EXPLORING THE EFFECTIVENESS OF CORE DEVELOPMENT PROGRAMS IN CHIEF MINISTER'S DEPARTMENT BY APPLYING ACTION RESEARCH METHOD

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EXPLORING THE EFFECTIVENESS OF CORE DEVELOPMENT PROGRAMS IN CHIEF MINISTER'S DEPARTMENT THROUGH ACTION RESEARCH METHOD

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ABSTRACT

Sarawak State Civil Service as an agent of development must square up to the challenge of achieving National Vision 2020. The Civil Service must ‘change’ and improve to become “The Sarawak New Civil Service”. In order to achieve the paradigm shift, the Sarawak State Government has implemented Core Development Programs such as Art of Total Wellness (ATW), Team Development Program (TDEV) and Managerial Grid Seminar (MGS). These efforts are aimed at equipping civil servants with the knowledge to go beyond what is expected of them. However despite the rigorous effort put into the implementation of core development programs which resulted various training activities, there is little significant transfer of learning at workplace. The desired ‘change’ has not taken place fully in the State Civil Service.

Therefore this Study is aimed to improve the Effectiveness of Core Development Programs (ATW, TDEV and MGS) in the Chief Minister’s Department using Action Research method. The researcher and her Nerve Group members used the Action Research Spiral process (Plan-Act-Observe-Reflect and Evaluate) and proposed the Follow up Development Program Model to provide maximum transfer of learning at workplace. The Learning Sets’ members tested the Follow up Model and experienced the Action Learning journey with the assistance from Nerve Group members. Along the Action Research journey, the researcher, Nerve Group and the Learning Sets’ members recorded their encounters, valuable experiences, challenges, learning that has therefore taken place, transformation of the managerial styles, sharing of knowledge, enhancement of self as well as group development in the Chief Minister’s Department. This Study has examined the potential usage of Action Research method in the Chief Minister’s Department that could assist in the transformational change of the Sarawak State Civil Service.
ABSTRAK

Perkhidmatan Awam Negeri Sarawak sebagai agen pembangunan mesti bersedia menempuh cabaran untuk mencapai Visi 2020. Warga Perkhidmatan Awam mesti bersedia berubah untuk mencapai anjakan paradigma. Program Wajib (Core Program) seperti Art of Total Wellness, Team Development Program dan Managerial Grid Seminar telah disediakan bagi kakilangan awam kumpulan A dengan tujuan mempersiapkan mereka berkhidmat lebih cemerlang. Permasalahan, walaupun banyak program telah dihadiri, namun kesan pembelajaran di tempat kerja kurang ketara seperti yang diharapkan.

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CHAPTER 1

INTRODUCTION

Background

This Chapter will describe the purpose of this action research study (hereinafter referred to as "this Study") and how it was originated. As this chapter explained the background of why and how this Study was conducted. Research Questions was then developed based on the thematic concern of the officers from the Chief Minister's Department as well as other departments in the Sarawak State Civil Service regarding the effectiveness of the on going core development programs that have been conducted. The researcher will conclude this Chapter with a list of assumptions and the significance of this Study for the Core Development Program in the Chief Minister's Department specifically and the Sarawak State Civil Service in general.

Overview of the study

The purpose of this Study was to examine the effectiveness of Core Development Programs currently offered to Scale A officers in the Chief Minister's Department in the Sarawak State Civil Service. The core development programs comprised of three programs, namely The Art of Total Wellness (ATW), Team Development Program (TDEV) and Managerial Grid Seminar (MGS). This Study applied an Action Research Method to examine the effectiveness and subsequently to design and implement a follow-up Core Development Program model, which could be useful for the Sarawak State Civil Service in the future. This Study used Action Research method and involves a series of Action Research Group meetings at work place, namely the Chief Minister's Department, which is the central administration for policies and procedures for the Sarawak State Civil Service. The main aim of this Study was to ensure the effectiveness of core development program in ensuring the transformation of the civil service that could contribute fully in developing the Sarawak State into a developed nation.

