- How can men be included?
- How can senior men be prepared to promote gender equity?
- How can we programme for success, especially when it might be argued that hostility will build in failure?

The facilitator needs to have thought through these issues to reach a personal view, but must also be prepared to accept and encourage others to accept quite diverse opinions, in both formal and informal sessions of the modules. It is important, too, that the facilitator be aware of the institutional values and processes as they affect both women and men in the organisation, consider those values and processes, and adapt the material accordingly. The module 'Women's Studies as a Catalyst for the Advancement of Women in Higher Education' provides illustrative institutional data (e.g. Tables 1–21 in hand-outs 1–12) which could provide a useful starting point for the evaluation of one's own institution.

Section 4 Summary

The Management Development for Women in Higher Education Programme offers materials that provide a progressive development programme for women in higher education with a focus upon institutional and systemic capacity development.

The programme is presented in three volumes. The first two volumes, Modules 1–3 and Modules 4–6, include a facilitator's development module, 'Management Development for Women: A Facilitator's Handbook', and five management development programmes, graded in order of difficulty of presentation. The levels of knowledge and skills represented by 'Management Development for Women: A Facilitator's Handbook' are deemed to be essential to the presentation of the programme. Volume 3, 'Ancillary Materials', provides additional items for reference and discussion, workshops and cases.

Each module contains an introduction, facilitator's notes, a detailed workshop programme, support materials, a list of references and additional readings, and in some cases, editorial notes. It is recommended that the material be adapted or customised, for example in terms of culture, language, provision of locally relevant data. The objective is to understand the requirements of the organisation, and the homogeneity and the degree of diversity likely to be present in the programme participants. Facilitators may then adapt the material to meet better the needs of the organisation and the programme participants.

Facilitators need to possess both knowledge and teaching/learning process skills. Use of a team is recommended to provide the most flexible and sensitive presentation of the modules. The management development team should be diverse, culturally, by disciplines, and by gender.

Table 1 Linkages between modules and ancillary materials*

Resources	Module 2 'Academic Leadership'	Module 3 'Women and Research'	Module 4 'Managing Personal & Professional Roles'	Module 5 'Women and Governance in Higher Education'	Module 6 'Women's Studies as a Catalyst for Advancement'
Module 1					
Facilitator's Handbook	✔	✔	✔	✔	✔
Research papers					
Gender dynamics of decision making	✔	✔		✔	✔
Feminism & research	✔	✔			
Case-studies					
Successful women leaders in the South Asia context	✔		✔		
Women and management in higher education in South Asia				✔	
Women in academic leadership positions in higher education in Malaysia	✔		✔	✔	
Women & management in higher education: a South Asian perspective			✔	✔	
The Pacific women's charter				✔	✔
Workshops					
Women in leadership	✔	✔	✔	✔	✔
The management of change	✔		✔	✔	✔
Cases					
A conflict of expectations	✔	✔	✔	✔	
The realities of change	✔			✔	✔
A woman's place	✔		✔	✔	
A good woman lost		✔	✔	✔	✔

* Adapted from a table prepared by Anne Gold.

Module 1

Management Development for Women: A Facilitator's Handbook

By Margaret Rowland, Grad. Dip. and June Gleeson, PhD

About this handbook

This handbook provides basic guidance and a useful continuing resource for facilitators and others charged with responsibility for management development. It also provides guidance to senior managers responsible for staff development about what skills they should seek in a management development team, and the type of outcomes it may be reasonable to expect. The first part of the handbook provides information and resource material about the essential skills needed to design and offer management development programmes. The second part covers the planning, delivery and organisation of the programmes. Hand-out materials for facilitators to use or to adapt for use when offering programmes to others (such as evaluation forms, action plans, certificates of completion) are included. References and suggested additional readings are in the final section. The knowledge and level of skills provided in this handbook are regarded as essential to the study of the subsequent modules, which have been written with the expectation that those involved in their presentation will be skilled facilitators.

Contents

Section 1 Introduction

This handbook is part of a project under the Women Managers in Higher Education Programme, Commonwealth Higher Education Support Scheme, in collaboration with the Association of Commonwealth Universities and UNESCO. In the past decade, the Association of Commonwealth Universities and the Commonwealth Secretariat, in collaboration with various donor agencies, have convened a series of workshop activities for women managers in Commonwealth universities. The resource materials produced in the course of these activities now form the basis of this series of user-friendly and adaptable resource materials, that are expected to be used by facilitators conducting regional and local workshops.

1.1 Purpose of this handbook

This handbook provides practical guidance, within a theoretical framework, for management development teams or facilitators who conduct local or regional workshops for women in higher education management.

It is designed for those who will use, adapt and implement the materials provided elsewhere in these volumes, and who may not have access to literature relevant to the management development assumptions that underpin the use of these resource materials. Information is presented about how adults learn and how to understand the differing ways others learn, working with groups, and the sequence of activities required to design, offer and evaluate suitable management development programmes.

1.2 The management development model

This handbook is designed within the framework of the management development loop, as shown in Figure 1. The loop sets out five sequential steps in developing effective management development programmes. The steps are:

- analyse the need for the programme;
- design the programme;
- deliver the programme;
- evaluate the programme;
- provide feedback about the programme to relevant parties.

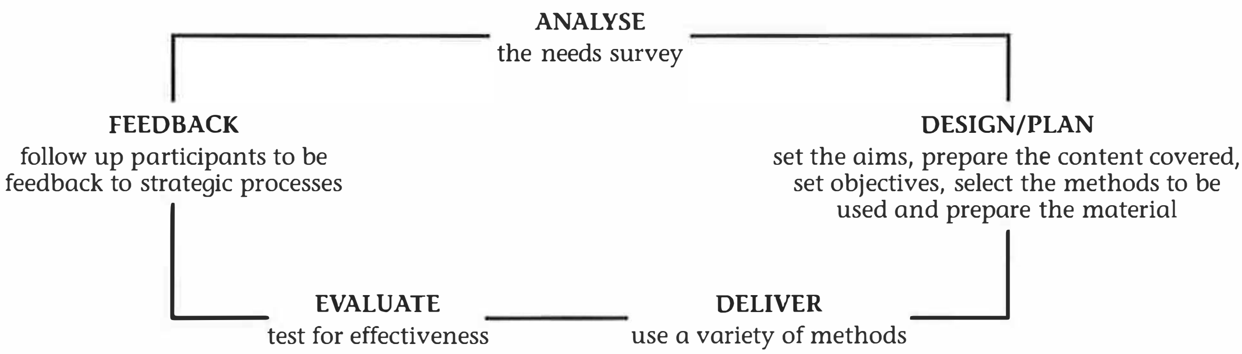


Figure 1 The management development loop

The steps are linked and are not discrete. For example, within the loop, analysis is the first step and evaluation is the final step, so at first glance it may seem more logical to consider evaluation as a separate matter after the programme is planned and delivered. However, unless the activity is designed with thought given to the evaluation process, evaluation can be an impossible task. Evaluation is an on-going process that begins with the first stage when the objectives for the programme are identified.

A second example relates to the design and delivery of the programme. Facilitators need to be cognisant of the likely participants in the programme, at both the design and the delivery stages. The design is prepared with the likely audience in mind, but the design is modified for the audience as presentation occurs. The likely audience is identified from the first step, analysis of the need, but both design and delivery can be modified as the actual participants are identified. At all these stages, an understanding of the way adults and especially women learn and the facilitation skills required is essential.

The handbook is organised so that the essential skills needed to design and offer management development programmes are presented in the first four sections. The next three sections cover needs analysis, evaluation and planning, delivery and organisation of the programmes. In Section 8, 'Support materials', hand-outs for facilitators to use when offering programmes to others (such as evaluation forms, action plans, certificates of completion) are included. Many of these require the facilitator to insert or modify details prior to use. References and suggested additional readings are in the final section.

Section 2 Adult learning and facilitation skills

2.1 How adults learn

The management development assumption that underpins the use of the resource materials prepared for the Women in Higher Education Programme is that the learners will be adults, and therefore the principles of adult learning must apply. Attempting to describe the characteristics of adult learners is very much like attempting to describe the characteristics of any group of adults.

Malcolm Knowles (1980) introduced the term 'andragogy – the art and science of helping adults learn' into American educational literature, and clearly differentiated it from 'pedagogy – the art and science of teaching children'.

The andragogical model is based on several underlying assumptions:

(a) Self-direction

Adults are self-directed, but that does not mean learning without help. Whilst Knowles strongly believes that adults see themselves as responsible for their own decisions, he is aware that this often does not appear to be the case when it comes to learning. When adults enter an educational setting, they often associate the activity with their early school experiences and expect to be 'taught'. He argues that if facilitators assume this initial behaviour really reflects the learner's attitudes and behave accordingly, they create a conflict between the intellectual model (where learner equals dependent) and the deep psychological need to be self-directed.

The accumulation of knowledge, skills and attitudes is an experience that occurs within the learner and is activated by the learner. Not all learners are self-directed, but rather they have a need to be self-directed, and it is the facilitator's job to facilitate the process. Facilitators can create the environment that is conducive to learning, but learning is an internal process. One of the richest resources for learning is the learners themselves, and the learning process might be different for each of them. Thus:

- the learning climate should be one which causes adults to feel accepted, respected and supported;
- learners need to be involved in a process of self-diagnosis of learning needs and in the process of planning their own learning;
- the teaching and learning process is the mutual responsibility of learners and facilitators.

(b) Experience and learning

Adults have many and varied experiences which we bring to the learning activity, and which lead us to interpret and use ideas in different ways. We learn at different rates and we have good days and bad days. Psychological as well as physiological factors can interfere with effective learning. 'Learning plateaux', so called because the skills or knowledge may seem to taper off and even regress, are common in management development situations. The facilitator can:

- tap the experience of learners by using participatory, experiential techniques;

- encourage learners to plan how they are going to apply their learning in their day-to-day lives;
- include activities which encourage learners to look at their experiences objectively and 'learn how to learn' from them and from each other.

(c) The need to know

Adults are ready to learn when they recognise the need to know. For the facilitator, this means:

- participants need to know why a particular topic or session is included, and why they are expected to learn it. Adults learn best with a 'real world' approach; for example, case-studies or role plays allow participants to test strategies to solve realistic problems;
- the concept of developmental readiness should be considered in grouping the learners and in deciding what processes will be used.

(d) Problem-centred learning

Adults prefer problem-centred or performance-centred learning, so facilitators need to:

- design and develop learning experiences that are relevant to these concerns;
- sequence adult learning needs according to problem areas, not subjects;
- provide an exercise which allows participants to identify the specific problems they want to be able to deal with, early in any adult education session.

(e) Learning environment

The participant and the management development team work together within a learning environment, which is itself within a social context. The participant and the facilitator, each with her/his own set of experiences, characteristics, values and beliefs, work together in a learning process which includes change as part of the process, with an outcome of changed thinking, values, behaviours and actions. All of this takes place within a learning environment and within a social context.

2.2 Women as adult learners

The principles of adult learning apply equally to women and men. However, the perceptions of barriers to fuller participation of women in higher education management, and strategies proposed for improving the situation, create a context in which facilitators apply the theories of adult learning, whether for mixed groups or special programmes for women. The facilitator needs to be sensitive to and to address those perceived barriers and the institutional processes which may reinforce or seek to remove those barriers, as part of the developmental role.

Several authors have identified barriers, and some of these are noted below. Many of these issues are dealt with in the individual modules, and these are noted.

(a) Different interpretations

> *The conceptual content of a management course for women may be similar to that of any management course for a mixed group, but the interpretation given to concepts in an all-women group may have a*

different emphasis when examined from a gender perspective. For example:

- *leadership skills may be exercised or perceived differently by women*
- *delegation is a notoriously difficult task between male and female colleagues, whether the female is superior or subordinate*
- *understanding the way organisations operate may lead to a review of presentation and communication skills.*

The skills of advocacy, lobbying and networking may need to play a larger role in the curriculum for a women's management course than in a course for a mixed group.

(Women Managers in Higher Education' Summary Report of the ACU-CHESS Steering Committee Meeting in London, 25–27 May 1993)

Facilitators seeking further understanding of these different interpretations, could refer to other materials in these volumes. The module 'Academic Leadership' considers explicitly the question of perceptions of leadership. Women and Governance in Higher Education provides workshops about how to understand the governance environment and operate within it. The case, 'A woman's place', is also relevant to an understanding of how institutions operate.

(b) Institutional culture and assumptions about leadership

While many women bring a high standard of skills and experience into the institution, the institution often fails to recognise or value as equal those skills and experiences that have not been developed in the 'male' culture of the institution.

> *There are deeply entrenched societal attitudes about the competencies required for effective leadership. Assumptions about good, strong leadership reflect past experience – and past leadership models have been almost exclusively masculine. It is only recently that the more democratic, co-operative and flexible styles of management which seem to be preferred by most women are coming to be valued.*
>
> *(McMaster and Randell, 1993)*

Women themselves frequently share these perceptions and often undervalue their own range of skills or the validity of those skills to the institution. A considerable body of management literature explores women's 'difficulties' with senior management.

> *The inability to describe and analyse men's behaviour (towards women) in this (management) context, and its effects on women, contributes to the construction of meaning and interpretation around this very palpable and destructive phenomenon which posits men's behaviour as the norm against which women's reaction is the aberration. Finally, this leads to women accepting the whole situation as inevitable and as arising from their own limitations and inadequacies as participants in the arena of senior management.*
>
> *(Ramsay, 1993)*

Again, the module 'Academic Leadership' (especially Section 3.1(c)) explores this 'deficit' model and others, and provides a useful framework for consideration of the issues.

(c) Support networks

Interaction in 'women-only' groups can foster gender consciousness, which becomes a source of power, and participants appreciate the support of other course members as they find their voice. There is strong support for special manager development programmes for women where the affective issues of perception of role and identity are addressed, as well as the practical issues of developing policies and practices to promote gender equity. The module 'Women and Governance in Higher Education' offers workshops and supporting material on networking.

2.3 Summary of adult learning principles

For the successful facilitator, these matters are essential considerations. For the facilitator using this module and others in the Women Managers in Higher Education Programme, the way adults learn has important implications for the design and facilitation of programmes. To sum up:

- **Learners must feel the need to learn**, so it is important to show participants the benefit for them. Find out their needs, establish the problems they want to solve, develop a problem-centred course designed to meet their needs and show them how the course material will be useful back on the job.
- **The learning environment must be mentally and socially safe.** Many people avoid becoming involved in management development sessions because they worry that they make themselves look foolish, they worry about making mistakes, and they worry about failing. All learning involves some risks, and the environment must be as safe as possible. As a facilitator, you can prevent participants from being destructively critical of each others' efforts, you can let them measure their own progress, you can remove the concept of failure from the course and put the emphasis on self-regulated growth.
- **Learners must set their own goals.** The development of independence and self-confidence is important no matter what management development you are involved in. As a facilitator you can help people to set appropriate learning goals by helping them to discover what they want to learn, to become aware of what they do not know and conscious of what they need to know. When they know this, you can help them to turn their needs into learning goals, and to understand what they can do to learn what they need to know.
- **Learners must participate actively in the learning process.** Research has demonstrated that active participation leads to better learning. If participants spend most of their time sitting and listening they will not learn much. The facilitator can involve them in group discussions, role plays, case studies or brainstorming sessions. She can set tasks that ask participants to apply their knowledge and skills, and be sure that each discussion and activity has a clear purpose. Participation for the sake of it is a waste of time. Real learning will occur when participants engage in carefully chosen exercises that allow them to assess the success of their own learning, and that is how they will know what they still need to learn.
- **Learning must build on and use the learner's experience.** It is only when something has become permanently stored in the brain that we have truly learned, and that happens when new information is connected with things we already know. So it is important to help participants to match new information with what they already know, and to see how that knowledge and experience can help them to learn the new information or to solve a problem that has been set.

