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The role of program evaluation in the public sector organization

Evaluation of a management development program for senior executives, a case study in the Sarawak public sector, Malaysia

Putit, Sabariah

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The Role of Program Evaluation in the Public Sector Organization

Evaluation of a Management Development Program for Senior Executives: A Case Study in the Sarawak Public Sector, Malaysia

Sabariah Putit

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School of Social Sciences

College of Business, Social Sciences and Law

University of Wales, Bangor

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ABSTRACT

Changes resulting from globalization are the context for evaluation. With the promise of gains, globalization has also increased uncertainties, making imperative the need for continuous monitoring and assessment of development programs. The Sarawak public sector is making deliberate efforts to enhance its evaluation capacity through initiatives such as the systematic monitoring of all development programs and projects, developing evaluation capacity in ministries and departments and increasing evaluation efforts for all human resource development programs for the Sarawak government employees. Evaluation is seen as a mechanism for providing accountability for the use of resources, identifying the sources of problems, tracking progress, and providing effective feedback to the planning, policy and reform processes of the government.

This research examines the strategic role of evaluation as part of the mechanism to address those issues. It explores and focuses on the driving forces and the interplay of factors that contribute to the evaluation process in the context of the Sarawak Public Sector as it is the first attempt. The research also undertakes to evaluate the effectiveness of the Management program according to criteria concerning the transfer of learning and performance improvement. The empirical method employs the Kirkpatrick Model for evaluating the training program. The research presents the original framework for analysing the evaluation of the Management Development Program.

The findings indicate that the program has been successfully implemented though it is not considered as highly effective. The factors that are considered as facilitators and inhibitors to the transfer of learning to the workplace and training outcomes are also identified. This study demonstrates that the effectiveness of the training program is influenced by many factors and training efforts must be supplemented by significant and visible support from the organizations to obtain the desired performance improvements. The research also highlights the forces that drive the program evaluation to be undertaken and the factors that influence the success or failure of evaluation process in the context of the role of program evaluation in the Sarawak Public sector.

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CHAPTER 1

INTRODUCTION

Introduction

The growing demand for evaluation worldwide

Citizens everywhere are insisting on greater transparency, accountability and good governance. This creates the demand for evaluation worldwide. The context of this growing demand is shaped by three imperatives: global economic development, sustainability and public accountability. The industrialized and developing societies have developed in interconnection with one another and as a result of globalization they are more closely related than ever before (Giddens, 2006:62). Giddens further suggests that globalization is forcing people to constantly respond and adjust to the changing environment. The current situation imposes on each country the complex responsibility of tracking and monitoring changes, both global and local with utmost alertness and developing capacities that can help respond to these changes with equal promptness. It is interesting to note that the Asia-Pacific region is at the forefront of globalization-with some of the world's fastest rates of growth in international trade. According to the Asia Pacific Human Development Report[1]

> the countries of the Asia-Pacific region are renowned for the speed at which they have developed economically (during the period 1990-2003, GDP grew

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[1]Asia-Pacific Human Development Report is produced by the United Nation Development program(UNDP).An Instrument for Measuring Human Progress and Triggering Action for Change Promoting regional partnerships for influencing change, and addressing region-specific human development approaches to human rights, poverty, education, economic reform, HIV/AIDS, and globalization.

> annually on average by more than 7 percent) and now they find themselves at a different frontier, trying to combine accelerated trade driven economic growth with equally rapid poverty reduction and broadly, human development.(Asia-Pacific Human Development Report, 2006:11)

The same report suggests that this phenomenon poses more complex and difficult situations and requires these countries to find out their way to address those issues. However, it has been shown that the world today has more opportunities for people than ever before. The Human Development Report also noted the following:

> 'On average, people born in a developing country today can anticipate being wealthier, healthier and better educated than their parents' generation. They are also more likely to live in a multiparty democracy and less likely to be affected by conflict. In a little more than a decade average life expectancy in developing countries has increased by two years. Increased life expectancy and falling child death rate. 1.2 billion people have gained access to clean water over the past decades. Advances in education have been equally impressive, with the literacy levels in developing countries have increased from 70 % to 76 % and the gender gap is narrowing. Extreme poverty fell from 28% in 1990 to 21% today, a reduction in absolute numbers of about 130 million people. Economic growth is one of the obvious requirements for accelerated income poverty reduction and sustained human development.' (Human Development Report, 2005:19)

As for Malaysia, the economy grew at 6 percent per year on average, over the period 1970-2005. Malaysia is also considered as one of the best performers in terms of poverty reduction where the proportion had dropped by 17 percent by 1990 to 5 percent by 2002 (UNDP Malaysia as cited in Asia-Pacific Human Development Report 2006:39).

The world as a whole is definitely more prosperous and a better place to live now than ever before, despite the large minority in poverty. The globalization process is the essential context for evaluation. As has been explained above, with the promise of gains, globalization has also increased uncertainties in relation to the changing economy, the social as well as the natural environment, making imperative the need for continuous monitoring and assessment of emerging situations.

Post implementation sustainability of development projects and weak sustainability management of invested resources present another important context of evaluation. In the Asian countries, Khan (1999: 10) argued that the monitoring and evaluation of completed projects will greatly enhance the sustainability of those projects. It is evident that despite the phenomenal progress made during the last two or three decades, these benefits of globalization have not spread evenly. As noted by Khan:

> In their quest for rapid economic development in many developing countries have also been bringing about, perhaps inadvertently, the most wanton destruction to their natural environment. These disappointing trends which are concurrent to some of the more positive outcomes of globalization are not only compromising the gains made so far, but even threatening their sustainability, which indeed indicate that serious efforts are needed to review constantly its dynamics. The concomitant changes, both positive as well as negative need to be analyzed constantly and timely and appropriate feedback given (Khan 1999:10).