Statement of the problem

Sarawak is at its crucial stage of its development now more so than ever as the turn of the century is closer to the Malaysian Vision 2020 deadline of becoming a developed nation. The Civil Service as an agent of development must square up to the challenge of achieving such Vision 2020. The Civil Service must 'change' and improve for the better in order to keep abreast with the evolving needs and demands of the people. In recent years, the human resource development effort of the Civil Service has been targeted to change attitudes and encourage a paradigm shift among its staff.

"The New Sarawak Civil Service" is envisioned as being proactive, can achieve greater things through synergy and teamwork, and is values-driven as well as principles-centered. To achieve the paradigm shift, the Sarawak State Government has implemented Core Development Programs such as The Art of Total Wellness (ATW), Team
Development Program (TDEV), and Managerial Grid Seminar (MGS), process-orientation and attitudinal change programs. These efforts are aimed at equipping civil servants with the knowledge and frame of mind to do and go beyond what is expected of them.

In the process of developing and transforming its human resource, the Sarawak State Secretary: YB Tan Sri Datuk Amar Haji Hamid Bugo has stated in "the New Sarawak Civil Service" booklet that "healthy competition, teamwork and an atmosphere of goodwill must be promoted to achieve the spirit of integrated functions to demonstrate that Civil Service is working toward the same objectives." The Sarawak State Government officers has given a priority on training and development over the last three years (1995-1998), with numbers of training programs been implemented in order to transform the staff from merely being an administrator into a proactive, leading the development and catalyst to change. However, diversified feedback were received from Heads of Departments, supervisors as well as the staff themselves, which would thus assist in the formulation of HRD policy in the Civil Service.

The amount of investment spent on the Core Development Programs recorded RM 1.7 million in 1995, RM 2.5 million in 1996 and RM 2.7 million. For the 1998 Development Programs, RM 3.5 million has been budgeted.

The policy guidance for the implementation of the Development Programs was based partly on the Training Needs Analysis conducted at Organizational and Team's Levels for 1996 and 1997, and partly on the directive from the top management of the Civil Service, especially the State Secretary and his Deputy. The Individual TNA was completed in the middle of 1997. A Managerial Training Matrix (Appendix B) for the State Civil Service was derived from the Organizational and Team TNA exercise, and was presented to the State Secretary in October 1996 for his approval, and has since become part of the Sarawak State Government's HRD Policy.

Based on the top management's directive to encourage Civil Service personnel to transform itself into a "New Civil Service" and making a "Quantum Leap" into the future, the staff needs to gear for strive, act as an agent for change and development and be more service-oriented. The Human Resource Development strategy for the State is to train and retrain its staff to prepare them for such changes.

Questions arise as to what extent the Core Development Programs which have been conducted for the last three years (1995 — 1998) have brought about the desired change in the Civil Service. As the main concern was whether the Core Development Programs conducted were effective, the programs was costly and too much activity based. This Study examined the strengths and weaknesses of the core development programs and developed follow up model to ensure that the changes would occur and the development of the executives would be sped up so that what have been learnt is evident at the work place. A Follow-up Core Development Program Model was developed to ensure the optimum utilization of knowledge, skills and attitude back at the work place.
Purpose of Study and research questions

The Thematic concern of this Study is the effectiveness of Core Development Program that has been carried out in the Chief Minister's Department and other department in the State Civil Service. The addressed issues are the possibility of using action research method to examine the effectiveness and the improvement of the programs.

Hence the Research Questions for this Study are:

1. What are the strengths and weaknesses of the currently implemented Core Development Programs for Scale A officers in the Chief Minister's Department. [The programs to be studied are Art of Total Wellness (ATW), Team Development Program (TDEV) and Managerial Grid Seminar (MGS)]?

2. Could Action Research method be used to design and implement a follow up Development Program?

3. Could Action Research assist in transferring the acquired knowledge, skills and attitude back to the work place?

Research design and strategy

Based on the MSc. in HRD program offered by CMM-UNIMAS, this Study used Action Research method, which is very applicable to the Work-Based Management Learning. As part of the program, the researcher and the other 23 MSc. students were sent by the sponsored agencies to attend a two-weeks' intensive Certificate Program on Action Learning Management at the Gibaran Action Research Management Institute, Adelaide, Australia from 24 November till 5 December 1997. Hence this Study was conducted through action research method.