- **Learners must see that their learning has been successful.** Success sustains the learner and guarantees permanent retention.
- **Learning must involve effective two-way communication.** We learn from and with other people and for the facilitator this means allowing time for them to talk to each other in groups, to solve a problem, to share experiences and ideas, to discuss possibilities and strategies and to learn from each other. The facilitator must give as much help as is needed, but no more. The facilitators, therefore, need to be sensitive observers who know when to help and when to leave the learner alone.

2.4 Facilitation skills

It is often said that we cannot teach anyone, we can only help them learn. Working with adults is based on this concept.

(a) Comparison of teaching and facilitating skills

The role of a facilitator is quite different from the traditional teacher's role. Not everyone agrees with the definition of the teacher's role as given below, but it is useful to compare and contrast some of the differences in Table 1.

Table 1 Comparison of teaching and facilitating

Teacher	Facilitator
Presents information	Guides discussion
Provides correct answers	Provides correct questions
Uses one-way communication	Uses two-way communication
Gives assignments	Co-ordinates learning activities
Dictates objectives	Combines group's goals
Is teaching-centred	Is learning-centred

(Source: Adapted from Donaldson and Scannel, 1986, p. 122)

(b) Facilitating behaviour

Facilitation is a key skill for the professional staff development person. The facilitation process is group-oriented. While it places responsibility for learning on the learner, the responsibility of the facilitator is of prime importance. The role of the facilitator is to encourage and support participant growth and change by responding to the needs expressed by the participant, guiding and helping them to do what they want to do.

Some of the behaviours associated with the successful facilitator role include:

- supporting a successful group process and building on the group's experience;
- creating a trusting relationship with participants;
- listening skilfully and attentively;
- knowing the group's needs and interests and guiding them to agreed objectives;
- asking questions, clarifying and summarising the participants' interactions;
- accepting and respecting participants as individuals;
- providing resources and encouragement.

Learning flourishes in an active learning environment. The challenge for the facilitator is to create that environment, and not to expect that it will 'happen'. Section 4, 'Working with groups', provides an insight into group processes and how to create a favourable climate for learning to occur.

At times, some material can generate substantial emotional impact as participants confront and try to change some of their own ideas and attitudes, and the facilitator needs to be aware of that and manage it. In these modules, editorial notes indicate points where the team of writers identified that additional care in presentation may be required. Skilled facilitators will doubtless identify others relevant to their own situations and cultures, and it is strongly suggested that you generate your own listings of such items.

(c) Expectations of other writers in this series

Other modules prepared in this series have been written with the expectation that those who are involved in presenting them will be skilled facilitators. A level of facilitation skill commensurate with this handbook is regarded as essential for offering the materials in these volumes. Each module makes explicit statements about the level and type of facilitation skills required in that module, and the facilitator is strongly encouraged to meet those specifications when recruiting the management development team to offer that programme.

Two examples of the expectations of facilitators are provided below.

In the module 'Women's Studies as a Catalyst for the Advancement of Women in Higher Education' the assumptions about learning facilitation include:

- the principles and practice of self-directed adult learning, with its philosophical notions of self-empowerment, will underpin this module;
- the facilitators for the module will be process oriented practitioners with a first-hand knowledge of higher education management, as well as the management of change;
- in the quest for deriving 'best practice' that is situation-relevant, stress will be placed on action learning and problem solving on the part of the participants.

In the module 'Managing Personal and Professional Roles', the assumptions about learning are expressed as follows:

> *The role and identity model is anchored in experiential learning ... Essentially, all these designs explore how women shape their roles and define their membership in the respective systems. The woman has to question her socio-cultural beliefs, her own need to hold on to the structured, normative prescriptions and realistically assess her strengths and limitations. Women have to create new spaces, meaningful relationships in the family, work, and with women and men. Essentially the effort is to experience success and achievement in tasks and fulfillment in relationships.*
>
> *The workshops and sessions designed to achieve this are process-oriented and entirely dependent upon the facilitation skills of the management development team. The facilitators, if they are working at the experiential and process level, must be aware that this learning opens up a whole lot of pent up feelings and emotional residues in the participants. As such, these are to be responded to with the utmost sensitivity and dignity so that the participants experience well-being and freedom rather than guilt or resentment.*

The following sections assist the management development team to develop the required facilitation skills by providing information about preferred learning and management development styles and working with groups, as well as information about designing and conducting programmes responsive to the needs of participants.

Section 3 Identifying learning and facilitation styles

Learner characteristics and individual preference have a strong influence on the facilitator's choice of approaches, methods and materials. The facilitator needs to understand the individual differences in learners to know how to work with those individuals to stimulate, facilitate, encourage, support and challenge people to grow and change.

3.1 Kolb's theory of learning style

(a) Four stages of learning

Kolb's theory of learning style (1976) represents one of the best-known approaches to determining the different ways in which individuals process information and their preferences for ways of learning. Kolb proposed four stages in learning, which form a learning cycle through which people need to proceed when engaged in effective learning. These stages are listed below, and expanded upon in Section 3.1(b):

- **Concrete experience – the activist stage**, where the participant is involved in a new and personal experience.
- **Reflective observation – the reflector stage**, where the participant observes others in an experience, or develops observations and reflections about his or her own experience.
- **Abstract conceptualisation – the theorist stage**, where the participant creates theories and concepts to explain observations and seeks answers.
- **Active experimentation – the pragmatist stage**, where the theories are used to solve problems and make decisions.

Through experience, or because of needs and goals, or because of psychological type, individuals may prefer one particular stage of the learning cycle. A nurse, for example, may most often learn through the active experimentation stage, whereas an academic may most often learn through abstract conceptualisation. However, for facilitators to be effective, they need to ensure that all stages in the learning cycle are provided for in the design of their management development programme. Individuals need to be encouraged to include all stages in their own approaches to learning. For example, theorists should be encouraged to put their ideas into practice, and to reflect on the processes and plan changes; activists might be encouraged to reflect and theorise about their experiences, and to experiment with some changes.

(b) General descriptions of learning styles

The following descriptions are adapted from Honey and Mumford (1992):

Activists

Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open minded, not sceptical, and this tends to make them enthusiastic about anything new. Their philosophy is 'I'll try anything once'. They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement of one activity has died down they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer-term consolidation. They are gregarious people constantly involving themselves with others, but in doing so they seek to centre all activities around themselves.

Reflectors

Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first-hand and from others, and prefer to think about it thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events is what counts, so they tend to postpone reaching definitive conclusions as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions, and enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant, unruffled air about them. When they act, it is part of a wide picture which includes the past as well as the present and others' observations as well as their own.

Theorists

Theorists adapt and integrate observations into complex but logically sound theories, thinking problems through in a vertical, step-by-step, logical way. They assimilate disparate facts into coherent theories, and tend to be perfectionists who do not rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesise and are keen on basic assumptions, principles, theories, models, and systems thinking. Their philosophy prizes rationality and logic. 'If it's logical, it's good'. Questions they frequently ask include 'Does it make sense?' 'How does this fit with that?' 'What are the basic assumptions?' They tend to be detached, analytical, and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their mental 'set' and they rigidly reject anything that does not fit with it. They prefer to maximise certainty and feel uncomfortable with subjective judgements, lateral thinking and anything flippant.

Pragmatists

Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from management courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down-to-earth people who like making practical decisions and solving problems. They respond to problems and opportunities 'as a challenge'. Their philosophy is 'there's always a better way' and 'if it works, it's good'.

(c) Making successful presentations

If different ways of learning are understood, presentations can be tailored to the audience. By assessing the profile of the learner group, the successful facilitator can begin to predict the best way to design a management development activity, to ensure that all stages of the learning cycle are present, and to deal with problems that arise during the programme. It will also help in assessing the acceptability of intellectual concepts and differing activities to the group. Some activities are more acceptable to certain learning styles than others, so the skilled facilitator offers activities that will offer the best chance of successful learning for each participant's learning style. The following summaries are adapted from Honey and Mumford (1992), pp. 22–26.

Activists

Activists love concrete experiences, such as icebreakers, exercises, lots of discussion. They will learn *best* from activities where:

- there are learning activities which involve role-playing exercises, teamwork tasks, competitive learning games, where there is excitement/drama/crisis and a constant range of diverse activities to tackle;
- they can take a leadership or 'high visibility' role, leading discussions, giving presentations, being involved with others in sharing ideas, solving problems as part of a team, brainstorming;
- there is excitement, change of pace and activities;
- they are thrown in at the deep end with a task they think is difficult, e.g. being set a challenge with inadequate resources and adverse conditions.

They will learn *least* from, and may react against, activities where:

- the programme involves sitting and listening for any length of time. Without excitement and activity, they will soon become bored and may be withdrawn;
- learning involves a passive role, e.g. listening to lectures, monologues, detailed explanations of how things work or should be done, reading, watching;
- working on their own, e.g. reading, writing;
- they are asked to assess beforehand what they will learn and to say afterwards what they have learned;
- they are asked to practise the same activity over and over again or where they have precise instructions to follow with little room to interpret.

Reflectors

Reflectors collect data and think it through thoroughly before coming to a decision. They have a preference for reading lists and lots of references. They will learn *best* from activities where:

- they have reading in advance, time to prepare. They like to know beforehand if they are going to be asked to exchange views;
- they are able to stand back from events and observe/think/deliberate over activities, e.g. observe a group at work, watch a film or video;
- they can carry out some in-depth research, i.e. investigate, assemble information, solve problems;
- they have the opportunity to review what has happened, what they have learned;
- they are asked to produce carefully considered analyses and reports;
- they are helped to exchange views with others without danger, e.g. by prior agreement or by a structured learning experience;
- they can reach a decision in their own time, without pressure and tight deadlines.

They will learn *least* from, and may react against, activities where:

- they are 'put on the spot' without prior time to prepare and think things through;

- they are forced into the limelight, e.g. to role play in front of onlookers, to lead a discussion;
- they are worried by time pressures or rushed from one activity to another, or have to take short cuts or produce an inferior product. Tight deadlines, e.g. a structured learning experience which puts them under pressure, make them uncomfortable;
- they are given inflexible instructions for how things should be done without understanding why.

Theorists

Theorists are the analysers. They respond to detailed timetables, diagrams and models. They will learn *best* from activities where:

- they are offered models, concepts, theories, examples of systems;
- they have time to methodically explore the associations and interrelationships between ideas, events and situations;
- they have the chance to question and probe the basic methodology, assumptions or logic behind something, e.g. by taking part in a question-and-answer session, by checking a paper for consistencies;
- they are in structured situations with a clear purpose;
- they can listen to or read about ideas and concepts that emphasise rationality or logic and are well argued;
- they are offered interesting ideas and concepts even though they are not immediately relevant;
- they are required to understand and participate in complex situations and they can then analyse and generalise the reasons for success or failure.

They will learn *least* from, and may react against, activities where:

- they are required to do something without a context or an apparent purpose, and where they are asked to decide or act without a basis in policy, principle or concept;
- they are involved in unstructured activities where ambiguity and uncertainty are high, e.g. in sensitivity training where they have to participate in situations emphasising emotions and feelings;
- they doubt that the subject matter is methodically sound, e.g. where questionnaires have not been validated, where there are no statistics to support an argument;
- they find the subject matter is shallow, or reflects the latest gimmick.

Pragmatists

Pragmatists like to apply ideas and theories to the real world. They ask for checklists and procedural examples. They will learn *best* from activities where:

- there is an obvious link between the subject matter and a problem or opportunity on the job, and techniques for doing things with obvious practical advantages, e.g. how to save time, how to deal with awkward people;
- they have the chance to try out and practise techniques with coaching/feedback from a credible expert/practitioner, lots of examples/anecdotes, a video showing how it is done;
- there is high validity in the learning activity, e.g. a good simulation; 'real' problems; they can concentrate on practical issues, e.g. drawing up action plans with an obvious end product;
- they are given short-cuts and tips.

They will learn *least* from, and may react against, activities where:

- the learning is not related to an immediate need;
- there is no practical benefit; there is no practice or clear guidelines about how to do it;
- organisers of the learning seem distant from reality, e.g. there are political, managerial, or personal obstacles to implementation;
- they cannot see sufficient reward from the learning activity;
- there is too much discussion on the theory. They want to solve problems, not go around in circles getting nowhere.

In the management development programme, general descriptions are useful to introduce the idea of individual differences and preferred ways of working to the group. In a particular session, having a group profile and a shared understanding of learning styles can help individuals in the group to accept aspects of the programme which may take them out of their comfort zone.

(d) Likely responses

Kolb found that the abilities associated with each stage of the learning cycle combine to form clusters. For example, when given a specific task, such as developing strategies to solve a problem, individuals will behave in ways that indicate their preferred learning style.

Activists

The activist will:

- experiment with countless solutions;
- seek concrete experiences;
- talk, and may not focus on the task;
- prefer to learn by experience;
- generate ideas, and be good at brainstorming;
- take risks and perform well when having to adapt to a situation;
- enjoy interacting with people;
- prefer trial and error to reading the instructions first;
- like to explore all possibilities.

Reflectors

The reflector will:

- work out a model as a solution;
- learn best by reading, listening, and observing people;
- like to integrate ideas into models and theories;
- be relatively uninterested in applying theory to real life;
- reflect and observe.

Theorists

The theorist will:

- prefer models and concepts;
- like rational argument and logic;
- prefer structured situations.

Pragmatists

The pragmatist will:

- focus quickly on a task, often being first to finish;
- engage in active experimentation;
- prefer working with ideas or things rather than observing people;
- like quick, concrete solutions to problems;
- like applying theory to real life.

3.2 Finding out about your own and others' preferred learning styles

Kolb's learning style analysis seems to provide a powerful predictor of learning behaviour. If participants are made aware of their learning preferences, it can help them to extend those preferences. By allowing them the opportunity to diagnose their learning style, and letting them identify their strengths and areas for improvement, they may understand why they need to engage in some of their less-preferred styles to learn effectively. For example:

- reflectors and theorists will act role plays with active experimentation if they understand the context and if they are warned about it beforehand. They need very clear instructions about expected outcomes but they will still want models and reading lists;
- activists and pragmatists will accept concepts and put in preparation if they know there will be a checklist and a chance to practise.

If people understand more about their learning preferences, it is likely they will increase their ability to develop additional learning styles and even to modify existing ways of learning.

A learning styles questionnaire is included in Section 8 as hand-out material HO 1. The facilitator can use this to assess her or his own learning style, and also (with their consent), use it to gauge the learning styles of programme participants. The results can be used to:

- assess the profile of the participant group, to assist in the design of the management development activity;
- obtain a detailed knowledge of the individual differences in participants, to know how to work with participants to stimulate, encourage, support and challenge them to grow and change;
- gain the understanding and commitment of the participants to the processes which will be used;
- discuss similarities between preferred learning style and preferred management style and the implications of that in the workplace;
- enable participants to become aware of their own preferred learning style, which is likely to influence their preferred facilitating style and their preferred choice of management development strategies.

3.3 The design of learning experiences

The facilitator needs to provide learning experiences that cater to and encourage participants with very different learning styles. The modules and the ancillary materials in these volumes provide many examples of types of activities suitable for the various stages of the learning cycle.

(a) Concrete experience

Facilitators can provide concrete experience through experiential learning exercises and role plays which are seen to link back to work-based experience. This also reinforces adult learning, because adults learn best when learning builds on and uses the learner's experience. The workshop 'Women in leadership' illustrates this learning style, as women are asked to consider a work-related problem with which they are familiar, and to consider various ways in which the problem might be approached.

