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AN ANALYSIS OF THE PROBLEMS ASSOCIATED WITH

TRANSFER OF LEARNING

RELATING TO MANAGEMENT TRAINING

IN SOCIAL SERVICES DEPARTMENTS

by ANN-MARIE TOLLEY

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PREFACE

Since their establishment in 1970, Social Services Departments have had to cope with a range of increasing demands and problems surrounding their powers and responsibilities, their relationship with other statutory agencies, voluntary organisations and latterly the private sector, and uncertainties concerning the provision of community care. Although this has been matched to a certain extent by increasing attention to the management training needs of their staff, personal experience as a Training Officer from 1974 indicated that this was patchy and often cosmetic, a feeling shared by colleagues in the field; there was considerable doubt about the effectiveness of the results of such training as there was.

This study sprang out of a very real desire to discover what could be learned, from the experience of other Social Services Departments and the literature, about how management training effectiveness could be improved. The identification and analysis of transfer of learning problems has been a necessary step in this process.

The research programme has not been without problems. For example, the national questionnaire, intended to provide a clearer idea of what management training activity meant for other Social Services Departments and of how the transfer of learning issue was addressed, in fact demonstrated that patterns of training provision were even more diverse than originally thought. The necessarily complex nature of responses was partly responsible for partial or non-completion by some departments and has made presentation of the results less than simple.   The department in which research for the case-study was

undertaken was subject to major changes in training personnel and strategy, which meant that an intended evaluation of a specific programme was not possible, although some interesting insights were otherwise provided. In addition, the employing department, responding to some of the problems highlighted in the first paragraph, underwent a major re-organisation and necessitated two job changes for the author, who while retaining some direct involvement in management training provision, now has a wider service planning brief.

In addition to the research programme, the author has also undertaken some advanced studies in connection with the programme. These are as follows:

Research Methods: - Total time 39 hours

Topics included:

- identification of research problems
- planning and design of project
- methods of data collection, including observation, interviews and questionnaires
- testing and processing of data
- methodological problems, eg questions of objectivity, interpretation, ethics and other aspects of research philosophy

<u>Quantitative Methods</u>:- Total time 39 hours

Topics included:

- descriptive statistics
- sampling and sampling distributions
- estimation
- probability theory

In addition, research seminars held by the East Midlands Regional Management Centre and the National Association of Training Officers in the Personal Social Services were attended.

The following abbreviations will be used throughout the text: mt = management training, Dept = Department, TO = Training Officer, SSD = Social Services Department.

C O N T E N T S

CHAPTER 3 - Methodology and Methods

CHAPTER 4 - Results of the Research - Part I

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APPENDICES

AN ANALYSIS OF THE PROBLEMS ASSOCIATED WITH TRANSFER OF LEARNING RELATING TO MANAGEMENT TRAINING IN SOCIAL SERVICES DEPARTMENTS

A-M TOLLEY

ABSTRACT

The purpose of this study is to investigate the nature and extent of transfer of learning problems relating to management training (mt) in Local Authority Social Services Departments (SSDs). It particularly focuses on the factors which enhance or inhibit the application of learning to work practices. The ultimate aim of the study is to enable the effectiveness of such mt to be increased by the formulation of strategies for anticipating and reducing the impact of potential transfer blockages.

Data has been collected by means of:

1   The circulation of a Questionnaire to all SSDs in England and Wales.

2   Semi-structured interviews with staff who have undergone management training in a particular SSD - (Dept A).

3   A number of unstructured interviews with Training Officers (TOs), participants and line managers in a small sample of departments and with some tutors of SSD mt programmes.

In addition, a review of the literature concerning

1   The purpose and methods of and trends in mt being carried out in SSDs; and

2   Transfer of learning problems associated with mt generally

provides, with the author's personal experience as a SSD TO and manager, a framework against which the data can be discussed.

In order to identify blockages to transfer within the particular context of this study, the nature of SSDs as organisations is also discussed and reference is made to the literature on mt in other human service organisations.

This study, then attempts to provide an analysis of how mt is currently provided in SSDs; of how such training is evaluated in terms of its effects on working practices; of what trainers and participants perceive to be the main blockages to effective transfer; and of how SSDs are building in strategies to overcome or limit such blockages.

THE NEED FOR AN ANALYSIS OF TRANSFER OF LEARNING PROBLEMS RELATING TO SSD MANAGEMENT TRAINING

1   INTRODUCTION

1.1   Objectives

This study was initiated in order to provide an opportunity to reflect on and respond to concrete experience of apparent problems relating to mt in SSDs. This chapter will describe that experience both in relation to mt activities and to organisational issues which appear to affect or be affected by such activities. An outline of the historical development and the purposes of SSDs will provide a context and finally the scope of the study as a whole will be described.

1.2   A Trainer's Experience of the Problems of Transfer of Learning

Several years' experience of working in a SSD Training Section had demonstrated an apparent frequent failure of staff to carry through into their jobs practices apparently learned or reinforced and accepted during training courses. This applied both to in-house courses and to those run

externally to the department. It also appeared to occur both in relation to courses where validation was successful and student feedback good, and to courses which were not so successful in either one or both of these aspects. Training activity, other than in the nature of 'courses' was virtually non-existent. As is experienced in many organisations where training specialists are employed, managers perceived staff training as, on the whole, 'the business of the Training Section', to be carried out by TOs in 'off the job' situations. Individual feedback to TOs on staff performance after training events was rare. Where it did occur it was informal and generalised. Concern about lack of improved performance was surmised and instinctive. Whilst senior managers involved in training advisory groups were often critical of course designs and methods, and linked these issues with transfer problems, they continued to support existing courses by nominating staff for future groups and contributing to course input, and, to a more limited extent, offering individual tutorial input. This experience, shared by fellow TOs within the author's organisation, and by colleagues in other SSDs, is very largely mirrored in the account of mt in a SSD provided by Corfield and Penney (1983). It was felt to be something to be regretted, but with no easy solution in that the reasons for this apparent non-transfer were by no means totally within the control of TOs. Warren (1979) observes that:

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"the mission of the training function is to bring about behaviour change".

Whether behaviour change is the <u>only</u> mission of the training function, or indeed whether it is always <u>one of</u> the missions of training activities will be discussed later. However, for training to be effective in any way, basic decisions about what type of outcome is needed, for whom and how this can best be achieved need to be resolved. The extent to which the TO can ensure line management involvement in making these crucial decisions is limited, and formal appraisal systems from which TOs might draw relevant information rarely exist within SSDs. The fact is that management trainers in SSDs have to work with a particular and complex set of variables, many of which are outside their control, and of which subsequent transfer of learning is a function. Corfield and Penney, (1983 pp 120, 121) report on such a situation which arose during their work on mt in a particular SSD:

"the shortfall in the effectiveness of transfer of training was particularly visible in the area of management and supervisory courses in which the department had made a considerable investment... Most managers accepted this was not, in itself, a failure of the course and that the blocks were both within themselves and the organisation. However, at this

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stage, most opted for the organisation as their choice of scapegoat..."

The complexity of the trainer's field is such that training initiatives will achieve limited success unless the organisation is clear about its goals and training budgets and manpower are sufficient to enable detailed analysis of those variables which affect the basis of effective learning transfer; ie the organisational environment, the individual manager and the training provided.

It may be that Warren's vision of the training function is too simplistic if related to management rather than manual work activities, for example. Are TOs and line managers over-rating the potential of designed training activities to change managers' behaviour, at least on a consistent and continuing basis? Is changed behaviour necessarily always a goal? Are they equally overlooking the acquisition of certain analytical or technical skills learned by individual students but not easily demonstrable as evidence of transfer? The ways in which individual students may assimilate learning and apply or 'store for future reference' may vary considerably according to the respective stages in their individual development as managers.

2   THE CONTEXT

2.1   The Problems of Managing SSDs

Central to the whole question of mt effectiveness is the ability to identify what effective and ineffective management practice within the organisation actually is. As Palfrey (1981) has demonstrated, until the problems of attitudes and structure within SSDs are resolved, the design and effectiveness of mt are problematical. The history and development of SSDs is complex and has left a legacy of confusion of purpose, and a wide range of structures and management style in SSDs today.

Prior to the implementation of the Local Authority Social Services Act (1970), personal social services were provided through separately organised Children's, Welfare and Mental Health Departments. The Act built on some of the recommendations of the Seebohm Report (1968) and provided for the establishment of unified SSDs within local authorities. Intended to allow the functioning of the generic concept of social work, as well as a more efficient administrative system, the implementation of Seebohm through this re-organisation led to a rise in the internal complexity of structure and relationships within SSDs (Kakabadse 1982 p52).

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In many authorities, genericism was only partially adopted, with specialised teams relating to the functions of the former Children's, Welfare and Health Departments operating side by side within the new departments. Since then, both specialist and generic models have operated simultaneously within some departments.

Compounded by the Local Government Act 1972, implemented in 1974, SSDs have grown considerably both in size, complexity and the extent of their powers and responsibilities since 1970. The inter-relationship of the social problems addressed by SSDs with issues such as unemployment, low pay, housing, health, social deviancy and education is increasingly recognised and has added to specialisation and complexity within SSDs and in their collaboration with other statutory and voluntary agencies. Problems of fragmentation within SSDs and of split responsibilities with external organisations produce confusion for managers and staff as well as clients, as Challis (1979 p 170) describes.

Booth (1983) identifies 5 factors which underpin the need for collaboration between SSDs and certain external agencies.

i   the inter-relationship of needs of clients;

ii   the complementarity of services in fulfilling such needs;

iii   value for money considerations;

iv   the effectiveness of services to the community as a
      whole; and

v   the nationally agreed strategy of developing community
      care.

Unfortunately, while SSDs and local health services were
being increasingly encouraged to plan joint strategies and
work more closely together, with the added 'carrot' of Joint
Finance, boundary changes consequent upon the abolition of
Area Health Authorities in the structure of the National
Health Service in 1982 posed difficult planning problems.
Coterminosity of boundaries produced by NHS organisational
changes in 1974 was largely lost, and some SSDs have to
relate to up to four or more separate Health Districts,
which while being within one NHS Region, may vary
considerably in style and political orientation.

Whilst this causes problems at the strategic level, middle
managers are faced with similar problems at the operational
level, and with conflicting perceptions of role between the
various professions involved, eg the Social Worker, the GP,
the Occupational Therapist, etc.   Conflict at the
practitioner level may also arise from differences in
professional background and practices, and in the carrying

out of delegated tasks emanating from higher levels which impinge on the roles of other practitioners.

As Challis (1979, p171) continues, there appears to be a paradox in the way SSDs solve this type of problem. They often increase organisational complexities within the department in order to respond to these inter-agency initiatives, in much the same way that a well-known computer company dealt with complaints about operating complexity by providing an additional but equally complex 'bolt on' capacity. A further paradox exists in the way in which increasing powers and responsibilities are being placed on SSDs by legislation while resources are being diminished as a result of central government policies. The current dilemmas facing SSDs from community care policy implementation provide a vivid example of this. The recommendations of the Griffiths Report (1988), if indeed they are accepted by central government provide for a clearer SSD responsibility, but would need to be accompanied by a central financial injection if they are to prove workable. They will require managers and practitioners to become further involved in working with a range of external agencies in order to "buy in" some services rather than provide them directly.

Arising partly from varying local social needs, size and spread of population and priorities allocated by political groups where legislation may be interpreted in differing

ways, the size, structure and management style of SSDs vary enormously, as do "practice, custom and procedure" (Challis 1979, p174).

Activities within departments may be grouped in one of three main ways - by client group, by function (eg residential, day or domiciliary care), or by geography - or by a combination of these. The increasing use of internal consultants to provide specialised advice increases the complexity and ambiguity of line/staff relationships.

Attention to details of the design of organisational structures has largely ignored the influence of the organisation on the individual with its possible effects on job satisfaction and stress. Kakabadse (1982 p 115) both raises the question:

'What are people learning about their work and organisation?'

and answers it:

'It is considered that persons within SSDs are learning to cope with ambiguity and contradictions. The contradictions arise from having people working in the same organisation, but under three different cultural umbrellas'.

Kakabadse (1982) has suggested that within SSDs, staff work within a Task, Role or Power culture, depending on the level at which they function, and that these each have differing and contradictory value systems. This view is largely echoed by the Policy, Management and Domain theory of Kouzes and Mico (1979). It is supported by three themes which appear to have emerged from the submissions made to the Working Party on the Role and Tasks of Social Workers (Barclay, 1982), namely:

1   confusion and ambiguity among Social Workers concerning the extent of their autonomy as professionals;

2   frustration at the complexity of structures of SSDs and slowness of decision making; and

3   a feeling among Social Workers that managers neither understood nor supported them.

Complexity and confusion exist both at the interface with the external environment and within individual departments. Because departments are large and bureaucratic, the way in which individuals can best function is usually addressed in terms of organisation design rather than in terms of personal interactions or as Watson (1982) points out, attention to organisational politics, conflict and irrationality. In the last few years a large number of SSDs have undergone major re-organisations. Departments are now

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increasingly examining the need to 'build in' rationality
through the adoption of common standards and values.   A
tension exists, then, between the reality of the micro
politics of the organisation and the rational role culture
approach to management usually presented in designed
training activities.

2.2   The Problems of Characterising the 'Social Services Manager'

Consequent on the historical development of SSDs and the
range of their structures and activity is the disparity in
academic and professional background, experience and
attitude between managers in SSDs even within the same
hierarchical levels.   Many managers in relatively senior
positions lack relevant basic qualifications.   New entrants
are increasingly graduates and are working alongside, or as
subordinates to, long-serving but unqualified managers both
in the academic and professional sense.   Debate on the
purpose and tasks of SSDs, on social work as a profession or
semi-profession as Etzioni (1969) terms it, and the role and
tasks of field and social care workers further colours the
diversity of attitudes and approaches of individual
managers.   Given the usual variables of age, sex and
personality, it is evident there is no more an 'average'
social services manager than there is an average SSD.

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2.3 Training the 'Social Services Manager'

Where it is appropriate to use a training intervention to
solve problems focused either on the organisation,
individual managers or groups, the trainer has a further
complexity to work with - that of mt itself. Unlike, say,
manual work, or financial practice, there is no 'best way'
to manage. Management problems on the whole have a variety
of different possible contexts and solutions. The abundance
of literature specifically on transfer issues relating to mt
is indicative of this. Even allowing for the divergences in
SSDs referred to above, including structure, style and
political climate, the diversity of training strategies and
programmes, identified through Part A of the national
questionnaire (Appendix 2), demonstrate that trainers feel
there is probably no 'best way' to train SSD managers,
although ultimate objectives of respective programmes may be
similar or identical.

2.4 Addressing the Transfer Problem

Thus, faced with a framework of three variables in which the
organisation and the individual/group are functions of each
other, and training strategies at least logically a function
of both, the TO might be excused for supposing effective
transfer a very elusive fourth dimension. Given that many
trainers in SSDs have themselves held only junior management
posts, or have had no mt themselves, with resultant

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credibility problems, the provision of effective mt in SSDs can appear overwhelming. Faced with this problem, the most obvious strategies might appear to be the use either of low-cost trial and error in-house exercises, or very limited use of well established but expensive college-based courses. Again, because of budget restrictions, the trial and error approach is rarely thoroughly evaluated and feedback is usually concerned with the initial reactions of students described by Hamblin (1974) as Level 1 evaluation rather than with the perceived increase in effective performance back in the job. Similarly, the higher cost of external courses often leads to evaluation based on Pass/Failure of course work, rather than change in work behaviour.

Where thorough evaluation of training is carried out, questions about the nature of the transfer are more likely to be raised. Levels of transfer cannot be measured without asking precisely what is being transferred, in terms of perceived actions or attitudes of learners. Interviews undertaken during this research have revealed that some participants attending a particular course have been disappointed in their subsequent ability to influence senior managers but have found the 'tool kit' of management techniques extremely useful; whilst others have been pleased at an apparent improved capacity to manage or work with staff or colleagues through changes in attitude, but find many of the learned techniques difficult or impossible to apply because of the nature of their work. Thus within one

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course the skills and attitudes being studied have varied potential for application depending on

1   their nature - eg simple or complex task

2   the student's background, current work, personality etc

3   the organisational environment

This raises the question of what are the best ways to help individual learners to learn - to what extent knowledge of students' individual learning styles, academic and experiential backgrounds and role within the organisation can be used by trainers, and to what effect.

3   AN EXAMPLE OF THE TRAINING OFFICER'S TASK (DEPT A)

3.1 Background

The TO's interest in the effectiveness of transfer is central to the task, by definition.   To sharpen Warren's observation (1979), one might say

> "the mission of the training function is to bring about" appropriate and effective "behaviour change" (or appropriate processes) within the working environment.

which, with developing involvement in joint planning, is increasingly going beyond the employing department.

The sort of problems facing many SSD TOs in the early 1980s can be highlighted by reference to personal experience as a management trainer. In taking on the specific responsibility for mt within a SSD, the normal concerns of TOs about the success or failure of transfer were heightened for a number of reasons:

i   The impact of management performance on other staff groups would affect how well the professional social work, social service and administrative tasks of the department were performed.

ii   Those undergoing the training, as managers, had a higher 'profile' within the department. Although individual feedback was still only of an informal nature, the subsequent performance of students was more obviously noticeable to the trainer.

iii Because of the higher costs per head and overall of mt compared to other in-house training, more evidence of improved performance was looked for.

iv   The changes around 1981/2 in financial prospects for local government led to suggestions, in the interests of economy, of reducing the already 'stretched' mt

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programme budget to a level which might have seriously reduced the impact that even the current programme was having.

3.2 The approach to mt in Dept A

The range of courses within the department specifically designed as mt activities were of two main types:

i   Mainly knowledge based - consisting of short one or two day courses on employment legislation, including health and safety issues, with related procedures and a limited opportunity to practice skills and discussion of 'good practice'. Less frequently, longer 2-4 day courses on these issues were run, providing more detailed information and more opportunity for group work and practice of skills.

ii   Development and techniques based - consisting of

a   a 3-day basic management course largely concerned with personal organisation and Time Management, each day followed by implementation of 'Action Plans'.

b   a modular general management development course for more experienced managers, each module including work-based projects.

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c   2-day "in-depth" courses on specific issues for
     Senior Managers and other Managers who had
     previously completed the general development
     programme.

Because of the comparatively expensive nature of, and the
difficulty of assessing externally run courses, these were
very rarely used. The locally run Diploma in Management
Studies was no longer supported because of the negative
experiences of staff who had previously taken part. This
was partly due to its particular orientation towards
industrial management and the perceived lack of relevance to
managing in SSDs. Whilst not offering a nationally
recognised qualification, the certificated general modular
development course was seen to have currency in those Local
Authorities where it (or variations of it) was used. Within
the department it was seen officially as the recognised
alternative to the DMS.

Category 1 courses were seen as an essential feature of the
department's training programme. One reason was their role
as a safeguard against problems likely to accrue from
failure to follow correct procedure and ignorance of
legislation. There was question, however, about the
continued viability of at least the then current level of
Category 2 Courses in the worsening financial situation.
Even with a static or slightly expanding training budget,

the size of the continued input into mt was questioned in terms of its priority against basic in-house social care training. The relatively expensive nature of mt per head has already been referred to. A larger number of lower graded staff, for example Care Assistants in residential establishments, could be trained for less money. Thus questions increased about the value of mt in terms of increased departmental effectiveness and in the individual performance of managers.

An equally pressing issue was the negative perception of managers as yet untrained of the effects of the training on managers who had already participated. Whilst a certain amount of prestige was associated with Category 2 Courses, disturbing links were not infrequently made between poorly performing managers and their attendance on the courses. Typical comments were:

"so much for mt - X has been on the course and it hasn't made the slightest difference to his performance" and

"how is it with this programme running now for Y years, there is still so much bad management practice in this department".

Again, as Corfield and Penney (1983) discovered the failure was often not seen in the nature of the course itself, but

the implication was equally worrying. If through personal or organisational blocks course learning could not be implemented there was little value in continuing to run courses.

A further issue, partly arising from the previous two, was a personal need as a TO to be satisfied that training initiatives for the manager were as effective as they might be. No national guidelines for the approach to, or curriculum of mt were available. In the particular circumstances of any one SSD, had the 'best way' been discovered? Whilst there was an awareness that some criticisms of the departmental programme were not justified, and probably related to areas outside the aegis of the TO, there was a feeling that perhaps some of the department's apparent satisfaction with the programme was equally unjustified. Despite the difficult financial situation, a mt budget was still being maintained to support the continuation of the programme, although slightly reduced. During the presentation of certificates for completion of the management development course, direct links were still being made by senior managers and Members between the course and the apparent increased efficiency of the department, although level 3 evaluation relating to job behaviour had not been carried out and there was no direct evidence to link the programme with this perceived increased efficiency. At the same time, there was some doubt among officers that increased effectiveness was in evidence. It was apparent,

then that a clearer idea of the extent to which mt was helping managers to work more effectively and in what ways this process could be improved was necessary.

4   THE PURPOSE AND SCOPE OF THE STUDY

In addition to these particular issues being experienced within one department the urgent mt needs of SSDs were being discussed in documents issued by the Local Government Training Board (1982 and 1983). District Health Authorities were commenting on the need for joint working with SSDs, and the need for joint training activities in their 10 Year Plans. The 1984 conference of the National Association of Training Officers in Personal Social Services was largely devoted to mt issues. It therefore appeared to be an appropriate time to take stock of "current wisdom", including the experiences and recommendations of other SSDs and related professional bodies, as a framework for examining the effectiveness and possible improvement in effectiveness of mt within individual SSDs.

This study then will attempt to illuminate the literature on the application aspect of transfer of learning problems as it particularly relates to the management environment of SSDs. This will be provided by describing how mt is currently provided within SSDs, by direct observation of mt activities and through discussion with a small sample of participants and other interested parties in SSD mt activities.

This study does not attempt to redefine transfer; it is concerned with identifying a range of issues which appear to be of importance in ensuring that SSD managers are enabled to learn and apply learning within their work. In so doing, it indicates a number of areas which appear to be worthy of further research and suggests practical approaches to reducing current problems.

Whilst the issues surrounding the outcome of the transfer of learning will provide the focus for this study, the importance of input cannot be ignored. For this reason, a separate study is being conducted by a colleague entitled 'The relationship between the mt needs of SSDs and the programmes which are used to meet them'. Any data gleaned from the research of the other will be duly referenced.

5   **SUMMARY**

SSDs throughout England and Wales operate within a variety of contexts. There are for example differences in population size, political climate, budget allocation, structure and style. Equally, mt activities exist in a variety of forms for a variety of staff functional groups within these departments. Against this complex and often confusing background, this study aims to identify issues common to all SSDs or at least which frequently occur in SSDs, which may either inhibit or enhance transfer of management learning and from the variety of mt either in the form of courses or in other activities to highlight factors within programmes which affect transfer.

The TO seeking to improve the management of SSDs, then, is faced with a very complex and often confusing field of work. The temptation exists to stay with well-tried methods, although results may not have been assessed and a training strategy for one manager or group of managers may not be helpful to another. The fine tuning of detail which often attaches to such ongoing programmes is often out of synchronisation with subsequent learners or is inadequate to the purpose. Full-blown development strategies are unlikely to thrive without a general increase in financial and staffing resources. As Mumford (1983) maintains, TOs need guidance on which processes are more suitable for particular individuals or particular circumstances.

The ultimate aim of the study will be to provide guidelines which will assist the TO in whichever local environment to increase the effectiveness of training managers and departmental management overall. The latter will have implications for the role of the TO within departmental management structures, and for the role of senior managers and individual managers in the provision and use of appropriate mt strategies.

CHAPTER 2

THE LITERATURE

1   INTRODUCTION

This chapter reviews current knowledge and thinking contained in the literature about the transfer of learning with particular reference to mt in human service organisations. It will include a discussion of the nature of SSDs and the implications of transfer problems for mt activities in such organisations.

There is a scarcity of literature specifically concerned with mt in SSDs, (Palfrey, 1981). Some reference will, therefore, be made to practice within other related human service organisations as defined by Hasenfeld and English (1977) where there appear to be common issues likely to be applicable within SSDs.

Transfer of learning issues constitute the chief focus of the evaluation of training. Literature on models of mt evaluation will, therefore, be discussed in order to:

i   give context to the transfer issue, and

ii   explore more fully the implications of success or failure in transfer.

This chapter will thus include a review of the literature concerning mt and its evaluation with a particular orientation. It will be directed towards human service organisations and in particular SSDs, and towards the specific evaluation issue of transfer of learning to job behaviour.

The material will be organised into four main sections:

i   Context - mt in human service organisations

     The nature of mt and its current application within human service organisations and specifically SSDs will be discussed.

ii   The specifics of transfer of learning and the problems of measurement of transfer.

     Blockages to learning transfer and the problems of its measurement will be described and some 'inhibitors' and 'enhancers' will be identified, followed by a critique of some theoretical models of evaluation. Illustration will be given by reference to some examples of evaluation studies which have been undertaken, with specific reference to the measurement of transfer of learning to working practices.

iii The problems of managing SSDs and devising mt strategies for SSDs

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The nature of SSDs as organisations and its implications for mt activities and subsequent transfer of learning will be discussed.

iv   Solutions - Strategies for enhancing transfer

The extent to which transfer of learning can be enhanced by positive approaches and strategies will be discussed by reference to current thinking and practice.   This will include suggested solutions which lie outside the specific scope of training courses and personnel.

This review will thus be mainly based on the concepts of mt, the evaluation of mt and related transfer of learning within the context of human service organisations.   It is important that they should be clearly defined for the purpose of the study as a whole.   There is no generally accepted standard definition in use for any of these terms, and definitions used by writers in the field will be discussed in the following sections.   It is stressed here, however, that the focus in relation to all three terms is on maintaining or enhancing effective job behaviour.

2   CONTEXT - MANAGEMENT TRAINING IN HUMAN SERVICE ORGANISATIONS

2.1 Definitions of mt

What is mt and what are its objectives? Even a cursory look at the literature shows that there is no standard definition of 'training' acceptable to all writers in the field. Equally, a number of terms are in current use where training for managers is concerned - eg mt, development and education and manager training and development.

What differentiates 'training' from 'development' and 'education'? Although Robinson's definition of training (1981) lacks specific reference to job behaviour, he later writes

> "If training carried out away from the job cannot be transferred effectively to the job it will be abortive and a total waste of everybody's time". (p 158)

Bennett and Reynier (1978), have shown how disappointment in results of 'training-type' activities can arise from a basic misunderstanding both of the different meanings of management education and training, and of the potential of mt activities per se. As Hamblin has discussed (1974), the definitions used by Hesseling (1971) and Oatey (1970) are wide enough to equally describe education and development. Hamblin's definition (1974) gives the focus to the nature of training outlined above. He defines training as

> "any activity which deliberately attempts to improve a person's skill in a job - as opposed to education, which is mainly concerned with personal development as opposed to direct job-relevance" (pp 6,7).

However, there would not appear to be necessarily a contradiction between personal development and direct job-relevance. Indeed, skills training without some measure of personal development may prove abortive. One reason for the sometimes confusing inter-changeability of terms is that many organised activities include elements of each. Goodstein (1978) has defined management development as activity where

> "the focus is on training the individual manager in developing his or her individual management skills without much attention to the particular organisational context in which these skills will be applied"

What seems to be implied here is that development is of a generic nature, for which attachment to particular organisational contexts is unnecessary. Development is often seen as training for a future rather than a present job; however, there are few examples among the courses listed by SSDs responding to the national questionnaire in which preparation for promotion is intended. This is not to say that appraisal and promotion opportunities are not linked to such interventions in an indirect and informal way.

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Although 'manager' development might be a more accurate description of this process, it is worth noting the phrase "without much attention to the particular organisational context in which these skills will be applied". A management training activity, to be effective under the terms of the definition given by Hamblin above, would need to consider the organisational context.

Others, including, Kakabadse (1982), would stress that both personal or manager development as well as management development involves coming to terms with and thus understanding the organisation in which the learner-manager operates.

The Eastern, Essex and Herts Joint Training Committee for Local Authorities Services (1981) sets out individual definitions of management training, management education, manager development and management development. It recognises that confusion often arises from the blanket use of 'management development' for each of these terms. 'Management training' activities are described as

> "specific training in management techniques and activities ... the training is concerned primarily with direct application of learning to the job".

Whilst the first part of this definition implies that mt is about providing a 'tool-kit', the second part implies that this must be

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related to the individual's organisational context. A tool-kit is of little use and possibly dangerous, if guidance on how it is to be used and when is not provided. However, this definition would appear to be most readily applicable to the bureaucratic, rational context of work. It says nothing about learning to cope with the uncertainties and ambiguities of organisational life.

If mt is to be effective, therefore, we might say in answer to "what is mt and what are it's objectives?" that it is a specific activity which attempts to maintain or improve the performance of managers in their jobs or in one which they are about to take on. The effects of mt may be improved organisational, as well as individual performance. Definitions apart, differentiating between the meanings of training, education and development is not the main issue; what is important is being clear about what particular activities or strategies are intended to produce.

When discussing transfer issues, then, the focus must be on the extent to which job performance in either a proactive or 'coping' sense is affected by training interventions.

2.2 The Growth of mt in SSDs

Attention to mt and development has increased in Local Authorities since the re-organisation of local government in 1974. After a period of relative stability, the emphasis since then has been on change and the associated problems of managing change. In the past, the concern was with the development of the

individual manager and his performance on the 'off the job' course. More recently, attention has been shifting towards organisational issues. Local Authorities are now more actively concerned with changes in job behaviour brought about by training and the consequent effects on the functioning of the organisation. Emphasis in the early 1970's was on recruitment for rapidly growing services and a concentration in training budgets on professional qualification courses. Support for prestigious but expensive commercially-run management courses and conferences meant that little money was available for mt 'in-house' and that mt was provided for the few rather than the many.

Meredith and Broussine (1979) have described the events leading to an upsurge of interest in mt in SSDs following the Seebohm Report implementation of 1970 and Local Government Re-organisation of 1974. There was increasing uncertainty and insecurity amongst professional staff arising from their roles in the newly combined departments and the recommendation of a generic approach to social work. The increase in size and bureaucracy of the newly created departments both following Seebohm and Local Government Re-organisation added to this feeling of insecurity. Mt figured low in social worker training activities. Initiatives had mainly come from the Local Government Training Board and the National Institute for Social Work and were concerned with running short courses and seminars (externally) for directors and assistant directors and a small number of senior social workers.

The DHSS Report of the Working Party on Manpower and Training in the Social Services (1976) stressed the need for appropriate mt for the service. A period of rapid growth and raised public expectation was now followed by financial restrictions and difficult decisions were needing to be made regarding function and priorities. Training opportunities were needed at all levels, from first line supervisors trying to balance the skills needed in their new management role with previous professional training to senior management staff to whom advanced training in the management, organisation and development of resources of their service had to be significantly provided.

The Local Government Training Board initiated its Management Development Advisers programme of training in 1975, responding to the needs for mt and development following the 1974 local government re-organisation. However, the enthusiasm of individual TOs in implementing new ideas, including the LGTB initiative, was often thwarted by the organisations within which they worked. Local Authorities were slow in accepting either the urgency of the initiative or the suggested methods of its implementation. The subsequent negative change in financial climate had a positive effect of encouraging Local Authorities to review their management performance. It also affected the role of the TO, in needing to manage more internally run programmes and awakening a greater awareness in Senior Managers of their own responsibility for the training of their manager-subordinates, and for their own self-development. The LGTB consultative document "The Development of Chief Officers" (1982) was an

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initiative resulting from the Management Development Advisers project. Suggestions contained in this discussion document were various, giving a range of possible approaches rather than a fixed programme. Among them was a recommendation to increase breadth of experience, including secondments to other organisations. This attention to Chief Officer training is significant - echoing a general increase in awareness of the importance of 'starting at the top' and getting senior management commitment to training initiatives.

To continue this pattern, the LGTB launched a newsletter in 1983 which is specifically concerned with management development (including training issues!) It is concerned both with reporting its own initiatives and in reporting on other activities adopted by Local Authorities. The LGTB compiled a paper for the Association of Directors of Social Services in 1983 on mt and development needs of senior staff in SSDs. It suggested that although a lot of training activity was going on in individual departments, when viewed against the increasing pressures on the service, it was too little, often not orientated to departmental needs, and not shared inter-departmentally. It proposed work on Chief Officer development, the improvement of management development resources, the training of middle managers and a more effective sharing of information on educational institutions and consultants. The LGTB interim report to the DHSS (1987), on the Development of Senior Managers within SSDs, agreed with the findings of the Handy report "The Making of Managers" (1987) that the training and development of managers in both the private and

public sectors had been paid insufficient attention. It suggested that, whilst SSDs are not unique in their increasing complexity and pressures,

"the scale and range of their operation makes the problem significant" (Foreword).

The LGTB's Final Report (1988), issued following consultation, in the main takes forward the issues raised in the Interim Report and focuses on ways of implementing development activities. Whilst the value of management qualification courses at a relatively early stage in the career of the SSD manager is referred to, there is an emphasis on the need to focus on the individual and to 'fit' training to her/his particular needs.

2.3 Approaches to mt in SSDs and other human service organisations

Commitment to the training of managers has been increasing over the last decade in the National Health Service and other 'caring agencies' - human service organisations - as well as in SSDs.

The patterns of mt in the caring agencies are diverse. They meet the general objective set out above in the definition of mt at a number of different levels. The orientation of training models can be linked with three main variables:

1   Academic $\longleftrightarrow$ Skills based

     (understands)   (applies learning)

2   Process $\longleftrightarrow$ Product based

     (methods of   (deals with functions)

     problem-solving)

3   General Skills $\longleftrightarrow$ Specific Skills

     (generally   (directly related to a

     applicable -   specific organisation)

     transfer

     between

     organisations)

The inter-relationship of these variables is shown on the model
below.   The literature indicates that in terms of learning
transfer effectiveness, training activities should be based in
the shaded area, ie the need to transfer is reduced by
generalising less.

Fig 1
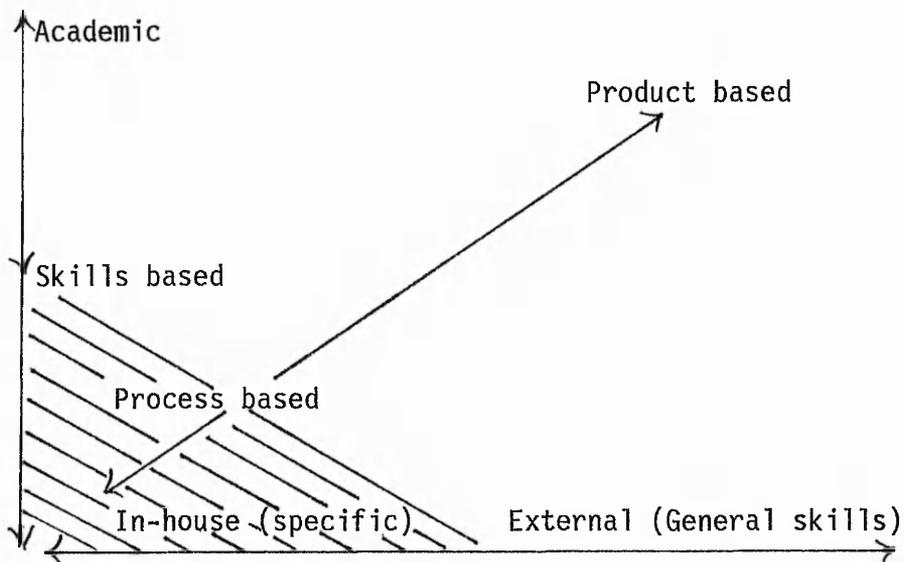
There seems to be an implication here that the more incestuous
the course membership ie confined to one organisation and
preferably one functional group - the more effective the
student's subsequent working practice will become.   In addition
to the learning considerations outlined above in Figure 1, the
learner's emotional needs may also be served in this context - ie
by group identification and support in an otherwise ambiguous and
conflict-ridden environment.   However, it is important to
remember that in complex human service organisations, such as
SSDs are, one of the manager's most important skills is
communication not only within his own group but in liaising with
other functional groups within and outwith the organisation.
Although Lavan, Welsch and Full (1981) have demonstrated a need
for differential-intervention strategies for administrators and
professionals within organisations these strategies are discussed
within the wider field of organisation development.   They are

important to note in designing course structure and style, but not to the extent of running all-professional or all-administrative training events. Obviously depending on the way training is organised, management courses including a cross-section of the different functional groups and related outside agencies offer important opportunities for developing liaison skills.

The Central Council for Education and Training in Social Work Working Paper 10 (1975) emphasises the importance of shared training activities in its discussion of advanced training opportunities for qualified and experienced social workers in leadership functions in professional practice, administration, policy-making, teaching and research, as well as in general management;

> "These studies again may focus on particular client groups, methods or organisational contexts, but some must evaluate and compare the knowledge, methods and skills acquired in these areas and test their effectiveness in relation to each other as well as to the practice of other professions". (p39)

It recommends that studies and tasks here should be undertaken in collaboration with workers in other related disciplines and professions.

In this atmosphere of greater interest and awareness then, there are now expectations that human service organisation management development will include strategies for:

i   the development (or training) of managers - individually and in groups - in order to make them more personally effective in:

    a   working within existing structures and processes

    b   changing structures, processes and jobs including the development of collaborative work with related agencies

ii   the development of the organisation in relation to its environment and the needs of those who work within it.

2.4 Some examples of mt programmes in Human Service Organisations

Kempton (1982) discusses a decline in college and polytechnic based courses for NHS managers, based on an appraisal of the services of such facilities and costs. He goes on to describe an experimental development programme for upper middle managers, run as a consortium of NHS training departments and the University of Birmingham's

Health Service Management Centre with support from the DHSS. Lasting fifteen months, the programme began and ended with one-week residential blocks. The first contributed to the manager's identification of a 'personal development plan'. This was followed, during the course of the next year by two 2-day review blocks. The role of the nominator was crucial here. Usually the participant's senior officer, she/he was responsible for the encouragement, motivation and evaluation of the participant. To be independently assessed after its third run, the assessment was to include the use of a questionnaire on the programme's impact on the participant's job behaviour.

However, Davey (1983), in his examination of the role of the NHS Regional training departments and of District TOs, shows the diversity of mt methods and structures in operation. The several higher education centres directly sponsored by the DHSS to provide mt for the NHS included the Health Services Management Unit at Manchester Business School and King's Fund College, London, which had strong links with neighbouring health regions. They provided a variety of general development courses for senior managers, short seminars, Master's Degree courses and mt for clinicians as well as carrying out research programmes.

A pattern of team development training evolved in the health service in the 1970s, and has been described by Eskin and Nichol (1979). The project developed from an original brief

given to Eskin, as Director of the Unit for Continuing Education in the Department of Community Medicine at the Manchester Business School - to provide a programme of activities relating to the needs of community physicians and congruent with the skills demanded by the 1974 re-organisation of the NHS. A management skills course was developed, involving one of the key concepts of health service re-organisation at that time - management by consensus. However, a criticism voiced at the end of the second programme was the difficulty in applying the associated new skills in the student's work setting. The idea was then evolved into an attempt at organisation development. Training would take place within existing District Management Teams rather than being provided to representatives working in "stranger groups". The importance of pre-exercise briefing, liaison with the team of trainers and follow-up 'in situ' is emphasised, as is the use of experiential learning. A similar exercise is described by Griffiths, Hawkes and Wainwright (1981) using a variety of staff groups. This approach to team development was seen as relying less on systems and more on "getting the right people together and giving them the right terms of reference".