Scope of the Study

This Study focused on the three-core development programs carried out in the State Civil Service, which are listed below:

1. The Art of Total Wellness (ATW).
2. Team Development Program (TDEV) and

Other non-Core development programs were not included in this Study. This is because the non-core development programs were provided only for certain staff based on their needs. However the core development programs was made compulsory for all staff in scale A throughout the State. The Study was done in the Chief Minister's Department as the Nerve Center for the State Civil Service.

Limitations of the Study

This Study covered only scale A officers in the Chief Minister's Department as the pilot project. Other scale officers were not included. Hence reliability of findings cannot exceed beyond the scale A officers.
Assumptions

During this Study it was assumed that all the input, feedback and remarks from the research group and learning set members were all honest and correct information. The data collected was based on the non-bias judgement and no influence of other parties with other interest. However triangulation method was carried out to validate the data from the learning set.

Significance of the study

The Chief Minister's Department is the 'nerve center' of the Civil Service as its main function is to formulate, implement and monitor the State Government's policies in respect of the public service. The officers in the Chief Minister's Department are examples to other officers. Any change in the Civil Service mainly originates from this Department.

The findings and proposed follow up model for the future Development Program in the Chief Minister's Department will be the exemplary model to other major departments to follow and adapt. The findings of this Study will lead to a more effective and efficient follow up development model to speed up the transformational process envisioned for the New Civil Service.

Although the huge amount of training investment has been spent, the application of learnt competencies back at the work place is still questionable. Therefore this Study aimed at ensuring maximization of learnt skills, knowledge and attitude immediately after Core Development Programs.

Definition of terms

Some of the terms referred to in this Study as follows;

Core Development Program:

CDP is comprised of three selected training programs, The Art of Total Wellness, Team Development Program and Managerial Grid Seminar. CDP was made mandatory for all scale A officers (about 900) in the State Civil Service in order to equip them with common understanding and apply it to the work place.

Supplementary Program (Support Program):

These development programs were offered to certain officers based on their training Needs Analysis (TNA)

The Art of Total Wellness (ATW):

This program's objectives are to promote healthy lifestyle by being conscious about eating balance diet, regular exercises. Once the staff is healthy, fit and motivated, they could perform effectively in the workplace.
Team Development Program (TDEV):
The program objectives are to promote and improve the performance of work team, share a common team-working concept and systematically analyze team performance. The participants are exposed to the teamwork and team building concept thus lead to the team leading.

Managerial Grid Seminar (MGS):
The seminar objectives are to examine and verify the relationship between top leadership, corporate culture and bottom line results. To provide a model for an effective leadership at the highest level of organization for long term corporate health. Applying certain management practices and to design an organization change. The Seminar comprises of management theories, scientific method used to determine the soundest culture vs. actual culture.

An Action Research Method:
A research methodology first developed by American social psychologist Kurt Lewin (1946), through which change can be introduced into organizations. It is a "spiral of Cycles of action research" (Zuber-Skerritt 1991, pg.11) with each cycle containing the elements of planning, action, observation, reflection and evaluation.

Triangulation:
Triangulation in this Study refers to the search for consistency in the findings of different observers, different observing instruments, materials of observation, times, place and the use of simple events, either from different participants or observers, or from the same person at different times.

Training and Development:
The organization, which has the aim of ensuring the contribution of individuals and groups, is maximized through the development of appropriate knowledge, skills and attitudes.

Organizational Development (OD):
OD is a systematic and long-term application of behavioral science knowledge and theory as a means of improving organization effectiveness as measured by its ability to adapt its goals, structure, culture, style, etc in response to change.