(b) Reflective observation

Facilitators can provide programmes that offer an arena for reflective observation by using concrete experiences in programmes followed by group discussion and reflection on the meaning of the learning. For this to occur, facilitators need to ensure that the learning environment is mentally and socially safe. The workshop 'The management of change' uses this technique to identify and reflect upon experiences of change.

(c) Abstract conceptualisation

Abstract conceptualisation is provided when learners actively find answers. Facilitators can vary the way they offer theory and hypotheses, sometimes offering them before a group task which tests the theory, and sometimes offering the theory and research findings and allowing participants to draw their own hypotheses. To decide which approach will be most productive, facilitators need to keep in mind that the participants will be ready to find the answers when they feel the need to learn. The module 'Women and Governance in Higher Education', Session 7, illustrates this technique in its presentations about networking and mentoring.

(d) Active experimentation

Active experimentation in a programme allows participants the opportunity to use the newly gained knowledge in the workplace. If the facilitator does not provide the opportunity in the programme to plan real workplace changes (based on the needs of the individual and the institution), the learning cycle is not complete, and the learning occurs in a vacuum. This also links back to principles of adult learning, which indicate that learners must set their own goals and must see that their learning has been successful. Several modules include action plans as part of their programmes, and the module 'Women and Research', Workshop 8, encourages women to make their own 'contract' about research. Two proformas for action plans are provided in Section 8. Hand-out HO 2 is an action plan for personal change, which can be used for a variety of issues from negotiating childcare to structuring one's own research plan. Hand-out HO 3 is an action plan for institutions or regions. Both of these action plans illustrate the active experimentation phase of the learning cycle.

(e) Putting it all together

Another module in this series, 'Women's Studies as a Catalyst for the Advancement of Women in Higher Education', demonstrates in practice how the team of facilitators included the learning style cycle in planning the outcomes to meet the objectives:

- **Concrete experience.** The target group for the module is identified as senior and middle-level women academics and administrators in

Commonwealth universities. The assumption about learning facilitation is:

In the quest of deriving best practice that is situation-relevant, stress will be placed on action learning and problem solving on the part of the participants.

The programme then provides those opportunities through the use of cases, story-telling by participants, and brainstorming sessions.

- **Reflective observation.** Facilitators set up a safe environment for group and individual reflection by establishing rules of constructive feedback, empathetic listening and shared participation, and testing this throughout the programme with the 'Where are we? (WAW)' approach. The process used is interactive throughout to ensure there is group and individual reflection.
- **Abstract conceptualisation.** Participants examine statistical data on equality of career opportunities, extract trends and factors that account for trends. There are mini-lectures and participants explore the concept of 'empowerment' to devise strategies for building personal, group and institutional networks.
- **Active experimentation.** Participants undertake a stakeholder's analysis and use the data to construct a force-field analysis to show the enabling and constraining factors in the advancement of women in universities. By the end of the module, participants have developed change management strategies and action plans to introduce pilot schemes in their respective universities.

3.4 Facilitation styles

(a) Relationship between your learning and facilitation style

We tend to teach in the way we learn best. If you have completed the Learning Styles Questionnaire, you will have a clear idea of your own preferred learning style. This is likely to influence your preferred facilitation style and your preferred choice of management development strategies. For example, if you prefer to learn in a conceptual way, you are likely to facilitate others' learning in a conceptual way, so activists may find it difficult to relate to the learning you offer. On the other hand, if you are an activist and design an activity with lots of role plays, competitive games and teamwork, theoretical learners may well dismiss the activity as 'lightweight' or 'insubstantial'.

As a facilitator, do you look forward to the prospect of a class discussion on a controversial issue, or would that make you uncomfortable? Do you prefer facilitating a workshop session to giving 'boring' theory lessons? Do you prefer social issues to technical theory? Are you an abstract or a concrete thinker? Factors such as these reflect your teaching and facilitating preferences. The facilitator with a preference for the visual will place great emphasis on visual aids, while another will prefer written notes and hand-out sheets; and participants may prefer role plays or videos. You may have a preference for group work, yet that may have a negative effect on those people with a preference for an individual approach. Understanding preferred facilitation styles can help the management development person to understand why they have difficulty reaching some learners, and can provide a useful shared language for discussing with other facilitators a range of educational approaches.

All management development techniques have validity, but you need to be aware that what may seem effective and motivating to you, may not have the same effect on all the people with whom you are working. You will feel most comfortable when you use your preferred facilitation style, and you may feel quite uncomfortable when you need to use another style. However, as a facilitator, you need to become adept at using a flexible approach, and that often means recognising when you are moving out of your comfort zone, and adopting some of the techniques for increasing flexibility described in this module.

(b) Adapting your facilitation style to participants' learning styles

The 'matching' debate

An issue of great debate in the management development field is whether or not to match learning style and facilitating style. Should individuals who prefer to work on their own be given individual learning packages, or should they be encouraged to interact more with their peer group? The question is a difficult one. Much needs to be learned about the individual preferences of facilitators and the extent to which they can adopt training strategies that do not come naturally, so as to communicate with learners of different preferences. It is reasonable to assume that at some stages of learning, participants do better with a facilitator who is a kindred spirit. There is no doubt that if a conceptual learner is taught by a lecturer with the same preference, his or her chance of success would be greater than that of an activist learner.

An 'inclusive' style

One answer is to give a degree of matching to students, but also to expose them to a variety of styles. By using a facilitating strategy that is inclusive rather than exclusive, the needs of all participants may be met. The following strategies may be useful for planning a management development session:

- teach concepts from simple to complex;
- teach from the known to the unknown;
- allow participants to select part or all of the topics and materials for study;
- encourage participation in group discussions and activities;
- help participants formulate and test hypotheses;
- allow time to reflect on learning;
- encourage problem solving and testing of alternatives;
- encourage people to examine their own learning preferences.

(c) Ways to increase flexibility of style

Several different ways of presenting learning activities are listed in Table 2. The facilitator can use the list for suggestions, and as a checklist to ascertain the variety of presentation modes to be used in a given programme.

It may also be used as a checklist to assess the facilitator's own flexibility of style. It is useful to consider which activities in the list are felt to be most and least comfortable to the facilitator, and to provide specific examples and strategies about how increased flexibility might be achieved in a programme. Discussion of responses with other facilitators is often helpful in generating new and alternative ideas.

Table 2 Different ways of presenting learning activities

I am most comfortable when I

- present concepts and skills in a logical sequence, e.g. concrete to abstract
- give people expectations of success
- use specific examples and concrete models to clarify abstractions and generalisations
- reinforce desired behaviour, and model what I teach
- give honest constructive feedback to people as quickly as possible about their performance
- relate people's past experiences to new work (known to unknown)
- use all models (visual, auditory, tactile and kinesthetic)
- use clearly articulated objectives and outcomes
- give people opportunities to make choices
- use a variety of approaches (lecture, group discussion, self-rating, problem solving)
- vary the pace of activities
- find out people's interests and capitalise on them during sessions
- involve people actively in sessions (give overviews, use analogies, encourage participant examples of how to transfer the learning)
- balance right brain activities with left brain activities (brainstorming and ideas generation as well as verbal learning)
- emphasise what people do well
- teach to people's strengths while developing the opportunity to overcome weaknesses

Section 4 Working with groups

The previous sections have included guidelines on the preparation and presentation of material, emphasising the desirability of avoiding a lecturing approach, the need to offer not impose solutions, and the need to encourage participant input and incorporate their expertise into the learning process. For the facilitator, this means working with groups.

4.1 Why work in groups?

Learning flourishes in an active learning environment. An understanding of group processes will help the facilitator to create an environment conducive to learning, rather than expecting that it will simply 'happen'.

There are many advantages in working with groups. These include:

- where there is a high level of involvement, everyone gets a chance to express opinions and ask questions;
- there is cross-fertilisation. Group members learn from each other instead of just the facilitator;
- groups provide chances to become involved in applying knowledge or skills to specific problems or situations;
- when group members get immediate feedback for their contributions, they are more likely to feel involved and satisfied with what they are doing;
- active, dynamic learning is possible because of the high level of involvement;
- group activities can help participants to get to know each other and promote a more relaxed, low-risk learning environment;
- groups are a wonderful opportunity to promote networking and support beyond the management development activity.

4.2 Behaviour in groups

Individual characteristics not only determine the participant's behaviour toward others, but also those behaviours and reactions in turn influence the reactions of others. Even in a group of four or five individuals, the combinations of behaviours and reactions are complex. Shaw (1976) provides a useful summary about group behaviour:

- individuals prefer smaller groups;
- the amount of participation in a group decreases with increasing group size;
- when a group is larger, there is more likely to be individual conformity to majority opinion;
- a group leader is more likely to emerge when a group is larger;
- emerging leaders tend to be older than other group members;
- the individual with more experience related to the task tends to make more contributions to and have more influence on a group;
- there is more social participation when group members are older;
- men tend to be more aggressive and competitive than women in groups, e.g. interrupt more frequently, state opposing views more often;
- an individual who displays anxiety inhibits group functioning.

4.3 Stages of group development

For the facilitator, it is essential to have a basic knowledge of the stages that any group is likely to go through as it moves toward operating as a mature group. Tuckman (1975) identified the four stages of **forming**, **storming**, **norming** and **performing**, and Adair (1987) expanded on them.

(a) Forming

This is the initial stage, when the group goes through a period of orientation. It may re-occur at a later stage with a change of membership or similar occurrence.

The group at this stage is characterised by considerable anxiety among its members, who are testing to discover the nature of the situation, what help can be expected from the leader or convenor, and what behaviour will/will not be appropriate. Members seek answers to the basic question 'What is the task?' And they want knowledge of the rules and methods to be used to answer the question.

(b) Storming

This is the stage when interpersonal conflict and emotional responses develop. Group structure shows emergent conflict between subgroups. The authority and competence of the leader are challenged. Opinions polarise, and individuals react against the efforts of the leader or group to control them. The value and feasibility of the task is questioned and people react against its demands.

(c) Norming

Group relationships and group cohesion develop, and new ways of working evolve at this stage. Group structure exhibits more harmony, and the group experiences group cohesion or unity for the first time. Norms emerge as those in conflict are reconciled and resistance is overcome. Mutual support develops. Co-operation on the task begins, plans are made and work standards are laid down. Communication of views and feelings develops.

(d) Performing

Group members begin to work co-operatively together on the tasks to be performed. The group structures itself or accepts a structure which fits most appropriately its common task. Roles are seen in terms functional to the task, and flexibility between them develops. Constructive work on the task surges ahead. Progress is experienced as more of the group's energy is applied to being effective in the area of their common task.

(e) Impediments to reaching the performing stage

Not all groups progress evenly, or indeed progress at all, to reach the performing stage. Points to remember include:

- Tuckman's model is not a linear model; groups can be at more than one stage at any time;
- Groups can move between stages at any time, e.g. with a change in membership, the group may 'regress' or suddenly begin to perform;
- Not all groups move on; some may become 'stuck' and need leadership to move;

- For a group to reach the performing stage, it will need to demonstrate a high level of maturity both for the task and for the way the group members operate together.

4.4 Leadership behaviour

The role of the facilitator is essential in helping a group to reach the performing stage. The effectiveness of the facilitator is dependent upon her ability to understand the types of leadership required at each stage to keep the participants moving towards the performing stage.

(a) At the forming stage

The group is going through a period of orientation, so the facilitator wants participants to feel comfortable with themselves, with each other, and the task. The leader can:

- arrange introductory/'getting to know you' exercises;
- discuss the purpose of the group and clarify the goals;
- gain commitment from the members;
- provide clear direction and co-ordinate activities;
- help to establish group norms and rules as well as support for individual members;
- provide a forum for uncertainties and concerns to be raised; and
- encourage contributions from the group.

(b) At the storming stage

This is the time when interpersonal conflict and emotional responses develop, the authority and/or competence of leader or convenor are challenged, and efforts to control the group are resisted. The leader can:

- involve team members in reviewing the purpose and goals of the group;
- allow conflicts to surface, so they can be resolved/managed;
- clarify areas of agreement and areas of difference, i.e. facilitate;
- ensure individuals' issues and views are heard and provide a high level of support for *all* contributions;
- use reflective feedback rather than giving advice; and
- remind team members of the group rules and norms whenever necessary.

(c) At the norming stage

Group relationships and group cohesion are developing and new ways of working evolve. Communication of views and feelings occurs, and the group focus is on the task. The leader can:

- review goals and achievements;
- encourage new ideas and alternative approaches;
- provide feedback to the group and individuals about group targets. Celebrate success!
- encourage individual members to take on leadership functions; and
- allow leadership to shift between members of the group.

(d) At the performing stage

At this stage, group members begin to work co-operatively together on the tasks to be performed. Leadership is shared among the group members and the group monitors and adapts its own performance. The leader can:

- encourage a review of team performance, plan changes and improvements;
- support the group and individuals in making decisions;
- experiment with changes in leadership;
- encourage group members to recognise each other's accomplishments, and to give each other feedback; and
- become a resource which the group can access to build on performance and link with other teams.

4.5 Creating a positive climate in groups

The experienced facilitator will take some time at the beginning of a session or programme to help the participants to get to know each other and to establish the climate in the group. In a good climate:

- the atmosphere is relaxed;
- participants' efforts are encouraged;
- participants feel they have some control over what is happening;
- there is friendly, open communication between the facilitator and participants;
- active participation is encouraged in every way; and
- confidentiality has been discussed and agreed.

Icebreakers are introductory exercises used as a way of getting people to tune into the development activity, relax and enjoy being part of the group. They should be simple, short, and non-threatening. Facilitators need to be sensitive to what the group will feel comfortable with, and always allow individuals the option of not doing something that causes them to feel anxious or stressed, even if it does not seem to be a problem for others. The facilitator should always start by introducing herself/ himself, answering the same questions as the participants.

Recaps, where participants review what they have done over past sessions, and raise any new issues, re-introduce participants to the group and the learning activity. These are especially important when sessions are scheduled at discrete intervals, e.g. weekly, and participants need to be 'eased back' into the group.

Time to socialise is important for participants to get to know each other, network, absorb and discuss their new learning experiences. For programmes of a day or less, coffee and meal breaks provide these opportunities. For longer-term programmes, such as residential programmes, more specific social activities need to be scheduled, to allow participants to unwind, absorb the learning and return refreshed to the activities. A too-tight programme makes participants feel exhausted and they are less likely to achieve their learning objectives.

Some examples of these techniques are provided below.

Where participants do not know each other, the icebreaker can be a simple introduction. Ask each person around the room. 'Please introduce yourself, giving your name, what you do in the organisation, and say one thing you would like to get from this session today.'

Where participants know each other, but not well, you can use the same technique and add if you wish, 'and tell us one thing about yourself that does not relate to your work and that you are prepared to share – a hobby, interest, family, sport, where you went for your holidays'. But remember to allow individuals to 'pass' about this if they feel uncomfortable.

When groups and their members may be known to each other, an introduction icebreaker is not appropriate. If the facilitator does not know the group, she can introduce herself to individuals as they arrive. A more useful icebreaker will be one which establishes group expectations and/or rules.

If the session is about giving feedback, active listening, counselling skills etc., you can ask each person to form a pair with the person next to them and interview each other to find the answers to questions. Each person then introduces her/his partner to the group. This will work with groups of up to about 20 and will take a short time to complete.

Establishing learner expectations and setting the 'rules', e.g. about confidentiality, can be done as a follow-on to the introductory exercise, to get participants used to working in groups, to establish 'rules' for how the group will operate, or to review pre-course work.

To establish group expectations, participants can be asked to form groups of three to discuss 'My expectations of this session are ...', and 'One thing I want from today is ...'. Groups are asked to ensure that everyone in their group has a chance to contribute, and one person can be asked to give a short report for the whole group, or the facilitator can summarise the groups' findings on a whiteboard or similar.