On this basis, the continuous monitoring and evaluation of the programs and projects are vital to ensure the effective and prudent use of available resources and maximization of return on the invested ones.

In the context of public accountability and good governance, evaluation is a mechanism and a tool for providing accountability for the use of resources as well as private and public sector funding. 'Government must be accountable for results.' 'Government must do more with less'. The 'bottom line' for government is that such statements, voiced repeatedly by policy makers, citizens, and the media, are deceptive in their simplicity. Nowadays two major issues run through the public sector, an effort to reduce public spending, and an effort to deal with the crisis in the legitimacy of administrations (Pitarelli & Monnier 2000:3). Over the past fifteen years, the public sector has been influenced by a reform trend and profound changes in the nature of public administration. The 'old' form of public administration has been characterized by its 'bureaucratic nature with its tendencies to unilateral and imposed definitions of public needs, organizational rigidity and unresponsiveness, centralized decision-making and concentrations of professional power'.These changes have proceeded in different ways in different countries. The New Public Management (NPM) is constituted not by a single practice but by a variety of overlapping elements which are either programmatic or technological (Power, 1999:10). Broadly speaking, the NPM consist of ideas borrowed from the conceptual framework of private sector management practice. According to Power, the NPM:

> ... emphasizes cost control, financial transparency, the automization of sub-units, the decentralization of management, the creation of market and quasi-market mechanisms separating purchasing and providing functions and their linkage via contracts, and the enhancement of accountability to customers for the quality of service via the creation of performance indicators (Power 1999:43)

Similarly, Pitarelli and Monnier (2000:3) cited Cheung (1997) state that the major characteristics of new public management are a focus on service quality, introduction of measures and indicators of performance, integration of competitive principles, and efficiency in the use of resources. There seems to be enough commonality between the 'features' of the New Public Management though it can be found under various titles in countries such as United Kingdom, France, Australia, Austria, Denmark, Portugal, Belgium, Brazil, Finland, Germany, Italy, Jamaica, Malaysia, Japan, Mexico, the Netherlands, New Zealand, Norway, Singapore, Sweden, Switzerland, Turkey and Zambia (Hague 2001:65). As part of the movement of the NPM, there has been an increasing demand for the use of evaluation as a means of providing evidence to respond to public accountability on the performance of public service and its programs.

To summarize, in response to the concerns with the impact of globalization, the changing global economy, the lingering issues on sustainability, concerns with good governance and efficient use of public resources, transparency and accountability are generating ever-increasing demand for efficient and effective evaluation of public sector programs and policies.

The importance of program evaluation in Malaysia

Program evaluation is a growing endeavor in many countries and in many supranational organizations-notably the World Bank and the European community according to Schwartz (2000: 2). Schwartz further suggested that this growth can be attributed to regulations that require government agencies and grant recipients to evaluate their programs. Chelimsky & Shadish (1997) indicated that evaluation is becoming international in the sense of being at the same time more indigenous, more global and more transnational (cited in Picciotto 2003: 7). There has also been a remarkable and accelerating growth in the number of evaluation associations and networks around the world both in developed countries such as the United Kingdom, United States, Australia and in many other European countries as well as in developing countries (Love & Russon 2000:2). The level of interest was reflected in the recent United Kingdom Evaluation Society and the European Evaluation Society International Conference 2006, where more than 600 participants from fifty countries attended the three-day conference in the Queen Elizabeth II Conference Centre in London, United Kingdom. The conference, in which 300 papers were delivered, highlighted the significance of the evaluation enterprise with regard to the role of evaluation in the public sector, evaluation's relationship with the professions, policy sectors and discipline, international evaluation and evaluation in developing countries, evaluating institutions, programs and systems. The future role of evaluation was also highlighted.

Khan (1999:12) noted the establishment of separate evaluation units in most developing countries, especially in Asia. He further suggests that due to improved evaluation, project performance from some of these countries has also improved. For example, in the Malaysian context, evaluation at the macro-level has been an integral part of the development planning process and the development of evaluation internationally is helping to further enhance the systematic use of evaluation in the public sector (Putit 2004). Quality evaluation in the form of credible and just-in time evaluation information is pertinent to decision making and policy formulation. The evaluation initiatives at the micro level go well beyond the assessment or measurement of inputs (program completion, disbursement inter alia), in order to capture program results, that is, outputs, outcomes and impact. As such, there is pressure from authorities at the highest level and a demand for a variety of positive, innovative methods and approaches to evaluation in Malaysia.