More recently "Better Management, Better Health", a report of the NHS Training Authority (1985), has led directly to the development of 'Managing Health Services'. This is to be the foundation course of the new open learning management

programme designed to ensure access to mt for all NHS managers, and is due to start early in 1990. It will be possible to use the developed materials in three ways:

a   distance learning through the Open University

b   college-based - using the materials as the basis of the College's own courses and

c   open learning within Health Authorities

Its focus will be on "the use of learning at work to improve performance". The foundation course will be followed by advanced modules covering key areas in greater depth, and completion of the whole package will lead to recognised awards which themselves will furnish important steps towards formal qualification. The package was initiated by the NHS Training Authority and was developed by the Open University and the Institute of Health Services Management.

Better Management, Better Health (1985) both emphasises the need for flexibility in the provision of a wide range of mt opportunities for staff and the need to focus on the managers' 'real world' problems, with proactivity on the part of the individual in searching out learning experiences. It also stresses the need for clearly identified objectives to be set for all designed learning activities (p 19, 20).

Newby and Yarlett (1983), in a Local Authority setting, describe a programme also aimed at improving team working, although not specifically aimed at groups already working together. The final stage of the course included the setting of precisely specified objectives for changing work performance and formal practices. The issue of transfer of learning was thus being recognised. The focus on 'reality' issues during the course enhanced transfer and discussion took place on the factors likely to help or hinder the achievement of change. A key part of the process was:

"using the new skills in order to make things happen in the organisation. It is an attempt to move participants beyond the heavenwards glance and mournful cry of 'Yes, but my boss won't let me' which so often greets proposals for change".

A number of initiatives then are taking place in the field of mt relating to SSDs and human service organisations generally which are paying particular attention to enabling subsequent transfer of learning by focusing on specific 'real-time' problems being encountered by participants.

Nevertheless, however careful the TO is in designing training activities, establishing links between such activities and subsequent behaviours is a difficult exercise. In the first place, the measurement of management performance in human service organisations is in itself

difficult, in the absence of precise target-setting, and in 'prevention'-based services. Secondly, a number of factors may influence performance which are outside the scope of the specific training activity, - primarily issues relating to organisational structure and climate, and personal circumstances of individual participants.

The following section will examine this problem in more detail.

3 THE SPECIFICS OF TRANSFER OF LEARNING AND THE PROBLEMS OF MEASUREMENT

3.1 The problems of transfer of learning

The transfer of learning, sometimes referred to as the transfer of training, is largely concerned with whether learning acquired during training is applied or indeed applicable to the job. Seagoe (1970) considers transfer to be "one of the most complex and far-reaching problems in learning." As Fleishman (1953) had shown, learning in the training situation is not always followed by a demonstration of learning in the workplace - job performance may even be decreased. Stiefel (1974) defines effective transfer of learning as involving

"the ability of applying knowledge which has been mastered and the possibility of utilising it in

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organisational situations .... Positive transfer of learning is one of the crucial areas - if not the most crucial one - in the whole complex of management training" (p13).

This link between training activities and performance at a job within the context of the organisation had been stressed earlier by Vandenput (1973)

"to understand the problem of transfer, we have to emphasise the organisational phenomena rather than the learning processes occurring during the training itself"(p251)

From September 1983, social work courses in the United Kingdom have been required to assess students' capacity to transfer learning from one client group or practice to another (CCETSW - Guidelines for Courses leading to the CQSW, 1981). Harris (1983) discusses the possibility of "teaching for transfer" and student learning strategies. His chief area of concern was that, to date, social work educators had retained their identification with social work practice at the expense of the development of an educational expertise. A specific strategy to ensure transfer was lacking but necessary.

Casey (1980), specifically addressing transfer problems for management development, identified two separate problems or

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groups of problems. In the sense that management implies "whole-person" activities rather than discrete sets of skills, not only is there a problem of transferring course learning, ie from concept to application, but there is a need to address experience-to-experience learning. His conclusion was that courses were irrelevant to management education. However, although the term 'education' is used, skills development rather than knowledge acquisition (eg legislation updates, departmental procedure etc) is the subject of the discussion.

A number of issues, then, surround the discussion of transfer of learning. One of the issues is "What is being learned?" As previously referred to, mt can mean a variety of different activities, with a variety of expressed, or assumed, objectives. The more ambitious the project, the greater the variety of objectives, with any number of knowledge, skill and attitude changes and maintenance items figuring in the course aims. Different types and levels of learning may give rise to different types of transfer problem. Another issue is "How is transfer to be measured?" This relates both to the previous question - in that different types of learning will require more or less sophisticated measurement techniques, - and also to the question of what is transfer to be measured against. The previous performance of individual students is often not compared with post-course performance, or if so, in a very general way. Has the training helped to achieve a

particular standard of performance, or has it been a minor source of motivation which boosts behaviour already previously applied by the student? A further question might be (and often is posed) "Has the student been allowed to, or is he willing to transfer learning into his job performance?" The whole question of the integration and reputation of training activities and influence or involvement of TOs in course follow-up is involved here. Transfer problems in particular organisations may not be the fault of the course structure or content - it may be one of the organisational phenomena discussed by Vandenput (p259), who suggests that the main areas in which transfer can be inhibited are as follows:

Environment - political influences, Union intervention, constraints from the client system etc

Job characteristics - pressure of work, lack of resources, unclear objectives

Organisational structures - lack of integration, deficient communication, distribution of power not in proportion to responsibility etc

Relevance of training - training unrelated to promotion opportunities

People's characteristics - rigidity, unwilling to collaborate, etc

Relation with another group – groups more often seen as
                                      inhibitors than
                                      individuals

Relation with the superior – seen as more inhibiting
                                      than relating to
                                      subordinates

Influence type of relation – lack of influence was by
                                      far the most frequently
                                      occurring inhibitor

It nevertheless remains a problem to be acknowledged by the
TO as well as the student, and Stiefel (1974) suggests ways
in which the TO may anticipate and prepare students for such
problems and to some extent alleviate them.

Often forgotten in traditional evaluation studies are
unexpected outcomes affecting job behaviour. Information is
sometimes given unwittingly by students asked to comment
generally on their view of the 'most useful' and 'least
useful' elements of the course. The comments given however
are often not followed up. It is not unknown for the
opportunity to get on first name terms with the learned
academic running the course to become a major motivator to
the student in the post-course period, affecting general
confidence as well as determination to use the skills
learned on the course. It is also not unknown for well-
designed and well-run courses to create a number of
expectations or dissatisfactions within the student relating

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to his 'back at work' situation which eventually decrease job satisfaction and output. In such a case, the course might be said to be well designed in terms of validation of learning objectives being achieved, but not so well designed in pragmatic terms. As discussed previously, the distinction between training and education is not always "clear-cut".

Hodgson and Reynolds (1981) and Handy (1971) consider the impact of organisation values or culture patterns on training programmes and their transmittance, - sometimes at variance with stated course objectives, - to students. Halpin (1979) in his study of a management skills course as a change strategy reports on this type of problem. Although the course was successful at the 'reactions' level, feedback included comments such as "How can we implement those skills when our bosses block us?" - "The company won't allow this to work" and "the others don't know about these skills and approaches". These problems were approached by the implementation of more 'follow-up' in the form of action plans and review days. A later addition to the model found to be very helpful was the appointment of a post-course counsellor.

Berger (1977) examines some of the important organisational conditions which surround an individual's participation in a training programme. These include:

i   organisational policy towards management development
     and training

ii   attitudes of people within the organisation about the
     relevance of what is learned on courses.

iii attitudes of staff towards change and innovation

iv   reasons why an individual is selected to attend a
     particular programme

v   the prospective participant's attitude about the
     practicality and necessity of developing his skills and
     abilities and of changing his job behaviour.

They imply that the total training process involves pre-
course preparation as well as follow-up and is strongly tied
up with the organisational climate. Earlier research by
Berger, Williams and Thoday, (1973) on the relationship
between various aspects of organisational context and
transfer of learning indicated that effective transfer of
learning was strongly related to job autonomy and the
formulation of specific goals and particularly, perceived
relevancy (by the learner) of the training to the job.

Both Mant (1969) and Handy (1971) had already previously
emphasised the importance of pre-conditions and follow-up as

crucial to the transfer process. Handy points to another 3 part view - the participant, the training department and the line manager. For training to succeed,

> "it must be a co-operative effort between the three parties involved with a mutual understanding of their respective environments and a joint determination to ensure that the process of motivation, change and reinforcement of learning all work".

In order to study the training/learning process in detail, Mant's model of preparation, training and follow-up was extended to seven phases. Stage I included (before learning) selection, briefing and participant expectation. Stage 2 included course learning and expectations of applying the learning. Stage 3 included organisational support for learning and change after training and the extent to which the training was transferred. The subsequent research programme also paid attention to Handy's stress on relationships between interested parties and the problems affecting transfer of learning when values and beliefs are at variance. Transfer of learning was defined as the number of changes made by the participant in his job situation, in his own behaviour and in the introduction of new techniques apparently related to course content.

3.2 Some approaches to the evaluation of mt

In this study, the significance of the evaluation process and potential is as to what extent it is able to address identification of transfer and indicate ways of improving transfer success.

How can evaluation techniques illuminate the success or failure of training strategies in terms of transfer of learning?

What is meant by evaluation of training? What is its objective and potential in providing information abut the transfer of learning and how is it carried out?

Again, a number of definitions of evaluation have been used in the literature and they are often linked with the definition of validation. Although the UK Department of Employment (1971) gives individual definitions of each term, Hamblin (1974), Hesseling (1971) and Warr, Bird and Rackham (1970) and most of the American writers define evaluation to include validation. As Hamblin (1974) has shown, the Department of Employment definitions are at once too wide in relation to the potential of evaluation and too narrow in relation to the process of validation. One thing is clear as far as most writers are concerned - evaluation should not be seen only as a "one-off" exercise carried out after a training programme has finished in order to demonstrate

'success' or 'failure'. Stufflebeam et al (1971) suggest
that

> "the purpose of evaluation is not to prove but to
> improve"

However, the effects of a programme need to be assessed
before improvement can be made. TOs are often required to
use it for both purposes. It is seen as a process of
control - monitoring the effects of training at one or a
number of levels.

Hamblin's definition is not restricted by including a
particular standard of achievement but covers the essential
purpose of providing a means of improvement. He writes
(1974, pp 6,7):

> (evaluation is) "any attempt to obtain information
> (feedback) on the effects of a training programme, and
> to assess the value of training in the light of that
> information".

A contingency approach to evaluation has been widely held
for a number of years. Given the objective to control and
improve training activities, the variety of methods which
are available can be matched to the type of training
activity being carried out. What is clear is that
evaluation can usefully be carried out at a number of

levels. Warr, Bird and Rackham's CIRO method (1970) is still widely quoted and forms the basis of a number of evaluation studies. The method acknowledges the reality situation and looks at the setting of objectives, reaction and output within the particular organisational setting - context, input, reaction and outcome evaluation are the four levels described. The first two are concerned with pre-course activity - deciding on training needs from a study of the organisation's operational context and then choosing between possible inputs to best fulfil those needs. Reaction and outcome evaluation are respectively concerned with 'in-course' and 'post-course' stages. Outcome evaluation is identified in turn as having three levels. These are i. Immediate (measurement of knowledge, skills and attitude) - ii Intermediate (measurement of changes in on-the-job performance) and Ultimate (measurement of changes in organisational performance). It is the Intermediate level which is of the chief importance in this study. Evaluation at both the Intermediate and Ultimate levels is problematical, because of the difficulty first of all of measuring job performance, particularly in management jobs, secondly because of the difficulty of 'teasing out' the extent to which the training activity rather than, for example, the attitudes of colleagues or organisational climate has contributed to improvement of, or possibly decline in, performance standards. These issues will be looked at in more depth in the consideration of transfer of learning problems.

As Easterby-Smith (1981) outlines, the issue of 'context' in evaluation studies has evolved over the last fifteen years or so from a simple acknowledgement of

a   attempts to negate the effects of context to:

b   acceptance that context must be included, but where it is seen as a set of 'givens' which determine the nature and content of the programme to:

c   realisation that context (as value and belief systems) may have a major impact on the way a programme unfolds, and on the messages and ideas that participants take away with them.

Conflicting understandings of 'context' have been held by writers and are important to note. Warr, Bird and Rackham's understanding of context evaluation (1970) was concerned with identifying changes needed within the organisation to improve performance, thus providing objectives for the course. Thurley, Graves and Hult (1975), in their evaluation of a management training programme for British Airways use the phrase 'organisational context' to include factors which might affect implementation of the programme after its general objectives had been determined.

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Hamblin (1974) has developed an evaluation model based on five levels of training effects - reaction, learning, job behaviour, organisation and ultimate. Objectives are set for each level according to type of training or expected effects and consequent training effects can be compared with each. It is a feedback control model, and note is made of possible contextual influences outside the scope of the training activity and of unplanned effects of training.

Burgoyne and Singh (1977) have discussed a number of concepts of evaluation research. They reach a number of conclusions:

i   The Project should be clear about the level of consequences it is concerned with

ii   It should be clear whether information is being generated for the 'here and now' or for generalisations affecting future decisions

iii It should be clear about the level of decisions to which conclusions will be relevant

iv   There is a need for an integrated evaluation system which spans from micro studies of teaching method to macro studies with wider implications.

v   More attention could usefully be paid to a neglected
     middle range between micro and macro studies which

     would be concerned with changes in behaviour and its
     consequences.

Easterby-Smith (1981) has illustrated how, in keeping with
the Department of Employment's definition (1971) - an
attempt to value outcomes to organisational or 'ultimate'
levels - the 1960s were characterised by the Cost-Benefit
Analysis approach.   The formal attempt to measure
behavioural outcomes and assumptions about the extent of the
contribution of the training activity to changes in
behaviour make evaluation studies of this type suspect,
particularly in areas such as mt where there are
difficulties in the definition of behaviour outcomes.   By
the 1970s more attention was being paid to the process of
training.   The recognition of various outcomes characterised
by the 'chain of consequence' concept has been discussed by
Hamblin (1974) and Burgoyne and Singh (1977).

As evaluation began to be looked at more realistically
regarding its potential for minutely confirming value,
particularly at Hamblin's three higher levels, its potential
as a control method became the main focus.   Evaluation
became more a means of improvement for a continuing training
process rather than proof of a terminated one.   Hamblin's
'discovery' approach to evaluation acknowledges that

evaluation changes the activity being evaluated making the scientific approach of Solomon (1949), and Belasco and Trice (1969) a very complicated one. It also acknowledges that knowledge of results facilitates learning so that evaluation can be seen as a training aid in itself.

To summarise, a bibliography on the Evaluation of Training with an emphasis on public management has been compiled by Hoyle (1983). The compiler bemoans in his introduction that despite the fact that a large range of books and articles on the necessity for and the methodology of evaluation has emerged since the 1950s, much of it is lightweight and ephemeral. Important work on the philosophy and methodology of evaluation is scarce. Most of the material of use to trainers is found in periodicals, and material published prior to 1965 is largely outdated.

What the literature has emphasised is the need to be clear about exactly what is being measured - eg Hamblin 'reactions' or 'job behaviour' levels - and to take account of extraneous influences on training outcomes. Whilst becoming increasingly aware of these influences, and of the need to get the total 'learning environment' right, TOs all too frequently, albeit usually out of necessity, depend on completion of 'reactions' level forms almost exclusively concerned with 'course' activities to underpin continuation of training strategies of major potential use for organisational improvement, with little reference to the

other end of the equation, ie the application of learning within the work environment, and the influence of the organisation on training outcomes.

4   THE PROBLEMS OF MANAGING IN SSDS AND THE IMPLICATIONS FOR MT

The 1970s were a critical period for the development and functioning of SSDs, as outlined in Chapter 1, and the implications for mt activity are apparent. However, Palfrey (1981) has compared the large amount of material available on the organisation and management of SSDs with the scarcity of literature on related mt. He suggests that problems existing in the functioning of these organisations, particularly in the areas of attitude and structure, make effective mt problematical.

Meredith and Broussine (1979 p10) highlight the differences in management in local government with that in the private sector under three main headings:

i   The concept of democracy and the sharing of the managerial role between members and officers

ii   the concept of equity and the use of formal consumer lobbies and internal structure to enforce the concept

iii the concept of accountability to the community and resulting dilemmas about needs and wants and values as discussed by Nelson and Longbottom (1978)

Nelson and Longbottom discuss the difficulty of attempting to apply 'managerialism' - the corporate approach so persuasive in administrative thinking in the public services since the publication of the Fulton Report in 1968 - to social service organisations. It is difficult to assume the necessary corporate entity and common aims and objectives. As they point out, contrary to private enterprise, there are no generally accepted and dominant criteria by which the effectiveness of social services are judged. The reason for being of SSDs may be regarded as a responsibility owed by the more fortunate members of society to those who are less adequate in coping with personal, social or material difficulties. By implication, the amount of assumed responsibility is a matter for argument based on opinion - needs or demands (CCETSW, 1976). Competition for resources tends to come from different functional groups from within the organisation rather than from outside. It is well recognised that a polarisation exists between the policy makers and fieldworkers about priorities and allocation of resources. Nelson and Longbottom (1978 p42) suggest the possibility of a permanent schizophrenia in SSDs in deciding between responsibility to individual clients and to the organisation. The following illustration, taken from the ACC/AMA/LACSAB/LGTB report 'Social Work and the Systematic Provision of Local Authority Social Services' (1979) shows this parallel system:

```
FUNCTIONS  <------------------->  SCOPE (BOUNDARIES)
    |                                  |
    v                                  v
POLICIES (AIMS)<-------------->  VALUES
    |                                  |
    v                                  v
OBJECTIVES <------------------>  DEMANDS
    |                                  |
    v                                  v
RESOURCES  <------------------>  EXPERTISE
    |                                  |
    v                                  v
ORGANISATION <---------------->  ACCOUNTABILITY
STRUCTURE    \                  /
              \                /
               v              v
            | SERVICES/CLIENTS |
```
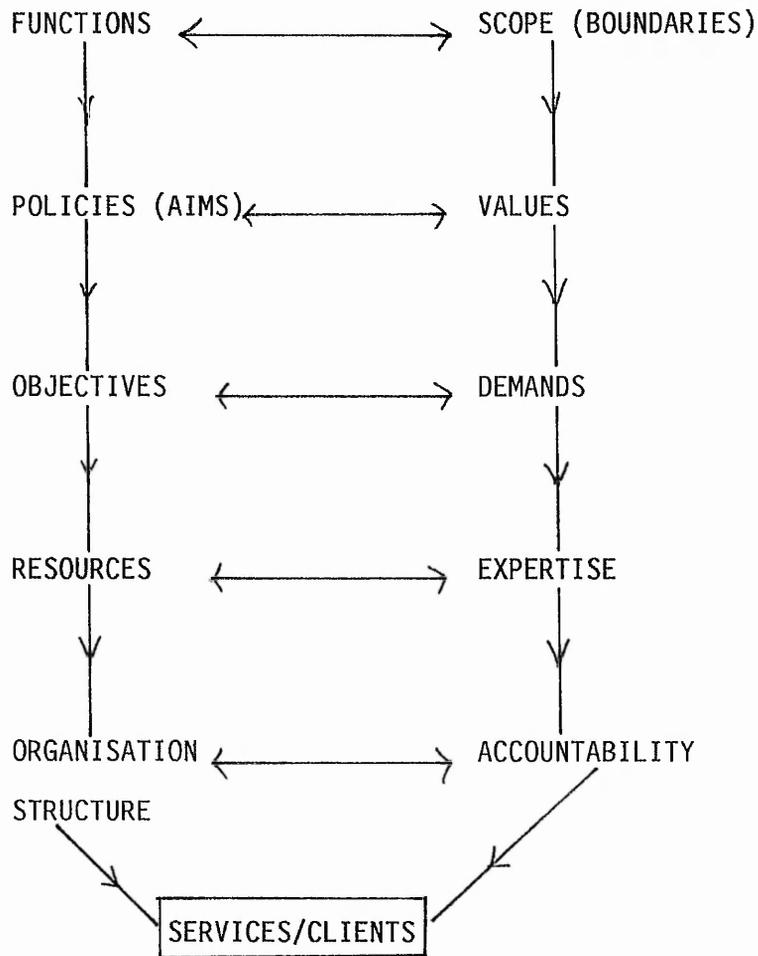
An issue arising from this disparity of view is the role of the social work team leader as a manager.

> "Because of the social worker's belief in professional autonomy, the team leader may be seen primarily as a professional adviser offering support", (p61).

There is evidence to suggest that female team leaders view the prime functions of the role differently to their male colleagues,

who appear to see their role primarily in administrative managerial terms. However, all face problems in having

i   poor role definition

ii   comparative absence of managerial training, and

iii a high volume of incoming work

Their problem is seen as one of both role conflict, as defined by Dessler (1976) and role ambiguity as defined by Rizzo, House and Lirtzman (1970). These are respectively to do with situations where

a   an individual or group is identified with two or more individuals or groups that have different and incompatible objectives and values, and

b   where there is a lack of necessary information available to the given organisational post

A study by SSD staff in Cheshire (1983) has highlighted the stress experienced by team leaders as a result of their self-perceived failure to manage properly. The research was concerned with the relationship between managerial and professional work, the development of team leaders through their managerial roles and the attainment of the development of priorities. Their role ambiguity and resulting stress is consistent with Cunningham and

Fahey's findings in their survey of professional staff in local government (1976). These showed concern by many professional groups when moving into managerial posts, because of a fear of losing professional contact and job satisfaction. The Cheshire study also encountered the problem of attempts by team leaders to adopt professional interactive skills into their management role rather than translating these into the management context - 'case-working the case worker'.

In the recent departmental restructuring of Dept A Team Leader posts have been replaced by Team Managers. Initial information suggested that managerial skills were to be recognised equally with professional skills. Although in the event all appointees had social work or welfare backgrounds, not all had a professional social work qualification and there is a certain amount of confusion or concern about the suggestion that professional supervision might be provided by staff other than the Team Manager.

Ambiguity, confusion and conflict then have characterised the role of the manager within SSDs since their establishment in 1970. This situation has arisen from a number of reasons, including the growth in size and responsibility of individual departments, conflict from within departments and externally relating to different perceptions of the purpose or scope of SSDs, and differing perceptions of the professional autonomy of social work staff.

It is apparent that mt is likely to have only a limited effect on improved performance, either in the proactive or 'coping' sense, unless the organisation and individual managers together are able to resolve or at least address these uncertainties.

5   LIMITED SOLUTIONS - SUMMARY OF CURRENT THINKING

Factors which can inhibit transfer of learning or indeed enhance it are numerous, as has been shown. They appear to be centred on three main areas:

i   the individual who is being trained

    eg   Transfer can be inhibited by the student's attitude to the organisation and to the training activity - his desire to change and his ability to change

    ii   the training activity

    eg   the training activity may be based on irrelevant material, may employ unsuitable teaching methods or attempt unrealistic targets.

    iii   the organisational environment

    eg   Organisational negative factors can include the attitudes of superiors, peers and subordinates and departmental structure and functioning. As discussed

in the previous section, these are a particular problem
for SSDs.

Exhaustive lists of transfer factors have been drawn up by
Vandenput (1973) and Stiefel (1974). Taking these factors into
consideration, the trainer may, in theory, build learning
transfer strategies into his 'on-paper' training activities. In
practice it is unlikely that transfer can ever be totally
successful because of the variety of factors which influence
success and the fact that the 'training activity' organiser,
usually the departmental TO is unlikely to have sufficient
organisational influence or knowledge to totally identify or
clear 'blockages'.

Current trends in mt appear to be linked with an effort to reduce
the gap between the training activity and the student's work
situation, thus lessening the problem of transfer of learning.
Huczynski and Mumford refer to increasing interest in the concept
of action learning or the use of real work projects as the basis
of the learning experience. Mumford (1983), perhaps reflecting
the later date of his article is more optimistic about a general
acceptance of this concept. Huczynski (1978) discusses solutions
to the situation, at least pre-1978, which are strategies
deliberately built into the training process to enhance transfer.
These fall into five main categories, and are based on the work
of Miles (1959):

i   A session provided during training on the theory of the application of learning

ii   Problem-centred groups to look more closely at particular problems and to 'rehearse' solutions

iii Situational diagnosis - looking at problems of individual students and working in groups at attempting solutions.

iv   Intervisitation of course members to each other's work base to observe and assist

v   Reporting session given by a previous course member to illustrate actual transfer problems and strategies undertaken.

Weiss, Huczynski and Lewis (1980) have since researched the particular issue of the role of the student's line manager as facilitator in assisting transfer. The questionnaire used in the survey was based on Vandenput's paper on transfer of learning (1973). The role of the mentor in NHS management training programmes develops the idea for a need for a continuing personal support to achieve change.

Mumford, in his 1983 article, echoes the concern of Hoyle (1983) about the lack of detailed research on the effects of training activity, as well as commenting on a similar lack of work on how managers learn.

This increasing, if belated, interest in the evaluation of training at the intermediate or job performance level and consequent interest in the nature of transfer of learning appears to be changing the nature of mt activities. As outlined at the beginning of this section in reference to transfer issues and main areas of concern, training activities are becoming increasingly centred on:

i   the specific needs of the individual participant

ii an enlargement of the training process itself in emphasising the importance of pre-course and post-course activities

iii the organisational environment - real work-based projects used to bridge the gap between designed training activities and the job itself.

CHAPTER 3

METHODOLOGY AND METHODS

1   INTRODUCTION

Previous research on the transfer of learning has centred on
three main approaches, ranging from the very specific in terms of
measurement of effects to the more qualitative and generalised.
These approaches are concerned with:

i   the establishment of methods by which specific training
      strategies can be measured and to some extent be quantified
      in terms of transfer of learning as discussed by, inter
      alia, Hamblin (1974).

ii   the identification of classes and items of inhibitors and
      enhancers to the transfer of learning process, (Vandenput,
      1973) and

iii   the construction of models of management development,
      characterised by a qualitative approach, and concerned with
      a range of generalisable issues as discussed by Burgoyne and
      Stuart (1977).

The focus of this study is on the ability of SSD managers to transfer learning into their job behaviour (Chapter 1); it is designed to assist SSD TOs and other interested parties to ensure that transfer inhibitors are recognised and eliminated as far as possible and that strategies and methods which enhance transfer are provided. For this reason, the second approach to transfer research referred to above has been adopted for this study. While the other two approaches are discussed in, and have contributed to the thinking in this research, they have not provided the main focus for the following reasons:

i   Measurement, by definition, implies the use of specific criteria - results compared to targets - which in SSDs is problematic. Personal experience had already provided an awareness of the non-quantitative culture of SSDs with associated confusion about goals and standards. An examination of the literature confirmed that this was generally the case. However, even if a quantitative evaluation had been carried out in a small sample of departments (such a detailed approach would have been too time-consuming and expensive to have been applied in a larger number of departments), it is unlikely that such results could have been generalised, and thus be of commensurate value. Whilst SSDs share common statutory powers and responsibilities, there are enormous variations in terms of organisational structures and climates, sizes in terms of geography and staffing levels and in a variety of other areas, including training strategies.

ii   Whilst general models of management development have
      provided a framework for this study, a concentration on this
      area of research would not be appropriate to the objectives
      of this study in view of the continuing debate about the
      nature of management development in SSDs. This is not to
      say that research into management development in SSDs is not
      a valid topic for research activity. However, this study is
      concerned with the identification of factors which affect
      learning in whichever way this is provided. The focus of
      this research is on the development of a necessarily
      pragmatic approach to transfer of learning effectiveness
      which is required by trainers in SSDs (both specialist TOs
      and line managers engaged in staff development) who are
      typically faced by minimal mt budgets and scarce resources
      in terms of available time for the training of individual
      managers.

2   CHOICE OF METHOD TO ACHIEVE RESEARCH OBJECTIVES

In order to meet the objectives of this study, the research
methods to be used needed to be appropriate to the gathering of
information both of a factual and of a perceptual nature (Fig 1).
They needed to be able to provide information about:

i   the work of other researchers concerned with transfer of
      learning - including their approach to the problem and what
      had been discovered ie 'current wisdom'.

ii   factual information about how mt was currently being carried
      out in SSDs.

iii   how the issue of transfer of learning was being attended to
      in SSDs in terms of the recognition of the problem, the
      evaluation of training in terms of transfer effectiveness
      and perceived problems.

iv   how training participants perceived the problem of transfer
      of learning.

v   how the perceptions of participants and trainers were
      corroborated in practice.

vi   what sorts of strategies and methods were being employed in
      SSDs to enhance transfer.

It was important to examine perceived problems; partly because
they were likely to reflect actual blockages to learning and
transfer; and also because as transfer is in itself a matter of
personal experience, negative perceptions were in themselves
likely to become blockages.

Four main research methods were used, namely,

i   a literature search

ii   a questionnaire distributed to all SSDs in England and Wales

iii   individual informal, semi-structured and unstructured
      interviews with learners and TOs

FIGURE 1

DEVELOPMENT OF THE RESEARCH PROGRAMME:
Matching Research Questions to Appropriate Methods

	RESEARCH QUESTION	TYPE OF DATA	TECHNIQUE USED	REASON FOR CHOICE OF TECHNIQUE
i	The work of other researchers' 'current wisdom'	Individual perception and statistical data from work in the field	Literature search	Provides easy access to detailed information from a wide range of sources
ii	The practice of mt in SSDs	Factual and individual perception	Postal questionnaire and individual unstructured interviews	Questionnaire allows wide range of sources access to generally not contained in current literature and means of obtaining standard factual information
iii	Attitudes to transfer of learning in mt in SSDs	Individual perception and factual evidence	" " "	" " "
iv	Perception of participants of training training effectiveness	" " "	Learning Style Questionnaire and semi-structured and unstructured interviews	Allows comparison between Learning Style and expressed perception in interview
v	Corroboration of perceptions in practice and relationship between strategy and inhibitors	Documentation and individual perception of outcomes	Compilation of case-study through searching of documentation and unstructured interviews	Means of demonstrating inter-relationship between perception and evidence and between strategies and inhibitors
vi	Strategies being employed in SSDs to enhance transfer	Factual and suggested future strategy	Postal Questionnaire and individual unstructured interviews	Ref ii) and iii) above

iv   a case study based on - interviews with trainers and

                                participating managers

                           - documentation provided by trainers

In addition, direct and indirect observation, over a number of years, of training methods and strategies, of SSDs as organisations and of apparent training outcomes is referred to in Chapter 1, and underlies the remainder of this study.

3   THE RESEARCH PROGRAMME

3.1 Previous and current research on the transfer of learning - the literature

The literature search was undertaken throughout the research period in order to discover what is already known or believed about the transfer of learning and its context, ie mt, SSD managers and SSDs as organisations.

It was approached in 3 ways, namely:

i   the reading of, or reference to books concerned with a variety of issues related to the subject either following recommendations, library searches, or by following up references in other books or articles.

ii   the reading of reports and other documents on issues
      related to the subject, including publications by the
      Central Council for Education and Training in Social
      Work and the Local Government Training Board, and

iii   reading of and reference to articles contained in a
      variety of journals relating to management, training
      and human service organisations, including SSDs. The
      bulk of relevant literature concerned specifically with
      mt in SSDs was contained in such publications, and this
      is increasingly the case with the ever-growing interest
      in mt within local government and "the caring
      professions" as well as in industry and commerce.

The initial research was done through the use of a database.
Although this proved to be of some value, it was by no means
able to provide an exhaustive resume of current literature.
In addition, because mt is a growing interest, many
developments are not yet "written up" and much of the
journal literature consists of a consolidation of current
practice or a repetition of ideal but unlikely solutions to
problems.

3.2   **Current mt practices in SSDs and their approach to the**
      transfer of learning - the questionnaire

A questionnaire, to be completed by SSD TOs or "those
responsible for mt", was designed in order to obtain

information about how mt is carried out in SSDs, for whom, how outcomes are evaluated and how TOs perceive problems associated with the transfer of learning. The three parts of the questionnaire were designed respectively by:

A - the author in conjunction with the second researcher
    who is investigating the input stage of mt in SSDs.
B - the second researcher, individually
C - the author, individually

The author and the second researcher had decided to combine their questions into one document partly because of common areas of interest and partly to obviate any need for duplication of responses required by those asked to complete the questionnaire.

Part A was concerned with obtaining an overview of how mt is carried out in SSDs, by whom, for whom, to what purpose and at what cost. Part B was designed by the second researcher and will not therefore be described here. Part C was designed to discover to what extent SSD trainers are aware of the effect of mt strategies, what they see as the main inhibitors of transfer and what strategies if any are used to overcome such inhibitors. The content of Parts A and C of the questionnaire are provided in the Appendix.

The questionnaire was circulated together with a covering memorandum (Appendix 1) to all 116 SSDs in England and

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Wales. Thirty-five (30.17%) completed questionnaires were returned, a reminder having been sent out 6 weeks after the first circulation. However, in addition to these completed questionnaires, a further 16 (13.79%) responses were received either in the form of letters or telephone call, in some cases providing detailed descriptions of their approach to mt. A summary of these responses is given in Appendix 4. There are a number of possible reasons why the completion rate of the questionnaire was not higher, eg

i   the pressure of work of TOs, referred to several times in responses received and a likely reality, both from personal experience and the average number of TOs employed by SSDs compared to overall staffing levels.

ii   the fact that the questionnaire was not initially referred to the Research Committee of the Association of Directors of Social Services. This point was raised by one respondent who did not complete the questionnaire, and may have been the reason for non-completion by others. The researchers were aware of this recommended procedure; they chose not to follow it for two reasons. The chief reason was timing - it was a lengthy process in terms of awaiting meetings of the Committee and, having reached a meeting, may have been deferred, thus holding back vital information which was required before other parts of the programme could be implemented. The second reason was that it was felt to

be unnecessary to approach the research at such a level; SSD TOs have their own 'professional' associations and a positive response would emanate from that network if it was to emanate at all.

iii   the complexity and length of the questionnaire may have led to delays which in turn led to non-completion. The problem of making time to complete the questionnaire particularly where there was a lack of basic data on, for example, numbers of courses and individuals undergoing training, was referred to by some respondents completing the questionnaire, as well as by those responding only by letter or telephone call.

iv   respondents completing the questionnaire and respondents replying by letter refer to major strategic developments either of an organisational nature, or concerning training, making it very difficult if not impossible to respond to the questionnaire at that time.   It became clear that large numbers of SSDs had recently, were currently, or were about to re-organise their structures.

The questionnaire was designed in the knowledge that mt in SSDs follows a wide variety of patterns.   Whilst some respondents found the format difficult to follow in describing their approach to training, in most cases lack of easily accessible data and sheer pressure of work seem to

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have been the chief cause of problems in completion. Both researchers were established SSD TOs and members of TO groups; questions centred on issues which covered the whole training process - identification of need, purpose, course design, resource provision, levels of training, evaluation, and transfer - and which had proved significant in their personal experiences and those of fellow trainers. The questionnaire was also piloted in two SSDs before national circulation. No changes in the format were deemed necessary at that stage. However, there were examples in completed questionnaires of a misunderstanding of some questions and ambiguity in some responses. These are referred to in the context of the general overview of the research in Chapter 4. To summarise, these mainly concern confusion in terminology (eg 'Chief Executives Department' referred to in Question A1 is obviously not always the base for Central Training Departments in other Local Authorities); and differences in what activities are perceived as 'management training courses' (eg some respondents have itemised 'Action Learning' as 'activity other than training courses' whilst others have listed Action Learning as a training programme).

However, despite the limitations discussed above, the questionnaire response produced a detailed overview of the sorts of approaches a variety of SSDs were making to mt and of what TOs perceive as significant issues relating to problems of transfer. It also provided the basis for making choices about follow-up interviews in a number of SSDs and

the sorts of issues to be raised in the later interviews
with individual learners.

3.3 Study of the perceptions of individual learners - Dept A

A study was undertaken in Dept A in order to understand how
individual learners perceive problems in transfer and to
discover what sorts of training methods and strategies they
find most helpful. The study consisted of two parts; an
analysis of preferred learning styles and an analysis of
individual experiences of the training process.

Permission to carry out the research in Department A was
sought from the Department's Senior Management Group; this
was granted, with only the proviso that Divisional Managers
(who were members of the Group) were notified in advance of
which of their staff were to be approached, so that the
Department's agreement to the research could be made known
to them.

All managers who had been part of any one of two management
development course groups and two short industrial relations
management courses were asked to complete the Learning
Styles Questionnaire (LSQ) designed by Honey and Mumford
(1986) and to indicate whether they would be willing to be
interviewed to discuss their experience of the particular
course in which they had participated.

The purpose of completing the LSQ was to establish

i   whether there was any major variation from that of Honey and Mumford's "Average British Manager" as recorded in The Manual of Learning Styles (1986), which might indicate preferred learning styles of the SSD manager.

ii   what variations there were between the learning styles of managers attending any one course which would have implications for group mix and choice of training methods.

The Honey and Mumford LSQ was chosen in preference to Kolb's Learning Style Inventory (1984) for two main reasons:

i   It was possible, having used the former, to afterwards compare results with English norms, and thus set them in the context of the more familiar managerial culture.

ii   The language and format of the Honey and Mumford LSQ was felt to be more 'user friendly', at least to the wide cross-section of SSD managers who were to be interviewed. Both LSQs had previously been used by the researcher, and this had proved to be the case.

Of the 58 managers circulated, 27 (46%) both completed the LSQ and participated in an individual interview. A further

respondent, although interviewed, did not complete the LSQ, and yet another respondent was in the event unable to participate in the interview because of prolonged absence from work, but completed the LSQ.

Respondents were asked to comment on their LSQ results at the beginning of their respective interview. The majority felt the result was in keeping with their expectations, but several suggested that in a social rather than a working context, in which they had been completed, results may have been different. The variation of results according to context has been illustrated by Talbot (1985); some respondents had been a little worried by this realisation whilst completing the LSQ, and this should perhaps be referred to specifically in future trials.

Whilst the completion rate and results were useful in this exercise in exploring the range of issues affecting transfer and some possible indications of main trends among the different functional groups, the sample in itself as a reflection on learning preferences of SSD managers overall is obviously a very small one.

The interviews carried out in Department A were designed to provide information about the range and type of problems associated with the transfer of learning throughout the training process and beyond. Using Mant and Handy's approach to the training process and training relationships,

an interview schedule was designed (Appendix 6) to follow Mant's 3 stage approach (1969), developed by Handy (1971) into 7 particular facets, ie

1   Selection, briefing and participant expectation
2   Course learning and expectations of applying the learning
3   Organisational support for learning and change after training and the extent to which learning was transferred.