To establish 'group rules', small groups as above can be asked to talk about 'what rules need to be present for this to be a positive learning environment for me', or similar issue. The same process of discussion and reporting back can be used, but participants can be encouraged to talk about the group processes, such as equal opportunities to participate and be listened to, respect for the individual, **confidentiality**, participant responsibility etc.

Where pre-course work has been distributed, an exercise can be used which introduces the topic by having individuals talk about their pre-course responses in a small group. For example, HO 5 is an example of a pre-course questionnaire. Participants could be asked to discuss as an icebreaker: 'What types of conflict do you most commonly need to manage?' This will also help to establish a group profile of what needs to be covered in the session.

A further example occurs from HO 6, where participants were asked, 'What do you think motivates you to perform your job effectively?' and 'which of these needs is currently being met/not met?' Again, discussion about these topics will provide an effective icebreaker and discussion starter for the group.

After a break, recap at the beginning of the session, and ask if participants have thought of anything new since the last session. The 'Where are we?' (WAW) technique used in the module 'Women's Studies as a Catalyst for the Advancement of Women in Higher Education' illustrates this recap technique.

For a residential programme, schedule some evening meals together or arrange some local entertainment. Where the programme is more than two or three days, the facilitator can arrange some tours of local interest, shopping, sightseeing, to be available on a scheduled day or part of a day. If such activities are not scheduled, participants are likely to do them anyway on an ad hoc basis.

4.6 Common problems in groups

For the facilitator, working with groups is one of the most rewarding forms of management development, because most learners want the group to be effective and will make efforts to promote positive group dynamics. However, conditions and problems affect practice. For example, learners working together in groups do not always interact harmoniously to achieve mutual goals. People can be withdrawn, sullen, shy, or aggressive, and they may be struggling with important problems outside the group. Conflict can occur between individuals, strong dislike can arise among group members and competition for attention rather than co-operation can prevail.

Learner expectations may exceed the possibilities of the situation, or the facilitator's stated intent may be unrealistic. For example, a one-day workshop to train managers on all aspects of interpersonal skills, or a half-day workshop to prepare them with the skills to interpret and use a performance appraisal system clearly cannot achieve their goals.

Sometimes, a facilitator is confronted with a group whose members have been forced to attend a course or workshop by their manager without being consulted. Everyone may be clearly unhappy to be there, and the dissatisfaction may be transferred to the facilitator for being there too.

4.7 Difficulties in group dynamics

The following information is adapted from Patricia Cranton (1992).

(a) Group conflict

What if a working group simply doesn't get along? The members do not seem to like each other; they complain about working together; they are not productive because they spend their time arguing or trying to out-do each other. This can be most difficult when the facilitator has only a day or a series of short sessions to deal with problems. The chance that this will occur is greatly reduced if the ground rules for the group have been established at the beginning. You can:

- observe the group together if possible. Talk to the individual group members and ask for their perceptions of what is going wrong. Meet with the group as a whole and ask them to list the problems and the possible solutions to each problem. Suggest that these be put in the form of objectives for the group to work toward. Refer back to the ground rules;
- if the group is in so much conflict that it cannot produce objectives, or even discuss the problem objectively, suggest some objectives based on your own perceptions about what it might try to achieve in the next one or two meetings;
- if it seems the group will never work well together, or if the problem continues, consider changing the group. The difficulty is that other groups will be disrupted; but it is often a good idea to have the participants experience working with more than one group, particularly in a one-day workshop.

(b) Group disruption

What if it becomes clear that one participant is inhibiting group effectiveness? For example, a dominant group member, an aggressive individual, a withdrawn or anxious person, someone who interrupts and inhibits others or who argues incessantly?

- Through observation, the facilitator can attempt to determine any reason for the behaviour. Perhaps the aggressive individual is hiding a lack of confidence, perhaps the withdrawn person is simply introverted.
- The facilitator should meet privately with the person before or after the session. The conversation must be handled with a great deal of care; feedback must be directly related to the learner's behaviour and the approach must be an exercise in open and joint problem-solving. If ground rules have been established, the facilitator will find it easier to approach the situation by referring back to what has been agreed and where the behaviour differs. The result should be some specific and observable objectives that the person feels able to attempt in the next session.
- If this approach does not seem feasible for the individual in question, the facilitator can assign specific roles, e.g. the role of recorder to the withdrawn individual; the dominant group member can be asked to summarise the group's findings and ensure that everyone has an input.

(c) Lack of progress

What if the group is having a wonderful time, but nothing is getting done? At the end of a work session, they may scramble to put a few ideas together and say, 'Oh, we were discussing ... instead!'

- If the facilitator is comfortable with it, she can discuss with the group what she observes happening and ask for their responses to 'what are the consequences of leaving the group as it is?'
- The facilitator can provide more structure in the group activities, with recommended times and reminders, assigned roles for group members or a suggested format for what they should produce.
- The groups can be reformed, but this is the least-preferred option as it may result in hostility.

(d) Unrealistic expectations

There are several circumstances in which the facilitator deals with unrealistic expectations. The most common is the one-day workshop that is expected to inform fully and develop participants' skills in a complex area – the half-day management techniques course, for example! It may be that the learners are unaware of the scope of the activity they are undertaking. Constraints of various kinds (learner time, resources, the organisation's finances) usually prevent a change in the one-day format. You can:

- narrow down the topic and negotiate a choice of more manageable topics and consult with participants as to their preferences among the options;
- conduct a short survey to get information about participants. It may be that individuals have some experience in the area, or that their interest and backgrounds can suggest ways to address the broader expectations;
- be clear with the group at the beginning of the session about their expectations and what can be achieved given the constraints of time; and

- suggest other resources, such as books, journal articles and videos. At the end of the session, people will probably feel that they have only scratched the surface and will want more. Participants can also be encouraged to request follow-up sessions.

(e) Dealing with resistant participants

Sometimes a facilitator will find that a group member will not participate in activities, has been forced to attend a session and feels resentful, and seems determined to resist attempts to involve her or him. On short programmes this can be a particular problem.

- The facilitator can attempt to talk to the person to find out what the problem is. If the problem is 'being sent', the facilitator can sometimes reframe the learning opportunities for the participant so that she or he can see the benefit of participating.
- If the participant's culture or background is a possible contributing factor, the facilitator can ask about it and try to find ways to overcome the difficulties.

(f) And finally

There are times when a certain strategy will be effective, but there are times when overcoming the resistance is beyond the power of the facilitator, and there is the added risk of devoting a lot of time and energy to the resistant participant at the expense of the group.

Above all, the facilitator must not view it as a personal failure if none of these strategies work. There are participants who are dealing with personal issues that cause them to exhibit inappropriate behaviour in the group. There are values and personality conflicts that do not respond to rational objective setting. There will always be some sessions that are not as effective as others. The facilitator is only one individual within a complex set of relationships and their dynamics, and the most empowering approach that can be taken is to model the desired behaviour.

Section 5 Needs analysis and evaluation

5.1 The management development loop in practice

You will recall that for the management development loop, presented in Figure 1, analysis is the first of the five steps, and evaluation is the fourth step, so at first glance it may seem more logical to do an evaluation later, after the programme is planned and delivered. However, unless the activity is designed with thought given to the evaluation process, evaluation can be an impossible task. Evaluation is an ongoing process that begins with the needs analysis and the specification of what is to be achieved.

To be effective, a management development programme must be results-oriented. This means that the desired results must be specified, and from these specifications, the programme's objectives are formulated. Evaluation criteria to measure whether the results have been achieved are developed at this stage. Once the programme objectives are known, the programme can be planned and delivered in a suitable format, and evaluation can occur. This means that evaluation is a two-stage process whereby, at a very early stage, the way to measure whether the result has been achieved is thought out and planned, and the act of evaluation occurs at a later stage.

In other words, the facilitator has to ascertain the need for the programme, what it is to achieve, and who the likely audience will be, before planning or delivery of any programme occurs. The way to find out the need, the results required and the likely participants, is to undertake a 'needs analysis'.

A management development need exists when there is a gap between what is required of a person to perform their duties competently and what they actually know that enables them to do so. A 'management development needs analysis' is used to determine whether a need exists, and if it does, what staff development is required to fill the gap. Generally, the management development needs analysis will highlight the subject matter which needs to be covered, so that the participants will be able to perform their tasks and roles competently. In addition, input to the needs analysis reflects the characteristics of the social structures, systems and relationships of the formal organisation, and so it can offer a real opportunity for change for both the individual and the organisation.

After the programme has taken place, the facilitator needs to find out whether the original management development objectives have been met, whether the original problem has been resolved or whether the expressed need has been met, and whether the activity could be improved.

5.2 Needs analysis

(a) How does a development need become apparent?

Commonly, a needs analysis results from what is referred to as a 'deficit' or 'deficiency' model for management development. For example, analysis may arise as a result of performance trends across the institution indicating problem areas which need to be addressed, and results in a request from management that the problem be fixed. Some indicators are:

- complaints from staff;
- poor quality of work;

- inadequate recruiting/promotion processes;
- performance targets not met;
- complaints from students or clients;
- frequent errors/over handling of items;
- large staff turnover;
- conflicts among staff/departments.

Needs may also arise as the result of new equipment or systems in the institution, and the need to train or re-train staff. The increasing use of computers and the internet are examples of technologies that have created a management development need in institutions.

In many cases, the request for management development comes as a result of an organisational survey, a staff development policy or requests from staff for development opportunities. An example of an organisational staff development survey appears as HO 4 in Section 8, 'Support materials'. The example lists several topics that may be identified as areas in which staff members would like further management development programmes. The facilitator may wish to add to or change these.

Sometimes, the facilitator will be given the task of organising a course, e.g. conflict management, because there is a general assumption that it is needed, and before the actual participants are identified.

However, institutions are increasingly identifying the benefits of a developmental model to develop existing staff personally, to help them develop new skills, new abilities and new concepts so that their value to the institution is increased. The Women Managers in Higher Education Programme is a good example of a developmental model with its planned sequence of modules.

(b) The process of analysis

Whatever the source of the request, the analysis process includes:

- gathering information from a variety of sources, including those targeted as participants;
- looking closely at the results to ensure that management development is the appropriate answer to the problem;
- ascertaining what the desired changes are, and how it will be known if these have occurred;
- when the need has been established, determining the general course content with the assistance of the participants and management;
- writing specific learning objectives which lead to the detailed course content, as described in the next chapter; and
- designing instruction and programmes which reflect the appropriate knowledge, skills or attitudes at the required level, and which will lead to the desired competencies.

(c) Undertaking the analysis

The facilitator's task in needs analysis is to determine what sort of development is needed, by whom, what change is required, and how it will be known that the change has occurred.

Carrying out a needs analysis is largely a matter of getting information from people. How this information is gathered is up to the person carrying out the survey, taking into account other considerations such as cost and time restrictions. The procedure for designing and conducting a needs analysis need not be complicated. It is a logical process and simply needs a commonsense approach. Ways to undertake the analysis include interviews with managers and likely participants, organisational surveys as shown above, responses to questionnaires, and informal conversations.

Complicated and detailed management development needs analyses are very expensive and often generate information that is not very useful, e.g. 75 per cent of staff perceive a strong need for a staff development programme in communication. In this case, the facilitator needs to know whether oral, written, academic discourse, report writing, presentations, teaching or listening skills are required.

In any interview for the purpose of needs analysis, the facilitator may be confronted with vague statements of dissatisfaction, such as 'we need to improve communication', or 'we need to be more organised or 'people aren't committed to their jobs' etc. Sometimes, the facilitator will be told that the problem is 'personality conflicts' or 'low morale'. We all know they exist, and are impossible to train away. The challenge for the facilitator is to take the interview to the point where the person being interviewed can describe behaviours that indicate that a gap exists. Examples of clarifying questions are:

- If the problem were resolved, what would be happening differently?
- What would be happening in the ideal/acceptable situation that is not happening now?
- What outcome would cause you to say the problem is resolved?

Once the need is established, there is a further opportunity to determine needs and expectations by using a pre-programme questionnaire for intending participants. An example of this, for a programme in conflict management, is given in Section 8, as HO 5. This can be adapted for use in other programmes by altering Question 1, and by inserting the appropriate name and address for return of the questionnaire to the facilitator.

5.3 Moving from needs analysis to evaluation

From the identification of desired behaviours in the needs analysis, we can begin to develop statements of competence that identify the desired attributes for a particular position. This can assist in identifying exactly where additional management development activities are needed, enabling the specification of programme objectives. It also provides a standard or measure against which evaluation can occur.

An example of a statement of competence for a group facilitator is shown in Figure 2, overleaf.

Competence = skill + knowledge + attitude

Skills in
- giving honest, constructive feedback
- effective questioning
- active listening
- resolving conflict

Knowledge of
- group dynamics
- the topic in question
- how to facilitate group discussion

Attitudes of
- concern for the task while valuing the individual and the group
- an open and genuine approach consistent with the principles of adult learning, i.e. modelling the desired behaviour.

Figure 2 Statement of competence for group facilitator

5.4 Evaluation

Evaluation is an educational feedback system that measures the effectiveness of our actions. It can provide justification for the programmes undertaken, and data for continuing improvement. If your organisation, like most, requires some type of evaluation response to justify (and sometimes to defend) the continuation of a particular programme, objective data that clearly shows the benefit of the programme to the organisation is essential. It also provides the data the facilitator needs continuously to improve the session or programme.

Evaluation can also serve a debriefing purpose. It allows participants to identify any problems or issues about the materials or the learning processes. Any remaining issues thus become apparent, and the facilitator is able to address them.

(a) Four levels of evaluating management development

Dr Don Kirkpatrick (1973) of the University of Wisconsin has made a continuing study of evaluation for human resource development and he identifies four levels at which we can evaluate the impact of programmes.

- **Reaction.** How do the participants feel about the programme? What did they say about it?
- **Learning.** What information have the participants gained as a result of attending the programme? What knowledge, skills or attitudes were learned?
- **Behaviour.** As defined, learning is a change in behaviour. What can participants do differently, or what skills have they gained?
- **Results.** Did the programme really do what it was supposed to do? Was the outcome what was expected? Did the programmes pay off? This could be the most important facet of the evaluation.

(b) The process of evaluation

Evaluation is about gathering information to help make decisions about the best ways to:

- **plan and deliver** courses that meet the participants' needs;
- **check** whether the product we want is the product we get;
- **change** the courses or programmes; and
- **ensure** that the evaluation information feeds back into the organisation's strategic processes.

> *Management development in management can contribute to the individual effectiveness of women but they may return to an administration which is indifferent or even hostile, exhibiting many of the negative characteristics of bureaucracy. Their ideas may not be welcome and male colleagues may not give support. In some sense, therefore, women may have to be prepared to challenge not only traditional cultural norms but also what have come to be traditional administrative norms.*
>
> (Commonwealth Secretariat, 1993)

In this context, the facilitator plays an important role in establishing the management development needs and in evaluating the programmes to ensure the results feed back into the organisation's strategic processes. Management development programmes are often successfully evaluated as meeting the first two levels (reaction and learning), and perhaps the third level (behaviour), but the fourth stage (results) is neglected.

(c) A simple guide to evaluation in adult education

Satisfaction

Apart from picking up essential facts or mastering basic skills, it is important to discover if you, as facilitator, made an impact on participants in other ways. Did they enjoy the learning? If they did not enjoy the programme, you need to know why. Was the content not right for the group? Was your performance lacking in some way? You can ask about:

- two or three things they liked most or least;
- whether they discovered anything new about themselves;
- whether their beliefs or attitudes have changed in any way.