The Learning Set:
The group of people, usually five to eight in numbers, who form the action learning project, team. Where numbers are significantly larger, two or more sub-sets may be formed. In this Study, the main action research group member will facilitate the Learning Set.
Facilitating:

The root word of facilitating is "facile". According to the Oxford Dictionary this means 'easy', 'fluent', 'easy-going' and 'flexible'. The action form of the word, ie, "facilitate" means to promote or make easy. Essentially then the act of 'facilitating' is to enable learning to happen easily. The researcher sometimes referred to as the facilitator.

Chapter summary

This Chapter introduced the purpose of the action research study that was to examine the effectiveness of the Core Development Program conducted for the scale A officers in the Chief Minister's Department, Sarawak. The Study applied action research to propose a follow up Core Development Program model that could be useful for the Civil Service in the future. This Study is carried out at the Chief Minister's Department where the main administration, and policy formulation and implementation take place. In this Study, the researcher focused and aligned the cyclical action research process based on the research questions formulated.
CHAPTER 2
LITERATURE REVIEW

Introduction
The focus of this Study is on the Core Development Programs, which were being implemented in the Sarawak State Civil Service. This Chapter discussed on the Development Program based on previous studies and researches conducted that provide avenue for executives to improve and adapt their competencies based on the ever-changing environment, economic turbulence, political, social and technological changes. The methodologies and theories of Organizational Development are discussed subsequently as to evaluate the appropriateness, advantages and disadvantages in the application. New ways of learning in organization was viewed in connection to this Study.

Executive Development
Executive Development takes place primarily on the job and under the weight of on-going managerial responsibilities. Executive Education plays a critical role in that development process because it makes experience more meaningful. The processes of learning and development have been in place since the origins of the human kind, and they continue to be central to the survival of institutions. During these final years of the twentieth century, change is occurring at an accelerated pace. That pace of change imposes new imperatives for corporations and executives worldwide to address the increasingly important issue of ensuring the competence of the critical executive resource. (Harper W. Moulton and Arthur A. Fickel. 1993 (preface)).

Inglis (1994) quoted that Executive Development is about helping individuals prepare themselves for the future by developing their potential. Executive Development is not per se concerned with acquiring new skills or updating old ones — that is the province of training. The distinction between development and training is often blurred, particularly as executive development activities frequently include an element of straightforward training. The benefits of action learning are that it deals with both aspects through the balance of P and Q (P = Program Knowledge, Q = Questioning Insight) using set meetings, tutorials and workshops. Since in this Study we use the term ‘development’ to cover both, it thus becomes difficult to differentiate between development and training.

Action learning provides a substantial answer learning, which once applied, is synonymous with change. Once action learning is introduced into an organization, it immediately sets in motion the process of asking questions, gathering information and enforcing reflection upon how to bring about change.

Executive Programs
Harper and Mouton (1993) described executive programs deal with the knowledge, skills and perception required for business leadership. The typical general management program addresses the economic, social, cultural, technological and political environments of business as well as the ethical concerns of the management. It also covers management process issues such as organizational behavior, planning and control and key functional areas such as finance, marketing and operations. (Harper W. Mouton and Arthur A. Fickle, 1993, p.viii).
This Study will focus on the three main core Executive Development Programs conducted for Scale A officers in the State Civil Service. Art of Total Wellness (ATW) is designed to create personal awareness on the importance of healthy life, eat well and regular exercise in order to be fit physically and mentally. Team Development Program (TDEV) is aimed to cultivate the importance of teamwork, synergies and leadership role in an organization. Managerial Grid Seminar (MGS) deals greatly on the managerial styles, how to manage it and determine soundest culture for the organization.

**Executive attendees**

Executive attendees are normally experienced and successful people from middle, upper-middle and senior management positions in their organizations. Executive programs are typically residential, full-time, intensive and expensive. Most companies work hard to ensure continuing growth and excellence of their executive resources. Most managers want to enhance their competencies and are willing to accept a little executive education on the side as long as it does not interfere with their work and looks good on the record.