The parts played by the Learner, the Training department and the Line Manager were the main focus throughout. Whilst any one of the four courses categorised above was the main subject of discussion with each individual, experiences of other courses and their organisational context were also discussed as appropriate, sometimes reinforcing experiences and sometimes providing a point of contrast. An open question at the end of the interview on any aspect of mt or transfer issues the respondent wished to discuss allowed both reinforcement of earlier discussion points and a widening of scope, raising other issues, eg the isolation felt by administrative staff in SSD structures and the reluctance of some care staff to act at a managerial level. However, this widening of the discussion did not always take place at the end of the interview; interviews were conducted in a relatively informal way, the schedule providing a

checklist but not necessarily followed in the set order or in the set wording of the interview schedule.

3.4 <u>Interviews with TOs and individual learners in other SSDs</u>

Interviews with TOs and individual learners in other SSDs were carried out in three stages, for three different purposes:

i   Initial interviews in Dept B with TOs and students provided an opportunity to test out initial ideas about transfer problems in a department having an unusually large training resource.

ii   This was followed up approximately one year later to provide material for the case study on Action Learning discussed in Chapter 4.   It was again possible to interview participants (although not the same individuals as interviewed the previous year) as well as TOs, and one of the programme's Tutors.

iii The following year, following collation of the results of the Questionnaire, 4 SSDs were followed up to gain further information.   The 4 Departments in question used a variety of approaches and TOs were interested in the research.   Dept B was also again followed up at this time, although a response to the Questionnaire had not been made.   The reason for the lack of a response

was that there had been major changes in personnel (both the former Principal TO and the TO chiefly concerned with the Action Learning programme had since left the department) and it was felt that a sufficient amount was already known about the department's approach to training from previous visits. The researchers were able to again interview students in Dept B and also students in Dept C, one of the other 4 departments visited. A brief meeting was arranged with tutors of the Dept B Action Learning programme, and separate interviews were arranged with a senior member of staff of another educational establishment largely concerned with Action Learning initiatives, and senior members of staff of yet another educational establishment involved in mt programmes and research.

The interview schedule used in Dept A was not used for any of the above interviews. They were all of an informal nature and were undertaken in conjunction with the other researcher. Like the national questionnaire they provided a means of 'mapping' the SSD mt scene, and a useful point of comparison with the results of the more detailed research of individual perceptions of transfer issues carried out in Dept A and through the literature.

3.5   Strategies and methods for the enhancement of transfer

Information about specific approaches to transfer
enhancement was obtained through the national questionnaire,
through interviews with trainers and students in other
departments, and from the literature.

4   THE EFFECTIVENESS AND LIMITATIONS OF THE RESEARCH

This study then has not attempted to precisely measure transfer
effectiveness of particular training strategies or methods.   The
measurement of transfer at the application rather than the
learning stage is extremely problematic anyway; outcomes are very
much affected by the organisational context as Vandenput (1973)
has shown, and extremely sophisticated measurement techniques are
needed to elicit an objective evaluation.   In the context of
SSDs, problems of this sort are exacerbated by the absence of
clearly defined objectives either for the individual or the
organisation against which change would need to be measured.
What this study has set out to identify are the range of factors
which the chief 'actors' in the training process - the individual
learners - experience, or are responsible for, in the total
learning/application process.   The generality of these
'experienced problems' is tested by comparison with the practices
and perceptions of TOs and SSDs as organisations as elicited
through the Questionnaire and informal interviews, by comparison
with the literature, and by comparison with the acquired

knowledge and insight - 'the connoisseurship' (Eisner 1979) - of the researcher.

Eisner expresses concern that the so-called scientific approaches to educational evaluation provide a concrete but limited feedback, because of inherent problems of measurement; also that the outcomes of such approaches are too restrictive, in ignoring external influences on the educational process and outcomes other than those specifically contained within initial objectives. Research on Learning Styles has demonstrated the need to focus on the individual learner in terms of how the individual best learns, how this in itself can be affected by differing external circumstances, and the individual's approach to putting learning into practice (Mumford, 1986). A deliberately wide canvas has, therefore, been chosen in order to illustrate the need for a contingency approach to transfer problems.

Had there been in existence a common management learning development plan within SSDs; had systematic appraisal of SSD managers been more widespread; and were the tasks of managers within SSDs more homogeneous than they actually are, an in-depth measurement of transfer effectiveness within a particular department would have been a useful basis for forecasting and explaining transfer problems in other areas. However, the fact is, a wide variety of mt practices operate between departments. Whilst individual SSDs may evaluate the effectiveness of their particular approaches within the specific context of their organisation this study attempts to analyse the range of factors

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which may be inhibiting the effectiveness of these approaches; as such their recognition becomes an evaluation tool in helping to clarify whether changes are needed in the training method - in the attitudes of 'interested parties' - ie the Learner, the Manager, the TO - or in the organisation climate.

Given more time and financial resources, unlimited access to a wide cross-section of SSD managers, the means to become familiar with unofficial structures and personal networks within those departments, and the time and co-operation of participant managers, it may have been possible to combine the research undertaken with several in depth, measured evaluations of particular approaches to mt in order to consolidate findings about the range of transfer problems and the extent of their respective influences on outcomes, using a combination of measurement techniques as discussed by Hamblin (1974). For example, some precise descriptions of how pressure of work, or apparent pressure of work of SSD managers affects both the learning and the application stages of training may have been possible, or the involvement or otherwise of line managers and the subsequent effects on transfer following particular training activities. These issues could perhaps provide the theme for future research projects.

Although, as discussed above, there were some reasons for the comparatively low response rate to the Questionnaire which were not directly linked to its design, its complexity certainly in terms of length may have contributed to this, and with hindsight

some questions were perhaps not clearly enough presented, either in the terms used or in the way the question is framed. For example, in Section A, question 2 does not make clear whether option (b) - (Internal/External trainers) - means departmental TOs and external agents working in conjunction or whether one or other is used for respective courses. Question 1 might have been more simply construed by asking 1) whether all mt for SSD managers is organised by the SSD and 2) if not, which other department is involved. In Section C it is possible that question 6 has been taken to refer specifically to job behaviour evaluation rather than evaluation of any type, as intended. The reasons for combining the questions of both researchers into one document have been referred to above. The resultant format whilst providing a detailed survey of mt practice in responding departments, may have, through sheer size and requirements in terms of numerical data, prevented a higher response rate.

5   **SUMMARY**

To summarise, this research is concerned with specifics in terms of identifiable transfer factors, and is of a qualitative rather than of a quantitative nature.

In presenting this approach to research, certain assumptions have been made:

i   That perceived problems are real or at least the perception has an effect on transfer, eg pressure of work may be an

internal rather than an external reality but unless some positive intervention takes place transfer will continue to be affected.

ii   That the problems experienced by participants in a few departments are likely to affect participants elsewhere, despite differences in approaches to mt and organisational climate between SSDs.

iii   That the factual and perceptual responses from TOs completing the Questionnaire are likely to reflect trends in non-responding departments.

It is for this reason that the responses of individual participants, which while emanating from a wide variety of individual managers, represent only three departments, have been triangulated with both the perceptual and factual responses of TOs emanating from interviews and the national questionnaire representing a much higher number of departments and with pertinent references to the literature. In this way, the study has been able to:

1   Consolidate previous research, and explore its relevance to this study.

2   Indicate a number of areas which might provide a useful basis for further in-depth research.

CHAPTER 4

RESULTS OF THE RESEARCH - PART I

1   INTRODUCTION

The review of the literature on the transfer of learning -
particularly where it relates to practical application - and
personal experience as a TO indicate the importance of attending
to the effects of the whole learning environment in which
managers have to operate rather than restricting research to the
content and methods of training courses. Indeed, the increasing
use of the term 'training programme' rather than training course
indicates that TOs are either more aware or more able to do
something about training as a continuing process rather than a
one-off classroom activity or set of activities. However, even
concentration on training programmes would not have been adequate
for this study for two reasons:

i   Like management development, management education, etc,
     'training programme' can mean different things to different
     people.   In some cases it is obviously a synonym for
     'course'; in others a course with pre-course and post-course
     briefings; in others still it can mean a whole package of
     learning activities, some taking place in on-the-job
     situations.

ii   However much on-the-job learning takes place within a
training programme, if it is recognised as a 'training
programme' as such this may affect transfer in a particular
way.   Once the recognised 'programme' is completed, the
individual may revert to previous levels of performance.

In order to research what helps or hinders learning to get
through to the 'real-time' job situation, the whole learning
environment with its constituent parts, including the post-
training working environment, needs to be looked at.

The individual learner has become the main focus of
literature on transfer, rather than teaching methods, with
increasing attention paid to the learner's organisational
environment and its implications for job behaviour. Sets of
training and organisational factors which influence
application of learning have been proposed (Vandenput, 1973
and Stiefel, 1974); the job of the TO is to ensure the
optimum conjunction of positive influences for the learner.
Some are largely within the TO's control, such as choice of
venue for off-the-job training courses, tutors, course
design and methods. Other important, often crucially
important, issues like selection of learners for particular
training events (or training events for particular
learners!), the training 'culture' of the learners' place of
work and resources for the reinforcement of training much
less so. These are areas in which the line manager could or

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should exert important influence and control. Whilst the TO may seek to at least influence situations in order to provide optimum transfer - for example in promoting self-development strategies for managers - the political and financial realities of the organisation usually demand compromise (Mumford 1983).

Whilst individual and organisational factors are becoming central to training strategies, the training input itself cannot, of course, be ignored. Davies' model of the systems approach to training (1971) illustrates the need to integrate the individual parts.

As Berger comments (1977 p11)

> "to optimise the transfer of learning, the worlds of the organisation, the individual and the training programme must be integrated. To achieve integration it is essential for one or all of the interested parties to manage the interface between these worlds".

The management trainer has a particular problem to overcome in ensuring applied learning, in that training can rarely supply right or wrong answers to management problems. Much management training, by its very nature, has to be conceptual. It is not possible through training courses to prepare managers for every eventuality. Whilst this is not

confined to management issues in SSDs, there are additional
exacerbating factors, such as:

1   lack of any preparatory training in management - social
     workers are often promoted to Team Leader level with no
     previous training in management at all.

2   The nature of management in SSDs means that junior
     managers are often virtually unsupervised on management
     issues, partly due to the professional/managerial
     ambiguity of the Team Leader's role.

3   The concentration on social work professionalism even
     for middle managers, often conflicts with the need for
     managerial approaches to, for example, staff
     management.

Because of these and other issues, learners often approach
mt purely as a means of minimising failure or maximising
success, thus starting with a very woolly perception of what
they are likely to achieve.

The TO, then, needs to be aware of the whole learning
system. Using Davies' model (1971) as a starting point,
results of this research are discussed in the following
three main sections:

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1   an overview of the research - current trends in mt in
     SSDs and perceptions of individuals who have undergone
     such training;

2   a case study of a mt strategy undertaken by a
     particular SSD presented as an illustration of such
     trends; and

3   the identification of factors affecting transfer in SSD
     mt and their inter-relationship (Chapter 5).

2   RESULTS OF THE QUESTIONNAIRE

2.1 Part A - The range of mt activities

The results of Part A of the national questionnaire relating
to general provision of mt and Part C relating to transfer
of learning associated with mt, are tabulated in Appendix 2
and Appendix 3.

Of the 35 SSDs which completed the national questionnaire,
the majority are directly involved in running in-house mt
(94.28%). In 91.43%, the Local Authority Chief Executive's
Department or equivalent also has some involvement in
organising mt. In one case, the Social Services Training
Section is responsible to the Central Training Section for
mt carried out within the SSD In addition 11 SSDs (31.43%)
are recorded as at least sometimes running mt in combination
with a central department.

Whilst it has not been possible to establish a preferred pattern of provision, the variety of programmes being enormous - both in terms of subject matter, purpose and length, the majority of programmes include a mixture of management development activities and short skills/knowledge based courses, such as 'Staff Selection' and 'Time Management'. The numbers of different mt activities run by individual departments range from 1 to 8+, with an average of 4 for each department. Teaching time ranges from 4 hours to 25 days for courses run in-house, with an average of 3-5 days for short courses. Longer term qualification courses are also used, such as the CSS (Management Option), MSc courses in Social Services Management and the National Institute for Social Work 3-month sandwich course. However, 18 (51.43%) departments use no award-bearing courses at all, and one department has not replied to this question. 'Time-off' in addition to attendance at planned events is very rare. Of the courses listed, only 9 (25.71%) include additional time for study. Replacement of staff on training is equally rare. Of the four cases cited (11.43%), two referred to the CSS Management option - CSS students are replaced as a matter of course - one is a course specifically funded by the DHSS and in the fourth some key residential staff only are replaced.

Whilst there is reference to training activities for staff at a wide range of levels from AP2 to Chief Officer level, the bulk of activity appears to be centred on Team Leaders

(or Senior Social Workers) and Officers-in-Charge of Residential and Day Care establishments. Interestingly, this latter group were identified in the recent LGTB report on training in SSDs (1986) as being largely professionally unqualified. In practice, many such staff are carrying out such duties with very little either professional or managerial training. Identified mt needs often have to wait so that the basic professional training in the form of the two-year CSS Course can be undertaken first, although in theory and for the purposes of NJC conditions, nursing qualifications are acceptable for Officer-in-Charge posts. However, the CSS does include a 2-week Managerial Option which students may choose to undertake and which seconding departments may or may not require them to undertake. Whilst 2 weeks of mt may be more than some Senior Managers in SSDs have done in their entire career, from responses given, it may be that this provision has been overlooked in some cases in completing the questionnaire, either because respondents feel its effect is minimal, because most students choose other options or through a misunderstanding of the question.

Demonstrating the need to reach changing personnel in management posts, new appointments and the sheer number of staff in management posts in SSDs, most activities listed are repeated annually or at 6-monthly intervals. Responses to the question concerning training activities other than through courses illustrated the previously referred to

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confusion of terminology in mt. One respondent "did not understand the question", 7 did not respond to the question at all and two recorded NIL non-course activities. One responded "not applicable", - why is not clear. Whilst the most frequently mentioned non-course based strategy is the use of special projects, Action Learning is mentioned by 2 respondents, although other respondents (including one of the 2 respondents mentioned here) had included this in their list of courses in answer to Question 3. While a small number refer to the use of placements, with a further one considering this possibility, mention is also made of the CSS Special Option Placement, and again it is not clear whether this indicates that only one example within the sample exists of CSS management placements, or whether respondents have overlooked the use of appropriate management placements within the CSS as part of their strategy. Bell, L; Devine, K; and Lane, S; 1987 confirm that SSDs make little use of methods other than courses for developing managers.

Concerning the adequacy of resources to meet required mt activities, the overwhelming response (82.86%) was that resources were inadequate and in one case it was thought too early to assess. This is perhaps predictable, where questionnaires have been completed by the Officer responsible for mt within each Department, also bearing in mind that detailed analyses of mt needs are a rarity, and an answer to this question might well be "how long is a piece

of string?". However, a number of respondents specifically refer to the unmet needs of residential and first-time managers. One has identified that only 25% of the Department's managers have had any mt at all and two have estimated annual shortfalls in financial terms of £10,000 and £7,000 respectively, (1984 prices). The way in which mt budget heads were arrived at varies considerably. For example, in one SSD, "calculation is too firm a term - an agreed sum is approved through discussion with Head of Operations, Director and TO". In another, the Budget represents "the sum remaining after certain other priority allocations are made". Twenty-two departments (62.86%) had no specific budget head for mt, although two qualified their response by stating 'not explicitly' implying a pragmatic approach to apportioning out scarce resources.

The shortfall in provision of mt is reflected in the response to how attendance at courses is affected. Competition for places scored ahead both of "Geography" - often a real problem in shire counties - and "time off", again a problem in most SSDs with increasing workloads and falling resources. Concerning perceived main purposes of the training provided, there is some correlation in the way in which respondents understood staff to view mt and what mt was aimed at. 105 (72%) of the 146 courses referred to were aimed at improvement in existing jobs. [This is an approximate figure - in some cases course titles are not given but the number of courses is, although even here it is

sometimes not clear whether this number refers to <u>different</u> courses or several of the same type. In other cases it is suggested that more than one course is run, but the number is not given. For the purpose of these results the total number of courses refers to both those referred to by name, and where a specific <u>number</u> of courses is referred to, that number. Where the number of courses is not given, only one course is counted into the total.] In 30 (20.5%) this was the ONLY aim. 81 (55%) aimed at effectiveness in changing roles at same level, in 11 (7.5%) this was the only aim. By contrast only 23 (16%) aimed at preparation for promotion, in only 5 (3%) the only aim. Responding to how mt is seen in the organisation, in terms of its most important attributes the highest score was given to "relevant to job", (139 out of a possible 175). Importance for promotion scored lowest (98), after "as a priority for staff" and "of high status".

Concerning the management of mt courses, only 25 (17%) of the 146 courses listed are managed by Central training staff. A further 19 (13%) of the courses are managed by Central Training staff in consultation or jointly with SSD training staff. Some college-based courses, including post graduate studies, are run entirely by the college concerned.

To summarise then:

i   Mt programmes in SSDs are difficult to characterise in terms of subject matter, length, frequency or methods.

ii   However, the majority of SSDs are directly involved in running their own programmes and usually in also having access to centrally run programmes or courses.

iii   The majority of departmental programmes include a mixture of activities ranging from short skills/knowledge based courses to longer management development activities.

iv   Staff undergoing mt are rarely 'replaced' at their work-place.

v   Study time is rarely made available for attendance at even the longer-term development programmes.

vi   The bulk of current activity appears to be centred on 'junior' management levels - eg Team Leaders/Social Workers and Officers-in-Charge of residential and day care establishments. There would appear to be little provision of preparatory training for those not yet in management posts.

vii Training activities are largely seen mainly as attendance at courses.

viii Resources for mt are almost universally seen as inadequate to meet perceived need.

2.2 Part C - Transfer of Learning Issues

Part C of the questionnaire was concerned with the extent to which SSDs evaluate mt in terms of transfer of learning to job behaviour ie to discover

i   to what extent SSDs were _aware_ of the effectiveness of transfer

ii   how SSDs measure transfer of learning

iii   whether the perceptions of TOs about blockages to transfer accorded with current thinking in the literature (and student feedback arising from interviews)

iv   to discover whether SSDs use specific strategies to enhance transfer.

Eight of the 35 SSDs responding either did not evaluate mt at all or did so only occasionally (22.8%). Lack of sufficient resources was the chief reason given for not

evaluating.   Another respondent mentioned that the respective County (Central) mt programme is not evaluated "because managers are satisfied with apparent results". However, the remaining departments either always, or usually, evaluate and presumably have more than anecdotal evidence of transfer effectiveness.   Self-appraisal and appraisal by line manager are the most commonly used methods (each recorded by 17 departments, 14 (40%) of these using both methods).   However, of the 26 departments which do evaluate at least sometimes, only 15 (42.86%) evaluate at job behaviour level, and 5 of these qualify this response in some way, eg 'sometimes', 'occasionally', 'crudely'.

Asked to identify factors which chiefly inhibit transfer, 28 of the 35 departments (80%) refer to lack of departmental reinforcement, followed by uninvolvement of line manager (60%) and negative organisation climate (48.57%).   Other factors listed include one reference to the nature of the training, one to sheer pressure of work and one to 'language used'.   Presumably, the latter means that learners have difficulty with management jargon or possibly resent the use of industrial methods as approaches to social care situations.   Eales suggests (1987) "what is not in doubt is that management has become bedevilled with a language that very few understand - especially managers".

Thirty-two of the 35 Departments do take specific steps to enhance transfer.   The most commonly used method is use of

work-based projects (28 or 80%). Alternative approaches listed in the questionnaire - pre and post-course briefings, specific course input on transfer issues, and specific involvement of the line manager are all recorded, scores ranging between 13 (37%) - specific input and 23 (65.71%) - pre-course briefing.

Little formal feedback to departmental management on staff performance during training or to TOs about staff performance back at work is recorded, - only 8 Departments (22.86%) and 5 Departments (14.28%) respectively.

Open questions sought comment on mt in general and specifically on transfer issues. Responses are tabulated in Appendix 2, but key issues raised were as follows:

i   Increasing attention is being given to mt although a wide divergency exists between Departments in the extent to which mt strategies have been developed. In some, work in this area was only just beginning. In another department, 16 different mt courses had been run in one year, although it was rarely a "pure" training activity, and was usually linked with a social work practice area, policy development or area of change.

ii   A shift towards in-house provision rather than use of external courses is widely recorded, although this was often not proving easy to achieve.

iii Lack of a clear set of organisational values and objectives and

iv   Lack of systematic efforts to support first-time managers were identified as blocks.

v   The need to focus on the individual and on specific tasks was emphasised.

     "most mt should relate to the tasks required on the job and to the personality of the manager". (Dept Z)

     Other issues raised included:

          The lack of formal appraisal systems
          The inappropriate selection of students
          The conflict of professional social work issues with management tasks
          The tremendous variety of needs of SSD managers - requiring different approaches to learning
          The importance of a supportive, learning-orientated organisation climate.

3   PARTICIPANT INTERVIEWS IN DEPARTMENT A

3.1   Learning Styles

Of the 56 managers in Department (A) who were requested to
complete the Honey and Mumford LSQ and to take part in an
interview, 29 (51.78%) agreed to be interviewed (but one
was, in the event, unable to take part) and 28 completed the
LSQ.   The results of the LSQ, while representing 50% of the
managers contacted, reflect only a small sample where SSD
managers generally are concerned.   They do, however, provide
an interesting comparison with the scores of the average
British manager recorded by Honey and Mumford (1986 p75),
being similar in overall pattern, but slightly lower.   Mean
scores of this sample were:

Activist	Reflector	Theorist	Pragmatist
8	12.96	12.3	13.1
compared to			
9.3	13.6	12.5	13.7

which were the mean scores of a national survey of
British managers.

When questioned during the subsequent interview about their
LSQ results, the majority were not surprised at their
scores.   However, a number stressed that their responses

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were based on predicted reactions in a particular working environment and would have been different if based on a purely 'social' situation or a different environment.

3.2 Individual Interviews

As described in Chapter 3, interviews carried out in Department A were structured to elicit information on the experience and perceptions of students against a background of the 3-phase training process of Mant (1969) and Handy (1971) - pre-conditions, the training programme and course follow-up. (Appendix 6)

Section A of the interview schedule concerned the period leading up to course attendance. How willing were these managers to attend the course and how prepared were they for it?

For both Category 1 and Category 2 courses, (ref Chapter 1) the variety between students in background experience, current role and level was wide. Whilst 10 of the 16 students attending the knowledge orientated Category 1 courses felt the course came 'about about the right time', only 4 of the 12 students attending the much longer development course thought so. Only about half the students had been approached directly by their line managers about their need to attend the course. All 16 students of Category 1 courses, but only 7 of the 12 students on the

Category 2 courses, had wished to attend the course at the time of application. A range of reasons concerning the latter are given including: pressures of work, the fact that the course was residential, and doubts about its effectiveness.

Of the total 28 interviewed, only one had been set specific goals by their line manager. Otherwise, it was assumed that line managers were in agreement with objectives stated on course broadsheets and programmes. Whilst no student had felt the line manager had tried to discourage attendance, support at this stage was in the main of an informal, general and very limited nature.

Section B was concerned with student's experience of the designed training activities, ie the courses themselves.

For both Category courses, a substantial number (7/16 and 4/12 respectively) thought the length of the course too short to cover the necessary input. Nearly all students found the content to be what they had expected. Reservations expressed included:

- lack of guidance on Departmental philosophy and procedures
- lack of time for skills development - lack of depth

-   lack of relevance of material to a particular staff group

Whilst 11 of the 16 Category 1 respondents felt that the course content on staff selection was most closely allied to their current tasks, issues relating to staff appointments gained the highest score (6) of those sessions which were felt to be the most useful.

Participating in training with a colleague, either from the same establishment or with whom the respondent had regular contact within the Department, had little effect other than 'reassurance' for Category 1 respondents (one refers to the benefits of being able to discuss things with somebody sharing a similar work setting), but had some significance for respondents in this position on Category 2 courses. This was mainly concerned with being able to share further discussion on certain issues and in enabling and enhancing continued professional contact. This perhaps indicates the advantages of developing a shared management 'language' (Eales 1987).

Apart from 1 or 2 isolated cases, there was little overall departmental support recorded, although 6 of the 12 Category 2 respondents felt they had received some support from their line manager, other than just release from work. Eleven students overall felt that attempts had been made to enhance transfer by relating course content to jobs. Methods

identified were role-play, case studies and specific orientation of one course to Homes for the Elderly (this last fact being seen in negative terms by 4 students whose work was not in this area). Other enhancers were course assignments and an extended work-based project, the allocation of Project Supervisors, techniques of particular lecturers and orientation of material to local government.

Part D of the interview was related to follow-up and general comments on mt and transfer problems.

Seven of the 16 Category 1 course students could recall no follow-up with their line manager at all. For the rest this mainly centred on general, informal questions from the line manager. No respondents could recall either formal or informal follow-up meetings with line managers concerning Category 2 courses specifically to talk about the course or future training needs. Follow-up mainly centred on completion of their extended projects. Ten of the 12 respondents had needed to pursue themselves the completion of the project (by asking for support), or, after completion, needed to ensure that it was heard or read in a wider context than the course playback session for acceptance or further action.

Whilst 26 of the 28 interviewees felt they had learned something, what was actually learned and to what extent varied widely according to individual responses, perhaps

reflecting the different starting points in terms of individual tasks, abilities and needs of individual students. Whilst a number of specific behavioural changes were mentioned, some common changes were:

i   taking a more structured approach to staff issues, such as recruitment and selection, and disciplinary matters
ii   better management of time and ability to prioritise
iii greater confidence

Three of the 12 students of Category 2 courses recorded changes in their style of handling meetings, although one was relaxing his style and another emphasising the need for greater control. Reasons for not changing behaviour were lack of relevance of the course to the actual work being done by the respondent in one case, and the fact that nothing in the course or since had indicated a need to change behaviour. Lack of time and resources was mentioned by 3 Category 2 respondents and lack of autonomy to be able to change and lack of confidence in interpersonal areas were also mentioned.

In giving general ratings to courses in terms of subsequent improved work performance, 16 (57.14%) rated effectiveness in the middle range between 'partly effective' and 'quite effective' (2 - 4). Suggested improvements to the courses were very varied and in some cases contradictory to comments made elsewhere in the interview. One constantly returning

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theme is lack of time, both for presentation of sessions for discussion, for skills development, and to 'think' - particularly in the application period back at work.

'Time' also figures highly in transfer enhancers and inhibitors perceived by interviewees concerning mt generally. Lack of time to implement learning within the work setting is the highest recorded inhibitor for both groups.

There was some problem in the ability of students to respond to the question concerning possible techniques to transfer learning. Certain strategies were suggested by the interviewer and, of these, problem-centred groups to rehearse solutions and intervisitation of course participants, were the most readily agreed with. The list of suggested techniques was that proposed by Huczynski (1978), based on the work of Miles (1959).

Comments made by respondents about mt in general and on transfer issues will be discussed in the next chapter. However, some key issues, which echo those contained in the literature, were:

1   The need for senior managers to specify the role and tasks of middle managers
2   Uncertainty about which management styles were acceptable within the department

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3   The 'fit' between training and departmental practice

4   The need for a flexible approach to mt options, ie meeting individual needs

5   The need for better links between training and departmental planning

6   The role of qualification courses in allowing adequate time to fully explore relevant issues and as motivators

7   The need for greater Social Services and Local Authority orientation in content

8   The appropriate mixing of staff functional groups in training activities

9   The timing and length of courses and use of study-days to enhance learning

10   The need for staff appraisal

11   The importance of the tutor as 'missionary'.

PART 2 - MANAGEMENT TRAINING IN A SOCIAL SERVICES DEPARTMENT - A CASE STUDY

1   INTRODUCTION

The purpose of this case-study is to describe an example of how transfer of learning is approached in theory and in practice by trainers, participants and 'other interested parties' and to follow through as far as possible the effects of these approaches on training outcomes.   It has been compiled through the use of available documentation and interviews with relevant personnel and from a background of personal experience as a SSD TO.

The example chosen is based on a particular type of mt activity carried out in a large metropolitan SSD in the North.   This department was chosen for a number of reasons, specifically:

1   a wide range of mt activity was being carried out in the department, indicating high levels of expertise in this area.

2   it was known that the department had recently embarked on a mt programme largely designed to overcome transfer problems, ie Action Centred Learning.

3   access to TOs, tutors and course participants had been offered.

4	links were apparently available with the locally based University business school, staff of which were involved in the Action Learning programme, and which, it was presumed, would be well equipped to evaluate the programme.

The facilities outlined above for undertaking this research were offered by one of the department's TOs who was mainly involved in management and administrative staff training. He was previously personally known through partnership in a project for which he was seconded by the Local Government Training Board. An initial programme of interviews were requested, with as follows:

i	TOs involved in mt and in particular the Action Centred Learning programme.

ii	Managers involved in the setting of objectives and at the receiver end of mt.

iii	Relevant staff at the business school, particularly those involved in the 'partnership' training with the department.

Two further visits were made, and interviews were also carried out with staff who had attended or were attending an Action Learning programme. The first visit took place in June 1983, the second in September 1984, the third in August 1986. In the event, information obtained was at the same time limited and enlightening, - enlightening for the reason that problems in

obtaining information certainly during the first two visits appeared to have implications for the programme's transfer of learning outcomes.

1.2 **The Department**

The Department serves a large urban population (estimated 498,000 in 1979) and employs approximately 5,000 staff including manual workers, working to a budget of £36,000,000 in 1980/81. As a SSD, a wide range of service is carried out - for families and children, for people with mental and physical handicap and mental illness and for elderly people. The department, at the time the research began, was managed through six Area Directors based at Area Offices and the Areas were themselves grouped into three Districts, each coterminous with Health Authority Districts and each with a Manager of Residential Services and Domiciliary Services. In addition to these centres of management were the Head Office, the Staff Training Centre and a large number of residential and day care establishments for various client groups throughout the department's area. This was, therefore, a large and complex organisation, with both professionally qualified and unqualified staff working in a variety of client group specialisms and administration.

The Training Section was large in comparison to others in SSDs even considering the size of the department. The section was headed by a Principal TO responsible to the

Assistant Director for Administration and Management. A programme of training activities was established on an annual basis, in consultation with Training Advisory Groups which represented various staff groups within the department. The programme for 1982/3 lists training events, of which fourteen (%) were specifically aimed at managers, - in the main, Officers-in-Charge of residential establishments and Senior Social Workers.

Mention was made separately of the Action Learning programme, as a 'rolling' programme "over the next two years but probably longer," presumably depending on evaluation. Enquiries for this programme were directed to the Principal TO, unlike the previously mentioned management courses - for which enquiries were to go to other less senior TOs - which appear to be of a more conventional nature. The management courses listed cover eight different subject areas and outcomes are briefly but succinctly described. The Action Learning programmes' outcomes are less clearly stated. Description is geared to 'process' rather than to outcome. That is, the four chosen project topics are identified as brief titles, and would 'last' for about 6 months. Results likely at the end of that period are not indicated.

2   ACTION-CENTRED LEARNING - TRANSFERRED LEARNING BY DEFINITION?

Action-Centred Learning is a term which has been used to describe a variety of training situations, all of which focus on the

concept of 'learning by doing' - with the implication 'doing things that managers generally have to do'. It is classically associated with Reg Revans who began to develop his ideas in the 1940s, based on the model of groups of managers either from the same organisation or from different organisations coming together periodically to work on real organisational problems. A number of different models exist, and the programme to be examined here might more distinctly be referred to as a Joint Development Activity (JDA) or as Project-Based Management Development, as defined by Huczynski (1983)

> "A JDA consists of the establishment of a link between the senior management of a firm, and the members of the business school who together act as a steering group to guide the project group of managers. In a JDA, one works on a real organisational issue which is the main vehicle for learning .... The underlying theory of JDAs is linked with the concept of 'resourceful managers' (those who are self-developed) and development functions within organisations (those concerned with developing new patterns of activity, adapting existing ones)" (pp159/160).

Project-based Management Development, as described by Ashton (1974) shares the same philosophical school as the JDA and Action Learning. Unlike JDA it relies on internal facilitator resources rather than working with an educational institution.

Of the various models of action learning currently known, the information sheets purely about the project's philosophy, produced for the author's inspection by the host department, are copies of Revan's writing or refer directly to it. Three such examples were given, as follows:

i   'Action Learning: A Definition' - which was used in a memorandum called 'Action Learning and the Developing Countries' prepared by Revans in 1974 for the Council for Technical Education and Training in Overseas Countries.

ii   'The Nature of Action Learning' - Revans, Management Education and Development, 10, 1979 and

iii 'The Art of Action Learning' a review from the Financial Times, 9.7.2, for Revans' "The Origins and Growth of Action Learning"

It is not known whether these writings were circulated to any extent within the department. Certainly the latter was issued almost a year after the discussions on the possible use of Action Learning in the department had begun. They appear to be rather for the information of the organisers, to be used in preparing departmental documents, talks etc, than for the consumers.

A further article, headed "Action Centred Management Development", goes beyond the general philosophy into structure and the use of facilitators and tutors. As in Joint Development

Activities, there is emphasis on self-development, but the article equally emphasises the importance of the 'catalyst' or facilitator, which is not a strong factor in Revans' writings. The writer of this article is anonymous.

While not referring specifically to 'transfer of learning', there are implications for <u>what</u> managers need to learn and <u>how</u> they learn. What appears to emerge is that the transfer takes place <u>during and within the programme</u>.

In (i) Revans describes Action Learning as "a means of development, intellectual, emotional or physical that requires its subject, through responsible involvement in some real, complex and stressful problem, to achieve intended change sufficient to improve his observable behaviour henceforth in the problem field."

He goes on to write that learning is achieved not so much by acquaintance with new knowledge or technical art conveyed by a teacher (although this is not ruled out) but by the re-interpretation of the subject's existing knowledge - it demands real-time and, therefore, observable commitment. Similarity to the Coverdale approach is apparent (Huczynski, 1983 p86). This is also suggested by Revans. The transfer is seen to take place (or not) within the programme itself.

In (ii), the difficulty of defining Action Learning precisely is emphasised. He links this with one of the central themes of

Action Learning philosophy - "verbal exchanges are themselves extremely poor at communication". The implication is that however well constructed the 'traditional' course in content, and the quality of the tutor, transfer is necessarily difficult. This accords with Casey (1980) in that the traditional course approach creates its own problems for following through concept acquisition to application and does not address the equally important problem of experience-to-experience transfer.

The communication problem is emphasised in (iii). Both the case-study and job rotation approach to management development are seen as less than effective. The former because of the lack of any possibility of 'real' failure. The latter because it often offers no 'challenge' unless a specific project is built-in together with opportunities to learn from communication with other managers. The importance of clear, open communication within the organisation and relations within the task group are stressed. These are important Coverdale concepts and are also among the transfer-enhancing factors developed by Vandenput (1973).

The fourth article, "Action Centred Management Development" starts with the assertion that "managers can develop only when they take the initiative themselves." Whilst strongly linked with the Revans approach - "Revans comes the nearest to having positive suggestions to make" - the two main thrusts of the paper emphasise a) the need to focus on the individual manager and his boss and b) the role of the facilitator or 'catalyst' in the

development process, as action teacher-come-management consultant.

3   THE PROGRAMME

3.1 Development of the Programme

The first available departmental documentation is headed 'Senior Training' and is dated 23 July 1981. The name of the author does not recur either in later documentation or interviews carried out in 1983/4 and is presumed to be a leading member of the Case Work Training Advisory Group. This Group set the programme going by deciding to base training for Seniors on Action Learning and by the above date had approached the local business school for help in setting up a programme. A second copy of this document had been amended by taking out reference to the Training Advisory Group as decision-maker at the beginning and any reference to the author at the end. Why this was done is not clear, but the effect given is that this decision is now a general one, applicable to the department as a whole.

A Steering Group was set up with the purpose of "initiating a project and steering it through its lifespan". This seems to indicate a steering group newly set up for each project. In fact, the same group took responsibility for initiating all projects. Members of the Group were nominated by the Assistant Director (Administration and Management) after

consultation with senior officers of the department. The Group comprised the Principal TO, one other TO, five Principal Officers from the Casework Division, one Principal Officer from the Domiciliary Service and two Principal Officers from the Residential Service. A number of meetings took place with a Senior Tutor and her boss. The purpose of this meeting was to assess and decide projects, nominate participants and consider the resources available for an Action Learning programme to begin in June 1982. Further action was needed to confirm the above considerations. However, it was decided to begin the programme on 16/17 June. The Steering Group were to be present on the afternoon of 16 June, and a special lunch on the 16th at the business school was to be arranged, which, it was 'hoped', Senior Management of the department would attend, to join the two business school staff.

A meeting, including at least one Divisional Director and the TO member of the Steering Group, was held in the first week of May. A memorandum, dated 10 May was sent by the Divisional Director to the said TO indicating strong disagreement with current proposals about the implementation of Action Learning. This mainly centred on the ownership and choice of projects. Two days later a meeting of Area Directors, including Principal Assistants was attended by the Assistant Directors responsible for the Steering Group who expressed her views about the programme. Again, some disagreement apparently took place, as shown by a note

circulated to those attending, giving a consensus of views expressed at the meeting. The conclusion was that further progress could not be made until the Assistant Director had a further meeting with the senior tutor of the business school. However, it was also agreed that the first meeting of the programme in June should still go ahead "even if the way forward is unclear" as "discussions with the business school began in September 1981". As previously shown, discussions had begun at least by July of that year.

An undated document initiated obviously between 6 May and 16 June entitled "Report on Proposals for the Action Learning Programme" updates official events to date and confirms that of 28 proposals 7 projects had been finally selected and that participants will be sent formal letters of invitation to undertake projects. It also confirms that the programme will begin on 16 June.

A document entitled "Joint Meeting with Participants, Clients and other interested officers" provides information for the initial two day meeting of the programme on 16/17 June. The meeting was held in the evening at the business school and included a dinner. No mention is made of the attendance on the afternoon of the 16th of the Steering Group or whether the proposed lunch with tutors at the business school was attended by the department's Senior Managers. The second day was left flexible, to be used as felt most appropriate at the time. This document confirms

that seven projects had been selected and that the overall number of participants would be 23 (later amended in writing to 21).

3.2 **Progress of the Programme**

Handwritten notes on the original schedule of the seven selected projects indicate that Projects 1/2 and 3/4 had begun on 13 July and Project 5 started on 15 July. A sheet headed "Action Learning Programme Stage 1 - August 1982 to March 1983" lists Project Groups 1 - 4, confirming participants (course students) and clients ('owners' of the project). From the later documents it is apparent that at least two other groups were involved in Stage 1, groups meeting jointly occasionally as Action Learning Sets. It is also apparent from previous documents that course participants had already been switched from their original project groupings. How, or why this was done is not known, except that at least some of the participants were unhappy about the switch. It is also known that the switch took place after the initial meeting in June.