Communication

Understanding each other is always important. You need to know:

- Did they understand what you were getting at? The participants need to know what the objectives are and to understand why the things they are doing are part of the course.
- How effectively did you deliver the necessary information? Did you make yourself clear? Did you keep them interested? If not, exactly what did you do that went wrong?
- How well did the small group sessions go? Did everyone understand what they were expected to do? Did everyone get a chance to participate? Was each small group activity properly debriefed? Did you make sure that everyone knew the result of one activity before you went on to the next?

Results

You set objectives, so an important part of your evaluation must be to ask:

- Did you achieve your objectives? How well?
- Did the participants actually learn what you wanted them to learn?
- Can they use the knowledge or apply the skill by themselves?

To offer quality education to adults, you should also follow up the course with later contacts to see if the skills and knowledge have actually been used in the workplace.

Expectations and worth

The content and delivery of your course might be brilliant, but if it does not meet expectations, it probably won't achieve much. You will need to know:

- The expectations of your participants. Did it satisfy their needs? Did it take into account what they knew when they began the course? Were the activities at an appropriate level? If you ask too much of them they will be frustrated; if you ask too little, they will be bored. Judgements about value will usually only be made after the participants go back and try to put into practice what they have learned.
- The expectations of those who approve the attendance. Did you provide the type of course they really wanted? Are you able to demonstrate the results to them? They will be happiest if you can point to clearly observable changes in efficiency and productivity.

5.5 Instruments for evaluation

To be effective and useful, evaluation must cover every element of the programme, beginning with programme design and continuing through to on-the-job performance results. Numerous devices exist for collecting and measuring management development effectiveness. Your evaluation should match the learning task, the situation, and the participants. Figure 3 shows a list of instruments with a description of what they measure.

(a) Evaluation at the beginning of the course

It will be very rare for the participants to have no knowledge at all at the start of the course. The most direct way of establishing the entry level is to ask the participants to rate themselves. Asking them makes them focus on the skills and knowledge they bring to the course, and it also gives them a framework for post-course comparison.

To do this, you can provide a list of skills to be learned, and ask them to rate themselves A to E, or 1 to 5 on each one. Or, you can give them a sentence to complete, such as:

'I consider my time management skills to be: poor/about average/better than average/excellent.'

(b) Evaluation during the course

Spot checks

Some facilitators use the direct approach of spot checks. Pick participants at random and ask 'What have you learned so far?' or 'How would you apply that in your job?' An example of a written spot check for a programme about motivation is given as HO 6 in Section 8. The facilitator can adapt it for use on other courses by adapting the first and perhaps the third question.

Pre- and post-course tests measure learning.

These should be designed to test comprehension.

Observation measures change in behaviour.

Participants are reacting to a session either verbally or non-verbally all the time. If you get blank looks, you will know you are not getting through, and you can immediately adjust your presentation.

Work reports measure results on the job.

Questionnaires measure a participant's perception of the programme, or change.

This is the most popular form of evaluation. Care must be taken to give the participants a wide range of possible responses. They are valuable because you can collect data on feelings, opinions, thoughts and beliefs. People may be reluctant to express their views openly in a group, but will do so quite willingly in writing, especially if they can do so anonymously.

Interviews measure the interviewee's perception of change.

They are useful to gather in-depth information and reduce some of the bias in questionnaires. It provides flexibility.

Management ratings measure management's perception of change.

These ratings are useful to provide another perspective on whether the programme is meeting its objectives, and what the results are perceived to be. This is always an important factor, because for real change to occur, in most cases there must be management support. You may wish to refer to Section 5.5(c), 'Post-course follow-up', about long-term outcomes from management development programmes.

Figure 3 Evaluation instruments

Observation

It is not hard to see if people are thoroughly involved or are inattentive. You just have to look and listen. Walk around and listen as the small group activities are going on, observing the processes as well as the product.

Action plans

These can be developed by small groups or individuals, and can indicate whether objectives are being met. Samples of action plans are given at HO 2 and HO 3. You may wish to refer again to Section 3.3(d) 'Active experimentation'.

(c) Evaluation at the end of the course

Written evaluation for a workshop or session

Written evaluation forms can be distributed and participants asked to fill them in after each session, course or series of modules. It is important that these forms be useful, not intimidating, and not time-consuming to complete. Usually for evaluation of a short programme, such as a single workshop or session, participants are not asked to put their names on the sheet, so that they will feel more comfortable about giving critical comment if they wish. The disadvantage of this for the facilitator is that she cannot clarify comments that might help to improve the programme. An example of an evaluation for a workshop or a session is shown in Section 8, HO 7. It can be adapted for use by inserting the title and date of the workshop.

Written evaluation for a longer course

On longer courses the facilitator can seek more information, and may negotiate with the group to include their names if they wish, while still getting an honest assessment. The result is a more useful evaluation, especially for follow-up at a later date. An example is given in Section 8, HO 8. Again, it requires insertion of the course title and the date.

Written evaluation for a structured programme

An example of an evaluation sheet for a programme that consists of a series of modules or discrete workshops, is given in Section 8, HO 9. It allows for the participant's name and contact details to be included at the participant's discretion. The facilitator can adapt it for use by inserting the name of the programme, the various segments of the programme, the date they were offered, and the segment facilitator's name. Because it is a longer questionnaire, time needs to be put aside to complete it during the closing stages of the programme.

Verbal evaluation

Verbal evaluations are often used at the end of a day, in addition to a written evaluation. Some people are more likely to comment in a group rather than in writing. A large group may be divided into smaller groups of say three to six members, and asked to comment as a group to the other groups. Alternatively, groups or individuals may be asked to respond to prepared questions such as 'The most important thing I learned from the programme was ...', 'What I intend to do as a result of this programme is ...', 'What I liked most about this programme was ...'

Post-course follow-up

Post-course follow-up, with participants, or management, or both, can also be an effective part of evaluation. You can negotiate with participants to telephone or visit them after the programme to check on their progress with their action plans. Alternatively, you can have each participant copy their action plan, put it in a self-addressed envelope, and leave it with you. Three months later you can send it to them, and ask them for a response: 'Are you following your plan?' 'Has it made a difference?' 'What have you achieved?' You can also re-test your original needs survey with both managers and participants to check measurable changes, either by questionnaire or in person.

It is important to remember that changes occur over different periods of time. For important changes, such as attitude change to achieve a management structure more diversified in terms of gender, ethnicity, cultural and social backgrounds, it may be two or three years before change becomes visible, although invisible processes may be occurring before that time. Depending upon the type of programme being offered, the facilitator should consider evaluation at longer periods of time, e.g. at three months, 12 months and 18 months or two years.

In these longer-term situations, the facilitator also needs to be aware of, and document, both planned and unplanned changes. Some unanticipated changes may, in fact, have become the most beneficial outcomes of the programme.

Section 6 Planning management development programmes

After the needs analysis has been completed, a management development need identified, and the decision to proceed with a management development activity has been made, you will recall from the management development loop shown in Figure 1 that the facilitator's next step is to plan the programme. Section 6 is concerned with the planning of an activity or series of activities, and is followed by Section 7 which provides information about ways of delivering an effective activity, and how to organise such an activity.

When planning the programme, the facilitator needs to consider questions such as:

- Who is the audience?
- What is the programme trying to achieve?
- What should be the offered content?
- What methods are most likely to reach the audience?
- What barriers might be encountered?
- Will there be support for the programme?
- When is the most appropriate time to offer the programme?

Planning a programme can be envisaged as a series of steps, which are detailed in Sections 6.1 to 6.5 below.

6.1 Purpose of the programme

The overall aim or main purpose of the programme must be specified so that you and others know what the programme is designed to achieve. Whether you are planning a complete programme of several modules, or a single topic session, you need to set the overall aim or purpose. An aim is a general statement of what has to be done. It is centred on the facilitator and talks about what the facilitator has to do. Examples are:

For a complete programme, such as 'Management Development for Women in Higher Education', from the introduction to the programme:

> *The series was developed for the purpose of helping other women to advance their careers in higher education, and to assist and, at times, lead institutional and system-wide development.*

For a module such as 'Women and Research', from the facilitator's notes:

> *This programme of workshops and strategies aims to make transparent the institutional practices and policies with regard to research, career advancement and development, and enable women faculty to:*
>
> *a. access institutional resources (research office/administration)*
>
> *b. assess their career aspirations and the skills they need to realise these*
>
> *c. gain new skills, knowledge and attitudes*
>
> *d. establish and develop networks and supporting relationships*
>
> *e. participate confidently in departmental and university affairs*
>
> *f. take responsibility for their own careers and development.*

For a single topic session, such as 'A woman's place', from the facilitator's notes:

> *My aim is to show that women can act, and can be seen to act, in strong and positive ways.*

6.2 Programme content and structure

What needs to be covered in the programme? The broad content is likely to have been identified in the needs analysis and the specification of the aim or purpose of the programme. However, it will probably need to be structured in a logical way to meet the purpose specified. This will identify what workshops and/or sessions you will need to organise. Examples are:

Programme: 'Management Development for Women in Higher Education'

Topics to be covered:

- Managing Personal and Professional Roles
- The Research Path to the Top
- Academic Leadership
- Women and University Governance
- Women's Studies as a Catalyst for the Advancement of Women
- Management Development – A Facilitator's Handbook.

Module: 'Women's Studies as a Catalyst for the Advancement of Women in Higher Education'

Topics to be covered:

- Women's Participation in University Governance and Management
- Gender, Career Development and Human Resource Management in University Governance and Management
- Developing Women's Studies as a Legitimate Area of Scholarship, Staff Development and Institutional Development.

Workshop: 'Women in Leadership'

Topics to be covered:

- Gender and Power
- Managing Conflict
- Expectations of the Leader.

For a further example, facilitators may like to review the aims given for the module 'Women and Research', and then compare the aims with the 10 workshops that are offered in the module, or undertake a similar analysis for the case 'A woman's place'.

6.3 Objectives

Objectives need to be specified about what is to be achieved for the programme, and then for each segment of the programme. Objectives say what the participants will be able to do by the end of the session, any conditions that apply, and what standards must be met. The words say what will be done and refer to observable, measurable behaviour. Objectives are participant-centred. Examples are:

For the complete module, 'Women's Studies as a Catalyst for the Advancement of Women in Higher Education':

By the end of this module, participants will be able to:

- identify the issues that have given rise to the current concerns about gender inequity in university governance and management;
- consider the intra- and inter-institutional factors that must be borne in mind in addressing the problems of career-pathing and development for women within the university system;
- devise a situationally relevant set of strategies for correcting the gender imbalance in university governance and management;
- in view of the above, determine how women's studies as an area of academic and professional training, as well as an organisational device, can help to institutionalise gender equity within the university;
- use selected case studies/case analyses to develop effective strategies for achieving gender equity in the university;
- based on the workshop experience, demonstrate commitment to change by developing an appropriate action plan for introducing or strengthening a women's studies programme in their respective universities.

For a session in a module, 'Women and Governance in Higher Education', Session 5: 'Verbal/non-verbal communication':

By the end of the session participants will have:

- an understanding of the tangible differences in the way that men and women communicate and how those communications are interpreted;
- a knowledge of how university processes and committees are oriented towards male behaviour.

For a workshop in a module, 'Women and Research', Workshop 1: 'Introduction to the Programme':

Participants will:

- become at ease with each other;
- understand the rationale of the programme;
- make their expectations explicit;
- analyse their own development needs;
- make a commitment to their own development.

For a hypothetical workshop on presentation techniques, the objectives might be:

- participants will plan and deliver a 30-minute group presentation on an agreed topic relevant to their workplace that achieves their stated objective, and receive feedback from the group;
- participants will develop supporting material to accompany the presentation.

6.4 Workshop and session content and delivery

The facilitator needs to choose the best way for participants to learn the topic, not the best way to teach it. The required sessions have been delineated previously (see Section 6.2). The detailed content for each session or workshop must now be chosen, together with a sequence that will enable the content to be covered in a clear, logical and systematic way, and a team of people who will be able to offer the workshop or session.

For each session or workshop, the facilitator needs to:

- review the broad content previously decided;
- select appropriate team members to deliver the content;

- select the session content, i.e. define key ideas and sequence them in a logical order which makes them easy to understand and learn, e.g.:
  - known to unknown, easy to hard;
  - concrete to abstract, general to specific;
- determine what time is available;
- determine what is known about the prior knowledge of the participants;
- decide on appropriate methods of delivery which offer learning opportunities for every learning style, referring back to the list in Section 3.4(c) on 'Ways to increase flexibility of style';
- prepare the session plan;
- plan and arrange for the analysis of evaluation forms; and
- plan for the preparation of the final report.

(a) Content

The selection of appropriate content for each session is a matter of taking each workshop or session defined in (b) above, and then exploring that topic in greater detail. For example, in the module 'Women's Studies as a Catalyst for the Advancement of Women in Higher Education', the first workshop is entitled 'Women's participation in university governance and management'. During that workshop, sessions are devoted to exploring the statistics about the gender balance in various universities and the position of women in the hierarchies, and to undertaking stakeholders and force-field analyses to clarify who has a 'stake' in university development, and what the enabling and constraining factors are. For the module 'Managing Personal and Professional Roles', in the session devoted to consideration of 'The work system and professional roles', time is spent considering organisational systems, especially those in higher education, the differences between social and work systems, and each participant's role in their organisation.

(b) Key ideas

The workshop or session content has to be structured in a logical sequence, so that participants can understand the reasoning, and so they do not waste time trying to work out 'what's this all about?'

Consider as an example the workshop 'The management of change'. The participants are first led through concepts about the different phases of change; second, a summary of how people are likely to react to proposed change; third, how leaders might help people to view change positively and constructively; and finally, how leaders might deal with resistance to change.

In this handbook, the group processes of forming, storming, norming and performing are presented in a logical sequence that makes common sense to readers.

In the module 'Women and Research', Workshop 8, 'Writing and publishing', the facilitator goes through a series of steps which encourage people to write and talks about about how people arrange their writing activities, followed by preparation by participants of a 'contract with themselves' about their writing.

(c) The right person for the task

The facilitator must find and recruit the most appropriate person(s) to offer each session or workshop, working in a team with those persons to design and offer an effective workshop or session. This is part of the professional facilitator's role. She or he is expected to have a fundamental knowledge of the topics to be presented, and of various methods of delivery. The facilitator should also understand how governance in higher education works, and in particular, how her or his own institution operates. The module 'Women and Governance in Higher Education' includes a section on understanding one's own institution (Session 2), and it is strongly recommended that facilitators work through this session.

These requirements do not mean that the facilitator must have in-depth expertise on every matter. What is important is that the facilitator is expert and professional enough to choose the team that will best present the material, so that participants can learn it easily and well. This usually means that teams comprise both knowledge and process experts, and has face-validity with the likely participants. You may wish to refer to 'Introduction to the Programme', Section 3.4(d) 'Culture', about facilitators and face-validity.