In the statement made by Malaysian Prime Minister for the Ninth Malaysia Plan (2006-2010) which was launch in March, 2006, he declared:

> The nation is now at the mid-point of its journey towards becoming a developed country by 2020. Experience has shown us that the climb ahead is challenging and is set to become even more perilous and demanding. During the next 15-year phase to 2020, Malaysia will need to deal with great changes in the global environment, while improving and upgrading the country's domestic conditions. It is for this purpose that the Government presents the National Mission, a policy and implementation framework that outlines the country's priorities for the next 15 years, along with the Ninth Malaysia Plan.
>
> The National Mission underscores the need to pursue programs that enhance the nation's capability to compete globally, to strengthen national unity and to bring about a better distribution of income and wealth and higher quality of life among the people.
>
> The Ninth Malaysia Plan will chart the nation's development agenda for the first 5 years of the National Mission, aiming to translate its thrusts into programs and results. In line with this, the Ninth Plan sets out to achieve a stronger and more value-added economy, while giving substantial focus to socio-economic issues and uplifting the quality of life for all.
>
> The quality of life of the people will continue to receive the utmost attention. At the same time, we must manage our resources wisely and sustainably, to ensure that we safeguard the interests of the nation and that of future generations. *We will give particular attention to improving the implementation, coordination, monitoring and evaluation mechanism to ensure that the programs are effective in attaining the targets that have been set*. Initiatives will also be introduced to further increase transparency as well as reduce wastage. Towards improving the public service delivery system, the Government will continue to reduce bureaucratic red tape and improve the services of front line agencies….
>
> For us to achieve the objectives of the Ninth Plan and the National Mission, all parties in the country, the public sector, private sector, civil society and the

> people must take ownership of the process and must fulfill their respective duties. (Dato' Seri Abdullah Badawi, Prime Minister, Malaysia in the Ninth Malaysia Plan, 2006:vi)

The Ninth Malaysia Plan (2006:17-18) also included many clear references to the significance of monitoring, reviewing and evaluating past programs for effectiveness, impact and formulating future policy. It also stated that more performance-based elements will be incorporated into areas such as R&D grants, entrepreneur development programs, poverty eradication programs and all public sector programs.

The demand for evaluation in Malaysia is thus increasing in order to meet the Government's objectives. In this respect, evaluation is not just a rational instrument of management, it is an integral part of the public sector repertoire and is central to the entire administrative and policy-making processes. Evaluation is increasingly taken as a public good, as an activity aimed at development, sustainability, and betterment. It has a history, politics, epistemology and rhetoric which involve a variety of stakeholders and beneficiaries. In essence, it maps the 'way forward' for the development of evaluation in Malaysia. This study examines the strategic role of program evaluation with an emphasis on understanding the forces that drive the process of the evaluation and the factors that influence the evaluation implementation. It examines the relationship and the interplay of these factors in the context of the Sarawak Public Sector. The evaluation of the management development program for the Sarawak Government employees was chosen as a case study in order to develop a better understanding of the evaluation process and the relevant setting required for this study. Besides, the program which is considered as a core program for the development of the Sarawak senior executives has been highly recommended by the researcher's sponsors to be evaluated to determine its effectiveness and its impact on the Sarawak Public Sector organizations as a whole.

Evaluation of Management Training

Program evaluation process is increasingly recognized to lend rigor and credibility to performance improvement interventions. The fact that outcomes will be inspected (evaluated, measured, monitored, or assessed) heightens the attention that all stakeholders including the participants, managers and others give to carrying out their roles in the performance improvement interventions Broad (2005:114). This is especially true today when more and more organizations are demanding accountability at all levels. As cited in Blanchard and Thacker 1999:225 managers are increasingly demanding of training to provide evidence of the value of the training to the organization (cited in Blanchard and Thacker 1999:225).

Although it is generally agreed that training evaluation is an integral part of the training system, unfortunately, it is not universally practiced in the training fraternity (Foxon & Lybrand 1989:89). Certainly, for decades, the evaluation of training has grown into a very important element of the activities of training and development due to the need for improved workforce resources and performance. The ultimate goal is, for the organization is to remain competitive and to thrive successfully in the ever-changing global economy.

Research on the evaluation of training highlights the scale of the problem. Frances and Bee (1994) cited the British Survey on training and estimated that only 12 percent of organizations surveyed tried to evaluate the benefits of training and only 25 percent attempted a cost/benefit analysis (in Sharp 2003:6). Recent research cited by Brings (2003:21) also shows that more than one-third of the members of the American Society of Training and Development responding to a survey reported that evaluation was the most difficult aspect of their jobs. Unfortunately, because of the perceived difficulties and the inability to identify outcomes as a result of training, post training evaluations and follow-up are often ignored. The same article also cited another study conducted by the American Society of Training and Development (ASTD), during a Benchmarking Forum during 1997, which found that 93 percent of training courses are evaluated at Level 1(Reaction Level), 52 percent of courses are evaluated at Level 2(Learning), 31 percent of courses are evaluated at level 3 (Behaviour) and only 28 percent of courses are evaluated at Level 4(Result). These levels are consistent with the Kirpatrick hierarchy, which will be discussed later in chapter 2.

Caccioppe (1998:335) noted that little research has been done to establish how much learning from classroom training and development programs has been transferred back to the workplace. This analysis is supported by Goodge (1998:86) who stated that senior managers often asked what changes have been made after training and in many cases there is nothing evident that can be labelled as 'the value of training'. According to an estimate by Taylor (1997:3), North American industries spend over one hundred billion dollars on training and development, but not more than 10 percent of these expenditures actually result in transfer of knowledge to the job. If the participants do not apply what they have learned during training at the workplace, the investment on training is a total waste of time, resources and money. This is the 'Worst Case' scenario that the researcher intend to investigate in her reasearch in which she attempt to discover whether the training of the management program has been effective in terms of the transfer of learning to the workplace and whether that has an impact on organizational performance.

The research agenda

Context

To summarize the above, evaluation is increasingly assumed by evaluators to be a public good, as an activity aimed at development and betterment. It is also an activity that is considered central to the development of a program and improvement of public sector organization as a whole. However, in the training fraternity, evaluation is considered a tool to identify and determine what constitutes the transfer of learning to the workplace (Level 3). Evaluation of employees' and organizational performance as a result of training (Level 4), is still not widely practiced.