'Progress Notes', dated 18 October 1982 describe the main issues raised by participants and the 'course tutor' regarding expected learning outcomes. The author of these notes (apparently a course facilitator) then describes meetings held on 27/28 September (project start), 12 October - which seems to have been largely to discuss an area of

discord between participants and the 'client' - and a joint meeting of project groups on 14 October.

Remaining documentation relates to work of the 'Quality of Care' project group.

3.3   The Approach to the Transfer of Learning

Not all training course activities are necessarily expected by their organisers, or even by participants, to have a direct relationship to changed behaviour at work, as Hamblin (1974) points out:

> "People are sent on courses as a perk, and the objective is that they should enjoy themselves. Although this is not really training in terms of Hesseling's definition ...., it may still be a perfectly legitimate objective, and it is important that it should be recognised as such".

Whilst not referring specifically to the issue of transfer of learning, documentation of this programme talks about change within the organisation and the particular units associated with projects. It appears to be largely concerned with what Hamblin (1974) would describe as Level 4 effects of training (Organisation level). By implication, and also by some direct references, Level 3 - job behaviour effects on managers participating in the programme are also

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raised, albeit in a rather general way. As noted earlier, the programme is described in the training handbook as a 'process' rather than a specific set of management job objectives in terms of individual skills.

In order to review all dimensions of the <u>approach</u> to transfer, the following headings can be used, grouped in three main categories which follow Handy's approach to transfer among others (1971):

i   <u>Pre-Programme Period</u>

 a   Stated job-related objectives of trainers/tutors

 b   Stated job-related objectives of participants

 c   Stated job-related objectives owned by other interested parties - ie Casework Training Advisory Group, Senior Managers from other functions of the Department, etc

ii <u>Programme Period</u>

 a   Stated job objectives and related course experience from the point of view of tutors/trainers

b   Stated job objectives and related course experience from the point of view of participants

c   Stated job objectives and related course experience from the point of view of other interested parties

iii   Post-Programme Period

a   Participation in or preparation for post-programme work experience by tutors/trainers

b   Participants' perception of relation of training to work activity and ability to make changes

c   "Other interested parties" participation in or preparation for post-programme work experience.

3.3.1 Pre-Programme Period

The first available document apparently drawn up by a member of the department's Training Section has a promising title if one is looking for some indication of the purpose of the programme in terms of improving managers' performances. It is entitled "Report of Proposals for Action Learning Programme". However, the process is again emphasised rather than the content or purpose, although it states that one of the tasks of the Steering Group is "to support/encourage

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participants in their self-development as potential managers".

It gives no indication of what a 'self-developed manager' should be able to do, should know or should feel. Neither does it indicate what form the support/encouragement should take. One of the criteria for projects is that they should be work-related "with the aim of improving the service provided by the department". Whether the project should be work-related to the individuals taking part, or to the work of the organisation as a whole is not clear. A second criteria is that projects should "cross boundaries of work, and so develop multi-disciplinary approaches to problems". Although focusing on management development across the organisation, there are obvious indications that managers will develop skills in liaising and co-ordinating across functional boundaries.

The attached information on proposed project groups gives objectives for the project and project membership. There is no indication of expected learning outcomes for individual managers or groups of managers.

3.3.2 Programme Period

Notes apparently drawn up by the convener of the first
meeting of participants at the business school on 16 June go
slightly further than this by stating that the programme is
"training aimed at developing management potential".

"The results of action learning may not be immediately
apparent". The crucial learning process in Action Learning
was "being able to ask discriminating questions. For these
reasons projects are therefore real world problems". She
suggested that there were three priorities in the objectives
to be achieved:

i   The project achievement
ii   Management development
iii Organisational development

It might be assumed that as this is only a summary of the
meeting, individual expectations were referred to in the
presentation made at the time. However, in the absence of
any detailed objective setting or 'standards of achievement'
being set out elsewhere in the documentation, it is unlikely
that participants were given more indication about possible
effects in their own job or transfer issues. Indeed, when
one participant was interviewed later, she stated that she
was unaware that the programme was a mt exercise at all
until she was someway through the programme.

The author of this document comments on the work of the set advisors involved, - two staff of the business school and himself. He confesses "I was pretty unsure to start with about the role of Set Advisor, and certainly at the last meeting at (the school) I was very much feeling my way". The main tasks carried out at the meetings in September and October appear to have been 'troubleshooting', - negotiating between the group and the client - and helping groups to pull ideas together.

Dispute appears to centre mainly on the management of the programme rather than on the philosophy of Action Learning. Examples of this concern the 'clients' role and ownership of the problem and on selection and appointment of students to project groups. Whilst some students are happy to be in a group looking at work not specifically related to their own job, others are concerned that, in view of the time commitment, which is considerably longer than they had envisaged, they would prefer to have worked on an area in which they had more day to day involvement.

Thus, the programme itself (ie the lifespan of a project) concentrates input and discussion on the project and its achievement rather than the individual participant as a 'manager in training'. Group meetings were not, apparently, minuted. The only documentation available which describes the content of the programme is that outlined above. Again,

as mentioned earlier, at least one participant was unaware until quite late in the programme, that she was being trained or developed. There is no evidence available on specific involvement of line managers.

No specific input is recorded on attempts to facilitate or enhance transfer of learning for individual participants during the course of the programme. It might be that course organisers would subscribe to the view that 'Action Learning is transferred learning by definition'. If so, then the question arises 'Can transfer be _improved_ (or indeed _decreased_) by specific additional activities appended to or integrated into the Action Learning programme?'

3.3.3 Post-Programme Period

A further visit to the Department took place in August 1986. In trying to contact the Principal TO to discuss the National Questionnaire and the possibility of a third visit, the writer was informed that the PTO in post (but never met by the writer) at the time of the previous visits had since left, as also had one of the TOs principally involved in the Action Learning programme. However, the new PTO expressed interest in the projects and a visit was duly arranged.

A group interview took place with the PTO and two TOs, one of whom had been interviewed previously. Individual visits were arranged for the following day with three managers who

had participated in the Action Learning programme and two other managers who had been associated with the programme - one as a line manager of a participant and one as a member of the steering group.

During the previous visit to the Department, it became clear from discussions with TOs, that the Action Learning programme was to be halted, if not finished altogether. Again, the situation was unclear - the then Principal TO, who was finally responsible for the programme, was not available at the time of the visit, and indeed had also been absent during the first visit. TOs interviewed had only a limited knowledge of the programme's future. The main problem appears to have been one of policy with regard to use of private mt consultants. Whether this was so or not, the programme was to be evaluated. During the second visit, the management development consultant concerned with the Action Learning programmes had also agreed to meet the researchers and a discussion took place on the purpose of Action Learning and its application.

4   THE PROGRAMME IN RETROSPECT

4.1 Discussion with TOs and Tutors

It is against this background then that the third visit took place. Some fundamental changes had been made in the management of the training function. A departmental re-

organisation was imminent. Departmental philosophy and policy objectives were to be reviewed by the Department's Management Team, and training input in the future was to be explicitly a part of Departmental strategies. One TO described a management development programme for Homes Managers to be run in conjunction with a local polytechnic, which is also described later by one of the participants in the Action Learning programme. It had previously been largely a 'knowledge based' course, but was now based on an Action set model. Participants were taking real problems which were to be worked on, with guidance and knowledge input to be provided where appropriate. Interestingly, the Action Learning concept was also to be used as a model in local community development.

A further meeting took place this time on SSD premises with the management development consultant referred to earlier, together with his colleague with whom he had worked on the programme. Perceptions on the potential of Action Learning, its scope and limitations were shared and a list of goals compiled by participants at the start of the programme was made available to researchers. Unfortunately it was not possible to obtain a corresponding list of what participants thought they had achieved at the end of the programme. It appeared that the programme had not after all been evaluated.

Although the interview schedule used in Department A was not used here, the key issues relating to transfer were nevertheless covered as far as possible in the time available. The results of the interviews with participants are summarised and commented upon in the following section.

4.2 The Participants' Perception

4.2.1 Preparation for the Programme

Some confusion was experienced by all three participants who were interviewed, at least initially about the purpose of their participation in Action Learning. Ms H was not informed about Action Learning at all in advance, merely that she was "on it". She did not expect however by the time the first meeting took place that she would be looking at the needs of the specialist Mental Handicap Teams. In the event, she was informed that she would be doing something not job-related. Mr B had been impressed at the first meeting about the potential of the programme. However, this only seemed to increase his disappointment when, at the next meeting he was told that the model described at the previous meeting would not be used, ie it would be done within Social Services, not extra-departmentally. Mr R revealed that the participants "all turned up on the day not really knowing much about it" although he was in a more difficult position, having been a late nomination and having missed possibly two briefing

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sessions. As mentioned earlier, Mr R had been nominated to attend in order to ensure the participation of a senior administrative officer. Having "crossed the path" of course organisers when this point was being discussed, he appeared to fit the bill very well. He had been involved in no training activities during the previous 12 years of his employment in the Department. Mrs H was unsure why she was nominated:

> "I think I was sent on it because I was a Senior Homes Manager .... I expected to get a knowledge of techniques, but didn't get it".

Mr B's previous experience concerning management training meant that his initial expectations were not high:

> "I've been in the job a long time, you get put on too many management courses. Sometimes we include some of our managers or speakers who can't lecture very well".

Having had expectations increased to a high level following the initial presentation "when presented and sold to us", his disappointment was that much more increased when at the following meeting confidence in the organisation began to crumble. "They then said 'we don't know much about Action Learning, but....' - that destroyed it for me!"

4.2.2 The content of the programme

As discussed earlier, one of Mrs H's expectations of the
programme - the acquisition of knowledge of techniques - was
not satisfied. It was the only mt she had received, and "a
bit of knowledge beforehand would have been useful". The
programme came at the right time for her - an interesting
comment in view of her admitted previous lack of mt. The
key to this is probably the fact that now that the
department is going through a major re-organisation, the
Action Learning programme had proved useful in helping her
to work together with others in solving problems. Her
perceptions of the group she worked with on the programme
was that "ours was the most successful group I think". The
participation in the programme was however a "tremendous
burden".

Mr B, in contrast, had been, in his judgement, on "too many
management courses". His perception of the programme was
that it had been "extremely expensive" and its purpose "to
demonstrate that the Department had managers with a
sophisticated management training package". His perception
of the status of the project was that it "wasn't being
looked at seriously". During the interview, the importance
to him of training relating to work with Health Service
Managers was contrasted with the lack of relevance of the
Action Learning Programme, in terms of job applicability.

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Mr R's perception of the course management was that the "people running the course were deliberately not guiding you, it dawned on us later that this was a technique .... a little more guidance initially would have been helpful". During the programmes, the problem of communication within the Department was highlighted. More knowledge of the system was gained, although having worked in the Department for 12 years, he already knew a lot. On the whole though, he felt Action Learning "is nothing to do with knowledge, it is to do with obtaining skills". In Mr R's case the project achieved a recognisable end result, providing the basis of a booklet finished by the Director and widely circulated.

4.2.3 Post-Course Assessment

Mrs H felt she had "gained a lot". This appeared to be centred on work in collaboration with others in problem solution and approaches to problem-solving generally. However, there was some disappointment in not being able to pick up management techniques. She was now associated with a new Polytechnic-based course for Officers-in-Charge of residential establishments. The previous 'model' had been a knowledge based course, with a mixed staff group. The new course was restricted solely to Officers-in-Charge of residential establishments, using elements of Action Learning philosophy. That is, participants bring 'real' problems to the course, forming the material for strategies and techniques to be learned as appropriate. Again, she saw

the chief benefit of this course as an improved ability at problem-solving.

Mr B's assessment was predictably, that he "didn't get anything as a middle manager out of the course". Again he contrasted the programme with a new course for Hospital personnel, taught in 3/4 day blocks, relating to Griffiths management. "Can discuss your OWN problems with the Tutor and Line Manager".

Mr R thought the result "wasn't mind-blowing .... there's no revolution in my workplace". Again the benefits mainly centred on the new way of looking at problems and confidence to look at and question procedures. This had had some real applicability currently. "The Admin Management is under review at the moment - I've been able to throw up arguments". Concerning the impetus to change, there was not much impact here as there are constraints in the nature of his work to making changes and a lack of necessary resources particularly relating to staff development. However, "it helped to show managers you can free yourself from a certain amount of red tape to manage your own section". Some caution was also shown here, however; "there was always somebody around to pull strings - now of course we don't have that", although he thought that, with sufficient confidence, he might be able to achieve more than previously. In general, he felt that, if asked immediately after the course, he would have said it had little value at

all.   A year later he was aware of approaching problems
differently, "but only slightly".

5   <u>SUMMARY</u>

At the time of the final interview, the programme had yet to be
evaluated, no details of the method of evaluation were available,
and no plans had been made to continue the programme.

The perceived benefits of the programme were of a somewhat
general nature, albeit potentially valuable to the organisation.
They included:

i   the process of Action Learning as a way of working had
      'caught on', both on a personal level - 'help in how to
      work with other people' - and organisationally - in becoming
      an intrinsic part of new community development initiatives

ii   confidence-building for the individual participant

iii   the value of the project itself in achieving completion

iv   greater awareness of problems of departmental communication

v   acquiring new approaches to problem-solving

The perceived problems of the programme were mainly concerned
with lack of clarity of purpose and problems in organisation; ie:

i   lack of briefing of participants in terms of reasons for
      their nomination to attend and individual goals and
      expectations

ii   confusion about allocation to project groups

iii   lack of 'faith' in the organisers of the programme - linked
      to problems of organisation and apparent inconsistencies
      about the scope of the programme and their abilities to
      manage it, and in the 'status' of the projects

iv   lack of clarity about the role of the 'client'

v   inadequate briefing of set advisers

vi   lack of relevance to individual jobs

vii   lack of scope for changing practices in the work setting

Overall, the effects on individual job performance appear to be
relatively small. However, the benefits listed are difficult to
quantify.   Whilst the benefits may prove, at least in time,
greater than participants perceived, elimination of the problems
listed might be expected to have increased the effectiveness of
the outcome both in the short and the long-term.

CHAPTER 5

THE IDENTIFICATION AND ANALYSIS OF TRANSFER OF LEARNING FACTORS

1   INTRODUCTION

Chapter 4 has argued the need to examine transfer issues in
relation to the individual learner and her/his learning
environment; has provided an overview at what mt in SSDs
currently consists of; and has summarised individual learners'
and TOs' perceptions of problems related to mt transfer problems
in general. Part 2 provided an illustrative example of a mt
initiative in a SSD.

This chapter will be concerned with providing a taxonomy of the
factors which enable, enhance or inhibit transfer, as perceived
by individual learners, TOs and line managers; an analysis of how
these factors work together in affecting outcomes; and a
discussion of the implications for the way in which mt is carried
out in SSDs.

If transfer is to be seen in terms of the individual learner, the
TO needs to see the learning environment as the individual does,
ie as

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i   a learner with preferred ways of gaining knowledge and
    acquiring skills;

ii a worker fulfilling a particular role within a given
    organisation; and

iii a person with a unique set of personal characteristics,
    rather than a 'manager' or a 'social worker'.

By focusing on these three dimensions of the individual, it is
possible to begin to integrate 'the worlds of the organisation,
the individual and the training programme' as recommended by
Berger (1977).

As discussed in the introductory chapter, managers in SSDs are
not easily typified. They fulfil, even at similar hierarchical
levels, a wide variety of roles, are trained (or are not trained)
at a professional level in a number of different ways, and come
from a wide range of academic and experiential backgrounds, as
well as exhibiting the usual range of individual personal
characteristics. As Robinson (1981) states:

    'people do not come in convenient packages, responding to
    situations in similar ways. They are individuals, and have
    to be handled on a one-off basis with due regard to all the
    circumstances'.

Although a manager may possess optimum learning abilities and a
role within the organisation which encourages or allows transfer
to be implemented, the will to change working routines, adopt new

approaches to viewing the manager's role and maintaining such changes is again largely down to the individual. As Webster (1967) maintains:

'Energy, like intelligence, is unevenly distributed among the population, as is perseverance and the will and capacity to succeed.'

The importance of personality factors in identifying effective managerial performance is discussed in literature on managerial competencies (Burgoyne, J and Stuart, R, 1976). The overview suggested some contradictions both between respective interviewees and within individual interviews regarding perceptions of which factors were inhibitors and which were enhancers of transfer. A closer look shows these not to be contradictions, or even different perceptions of the same situation, but rather consistent perceptions about different situations. Particular factors may be either inhibitors or enhancers depending on the particular individual experiencing them in varying circumstances. For this reason, despite the complex and often confusing task of TOs in SSDs and the temptation or indeed the need to compromise in designing learning activities, training activities must be designed to take into consideration a whole range of variables which affect the individual manager.

It is clear that, for application of learning to take place, the manager must:

i   <u>be able</u> to make such application, ie to have learned and understood.

ii   <u>be willing</u> to apply learning ie to initiate change, with or without positive encouragement from the line manager, peers or subordinates. In authoritarian organisations, whether or not the individual is willing to co-operate, change back at the work base may be enforced; SSDs are characteristically not of this type, partly through pre-occupation with the need for 'professional' staff to take responsibility for their personal development and approach to working practices. However, even in the most authoritarian environments, the extent of 'willingness' may still affect the quality of change, and, particularly where personal power networks are strong, whether indeed there is any change at all.

iii <u>be enabled</u> to apply learning ie to occupy a post or position within the authority where application is appropriate and possible through the extent of the autonomy the individual possesses, or through the support and encouragement of the line manager.

To use a well-worn phrase, the learner must be 'ready, willing and able', to assimilate and apply learning as appropriate. The key to successful transfer lies within the variables relating to

three facets of the individual manager, ie the Learner, the Worker and the Person.

Whilst it may be possible and indeed useful to review any one of these dimensions as separate in-depth investigations, as Vandenput (1973) has done in relation to organisational factors affecting transfer, this study is concerned with looking at the whole range of factors that TOs need to recognise, understand and take account of in designing and carrying out training strategies and activities. Trainers are dealing with individuals who respond to and integrate within their individuality aspects of all three of these dimensions. The TO sees the individual operating in the cut and thrust of contingency training as it operates in most, if not all, SSDs today, and needs to be able to understand the effects of their integration.

2 IDENTIFICATION OF TRANSFER FACTORS

2.1 The Key Variables

Factors which inhibit or enhance transfer of learning will, in the first place, be drawn from perceptions of individual learners interviewed in Department A during the research, and will be grouped according to a list of key variables as perceived through experience as a TO in a SSD, as recorded in the literature and as perceived by individual learners. As Thompson (1983) discusses in his article on management development in the NHS, there has been a tendency to underestimate the importance of individual

learners' perceptions of their learning problems. These factors will then be compared to transfer factors and variables identified by TOs completing the questionnaire, and to those identified by students and TOs interviewed in other departments.

The overview and case study provided in Chapter 4 will then provide the basis for discussion of how these factors are related to current mt practice in SSDs.

The key variables associated with each of the three individual dimensions would appear to be as follows:*

I   <u>The Learner</u>   <u>Intellect</u> - ability to assimilate learning quickly and effectively

    <u>Learning Style</u> - preferred methods of acquiring skills and knowledge

    <u>Academic background</u> - previous educational levels of attainment.

    <u>Previous experience</u> - relevance and contribution of previous work and training towards giving confidence and making sense of new learning.

* Organisation and training variables have been largely drawn from Vandenput's research (1973).

Relevance of training - extent of relationship between training and purpose and content of job; appropriateness of application of learning to the job.

Rewards of training - link with promotion or status within the organisation etc.

Credibility of training - Perceptions of others and the individual about effectiveness/value of the training.

II) The Person

Personality - Assertiveness, confidence, relationships with others etc.

Energy - Motivation (self), health etc.

Age - May affect acceptance of new ideas, etc.

Sex - May affect perception of role and preferred style of managing.

Social Environment - Extent of involvement with organisations/activities outside the work environment, domestic pressures etc.

III) <u>The Worker</u>   <u>Job Characteristics</u> - the ways in which the individual's own job enables or blocks transfer taking place - eg overload of work, or ambiguity between professional/management aspects.

<u>People's characteristics</u> - Extent to which other workers support the individual by allowing/encouraging change to take place.

<u>Relationships</u> - Linked to the previous variable, Vandenput (1973) has identified a number of possible relationship factors eg influence upon (or from) line manager, collaboration (in a team), collaboration between organisational units etc.

<u>Organisation structure</u> - Ease of communication, extent of autonomy etc.

<u>The Environment</u> - Pressures from outside the organisation, eg new legislation, negative public image, etc.

<u>Policy</u> - Handling of and attitudes to staff, communication about goals and strategies etc.

<u>Values</u> - Perceived organisational values.

Autonomy - The individual's ability to participate in decision making etc.

Finance - Complexity of procedures and scarcity.

Individual learners in Department A, when specifically asked to comment on transfer problems indicated that the factors listed in Appendix 7 are important to the eventual success or failure of application. Factors are numbered according to the number of times mentioned. A number of issues are expressed only as variables, whilst others are specifically mentioned as enhancers or inhibitors.

Major issues appear to be

- Relevance of training to the job - appropriateness of content (5)/Relevance to job (4)/Discussion opportunities on current working practices(1), and
- Lack of time - to implement change/volume, pressure of work (8)/lack of 'time to think' (1).

Other important areas appear to be

i   <u>For the Learner</u>

-   the learning environment/course venue/compatibility of
    groups
-   methods of teaching, learning
-   personality and capacity of the tutor
-   reinforcement of learning

ii <u>For the Worker</u>

-   organisation climate/support from line manager and
    peers/unclear goals
-   negative examples set by senior managers and other
    managers within the organisation.

iii <u>For the Person</u>

-   only two factors emerge, one a function of the other,
    ie personality and lack of confidence.

The 28 interviewees reported a total of 76 transfer factors
(representing 39 <u>different</u> factors) in response to this specific
question.   However, the interviews in Department A as a whole
elicited 344 factors either implicitly or explicitly stated, as
affecting some part of the learning/application process
(representing 98 <u>different</u> issues).   These are summarised and

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grouped in relation to the Learner, the Worker and the Person (Appendix 8). 'Main Category' headings are those referred to at the beginning of this chapter as 'Key Variables'. 'Variables' are those specifically mentioned by interviewees.

The major issues referred to above are confirmed by the result of this second exercise. There are 44 references (12.8% of total) to the relevance of the training to the individual's job; 29 references (8.4% of total) to lack of time either at the learning stage, or at the application stage; and 21 references (6.1% of the total) to group compatibility at the learning stage. With regard to Learning Style, the extent to which courses are learner-based, with plenty of opportunity for discussion and time to reflect and practice skills, is important. The personality as well as the capacity of the tutor is important to the credibility of the training, one reference being made to the value of 'the tutor as missionary'.

With regard to the organisation and working environment, interestingly almost all factors were seen as negative, in blocking or failing to support the individual's development. They would appear to correspond to Herzberg's 'Hygiene' factors or 'Dissatisfiers', which centred on the working environment, whilst the 'Learning environment' factors emerge more frequently as 'Motivators' (1966). Unfortunately one of Herzberg's identified prime sources of motivation ie the job itself, appears not to achieve its full potential for many managers in that they are 'frustrated social workers', and perceived pressure of work

appears as one of the SSD manager's main inhibitors to job achievement. However, there is by no means universal agreement about inhibitors and enhancers, reflecting experiences of different training events and differing personal perceptions.

A recent national survey of social workers' morale (Davies 1988) showed that, whilst 91% of social workers enjoyed their work with clients, 31% had "no pride in working for their SSD and more than half thought their efforts and expertise were undermined. Some 70% thought that "ordinary people" did not respect them. The conclusion of the survey was that structures of SSDs needed to ensure an identity of purpose between management and staff. The re-organisation of Department A in 1988 had been aimed at achieving that goal. It should be remembered that direct work with clients which is such an important satisfier for social workers largely disappears from the workload on promotion to 1st line management.

Of the 14 references to the individual as a person, again only negative factors are identified, with lack of confidence/assertiveness as a main issue. Whilst the problem of women in management is not referred to, the fact that 60.7% of the interviewees were female may be significant. Whilst only one reference is made to the 'professional/managerial' dilemma, this may be related to the problem of 'unclear goals' referred to elsewhere.

2.2 The TO's Perception

How far are the above perceptions of individual learners matched by TOs in SSDs? Perhaps predictably, learning and teaching methods, and course content issues figure less highly in the TO responses to the specific questionnaire item on transfer inhibitors. However, it should be noted that, as this item refers specifically to transfer inhibitors, it is in keeping with the perceptions of individual learners that TOs should highlight organisational factors here. Their highest recorded factor - 'lack of departmental reinforcement' (28 or 80%) is recorded only once in the interviews with participants, but is perhaps related to other issues like 'unclear goals', and 'lack of information about policy' recorded elsewhere. The second most recorded factor - 'uninvolvement of line manager' (60%), and the third - 'organisation climate' (48.57%) both figure, the second quite highly, as an inhibitor in the interviews with participants. Among the three items mentioned by questionnaire respondents in addition to those provided in the checklist, 'sheer pressure of work' echoes the single chief inhibitor of transfer arising from the interviews.

Of the specifically adopted enhancers of application, TOs record "the use of work-based projects" as the most often used (28 or 80%). This corresponds to the use of assignments or projects to tie learning to the job, recorded frequently as an enhancer for interviewees. Specifically adopted enhancers of application perceived by interviewees have not been recorded in the above

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analysis, because it was put as a "what if" rather than a "how does" question, based on the ideas of Huczynski (1978) et al and in most cases not actually experienced by interviewees. However, of the checklist of items suggested (ref Chapter 2,) the most frequently prioritised were:

Intervisitation; use of problem-centred groups; and involvement of line manager/project supervisor, the latter corresponding to the second most recorded potential inhibitor of the TOs, ie uninvolvement of the line manager.

Whilst the pre-course briefing and post-course follow-up meetings recorded by TOs are raised only marginally by interviewees, references to the involvement of the line manager, preparation for training and the need for follow-up figure elsewhere in the interviews. Issues relating to transfer of learning raised in the open questions contained in the questionnaire (Section A12 and C10) are almost universally echoed by issues raised in the interviews.

In order to compare the perceptions of individual learners in Department A with those of interested parties elsewhere, they are correlated in Appendix 9 with a summary of:

i   TO responses contained in the questionnaire,

ii   results of interviews with TOs and line managers in other Departments, and

iii with the results of interviews with course participants in
     other Departments.

In comparing these lists of factors, it will be seen that the
majority of factors raised by TOs and participants from other
Departments are recorded by participants of Department A.
Reinforced by current thinking contained in the literature
(Chapter 2), it would appear reasonable to assume that these
lists embody all key problem areas associated with transfer of
learning in SSD mt.

3   THE INTERACTION OF TRANSFER VARIABLES

3.1   Introduction

It is apparent from even a cursory glance at these summaries,
that, whilst it is useful to focus on specific transfer factors
from the point of view of the Learner, the Worker and the Person,
and in addition to group these factors under a series of 'Main
Category' headings, most factors are interrelated and are derived
from or have implications for areas other than the variable under
which they are listed.

For example, "lack of preparation of staff for training", whilst
being an indicator of mismatch between the individual's career
progression and timing of the course, may also be an indicator of
'uninvolvement of line manager'. "Preconceived doubts about the
effectiveness of the course" may arise from a general

organisational attitude to 'the status of training'. That is, in attempting to remedy or prevent inhibitors arising in one area of the integrated Training/Individual/Organisation scenario, changes will need to be brought about, or may naturally follow, in other areas. The TO's problem is that his/her ability to influence and bring about a more positive transfer may be restricted purely to certain areas of the Learner's world. The individual learners similarly, or even more so, lack this overall control of the learning environment. The motivational skills of the line manager, the policies and leadership of Senior Management and the resource provision of the Politicians are also needed to enable the total integration of positive transfer factors.

It is apparent that mt in SSDs is prevented from reaching optimum effectiveness by a wide range of blockages and constraints to the transfer of learning, both in the learning and application stages. Whilst most, if not all, of these potential inhibitors to transfer may apply to mt in other organisations, both public and private, production or service orientated, this section will seek to describe their origins and effects within the context of SSDs. These factors will be discussed initially as individual functions of the 'Main Category' headings used in the tabulation; they will then be described in the context of the total training process to demonstrate the effects of their inter-relationships.

3.2 **The Learner**

3.2.1 Relevance of training to the individual's job

That perceived relevance of training content to the job is
important to both individuals and to TOs is apparent from the
large number of times it is referred to, in a number of ways, by
respondents and interviewees. Both groups refer to this issue
more frequently as an enhancer of transfer than in a negative
sense, ie the lack of relevance as an inhibitor; in the case of
TOs very much more frequently. This may be because this is an
area that TOs can influence to a large degree, and the frequent
references to use of work-based projects referred to by
respondents, the increasing use of action learning and related
techniques and the acknowledgement within the literature that,
despite common issues within management it is accepted that the
more specific the learning material, the higher the chance of it
being implemented at work lend support to the likelihood that
course developers are aware of the importance of relevancy and
are designing relevancy into current training strategies. The
assessment of individual need is mainly seen as a problem area to
Department A interviewees, where no systematic appraisal policy
or practice applies, and it is recorded only once as an enhancer
from other student interviews. It is seen equally as both a
problem area and a potential enhancer by TOs. Again, there is
evidence from respondents to Section B of the questionnaire
(collated by the other researcher) that the introduction of
informal and formal appraisal systems is increasing in SSDs;

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whilst only 6 of the 35 departments completing the questionnaire use staff appraisal systems, two of these had only just introduced the system, and a further two were seriously looking into the possibility. However, where such systems exist, perhaps because they are in the embryonic stages, they tend to omit either the lower or higher ends of the management scale, and may as yet cover only one or two functional groups.

Lack of control over certain basic managerial issues, such as development of subordinates in terms of promotion and financial policies is seen by all three parties as an inhibitor. Learning cannot be applied because the practices it concerns are:

i   either at too high a level or

ii   are perceived to be issues over which SSD managers at all
     levels have little control.

In the former case, mt courses concerning management roles and functions often include managers at different levels - the range of many can be seen in Appendix 2) - and some issues will of necessity be of 'macro' dimension and are perceived as of little other than theoretical interest to first-line managers. In the latter, because of the existence of specialist personnel and financial departments within local authorities and the frequent conflict between Political direction and professional attitudes to service delivery there are important areas of the SSD manager's role in which she/he has of necessity to play a reactive rather than a proactive part. There is a relationship

here with two other inhibitors identified by Department A
Interviewees. These were 'lack of interpersonal skills training'
and 'lack of management 'enabling' knowledge and skills'.
Interviewees felt that both could help to overcome these
restraining factors, by either helping individuals to reach the
limits of their ability to contribute, or even in helping them to
manipulate situations. This is echoed by interviewees from other
departments who cite understanding of financial and technical
matters, help in collaborating with Health Authorities, man
management and supervision as areas inadequately covered in
current mt designs. We thus have two attitudes to this
characteristic of management in SSDs - on one hand, the inclusion
of such content, as being outside the manager's control is not
only redundant but an area of frustration and, therefore, a
likely blockage to learning; on the other hand, a better
understanding of these areas and development of specific skills
is seen as a way of minimising these perceived blockages.

Relevance thus appears to be perceived at 4 different levels:

I   at the specific job level (ie Team Leader, Officer-in-
       Charge, Administrator, etc within a specific SSD);

II   concerned with the specific organisation (ie a particular
       SSD with its particular history, structure and climate);

III   concerned with SSD's generally, (ie relating to this
       particular form of 'Human Service Organisation' which shares

with others of its kind similar or identical goals but not necessarily similar structures); and;

IV   concerned with SSDs in the wider political context of relationship between Local Authorities and Central Government.

Managers in SSDs may need to relate training to one or more of these levels, depending on the particular task they currently have responsibility for, or on other personal characteristics. It is interesting to note in this context that, whilst overall Learning Style Questionnaire results for the sample carried out in Department A closely matched those of 'the Average British Manager', (Honey and Mumford 1986), Team Leaders tended to the more Pragmatic, whilst Residential and Day Care Managers tended to be more 'Reflective'. This may partly account for the preference the latter have for single function learning groups (Level I), compared to Team Leaders, who found sharing learning with a number of functional groups interesting and useful (Levels II or III).

3.2.2 Previous Experience

Because of the necessarily sporadic nature of recruitment or promotion to managerial posts, the arrangement of training in the sense of designed learning events to coincide with the needs of groups of managers or potential managers is a virtual impossibility. Inevitably some participants, particularly those

undergoing management development rather than knowledge based courses, found their training to have come too early to be properly prepared or to be able to contribute and assimilate effectively. This problem is not specifically referred to by TOs, although pre-course briefings and other 'preparatory' activities involving the student are seen as important. There is also reference by participants to training coming too late, or later than desired. Transfer of new learning becomes more difficult if work routines and habits are already formed. In a more general way, the inappropriateness of timing and lack of preparation contribute to the problem of motivating and gaining the commitment of managers who are often expected to undertake study and project work in their own time for no other reward than, possibly, more confidence in their work or increased social contact with colleagues. As we have seen, status or credibility, potentially important rewards, do not always attach to these courses.

That attending courses at the most opportune time is a difficulty experienced in other SSDs is supported by the fact that attendance at courses is affected chiefly by "competition for places", indicating an inadequacy of supply compared to demand.

It would appear then that, with regard to timing and preparation for training, attention needs to be paid, regarding the learner, to:

i   the need for at least some useful experience as a manager before embarking on management development-type activities;

ii   appropriate preparation, in terms of, for example pre-reading and basic skills input before involvement in 'Action Learning' projects and,

iii very importantly, commitment on the part of the learner which can be enhanced by the preceding activities and by specific involvement of the line manager, to ensure as far as possible, that the training is taken at least at a reasonably opportune time. It should not be overlooked that recent promotion, where appropriate, can be a useful motivator but needs careful handling if such motivation is to continue.

3.2.3 Learning Style

Questionnaire respondents referred to the problem of offering learning methods to meet the variety of needs of SSD managers. This is particularly difficult in the case of courses which cross functional groups - those, for example which include Residential and Day Care managers with Social Work Team Leaders - and the importance of Learning Styles is listed in Appendix 9. Although Questionnaire respondents were not specifically asked to comment on 'Learning Styles' per se, they were asked to comment on the importance of course methods as being a potential source of transfer inhibitors and on the use of specific methods as

enhancers. Course method is recorded less frequently than either 'lack of departmental reinforcement', 'organisation climate' or 'lack of involvement of line manager' by respondents. However, 'the use of work-based projects' indicating a preference for action rather than conceptualisation, ranks highest as an enhancer of transfer. Whilst a number of different learning methods are identified by both course participants and TOs in Appendices 8 and 9 as either inhibitors or enhancers and by implication preferred or less preferred ways of learning, the following points would appear to be important:

i   For the Learner, direct participation in discussion relating to specific work issues, or learning about problems facing other managers within the Department, is preferred to didactic teaching, or situations which are not sufficiently learner-based, although there are exceptions to this, for particular circumstances.

Experiential learning and role play figure highly as enhancers, as does the opportunity to learn 'on the job' by being secure enough to make mistakes. In contrast, an apparent difficulty attaches to the use of 'games' in being either too complex or purely inappropriate for participants to gain understanding from them. From personal experience, this often relates to an apparent remoteness of many games to what participants see as the reality of human service organisations, ie they are too industrially based; are of too 'macro' a level, even when relating directly to SSDs for

many participants to feel a relevance; or, given the limited time available on most SSD management courses, the actual complexity of some games means that some participants find understanding the rules the chief problem, rather than the actual process of the game.

The enhancers listed by interviewed TOs and reinforced by the questionnaire respondents appear to support this learning orientation. The suggestion that the tutor should visit the work bases of learners made by a Residential Worker in Department A, apparently happens in at least one Department elsewhere.

ii As referred to above, the availability of time appears to be of major importance to the Learner, both during and after training. With regard to the 'assimilation of learning' stage, typically the period of the designed training course, lack of time to adequately reflect on content and relate it to the job is seen as an important inhibitor, both by participants and TOs, with "insufficient depth of content" perhaps reflecting "lack of time to train adequately" in the latter case. Time to think is perhaps even more important at this stage, in that job pressures mean that there is little scope for delaying such reflective activity to the return to the work-base. The references to lack of 'depth of training' and inputs on particular issues such as man management, and the fact that to one respondent Action Learning was a 'tremendous burden', appear to equally relate

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to lack of adequate time to train. The shortfall in resources for mt has already been referred to. It should also be noted that virtually no departments replace staff when they are undertaking mt and again virtually no department allots, at least officially, any private study time. It may be uncommon even in business circles to allow managers private study time in addition to release for training. However, there are several important differences to consider:

a   in the latter case, mt of any length is largely related to qualification training, eg DMS, so that personal commitment to study outside working hours is enhanced.

b   it is estimated that women in the SW profession outnumber men by 3:2 and family responsibilities may seriously inhibit private study outside work hours

c   because of local authority financial constraints and political accountability, mt in SSDs is often carried out "on a shoe-string" with less than adequate learning environments which to some learners is a demotivator, and

d   stress is a particular danger in SSDs particularly for Team Leaders as Kakabadse (1982 p160-163)) demonstrates. This again is likely to affect the scope for already highly pressured managers to impinge on the

domestic environment by engaging in private study at home.

iii Whilst the Learning Styles Questionnaire survey carried out in Department A consisted of quite a small sample and is therefore not necessarily representative on a national basis, the results do reflect to some extent preferences of different functional groups for learning group mix, as indicated earlier. A similar survey with a sample of 50, carried out informally in another SSD (Dept GG) with professional staff indicated an emphasis on the reflective mode. The large number of references made by interviewees in Department A to the need for thinking time accounting in large part for the favourable perception of residential courses, appears to reinforce the idea that the reflective mode is indeed a common preference for SSD managers.

3.2.4 Credibility of Training

In a recent journal article (Bell, L; Devine, K and Lane, S; 1987), referring to a report from the Local Government Training Board on management training in SSDs, the authors state:-

"Clearly this unsystematic hit-and-miss approach to developing managers cannot and should not be allowed to continue".

If Departments do not take training seriously, it would hardly be surprising if at least some participants shared this view. This is not to say that the concept of training is not valued; it may be that given the current financial and manpower constraints within local authorities, and SSDs in particular, senior managers have responded by setting the training priority at too low a level. Similarly, given the lack of adequate resources, the content and presentation of mt is often less than ideal, and thus the credibility of actual programmes rather than mt per se is adversely affected. Interviewees in Department A and in other SSDs commented on a number of issues relating to the importance of credibility, ie with regard to the training itself, its status arising from links with prestigious educational establishments or more immediately, through perceived active support of senior managers and with regard to the perceived personal characteristics of 'leaders' of the training, ie TOs and tutors. Whilst lack of capacity on the part of the tutor constitutes (quite obviously) an inhibitor, the tutor's personality, where positive, is seen as an enhancer by interviewees and is also referred to by a TO.