Examples of requirements for selecting the team of facilitators are:

From the module 'Women and Research', Workshop 4, 'Updating research skills – quantitative methods':

> *You as facilitators need to ascertain who in the institution is willing and able to present some overview of quantitative methods, statistical packages and who will let participants experiment ... Participants will want to discuss with experienced researchers or mentors how the session may be presented so that participants get maximum benefit, can ask questions at each stage and get some practice.*

From the module 'Women and Governance in Higher Education', 'Notes for Facilitators':

> *The facilitator(s) is expected to be conversant with current thinking on Women in Management issues. In addition, the facilitator(s) should preferably have an academic background in management together with the relevant practical experience. A multi-disciplinary approach is essential as the issues involved cross strict disciplinary boundaries.*

From the module 'Women's Studies as a Catalyst for the Advancement of Women in Higher Education', advance preparation section:

> *a team approach is strongly recommended. This should be international and regional in make up, and in respect of the latter, country representation is very desirable ... The core facilitators should be specialist trainers with a track record in university sector management consultancy.*

(d) Different facilitation strategies

Many techniques are available to offer learning experiences to participants, as discussed in Section 7. At this point, it is important that the facilitator ensures that a number of different strategies are used in the programme and workshop, so that the learning styles of all participants are recognised and catered for. The facilitator needs to choose the best way for participants to learn the topic, not the best way to teach it. Examples of different strategies are:

From the case: 'The realities of change', 'Using the case':

> *The facilitator can create several learning situations and use a number of methodologies related to the general and specific learning objectives. For example:*
>
> **1.4 (a) Role plays**
>
> *Individuals within workshop groups take the roles of the different individuals in the case, that is, the Dean, Heads of the Departments of Accounting, Economics, Hospitality and Management, academic staff and administrative staff.*
>
> *Each group undertakes a force-field analysis and reports back to the plenary session.*
>
> ***or***
>
> **1.4 (b) Group work**
>
> *Establish groups consisting of five to six members. The groups should read and discuss the case in relation to the general and specific learning objectives outlined in the workshop.*
>
> *After the group discussions, arrange for a plenary session where selected topics from the learning objectives could be discussed in relation to the experiences and knowledge of the participants.*

For a hypothetical workshop on Working with Groups, the delivery methods could be expressed:

> *The development strategies to be used include short information lectures, small and large group discussion, videos, presentations by participants, feedback from the facilitator and participants, pre-course reading, course notes, and action plans.*

From the module: 'Managing Personal and Professional Roles', in the section 'Methodology of the module':

- lecture cum discussion;
- individual assignments;
- group discussions;
- group presentations;
- role plays.

(e) Ending the session

Participants will have come to the programme or workshop leaving behind work and home lives. They will return to those lives, usually needing to work extra hard to make up for their absence and to deal with any crises that may have occurred while they were away. Good endings are important for at least two reasons:

- The necessity to anchor the learning from the course into the reality of everyday life. This can be done during or just before the end of the course with structured time given to drawing up action plans for participants' own personal and professional lives, and if appropriate, communal ones for development work to be done on return to normal life. Two suggested action plans are given as HO 2 and HO 3, and other modules such as 'Women and Governance in Higher Education' include action plans.
- Closure. The work on the course needs to be finished so participants can go back and take the opportunity to understand and implement

their learning, with an acknowledgement that a phase of learning has finished. There are ending exercises just as there are icebreakers. It is important, however, to acknowledge the end so that people can leave graciously. At this time many participants like to receive a Certificate of Completion, or a formal award, to indicate that they have completed the course successfully. There may be a formal requirement for participants to submit such evidence on return to their workplace. A Certificate of Completion therefore needs to look attractive and prestigious. It should include the name and, if desired, the logo of the institution at which the programme was undertaken, the title of the course or programme, the date the course or programme was offered, and the name of the successful participant. Many participants like to have a document that is signed with the title of the signatory indicated. Good quality paper and printing help to improve its appearance. A proforma Certificate of Completion is given as HO 10. Facilitators will need to adapt it for use by inserting the name of the institution, the course title and date, and the participant's name. They may also wish to sign it, or arrange for a suitable person to do so.

(f) The session plan

The session plan says what is going to happen during the workshop or session. A session plan should cover:

- timing, which indicates the total time of the session and an estimate of the time required for each segment or topic;
- content, listing all the things that need to be covered in the session. This will often be a list of key words as memory joggers;
- activities, giving instructions for any task that participants will undertake, e.g. questions, discussion topics, role plays etc.;
- details of any teaching aids or supporting materials that will be used, and when, e.g. overhead transparencies, course notes, videos, and similar.

Examples of different session plans are given in each of the modules. For example, the session plans for each workshop in the module 'Women and Research' appear under the heading 'Outline'; they give the sequence of things that will happen during the workshop, and how much time each is expected to take. In the module 'Women and Governance in Higher Education', the session plans are divided into activities, with suggested times and detailed notes for each activity. The workshop 'The management of change' gives a programme outline with suggested times. A further example of a session plan for a hypothetical workshop on working with groups, 'Leading teams,' is given in Figure 4 (overleaf).

(g) The evaluation

The method of evaluation will have been decided in the initial planning stage (Section 5.3). This is the time to arrange the final format of the questionnaire, and arrange for analysis of the responses, or for time to be put aside for telephone interviews, or to determine a way of documenting verbal feedback.

(h) The report

It is also the time to plan for the preparation of the final report on the programme for distribution to sponsors such as funding agencies and senior management. The final report is often accompanied by a financial

SESSION: LEADING TEAMS		Duration: 4 hours/half day
9.00	**Introductions and icebreaker** • Each person to introduce self and describe team • Icebreaker continuum • Overview of day	**45 minutes**
9.45	**Elements of effective teams** • Q1 'What conditions need to be present for team to function effectively?' • Q2 'What is the manager's role in providing these conditions?' • Discuss in groups of three to four • Display on whiteboard to whole group • Hand-out	**45 minutes**
10.30	**BREAK**	**15 minutes**
10.45	**Stages of group development** • Theory input: forming, storming, norming, performing (see course notes) (OHP transparency) • Key points: – Not a linear model, groups can be at more than one stage – Move between stages at any time, e.g. with change of staff, goals – Not all groups move on; some become 'stuck' and need leadership • Exercise in pairs. Identify which stage(s) your work group is at: • Q1 'What behaviours do you observe that cause you to say it is at this/these stage(s)?'	**25 minutes**
11.10	**Leadership in teams** • Q1 'What leadership is required at each stage on the part of the leader?' (see course notes) • Key points: – Refer back to situational leadership behaviour – Don't use jargon; talk about actions leader would take, e.g. provide clear directions on what needs to be achieved • Brainstorm in groups of three, make list from large group feedback • Hand-out	**30 minutes**
11.40	**Individually** • Q1 'What leadership behaviours are you currently providing to your team?' • Q2 'What else do you need to provide?' (see course notes)	**15 minutes**
11.55	**A model for team development** • Theory: context, goals, roles, procedures, relationships • OHP	**15 minutes**
12.10	**Team questionnaire** • Hand-out • Introduce; individuals to complete (15 minutes); select a critical area • In pairs, discuss why area is critical and the impact it is having on the team • Write individual change goal	**30 minutes**
12.40	**Next session** • Get profile of development opportunities from group (OHP) • Outline structure of next session and allocate tasks	**10 minutes**
12.50	**Review and reflection** • Q1 'One thing I learned today' • Q2 'What I need to do before the next session'	**10 minutes**
CLOSE		

Figure 4 Sample session plan

statement detailing how the funds provided for the programme were spent. The report on the programme can serve as a valuable public relations document, to let potential sponsors know what you can provide. It also provides present sponsors with evidence about the programme offered, and reassurance that their sponsorship was well placed. Prompt, well-structured and comprehensive reports do much to establish your credibility as a facilitator.

Many sponsors have a proforma for providing reports to them, which covers the main issues they want to know about. These are often linked to the application form, so that you are being asked to report whether you did the things you said you would do. The module 'Women's Studies as a Catalyst for the Advancement of Women in Higher Education' includes a sample application form, the Unifem Project Document (OHT 2). A review of that document will inform you about the items that need to be reported upon. These include:

- Number and types of participants, i.e. did the programme reach the target audience?
- Who were the facilitators and what are their credentials?
- What risks and opportunities occurred during the programme?
- Were the programme objectives achieved and how were the results measured?
- How will ongoing progress towards overall objectives be monitored?
- What are future plans to ensure consolidation and development of the learning that has occurred?
- Was the programme within budget? What were the financial details?

It is important that the questions to be addressed in the final report are determined prior to the commencement of the programme or workshop, so that the information can be collected in an appropriate format.

6.5 Pulling it all together

These steps can be drawn together in a short course summary form, under the headings:

- Target audience
- Duration
- Aims of the programme
- Objectives of the programme
- Learning strategies to be used
- Evaluation
- Session plan(s)

An example of a course summary for the module 'Women's Studies as a Catalyst for the Advancement of Women in Higher Education' is given in Figure 5 overleaf. The summary does not appear in this form in the module; the components have been drawn together in Figure 5 from the information given in the module, for illustrative purposes.

Facilitators may wish to prepare a similar summary statement for the module 'Women and Research', or 'Women and Governance in Higher Education'. The proforma course summary given in Section 8, HO 11 may be used to prepare these or other course summaries.

Title of course: Women's Studies as a Catalyst for the Advancement of Women in Higher Education.

Audience: This module is especially targeted at senior and middle-level women academics and administrators in Commonwealth universities in their respective geographical regions, for example the Caribbean, Africa and Asia.

Duration: There are nine sessions in this module. These will be delivered over a three- to four-day period, with each session extending, more or less, over half a day.

Aims of the module: The module will highlight the activities required to promote the advancement of women within and outside the University through Institutes of Women or Gender Studies as centres of academic excellence, as well as through women's studies groups.

Objectives of the module: by the end of this module, participants will be able to:

- identify the issues that have given rise to the current concerns about gender inequity in university governance and management;
- consider the intra- and inter-institutional factors that must be borne in mind in addressing the problems of career-pathing and development for women within the university system;
- devise a situationally relevant set of strategies for correcting the gender imbalance in university governance and management;
- in view of the above, determine how women's studies as an area of academic and professional training, as well as an organisational device, can help to institutionalise gender equity within the university;
- use selected case studies/case analyses to develop effective strategies for achieving gender equity in the university;
- based on the workshop experience, demonstrate commitment to change by developing an appropriate action plan for introducing or strengthening a women's studies programme in their respective universities.

Learning strategies to be used: group work and interaction; 'Where are We (WAW)?' technique; small and large group discussion; case analysis; brainstorming; mini-lectures; analysis of data provided; action plans.

Evaluation: WAW, questionnaire, management and participant feedback.

Session plans: See the module for the nine session plans, noting that each session has its own objectives and learning strategies.

Figure 5 Course summary

Section 7 Presentation and workshop organisation

Sections 7.1 and 7.2 provide information about a number of different techniques that facilitators may use to present material, and principles of selection. In Section 7.3, information about what needs to be organised prior to presenting a programme or workshop is discussed.

7.1 Presentation techniques

Facilitators have a wide choice in deciding how the material will best be learned and how it should best be delivered. This section provides information for facilitators about the presentation of the material. The key principles for the facilitator to remember are:

- the desirability of avoiding a lecturing approach;
- the need to offer, not impose, solutions; and
- the need to incorporate the participants' expertise into the learning process.

Some of the more commonly used techniques are discussed below and facilitators may wish to refer to one or two of the suggested references given in Section 9 for further ideas.

(a) Lectures

The lecture is the most widely used and the most abused technique of teaching. It is primarily one-way communication, where one person presents a prepared talk on a particular subject.

Advantages include economy, since little time is wasted on discussion. The teacher (an expert on the topic), can present a lot of new material to a group of any size. Certainly, mini-lectures within a longer workshop provide a very effective way of introducing theories and models, or new information for groups to consider.

Disadvantages include the fact that most people listening to a lecture have an extremely limited span of attention and a low retention rate of the material presented.

A lecture can be improved by asking questions that make the audience think about the ideas or concepts you are presenting. This 'lecture discussion' or 'modified lecture' helps to overcome some of the disadvantages of the lecture technique. Examples of discussion starters include, 'How does this compare with what you do?', 'Can you think of alternative ways of handling this?', 'How could you apply this in your situation?'

Such discussion allows individual participation, even in large programmes. It is most effective if the questions are carefully planned in advance and sufficient time is allowed for participation. The facilitator needs to make it clear from the beginning that group discussion, questions and participation are welcomed.

(b) Cases and case-studies

A case is a simulated situation, usually based on real-life experience. A case-study is a record or history of a given situation or series of events. Analyses and work on cases and case-studies are a means of allowing participants to apply information or concepts to a situation. The case or case-study provides information about a simulated or real situation, and learners respond to predetermined questions or develop an action plan, or in some way solve the case. It usually includes questions that will focus learner discussion and facilitate the exploration of issues it contains. Questions can be developed which lead learners to recognise alternative solutions, consider contributing influences and anticipate possible consequences. Participants can also develop their own questions for a case-study.

Advantages are that a case provides a relatively non-threatening way for participants to increase awareness of their assumptions and the impact of those assumptions, and that it gives opportunities to practise the skills and gain confidence to use information and concepts in the workplace.

Disadvantages include the fact that unless the case is well written and realistic, it can be seen as a waste of time, particularly where the group consists of people from very diverse backgrounds. Theorists, for example, may feel the case is 'impossible to solve without accurate background material'.

Several cases and case-studies are included in Volume 3, 'Ancillary Materials'. The modules 'Academic Leadership', 'Women's Studies as a Catalyst for the Advancement of Women in Higher Education' and 'Women and Governance in Higher Education', include cases and case-studies in their workshops.

(c) Role plays

Role playing is a powerful technique for encouraging learners to view situations or problems from perspectives other than their own. A role-play exercise is a simple script about a situation the participants might be involved in. Group members act out the situation using previous experience, new knowledge or skills under controlled conditions. Role plays are usually followed by group discussion and feedback.

Advantages include its common use to give participants the opportunity to practise skills (e.g. interviewing, dealing with conflict situations, counselling) in a safe environment where feedback can be provided. In addition, when participants are assigned roles that are quite different from their usual roles, they are provided with an opportunity to examine and question their assumptions.

Disadvantages include the fact that the method takes more time than other types of management development programme. Since the role play is done in an artificial environment, some participants may have difficulty imagining themselves in the real situation, and some participants, such as reflectors, will feel very uncomfortable playing any sort of role. If the participant is not convinced that this is a viable and important technique for management development, the role play loses all its value.

Here are some guidelines for role playing:

- As with the case or case-study, the scenario must be realistic, providing enough detailed information about the context of the situation for those playing the roles to know how to respond as the situation develops. It is useful to use and adapt real situations or experiences for the realistic background information.
- Each participant should receive a description of the situation and its context in writing along with her/his own character description.
- The objectives of the role play must be clear, with clear directions about how long each part should take, and what will happen.

- It is better to have volunteer players rather than assigning roles.
- Observers' responsibilities should be made clear, and a written checklist of the specific feedback you want them to look for is useful. Observers will also need written information about the situation and its context.

Role plays are suggested in the modules 'Women and Governance in Higher Education' and 'Managing Personal and Professional Roles', and in the case 'The Realities of Change'.

(d) Games

Games can be very short simple exercises or complex conflict-resolution situations. Games are normally brief and not complicated, usually contain one learning point and can generally be adapted to a wide variety of situations.

Advantages include the fact that games can be used at any stage of the programme. Experienced facilitators tend to keep their games until after breaks, to get everyone involved and moving around (especially straight after lunch!). There are now many books available on games and experiential exercises that facilitators have developed, and skilled facilitators can write their own or develop others to suit the group with whom they are working.

A disadvantage is that a game may not always appear to have any direct relevance to the topic. The participants may only see the relevance or the point when the experience is discussed later. If this discussion does not take place, the whole exercise may be wasted. The references in Section 9 of this module include several books about games suitable for management development purposes.

(e) Simulations

Simulations are more complex than games. They are mock-ups of the 'real thing'. They are not unlike role plays, but they are more complex in their structure and require more participant input. For a simulation, the group has to act in a team role, such as a team of consultants or a faculty group, to solve a problem. With large groups it is advisable to break them into smaller teams so that everyone has input into the exercise, as a participant or an observer. When the simulation is completed, the group presents its findings or results to all the other participants. Simulations are often developed using computers.

Advantages are that the participant is allowed to try new behaviour without endangering real products or suffering terrible consequences if something goes wrong. A very good example of effective simulation is a flight simulator. In addition, once a simulation is developed, it can be used several times.

Disadvantages include that, like role plays, they require a lot of facilitator preparation time. As they become more complex, they may also become more expensive. They can also take a lot of course time to conduct, and this needs to be justified against the learning that will be achieved.