Sarawak, which is one of the thirteen states in Malaysia, is also experiencing the wave of change as a result of globalization. In line with the national government mission, to achieve a stronger and more value-added economy while giving substantial focus to socio-economic issues and uplifting the quality of life for all, the Sarawak state government has accelerated its efforts to adopt better tools, enhance and develop new initiatives in order to manage resources wisely and sustainably. These initiatives include, to enhance transparency and accountability, to enhance change towards integrity and good governance, to enhance project planning, implementation, monitoring and evaluation system and to review current approaches and programs.

The Sarawak Public Sector is ideal for this research for examining the issues of globalization, sustainability and accountability. The exploration of the strategic role of evaluation as part of the mechanism to address those issues and the factors (social action, political, historical and cultural) that influence the evaluation enterprise will provide a valuable insight and understanding of evaluation in the context of a developing country. This research will attempt to answer the 'what', 'why' and 'how to' questions and examines the relationship and interplay of these factors in the context of the Sarawak Public Sector. The research on the evaluation in the context of Sarawak Public Sector is also timely as the State Government endeavors to strengthen its evaluation capacity. The choice of the evaluation of the management development program as a case study is very relevant as it not only meets the request of my sponsors but it will also develop a better understanding of the role of evaluation of training program in the public sector as a whole and help to fill a gap in the research literature. In this respect, this research will attempt to bridge the gap between the existing body of knowledge relating to the subject matter. The empirical finding from the current research will provide the supporting evidence which will possibly enhance or develop a better understanding of the evaluation enterprise within the Public sector context. To the best of my knowledge and belief this is the first time this particular research has been undertaken in Sarawak/ Malaysia.

As part of the Sarawak State Government effort to strengthen its evaluation capacity, the Sarawak Public Sector has devised strategies to alleviate the problem particularly on the area concerning the performance improvement of the individual and organization as a result of a training program.

As stated by Sarawak State Secretary in his maiden speech 2005:

> 'Evaluation of training and development is an uphill task in the State Service as it requires the commitment and the responsibilities of all stakeholders participants, supervisors, and heads of department, sponsors and the training

> provider. To date we have yet to systematically evaluate the total effectiveness of all training done. We have been successful to evaluate training at the reaction level and at times on the learning level. However, the evaluation of training at the behavioural and results levels needs greater commitment from the supervisors and heads of department. They are the ones who have direct access to the ROI or Realised Observable Improvement of the impact of training on the participants at their workplace. In an effort to measure the ROI of training on the participants, we will do a pilot evaluation at the behavioural and results levels on selected training to develop an effective instrument for this purpose.'2 (Datuk Amar Hj. Abdul Aziz, Sarawak State Secretary, 2005:9)

Various stakeholders and beneficiaries in the Sarawak Public Sector have also shown their anxieties and concerns about the real impacts of training programs and the actual return on investment of those programs. It was based on this need that the researcher was awarded a scholarship by the Sarawak State Government to undertake the research on the significance of evaluation enterprise with an emphasis on its role in the effectiveness of training programs.

Research Purpose and Question

Against this general background and the specific condition of the state service in Sarawak, the purpose of this research can be defined in dual terms: it relates to two different levels.

Firstly, this research aims to evaluate the effectiveness of a Management Development Program according to the criteria concerning the transfer of learning and behavioral change (Level 3), the impact of the training on the individual and the organization (Level 4). It also attempts to discover the critical factors that facilitate or inhibit the transfer of learning. This concept of levels will be elaborated in the section

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2 The maiden speech by the Sarawak State Secretary, Datuk Amar Hj. Abdul Aziz bin Dato Hj. Husain was delivered on 23rd February,2005 at the State Library Auditorium to all the Heads Department and senior executives of the Sarawak Civil Service

on Kirkpatrick Model in chapter 2. Hence, it attempts to answer the following research questions:

To what extent have transfers of learning and behavioral changes taken place?
What constitutes the successful transfer of learning to the workplace?
What facilitates or inhibits the transfer of learning?
To what extent has the process improved employee and organizational performance?

Secondly, it also aims to develop a better understanding on the role of evaluation in the Public Sector Organization.

The exploration within the context of the case study will enable the researcher to capture the evaluation forces (social action, political, historical, and cultural) that shape an evaluation process and the knowledge claims that result. These forces can restrict evaluation or enable it to provide a critical examination meant to be part of a useful discussion. By scrutinizing the premises for, the implementation of, and the impact of public sector program evaluations from a critical perspective, the researcher should gain a more thorough understanding of the various interaction process of which evaluation is a part. On this basis, the researcher is able to provide a critical assessment of the role of the evaluation as a means of organizational learning as well as a technique for providing the evidence required for decision making, development and planning of programs themselves. This study also attempts to address the following research questions relating to the role of evaluation in the Public Sector Organization.

What are the forces that drive the program evaluation to be conducted?
What are the factors that determine the degree of success or failure of evaluation implementation?

Intended contributions of the research

The intention of this research is to contribute to the enrichment of knowledge and an insight into i) the role of program evaluation in the Public Sector Organization and ii) the factors contributing effective human resource training. The results are addressed to both the academic community and the policy/practitioner community.

Implications of the research for theoretical understanding and development.