It is not clear from this research whether the increasing tendency of SSDs to run in-house rather than support external mt will mean a greater reliance on Departmental staff to act as tutors; if so, it may help to improve the relevancy of content and thus increase credibility by enabling better transfer of learning. However, given that personality issues are important, such tutors would need to be carefully chosen. For example in an

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organisation where distrust between senior and first-line managers is high the involvement of a senior manager in a tutoring role may be an important inhibitor to open discussion, which to many managers is a crucial part of the learning process. Similarly, the perceived role and status of the TO within the organisation will increasingly be an important consideration.

3.2.5 Other 'Learning' Issues

In addition to the factors discussed above, a number of other factors are identified by participants and TOs and can be compared, including the need to match the conceptual levels of training to the intellect and varied academic background of SSD managers, the use of personal tutorials, and the appropriate use of qualification courses. The importance of refresher or follow-up training is particularly stressed by a number of participants and TOs; having examined the problem of scarce resources, which limits even a minimal level of basic mt, it is important that the need to reinforce learning is not overlooked. 'Development other than through courses', 'Self-development' and the use of mentors is referred to by TOs. Questionnaire respondents refer to 'Team Building' as a useful development activity other than designed courses. There is little reference to 'formal coaching', and in the experience of Department A interviewees even 'informal' coaching was rare. 'Uninvolvement of line manager' was the second most important inhibitor to transfer referred to by TOs in the Questionnaire, and it would seem that this is a vital area for improvement.

3.3 The Worker

3.3.1 Job Characteristics

Assuming that relevant learning has taken place, the individual's
working environment will begin to influence the extent to which
that learning is reinforced and applied. Whilst the TO has less
control over this stage of the process - depending on factors
such as the status of training and the TO within the organisation
and her/his own personality and capacity - it is important that
difficulties be anticipated or highlighted so that future
training strategies can be suitably designed. Perhaps the most
immediate variable is the character of the individual's actual
job. Whilst job autonomy can assist transfer by providing the
potential opportunity for immediate application (assuming the
training was relevant to the job), pressures in terms of lack of
time or in levels of stress often lead to delayed and therefore
less effective transfer. Role ambiguity is strongly linked both
to the role of Team Leaders and Managers of Residential and Day
Care services, the two most common groups currently catered for
in mt, as indicated earlier. It is also one of the major causes
of stress among SSD managers. It is not, however, an issue that
can be resolved simply by managerial directives; personal
attitudes to such ambiguity are also important.

3.3.2 People's Characteristics

Linked to the nature of the individual's job are the
characteristics of the people both within and relating to the
organisation with whom the individual interacts.   The line
manager is specifically referred to by participants and TOs as an
inhibitor of transfer.   This takes a number of forms, including a
failure to take an interest in the individual's development, poor
supervision, failure to reinforce departmental policy and the
active blocking of transfer.   The poor supervision may be linked
to the apparent general paucity of formal (or even informal)
coaching discussed above possibly in turn due to a lack of
training - two interviewees in Department A suggested adult
learning interested them but they felt inadequate to tutor
subordinates.   The fault may also lie elsewhere, with individuals
themselves.   Again, where distrust prevails, the individual
learners may themselves inhibit the possibility of supervision
taking place, and, as one TO suggests, "managers do not
acknowledge their problems".   Peers and subordinate staff also
appear as potential inhibitors and enhancers of transfer, either
in a negative way by discouraging change and setting low
standards of performance or by positive encouragement and
support.

These effects operate not only in the immediate workplace, but in
the wider environment.   SSD managers are increasingly having to
work closely with staff both across individual departments, in
areas such as services planning, but also with other statutory

and voluntary agencies. Problems here are less easy to control, albeit usually less important. However, a number of questionnaire respondents refer to the positive use of team building strategies, which may prove useful in overcoming some of these work-based blockages.

3.3.3 The Organisation

Any discussion of the characteristics of personal interactions within organisations needs to be set within the organisational context(s) to which they belong. As Kakabadse (1982 p1) states

> "organisations are powerful determinants of people's attitudes to work and their behaviour at work".

Organisational issues figure highly as transfer inhibitors both in the perceptions of participants and TOs. These appear to cover four main areas,

i   Lack of clarity about organisational and individual goals, characterised by poor communication and an apparent reluctance to define "good management"

ii   A perceived 'neglect' of some functional groups, with a resultant problem of low morale. A neglect of Residential and Administrative staff has been mentioned. It should be remembered that whilst managers of residential and day-care establishments figure relatively highly in the provision of

mt currently being provided, the professional training of such staff is abysmally inadequate as demonstrated by a recent LGTB report (1986)

iii Lack of staff development policies and often low status of training responsibilities within the organisation, and

iv   As previously discussed, a lack of financial and manpower resources.

The organisational problems of SSD's were discussed in Chapter 1. The results of this research indicate that there is an ever increasing awareness at least among TOs that these problems need to be tackled or acknowledged before successful mt can be implemented. However, the continuing pressures in terms of bombardment (eg Child Abuse referrals, expected involvement in the changes to the Social Security system and implementation of the Disabled Persons Act 1986) and in the possible changes in the range of responsibility of SSDs resulting from the recommendations of the Griffiths Report indicate that these problems are likely to continue at least into the 1990s.

3.4 The Person

Among the relatively few references to personal blockages to transfer, lack of confidence or assertiveness appear to be of most importance to participants. In this context it is perhaps significant that women constituted 60.7% of those interviewed.

It is not altogether clear, from such a small sample whether sex differential is significant, as it should also be noted that 46.8% of those interviewed were in the so-called 'neglected' areas of Residential Care and Administration. Emotional blocks in managing people, eg disciplinary matters are perhaps to be expected in an organisation seeking the personal betterment of individuals, and may relate to another problem raised under a different heading, ie the dilemma between adopting the professional social work or the managerial role. Whilst not altogether confined to SSDs, the problem of gaining career advancement only at the expense of relinquishing the role which initially attracted the individual to work in the organisation - ie interaction with clients - is a major problem. Maybe one of the chief problems in SSD mt is that managers find it difficult to be enthusiastic about their jobs, however much they may accept its importance at an intellectual level. This perhaps explains the importance of 'the tutor as missionary' and 'the enthusiastic line manager'.

The number of identified factors here was minimal, although the reasons given for preferring non-residential courses were often to do with home commitments. Similarly, pressure of work and work overload no doubt have implications for the domestic and social environments of the individual. However, other than the individual's attitude to the job, the wider environment of home

and leisure pursuits, and personal attributes such as age and health, need to be considered.

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4   SUMMARY

This chapter has identified, from the perceptions of participants and TOs a wide range of potential problems associated with the transfer of learning in SSD mt programmes. Whilst it cannot be assumed that samples taken are representative at a national level, the literature, both concerning mt in SSDs and in general, indicates that the problems identified by this research are certainly very widespread, and constitute the main problem areas currently facing TOs in SSDs.

Organisational issues appear to be a major area of concern; they appear far more as inhibitors than they do as enhancers, a situation echoed in Vandenput's study of industrial companies. As have been shown in this research, these organisational issues are also strongly related to issues which in the tabulation have been associated with 'the Learner'. The introduction of systematic appraisal systems to ensure training is geared to individual and organisational needs is rarely within the remit of the TO. The commitment by line managers to participate in and support the learning of their subordinates is also often a function of the organisation climate. Whilst there appears to be a move towards introducing such appraisal systems, they are as yet in the minority. The level and quality of training provided is also dependant on financial and manpower resources which within SSDs are increasingly under pressure. The LGTB survey on Manpower and Qualifications within SSDs (1986) demonstrated that

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the majority of SSDs allocate less than 6% of their training budgets to mt - this in a service where management posts (from 1st line upwards) average 10 % of staffing populations, and where the development of expertise is usually not a cheap option.

With regard to the provision of training, attention to individual needs would appear to be crucial; this should include appropriate needs identification; close involvement with the line manager; and attention to preferred learning styles of participants. This should not only apply to strategies aimed at improving the individual manager's performance in existing or future jobs. Where the aim is mt or development, the role of individuals in achieving corporate aims still would seem to require this sort of perspective in order to maximise outcomes. Whilst preferred learning styles appear to be centred on experiential activities including role-play, and discussion opportunities the attention to individual needs is still necessary. Opportunity for discussion appears to be consistent with the above average 'reflective' scorings; but role-play activities, less so. It may be that reflectors, however, do gain from role-play activities, if they are in an <u>observing</u> role. The Activist, on the other hand, may find value from discussion where able either to take a prominent part in discussions or take responsibility for feedback to the group as a whole. These seem to be areas in which the TO has scope to increase effectiveness of training and subsequent transfer. Perhaps the biggest problem here however, is the lack of adequate resources to enable this sort of attention to detail. Whilst an increasing use of in-house training and development may

increase the relevance and may eventually, through the emergence of similarly trained teams and networks improve transfer success, the work level of TOs is likely to be increased; partly through sheer force of numbers being trained and therefore the required number of programmes, partly through increased expectations of those who have undergone this level of training. Unless, as the LGTB survey would seem to suggest, more financial resources, including adequate staffing is made available for mt, such development is likely to prove abortive.   To what extent, however, can the problems currently associated with mt in SSDs be overcome and how can they be tackled?

The final chapter will suggest an approach to the anticipation of transfer problems which can be related to the varying approaches to mt in SSDs; assess the relevance of transfer strategies; and discuss the roles of 'interested parties' in enhancing transfer. It is clear that responsibility for the successful outcome of mt can no longer be left, by default, to the specialist trainer. All 'interested parties' must work together in optimising the management of SSDs by contributing appropriately to the mt process.

CHAPTER 6

THE OPTIMISATION OF MT STRATEGIES AND METHODS IN SSDS

1   INTRODUCTION

The stated objective of this study has been to provide an
analysis of the problems relating to transfer of learning in the
context of mt in SSDs. A wide range of factors which appear to
inhibit or enhance transfer has been identified in Chapter 5 and
the effects of their inter-relationships have been discussed.
These factors were seen to relate to one of three facets of the
individual's experience - ie the individual as Learner, Worker or
Person. In another sense, these three facets might be reduced to
two; the Learner/Person facets are both Individual-specific
whilst the Worker facet is concerned with role and directly
relates to the particular organisation in which he/she operates.
This division between the factors would correspond to the
Organisation and Individual elements of the integrated model
described by Berger (1977) as being necessary for effective
transfer - ie the Individual, the Organisation and the Training,
and to the vision of the "learning company" suggested by Pedler
and Burgoyne (1988).

This foregoing analysis will now be used to formulate a practical
approach to the anticipation and minimisation of potential
transfer problems by

i   providing a discussion of the limitations of designed mt in helping managers to learn

ii   describing the stages needed to be reached in the transfer process before sustained change in or maintenance of job behaviour can be achieved

iii   constructing a model to describe the inter-relationship between the main factor groupings relating to the Individual and the Organisation as an aid to anticipating the problems likely to affect transfer in differing environments and circumstances

iv   discussing the respective roles of the interested parties in the provision of mt

This chapter will also review some common approaches to mt and respective related transfer problems and will also review some methods of building-in transfer strategies to mt activities. It will also suggest some areas for further research which have arisen from this study.

Depending as it does on such a wide range of factors, the majority of which are beyond the direct control of the TO, who in practice is generally expected to take the major responsibility for training interventions in organisations, the transfer of learning in mt is likely to remain a continuing problem for SSDs which continue to rely on traditional "unintegrated" approaches. Even where reality is built into the 'off the job' course (Binsted and Stuart, 1980) or more rarely where training, or 'learning' intervention takes place on the job, factors such as

personal capabilities and characteristics, 'falling off' of learning, and job pressures can interfere with success at the time of, or following, the intervention. However, a recognition of such problems by all of the 'interested parties' - ie chiefly the individual, the trainer, the line manager and senior management - can, where followed by positive action, help to reduce such problems. Equally a recognition of factors which enhance transfer can enable the maximisation of training outcomes.

The variations between SSDs in terms of size, structure and organisational climate have been emphasised, as has the difficulty of typifying Social Services managers. These guidelines will therefore be formulated in such a way that they will have relevance in all SSD settings - through a recognition of characteristics which are common to all SSDs; through a recognition of problems which face all SSD managers, but with a recognition that all learning interventions must be focused on the individual and that strategies must be suitably matched to individual circumstances - management training 'horses for courses'. In a similar way, the research on managerial competencies, whilst generally recognising the need for a contingency approach, nevertheless sets out to encompass the whole range of situations in which Managers are expected to perform (Burgoyne and Stuart, 1976).

The purpose then, of these guidelines, will be to enable the optimisation of SSD training strategies by providing a general framework for the consideration of possible transfer problems, against which the individual characteristics of the particular organisation and training participants can be considered.

2 THE ANTICIPATION OF TRANSFER OF LEARNING PROBLEMS

2.1 The Need to Anticipate

The evaluation of training activities cannot assist participants unless it is carried out during the period in which the activity is taking place; otherwise there is no scope, except in a later intervention, for overcoming identified problems or for effecting some improvement in the quality of the training input. In the case of activities which are repeated for substantial numbers of staff, post course evaluation may be used to improve the experiences of later participants. However, the foregoing analysis has highlighted the importance of relating training to individual needs. Thus, even though participants may be occupying similar posts within the same organisation, the individual experiences and needs of one group may be less than helpful in informing the design of training for subsequent groups.

For some types of activity - eg short, 2/3 day courses, which form a substantial part of the mt currently offered in SSDs (Appendix 2) - there is little scope for evaluation except after

the event. It is, therefore, vital that the TO is aware of the potential problems of transfer of learning so that the minimisation of such problems can be built into the training design, and so that any necessary adjustments to the designed programme can be made appropriately and speedily during the training activity. In attempting to ensure that managers are enabled to learn in the most effective and efficient way, the TO needs to ask

i   is a designed learning activity the only or the best way for the required learning to take place?

ii   if so, what sort of transfer problems are likely to occur in terms of the individual participant and the organisation?

2.2   The Limitations and Scope of Designed Learning Activities

One question, for example, which the TO needs to address at first base is whether a designed learning activity is the most appropriate answer to the specific performance shortfall. Whilst this study is specifically concerned with maximising such designed activities, the importance of other sources of managers' learning must be recognised. Burgoyne and Stuart (1976) have shown that designed learning activities are by no means the most important contributor to managerial effectiveness, and that direct experience on the job is of greater overall significance and influence on the manager's developing behaviours. They also suggest that certain important areas of managerial skills are

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much less likely to be enhanced by participation in designed events than they are by other influences such as doing the job, life experience and parental influence. These points are important for three reasons, ie

i   in a climate of scarce resources, TOs should concentrate their training interventions on those areas for which designed activities are most effective, eg acquisition of technical knowledge, practising skills in a "safe" environment, etc

ii   in any integrated system, external influences relating to the Individual and the Organisation should be looked upon as potential enhancers of transfer effectiveness by being linked to designed activities, for example, in relation to the growing emphasis on self-development.

iii the extent to which individual SSDs are effective "learning environments" needs to be paid careful attention

2.3 Critical Stages in the Transfer of Learning Process

The suggestion made in Chapter 1 that SSD TOs may view effective transfer of learning relating to mt as a very elusive 'fourth dimension', is supported by the nature of the Key Issues discussed at the end of Chapter 4 (Part 1). Many of these factors are outside the control of TOs, and even to some extent

outside the control of Chief Officers. Chapter 5 has demonstrated the range and number of potential transfer inhibitors and how evaluation of training is inhibited not only by the difficulties of measuring the wide variety of influences on training outcomes, but also by the inter-relationship of such factors. For example 'the identification of training needs' will be less than effectively done where there is 'uninvolvement of the line manager'. The latter may, in turn, depend on the status and priority accorded to training within the organisation. Similarly, whilst the learning and working environment may be adequate to prevent dissatisfaction in, or problems for, the learner, incompatibility between the individual's Learning Style and course methods may fail to create the motivation necessary to positively implement learning against a pressurised workload, be it real or only perceived as such.

As suggested earlier, whilst this study concerns designed learning activities, it should be remembered that managers are continually learning from other sources, principally their own working experience. This learning may enhance that obtained from course attendance, but if learning "on the job" is negative, this can also inhibit the effects of training.

It may be useful therefore to establish common patterns of inter-relationships in order to uncover the root causes of transfer inhibition. In solving, or diminishing such root causes, a host of 'symptoms' or derivative problems may be eradicated. Even if root causes cannot be eliminated, an understanding of their

nature may still enable a more effective 'treatment' of the symptoms.

The transfer of learning, in the full sense of the term, does not consist of a single, one-off, 'event' or even one continuous process; there are a number of critical points in the learning/transfer process which must be positively responded to before transfer to job behaviour is achieved, or maintained. These critical points are:

1   The assimilation of learned knowledge and skills
2   The understanding of the relevance of learned knowledge and skills to the job
3   The decision to apply learning to the job
4   The application of learning to the job
5   The continuation of application to the job

Whilst these 'critical points' are listed in logical order, this order may not always be followed systematically. For example, point 3 may follow before points 1 and 2 are fully completed. However, the omission of any one of these points will prevent effective transfer taking place and will, therefore, have impact on all other points.

These points are centred on the responses and actions of the individual learner; they nevertheless imply involvement of other participants in the training process. This can be demonstrated more clearly by providing an outline of what factors contribute

to these five 'critical points'.   In trying to predict the
possible areas of transfer failure in any given training
activity, a hierarchy of factors begins to emerge, based on this
framework.   Transfer failure or inhibition then can occur at a
number of stages for the individual learner.

The following model demonstrates these critical stages in the
transfer process, how transfer can be blocked at any one of these
stages, and, as is the more frequent occurrence, how transfer can
be followed through, but in a limited way, because of the impact
of transfer inhibitors:-

Figure 1

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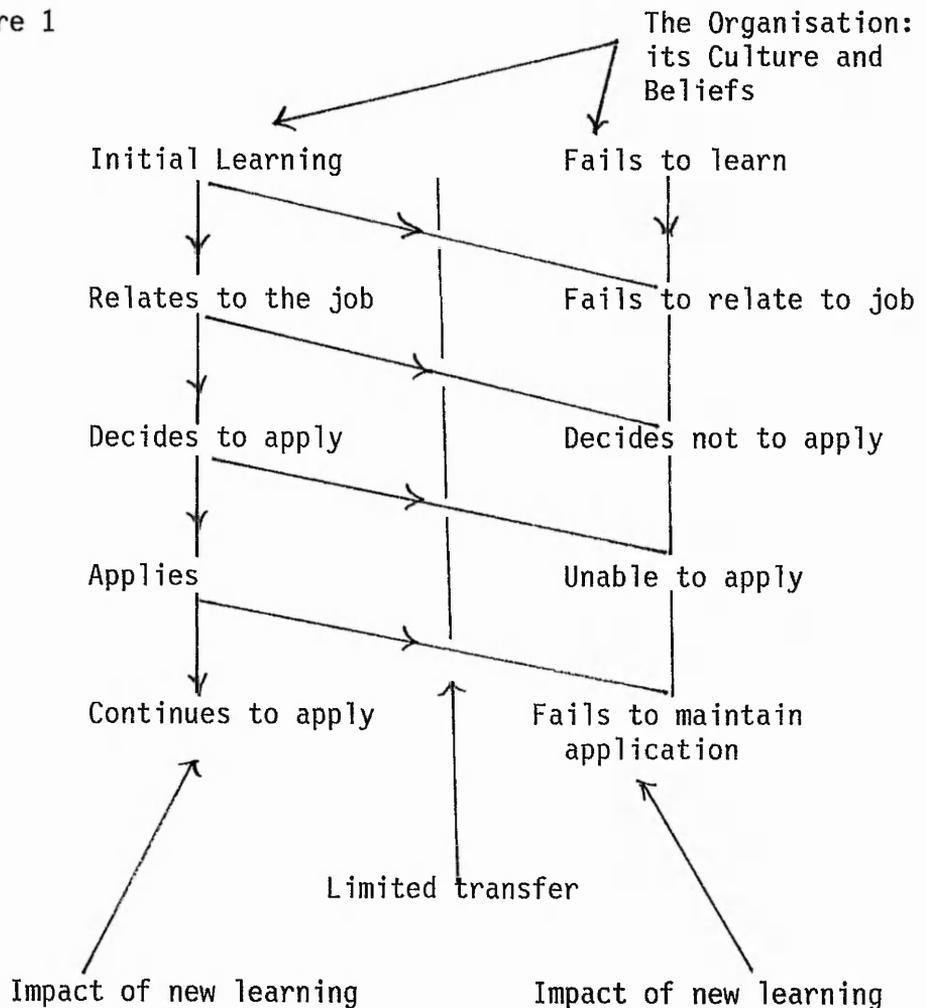
It is clear from this model that it is vital to predict, as far as possible, the chief problem areas and to establish criteria for measurement of transfer at each of these stages in order to ensure transfer interventions either during or after training are appropriate. It would, for example, be less than useful to attend to the application component, if initial learning has not taken place. It will be impossible for the student to relate learning to the job. Until the student has been able to relate learning to the job, she/he will be unable to apply (or may apply the wrong thing). A looped system is needed to ensure that stages in the transfer process are dealt with incrementally.

The inter-relationship of transfer factors relating respectively to the Individual and the Organisation has been discussed in Chapter 5. It would suggest that some distinction needs to be made between the origins of particular blockages in using the above model. It is crucial that factors relating to the Individual and the Organisation are in phase, as the following figure illustrates:

Figure 2

Unhelpful organisation climate

Negative

The Organisation and its culture

The Individual or Learner/Person

Partial or

negative

learning transfer

Positive, sustained transfer
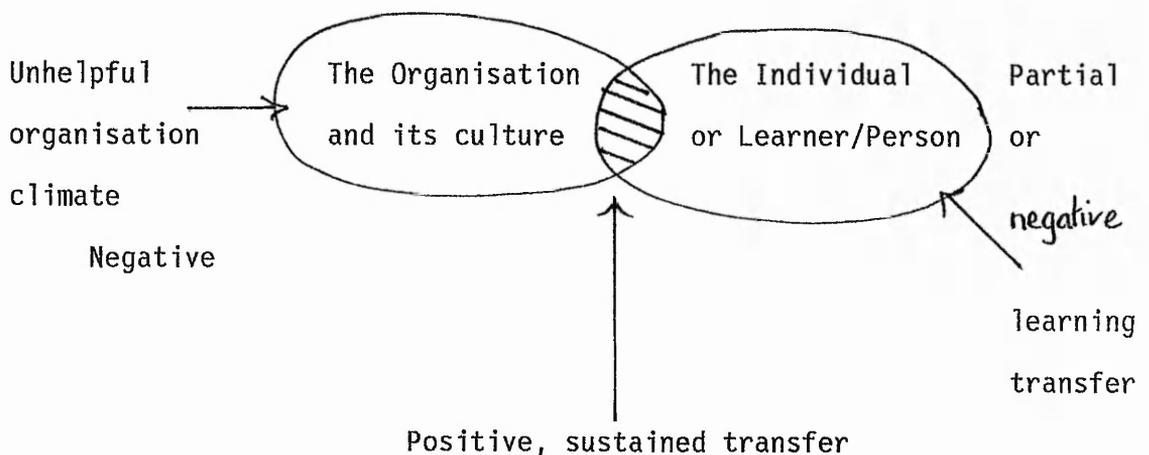
The TO will need to be aware of the possible factors at each stage which are inhibiting or blocking transfer and their origins so that the necessary adjustments may be made to achieve the highest possible 'score' of enhancing factors relating to the Individual and the Organisation in order to enable the transfer process to progress. Where certain inhibitors have been predicted and are likely not to be within the TO's power to either change directly or by negotiation (eg lack of financial resources, time, negative personality of line manager), limited transfer may be all that can be expected. However, where this is known, participants can be suitably prepared; if they are not prepared for this, disillusionment may set in, followed by a lack of credibility in the training and a negative climate for future participants.

It is necessary, therefore, with each of these five possible points of transfer failure, to identify and describe the potential causal factors, some of which are internal to the Learner, - ie personal blockages - and others external, - eg a failure to provide the necessary supports by trainers, line managers or senior managers/Members representing the organisation. This 'hierarchy of factors' is illustrated below in Figure 3. It will be noted that these factors are, in fact, some of the transfer inhibitors identified in Chapter 5. By associating them with specific stages in the transfer process their inter-relationship is more clearly seen, and strategies for dealing with them can more easily be designed.

Figure 3

I   <u>Failure of Initial Learning</u>

Lack of motivation/receptivity on part of individual

i   lack of preparation

ii   personal pressures

iii poor credibility of training

Lack of adequate intellect

i   inappropriate selection for training activity

ii   inappropriate recruitment selection

Inadequacy of training method/content

i   failure to meet individual needs

ii   lack of time/resources

iii inappropriate learning intervention

iv   compromised learning goals

v   complexity of content

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II   Inability to relate learning to job

Lack of conceptual ability

i   inappropriate selection for the training programme

ii   inappropriate learning method

Irrelevance of content

i   irrelevant subject area

ii   inappropriate level

iii line manager's/individual's perception of job incompatible
     with that of the Organisation

Failure of training intervention to assist transfer

i   method wrong

ii   insufficient time

iii transfer problems not recognised

III Decision not to apply

Irrelevant to job

i   irrelevant subject matter, perceived or otherwise

ii   inappropriate level

Not seen as priority

    i   by individual

    ii   by line manager

    iii by peers/other managers

IV   <u>Unable to apply</u>

Blocked by line manager/subordinates/peers

Inadequate implementation abilities

    i   lack of training to provide the "know-how"

    ii   inappropriate personality eg 'non-assertive'

Lack of resources

    i   time

    ii   staffing

    iii finance/materials

Lack of adequate opportunity in the job

    i   pressure of work

    ii   nature of the job, eg lack of autonomy

V   Failure to maintain transfer

'Teething trouble' associated with changes in practice not dealt
with

i   by the individual
ii   by the line manager/TO

Lack of recognition for improved performance

Failure to overcome previous behaviour patterns

i   Training provided too late
ii   Job easier if practices do not change

Sporadic scope for application - learning forgotten

i   lack of 'refresher'/reinforcement methods

Conflicting organisation standards/values

Figure 3 does not provide an exhaustive list of causal factors
but illustrates the sort of thinking process the TO needs to
follow to ensure as far as possible that transfer blockages are
anticipated and dealt with appropriately. Such a framework can
be used to inform training designs and also to form a basis of
pre- and post-course discussion between the TO, the individual
learner and the line manager.

Figure 4 below presents this schedule diagramatically but is not exhaustive. It illustrates, however, the need to probe the linking of causal factors and so to discover the means of limiting their impact.

Figure 4

Assessment of Need
Matching Learning to
Appropriate/   Training Preparation/   Inappropriate/
Adequate   Motivation   Inadequate

                                               Fails to Learn
Initial Learning   eg Lack of motivation/receptivity
                                                  Inadequate intellect
                                                  Inappropriate training method

                                               Fails to relate
Relates to Job   eg Lack of conceptual ability
                      POTENTIAL   Irrelevant content   POTENTIAL
                      ENHANCERS   Complexity of content   INHIBITORS
                      for use as   Failure of method to assist Needing
                      appropriate   training   solution

Decides to Apply   Decides not to apply
                                               eg Irrelevant to job
                                                  Not seen as a priority
                                                  Not monitored by line manager

Applies   Unable to Apply
                                               eg Blocked by line manager/peers/
                                                  subordinates
                                                  Inadequate implementation
                                                  ability
                                                  Lack of resources
                                                  Lack of opportunity

Continues to Apply   Fails to maintain application
                      Limited transfer   eg 'Teething troubles' of change not
                                                  dealt with
                                                  Lack of recognition
                                                  Failure to overcome previous
                                                  behaviour patterns
                                                  Sporadic scope for application
                                                  Conflicting organisational
                                                  standard etc
Impact of New Learning   Impact of New Learning

It is clear that a number of factors which affect the Initial
Learning, Training and follow-up stages precede, or follow and
are external to the learning process. For example,
'inappropriate selection', 'lack of preparation', and 'lack of
motivation' (which may occur within or without the learning
environment). Figure 1 therefore needs to be amended thus:

Figure 5

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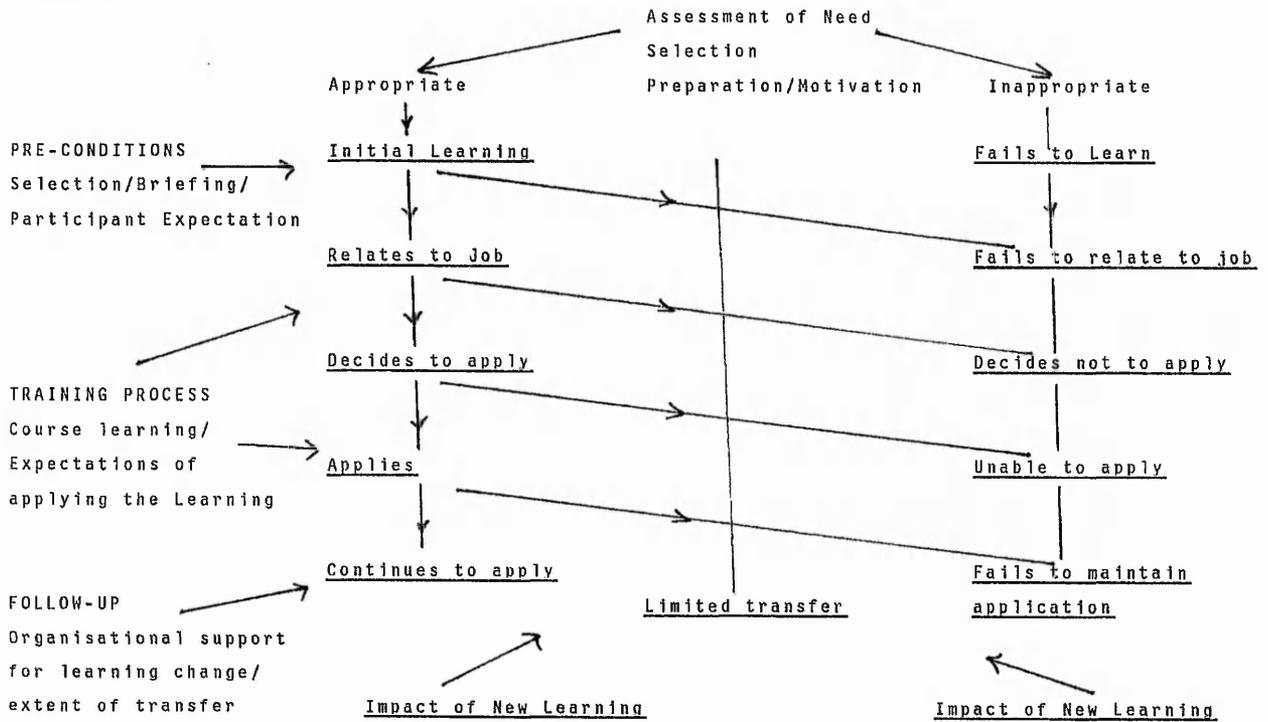
This now accords with the Handy (1971) 7 stage approach to the learning/transfer process described in Chapter 2, and emphasises the importance of correlating Organisational and Individual issues.

2.4 **Relationship of the Critical Stages in the Transfer process to the Organisational Environment**

The ways in which the Individual and Organisational groups of factors relate to each other can be illustrated by the following model:

Figure 6

on next page
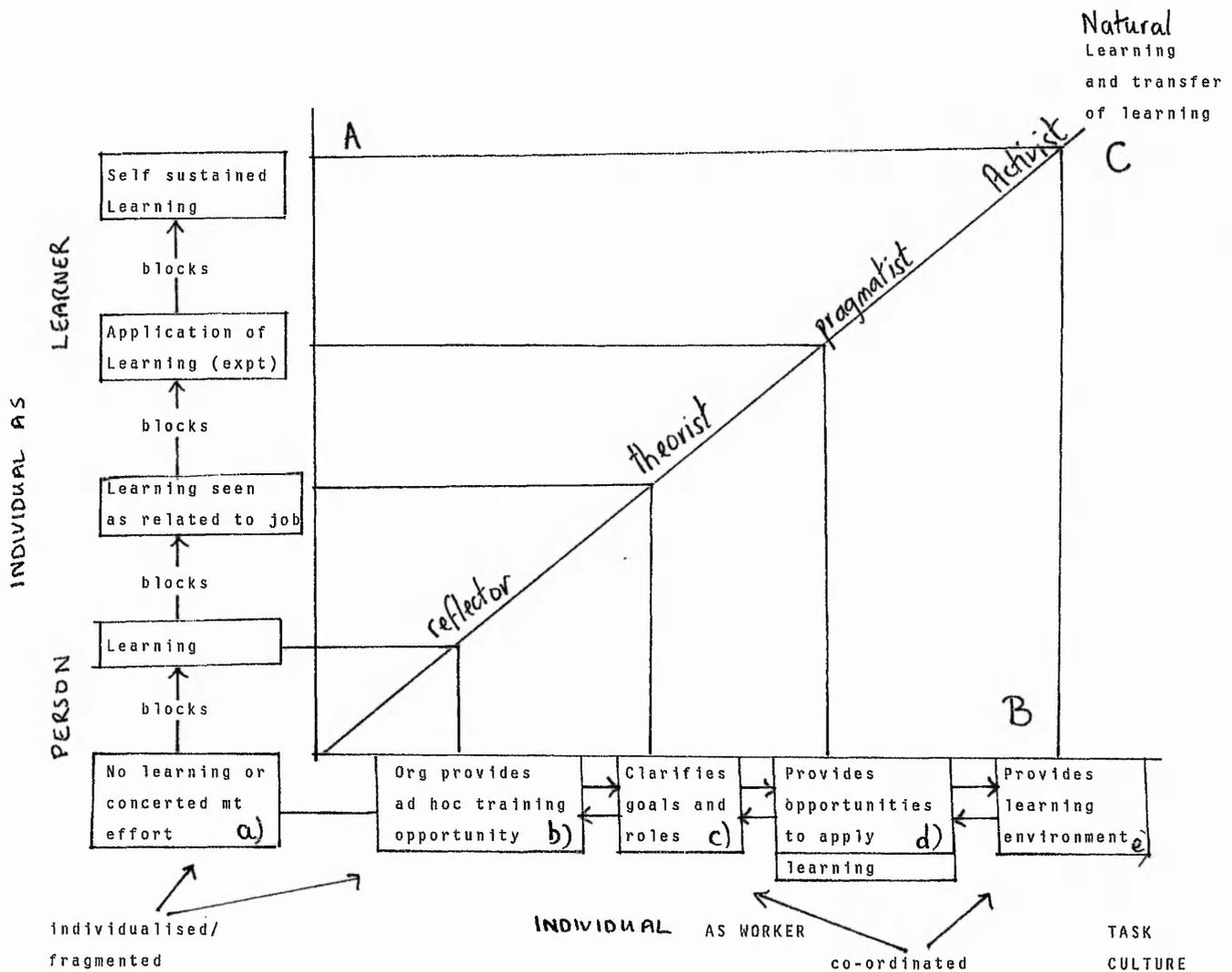
2.4.1 Purpose and description of the model

This model allows for a range of exhibiting characteristics pertaining to 1) the Individual and 2) the Organisation in which the Individual works, to be compared, thus illustrating the whole range of possible learning 'scenarios' which may occur in SSDs. The model shows a number of possible incongruencies between the 'Learner/Person' and the 'Learning Environment' - ie the Organisation. For example, the Organisation may provide a multitude of 'ad hoc' learning activities, but without

clarification of goals and individual roles the Learner is unable
to properly relate learning to the job or apply it appropriately.
However, if the Individual is sufficiently motivated they may
develop adequately within their respective job but perhaps
"outgrow" the department in a developmental sense and even be
seen as disruptive.   Similarly where the Individual is not
applying learning in what appears to be an effective learning
environment, it may be the fault of training interventions or
personal inadequacy on the part of the manager.

The diagonal line links 4 critical points in the transfer process
(decides to apply and application of learning being combined
here) with four key organisational factors and illustrates how
particular Learning Styles fit those four scenarios - eg Where
goals and roles and clarified, learning can be understood in such
a way as to relate it to the job, which fits the Theorist mode.
However, where the Individual is given the opportunity to apply
learning and in fact does so, the Pragmatist mode can be
employed.   As far as Learning Styles are concerned, therefore,
their inclusion in this model is used to illustrate certain
scenarios where particular Learning Styles can be used to
advantage rather than a full range of possibilities.   It also
assumes a hierarchy in which Styles are incremental, ie the
'Sustained Learner' is likely to be able to use all 4 styles.   It
is to be emphasised, however, that this is a generalisation.   It
should be remembered, that in reality an Individual may, eg be
activity-orientated with low reflective orientation.   In which
case, action taken may be unhelpful or negative.

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Point C illustrates a scenario where the Individual as the self-sustained learner can, by personal motivation, within an organisation which encourages managers to learn from all possible sources, make the most of the managers' principal source of learning - the job itself.

The six level model of organisational maturity discussed by Pedler and Burgoyne (1988) provides a similar set of scenarios moving towards the integrated 'learning company'.

2.4.2 Implications for differing approaches to mt

In relating to this model some approaches to mt in SSDs identified within this study, the following issues emerge:

a   Personnel running the Action Learning programme described in the case-study were confident that point 'd' had been reached with regard to the 'individual as worker' axis, ie that there was opportunity for participants to apply learning, in that they were providing a learning by doing experience in which real organisational issues were being tackled. However, it was apparent that point 'c' - "clarify goals and roles" - had not been well achieved. This no doubt partly accounted for the fact that there was some concern among participants that learning was not related to the job, or was of only marginal use. In this case not only

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job roles and aims but the training programme itself lacked clarification.

b   The issue of 'perceived' relevance or irrelevance also emerges here. Within a large organisation different functional groups may develop different perceptions of the organisation's goals and general climate. It also raises the question of levels of relevance discussed in Chapter 4. Macro organisational issues or issues relating to ' other parts' of the organisation will often be seen as of limited relevance to some individuals.

c   Those individuals with a limited range of Learning Styles will gain less out of certain scenarios than those who have acquired the full range. Point 'C', reached by the self-sustained learner in a 'learning' orientated organisation, will not be reached by some because of this limited range, although versatility of style is what is needed to advance in the 'higher order' management competencies.

d   Much of the mt described in the Questionnaire response appears to relate to threshold or low-level competencies. It may achieve its goals very well, but the actual extent of improved managerial effectiveness may appear to be or actually be minimal and be less than expected by participants and their managers. The need to clarify expectations of training is, therefore, important in building up or maintaining mt credibility.

2.5 Roles and Responsibilities for Learning

The model illustrates individual and organisational factors by relating these to the person who both experiences and acts (or does not act) on designed learning. However, the model also allows for discussion of the part to be played by other 'interested parties' in the training process.

To further explore the Handy model, - the 7 stage approach to transfer strategy of preparation, learning and follow-up, - the roles of interested parties in the training process need to be allocated. Thus the specific tasks of the Learner, the TO and the Line Manager can be negotiated and defined at the outset and subsequent adjustments made as appropriate. In this way, "the worlds of the individual the training and the organisation" can begin to be integrated.

Each 'critical stage' in the transfer process needs to be looked at in detail, so that appropriate task allocation can be made. This should include in addition to strategies for overcoming problems, strategies for building-in enhancers.