(f) Videos and films

Videos and films are usually used to reinforce the main points of the facilitator's presentation. They can be used in their entirety, or parts can be used to promote discussion.

An advantage is that participants will often remember the content of a good video, especially where it reinforces or summarises the points made in the workshop.

A disadvantage is that good videos and films may be hard to find. A video or film used to entertain or 'break up' a session is usually poorly received if it is not relevant. The case 'The realities of change' suggests an appropriate video.

(g) Action learning

Action learning is an approach pioneered by Professor Reg Revans (1982). It can be defined as a strategy by which people learn from and with each other as they attempt to identify and then implement solutions to their problems or developmental issues. There are three essential features that must be present for an activity to be legitimately an action-learning programme:

- there must be action in the real world rather than in some simulation;
- the activity must be conducted in a way which involves others, especially other participants who are working on the same or quite different projects;
- the emphasis must be on learning, not just the taking of action, and this is what distinguishes action learning from project team membership.

7.2 Delivery of the programmes

Facilitators should not rely on a sole method of instruction for all subjects. Experienced facilitators will be able to look at a topic and decide on a number of methods that can be used independently, or a variety of techniques that will provide the maximum benefit to the learner.

You may wish to refer again to Section 3 about learning and facilitation styles, reflect on your own preferred facilitation style, and check your selection of techniques to ensure all learning styles have been addressed in your planned delivery. Facilitators must make those decisions based on the participants' requirements, not on what the facilitators feel most comfortable providing.

Where the emphasis is on individuals learning rather than on experts teaching, methods based on participation are essential, both in design and presentation.

7.3 Organising the programme

Planning and organising for a programme has to commence several months in advance. The availability of facilities, participants, key speakers and the team of facilitators need to be ascertained, and likely participants given advice that the programme will be offered. The modules 'Women and Research' and 'Women's Studies as a Catalyst for the Advancement of Women in Higher Education' both include material about advance preparation and preparation closer to the time of offering the programme. The latter also provides information for anyone seeking to offer a residential programme. Material in those modules is organised by time, i.e. organisation required in advance, organisation immediately prior to the workshop, and organisation on the day.

This section provides general information about organising any programme or series of workshops for which a course summary and materials are available, and it is known that an audience exists. The information is provided in topic form, so that the facilitator has an overview of what is required for each organisational activity. The topics are listed in alphabetical order. It is suggested that facilitators develop their own organisation checklists to reflect their own situations from the base information provided in these volumes.

(a) Accommodation

For the programme

Arrange suitable rooms and facilities for the type of programme you have in mind. You may need:

- large lecture rooms with microphones (for opening and closing ceremonies, and perhaps for key speakers);
- smaller break-away or seminar rooms for small group activities;
- an informal room or larger hallway for people to meet and for tea and coffee facilities to be set up;
- an office or space for the course administrator where administrative details are handled;
- to check proximity to toilets and washrooms and see that these are clean and in good working order;
- a place where registration for the programme can occur. Remember that participants may come with lots of baggage, and may have travelled long distances. A friendly welcome, ease of registration and perhaps a cup of coffee and assistance with bags will help the participants to settle in;
- to provide facilities for a medical officer to be in attendance, if it is a large conference.
- to locate and arrange facilities for religious observances.

Residential

If it is to be a residential programme, arrange accommodation. For a large conference, you could provide a list of suitable hotels and their accommodation costs, and ask participants to indicate two or three preferences. For a smaller residential conference, you might arrange billeted accommodation in one location, for example in university residences.

(b) Catering

It is important to have tea, coffee, and water, orange juice or similar, available during the workshop breaks, so that participants can meet each other, network, talk over the learning activities, and generally adjust to the group. Water should be available at all times.

For day-long activities, you may need to arrange luncheon, or advise participants to bring a midday meal. If you are arranging meals, remember that some people have special dietary requirements, and that people have different preferences. A buffet where people help themselves can be a useful way to cater for different tastes. If you are catering for meals over several days, participants appreciate some variety in presentation, e.g. you might arrange a multicultural meal, or you might arrange for different national cuisines to be presented on different days.

Catering for special events needs to be discussed with the caterer. Costs may be significant for large-event catering; it may be possible to arrange for an interested group to sponsor a large event such as a conference dinner.

(c) Ceremonies

Whether the workshop or conference is large or small, opening and closing ceremonies play an important part in signalling to participants that work is about to begin, or that the activities have finished. They can also play an important public relations role, e.g. in letting sponsors see what they are providing, in letting senior management see what can be done.

The ceremonies can be quite informal, such as a simple welcome to the programme by an influential person, or structured and formal, e.g. where the conference has national or international significance. If the latter is the case, it is usually better to schedule the major ceremony at the opening, when most participants will be present, rather than at the close when people are preparing to leave.

Opening ceremony

This is the formal welcome to the programme. Whether the event is a small workshop or a large international conference, it is important to invite someone prestigious to speak and formally welcome participants on behalf of the institution or sponsor. For a small workshop, when choosing the person to open the programme, consider the participants and the reason they are coming. For a programme about women and research, for example, it would be useful to have an eminent woman researcher if possible; for a programme about university governance, a senior woman in the hierarchy. For a large conference, selection of the persons formally to open the programme is often dictated by political concerns. The facilitator may find it necessary to schedule two or three speakers at the opening ceremony, but remember that only one person can perform the opening! Others can be provided for with requests to introduce or thank the main speaker, or by being asked to give keynote addresses on a topic relevant to the programme.

Closing ceremony

Organise a formal closure to the programme, so that participants and others feel it has officially ended. This could take the form of a few brief words from the programme organiser, followed by tea and coffee and a chance to socialise, or it could be a larger, more formal event. This is a good time to distribute the certificates to the participants who have completed the course. You may wish to refer to Section 6.4(e), 'Ending the session', and HO 10 in Section 8.

(d) Evaluation

The analysis of evaluation responses should occur as soon as possible after the workshop so that the preparation of the final report is not delayed and responses can be considered and the programme adapted to take account of suggested changes. Facilitators may wish to refer to Section 6.4(g), about evaluation, and Section 5.

(e) Facilities

Confirm the availability of facilities such as photocopiers, whiteboards, overhead projectors, video equipment and microphones if needed; telephones, fax, paper and pencils, whiteboard markers and cleaners. Guest speakers become very frustrated if there are no whiteboard markers or cleaners!

The availability of these items needs to be checked in advance and bookings and delivery arrangements made if necessary. Checks need to occur again on the day to ensure that the equipment is in place and in working order. The availability and arrangement of seating should also be checked, and booked if necessary. If seating is to be changed between sessions or workshops, it would be useful to arrange for someone to see to that on a regular basis.

You may wish to ask whether guest speakers or facilitators have particular preferences about seating arrangements.

(f) Finance

Ascertain the budget needed to offer the programme, i.e. the costs involved, and seek sources of financial and in-kind support. Prepare a proper budget for the activity, and make arrangements for expenditure and income records to be kept so that you can report later on the financial aspects of the programme.

Funding authorities often require submission of a budget with any application for funding. They may also make receipt of a finance report a condition of funding. Remember too, some funding authorities require audited financial reports. The cost of this audit and the cost of keeping the necessary financial records should be included in your budget for the programme.

You may need to access support from several sources. Remember that you are more likely to continue to receive support if all those interested and involved receive a copy of the final report on the programme.

(g) Materials

Printing and collation of materials should occur some time before the commencement of the programme. If a large number of participants is expected, it is worthwhile to spend time thinking carefully about what materials will be required. A time schedule for their production and distribution can be prepared, remembering that some materials may be sent in the preliminary mail-out, others distributed at registration, and still others given as hand-outs on the day of presentation.

If possible, all materials required should be printed at the same time to keep costs down. All papers need to be collected from speakers, including any preliminary reading they request. Evaluation and registration forms, if any, together with proforma welcome letters (to be personalised prior to mail-out), forms requesting information, and any other material to be given to participants, can be included.

Arrange to obtain any preliminary material you need for presentation in the programme, e.g. university statistics, names of eminent women leaders, lists of institutions with interesting track records or progressive programmes in the topic to be presented.

(h) Participants

The participants are central to your programme. Without them, there is no programme. The successful facilitator spends a lot of time and effort thinking about the participants, their characteristics, preferences, and what the outcomes of the programme might mean for them.

Consideration of the participants begins before the programme is to be offered. An indication of the likely audience has probably been gained at the needs analysis stage. A pre-course questionnaire or telephone interview will provide additional information. It is very important that the facilitator establish, as fully as possible, the profile of the participants:

- as learners, to tailor the programme to their needs; and
- in personal terms, so that appropriate facilities can be provided, e.g. for religious observances, childcare, dietary requirements and so on.

If participants are local or in-house, it is worthwhile considering what organisational demands may be placed upon them while they are attending the programme. Some programmes are always offered externally, so that participants are not distracted from the programme by day-to-day matters. If participants are travelling long distances or changing time zones, jetlag and travel fatigue must be allowed for in the programme schedule.

Preliminary mail-out

A preliminary mail-out is a useful, although expensive, way to find out more about the participants. Registration can be acknowledged with a letter of welcome, giving further information about the programme, such as arrangements if any to meet participants, availability of transport, parking for vehicles, and maps to help find the workshop venue. Preliminary reading materials can be sent with this package, and participants asked to bring them to the workshop, together with anything else you want them to bring. Requests for organisational information can also be made at this time. Examples include a request about what each participant wants to be called (for the preparation of name-tags), accommodation and dietary preferences, childcare, and any special requirements. It is important that all preliminary materials and all requests are made at this point to minimise mail-out time and expense. A mail-out two to four weeks in advance gives participants time to do the preliminary reading and for responses to be received. However, where participants are coming from remote locations, additional time for mail may be required.

Confirmation of attendance

For workshops and programmes that attract relatively local participants, it is often worthwhile to confirm attendance on the day before. This acts as a reminder to the participant, and may also allow the facilitator to resolve an impediment if, for example, a manager has scheduled another activity for the participant on the day of the programme.

Registration

Make sure that someone is available to greet arrivals, remembering there are likely to be both early and latecomers. Tea and coffee on arrival are usually most welcome. Any further course materials can be distributed at this time, perhaps in a sponsor's bag or satchel. The bag should include a legible name-tag with the name the person wishes to be called, together with a request that it be worn. Details of any social activities may be included in the bag, especially if participants have to book tours or other activities. The person attending to registration will need a list of people who have registered to confirm their attendance.

During the programme

Check the facilities and accommodation every day to ensure that equipment is still operating satisfactorily and that rooms and toilet facilities have been cleaned.

Confirm the catering arrangements daily.

Ensure that a responsible person is on hand at all times to deal with any problems or issues participants may have, e.g. sudden illness, requests to make telephone calls. If the event is an international or regional one, phone calls and faxes are likely to be a frequent and expensive item. It is worthwhile advising participants in the preliminary mail-out what the arrangements are and setting up a recording or payment system for participants' calls.

Time has different value in different cultures. A common understanding between all those concerned with organising the programme about how time is to be managed can save some fractiousness during the programme. Facilitators also need to understand that they may need to negotiate contracts with their participants about what is to be achieved in given sessions and that over-running of time because of poor time management cannot be allowed to disrupt the balance of the programme.

In the final days

In the last day or so of the programme, the closing ceremony needs to be fine-tuned, with attention paid to a clear and positive 'finish' for the participants, perhaps with the award of the completion certificates (Section 6.4(e), HO 10). Feedback should be sought from the participants, and the processes for analysis of the feedback confirmed. Participants should be encouraged to maintain contact with the facilitating team so they can be sent details of new programmes to be run, and be offered on-going support in implementing the things they have learned from the programme.

(i) Publicity

About the course

Let the prospective participants know about the course, as well as their managers, so that participants are encouraged or nominated to attend. The dissemination of information several weeks in advance about the programme and its benefits will encourage people to come. Staff newsletters, bulletin boards, letters to management, flyers and/or course brochures and a mail-out list are all useful ways of letting people know about the course.

For public relations purposes

Make arrangements for any publicity desired (such as news releases, television presence) during the course duration, for example if you have well-known and newsworthy speakers. If your organisation has a media officer or person responsible for liaison with the media, talk to that person and give them information about the course and the speakers. This publicity is very useful to foster support for the programme and similar activities, and to create support for the institution generally.

(j) Report

Remember to schedule time after the workshop or programme to review the evaluation information and consider modifications to the programme, and to prepare the final report. You may wish to refer to Sections 6.4(g) and 6.4(h) again.

(k) Social programme

It is important for participants to get to know each other, to network, absorb and discuss their new learning experiences. For programmes of a day or less, coffee and meal breaks provide these opportunities. For longer-term programmes such as residential programmes, more specific social activities need to be scheduled, to allow participants to unwind, absorb the learning, and return refreshed to the activities. A too-tight programme makes participants feel exhausted and they are less likely to achieve their learning objectives.

(l) Stakeholders and sponsors

It is a useful exercise to try to identify the people who may have a stake in the programmes you offer. Key people from this group may offer assistance such as nominating participants, providing financial support, or encouraging newsworthy and talented people to contribute to the programme. Stakeholders may include: senior managers; agencies that sponsor developmental programmes targeted to particular groups; government officials and elected members of parliament; and discipline leaders in the topic you want to present.

Ensure that stakeholders, sponsors and other 'influencers' are invited to the opening ceremony and perhaps the closing ceremony, and arrange for them to meet some participants. Send them a copy of the final report (see Section 6.4(h)) of the activity. Sometimes funding agencies will ask to send representatives to the programme. The terms on which such representatives attend should be negotiated in advance.

(m) Team

The team of speakers and facilitators to offer the programme should be assembled very early in the planning stage, so that the programme can receive the benefit of their advice. If the programme is an international one, ensure people from the region and preferably each country are included in the team. The team should include both discipline and learning process experts. You may wish to refer again to Section 6.4(c) about the composition of the team.

Meet with each speaker or facilitator and explain the programme and its objectives to them. Explore the role you would like the person to play so that you both have a clear idea about what is going to happen. Find out any special requests or arrangements the presenter has and arrange to forward information about the participants to them.

(n) Workplace

Assist participants to re-enter the workplace and help them to plan how they will take their learning back (Section 6.4(e), 'Ending the session'). Ask participants if you can stay in touch, and, depending on the needs analysis and how the programme was commissioned, whether you can arrange liaison with managers to see if changes have occurred.

7.4 Summary

In this section, several methods of delivering management development programmes have been discussed. Designing and presenting a course requires the facilitator to cater for the four stages of the learning cycle, and to remember always that participating processes are essential for adult learners to learn. You should offer the course in the way that will best help people to learn, using the highest level of skills at your command, and organise it with careful attention to detail, to give a professional and successful presentation.

In many ways the design, presentation and evaluation of a course is like the preparation of a meal. A meal is not simply the collection of various foods thrown into a pot to cook. The ingredients have to be selected according to the recipe, they have to be prepared and some have to be cooked individually, perhaps using different methods and others having ingredients added to them in the correct sequence while they are cooking.

If the various elements are collected, prepared and organised properly, we will have a professional-looking presentation. If the presentation looks good, we have the best chance of it being taken without resistance. If the course is taken, enjoyed and sustains life or develops growth, isn't it possible that we have taken care of the evaluation as well?

(Kroehnert, 1991)

Section 8 Support materials

Learning styles questionnaire HO 1a

This questionnaire is designed to find out your preferred learning style(s). Over the years, you have developed learning 'habits' that help you benefit more from some experiences than from others. Since you are probably unaware of this, the questionnaire will help you to pinpoint your learning preferences so that you are in a better position to select learning experiences that suit your style.