The main theoretical aim is to understand the conceptual foundation of the phenomenon of program evaluation. The extensive literature which will be reviewed will provide the foundation for an understanding of the evaluation enterprise and the conceptual and the contextual elements surrounding it. The investigation of the relationship and interaction between evaluation roles and evaluation forces (social action, political, historical, cultural) will establish parameters for empirical investigation, evidence-based knowledge of the institutional development of program evaluation in the public sector.

The analysis of the case study, which is undertaken in Sarawak, Malaysia, intends to provide insights into the phenomenon of program evaluation in a number of ways. Against the unique setting of the Malaysian workforce and multicultural population, it will provide access to how the human actors which are centrally located and behave in evaluation situations within the public sector organizations. The approach is influenced by Walsham (1995:74), who argues that interpretation of case studies contribute to the understandings in four ways: through the development of concepts, the generation of theory, the drawing of specific implications, and the contribution of rich insight in the subject matter.

The factors underlying an effective training program acquired through the empirical findings and exploration of the previous research will further enhance and establish a deeper understanding of the subject matter.

Implications of the research for training providers, evaluators and managers.

For the community of managers, decision makers, training providers and program developers, a number of practical contributions can be offered. In general, managers will find evidence of the impact of strategies for evaluation and evaluators will find evidence of success and failure in the transfer of learning, which is an essential aim of training. The understanding of the pragmatic aspects of program evaluation in its organizational context, for all managers, should become part of the social organizational infrastructure, which is the foundation of a successful organization. Realistic roles and expectations of evaluation for the management of program development will become clearer.

Structure of the thesis

This thesis is organized into six chapters. Chapter 2 presents an overview of the literature on the strategic role of evaluation in the public sector and the effectiveness of training programs. It will elucidate the contributing factors relating to the effectiveness of a training program as well as the factors influencing the evaluation enterprise generally.

Chapter 3 will be devoted to describing the institutional context of the case study. This chapter will highlight the rationale for undertaking the case study, the back ground of the organization and current practice of evaluation in Sarawak Public Sector. This chapter will also describe the program to be evaluated.

Chapter 4 will describe the research methodology. It discusses a number of research paradigms and theoretical streams in program evaluation research. It will also expound on the issues related to the research design and the rationale for adopting the case study approach, the sampling and the data collection procedures.

Chapter 5 will present the empirical data and analysis of the case study findings.
Building on from the analytical exploration of the theoretical and conceptual framework described in chapter 2 and relating it to the analysis of the case study findings in chapter 5 will lead to a new understanding of the issues and learning on program evaluation and effectiveness of training program which will be discussed and summarized in chapter 6. In addition, some recommendations and further research will be presented. The appendices will provide additional information and will be presented according to the sequence of the individual chapters.

CHAPTER 2

EVALUATION: THEORY AND PRACTICE.

Introduction

This chapter considers a range of views on program evaluation and research on evaluation issues in general that appear in the current literature. This review adopts a framework introduced at the beginning of the chapter, which focuses on three main types of research literature. Following a brief discussion of the definition, the chapter has three main sections. The first section is the literature exploring and interpreting the strategic role of program evaluation and the issues surrounding the evaluation enterprise in the Public Sector. The second section is on the evaluation of training programs with emphasis on the utilization of Kirkpatrick Model. Finally, the third source of literature focuses on understanding the factors, which determine effective training and how these factors influence the transfer of learning and performance improvement. The contextual factors that determine the success or the failures of program evaluations have been well researched and documented based on the myriad of contributions in articles, journals and books. The researcher has reviewed a wide range of journals, articles and books from both academic researchers and practioners in program evaluation. The researcher intention was to identify trends in the development of program evaluation and ultimately extract and condense the relevant material needed for this study. Finally, based on the literature reviewed, a conceptual framework for the evaluation of the MDP program is proposed for this study.

Evaluation: Towards the Definition and Concept.

The literature reveals a broad range of definitions and considerable variety in the different perspectives which use the term 'evaluation'. Most authors define 'evaluation' according to the context of the field discussed while some debate the use of term itself and related concepts of 'assessment', 'validation', 'evaluation' and 'research'.

A commonsense definition of evaluation is that it refers to:

> "The action of appraising or valuing (goods, etc); a calculation or statement of value. The action of evaluating or determining the value of (a mathematical expression or physical quantity, etc) (Oxford English Dictionary 2004:495)

In this respect, evaluation is considered as the activity of finding out or forming an idea of the amount or value of something.

The UK Manpower Services Commission published a 'Glossary of Training Terms' which defined evaluation as the assessment of the total value of a training system, training course or program in social as well as financial terms. It also stated that evaluation differs from validation in that it attempts to measure the overall cost-benefit of the course or program and not just the achievement of its laid down objectives (1981:20). The term is also used in the general judgemental sense of the continuous monitoring of a program or of the training function as a whole. 'Validation' is about a narrower conception of value. The Manpower Service Commission definitions of validations distinguish between internal and external forms of validation:

> Internal validation: A series of tests and assessments designed to ascertain whether a training program has achieved the behavioural objectives specified.
> External validation: A series of test and assessments designed to ascertain whether the behavioural objectives of an internally valid training program were realistically based on an accurate initial identification of training needs in relation to the criteria of effectiveness adopted by the organization. (Manpower Services Commission, 1981:66)

The above definition of evaluation as a calculation of overall costs and benefits is supported by Rae (1985) cited by Foxon (1989:1). Rae regards evaluation as an assessment of the practical results of the training in the work environment, which includes the validation of the training and training method. Foxon also highlighted what she sees as the confusion in some authors between the use of term 'evaluation' and 'validation'. She noted that most American writers do not see validation as separate from evaluation while there are still 'British writers who appear to draw the distinction'(Foxon 1989:1). On the basis of the above definition and the researchers understanding on the subject, there is no apparent distinction between 'validation' and 'evaluation' as both terms indicate the assessment of the program effectiveness.