Ideally, then, one or all of 'the interested parties' should take responsibility for ensuring that transfer inhibitors and blockages which are known to be widespread in the field of mt in SSDs are anticipated and that 'avoiding action' is planned as far

as possible. In discussing the sort of tasks that the respective
'interested parties' might be allocated, it is suggested that

> i   "the worlds of the individual, the training and the
>   organisation" be described in terms of what they each
>   consist of, so that the ways in which they can be
>   integrated can be fully explored, and

> ii   the chief approaches to mt in SSDs currently being used
>   be described in terms of their particular implications
>   for transfer effectiveness, including strategies for
>   specifically building-in transfer enhancers.

2.5.1 The Individual, the Training and the Organisation

In order to carry out the training function effectively, it is
necessary to have:

i   Knowledge of training needs, in the light of clearly
     identified organisation goals and roles

ii   The expertise to design suitable training strategies and
     programmes

iii Adequate resources in terms of manpower and finance.

In view of the current crisis in funding for SSDs, it is even
more important that the best possible use is made of those who

participate in or contribute to the training process.   Who are
the 'actors', what are their roles, who directs and who produces?

2.5.2 The Individual

Training strategies are becoming increasingly learner rather than
teaching-focused (Mumford 1983); this implies an acknowledgement
of the Learner as an individual, whether or not the main
objective of a given training activity is manager or management
development. As previously discussed, managers in SSDs cannot be
easily typified, as academic and experiential backgrounds differ
widely, even within functional groups, and there is a diversity
of views about the purpose and scope of SSDs, and, by
implication, the purpose and scope of workers and managers in
SSDs. It was suggested in Chapter 5, that it is useful to think
of the individual manager as respectively a Learner, Worker and
Person. In terms of the individual's needs and contribution as
i) a Learner and ii) Worker, current trends in work and training
seem to indicate that:

i   Individuals will be expected to take on an increasing
        responsibility for their own self-development, in
        conjunction with the guidance and experience of line
        managers and TOs.

ii   In a professionally orientated organisation such as SSD are,
        managers will become 'enablers' of professional intervention

by negotiating and clarifying boundaries and interfaces with external voluntary, private and statutory organisations.

Whilst it may be assumed that personal characteristics will remain individually constant, but as diverse as ever, effectiveness as a manager is likely to depend increasingly on the personal characteristics necessary to negotiate both within and outwith the organisation, and thus on personal influencing abilities coupled with the confidence necessary to gain access to, maintain and control scarce resources.

The foregoing research has indicated that currently, SSD managers take a somewhat reactive role both in respect of their own training and development and in respect of that of their subordinates. Whilst a number of interviewees took responsibility for making applications for training courses, there were few examples of them asking for specific training opportunities except as a reaction to published information about pre-arranged and usually pre-designed events. SSD managers are expected to have a reasonable working knowledge about training needs identification and methods in that they are normally responsible for ensuring that their staff are adequately trained. With respect to their own needs, then, it is suggested that they should be actively involved in:

a   the identification of their own training needs.

b   the acquisition of learning, through self-development or
     through taking on an increased responsibility for their
     access to training activities.

c   the development of their learning by actively seeking
     suitable opportunities for transfer and reinforcement of
     learning.

It is suggested that the individual has a vital part to play in
each of these areas. The individual probably has as much
knowledge of her/his capabilities and training needs as anyone;
greater involvement in planning is likely to increase motivation
and commitment, which are the two areas over which the other
'actors' have least control.

It should not be forgotten that the world of the individual goes
beyond the individual's role within the organisation. Domestic
and social commitments and circumstances may constitute a greater
or lesser priority to the individual. Pressures and difficulties
arising from either will have implications for the individual's
behaviour at work.

2.5.3 The Training

The term 'Training' as applied to mt was discussed and defined in
Chapter 2. It was suggested that it was a word often used
indiscriminately with manager and management development and
education; that the term itself was of less importance than the

'thing' which it described. In the context of this study, the 'thing' consists of all strategies and methods which are consciously employed to either maintain or improve, against a given measure (usually qualitative in nature) the performance of SSD managers in their jobs. The training 'world' is somewhat insecure in that training is rarely seen as a priority in SSDs, there is still much debate about what management in SSDs should consist of, and resources are typically scarce. It is peopled, usually, by 'specialist' TOs; their role is often ill-defined both internally and in relation to centralised training personnel, as is the status of training within the organisation. Historically established principally to ensure professional training in social work, their role is becoming increasingly involved in organisation development. In allowing for the developing roles of the individual and the line manager in the training process, it is suggested that the TO should be able to offer special skills and play a part in:

i   identifying the training needs both of individual managers and of functional groups, so that common needs can be catered for,

ii   the preparation of staff for training by means of, as appropriate, pre-reading and pre-training (to ensure common standards for groups engaged in prolonged programmes) and through ensuring that the expectations of individuals and line managers are well-informed,

iii obviously, the design of programmes, the matching of methods
to learning styles and through methods such as assignments
or Action Plans ensuring that initial learning and relation
to the job has been successful. Increasingly, the TO may be
called on to provide specialist advice and guidance to
managers who take responsibility for their own self-
development,

iv through the learning experience, ensuring the motivation
necessary for a positive decision to be made concerning
application, and

v through follow-up and negotiation where necessary, to ensure
application is possible within the working environment.

2.5.4 The Organisation

SSDs as organisations have been discussed elsewhere in this
study. Some common characteristics which act as constraints upon
the training/transfer process are:

i unclear goals and philosophies

ii conflict between the Power, Role and Task cultures of
hierarchical groups.

iii a confusion between 'professional' and managerial
roles.

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iv   a lack of resources

v   the low priority accorded to training

The organisation is nevertheless the context in which the manager has to operate.   As such, it is the means of enabling the individual to function in her/his chosen profession, although even here, there is a problem. Managers in SSDs often bemoan the fact that they are not enabled to function as Social Workers or direct service-providers unless they forego promotion opportunities.

What is apparent from this research is that SSDs as organisations embrace a number of variables which are vital determinants of the individual's performance.   The scope of the organisation for enabling learning and transfer to take place, through the agency of its 'population' includes:

a   the clarification of organisational and individual goals and acceptable standards.

b   the role of the line manager in motivation and support.

c   the role of peers and subordinates in supporting or enabling development.

d   the commitment of senior management to the adequate training of its managers.

e   the role of senior management in developing a supportive and training-orientated organisation culture.

f   Member support and resource allocation to support training initiatives.

Whilst the above descriptions provide general dimensions of the Individual, Training and Organisation 'Worlds', a detailed content of each is needed at the training design stage, when suitable interventions and role allocation is being negotiated. Responsibility for "the management of the interface" is as important a role as any. The TO's role here is two-fold. In enabling integration of the individual within the organisation, the TO provides professional expertise in needs identification, training strategy and practical re-inforcement, and also acts as "departmental advocate" for the establishment of a learning-orientated environment.

3   DEVELOPING TRANSFER STRATEGIES

3.1   Matching transfer strategies to mt activities

If training is to have impact, through its participants, on the
functioning of the organisation, then plans for enabling and
enhancing transfer must form a part of the overall strategy for
and the subsequent designs of training activities.

Figure 3 has provided a brief checklist of potential inhibitors
and enhancers for training interactions in general, based on the
experience and response of the individual learner.   Learner
focused attention to transfer is vital and is expressed as a
major theme in this study.   However, one method of enhancing
transfer, referred to in Chapter 2, is the building-in of
transfer strategies into training events (Huczynski; 1978 Miles,
1959), as explicit group-based activities rather than
individually 'tailored' solutions to individual problems.   By
addressing problems as 'variables' such activities have the
advantage over the individual approach (albeit the latter is
nevertheless necessary) of enabling individual and common
problems to be 'shared'; the acknowledgement of such problems
within the group can lead to greater 'group supportiveness' and
in turn greater confidence and commitment on the part of the
individual; it may also ensure the necessary "know how" to
achieve implementation, the lack of which sometimes prevents
application.   This issue raises two related questions:

i   Are the various current approaches to mt subject to particular problems of transfer?

ii What scope is there for 'building-in' particular transfer strategies to overcome such design-related problems?

3.2 <u>The relationship between types of mt and particular transfer problems</u>

The question of what mt in SSDs should consist of is a complex one, and beyond the scope of this study. The issues surrounding it are referred to in Chapter 2 and curriculum design is the subject being investigated by the co-researcher referred to in Chapters 1 and 3. However, evidence of what mt in SSDs currently consists of has been elicited by means of this study. In order to discover whether there are particular transfer problems relating to particular types of or approaches to mt, it is necessary first of all to establish what these approaches consist of, or if indeed they can be classified at all. Further, in what ways can they be classified - for example, by purpose, method or duration?

Fisher (1987) has argued that within the context of schools management, two main themes in relation to mt (development) emerge, - one a 'tool kit' approach to enable rational action, the other organisationally - focused, enabling managers to cope with the ambiguity and stress of organisational reality. Whilst the causes of ambiguity in the education environment may differ from those experienced in SSDs, these themes offer a valid basis

for further classification of mt activity currently provided within, or for, SSDs. They provide the underlying purposes of mt. The Category 1 and 2 courses which provided the basis for research in Dept A may loosely be described respectively as:

1) Tool kit
2) Mixture of tool kit and coping skills

Methods of mt can be discussed in terms of overall approach and training techniques. In terms of overall approach, Huczynski (1986) has identified a very large number of possible approaches to mt. Whilst all such approaches might be potential methods of mt in SSDs, for the purposes of this study it is more useful to ascertain, from the total courses listed in Appendix 2, what appear to be the most common approaches currently being used in SSDs. Whilst even here there is great variety in specific subject matter, duration and number of hours, four main approaches appear to emerge; ranging from the micro to the macro in scope (Burgoyne, J G and Singh, R 1977):

i   The imparting of a unified, limited range of specific skills and/or knowledge - typified by short 2/3 day courses on, eg 'Selection Interviewing' 'Health and Safety at Work' etc usually with a substantial element of knowledge impartation and usually linked with the practice of the specific organisation.

ii   External individual development - education and training
      aimed at the individual manager - eg CMS/DMS, higher degrees
      and Open University programmes, again comprising a
      substantial element of knowledge impartation, but over a
      longer period of time than i). Because these are not run
      'in-house', and are often industrially based the 'level of
      specificity' (Chapter 5) is quite low.

iii   Management Development programmes - typified by a series of
      modules on the management role and management techniques -
      ranging from relatively short, basic courses to longer term
      15 - 20 day programmes on the full gamut of relevant
      techniques, often associated with work-based projects. As
      well as the learning of techniques and gaining of factual
      information, project work and discussion largely relates to
      the specific organisation environment (levels II and III of
      specificity, Chapter 5).

iv   Action-based Learning - the focus here is on the
      achievement, through group effort, of projects which are, or
      are perceived as 'real', and in the context of current use
      in SSDs, usually focused on the specific department, ('level
      of specificity' II). There is usually very little, if any,
      taught input.

Within each of these categories, subdivisions can be made to
allow for variables in, for example, immediate purpose, types of
teaching/learning methods, target groups, student selection and

assessment procedures. At the same time, Appendix 2, also provides evidence of an intermixing of such approaches - for example Action Learning sets preceded by short knowledge/skill inputs and opportunities for those undergoing external development courses to meet in groups within the department to further explore such learning. This intermixing of approaches may be evidence of attempts to overcome the transfer blockages associated with specific types of mt and, in a few cases, this has been confirmed by interviews with TOs.

The <u>duration</u> of mt can be viewed in two ways -

a   the total 'training contact' - ie total hours of designed
     training intervention and time spent on specific projects or
     discussion associated with the training, and

b   the overall period during which the 'designed' training -
     both on and off-the-job - takes place.

Both have implications for the individual's ability to learn and to retain learning. The significance of the duration (in whichever sense) of any training intervention is obviously linked with the characteristics of the learning objective. A one-day course on 'Stress Management' may have far more impact in its own terms than a three-day course on the whole gamut of Employment Legislation knowledge and skills. Equally, a 10-day 'Introduction to Management' programme including a work related project which is fed back at the end of the course may be more

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effective in producing 'the resourceful manager' than a year-long
Action Learning project. So in looking at transfer problems
associated with the duration of training interventions, the
purpose and subject matter of the training needs to be considered
also.

The TO then, in designing a specific training intervention, needs
to be able to identify the particular transfer 'risks' associated
with such an intervention. Having first of all identified who
needs training for what, and in what sort of ways such
individuals can best be trained, transfer considerations will
need to influence at that stage how such training should be
designed. However, it is becoming clear that, short of the
provision of individual programmes for each learner - which in
the current financial climate is unlikely to be an available
option - where training is concerned, one can't please all the
learners all of the time. Within the inevitable compromise
situation, the TO needs to be able to finely match the optimum
transfer enhancing method with the optimum limitation of transfer
inhibitors. However, by beginning to take responsibility for
self-development, the individual can assist in minimising the
problems associated with compromised training.

3.3 Designing transfer strategies into learning events

In order, then, to optimise mt interventions in terms of
transfer effectiveness, opportunities for enhancing transfer
should be explored as well as attempting to systematically attend

to overcoming transfer problems. It was suggested in Chapter 5 that the transfer enhancers identified by participants were largely concerned with the training intervention itself, whilst transfer problems mainly related to organisational factors. Huczynski (1978) has suggested that specific interventions which draw the attention of participants to the nature of the transfer of learning and the sort of problems associated with it can be built into training programmes in order to reduce the potential problems which would naturally arise in the training intervention itself. With regard to the role of the TO, it is obviously within the context of the designed training intervention that she/he has the most direct influence and access to resources.

The five strategies discussed by Huczynski and referred to in Chapter 2 are all related to the designed training intervention, although, as also indicated in Chapter 2, he has since researched, with Weiss and Lewis, the role of the line manager in facilitating transfer (1980). It may be, then, that specific transfer enhancers could be built into the pre-training and post-training periods, thus maintaining the transfer theme in an explicit way throughout the learning/transfer process. Transfer as an explicit issue would then be shared with the organisation as represented by the line manager.

The format and extent of such designed transfer strategies may vary according to the type of training intervention concerned. In some cases (eg process management, work-based projects) they may not be necessary. However, the potential use of such

'facilitators' adds to the TO's transfer 'tool kit'. The chief restraining factor to the increased use of such strategies is probably that of resources. Where training resources both in terms of finance and manpower are severely limited, the 'building-in' of perceived 'extra-time' into training events of what the organisation may see as extraneous to the specific training theme may not be encouraged. This may equally apply to the below-the-line costs of an increased involvement of the line manager or the establishment of a mentoring system, as being developed by the NHS and referred to by one SSD responding by letter to the national Questionnaire.

4   **SUMMARY**

The problems of transfer of learning can be related to a number of critical stages, all of which contribute to the ultimate effectiveness of such transfer.

Using data obtained as a result of this study, it is possible to anticipate, for specific training interventions and participants the key potential areas of transfer failure or blockage likely to be encountered in mt in SSDs. The extent to which TOs in SSDs are enabled to focus on the predicted transfer problems of individual participants will be reflected in the overall extent to which such problems can be minimised.

Strategies for overcoming transfer problems and for enhancing the effectiveness of transfer which may include specific content on

the transfer of learning as an explicit issue can be used to inform the design of training programmes. All such training designs, including specific transfer inputs, should integrate and clarify the roles of the Learner, the Trainer and the other interested parties who constitute and give effect to the organisation, and who influence the extent to which SSDs are adequate learning environments.

5   **CONCLUSION**

This study has, by reference to the literature on mt and current practice in SSD mt, identified a wide range of factors which inhibit effective transfer of learning. These have been tabulated and summarised in Chapter 5. The research undertaken has demonstrated a high level of correlation between issues arising in current practice and those referred to in the literature. The significance of the organisation in respect of mt in SSDs is highlighted by the fact that the majority of identified transfer inhibitors were associated with the individual as worker - ie the organisational context. Similarly, the need to focus attention on the needs of the individual learner emerges from both sources as a key issue. The recurrence of certain themes arising from interviews with participants and 'other interested parties' and from the literature appear to show that the root causes of this array of inhibitors centre on the following mainly organisational issues:

Lack of clear goal-setting at both strategic and operational
levels

Ambiguity of the manager's role in SSDs

Professional/managerial role conflict

Conflict arising from the mixed cultures of the SSD
organisation

Lack of adequate resources to match identified needs

Low priority accorded to mt activities

These, together with the approaches to the enhancement of
transfer discussed previously, suggest a number of areas which
would benefit from further research, including the following:

The role of the TO in the integration of learning with
organisational practices and values.

A comparison of the outcome of training supported by
specific transfer strategies with training which assumes
transfer will be followed through.

The priority and status of mt within SSDs

The importance of real or perceived pressure of work on
transfer for SSD Managers

The impact of functional group mix in training on transfer
outcome.

However, whilst the TO may point to the problems of eg an
unhelpful organisation climate, role conflict and role ambiguity
of SSD managers, or lack of training resources and status, this
brings solutions no further forward unless the attention of all

those who contribute to, or hold the resources of, the training process can be engaged. Without concrete evidence and suggestions about how such problems can begin to be tackled, the TO may be accused of using a language which means little to Social Services Managers and is less than helpful.

Another important area for further research would be the identification of the most important competencies required by SSD managers. Research on the achievement of competencies has shown (Burgoyne and Stuart 1976) that designed learning activities - ie mt per se - are not the most important contribution to managerial learning. TOs, then, need to ensure that the expectations of the outcomes of mt, however well designed these may be, are realistic; further, that the organisation is demonstrably a learning environment in which managers can learn the range of knowledge, skills and understanding required in whichever ways are most effective to them.

The development and management of community care services and how SSDs are themselves to be managed in the future are the subject of continuing debate, which will no doubt continue beyond the implementation (or otherwise) of the 1988 Griffiths Report. What is apparent here is that the ability of managers to adapt rapidly to change and learn new skills is becoming increasingly important, whilst resources within SSDs continue to be scarce. It will be crucial for not only the TO and individual managers, but other interested parties - ie peers, Line Managers, Senior Management and Members - to equally recognise their roles and

responsibilities for ensuring that the most important resource of the SSD - its manpower - is effectively managed, and effectively manages. In contributing to the building of a Learning Environment, they must ensure that those areas of learning and development for which designed activities are most effective are freed as far as possible from the range of transfer inhibitors identified in this study.

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APPENDIX 1

THE NATIONAL QUESTIONNAIRE

- PARTS A AND C AND

COVERING MEMORANDUM

Mr. M. Mills
Principal Training Officer,
Norfolk Social Services Department
Tel: Norwich (0603) 611122 Ext. 5026

Mrs. A. Tolley
Assistant Joint Care Planning
Officer,
Norfolk Social Services Dept.
Tel. (0603) 611122 Ext.5020

Date as postmark

Dear Colleague,

MANAGEMENT TRAINING IN SOCIAL SERVICES DEPARTMENTS

There has been a significant increase in attention to management training and development in local authorities since the re-organisation of Local Government in 1974. In addition to individual initiatives, the Local Government Training Board, as you will know, evolved a management development advisers programme in 1975. A more recent project was the initial report to the Association of Directors of Social Services in 1983 on the subject of the management training and development needs of senior staff in Social Services Departments.

Despite this increasing activity, literature on management training in Social Services Departments is scarce. Little systematic research has been carried out into its effectiveness.

We have both had 13 years experience with Norfolk Social Services Department, and have been involved in the design and management of the Authority's Management Training Programme. We are now researching into the curriculum planning and effectiveness of this and similar programmes and are trying to ascertain general patterns of management training activities in other Social Services Departments. We would, therefore, be extremely grateful for your co-operation in achieving this objective. May we ask you to complete the survey form attached and return it to us in the enclosed prepaid envelope.

The amount of detail reflects the large number of management training models in common use. We hope you find the information gained interesting and worthwhile.

If you have any queries about the survey or would like any further information, please telephone us at either number listed above.

We should be grateful if you would return your completed questionnaire to us by February 28th 1986, owing to the time scale of the study.

Yours sincerely,
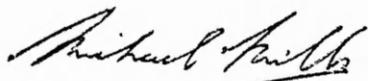
Michael Mills

Ann-Marie Tolley

i

M. F. MILLS and A-M. TOLLEY
SURVEY ON MANAGEMENT TRAINING IN SOCIAL SERVICES DEPARTMENTS

<u>Definition:</u> 'Management Training'

Throughout the questionnaire the phrase 'management training' is used. In your responses we would like you to adopt the following definition of the phrase, based on Hamblin's definition of training:-

> 'any activity which deliberately attempts to improve a person's skill in a job of a managerial nature'

It may be therefore that you will discuss activities which your organisation describes as 'management development', or 'manager education' if they fit the above definition.

All data will be guaranteed <u>confidentiality</u>, so please be as frank as possible in your answers. Please clarify <u>practice</u>, in cases where this differs from policy.

Now please continue and complete the questionnaire. Please write N/A against <u>any item</u> which is not applicable to you.

RESEARCH PROJECT ON MANAGEMENT TRAINING IN SOCIAL SERVICES DEPARTMENTS
(please attach continuation sheets if necessary)

All information collected will be treated confidentially and only used for the purposes of this research under the Directorship of Dr. Colin Fisher, Department of Management Studies, Trent Polytechnic.

A 1. Is Management Training arranged in your Authority by

a) Chief Executive's Department.

b) Social Services Department.

c) Any other Department.

d) Combination of Departments

If c) or d) please specify.   Please tick as
                                                 appropriate

2. Are Management Courses run by: –

a) Internal Trainers

b) Internal/external trainers

c) External trainers

These items refer to the management of the Course.

3. (i) What is the length of the Courses and the number of students involved (if more than one type of course please show seperately).

	TITLE	TEACHING HOURS	STUDENTS ON COURSE	STUDENTS FROM YOUR SOCIAL SERVICES DEPT.
Course 1.				
Course 2.				
Course 3.				
Course 4.				
Course 5.				
Course 6.				

What level of staff are these courses a) advertised for (include spinal points
 APT & C staff salary scale)   b) accepted at

	a)	b)
Course 1.		
Course 2.		
Course 3.		
Course 4.		
Course 5.		
Course 6.		

(ii) Over how many days are the Courses spread?

Course 1. _____ days

Course 2. _____ days

Course 3. _____ days

Course 4. _____ days

Course 5. _____ days

Course 6. _____ days

(iii) How are the days spread e.g. consecutively, in blocks (if so what length)
      weekly, monthly.

Course 1. _____

Course 2. _____

Course 3. _____

Course 4. _____

Course 5. _____

Course 6. _____

(iv) (a) How much additional time is expected for reading and assignments? (b) How much of this time is granted as leave from work?

	(a)	(b)
Course 1.		
Course 2.		
Course 3.		
Course 4.		
Course 5.		
Course 6.		

(v) Are staff attending these courses 'replaced' in their place of work whilst attending the course?

Course 1.   YES/NO*

Course 2.   YES/NO

Course 3.   YES/NO

Course 4.   YES/NO

Course 5.   YES/NO

Course 6.   YES/NO   * Please delete as appropriate

(vi) How frequently are these courses run?

	Every month	6 months	Annually	Over 1 year
1.				
2.				
3.				
4.				
5.				
6.				

4. Please list any other Management Development activities other than Training
    Courses:-   Details

                PLACEMENTS   _____

                SPECIAL PROJECTS   _____

                FORMAL COACHING   _____

                OTHER (please specify) _____

5. In your organisation, are Management training courses seen as:-

	Not very				very	
Important to promotion	1	2	3	4	5	
As a priority for staff	1	2	3	4	5	
Of high status	1	2	3	4	5	
Relevant to job	1	2	3	4	5	Please circle as appropriate

Indicate below if you feel that any staff groups feel differently about this:-

6. In your opinion, to what extent is attendance of courses affected by:-

	Very much			Very Little	
a) Geography	1	2	3	4	5
b) Time off	1	2	3	4	5
c) Competition for places	1	2	3	4	5

7. Do existing resources allow you to provide sufficient Management Training opportunities?

YES/NO

If NO please indicate area and extent of shortfall.

8. Is the training programme aimed at:

Please tick as appropriate

Course Number	1.	2.	3.	4.	5.	6
Improvement in existing jobs						
Contributing to effectiveness in changing role at the same level.						
Preparation for promotion						
Other (please specify)						

9. Are the Courses AWARD BEARING   (a) SOME (b) ALL   (c) NONE

If the answer is (a) or (b):-

Are the awards:-	AWARDING AGENCY	
	LOCAL AUTHORITY	UNIVERSITY/COLLEGE
Certificate		
Diploma		
Degree		

Please tick as appropriate and indicate which course you are referring to (i.e. Course 1, 2, 3, 4, 5, or 6). Please specify educational institutions.

10. How are Courses managed?

    If a Committee, give membership by job title
    If more than one system please describe all models.

    Course
        1
        2
        3
        4
        5
        6

11. Do you have a budget head for Management Training
                              YES/NO
    If YES,

    a) How is this calculated ?
        Please give brief particulars:-

    b) What % of your total training budget does this represent?

12. Are there any issues or concerns that you would like to raise about management
    training in Social Services Departments. Please make your comments in the
    space below:-

B.   CURRICULUM PLANNING

1.   a)   Is a staff appraisal system carried out for Managerial staff.   YES/NO

If YES,   (i)   What is the frequency:-   6 months

1 year

over 1 year

(please tick as appropriate)

(ii)   Are objectives set   YES/NO

(iii)   For what spinal points are assessments carried out (APT & C staff salary scale) _____

(iv)   Does this cover the full range of staff in Managerial positions   YES/NO

b)   If no appraisal system exists how are Management Training needs identified - please specify

2.   How are identified training needs communicated to the course organisers (If by group or committee show designation of members)

3.   Are training needs related to Course Curriculum by:-

Course	1.	2.	3.	4.	5.	6.
a) Matching to existing courses.						
b) Designing new courses.						
c) A combination						

4.   What is the designation of the employer's representative responsible for the management of the training

Are they   1st Tier

2nd Tier

3rd Tier

4th Tier

5th Tier

Who do they report to:-

are they   1st Tier

2nd Tier

3rd Tier

4th Tier

5th Tier

5. How are the Courses managed   Course   -

	1.	2.	3.	4.	5.	6.

    a)   By person or section
              (please specify designation)

    b)   By Employers Committee
              (please give designation)

    c)   Joint Management Commitee
              (as for Certificate in Social Service)

    d)   By academic Institution

              (i)   Including employer representative

              (ii) Excluding employer representative

6. How are courses funded.   Course   -

	1.	2.	3.	4.	5.	6.

    a)   By contract for course

    b)   By 'In House' labour

    c)   Individual sessional payments

    d)   Fee per student

    e)   Other (please specify)

C. TRANSFER OF LEARNING

Definitions :-

Within the context of this questionnaire the following terms are defined as:-
evaluation of training:-   "any attempt to obtain information (feedback) on the
effects of a training programme, and to assess the value of the training in the
light of that information".   (Hamblin, 1970)

job-behaviour level

the third level of evaluation of training as discussed by Hamblin, (1974) which
refers to the application of learning acquired during training on the job.

1. Are management training activities in your department evaluated

       a)   occasionally

       b)   usually

       c)   always

       d)   never

If d) is this because

a)   you are unconvinced of evaluation methods

b)   you are satisfied with apparent results

c)   you lack sufficient resources

d)   certain activities are especially difficult to evaluate

e)   other (please specify)

2.   If management training is evaluated, does this involve.

Course –	1.	2.	3.	4.	5.	6.
a) Training Officer						
b) Student						
c) Student's Line Manager						
d) Lecturer						
e) Other (please specify)						
f) Combinations of above (please specify)						

3.   Is evaluation carried out at the job behaviour level?

            YES/NO

4.   Are there certain activities for which job behaviour level would not be evaluated

            YES/NO

If yes, please specify.

5.   What methods of job behaviour evaluation are used?

a)   None

b)   Self appraisal

c)   Appraisal by line manager

d)   Activity sampling

e)   Critical Incident Technique

f)   Other (please specify)

6.   Is evaluation carried out

a)   during the course

b)   immediately following

c)   within 6 months

d)   within one year

e)   combinations of the above

f)   other

7. What factors do you feel _inhibit_ transfer of learning, particularly in relation to Social Services Departments.

Irrelevance of course content

Course method

Role ambiguity

Lack of departmental reinforcement

Uninvolvement of line manager

Organisation climate

Other (please specify)

8. Are specific steps taken to _enhance_ transfer
YES/NO
If yes, do you use -   Work based projects

Pre-course briefings

Post-course follow-up meetings

Specific course input on transfer issues

Specific involvement of line manager

Other (please specify)

9. a) Is there any formal feedback to Departmental management on staff performance during training ?
YES/NO
If yes, please specify how this is carried out.

b) Is there any formal feedback to Training Officers on staff performance at work after training ?
YES/NO
If yes, please specify how this is carried out.

10. Are there any other transfer of learning issues which you feel are important? Would you like to expand on any of the above responses? If so, please note here or over page:-

SSC 17/2   - 9 -

APPENDIX 2

RESULTS OF NATIONAL QUESTIONNAIRE
- PART A (AND C10)

SECTION A

1   Is Management Training arranged in your Authority by Chief Executive's Department: Social
     Services Department; any other Department; combinations (specified).

DEPT CODE	CHIEF EXECUTIVE'S DEPARTMENT	SOCIAL SERVICES DEPARTMENT	ANY OTHER DEPARTMENT	COMBINATIONS	TYPES
A	-	+	+	+ SSD & CMSO working together	c
B	+	+	+	-	c
C	+	+	-	-	c
D	+	+	-	-	c
E	-	+	+ County Personnel Officer	-	c
F	+	+	-	-	c
G	-	+	+ Management Ser/ Administration	-	c
H	-	+	-	-	a
I	+ occasionally	+ primarily	-	-	c
J	+	+	+	-	c
K	-	+	+	-	c
L	+	+	-	-	c

DEPT CODE	CHIEF EXECUTIVE'S DEPARTMENT	SOCIAL SERVICES DEPARTMENT	ANY OTHER DEPARTMENT	COMBINATIONS	TYPES
M	+	+	-	+ Chief Executives and SSD	c
N	+	+	-		c
O	+	+	-		c
P	+	-	-		b
Q	+	+	+	+ (also Chief Executives and SSD jointly as well as separately)	c
R	+	+	-	-	c
S	+ short skills based	+	-	+ sometimes combined	c
T	-	+ workshop for senior managers	-	+ Personnel/SSD	c
U	-	+	-	-	a
V	-	-	-	+ Chief Executives and SSD	c
W	-	-	+	+ Chief Executives and SSD	c
X	-	+	+ Central Personnel	-	c
Y	+ A few SSD staff & tech staff attend these	+	+ Technical Depts	+ 2 or 3 small depts combine to run mgt courses	c
Z	-	+	+	-	c

DEPT CODE	CHIEF EXECUTIVE'S DEPARTMENT	SOCIAL SERVICES DEPARTMENT	ANY OTHER DEPARTMENT	COMBINATIONS	TYPES
AA	-	+	+	+ SS Trg Section responsible to the Central Trg Section	c
BB	-	-	-	+ Personal Services, Admin & Legal Services	c
CC	-	+	+	+ SSD & County Personnel	c
DD	-	+ mainly re-client + gps, eg mental health	+	+ County Personnel/SSD (rather elementary)	c
EE	-	+	-	-	a
FF	+	+	-	-	c
GG	+	+	-	-	c
HH	+	+ re mental handicap	-	-	c
II	+	+	+	+ SSD separately - all managers Education separately for Heads & Deputies Chief Execs - Middle Managers	c

Types

a - SSD only
b - Central Dept only
c - More than one department involved

AMT/THESIS/VML/APX2A1.NTS

A2: 3

2 Are management courses run by: a) Internal Trainers
                                  b) Internal/External Trainers
                                  c) External Trainers

DEPT CODE	INTERNAL	INTERNAL/EXTERNAL	EXTERNAL
A	–	+	–
B	–	–	–
C	+	+	–
D	+	+	+
E	+	+	+
F	+	+	+
G	+	–	+
H	–	+	–
I	–	+	+
J	–	+	–
K	+	+	+
L	+	+	+
M	–	–	+

DEPT CODE	INTERNAL	INTERNAL/EXTERNAL	EXTERNAL
N	−	+	−
O	−	+	+
P	−	−	+
Q	−	+	+
R	+	+	−
S	−	+	+
T	−	+	−
U	−	+	−
V	−	+	−
W	−	+	−
X	+	+	−
Y	+ (SSD course)	+ (some of Chief Exec courses use external courses)	−
Z	−	+	+
AA	−	+	−
BB	−	+	−

DEPT CODE	INTERNAL	INTERNAL/EXTERNAL	EXTERNAL
CC	+	−	−
DD	−	+	−
EE	−	−	+
FF	−	+	−
GG	−	−	+
HH	+ (SSD courses)	−	−
II	+	−	−

AMT/THESIS/VML/APX2A2.NTS

A2: 6

DESCRIPTION OF MANAGEMENT TRAINING ACTIVITIES (Questions 3, 8 & 10)

8. Is the training programme aimed at:

10. How are the courses managed?

3. Course Title

Dept.	Course Title	Aim: improvement in existing jobs	effectiveness of doing role at same level	preparation for promotion?	Other – please specify	How are the courses managed?	No. at a time	Teaching Hours	Duration	Pattern	Frequency	Level Invited	Level Accepted	No. of Students	Replaced at work	Extra Time – 1st need at work	Extra Time – time allowed
A	Management Action Programme	-	+	+	-	All planned on same basic mould by a Jnt. SSD /CMSO Wkg.Grp.	1	5 days	10days+ Act.Sets	1 day-1week + Action Sets	6/12	ACOs	—	3/12	No	1day/month	1day/month
	M.A.P. Social Services Dept.	-	+	+	-		2	6 days			6/12	POs	—	12/12	No		
	Devon M.A.P.	-	+	+	-		1	3 days					—	3/4 out of 12	No		
B	Effective Management	-	+	+	+ for spe	Personal City Personnel Training & Devel.	1	42	7 days	4day + 3day Block	3/12	SC28	SC38	4/10	No	None	
	Effective Supervision	-	-	-	-	City Personnel Training & Development Unit	1	24	4 days	4day Block	1/12	SC28	SC38	5/12	No	None	
	Leadership	-	+	+	+		1	87	19 days	3x3days 10x1day	12/12	All levels	All levels	5/16	No	None	
	Women in Management	-	+	+	+		1	14	2 days	2day Block	12/12		SC39	4/16	No	None	
	Recruitment Selection	-	+	+	+		1	35	5 days	5day Block	3/12	SC28	SC48	12/12	No	None	
C	1st Line Manager in Soc.Serv.	-	+	+	-	Directorate of Social Services Training U	1	30	5 days	Block	6/12	—	—	15/15	No	None	
	Supervisors Crse (Ch.Exec.Crs.)	-	+	+	-	Not answered	1	30	5 days	Block	6/12	—	—	2/20	No	None	
D	Information not available	-	+	+	- (x6 courses not specified)	n/a	—	mostly 5 days		Varies-consec. to monthly.	6/12 approx.	—	—	—	No		
E	Management Induction	-	+	+	-	Not answered	1	12	2 days	Consecutively	3perYr	OffInCh. of Establishments + Deputies	OffInCh.of Establishments	20/20	No	During 6wk period	None
	Management Skills	-	+	+	-		1	24	4	2days/break/2days	12/12	" + their managers	"	18/18	No		
	Selection Interviewing	-	+	+	-		1	6	1	1 day	12/12	"	"	6/18	No		
	Disciplinary Interviewing	-	+	+	-		1	6	1	1 day	6/12	"	"	6/18	No		
	Equal Opportunities	-	+	+	-		1	6	1	1 day	12/12	"	"	18/18	No		
	Financial Management	-	+	+	-		1	12	2	Consecutively	6/12	"	"	18/18	No		
F	Introduction to Management	-	+	+	-	C.T.O. in liaison with Departmental Trainers	1	30	5 days	Block	6/12	SC18+	SC18+	up to 33% out of 10max	No	1or2eves. None	
	Effective Use of Time	-	+	+	-	"	1	18	3 days	Block	6/12	SC18+	SC18+	6/12	No	not specified	
	Recruitment & Selection	-	+	+	-	"	1	18	3 days	"	"	"	"	"	No		
	Disciplinary & Grievance Counsg.	-	+	+	-	"	1	12	2 days	"	"	"	"	"	No		
	Presentation at Meetings	-	+	+	-	"	1	18	4 days	"	"	"	"	"	No		
	Finance for Non-Accountants	-	+	+	-	"	1	24	10 days	"	not specified	not specified	---	"	No	c.30 hrs	
	Middle Management Course	-	+	+	-	Portsmouth Poly.Sch of Management	1	60	10 days	2 x 1 week	"	SO1+	SO1+	"	No		
	Senior Management Course	-	+	+	-		1	60+project	10 days	2 x 1 week	"	3rd tier +	4th tier+	"	No		
G	Not answered	-	+	+	-	Direct From Training & Development Section	—	1-5 days		Usually block	Av.3-monthly	Not answered	Not answered	Nil	No	Nil	
H	Staff Supervision	-	+	+	-	Training Officer	1	36	6 days	4days cons+2cons days	5/12	SO1/PO3	SO1/PO3	—	No	n/a	Nil
	Residential Weekend (Management)	-	+	+	-	Training Officer & Snr.Mng.Grp.	1	25	3 days	Block	12/12	PO14+	PO14+	—	No	n/a	

Frequency:-
1/12 = every month
6/12 = every 6 months
12/12 = once a year

Notes (right margin):
But some courses specifically for SO1 and upwards

Also support staff at CMS & DMS, but only 3 & 2 secondments (new starts) p

We cannot easily respond to you as workload is too heavy

Uses Action Learning Sets – Section 4.