There is no time limit for this questionnaire. It will probably take you 10–15 minutes. The accuracy of the result depends on how honest you can be. There are no right or wrong answers. If you agree more than you disagree with a statement, put a tick by it (✓). If you disagree more than you agree, put a cross by it (✗). Be sure to mark each item with either a tick or a cross.

1. I have strong beliefs about what is right and wrong, good and bad
2. I often act without considering the possible consequences
3. I tend to solve problems using a step-by-step approach
4. I believe that formal procedures and policies restrict people
5. I have a reputation for saying what I think, simply and directly
6. I often find that actions based on feelings are as sound as those based on careful thought and analysis
7. I like the sort of work where I have time for thorough preparation and implementation
8. I regularly question people about their basic assumptions
9. What matters most is whether something works in practice
10. I actively seek out new experiences
11. When I hear about a new idea or approach, I immediately start working out how to apply it in practice
12. I am keen on self-discipline such as watching my diet, taking regular exercise, sticking to a fixed routine, etc.
13. I take pride in doing a thorough job
14. I get on best with logical, analytical people, and less well with spontaneous, 'irrational' people
15. I take care over the interpretation of data available to me and avoid jumping to conclusions
16. I like to reach a decision carefully after weighing up many alternatives
17. I am attracted more to novel, unusual ideas than to practical ones
18. I do not like disorganised things and prefer things to fit into a coherent pattern
19. I accept and stick to laid-down procedures and policies, so long as I regard them as an efficient way of getting the job done
20. I like to relate my actions to a general principle
21. In discussions, I like to get straight to the point
22. I tend to have distant, rather formal relationships with people at work
23. I thrive on the challenge of tackling something new and different
24. I enjoy fun-loving, spontaneous people
25. I pay meticulous attention to detail before coming to a conclusion
26. I find it difficult to produce ideas on impulse
27. I believe in coming to the point immediately
28. I am careful not to jump to conclusions too quickly
29. I prefer to have as many sources of information as possible. The more data to think over the better
30. Flippant people who do not take things seriously enough usually irritate me

Learning styles questionnaire HO 1b

31. I listen to other people's point of view before putting my own forward
32. I tend to be open about how I am feeling
33. In discussions, I enjoy watching the manoeuvres of the other participants
34. I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance
35. I tend to be attracted to techniques such as network analysis, flow charts, branching programmes, contingency planning, etc.
36. It worries me if I have to rush out a piece of work to meet a tight deadline
37. I tend to judge people's ideas on their practical merits
38. Quiet, thoughtful people tend to make me feel uneasy
39. I often get irritated by people who want to rush things
40. It is more important to enjoy the present moment than to think about the past or the future
41. I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition
42. I tend to be a perfectionist
43. In discussions, I usually produce lots of spontaneous ideas
44. In meetings, I put forward practical realistic ideas
45. More often than not, rules are there to be broken
46. I prefer to stand back from a situation and consider all the perspectives
47. I can often see inconsistencies and weaknesses in other people's arguments
48. On balance, I talk more than I listen
49. I can often see better, more practical ways to get things done
50. I think written reports should be short and to the point
51. I believe that rational, logical thinking should win the day
52. I tend to discuss specific things with people rather than engaging in social discussion
53. I like people who approach things realistically rather than theoretically
54. In discussions, I get impatient with irrelevancies and digressions
55. If I have a report to write, I tend to produce lots of drafts before settling on the final version
56. I am keen to try things out to see if they work out in practice
57. I am keen to reach answers via a logical approach
58. I enjoy being the one that talks a lot
59. In discussions, I often find I am the realist, keeping people to the point and avoiding wild speculations
60. I like to ponder many alternatives before making up my mind
61. In discussions with people, I often find I am the most dispassionate and objective
62. In discussions, I am more likely to adopt a 'low profile' than to take the lead and do most of the talking
63. I like to be able to relate current actions to a longer-term, bigger picture
64. When things go wrong I am happy to shrug it off and 'put it down to experience'
65. I tend to reject wild, spontaneous ideas as being impractical
66. It is best to think carefully before taking action
67. On balance, I do the listening rather than the talking
68. I tend to be tough on people who find it difficult to adopt a logical approach
69. Most times, I believe the end justifies the means

Learning styles questionnaire HO 1c

70. I do not mind hurting people's feelings so long as the job gets done
71. I find the formality of having specific objectives and plans stifling
72. I am usually the one who puts life into a party
73. I do whatever is expedient to get the job done
74. I quickly get bored with methodical, detailed work
75. I am keen on exploring the basic assumptions, principles and theories underpinning things and events
76. I am always interested to find out what people think
77. I like meetings to be run on methodical lines, sticking to a laid-down agenda, etc.
78. I steer clear of subjective or ambiguous topics
79. I enjoy the drama and excitement of a crisis situation
80. People often find me insensitive to their feelings

Learning styles questionnaire – scoring

You score one point for each item you ticked (✓). There are no points for items you crossed (✗). Simply indicate (count one) on the lists below for the items you ticked, and put the total at the end of each column.

	2	7	1	5
	4	13	3	9
	6	15	8	11
	10	16	12	19
	17	25	14	21
	23	28	18	27
	24	29	20	35
	32	31	22	37
	34	33	26	44
	38	36	30	49
	40	39	42	50
	43	41	47	53
	45	46	51	54
	48	52	57	56
	58	55	61	59
	64	60	63	65
	71	62	68	69
	72	66	75	70
	74	67	77	73
	79	76	78	80
Totals	______	______	______	______
	Activist	**Reflector**	**Theorist**	**Pragmatist**

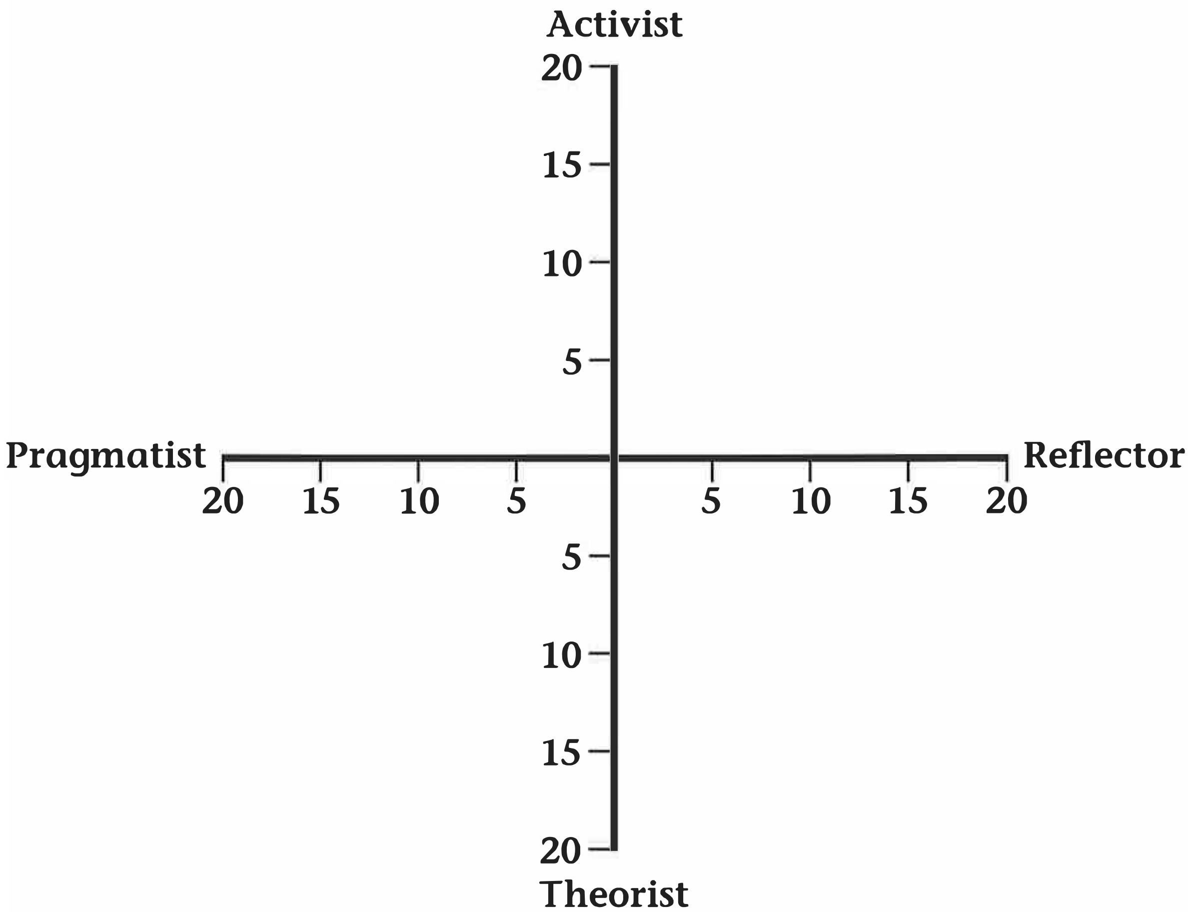
(Source: adapted from Honey and Mumford, 1992)

Learning styles questionnaire HO 1d

The facilitator may wish to encourage participants to plot the scores on the arms of the cross below, better to understand and embed their understanding of their own learning styles.

The endpoints for each style may be joined together to form a four-sided figure or profile of results. The maximum score for each style is 20.

The authors of the questionnaire undertook trials of the questionnaire with more than one thousand people. This was, in part, to establish a normal distribution (a bell-shaped curve) of the results, and norms both generally and for specific groups of people, for example groups such as people engaged in management development, or in sales and marketing, or in women in British management. The reference given in Section 9 gives further information about the questionnaire, the trials and the norms. It is important to recall that such norms may not reflect the cultures and the groups in the societies in which you are working. The facilitator may encourage participants to consider how balanced their own learning styles are, and it may be helpful to ask the whole group to plot its averages onto one figure for discussion and consideration.



Action plan HO 2

The aim of this action plan is to help clarify and focus ideas for change, and to identify strategies for implementing those changes.

- **Brainstorming.** Identify and list what you feel needs to change.

- **Prioritising.** List those issues and ideas in order of priority.

- **Planning.** List the actions that need to take place to implement those changes.

  Individual action.

  Institute/group action.

  Gaining acceptance. Identify benefits to be gained if changes were to take place.

  Identify anticipated blocks.

  Identify pre-implementation preparation needed and strategies to deal with this.

  Identify where could you get support.

  List short-term steps required (give timescale).

  List long-term steps required (give timescale).

Country/institution action plan HO 3

	Within the next few days	By . . .	By . . .
We will:			
We will need to talk to:			
We need to get help and/or support from:			

Organisational survey of staff development needs HO 4

Name: **Department:**

Please indicate your priorities for management development by marking the appropriate column.

	High priority	Some need	Low priority
Planning a research project	☐	☐	☐
Quantitative methods for research	☐	☐	☐
Qualitative methods for research	☐	☐	☐
Writing and publishing	☐	☐	☐
Supervising research students	☐	☐	☐
Budgets & financial controls	☐	☐	☐
Setting performance standards	☐	☐	☐
Selection procedures	☐	☐	☐
Handling complaints & grievances	☐	☐	☐
Team building	☐	☐	☐
Time management	☐	☐	☐
Influencing skills	☐	☐	☐
Implementing change	☐	☐	☐
Decision making	☐	☐	☐
Writing reports	☐	☐	☐
Giving effective presentations	☐	☐	☐
Lecturing to large groups	☐	☐	☐
Conducting tutorials	☐	☐	☐
Conducting meetings	☐	☐	☐
Effective participation in meetings	☐	☐	☐
How this university works	☐	☐	☐
University governance	☐	☐	☐
Resolving conflict & negotiating	☐	☐	☐
Counselling staff	☐	☐	☐
Performance appraisal	☐	☐	☐
Leadership	☐	☐	☐
Strategic planning & organising	☐	☐	☐
Reporting systems	☐	☐	☐
Setting goals and standards	☐	☐	☐

Other (please specify)

Now, please return to those areas you marked as high priority, and number them from highest priority (no. 1), to lowest priority, so that your most pressing needs are identified by the lowest numbers.

Pre-course questionnaire HO 5

Course: Conflict Management

If possible, please complete this questionnaire prior to the course and mail in the attached envelope or fax it to:

[Insert facilitator's name, e-mail address, address, phone and fax number]

To make this workshop as useful as possible, I would like to get some idea of your reasons for and requirements in attending this programme. I do not need your name, but I would appreciate as much information as you can give me.

What types of conflict do you most commonly need to manage?

What would need to happen for the day to be successful for you? e.g. learning activities, skills development. Please be as specific as possible.

In-course questionnaire HO 6

Course: Motivating Staff

Before the next section of this programme, please think about the following questions and write down some thoughts for discussion.

What do you think motivates you to perform your job effectively?

Which of these factors is currently being met/not met?

Consider one or two of your key staff:

How do you assess what factors encourage them to be committed and have energy for their work?

What do you think those factors are?

What are you currently doing to ensure those factors are present?

Evaluation for a workshop or session HO 7

Workshop title: **Date:**

To assist me in evaluating the workshop, I would appreciate your constructive comments. Please be specific.

What did you find most useful about the workshop?

Was there anything you found not useful?

Please give any suggestions you have for improving the workshop.

Describe one or more specific actions you plan to take as a result of attending this workshop.

Please give any other comments you would like to make.

Thank you for commenting.

Course evaluation HO 8a

Course title: **Date:**

1. How would you rate this course in general? Please circle the appropriate number below.

Very effective		Effective		Ineffective
1	2	3	4	5

2. (a) Which parts of the course were most helpful/useful to you? Why?

   (b) Which parts of the course were least helpful/useful to you? Why?

3. Have the teaching methods used been:

   Helpful to your learning   Unhelpful to your learning   *Please circle the appropriate response.*

   Why?

Course evaluation HO 8b

4. Bearing in mind the time limitations, is there anything else you would wish to have included which would improve the course?

5. What are likely to be the greatest barriers preventing you from using the learning on this course in your work?

6. Any other comments?

It would help us to follow up any queries if you included your name and contact details. However, if you prefer to omit this information, we would still like to receive your evaluation.

Name:

E-mail address, telephone number or address:

Thank you for your help.

Evaluation for a structured programme HO 9a

Programme title: **Date:**

Your considered comments would assist the management development team in evaluating this programme. Please use this opportunity to practise the skills of giving constructive and useful feedback.

General comments

What did you find most useful about the programme?

Were there any aspects of the programme that were NOT useful to you?

Have you any suggestions for future programmes that you feel would make them more useful or relevant?

Evaluation for a structured programme HO 9b

Specific comments

Please think about the modules you attended and provide any comments you wish about the content and relevance of the modules, how they were conducted, and the level of group participation.

Module: **Facilitator:** **Date:**

Module: **Facilitator:** **Date:**

Module: **Facilitator:** **Date:**

Module: **Facilitator:** **Date:**

Evaluation for a structured programme HO 9c

Finally, describe the learning goals you set yourself at the start of this programme (or **during the programme).**

Thank you for your comments. It helps us to assess the appropriateness of the programme and to respond to suggestions for improvement. It would help us to follow up any queries if you included your name and contact details, but please feel free to omit the information if you prefer.

Name:

E-mail address, telephone number or address:

Thank you for your help.

Certificate of completion HO 10

[NAME OF INSTITUTION to be inserted]

Certificate of Completion

This is to certify that

A.N. Other

[Participant's name to be inserted]

Successfully completed the course [programme]

[Title of course or programme]

on

[date to be inserted]

[Signature and title of facilitator or appropriate person]

[Institution logo if desired]

Course summary HO 11

Title of course:

Audience: This course is targeted at

Duration:

Aims of the programme: This course aims to

Objectives of the programme: By participating in this programme, participants will

Learning strategies to be used:

Evaluation:

Session plans:

Section 9 References and additional reading

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