Another source of difficulty is the way that evaluation is also sometimes used synonymously with research, as noted by Foxon (1989:1), Russ-Eft and Preskill (2001:7). They note that many organizations and authors use the terminology of evaluation and research interchangeably, and sometimes rather confusingly. For example, Foxon notes that some writers fail to make the distinction:

> [W]hile evaluation and research may appear at first sight to be similar, there are clear differences. Control groups, experimental designs, and total objectivity characterise research projects. Unlike research, it is the context of the evaluation, which defines the problem, and the evaluator's task is to test generalisations rather than hypotheses. The evaluator may not be able to avoid making value judgements at every stage whereas the researcher must avoid any subjectivity. (Foxon 1989:1)

In their discussion of the same theme, Russ-Aft & Preskill (2001) tabulate the relationship between evaluation and research in an attempt to highlight some of the differences between the two terms. As illustrated in Appendix 2.1, though 'evaluation and 'research' employ the same data collection and analysis methods, they differ significantly in at least in three different ways. These includes, evaluation and research are often initiated for different purposes, they respond to different kinds of audience and needs, they communicate and report their findings in different ways and to different groups. For example, they indicate that the purpose for evaluation is to provide information for learning and decision-making whereas the purpose for research is to develop new knowledge, seeks new laws, new theories and conclusions. Although it is important to understand the differences between 'evaluation' and research, I believe it is more important for those engage in conducting 'evaluation' and research to ensure that the quality and the credibility of the data and methods employed in either 'evaluation' or 'research' can be use for learning, decision-making and practice.

The literature review will show that there are variable definitions of the role of program evaluation in public sector organizations. However, there is agreement that program evaluation is a vital organizational function, strongly related to other management activities and decision-making processes. The later discussion will provide some insights into how the evaluation information can be utilised to improve individual and organizational performance.

In this research, the terms 'evaluation' and 'assessment' will be used synonymously. However, 'evaluation' is used more often to describe an activity to improve program effectiveness and facilitate decision-making. It involves a systematic process, which includes the collection, gathering, analysis and interpretation of data and it is an integral part of training. In the wider context, program evaluation in the public sector is considered as an activity which provides feedback to organizational policy-making and decision-making process. It serves as a tool to address the concerns of good governance, public sector reforms and issues of sustainability. For the purpose of this research, the Kirkpatrick-Four-Level Framework or Model for training will be utilised to undertake the case study of evaluation of the MDP training for the Sarawak government employees in the Sarawak Public Sector. Kirkpatrick's model of training evaluation is considered as a means of measuring increases in knowledge and skills, transfer of the learning to the workplace, and determining the organizational consequences as a result of training.

The next section will focus on exploring and understanding the strategic role of program evaluation and the issues surrounding the evaluation process in the Public Sector.

Strategic Role of Program Evaluation in the Public Sector

As mentioned in the previous chapter, concerns regarding the impacts of globalization, the changing global economy, and issues of sustainability, linked with concerns for good governance and efficient use of public resources, stimulates the demand for effective evaluation of social and economic policies, and of public sector programs. Hence, evaluation has become an integral part of the government decision-making and policy-making. There is evidence of the development of evaluation in many countries especially those influenced most strongly by the North American and European Models of public management in a competitive context. This section will describe and discuss some of the evidence and examples of the strategic role of evaluation as experienced by countries such as Australia, Canada, the United Kingdom and in some developing countries.

In Canada for instance, the Canadian Government had made changes in the government decision-making process over the last three decades as noted by Aucoin (2005:1). This change is in the use of evidence for the program expenditure performance assessment or for judging effectiveness in government decision-making. He indicated that the demand for evaluation was due to pressures of modern governance and the public sector reform agenda which includes greater transparency and accountability linked to increased globalization and inter-governmental relations, stakeholders have higher expectations regarding engagement and consultation, and show increased demand for quality services and value for money. Aucoin further noted that this is now enshrined in policy:

> The link of program evaluation to results-based management is clearly stated in the 2001 policy. The policy requires that evaluations provide "evidence-based information" on "the performance of government policies, programs and initiatives". It makes "achieving...results" the "primary responsibility of public service managers." Evaluation is to be "an important tool in helping managers to manage for results". Public service managers are "expected to define anticipated results...[and] be accountable for their performance to higher management, to ministers, to Parliament and to Canadians." (Aucoin, 2005:7)

Similarly, in the Australian Public Sector, serious efforts have been made to incorporate evidence from program effectiveness into government decision-making. Early (1999:49) noted that Australia had a well-developed system of policy evaluation which is linked to the budget process and embedded in the policy development. He explains how the formal evaluation strategy was introduced during the 1987 and 1988 Australian public sector reforms. The strategy includes a number of elements such that each program policy has been evaluated every three to five years, and each year the evaluation plan is submitted to the Department of Finance. Each new policy proposal must include a proposal for future evaluation of the initiative and the evaluation results are normally published. A separate evaluation unit was established in the Department of Finance and evaluations was increasingly used and demanded by Ministers in making budget decision in the 1990s as noted by Early (1999:50).