8. **Is the training programme aimed at:**

10. **How are the courses managed?**

3. Course Title

Dept	Course Title	No. at a time	Teaching Hours	Duration	Pattern	Frequency	Level of Students Invited	Level of Students Accepted	No. of Students Supervised	Extra Time needed (est.need)	Extra Time for Crse. Wk time allowed
I	Home Care Managers Dev Course	3	100+	12-14 days	2½ day modules over 12 months	1/12	AP5 –PO3	AP5-PO3	46/46 No	2/3hrs per module	None formally granted
	Officer-in-Charge Dev Course	4	96	12 days	2½ day modules over 6 months	1/12	Res 4-8	Res 4-8	60/60 No	"	"
	Directo3Mgt Team Workshop	1	15	2 days	2 days half yerly	6/12	CO & ACO	CO & ACO	9/9 No	–	–
	Effective Mgt (Open University)	1	100+ direct & indirect. 2 yrs P/T	6 months	4 hrs per week over 6 months	1/12	PO3	PO3	8/8 No	4-6 hours per week	4/6 hrs per week Nil
	Msc Public Sector Mgt (Aston)			2 years	1 day per week fr 2 years	12/12	PO1+	PO1+	4/4 No	6/8 hours per week	Nil
J	Snr Staff Dev programme	2	112	12 days	2½ blocks & 4 4 days	6/12	Salaried lst – line/middle/ Senior Managers	AP2/3 to SM /4	24/24 No	None	None
	Snr Management Dev Programme Middle Management 'Core' and Supplementary modules	1 5/10 yr	35/40 20/35	5 days 3-5 days per mod.	5 day block 3 / 5 day blocks	6/12 2/3p year		SM–4 AP2-SO2	12/12 23 out of 10-15 No No	None None	None None
K	C.M.S.		7.40 hrs per wk	1 day pw – 1 yr	1 day per week	12/12	SSW+	SSW+	8/15 No	varies btw students	varies btw None students
	Managing effectively	3	7 days	4 day+3days	2 blocks per course	3/12	All staff in management positions		12/12 No	None	None
L	Management Dev for Team Managers	1	72	10 days	Consecutively	12/12*	Not answered		20/20 No	Not stated	All
	Introduction to Management	1	36	5 days	"	"	–	–	0 or 1/15 No	"	"
	Management Development	1	36	5 days	"	"	–	–	" No	"	"
	Management Development For Home Care Organisers	1	36	5 days	"	"	–	–	20/20 No	"	"
M	Management and Supervision Part-time University etc.	1	4 days 1 day per wk	4days 1 year	Consecutively Weekly	12/12 12+/12	SO2 SO2	– –	20/20 No 25/25 No 4	None None	– –
N	Management Trg for Team Leaders	2	21(so far)	2 days+ follow-up	2 monthly	12/12	PO3	PO3	30/30 No	Staff dev. in spare time	Nil
	Induction for Team Leaders	in preparation (coming in 2 weeks)		Blck 2 weeks		12/12	PO3	PO3	–	–	–

How are the courses managed?

Dept	
I	Course Tutor Grp –2 Internal Trainers,2 Consultants, 1 Operational Manager
	As above
	Planning Grp,Director,PTO External Trainer
	Course Grp,PTO,Participants and Supervisor
	–
J	Internally by Course Tutors
	In conjunction with local College of H.E.
K	College lecturers external examiners & Exam Board
	Internally by Dep Director Training Off & College Lecturer
L	Area Training Reps advise Trg Section, SSD who manage Manpower Services Division of Clerk's Department
	"
	Training Section SSD
	"
M	Not answered
N	Trg Officer, Area Officer, Principal Off (Hosp) T.Leader
	Trg Officer, Asst Area Officer + 2 Team Leaders

Question 8 responses (Improvement in existing job / Effectiveness of role at snr level / Preparation for change / Promotion / Other-please specify):

Dept	Improvement in existing job	Effectiveness of role at snr level	Preparation for change	Promotion	Other-please specify
I	+	+	–	–	–
	+	–	+	–	–
	+	+	+	–	–
	–	+	–	–	–
	–	+	+	–	–
J	+	+	–	–	+
	+	+	–	–	–
	+	+	–	–	–
K	+	+	+	–	+
	+	+	–	–	–
L	+	+	+	–	–
	+	+	+	–	–
	+	+	+	–	–
	+	+	+	–	+
M	+	(Course not specified) Say x 2	–	–	–
N	+	–	–	–	–
	+	–	–	–	–

Notes (right margin):

Numerous Management group development workshops and team building events in addition

N.B. (Misunderstanding on what 'Frequency' i.e how often modules occur or how 'new group' starts

Major course [time is vertical communication.

Chief Exec –.Course... " = most students do 8-10 d discrepancy between times. Course 3 per year

1 held in 1985 and will be repeated 1986 and thereafter annually

10.

Dept.	Imprve in existing job	effectiveness of change	ing role at same level	Preparation for Promotion	Other - please specify	How are the courses managed?	Dept.	Course Title	No. at a time	Teaching Hours	Duration	Pattern	Frequency	Level of Students Invited	Accepted	No. of Students	Replaced at wk	Extra Time For Crse.Mk. Est.need	Time allowed
O	+	+	-	—	not given	Training Section and Director Social Services	O	Management of Mental Health Service	30	5 days	In blocks	12/12	APT & C	APT & C	27/27	No	Not specified	None
						"		Going Local	12	2 days	Some are one-off General courses are on rolling annual programme	6/12	"	"	25/25	No	Work related projects are used which are regarded as being part of the job and not "homework"	
	-	-	+	—	not given	Personnel Dept. (L.A.)		Supervisory Management	24	4 days		12/12	"	"	20% pr intake	No		
						"		Introduction to Sup. Man.	24	4 days		12/12	"	"	10/20	No		
								+Various single day workshops	—	1 day		12/12	"	"	approx	No		
P	-	-	-	-	+Responding to staff demands for opportunity	LGTB in collab. with Central TO	P	Management Development Skills	1	15 days	One year	2 :1 week blocks and top-up	12/12	Asst Chief Off scale	A.C.O.	1/Not known	No	Not known	Not known
	-	-	-	+	"	University		MSC Social Services Mgt	1	20 days pr year	2 years	4 :2 wk blocks	"	Area Director & Deputies	Deputies or seniors not known	1/ not known	No	"	"
	-	-	-	+	"	NISW		NISW Sandwich Cse, 'Social Service management'	1	20 days	3 months	Single weeks with project between	"	SnS. Wkers	SnS Wkers	1/not known	No	"	"
	-	+	+	-		Agency /College JMC		CSS Special Option on Mgt	1	50 days	80-90days	5 months block (11weeks taught)	"	Snr staff in Resident/Day Care +deputies	Officers in Charge	20 per year	Yes*	—	—
R	+	-	-	-		Mgt Committee (composed of dept Training Officer	R	Management & Supervision	1	140	10 days	1 week resid. + 1 wk non-resid	4/12	All/line managers of Resid/Day Care/Field	1st 20/20	No*	Some	None	
	-	+	-	-		College Cttee with represent. from County Personnel		C.M.S.	1	180	33 days	p.a. & evening per week - 1 year	2/12	Priority given to Homes Suppt(PO1) & SSW(SO 1/2)	7/18	No	Some	None	
	+	-	-	-		College Cttee with represent. from Social Services		N.E. B.S.S.	1	180	33 days	1 day p.wk over 1 yr	12/12	D.S.O.s <——->	15/18	No	Some	None	
Q	+	+	+	-		Primarily by Chief Executive's Dept. in liaison with college	Q	Introduction to management	30	5 days	Block	6/12	AP3 +	—	2-5/16	No	2/3hours	None
	+	-	+	-				Time Management	12	2 "	" "	"	"	—	"	"	"	"
	+	-	+	-				Selection Interviewing	18	3 "	" "	"	"	—	"	"	"	"
	+	-	+	-				Presentation at Meetings	18	3 "	"	"	"	—	"	"	4/5hours	"
	+	+	+	-				Health and Safety	12	2 "	"	"	"	—	"	"	NIL	"
	+	+	-	-				Middle Managers Course	30	5 "	"	"	SO1/2 +	—	"	"	4/5 hours	"
	+	+	-	-		Primarily by Principal TO (SSD) in liaison with College		Senior Management Course	60 plus project	10 "	2 x 5 day blocks	"	PO3/+	—	Up to 3/18	"	10 hours	"

Right margin notes:
- In additi[on] number of s... 6 different Social Serv...
-)
-) These cour... but a tric... courses in...
-) Courses 2...
-)
-)*F/T duri...
- *Some key...

Dept.	Improvement in existing job	Effectiveness of changing role at same level	Preparation for promotion	Other - please specify	10. How are the courses managed ?	Dept.	3. Course Title	No. at a time	Teaching Hours	Duration	Pattern	Frequency	Level of Students Invited	Accepted	No. of Students Replaced at work	Extra Time for Crse.Wk. Est.need	Time allowed	
S	+	+ +	-		N/A	S	MSc and M A in Social Services Planning		Day re-lease x 2 days	Day release over 2 yrs	Weekly	12/12	34 & above	34 +	2;	No	Assignments 1 evening per week	Minimal	)
	+	+	- -				DMS		Day Release	"	weekly	12/12	34 & above	34 +	5;	No	"	"	)
	+	+	- -				Staff Supervision		6 days	6 days	1 day/3days/2 days	6/12	Aim is Managers at all grades		15/15	No	Project in Supervision	All of it	)
	+	+	- -				Action Learning Sets		½ day p. month	6 days	½ day monthly	12/12	Managers	34 +	14/28	No	Project work	All of it	)
	+	+	- -				Management Trends		5 day block	5 days	block	6/12	Managers at all levels	34 +	15/15	No	None	-	) Samp cours
	+	+	- -				Mgt trng on Mental Health Act and A.S.W.		3 day block	3 days	3 day block	12/12	Team Leaders	Team Leaders & Div Mgrs.	12/12	No	½ day prereading	All of it	)
T	+	- +	-		Personnel Dept	T	Middle Management		96	12 days over 1 yr	Monthly	6/12	Admin/Field/Resid staff in line mngmnt & have staff in L.M. to them		8	No	None	-	
	+	-	- -		SSD Staff Development Section		Snr Mgt Development		8	1 day	1 day 10 consec weeks /	?	PO 4 +	-	12/12	No	N/A	-	
	+	-	- -		JMC reps from Agencies & Colleges		CSS Special Option		300	2 days pw	Practice / 18 consec wks	12/12	Res/D Care Staff who are line Mgrs	8 pr.yr	Yes	10 hrs pr. week	Mostly carried out at work	Studen Manage
U	+	+	-	Integra-tion of dept. Mngemt style & aims	"Do not understand question"	U	[Harrow] Management Course I	1	126	18 days	1 day per fort-night	12+/12	All levels	All levels*)	)24/24))))))	By Deputy i.e. No addnl re-place ment	Approx 1 hour per session	Expected to be done in work time	Office Control
	+	+	-	"			" " " II		126	18 days	2 or 3 day blocks	12+/12	"	"	)24/24))		"	"	
	+	+	-	"			" " " III		105 + 8 hrs project	16½ days	1 wk blocks + 2½ day projects	12+/12	"	"	)24/24		"	Done overnight Some time (½ hr) given at end of course day	

Dept.	Improvement in Existing Jobs	Effectiveness / Preparation for Promotion	Other – please specify	10. How are the courses managed?	Dept.	3. Course Title	No. at a time	Teaching Hours / Duration	Pattern	Frequency	Level of Students Invited / Accepted	No. of Students Substituted/Others	Replaced at work	Extra Time for Crse.Wk. / Time allowed
V	–	–	–	University	MSc		6wksx2yr	4x3 wk blocks	12+/12	SO/PO	2/7	No	Several wks; None	
	+	+	–	Polytechnic	DMS		60days	1day3yrs / Day release	12+/12	SO/PO	1/7	No	Several wks; None	
	+	+	–	Polytechnic	Cert.in S.W. Management		22 days	4x5day blocks + / 2 days	12/12	SO/PO	3/15 to 2.0	No	40 days	40 days
	–	–	–	Training Section	Miscellaneous short courses		*1–5 days	*1–5 day blocks	*12/12	*SO/PO +Snr.Residential Staff. eg Grade 4		No	*Severalhrs*None	*No
W	+	+	=	Personnel Services Div	Management Problems	2 days	2 days	consec.	3yrProg. Asst.Dir.		Asst.Dir 10/10	No	Varies	
	+	+	=	SSD Trainers/Assistant Directors	Leadership & Motivation	2 days	2/3 weeks	consec.	to		to	"	"	"
	+	=	"	Race Unit & SS Trainers	I.R. Procedures	"	2/3 weeks	"	Operational Mgts.		Asst.Dir	"	"	"
	+	+	=	Asst.Director & SS Trainers	Race Relations	"	"	"	to		to	"	"	"
	+	+	=	Race Director & SS Trainers	Staff Development	"	"	"	Operational Mgts.		N/Kn.	"	"	"
	+	+	=	Personnel Services Division	Disciplinaries	"	"	consec.				"	"	"
	+	+	=	Health & Safety Cttee & SS Trainers	Health & Safety	"	"	consec.				"	"	"
	–	+	=	Not answered	Not completed – varies according to need		Varied pattern, with projects. Mostly some over 3–4 months	12/12	Supervisors up to Management Team			No	Varies from nil to guided work and meetings at more senior level	
	+	+	x	CMS + NEBSS by Jnt College / Trainers Panel	CMS + NEBSS		3days –	Consec.	6/12	Management aimed at mid/Snr managers	160/60	No	All	These vary according to needs.Min.3days Max 10 days.Also CMS, NEBSS.
X	–	+	=	Inc.in dept & whole organisation (for better working relationships.	Introduction to Man.Dev.	21 hrs	3days –	Consec.	6/12		160/60	No	All	All Social Services staff
	+	=	=	+8 skill modules	+8 skill modules		each 1/2 days. / 1 1/2 days each.	over 9 months to 1 year	6/12		160/60	No	All	
	+	=	=	By a grp of Man.Dev.Advisers	Intro to Man.Dev. +Man.Dev.Sets	21hrs / 6–9mths	3days / 2day block	Consec. / 6–9mths	6/12	Nominations requested from Depts & levels of staff vary considerably	160/180	No	All	
	–	–	=	Central Trg.Officer but advised on types by above	Skill Modules **	7hrs	1day each / then6–5days	Each 1day for wholeset. / Over 2 years for wholeset.	1–6/12		13/45 / 20/4/50	No	–	
Z	–	–	–	Principal Trg.Officer & Free-lance Trainer	*Process Management	22–34	3–5days **	2/3hr sessions per 2/3wks for	As Individually assessed	60–70*/68–70	No	Assignments Nil part of on-going work	*Between 1981–85.To date have not organised many courses with pre-arranged curricula–have mainly set up individually negotiated/grp. negotiated on-going programmes – which mainly work from where the manager is 'at' in his current job. For this form, I have lumped these altogether under the title 'Process Management'.
	–	+	=	"	Introduction to Management	30	5 days	3/6 months			16/16	No	Nil	
	–	+	–	"	Managing Change	36	6 days	1day pr.wk for 5 weeks	when Experienced staff as	any level of Management Position	48/48	No	Nil	
AA	–	+	=	Management Dev.Prog(Social Ser.)	Management Dev.Prog(Social Ser.)	120	20days	4 days + 2 days 2/3days 6 weekly	advertised – no advert.	16/16	SO1–PO2	No	2/3hrs per 1 day per module	
	+	+	–	Steering Grp–Asst.Dir.,Area Off. Snr.Admin Off. P.I.O.–	Staff Selection	18	3 days	3 day block		3/12a requests	SO1+	No	3/4hrs	
	+	+	–	Central, S.M.I.O.–SSD, Central Training Officer	Time Management	20	3 days	3x1 day.		6/12	AP5+ (28)	SO1+	No	4 hrs + action learning	
	+	+	–	"	Problem Solving	20	3 days	2+1 days		6/12	PO+ (34)	POI–Chief Officer	No	4 hrs + negotiable	
	+	+	–	Consultant & Snr Managers	Effective Mgt.	18	3 days	3 day block / ½day recall		3/12 + requests	AP4–SO2(24–36)	AP4–SO2	No	3/4hrs	
	+	=	+Dealing with change	C.T.O.	Computer Appreciation	12	2 days	1day – ½wk gap		AP4(24)	AP4	120/20+	No	1/2 hrs	Practice related

*Many in-**service** courses on Discipline at Work,Interviewing & Selection, Industrial Relations. The Organised Manager, Time Management etc. Also second staff to short external courses of 1–5 days.

*Many in-**service** courses on modules inc.: Decision making, Leadership, Communications a & b, Influence & Negotiation, Computer Management, Team Bldg, Time Management, Stress, Counselling & Motivation.

*Centrally organised with external teaching in part. Inc.Effective Meetings. Speed Reading, Team Bldg, Decision Making, Public Spkng, Time Management, Finance (for non-financial managers), Industrial Relations. Bet. 1–6 mnths.

Re-'Y'
*Some staff complete both parts. Skill modules inc.: Decision making.

Re-Z

10. How are the courses managed?   **3.** Course Title

How are the courses managed?	Dept.	Course Title	No. at a time	Teaching Hours / 1dayPerWk	Duration	Pattern	Frequency	Level Invited	Level Accepted	No. of Students / Replaced at work	Extra Time for Crse.Wk Est.need / Time allowed
Not answered.	BB										
Training Officer, SSD	CMS	DMS	n	1dayPerWk	1 year	Weekly	12/12	Scale 4+	–	2/?	No 3days
		In-Service Short Courses		2 years	Weekly	Weekly + consec.	12/12/Scale 6+	–	No		Study Leave before exams
		G.I.E.S.	Varies 2-5 days	1 week	Block	6/12 Scale 4+	–	Varies	No		N/A
Management Dev.Programme	CC	Management Dev.Programme	Min.35ea. month	1dayPerWk	Weekly	12/12 Scale 4+	–	–	1/?	No	All SSMs, HHO, P.Officers, Assistant Director to Director
Training Officer, County Personnel Dept.		Mid.Man.Dev.Programme	38	5 days	1 wk block	12/12	5/12	No no time	90/90	Reading None	
		Senior Man.Dev.Programme	76	10 days	Block-2sep.wks.	12/12/12 2-3 tier	4/12	SO1 & above	No defined		into courses
		Middle Man. Skills	16	2 days	2 consec.days.	6/12	5/12	SO1 & above	No None		Reading expect built
Training Officer SSD		Superv. for Heads of Homes	38	5 days	Block	12/12	14/14	–	No None		None
		Introd. To Management(Resid.)	38	5 days	Block	12/12	14/14	–	No None		None
Mix of external trainers and internal training specialists	DD	Management in Mental Health	2	50-60 + 5-2½ days Project +	Corsec in 2 Blocks	12/12 POI-II	?	same	25(x2) No	Time betw. All Blocks	
County Personnel Trg Group		Senior Management	35	Project 25-30*	5 days	consec.	12/12 POI + above	–	same	15-18/? No None	All
		Management I	35	5 days	consec.	2/12 SO1 & above	same	15-18/? No None	All		
		Management II	35	5 days	consec.	2/12 SO1 & above	same	15-18/? No None	All		
		Time Management	5	1 day	3/12 no restriction	same	15-18/? No None	All			
		Effective Leadership	2	2 days	6/12 SO + above	same	15-18/? No None	All			
Training Unit staff & College Staff	EE	Management Training	175	25 days	2days per mnth over 1 year	12/4/12 POI	POI	20/20 No	None		In 1985/6
		Staff-Dev.Skills	84	12 days	1day per mnth over 1 year	12/12 SO1/2	SO1/2	20/20 No None			
		Management Skills	70	10 days	2blocks of 1wk over 2 months	12/12, SO1/2	SO1/2	15/15 No None			
Principal Training Officer	FF	Introduction to Management	5	5days in 2 2blocks of 6 wks	See Q.3.ii.	6/12 All new managers – Spinal Pnt irrelevant	16/16 No Found within job			For Senior Management
		Action Centred Leadership	8	6 wks		6/12 Senior Man.	12-15/ No time or Homework			For Middle Managers
		Research Methods	5 days	Block	Managers without research skills	10/10 No None				1 Senior & 1 Mid. Manager
		Teamwork	4 days	Spread over 6mnths.	12/12; Any manager	10/10 No None				
		Creative Thinking & Brainstorming	1 day	over2weeks	12/12; Heads of Homes	?/10-5 No all				
		Stress Management	1 day		12/12; Any manager	?/10-5 No "				
		Recruitment/Selection Interviewing	2 days		12/12; Snr.Managers	2/12 No "				
		Action Learning									

Notes:
* Unless as to which comes these aims apply.
* 25-30 is for feedback after project.
** 257 staff (539 man days) for all management training sponsored by County Personnel & includes many other courses other than those mentioned here.

All new SSD Managers
Snr & Mid.Managers in SD
Managers in SD
Managers in Residential Establishments
All Management roles represented
+ dozens of external courses

For Senior Management
For Middle Managers
1 Senior & 1 Mid. Manager
attend from SSD.

10. How are the courses managed?

Dept.	Improvement in effectiveness of existing jobs / existing role at same	Preparation for promotion	Other please specify	How managed
GG	+	-	-	Not Given
HH	-	-	-	Tutors (internal) and Course Organisers
II	+	-	-	Trg Officer/College
	+	-	-	Trg Officer
	+	-	-	Trg Officer
	+	+	-	Trg Officer
	+	-	-	Trg Officer
	-	-	-	Trg Officer
	-	-	-	Trg Officer
	+	-	-	" / Cttee of SW Team Leaders

3. Course Title

Dept.	Course Title	No. at a time	Teaching Hours	Duration	Pattern	Frequency	Level of Students Invited	Level of Students Accepted	No. of Students S.service/other	Replaced at work Est.need / Extra time for Crse.Wk.	Time allowed
GG	Team Leader Training	2	2 days+ 6x1 days	8 days block	2 days + 1 day every 2 months	12+/12	Team Leader 15/15	Team Leader 15/15	No	Not precisely determined	As Necessary
HH	Learning Together *	50	5 days	5 days block	One-off proj for Managers of M Hand Serv	b7 out necess-ary	Unit Managers & Deputies (eg Hostels, ATCs)	of 20-25			None
II	Trent (Man Dev)		156 & study time	26 days	Blocks (2 mth gaps)		P0/S02	P0/S02 18/18	2/3 wks	0, but negotiable	
	Mgt Foundation Skills	3	18	3.	10 day intervals	4/12	P0/Sc5	P0/Sc5 36/36 *	1½ days	1½ days	
	Empl Leg	3	18	3.	Consec	Annually	Unit Managers/Sc5	48/48 *	0	0	
	Training Trainers	3	18	3.	as needed	"	S01/Sc5	S01/Sc5 45/45 *	0	0	
	"	3	18	3.	"	"	S02/Sc5	S02/Sc5	0	0	
	"	3	18	3.	"	S02	S02	S02 120 *	0	0	
	Team Leaders	3	18	3.	3/4 mth gap	"	S02	S02	0	0	

Other courses organised through Central Training — Re-HH

* Part of M/Hand Strategy initiative, funded by the Welsh Office, is this mgt trg programme :—

Mgt training, as such, is not carried out in my Dept, as it is the responsibility of the Authority's Cnty Trg Officer, based in the Cty Clerk's Dept, & such training as there is, is arranged on a corporate basis.

Re-II

* These are total figures for 3 courses

4   Please list any other management development activities, other than training courses:

DEPT CODE	PLACEMENTS	SPECIAL PROJECTS	FORMAL COACHING	OTHER
A	-	Team Building/Objectives Meetings	-	Time out for Working Teams is encouraged
B	'Do not understand Question'			
C	-	-	-	External Courses
D	NIL	-	-	
E	Not answered			
F	-	-	-	(Recent appointment of a Man. Skills Trainer to SS Dept)
G	-	Yes	Yes	
H	-	-	-	Action Learning Sets
I	Not answered	-	-	
J	2 Placements arranged for staff as part of their Career Development Programme	-	-	-
K	-	-	-	Regular on the job super-vision manager/manager

DEPT CODE	PLACEMENTS	SPECIAL PROJECTS	FORMAL COACHING	OTHER
L	Not answered			
M	-	Studies for Polytechnic or University Courses		
N	Not answered			
O	-	Regional Workshops		CSS development involving line management in assessment of student/staff
P	CSS Special Option has 3 month place-ment	-		
Q	-	-		A few senior staff are supported for DMS(2) and CMS(3)
R	Not answered	-		
S	Secondments to other posts (occasional)	Yes (Occasional)	Yes	Management consultancy as agreed with line managers: successful new initiative
T	Not answered			
U	-	-	at times	Monthly management forum: Teach-ins for Managers
V	-	Yes	-	

DEPT CODE	PLACEMENTS	SPECIAL PROJECTS	FORMAL COACHING	OTHER
W	Nil	Nil	Nil	Nil
X	Yes	Yes	With certain staff dev. courses	-
Y	-	Snr Mgt have been thru' programme, now often meet with development element followed by a specific work task, eg the Budget, Re-Organisation and other Policy type of tasks.	Team building activities - identified groups or teams that exhibit 'problems' are looked at in detail and varying processes are examined with the Group (SSD only)	-
Z	-	-	This is our style in Course 1, I suppose	-
AA	As part of Crse.1	Part of Course 1	Part of Course 1	Currently being considered in line with CCETSW Initiative. Also, development of Team Development Manual
BB	Yes	-	Yes	-
CC	Not answered			
DD	-	See Mental Health	-	Man Dev strategy now beginning. Some previous work done but not very productive, very little top management support in practice and except in 1 or 2 areas
EE	N/A			

DEPT CODE	PLACEMENTS	SPECIAL PROJECTS	FORMAL COACHING	OTHER
FF	Under consideration	Secondments to Project Work	Supervision	Action Learning Sets; Job Swaps; Project Work
GG	-	-	Yes	-
HH	-	CSS	-	-
II	Not answered			

5   Are Management Training Courses seen as

DEPT CODE	Important to Promotion	A Priority for Staff	Of High Status	Relevant to Job (Scale 1-5 in increasing importance)
A	5	5	5	5
B	1	1	2	2
C	4	2	4	2
D	4	5	5	5
E	1	4	3	4
F	4	3	4	4
G	4	5	4	5
H	1	4	3	3
I	4	4	5	4
J	2	4	3	4
K	3	5	5	5
L	1	3	3	3
M	-	3	-	5

(Course 1 has been mandatory; not every course member has been a willing participant)

DEPT CODE	Important to Promotion	A Priority for Staff	Of High Status	Relevant to Job (Scale 1-5 in increasing importance)
N	1	3	2	4
O	(Motivating staff to management training is difficult especially if they have no ambition ie most. Managers in a rural county) 5	5	5	5
P	2	1	4	2
Q	4	4	4	4
R	4	3	4	5
S	(Training Section/Senior Managers perspective. Training has problems in Managers, especially Team Leaders/Officers-in-Charge in committing themselves to training. Some training is made mandatory!) 4	5	4	5
T	(This would reflect mixed response and commitment in all groups) 4	4	3	3/4
U	(First line managers see the course as of high status (5) relevant to job (5). Most senior staff see it as less relevant etc) 4	5	3	3
V	4	4	4	4
W	1	2	2	3
X	(Starting to be seen as of high status. CMS running 4 years NEBSS only 1 year. Other development courses keenly sought by staff) -	4	4	4
Y	3	3	5	4

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Important to Promotion   A Priority for Staff   Of High Status   Relevant to Job

(Scale 1-5 in increasing importance)

DEPT CODE	Important to Promotion	A Priority for Staff	Of High Status	Relevant to Job
Z	2	3	2	3
AA	5	4	4	5
BB	4	3	2	4
CC	2	2/3	2	4
DD	3	1	2	3
EE	2	3	4	4
FF	3	5	5	5
GG	3	3	3	4
HH	2	3	3	4
II	2	3	3	3/4
Total scores	98	123	118	139

(Above has been the culture to date in terms of my experience – this may be changing. As Training Officer, I consider such courses are high status and relevant to the job (if done as process managing). Hospital SW Departments place high status on such training.)

(Some members of each management tier believe that management training is important to promotion, particularly Area Managers and Principal Social Workers/Team Leaders)

(Social Services professional preciousness always challenges the direct relevance.)

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SECTION A

6 To what extent is attendance of courses affected by

DEPT CODE	Geography (Scale 1-5 in decreasing importance)	Time Off	Completion for Places
A	5	5	5 (Staff are)
B	5	5	3
C	4	2	3
D	4	4	1
E	4	4	2
F	4	2	3
G	3	5	3
H	3	5	3
I	5	2	1
J	5	5	4
K	4	4	2
L	5	5	5
M	3	3	3

DEPT CODE	Geography (Scale 1-5 in decreasing importance)	Time Off	Completion for Places
N	5	2	3
O	1	4	5
P	5	2	4
Q	4	2	2
R	3	4	1
S	5	4	4
T	4	5	5
U	5	5	5
V	4	4	4
W	5	1	5
X	1	2	2
Y	5	4	1
Z	5 (Trainer goes to them usually)	1	5

DEPT CODE	Geography (Scale 1-5 in decreasing importance)	Time Off	Completion for Places
AA	4	2	1
BB	5	4	2
CC	5	5	5
DD	2	3	1
EE	5	4	3
FF	5	5	5
GG	5	2	4
HH	4	3	4
II	5	5	3/4
Total scores	147	124	113

NB   Lowest score = highest importance

SECTION A

A7 Do existing resources allow you to provide sufficient mt opportunities?
   if no, indicate area and extent of shortfall.

A   NO   Many residential managers (over 200) who will have to wait.

B   YES   -

C   NO   -

D   NO   N/A

E   NO   Courses 2, 3, 4 and 6 need to be more frequent and catering for
               more of our staff.

F   NO   Time, money and relief staffing.

G   YES   -

H   NO   Trg Officers' time - if more available, there would be a resulting
               shortfall in finance.

I   NO   -

J   NO   Dept is looking to localise its area teams and services. Present
               resources have not allowed for this development - shortfall approx £10,000.

K   YES   -

L   NO   Other MD opportunities not seen as important.

M   NO   Money and staff.

N   NO   Could do with more resources of time and money.

O   YES   -

P   NO   No first-line training in any systematic basis   2) No imparting of
               specific management skills   3)No preparation for corporate role.

Q   NO   Relief of staff in sufficient numbers is a problem.

R   NO   Access to CMS falls far short of demand.

S   NO(Yes   No external day release for DMS etc
    In House)

T	NO	Need more project/practice related tasks for Middle Management Course of Personnel Dept
U	YES	–
V	NO	Residential staff still involved in basic training and resources concentrated on this. Time and Finance.
W	NO	Not enough commitment to an <u>integrated</u> approach.
X	YES	–
Y	NO	Number of staff who wish to attend courses is so great that follow up courses are inhibited by staff and time available (ie Training Staff). Still giving staff their "first taste" course.
Z	NO	Could do with £7,000 more in Budget - but also could do with more explicit backing by Snr Mgt to regard this as a priority.
AA	NO	Succession training eg Snr Social Workers, Deputy Managers 20+
BB	NO	Currently assessing it.
CC	NO	–
DD	NO	The whole spectrum of mgt training. Only 25% of all managers have any management training.
EE	NO	Majority of people and management have been offered no form of mgt training.
FF	NO	Advanced / degree level.
GG	NO	Too early to tell.
HH	YES	(in Mental Handicap Field only).
II	NO	The money to draw up a full programme and see it through with all management staff. Major shortfall - Senior Management Training.

A2: 25

SECTION A

8 (COLLATED WITH A3 AND A10)

9 ARE THE COURSES AWARD BEARING?

DEPT CODE	SOME	ALL	NONE	DESCRIPTION
A	-	-	+	
B	-	-	+	
C	-	-	+	
D	-	-	+	
E	-	-	+	
F	-	-	+	
G	(Not answered)			
H	-	-	+	
I	+	-	-	University of Aston MSc Public Sector Mgt
J	-	-	+	
K	+	-	-	CMS
L	-	-	+	

DEPT CODE	SOME	ALL	NONE	DESCRIPTION
M	+	-	-	Lancaster (Diploma), Liverpool (Degree)
N	-	-	+	
O	+	-	-	(None of those listed)
P	+	-	-	Certificate (College): Individual secondments made to qualifying courses
Q	+	-	-	Mgt Dev. skills +MSc S. Services Management +CSS Mt option
R	+	-	-	CMS + DMS
S	+	-	-	BEC C.M.S.; NEBSS
T	+	-	+	NELP - D.M.S.; Essex MSc and MA in Social Service Planning; Polyt. South Bank MSc and MA in Social Service Planning
U	-	-	+	CSS Mt. option
V	+	-	-	Liverpool Polyt. Cert. in Sw Management; Liverpool Polyt. D.M.S.; Lancaster University M.Sc
W	-	-	+	CMS; NEBSS
X	+	-	-	LA Certificate of Attendance for SSD Courses (1a and 1b)
Y	+	-	-	CMS; NEBSS
Z	+ (2 staff)	-	-	2 Staff have attended an external course giving a Post-Grad Diploma in Mgt

DEPT CODE	SOME	ALL	NONE	DESCRIPTION
AA	-	-	+	
BB	+	-	-	C.M.S.: D.M.S. (Havering Tech and Bromley Tech; NELP/Anglian Reg. Man. Ctre)
CC	-	-	+	
DD	-	-	+	
EE	-	-	+	
FF	-	-	+	
GG	-	-	+	
HH	-	-	+	
II	+	-	-	Local Authority/Polytechnic joint certification - Certificate in Management Studies

A10 (Collated with A3 and A8).

A2: 28

11 Do you have a budget head for Management Training?

	How Calculated	% of Total Training Budget
A Yes	Not answered	Not answered
B No	=	=
C No	=	=
D No	=	=
E No	=	15% of all expenditure on short courses
F Yes	£6,000 - mainly for CMS & DMS fees	5%
G No	Not answered	Not answered
H Yes	25% of In-house budget	=
I Yes	On basis of need and then modified according to dept priorities	25%
J Yes	In relation to courses proposed/offered	11.5%
K Yes	Funded from 2 sources. CMS from Central Training Budget. "Managing Objectives" from In-house Training costed out on fees, travelling, subs, venues, etc. Grants obtained from outside sources	14%

		How Calculated	% of Total Training Budget
L	No	Not answered	Not answered
M	No	=	=
N	No	=	=
O	No	=	=
P	No	Any project is given funding if agreed by SMT as needed. Personnel Section courses are free to Social Services	Varies
Q	Yes	(Provision is out of Post-Qualifying Budget)	Not answered
R	Yes	As the sum remaining after certain other priority allocations are made	About 1%
S	No	£8,000 to cover fees and subsist elements of external mgt courses only. £5,000 to cover cost of internal mgt courses	Approx 5.7%
T	No	Not answered	Not answered
U	No	=	14%
V	No	=	Not answered
W	No	=	=
X	Yes	Part of overall Central Personnel Budget for this and other depts	Not calculated

	How Calculated	% of Total Training Budget
Y	No	
	Central Training by the Chief Exec's Dept has as sum of L10,000 put down for Mgt Development. As well as the centrally run courses, equipment, etc, depts can get part of this money to encourage initiatives dept based.	Not answered
Z	No Not explicitly	
	Amount required is assessed along with other assessed training needs	Varies between '82/84 about 1/3 Estimated '86/87 will be = 1/5

		How Calculated	% of Total Training Budget
AA	Yes	Need survey (shopping list), Nos of staff, Prioritisation at Trg Steering Grp	Variable - this is the first year - currently being negotiated
BB	No	Not answered	Not answered
CC	No, Not specific-ally	Varies year to year. Average £4,000. Calculation is too firm a term - an agreed sum is arrived at through discussion with Head of Operation, and Training Officers	Not answered, but £4,000 avg out of £95,000
DD	No	Not answered	Not answered
EE	No	=	=
FF	No	=	=
GG	No	=	=
HH	Yes	As part of staff development initiative in Mental Handicap Services (Ref also Question 3)	10% of the 'Initiative' Budget (£10,000 per year)
II	Yes	Past practice	13-14%

SECTIONS A12 AND C10

OPEN QUESTIONS ON "OTHER ISSUES" RELATING TO
MANAGEMENT TRAINING IN SSDs
AND TO TRANSFER OF LEARNING (SUMMARISED)

DEPT
CODE

A -

B -

C -

D -

E -

F   <u>Lack of follow-through into work situation</u>. Much input like "sand through a sieve".

G -

H -

I -

J   Formal, off-site management courses now less favoured. Preference to concentrate on small groups of staff, <u>existing teams or line management relationships</u> (form of organisational development). This <u>hampered by clear set of organisational values; lack of systematic support to first-line managers;</u> relative <u>neglect of residential units; failure</u> of most authorities <u>to adopt staff development review policy</u>. Interested in distance learning development and preparation of potential managers.

K -

L   This year diverted much of training budget to training in-house rather than seconding. Idea of management development opportunities <u>in addition</u> to courses not widely seen!

M -

N   "Very early days in development of our management programme".

O   Need to make management training normal part of expectations made at particular job level. Present <u>permissive recruitment for most</u>

courses only attracts the less needy. (Re-transfer) main problem is lack of formal controls in on-going supervision/recruitment. Group-based projects more objective and followed-up - not always on an individual basis once course experience over and Training Section requirements met. Management Training rarely a "pure" training activity - usually linked with a social work practice area, policy development or area of change.

P   Is obviously a neglected area, not from lack of desire, but from culture in SSDs which concentrates on service provision and up-dating to meet new professional demands.

Q   -

R   -

S   Training Section attempting to develop a co-ordinated management development package. Problems are:
1   Senior Managers acknowledge their managers are poor and poorly trained, but seem unclear on what they expect from a good manager.

2   External courses (DMS, MAs, etc) cover wider context adequately, but do not turn out a totally well equipped package.

3   Managers do not acknowledge their problems/unaware of their weaknesses.

4   Packs/books of limited use in sorting out the trainer's task. Currently working on enhancement of transfer strategies.

T   Dilemma between general management re all (LA) Departments and management as it applies to social work. Important for managers to see "common skills" required in management, yet this gives the opportunity for them to duck issues as not relevant to their situation. Importance of work-based projects and task-centred learning.

U   Even with total backing of Senior Management, difficult to devise programme to suit variety of needs in SSDs. Different learning styles. Tried to push 'learn to think and question' and 'theoretical frameworks', but for some staff was disastrous because of difficulty of transfer. Now doing work projects with staff from similar jobs. Managers of residential and day care settings found transfer difficult; many untrained, and found this learning type hard. Training aimed at a departmental identity and relationships.

V   Very few short courses in the NW <u>specifically tailored for SSDs.</u>
<u>An appraisal system would assist identification of needs</u> and
<u>feedback on performance.</u>

W   Training has to face issue of <u>'powerlessness'</u>. Where management
workloads are such that <u>training time cannot be spared</u>, serious
doubt on individual's and institution's ability to manage and
prioritise.

X   Final responsibility for CMS/NEBSS with Central Personnel -
Departmentally, constant discussion and formal/informal feedback
takes place.

Y   When initiated 4/5 years ago, overwhelmed by demand/support for
management training. Staff crying out for more, particularly SW
Team Leaders and Residential Care Managers. Usually <u>left to</u>
<u>individuals to discover management aspect themselves</u> and in my
opinion, borne out by observation, SSD staff are poor managers.
<u>Transfer vastly improved if organisational climate right</u>. Our
management development programme suffered in early days when
first participants returned to <u>unhelpful environment</u>.

Z   Most Manager's training should relate to <u>job tasks and to</u>
<u>personality of the Manager</u> - and <u>spread over period of time</u>.
Centralised pre-arranged curricula on block courses less lasting.
Block   study   on   <u>specific</u>   skills   useful,   eg
Recruitment/Negotiating. <u>Enthusiastic line manager/Senior</u>
<u>Management support vital</u>.

AA   In running a management development programme for first time,
number of issues raised:
<u>lack of pre-course appraisal - 'sacred cow' of professionalism by</u>
<u>SW trained managers - Learning styles - differing backgrounds,</u>
<u>academic levels - Need for basic management skills/knowledge</u>
<u>before developing the 'person/manager' - Management commitment -</u>
<u>time - supervision - honesty about reason for being nominated.</u>
Re-transfer - benefits from <u>group learning process</u> on Course 1
MDP - shared learning, appreciation of each other's roles, etc
enhance skills greatly, but not easily measurable.