And yet it is noted that most managers give little thought to what their own career patterns and aspirations call for in terms of new competencies, to the processes of learning and development and to the role of life-long education in these processes. The need for managerial and leadership competencies keeps growing and changing. Executive needs for development reflect the requirements of his increasing levels of maturity and responsibility. This is critical for an organization to sustain and retain their loyal and productive executives. Despite the big efforts and commitment of the organization in identifying and investing in the Executive Development Program, there are a lot of concern on what happened immediately after and long after the program? This issue will be explored in this Study whereby the three core

**Predetermined things for Executive Development**

1. **Social and Cultural**
   
   By the year 2000, 6.35 billion world populations would bring about a dramatic change in the management process and the makeup of the managerial group.

2. **Environmental**
   
   Energy and population will continue to be a serious problem for political and business leadership in the future.

3. **Political**
   
   Severe economic conditions and political problems will be inevitably in the short run.

4. **Business Activity**
   
   The implications for management are crystal clear: global strategic thinking, international orientation, lean and efficient operations and long term commitment to growth and profitability will be required for survival and success.

5. **Technology**
   
   Probably one of the significant developments in technology is in the field of telecommunication, information systems and computers. Technological literacy is already impacting business functions and how managers make decisions and will be essential for executives and managers at the end of the century. These predetermined things will continue to be influential in the future Executive Development. Twenty-first century challenges include intensive competition, increasing global markets, and rapid
technology change. The executive required competencies could be enhanced through meaningful on-the-job experience and formal executive development and education programs. (Harper & Arthur 1993, p.5-11).

Based on the literature, it is clear that Executive Development is crucial in sustaining the competency of the people in the organization. Various methods and means introduced, experimented and conducted to fulfill the required Executive Development. The methods are informal, formal training, on-the-job experience and experiential learning.

Personal competency requirements for executives in the 21st century

According to Harper and Arthur (1993 p.6) the following competencies are an amalgam of skills, knowledge, and attitudes will be required in some combination by managers and executives in the next century:

- **Environmental:** Global orientation, intercultural understanding, political sophistication and foreign language fluency.
- **Leadership:** Proactive leadership orientation, understanding values and ethics, innovative and creative ability, motivating others through a sense of mission. (TDEV)
- **Managerial:** Integrative ability, technological literacy, breadth plus depth of knowledge, flexible and adaptive behavior. (MGS)
- **Interpersonal:** Negotiation and communication skills, emotional and physical fitness. (ATW)
- **Business Implementation:** Strategy formulation, policy development, functional sophistication, micro-economic literacy and appreciation. (MGS)

Personal Traits versus Competencies:

The above list can be enhanced through experience on the job or appropriate Executive Development Program. In the State Civil Service, the three core Executive Development Programs (ATW, TDEV and MGS) have been identified by the management to transfer the Skill-Knowledge-Attitude to Scale A officers.

However quality of behavior is largely evident as a result of personal traits, which should be distinguished from competencies. Traits are largely a function of individual personality and character. Examples of such traits include integrity, initiative, aggressiveness, judgement and decisiveness. Such traits are central to effective executive performance and while "not trainable" as such is instrumental to the effective application of competencies on a given job.

"We have to understand that the world can only be grasped by action, not by contemplation. The most powerful drive in the ascent of man is his pleasure in his own skill. He loves to do what he does well and, having done it well, he loves to do it better." Jacob Bronowski. "The Lessons of Experience"

The Center for Creative Leadership.

Bosses are role models (Bandura's Theory of Physiology in Teaching and Learning), hence the subordinate manager observes how they treat subordinates, how they make decisions and how they expose the values of the organization. These observations can provide a highly developmental experience.
More than ever before, however, training has to be thought of not only imparting knowledge and developing skills but also as changing attitude. It should be able to inculcate in trainees a disposition to reject waste and constantly to seek more effective approaches to performing given tasks. (George Kanawaty 1992 p.10)

A major difficulty has been to improve productivity in the public sector. This is because in many cases, particularly in developing countries, the public sector has been used as a convenient tool to absorb the unemployed, irrespective of requirements. With present austerity measures, these practices are coming under review. Several directions are being advocated to improve productivity in the public sector. They involve decentralization (with, however, a system of centralized accountability), contracting out some services, privatization, and reducing the monopolistic power of public corporations with distinct activities. All these may be accompanied by productivity improvement measures, resulting in calls for retraining, particularly for cooperative or self-employment ventures.