Similar trends in the development of evaluation as a movement in evidence-based policy making are evidence in the United Kingdom (Burton 2006:175). He cited Stern (2003) who indicates that the latest program of modernization in the UK government involves a number of public service reforms and the Cabinet Office 1999 White Paper 'Modernizing Government' sets out five commitments in its distinctive reform programs. However, Burton noted that the most important was the commitment to improve the process of policy making in order to focus more on the delivery outcomes of the programs and to be grounded on good quality evidence.

A series of publications by the UK government since 1997 have stressed the importance of sound evidence, proper evaluation and good analysis at the heart of policy making. Besides the document 'Modernizing Government White Paper 1999' mentioned earlier, other documents include the Profesional policy-making in the 21st century, Cabinet Office 1999 and Better policy-making, Cabinet Office 2001 (UK government, Policy Hub 2007:1).

In the context of developing countries, Khan (1999) suggests that evaluation should be taken seriously and be treated as an important tool to ensure good governance, better public sector services, cost-effectiveness and best use of existing resources, monitoring and tracking changes in the patterns of economy due to globalization. Khan (1999:11-12). In an earlier statement Khan (1989) indicates that the most radical of all the evaluation capacity building initiatives came from India. He further noted that the initiative was inspired by the post-colonial idealism and the political leadership. The Program Evaluation Organization in the Planning Commission of India was created as early as 1950. Khan also noted that the establishment of a fairly permanent institutions of monitoring and evaluation institutions in countries such as

Malaysia, Indonesia, the Philippines, Sri Lanka, Nepal, Thailand, China, Bangladesh and South Korea.

In short, there is compelling evidences from the various countries that evaluation has become an integral part of policy-making process, decision-making, public sector reforms and the development of programs and projects. The movement has been growing, especially since about 1990. At the same time, it is integrated in accountability movements and institutionalised system of good governance.

Factors Influencing Program Evaluation Implementation

A number of factors have been known to influence the implementation of program evaluation. Among those factors, include the human factors such as the political will and influence, organizational culture, stakeholders' participations and evaluators' competency. These factors are considered central to the evaluation process. Other factors such as governance environment, evaluation capacity, sufficient funding, and demonstrated benefit of evaluation are also pertinent to the development of program evaluation. However, this section will focus on the human factors which contribute to the success and failure of the evaluation implementation.

Synthesized below are the conceptual and the empirical findings relating the human factors such as evaluators' competency, stakeholder's participation, the political will and influence, organizational culture, and history.

Role of evaluators

Evaluators are those who evaluate or assess programs or projects. Internal evaluators are those employees or staff members who have the responsibility for evaluating programs or problems of direct relevance to the organization while external evaluators consist of external consultants or academic researchers who undertake evaluation for the organizations (Love 1991:2). External evaluators come from universities, consulting firms and research organizations. Patton noted that the characteristics of external evaluators is that they have no long-term, ongoing position within the program or organization being evaluated (1997:138)

The evaluator's role is salient and critical in ensuring the success of the evaluation endeavour and making it a flourishing enterprise. This fact is well researched and documented. For example, Patton suggests the evaluators' roles are multiple and situational (1997:127). Patton reasoned it due to the fact that every evaluation situation is unique and a successful evaluation (one that is useful, practical, ethical and accurate) emerges from the special characteristics and conditions of a particular situation-a mixture of people, politics, history, context, resources, constraints, values, needs, interest and chance. His statement is supported by Russ Eft and Preskill (2001:418) who noted that the evaluators need to determine the appropriate role depending on the topic and context of the evaluation. Patton (1997:127-131) offers examples of situations that pose special challenges to the evaluators' role (Appendix 2.2) and optional evaluators' roles. (Appendix 2.3). These examples elaborate the multiple roles of the evaluators and the kind of strategic thinking involved in making role decisions depending on the situation of the evaluation. As presented in appendix 2.2, for instance, in a highly controversial evaluation situation, the evaluator requires a conflict resolution skill to facilitate the different points of view of the stakeholders. However, in an international evaluation or an evaluation which has a cross-cultural setting, the evaluator requires a cross-cultural skill in understanding and incorporating different perspectives. Appendix 2.3 presented the optional roles of the evaluators, it illustrate the range of dimensions to consider in defining the evaluators roles and relationships to the users of the evaluations. For example, in an evaluation where the primary users are academics or policy specialist, the evaluator acts as a researcher. However, in an evaluation where the primary users are the administrators, program executives and program staff, the evaluator act as a consultant for program improvement.

There is also a consistent view that evaluators will need to operate at a much higher level of capacity than most currently do. For instance, today, evaluators are expected to deliver a high quality product technically and in light of the needs of multiple users.

(Fetterman, 2001:382). A case study undertaken by Marabito (2002:324), reveals that evaluators' roles as educator, consultant, facilitator and counsellor. The case study involves a workgroup consisting of school administrators and staff who are part of an outcomes evaluation for a school that provides instruction to the physically and medically disabled children from kindergarten through 12th grade. He observed that, the evaluators managed the discussion dynamics of the group, encouraged group learning and essentially advocated that the evaluation process forms the basis for programmatic change.

However, politicians and the public have heightened expectations about receiving meaningful performance data. They sometimes underestimate the challenges of measuring outcomes of program activities on program targets. Thus, in order to undertake program evaluation successfully, there will be an increasing need for evaluators to educate politicians, project officials, program managers, and the public about what cannot be known (Newcomer, 2001:340).