BB   Insufficient range of suitable courses available.

CC   Management training here not specifically targeted; has to
compete <u>with heavily pressured training budget</u> (£95,000 in all).
No transfer evaluation (only 'consumer evaluation'), so danger of
wasting money/time on some management training. Some courses
have 'feedback' or 'recall' day, but does not amount to transfer
evaluation.

DD   Attempting to develop a management training strategy. Likely to
      be job-focused, and to use trainers who train others.

EE   -

FF   -

GG   - But details of management courses organised through Central
      Training emphasise responsibility for self-development and
      training other than courses and need for current courses to be
      explored in greater depth and be 'even more' related to work
      problems.

HH   (Relates only to management training in mental handicap
      services). Following 5-day block courses, localised inter-agency
      management training programmes planned - concerned with real
      problems re-developing/managing mental handicap services.

II   Making management training a key priority supported by Senior
      Management in ACTION terms - belief by managers that management
      role is their key role - tunnel vision that all management
      training must be professionally focused. Need for line managers
      to accept role re training, appraise staff, re-inforce
      departmental policy/procedures.

APPENDIX 3

RESULTS OF NATIONAL QUESTIONNAIRE

- PART C

APPENDIX 3
RESULTS OF THE NATIONAL QUESTIONNAIRE - PART C

SECTION C

1   Are M.T. Activities in your Department evaluated:

a) occasionally   b) usually   c) always   d) never

	(a)	(b)	(c)	(d)	
A	+				
B	+				
C					
D					lack sufficient resources
E					lack sufficient resources
F		+			
G		+			
H		+	+		
I		+	+		
J			+		
K			+		
L	+	+	+	+	(In house MT) (County MT) managers are satisfied with apparent results
M		+	+		
N		+	+		certain activities difficult to evaluate
O			+		
P			+	+	except that CSS holders are looked at very closely to check progress, otherwise, insufficient numbers to make it valuable.
Q	+	+	+		Satisfied with apparent results and certain activities especially difficult to evaluate
R		+	+		
S			+		
T					
U	+	+	+		
V	+	+			lack sufficient resources
W		+	+		lack sufficient resources
X			+		
Y					
Z					but not in a formalized procedure
AA	+	+			lack sufficient resources
BB		+			lack sufficient resources
CC	+	+		+	lack sufficient resources
DD					
EE					
FF			+		
GG			+		
HH					
II	+	+	Not Answered		

If (d) is this because (a) you are unconvinced of
evaluation methods, (b) you are satisfied with
apparent results; (c) you lack sufficient resources, (d) certain activities
difficult to evaluate, (e) other (please specify)

SECTION C

2   If mt is evaluated does this involve a) Training Officer b) Student c) Student's Line Manager
    d) Lecturer e) Other (please specify) f) Combinations of above (please specify)

Course: 1   2   3   4   5   6   7   8

Dept Code

	1	2	3	4	5	6	7	8
A	ab	ab	ab	ab				
B not completed ("not possible to answer because no evaluation being undertaken to our knowledge")								
C	abcd							
D	abc							
E	b	b	b	b				
F	abd	abd	abd	abd	abd	abd	abcd	abcd
G involves all listed agents (no. of courses not provided) ie abcdef								
H	ab	ab	ab					
I	abc	abc	ab	abc	abcd			
J	abc	ab	bcd					
K	f	f (not specified)						
L	abc	-	-	abc	abc			
M	abcd							
N N/A - courses not completed								
O	abcd	abcd	abcd	abcd	abcd			

A3: 2

Course:

Dept Code	1	2	3	4	5	6	7	8
P	Not completed - mt never evaluated							
Q	abc	abc	abc	abc	abc	abc		
R	abc	bd	abd					
S	f	f	f	f	f	f	f	
T	ab(f)	abc(f)	abc(f)	abde (f)				
U	abcde	abcde	abcde					
V	ab	a	abd	ab				
W	Not completed (evaluation only carried out occasionally)							
X	abcd							
Y	f	abcd						
Z	abc	ab	bd					
AA	abcd	ab	abc					
BB	-	acd	acd	ac	ab			
CC	Not completed - mt never evaluated							
DD	f - (combination of a,b+c)							

f= student/line manager/Trainer

U: a) b) d) and e) on a formal basis and c) on an informal basis

'e'= Senior Management Team

T: 'e'= Assessment Board

Y: Combination of a,b+c for courses 1a and 1b. Remaining courses run by Central Department - "Don't know"

Course:	1	2	3	4	5	6	7	8
Dept Code								
EE		ab(c?)df	ab(c?)df	ab(c?)df				

– respondant unclear about involvement of student's line manager (c)

	1	2	3	4	5	6	7	8
FF		abc	ab	abc	abc	ab		
GG	Not completed ("early days" in development of mt programme)							
HH			ab					
II	abc	abc	ab	ab	ab	ab		

(c = line manager and Project Supervisor together)

SECTION C

	3 Is evaluation carried out at the job behaviour level?	4 Are there certain activities for which job behaviour would not be evaluated?
Dept Code		
a	yes	yes (line manager comments on on-the-job work)
b	not answered (no evaluation being done)	not answered
c	not answered	not answered
d	no	no
e	yes	no
f	no	yes (not specified)
g	yes - sometimes	no
h	yes	not answered
i	yes	not answered
j	yes - but crudely	not answered
k	yes	no
l	no	no
m	no	not answered
n	n/a	n/a(courses not yet completed)
o	yes	no
p	n/a	n/a
q	yes - but very rarely	no
r	no	not answered
s	no - but should be	"
t	yes	yes - dev. of Snr Management - - not until they are able to develop systems of maintaining self/organisational effectiveness
u	(yes) - actively encouraged	yes - 'Stress'
v	occasionally	no
w	no	not answered
x	not answered	not answered
y	yes	no
z	yes	not answered
aa	yes	yes - professional
bb	no	no
cc	not answered (evaluation not done)	
dd	no (not systematically)	not answered
ee	no	n/a
ff	yes	yes (not specified)
gg	not answered	not answered
hh	no	not answered
ii	yes, sometimes	not answered

p/gen6/ma1/appndxd.tb1

5 WHAT METHODS OF JOB BEHAVIOUR EVALUATION ARE USED?

a) None b) Appraised by line manager d) Activity Sampling
e) Critical Incident f) Other (please specify)

	a)	b)	c)	d)	e)	f)
A		+				i Simulated Work Activity ii Action Sets (peer group discussions)
B		+	+			"Not possible to answer because no evaluation being undertaken to our knowledge"
C		+	+			
D	+		+			Not evaluated at this level
E	+		+			
F	+		+	+ (occasionally)		
G			+	+		
H			+	+		Tasks carried out between course and follow-up days - evaluated during follow-up
I		+	+	+		Re- Home Care Managers, an assessment centre activity was conducted prior to course - the results form the basis of TO, Supervisor, Home Care Manager review sessions
J				+		

	a)	b)	c)	d)	e)	f)
K						
L	+					
M		+				
N	N/A	+				
O		−	+	+		
P	N/A (Evaluation never carried out)	+	+	+		
Q		+	+	+		
R	+	+	+	+		
S		+	+	+		
T	Informal (not written)	+	+	+		
U		+	+			
V	+	+	+			
W	+	+	+			
X						
Y		+				
Z		+	+	+		
AA		+	+	+	+	
BB						

"Courses not yet completed"

but not linked satisfactorily to training yet

In supervision

Sometimes

+ Informal

a)   b)   c)   d)   e)   f)

CC   + (Evaluation never undertaken)

DD   + mixture of+

EE   N/A - not evaluated at this level

FF   +   +

GG   Not answered

HH   N/A - not evaluated at this level

II   +   +

SECTION C

6   IS EVALUATION CARRIED OUT:

a) During the Course   b) Immediately following   c) Within 6 months
d) Within one year   e) Combinations of the above   f) Other

	a)	b)	c)	d)	e)	f)
A	+	+				
B	"No evaluation being carried out to our knowledge"					
C			+			
D		+		+		
E			+			
F	Not answered					
G	+		+			
H	+ or	+				
I		+	+		+	
J	+	+	+		+	
K						+
L	Not answered					
M	+	+	+			
N	N/A Courses not completed					
O	+	+	+			

	a)	b)	c)	d)	e)	f)
P	N/A - no evaluation carried out					
Q						
R						
S	+ or					
T	+ (some)					
U	+	+			+	
V	+	+	+			
W	Not answered					
X	+	+		+	+	
Y	+		+		+	
Z	+				+	
AA	+	+			+	
BB		+			+	
CC	N/A - No evaluation carried out					
DD	+	(In Course 1)				
EE	+	+				
FF	+	+				
GG	Not answered					

M/C2/MISC/VML/APNDIX6.NTS

	a)	b)	c)	d)	e)	f)
HH	+	+	+			
II	+	+	+			

C7 WHAT FACTORS DO YOU FEEL INHIBIT TRANSFER OF LEARNING PARTICULARLY IN RELATION TO SSDs?

IRR Irrelevance of course content   CM Course method RA Role ambiguity   D. Re Lack of Departmental reinforcement
Un LM Uninvolvement of Line Manager O Cl Organisation climate O Other

	IRR	CM	RA	DRe	Un LM	O CL	O	Comments
A		+		+	+	+		
B						+		
C			+	+	+	+		
D				+				
E			+		+			
F		+		+	+			
G		+		+	+			

Sometimes - not everything works

	IRR	CM	RA	DRe	Un LM	O CL	O	Comments
H				+	+			
I	+			+	+			
J				+	+	+		
K			+	+	+			
L			+	+				
M	+	+	+	+	+	+		
N	+			+				
O				+		+	+	

Nature of training Transfer known to be difficult in emotive situation on the job.

	IRR	CM	RA	DRe	Un LM	O CL	O	Comments
P				+				
Q	+			+	+	+	+	

Sheer pressure of work on individuals

	IRR	CM	RA	DRe	Un LM	O CL	O	Comments
R	+			+				
S	+	+	+	+	+	+		"All are too frequent"
T	+	+	+					"All these would be so in part and in the case of some people"
U					+	+	+	Language used, level of concept-realisation has been inhibiting for
V	+			+	+	+		some staff
W			+	+		+		
X	Not answered							
Y				+ (see C10)				
Z	+		+	+	+	+		

(This applies when staff attend some external courses where "models" taught not relevant directly to "on the job" tasks)

	IRR	CM	RA	DRe	Un LM	O CL	O	Comments
AA	+	+	+	+	+	+		
BB		+						
CC				+	+	+		
DD				+		+		
EE			+	+	+	+		
FF				+	+			
GG			Not answered					
HH			+	+	+			
II			+	+	+	+		

SECTION C

8   Are specific steps taken to _enhance_ transfer? If yes,
     do you use work-based projects (WPr) Pre-Course briefing (PCBr)
     Post-Course follow-up meetings (PCFM) Specific course input
     on transfer issues (SIn) Specific involvement of L Manager (SLMan).
     Other (please specify).

	YES/NO	WPr	PCBr	PCFM	SIn	SLMan	OTHER
A	-	+	+			+	
B	NO						
C	-		+			+	
D	NO						
E	-	+			+		
F	-	+	+rare			+	
G	-	+	+	+		+sometimes	
H	YES	+		+			
I	YES	+	+	+	+	+	
J	YES	+occasion ally	+occasion ally	+			
K	YES	+	+	+	+	+	
L	-	+	+	+	+		+with regard to in- training in the SSD
N	-	+	+	+			
O	YES	+	+	+	+		+involvement in
Q	-	+	+	+		+	
R	YES	+	+		+	+	
S	-	+	+	+	+sometimes		
T	-	+	+			+	
U	YES	+		+	+		

	YES/NO	WPr	PCBr	PCFM	SIn	SLMan	OTHER
V	YES	+	+occasionally	+occasionally		+occasionally	
W	YES	+	+		+	+	
X	YES	+	+	likely to start			
Y	YES			+	+	+indirectly	
Z	-	+ongoing	+		+ongoing	+	
AA	YES	+	+	+	+	+	

NB These steps only relate to courses 1+4 (MDPr)

	YES/NO	WPr	PCBr	PCFM	SIn	SLMan	OTHER
BB	YES	+	+				
CC				+		+	
DD	-	+				+(SOMETIMES)	
EE	-		+	?	+		
FF	YES	+	+	+		+	
GG	not answered						
HH	-	+		+			
II	YES	+	+	+		+	

(Trying to)

P/GEN6/MAL/APPNDXC.TBL

SECTION C

C9 a) IS THERE AND FORMAL FEEDBACK TO DEPARTMENTAL MANAGEMENT ON STAFF PERFORMANCE DURING TRAINING?
IF YES PLEASE SPECIFY

    b) IS THERE ANY FORMAL FEEDBACK TO T.O.s ON STAFF PERFORMANCE AT WORK AFTER TRAINING?
IF YES PLEASE SPECIFY

	a)		b)	
A	NO	-	NO	-
B	NO	-	NO	-
C	NO	-	NO	-
D	NO	-	NO	-
E	NO	-	NO	-
F	NO	-	NO	-
G	YES	Report to Departmental Management where appropriate	NO	-
H	NO	-	NO	-
I	YES	Not specified	NO	-
J	YES	Annual reports to Departmental Management Team	YES	Course evaluation forms
K	NO	-	YES	Formal Evaluation 3 months after course
L	NO	-	NO	-
M	NO	-	NO	-
N	NO	-	NO	-
O		Generally NO but YES by special arrangement Sometimes they share the course Group action plans often used for ordinary work	YES	By formal report - line manager completes section of evaluation form
P	NO	-	NO	-
Q	NO	-	YES	T.O. seeks out from individuals and line managers
R	NO	-	NO	-
S	NO	or rarely	NO	or rarely
T	YES	Continuous assessment in CSS. Departmental Management Team discussion of the course	NO	-
U	YES	by tutors referring to group situations relevant to the learning	NO	(TO = Tutor)
V	NO	-	NO	-
W	NO	-	NO	-
X	NO	-	NO	-
Y	NO	-	NO	-
Z	NO	Not formalised, but TO puts this on the agenda every so often	NO	except where there is an enthusiastic line manager
AA	YES	Feedback to Departmental Management Team	NO	-
BB	YES	Report to Divisional Head	NO	-
CC	Not answered		NO	-
DD	NO	-	YES	but in only 1 or 2 areas so far
EE	NO	-	NO	-
FF	NO	-	NO	-
GG	Not answered		Not answered	
HH	NO	-	Not answered	
II	NO	-	NO	in general. Questionnaires in some circumstances

APPENDIX 4

SUMMARY OF ADDITIONAL MATERIAL RESULTING

FROM NATIONAL QUESTIONNAIRE

SUMMARY OF ADDITIONAL MATERIAL RESULTING FROM NATIONAL QUESTIONNAIRE

A) RESPONSES THROUGH LETTER

DEPT CODE	Reason for Non-Completion	Other Comments and Source
1	'Single-handed at moment'	– (Training Section)
2	Shortage of staff time	– (Director)
3	Uniquely small department	Management training tailored to individual needs 5 day Senior and Junior management course provided by Corporation Central Training Section which 2 staff have attended. All staff with management responsibility have attended external courses (Principal Social Worker Training)
4	Inundated with research requests Restrictions of Dept in current economic climate	(Director – Research Off?)

DEPT CODE	Reason for Non-Completion	Other Comments and Source
5	Lack of time plus complexity of the situation re-management training	Large programme already running & plans for developments in hand. Would still be willing to complete in time if we so wish. Telephone discussion offered (Principal TO)
6	Inundated with requests/plus budget/reorganisation work	- (Director)
7	Training resources limited & depleted at present & cannot find time to make considered response.	We recognise importance of the issue& glad to see work being done. (Dev Officer, Research)
8	Lack of resources	- (Director)
9	Unable to do justice to the Questionnaire - a) lots of management training being facilitated through Chief Executive & externally but to provide information too time consuming for the small section	Not currently involved in M. Development but hope to be later in the year. Because of small size of section and low budget, not possible to develop systematic management training - trying to rectify (Training Officer)

DEPT CODE	Reason for Non-Completion	Other Comments and Source
10	Would be very time-consuming to complete and too much pressure at moment	(Training & Staff Development Officer)
11	Many questions seek inform-ation beyond the limits of what we have readily avail-able	Best wishes for project (Project Evaluation Officer)
12	Too long & exhaustively detailed - would involve too much research.	Lot of MT carried out, would be pleased to discuss. Have attended the LGTB MD Course. Have used externals like LGTB & Lancaster, but costs will limit in future. In-house with 1 or 2 external consultants, but prefer to develop skills in training staff (TO)
13	Not been through the Association of Directors of Social Services Research Committee	– (Director)
14	Sickness & staff shortage .	Is concerned about developing management training. (TO)

DEPT CODE	Reason for Non-Completion	Other Comments and Source
15	Lacks time & resources	Not due to lack of interest but the analysis did not correspond very closely in number of ways to their activities, ie they are not all reducible to "courses". (Principal Staff Development and Training Officer)
16	B) RESPONSE BY TELEPHONE Will complete (did not)	SSD only responsible for short external courses - Chief Exec does rest.

APPENDIX 5

LEARNING STYLES QUESTIONNAIRE

(HONEY AND MUMFORD)

LEARNING STYLES QUESTIONNAIRE

This questionnaire is designed to find out your preferred learning style(s). Over the years you have probably developed learning 'habits' that help you benefit more from some experiences than from others. Since you are probably unaware of this, this questionnaire will help you 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 to this questionnaire. It will probably take you 10-15 minutes. The accuracy of the results 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 cross.

☐   1.   I have strong beliefs about what is right and wrong, good and bad.

☐   2.   I often 'throw caution to the winds'.

☐   3.   I tend to solve problems using a step-by-step approach, avoiding any 'flights-of-fancy'.

☐   4.   I believe that formal procedures and policies cramp people's style.

☐   5.   I have a reputation for having a no-nonsense, 'call a spade a spade' style.

☐   6.   I often find that actions based on 'gut feel' are as sound as those based on careful thought and analysis.

☐   7.   I like to do the sort of work where I have time to 'leave no stone unturned'.

☐   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'm attracted more to novel, unusual ideas than to practical ones.

☐   18.   I don't like 'loose-ends' and prefer to fit things 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 come up with wild, off-the-top-of-the-head ideas.

☐   27.   I don't believe in wasting time by 'beating around the bush'.

☐   28.   I am careful not to jump to conclusions too quickly.   A 5:1

29. I prefer to have as many sources of information as possible – the more data to mull over the better.

30. Flippant people who don't take things seriously enough usually irritate me.

31. I listen to other people's point of view before putting my own forward.

32. I tend to be open about how I'm feeling.

33. In discussions I enjoy watching the manoeuvrings 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 headlong into things.

40. It is more important to enjoy the present moment than to think about the past or 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 pitch in with lots of off-the-top-of-the-head 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, punchy 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 'small talk'.

53. I like people who have both feet firmly on the ground.

54. In discussions I get impatient with irrelevancies and 'red herrings'.

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 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 'cloud nine' 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'm 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. A.5:2

- [ ] 64. When things go wrong I am happy to shrug it off and 'put it down to experience'.
- [ ] 65. I tend to reject wild, off-the-top-off-the-head ideas as being impractical.
- [ ] 66. It's best to 'look before you leap'.
- [ ] 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.
- [ ] 70. I don't 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'm usually the 'life and soul' of the 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'm always interested to find out what other people think.
- [ ] 77. I like meetings to be run on methodical lines, sticking to 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.

APPENDIX   6

INTERVIEW   SCHEDULE   (DEPARTMENT   A)

MANAGEMENT TRAINING IN SOCIAL SERVICES DEPARTMENTS

INTERVIEW SCHEDULE

In 4 Sections: A - D

SECTION A: — will be to introduce the session without being too specific (to avoid feeding the answers) - and report back to them the result of their Learning Styles Questionnaire, see if they agree with the analysis etc.

Background

B   1.   When was course attended, over what period of time

(I will know this anyway — but can just check this out as a relaxer)

(Maybe something here on age/experience, previous management training of interviewee)

2.   How did you find out that the course was running ?

(for my use)   Broadsheet
                    Line Manager
                    Training Officer/Rep.
                    Colleague
                    Other

3.   Was the application made

                    on your initiative
                    line manager's initiative
                    Training (DeTAG rep's initiative)

4   a)   Did you wish to attend initially ?

    If not, why not ?   If yes   — why ?

    b)   Did you wish to attend at time of application ?

    If not, why not ?   If yes — what had changed your mind ?

c)   Why did you attend ?

5.   Whether or not you wished to attend the course, when you started
      what did you hope to achieve ?

6.   Can you remember in <u>detail</u> what you wanted to achieve ?
      [was this actually stated in course objectives ?]

7.   What did your line manager hope you would achieve ?

      [Please specify goals set by your line manager]

      (Did you <u>know</u> what your line manager wanted you to achieve ?)

8.   a)   Did your line manager encourage you to attend the course ?

            If so, how?

      b)   If not, was his/her position indifferent/negative ·

9.   Why did your line manager <u>not</u> encourage your attendance ?

      (Do you <u>know</u> why he did not ?)

C   Period of the Course .

1.   What was the overall length of the course ? (from introductory
     session until final session)

2.   How many days were involved in

                 a)   formalised training
                 b)   project supervision/private study

2 (a)   Was the course residential or non-residential ?

  (b)   Did this provide any special problems or opportunities for you ?

3.   Was the course a) too long, b) too short, c) about right ? If a) or
     b) what adverse result(s) did this have for you or other course
     members ?

4.   Was the course content what you expected from reading advance
     information ? If not, how did it differ ?

5.   Can you remember content of sessions you found most useful at the
     time ? If so, what was it ?

6. Can you remember content of sessions you found least useful at the time ? If so, what was it ?

7. Can you remember which sessions you found most enjoyable ? If so, what were they and why were they enjoyable

8. Can you remember which sessions you found least enjoyable ? If so, what were they and why were they not enjoyable ?

9. Did any other member of your Unit, Section attend the same course ? If so, did this have any special effect for you ?

10. Did any other member of the department with whom you have regular professional contact attend the course ? If so, did this have any special effect for you ?

11. Which aspects of the course content were most closely allied to your
    (a) (then) current work in the department ?
    (b) present work in the Department ?

12. What support did you get from your line manager during the course in relation to the course ? Formal/informal

13. What support in relation to the course did you get from departmental staff other than your line manager ?

14. What opportunities if any did course tutors/training officers/others make to enhance transfer of the course content ?

D. Post-course period

1. Were there any formal attempts after the course to follow-up learning and its application in your job ?

   If so, please describe   e.g. coaching with line manager
                                      team meetings

   Prompt – when did this first occur
            was it repeated
            did this apply to all course members
            was it successful

2. Do you feel that you learnt anything useful, applicable in your job, during the course ?

3. Have you changed your job behaviour in any way as a result of the course ? If yes, please describe how you have changed behaviour.

4. Was it difficult to change job behaviour ? If so, why ?

5. If you have not changed job behaviour in any way, why not ?

6. Were there occasions when you feel you <u>could</u> have changed job behaviour but did not? If so, why not ?

7. Please describe a specific incident in which you are aware that you have behaved differently in your job as a result of attending the course.

   [when - how long after the course]

8. What exactly happened during this incident ? How did the problem present itself to you, and what did you do ?

9. Suppose this incident had happened <u>before</u> you went on the course —
   in what way do you think your behaviour would have been different ?

10. How is it that the training has had this effect on you ?

11. Can you think of any other areas in which your behaviour has changed
    as a result of what you learnt on the course ?

12. How effective overall has the course been in improving your
    performance at work   — Very, quite, partly effective, not very

13. Can you suggest improvements in content
                                        methods
                                        application of learning

14. There are suggested factors which enhance or inhibit transfer of
    learning   — which do you feel are the most important

         environment
         job characteristics   Vandenput
         organisational structures
              etc., etc., other (please specify)

15. These are suggested techniques of improving transfer, which do you
    feel would be most useful ?

                        1.   Session on theory of application of
    (give a   learning during course
    typed sheet   2.   Problem centred groups to rehearse solutions
    of this to   3.   Situational diagnosis
    interviewee) 4.   Intervisitation of course members
                        5.   Reporting session by previous course member

                        * Huczynski, based on Miles

16. Is there anything further you would like to say about your
    experiences in Social Services Departments relating to management
    training and its level of effectiveness ?

APPENDIX 7

TRANSFER FACTORS SPECIFICALLY REFERRED TO BY PARTICIPANT INTERVIEWEES IN DEPARTMENT

TRANSFER FACTORS SPECIFICALLY REFERRED TO BY INTERVIEWEES IN DEPARTMENT A

Key Variables	Transfer Factor	Specifically as an Enhancer	Specifically as an Inhibitor
1 THE LEARNER			
a) Intellect	Appropriate intellectual level (1)	-	-
b) Learning Style	Methods of Teaching (2)	Chance to raise current work practices (1) Chance to practice skills (2) Discussion opportunities (2) Refresher training (3) Allowance of time to think (1) Project Work (1)	Lack of follow-up for re-induction to Department after skills acquisition Mix of functional groups (1) Mixed management levels of group (1)
c) Academic Background	Compatibility of Groups (1)	Mix of functional groups (2)	-
d) Previous Experience	Timing of training in relation to pattern of work experience	-	Lack of individual preparation for training (1)
e) Relevance of Training	Appropriateness of content of training (5) Relevance to job (2) Appropriate identification of need (1)	Relevant to job (2)	-
f) Rewards of Training		Social aspects (1) Learning environment/course venue (1)	Learning environment/course venue (3)

Key Variables	Transfer Factor	Specifically as an Enhancer	Specifically as an Inhibitor
g) Creditability of Training	Personality of Tutor (3) Capacity of Tutor/course presentation (1)	-	-
2 THE PERSON			
a) Personality	Personality of the Learner (1)	-	Lack of confidence (1)
b) Energy	-	-	-
c) Age	-	-	-
d) Sex	-	-	-
e) Social Environment	-	-	-
3 THE WORKER			
a) Job Characteristics	Role in organisation (1)	-	Lack of time to implement change/ volume, pressure of work (8)
b) People's Characteristics	Line Management support (1)	-	Line Management blocking change (3) Organisation climate/Departmental environment/lack of interest of colleagues, etc (4) Resistance of other people to change (2) Inability of other people to change (1)
c) Relationships	Organisation climate and continuous support from the environment (2)	-	
d) Organisation Structure	Organisation structure (1)	-	Organisation structure (2) Ignorance of Departmental procedures (1)

Key Variables	Transfer Factor	Specifically as an Enhancer	Problems of Departmental procedures (1) — Specifically as an Inhibitor
e) The environment	– but ref 3(a) – pressure of work, etc		–
f) Policy	–		Unclear goals (3)
g) Values	–		Examples set by senior managers and colleagues (2)
h) Autonomy	Extent of Autonomy within Organisation (1)		–
i) Finance, etc	–		Lack of financial and other resources

P/GEN6/AMT/SF/APNDIX7.NTS

APPENDIX 8

FULL RANGE OF POTENTIAL TRANSFER

FACTORS ELICITED FROM PARTICIPANT INTERVIEWEES

IN DEPARTMENT A

MAIN CATEGORY	INHIBITORS	ENHANCERS	VARIABLES
Relevance of training to individual's job	Absence/inadequacy of assessment of individual needs (5)	Involvement of line manager in training process (2)	.
	Not immediately applicable to job (1)	Identification of training needs by line manager (1)	
	Inadequately related to the job (3)	Directly relevant to job (11)	
	Inadequately related to SSDs (6)	Use of assignments/projects to 'tie' to job (12)	
	Issues at too high a level to understand or implement (2)	Specific to the working environment/ organisation (2)	
	Issues outside control (e.g. Manpower Planning or Promotion of staff (4)	In-house training (as a common learning experience (4))	
	Lack of inter-personal skills training (3)	Input on dealing with stress (1)	
	Lack of management "enabling" knowledge/skills training (4)		
Previous experience - Timing in relation to career - preparation for training	Training too soon after appointment (7)	Plenty of Management experience before engaging in management development (1)	Timing in relation to appointment in post (2)
	Training too long after appointment (2)	Motivation increased as result of promotion (1)	
	Training coinciding with work problems (e.g. appointment of new line manager) (2)		
	Lack of preparation of staff for training (in-attention to motivation, commitment; lack of pre-reading) (7)	Provision of pre-reading (1)	
Learning Style	Not sufficiently learner-based - (bad handling of questions etc) (5)	Opportunities for discussion/ learning from others/ questioning (9)	
	Too didactic (5)	Instructive approach in some areas (3)	
	Inappropriate use of games (2)	Participation of learners (1)	
	Complexity of some games (2)	Experiential learning (10)	Teaching methods (1)
	Inappropriate use of audio visual aids (1)	Role-play opportunities (4)	
	Ineffective learning plans (3)	Appropriate use of a-v aids (1)	
	Lack of time to relate content to jobs (2)		
	Lack of time to reflect/discuss during learning sessions (9)	Use of tutorials (3)	
	Lack of time for private study (6)	Varied use of learning methods (1)	
	Lack of time to train adequately (1)	Allowed to learn 'on the job' by making mistakes (3)	
	Lack of theoretical input (1)	Gaining concrete 'on the job' experience (1)	
	Overall length of training too long to maintain impact (3)	Feedback sessions (2)	
	Content too superficial/generalised (9)	Time allowed for private study (2)	Appropriateness of content (1)
	Content too intensive (1)		
	Modular design too disruptive to job (1)	Modular design allows time to reflect (1)	
	Ineffective 'back-up' to learning (packaging of handouts etc) (4)		

A8:1

MAIN CATEGORY	INHIBITORS	ENHANCERS	VARIABLES
Credibility of Training	Tutor's lack of breadth of knowledge (e.g. inability to adequately answer questions	Enthusiastic personal style of tutor (the 'tutor as missionary')(2)	Capacity/credibility of tutor (2)
	Tutor's presentation style (4)		Personality/personal style of individual tutors (5)
	Personality of tutor (1)		
	Credibility of the course (3)		Credibility of the training (2)
– Group Compatability	Too wide a representation of jobs (5)	Range of functional groups helps to widen outlook (1)	Compatability of learning group (2)
	Previous knowledge of other participants can be unhelpful (pre-conceived ideas etc) (2)	Previous knowledge of other participants (useful in discussing application etc. (1)	
	Mixed management levels (2)		
	Problem of in-house training – inhibitions raised (1)		
– Learning environment	Inappropriate course venue (1)	Conducive learning environment (1)	Choice of course venue
	Residential courses where the residential element is non-mandatory (disruptive) (1)	Residential course (e.g. enables discussion time, making contacts, concentrates the mind, 'gels'group, time to reflect)(11)	
– Reinforcement of Learning	Lack of on-going development (re Senior Managers) (1)	Reinforcement of learning (Action plans, evaluation etc.) (2)	
	Lack of follow-up in more detail (1)	Follow-up in specific detail (1)	
		Refresher Training (5)	
Intellect		Appropriate intellectual level (1)	
Academic Background	Inappropriate academic level (1)		
Rewards of training		Award bearing courses (1) (motivates and enables more depth)	

THE WORKER

MAIN CATEGORY	INHIBITORS	ENHANCERS	VARIABLES
Job Characteristics	Pressures of the job/lack of time (15)		
	Lack of opportunity to implement change (4)	Opportunity for immediate application (2)	
	Lack of authority to implement (1)		
	Unstimulating work environment (2)		
	Dilemma of professional/managerial split (1)		
People's characteristics	Line Manager blocks change (3)	Supportive line manager (1)	
	Colleagues block change (3)	Support from subordinates (1)	
	Negative example of other Managers (3)	Enhanced performance perceived in others who have trained (1)	
	Negative peer support (2)	Interest from other people (1)	
	People's inability to change (2)		
The Organisation			
– Organisation Structure	Rigid divide between Admin.and Professional		
	Isolation resulting from organisation (e.g. Admin.Staff) structure (1)		Constraining or enabling Organisation structure (2)
Communication/Climate	Unclear goals (7)		Organisation climate 'crucial'
	Acceptable management styles unclear (1)		
	Lack of information about department procedures/policy (4)	Clear procedural information about 'people' management etc.(2)	
	Departmental environment (3) (lack of communication, development etc)	Continuous support from the environment (1)	
	Lack of department reinforcement (application allowed to "drop off") (2)		

A 8:2

MAIN CATEGORY	INHIBITORS	ENHANCERS	VARIABLES
Climate continued	Status of training (1)		
	Administrators feel undervalued (1)		
– Constraints	Inferiority complex of Admin. Staff (2)		
	Lack of finance (2)		
	Lack of Manpower (1)		
The Environment	Lack of job movement between departments and internally mean staff often 'over-trained' (1)		
	Mismatch between course and organisations wider environment (1)		

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T H E   P E R S O N

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MAIN CATEGORY	INHIBITORS	ENHANCERS	VARIABLES
Personality	Lack of confidence (5)	Increase of confidence through training (2)	"Transfer factors depend on the person"(1)
	Lack of assertiveness (3)		
	Lack of perseverance in pursuing goals (1)		
	Impatience in following procedure (2)		
	Ascendance of emotions in 'people management' (1)		
Values	Self-interest in approach to problem solving (2)		
	Lack of interest in managerial as opposed to professional role (1)		
Relating to others			Use of instinct in dealing with people (2)
Extent of external activities	Personal pressures on time		
	(1) Political activity (1)		
	(2) Domestic (2)		
Age	Decreasing power of concentration in relation to age (1)		

A8:3

QUESTIONNAIRE RESPONSES (SECTIONS A12, & C)
AND INTERVIEWS WITH TRAINING OFFICERS & LINE MANAGERS.   INTERVIEWS WITH PARTICIPANTS IN OTHER DEPARTMENTS

Variables	Inhibitors	Enhancers	Variables	Inhibitors	Enhancers
	Lack of appraisal/assessment of individual needs(3) Managers unaware of their weaknesses (1). Need for Managers to accept appraisal responsibilities.(1).	Appraisal/proper assessment of need (5)			Appraisal system
		Involvement of line manager in assessment of need (1) Specific input of line manager to course process [17/21]		Lack of involvement of line manager (1)	
	Problems of involving line manager, particularly re - external courses(1)	Involvement of line manager in the course process (4)			
	Courses relating to Personnel, Financial constraints, etc, outside control (1)	Specifically tailored to SSDs, or SW practice areas (2) Specific to the organisation/dept. strategy, etc (3)		Lack of control over certain manag. issues (eg statut. regulations,"training up" for promotion, etc) (2)	
	Irrelevance of course content (10).	Specifically related to jobs (7)			Work-based project (relating to H.A. collaboration)(1)
		Use of work-based projects [27/28] Use of work-based projects (4)			Use of 'real' work-based problems (1)
Commitment of participants		Pre-Course briefing [21-3] Pre-course meeting to discuss the appropriateness of content (1). Basic skills input needed before A.L.groups or dev. of the 'person-manager'(2)		Lack of preparation for course (3) Inappropriate timing for trg (1) Knowledge input before A.L. would have been useful (1)	
		Involvement of students in planning (1)			
Learning styles important	Course method [8]	Use of Action Sets for individuals to work on their part. problems(2) Group learning process helps (transfer) (1) Tutor visits to work-base (1) Use of personal development tutors (mentors)(2)		A.L."a tremendous burden" (1)	A.L. helped to learn to work together in problem-solving (1)
Appropriate selection of Students for Action Learning					Opportunity to discuss problems with tutor/ line manager (1).
	Lack of time to train adequately (3)	Learning opportunities on the job (1) Development other than through 'courses' (2) Self-development (1)		More input needed on "financial/technical" (issues) (1) More time needed on 'man management'(1)	
	Insufficient depth of content (2)	Person/Task/Culture focussed (1) 'Person' focussed (1) Matching training to the environment (1) Specific input on transfer [12] Extended over a period of time (1) 'Built-in' study time (2) Provision of feedback from tutors to participants(1)		Input needed on 'Supervision' (1) Input needed on collaborative work with H.A. Mgrs Lack of depth of trg(1)	
		Charismatic tutor (1) High credibility of quality of training within dept. (1)		Capacity of tutors (1) Course leader's impact on credibility of trg (1)	Credibility from links with prestigious educational institution(1)
	Powerlessness of Trg Officers (1)	'Ownership' of trg by Dept Mg/Team - 'top-led' trg (3) High status of T.O. role in Dept (1) Snr.mgt commitment to training (3)		A.L. projects not taken seriously by Snr Mgt (1)	
		Involving staff from similar jobs in work-based projects ( ) Appropriate selection of groups for training. ( ) Work with existing teams (2) Development/trg of line mgrs/ staff in tandem (2) Importance of making informal contacts (1).			Informal contacts made which are useful(1)

Numbers in **square** brackets refer to responses to specific Questionnaire item

A9::

APPENDIX 9

CORRELATION OF PERCEPTIONS OF TRANSFER FACTORS OF INTERVIEWEES IN DEPARTMENT A WITH FACTORS ELICITED FROM TOS, LINE MANAGERS AND PARTICIPANTS FROM OTHER SSDS

Variables	Inhibitors	Enhancers	Variables	Inhibitors	Enhancers
	Problem of finding suitable venues (2)	Residential courses give more time to assimilate (1)			
	Lack of follow-through relating course to job (2)	Post course follow-up meeting [19/21] Importance of follow-through to the job (2)			Post-course review of project work (1)
		Need for constant refreshers (re-knowledge inputs) (1)			
	Language used and concept realization difficult for some (1)				
	Variety in academic background (1)				
	Residential/Day Care Staff with no previous training find transfer difficult (1)				
		Increasing attention to mgt qualifications re - promotion (3) Development of special interests through qualification trg (1)			
	Poor supervision (3) Lack of reinforcement of dep policy by line mgrs (1) Pressure of work on individuals (1)			Supervision seen as a negative process (1) Lack of time to implement change (1)	
	Role ambiguity [11] Dilemma of professional/ managerial split (5)				
	Managers do not acknowledge their problems (1) Lack of interest shown to participants re-entering the work-base (1)	Enthusiastic line manager ( ).		Lack of interest of the line manager	
Organisation Climate	Organization Climate[18] Neglect of Residential staff (1) Lack of clear organisational values (1)	Snr Mgt commitment to the importance of the managerial role Identification of dept philosophy, policy, objectives by Snr mgt(1)		Problems of communication within the dept (1)	
	Lack of clear expectations of managers (1)	Clear definitions of what "a good manager" is by Snr Mgt (1)		Unclear expectations of managerial role (1)	
	Lack of systematic support to first-line managers (1) Lack of staff development policy (1)				
	Lack of dept reinforcement [28] Lack of dept reinforcement (1) Organisational concept of 'training' too narrow (2) Unsupportive environment (1) Lack of information about Dept and L.A. procedures (1)				
	Lack of resources for trg (4) Lack of staff 'cover' to allow others to be trained (2) Lack of financial resources for training (2) Inadequacy of m.t. in SSDs(1)			Lack of resources to enhance the staff develop. process (1)	
The Person	Emotional blocks re some mgl tasks (eg. disciplinary interventions) (1)	Trg should relate to the personality of the manager (1).			Provision of 'confidence' through training (3).

A9:2