Retraining programs, which are sometimes difficult to organize due to various factors—including the numbers involved and the attitudes of ex-employees—are often combined with other schemes such as early retirement incentives. (George Kanawaty 1992 p.10)

An overview of the action research process

Kurt Lewin introduced the term "action research" in 1946 to denote an approach to research combining theory building with research on practical problem. In his definition of action research, Lewin emphasized the collaborative relationship between the social scientist and the 'client.' This relationship affects the 'direction' of the research in that it implies that both the scientist and the client are jointly involved in change and research.

The change process

Cunningham (1993. p.68) mentioned, "Any change program usually involves sequences such as assessing, focussing, and implementing. These three sequences are highly interrelated. For instance, the conception of an idea may not be termed successful unless it is implemented. The successful introduction of some new method implies that it is communicated and understood.

In a directive or "top-down" process of change, there is minimal involvement of participants and less time is spent in the assessment of the need for change and the conception and proposal of the idea. As a result, more
time may be spent in the process of assuring that the implementation is carried out. This would involve communicating, dealing with resistance and building support for the defined idea. In a top — down process, more time is spent in the actual implementation rather than the assessment stage.

An Organizational Development (OD) intervention or planned change process requires more time in the process. Participants or organizational members are involved in the definition of the need, and have the opportunity to use their creativity in developing the idea and its proposal. The investment of time in assessing and focussing can significantly reduce the amount of time required to implement and institutionalize the change. Therefore the bottom-up (action research) approach suggests that much of the energy in a change process might be used in developing an idea and getting commitment.

Workplace learning

According to David Stamps (p. 44, 1997), today's surging interest in new ideas about workplace learning stems from a growing suspicion in corporate circles that the part that make s people good at their jobs has little to do with formal training program. Rather, learning how to work smart has more to do with soaking up the tacit intelligence that people are exposed to in the course of doing their jobs.

"Defining human capital in terms of what people must know to serve customers and benefit themselves, tells you that training, in traditional sense, is a waste of money," declared Steward in his book "Intellectual Capital." Hence, the formal training's investment is questionable and the return of training investment (ROTI) is critical for organization to select and decide the most effective method to apply S-K-A back to the workplace.

New ways of learning in organizations

Nancy M. Dixon (1992) wrote "In the past, learning within organizations was largely focused on the specific, well-defined skills that employees needed to improve their performance on the job."

Management training has moved in the direction of competency-based approaches, in which the learner is taught a series of steps or behaviors to employ in specific situations. Although this type of learning remains important, an additional kind of learning is needed in those organizations that are trying to become more competitive by empowering their employees and seeking greater participation from them.

The employees are asked to engage in "critical reflection" — that is to observe their own actions and interactions in order to discover more effective ways of functioning within the organization. In other words, organizations are asking employees to find and solve problems as well as to implement what they have learnt.

These organizations urge the employees to be able to think in new and fresh ways about existing problems. This approach has variously labeled as "critical thinking" (Brookfield 1988), "reframing" (Dixon 1990), "double loop learning" (Argyris 1985), "Q for questioning" (Revan 1980, in his formula Action Learning: L = P + Q, learning equals programmed learning plus questioning).

The essence of this new competence is the capacity to dig below the surface layer of perception to examine taken-for-granted assumptions and values in order to determine whether or not one is addressing the right problem. (Marsick, 1987 p.5) Hence, Executive Development Program is management's responsibility. It is a management function and a management tool to develop their staff.
Jim Steward wrote (1991 p.20) about the 'Stone Age', 'Bronze Age' and 'Iron Age' or more recently, the 'Industrial' or 'Machine Age' which preceded the current 'Information Age'. According to Steward, these labels demonstrate that societies do change. This is because change is and always has been a continuous process. Therefore change is not new, it is how we manage it. In that respect, this Study will discuss on the Executive Development Program as a tool to prepare the executives to manage change in the workplace. There is one significant factor concerning individual change it is about the 'development' and 'change' of an individual's intellectual and emotional characteristics which occurs through learning. The important point here is to accept that learning is the key to individual change or development.

To summarize, the organization needs to adapt to changing environments and this requires, as with individuals, learning the intellectual and emotional lessons from experience. The learnt experience also being aware of and taking account of the impact and effects of organization actions on environment. Because, 'no man is an island', neither is an organization.

Hinnings (1983) developed one of the Change Process Model, which comprises of five stages:
1. Diagnosis
2. Identifying resistance
3. Allocating responsibility
4. Developing and implementing strategies
5. Monitoring.

Organization life is messy and attempts to manage organization change perhaps even more so. It is simply not possible to systematically carry out a logical series of activities in the linear manner implied by Hinning's five stages.

<table>
<thead>
<tr>
<th>PROBLEM / NEED</th>
<th>Agreement</th>
<th>Disagreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreement</td>
<td>Highest chance of success</td>
<td>Low chance of success</td>
</tr>
<tr>
<td>Disagreement</td>
<td>Medium chance of success</td>
<td>Lowest chance of success</td>
</tr>
</tbody>
</table>

**SOLUTION / CHANGE**

**Figure 2.2: Factors affecting success of planned changed process.** *(Source: Hinnings, 1983)*

Awareness and application of the planned change process is therefore essential for competent management of a work organization (Steward J. 1991, p.43)

**Organizational change (OD)**

There are at least four well-accepted definitions of Organizational development.

1. OD is a planned change effort evolving the total system managed from the top to increased organizational effectiveness through planned interventions using behavioral science knowledge (Richard Bechart)
2. Using knowledge

According to Steward J. (1991). The three assumptions of OD are:
Literature Review

3. Humanistic values are relevant and required in work organizations of the future typically expressed by the Theory Y managers of Douglas McGregor’s leadership style continuum.

4. Process where OD helps organization ‘learn to learn’.

5. Technology where organization are living systems and be capable of dealing with the total system.

Methodologies and Theories of OD

Some of the methodologies and theories, which have been incorporated into OD, are in practice over the last thirty years. There are a variety of approaches to team development as training in terms of a development activity. Mike Woodcock and Dave Francis have published many books and articles on the subject. Techniques such as job enrichment and job enlargement, based on Hertzberg’s work on theories of human motivation can be applied as OD (French, 1984; Stoner 1989). Cyert and March (French, 1984; Handy, 1985) have explored theory, which simply suggests that organization is living systems. The major specific theories within the contingency approach can be found in the work of Lawrence and Lorch, Burns and Stalker, and Woodward (Handy, 1985; Wilson, 1990).

There are many theories of effective management style which are more inclined towards participative management, a term derives from the work of Lewin, Tannenbaum and Schmidt and Argyris. (French, 1984; Wilson, 1990). These writers tend to view their one ‘best’ management style, which is participative management. Fiedler, Herasey and Blanchard, and Reddin promote the contingency approach to the organization design in that the ‘best’ management style is seen as being dependent on surrounding and, contextual factors. (Handy, 1985; Wilson, 1990).

Some other perspectives on OD are: the ‘excellence’ model by Peters and Waterman (1982), published in the major book entitled In Search of Excellence in the 80’s. The book was based on the most successful companies in USA and assumes the existence of an ideal organization form and the humanistic values so important in OD.

<table>
<thead>
<tr>
<th>Structure (Hard)</th>
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<tbody>
<tr>
<td>Strategy (Hard)</td>
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<tr>
<td>Systems (Hard/Soft)</td>
</tr>
<tr>
<td>Skills (Hard/Soft)</td>
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<tr>
<td>Shared Values (Soft)</td>
</tr>
<tr>
<td>Staff (Soft/Hard)</td>
</tr>
<tr>
<td>Style (Soft)</td>
</tr>
</tbody>
</table>

**Figure 2.3: The Seven Ss framework of Peters and Waterman**

(Source: Peters and Waterman, 1982.)