Many authors also identify the skills needed by evaluators. As indicated earlier, evaluators display different roles depending on the situation of the evaluation. These skills include:

Strategies for coping with the information revolution (Love 2001:3); that is, assisting governments with electronic delivery of information and services; learning to use new technologies for real-time data collection and analysis; and moving beyond simply collecting and storing data to performing analyses and making reports accessible and useful for intelligent and timely decisions. To promote organizational learning, evaluators need skills in collaboration and facilitation, interpersonal communication, team development, group process, consulting, organizational behaviour and change (Torres & Preskill 2001:6). They need a strategic outlook to engage with, cope with and capitalise on the political side of evaluation (Leviton 2003:533)

Leviton cites Paul Hill, as a 'model' evaluation practitioner whose evaluation work mandated by the U.S congress in the late 1970s led to a "great many specific changes in the amendments to the federal education law". He noted some of the principles employed by Hill:

He was expert in the ways of Congress, having been on the Congressional staff. Hill had the substantive education policy expertise as well. The study he conducted provided, not a stand-alone data collection effort, but a body of evidence, the study was a collection of syntheses, pre-existing material, and some new, highly targeted primary data collection.

The evaluation questions already had been sharply framed by years of Congressional debate on the relevant issues.
Some debates had long ago turned into hardened positions. Hill sought findings in areas where there was still room for cross-party negotiation.
Congressional stakeholders were heavily consulted in planning the study, during the course of the study, and in interpretation. Hill therefore understood the mental models of his stakeholders and was effective in translating findings into action, most notably when his team provided the legislative language needed for the amendments. (Leviton, 2003:533)

Though this is not a generalizable model, however it does demonstrate in a real life situation, the evaluators' roles are critical in ensuring that the evaluation outcomes are able to create impact on the policy-making and decision-making process.
As mentioned earlier, there is a need for the evaluators to engage and build a trusting relationship with other stakeholders such as the program owners, program participants and the program resource persons. This is demonstrated in a study by Taut and Alkin (2001:224) to investigate program staff perspectives on barriers to evaluation implementation. They reported that the program staff inductively emphasized human factors as barriers to evaluation implementation. As reported in the study, the staff highlighted the level of social competence of the evaluators, particularly their lack of trust and relationship building competency as barriers to evaluation. This finding is supported by utilization evaluation literature documented by Patton (1997:34)

reflecting experiences accumulated in other settings. Patton summarized his experiences with barriers to evaluation as follows:

Many of the problems encountered by evaluators, much of the resistance to evaluation, and many failures of use occur because of misunderstandings and communication problems. (Patton, 1997:34)

This acknowledgment and emphasis of the need for increased evaluator expertise and versatility poses a greater challenge for researchers and evaluators alike in ensuring the success of evaluation projects, an issue which will be taken up in the discussion in Chapter six.

The politics of evaluation

Commentators and researchers on program evaluation, across a wide range of countries, sectors and types of organizations especially in the public sector that have been reviewed recognize that evaluation operates within political constraints. For instance, Pawson and Tilley who advocate the 'Realistic evaluation" stated that "*the very act of engaging in evaluation constitutes a political arena*" (2000:11).

'Realistic evaluation' propagates the idea that that programs deals with real problems, and its primary intention is to inform realistic developments in policy-making that benefit program participants and the public. With passion and persuasion, the scientific evaluation requires a careful blend of theory, method, quality and quantity, ambition and realism. (Pawson and Tilley, 2000)

Writing from a similar perspective, Patton stated that, failing to recognize that an issue involves power and politics reduces an evaluator's strategic options and increases the likelihood that the evaluator will be used unwittingly as some stakeholder's political puppet. (1997:345)

Some researchers go further by suggesting that evaluation itself is socially, politically articulated and an inherently political activity (Taylor and Balloch 2005:1). This statement is further supported by Balloch (2005:170) whose empirical finding on an evaluation of partnerships between stakeholders in a project to combat 'winter pressures' reveals that the evaluators encountered problems related to the retrospective nature of the study; the shifting political context; the lack of clarity in the evaluation aims and objectives; the inadequacy of the information collected; a top-down approach to the initiative (ruling out the use of a participatory approach) and opposition to the evaluators due to political pressures. Factors relating to shifting of policy context and the lack of commonly agreed objectives were also reported in the study on the evaluation of interagency working in health and social care undertaken by Leathard (2005:148).

As clearly indicated in the studies above, political constraints and factors pose a major challenge in the evaluation arena. Both Patton (1997:344) and Hyde and Shafritz (1979:245) cite Carol Weiss's 1973 analysis of "Where politics and evaluation research meet", an article most often credited with publicly recognizing the importance of politics on evaluations. It identified three major ways in which politics intrude on program evaluation:

First, the policies and programs with which evaluation deals are creatures of political decisions. They were proposed, defined, debated, enacted, and funded through political processes and in implementation, they remain subject to pressures-both supportive and hostile-that arise out of the play of politics.

Second, because evaluation is undertaken in order to feed into decision making, its reports enter the political process. There evaluative evidence of program outcomes has to compete for attention with other factors that carry weight in the political process.

Third, evaluation is inherently political. (cited in Patton 1997:344).

These statements truly reflect the process of evaluation which I have experienced in conducting my case study. The phenomena of evaluation in the Sarawak Public Sector will be illustrated in the discussion in Chapter 6.

As indicated by the experiences of the development of evaluation in various countries mentioned earlier, it is evident that the evaluation process is very much influence by the politics of the countries. For example, Early (1999:50) noted that evaluations were increasingly used and demanded by Ministers in taking budget decisions. Similarly, Aucoin (2005:5) indicated that the expenditure reviews which was based on program effectiveness and performance evidence was introduced by the new government in Canada. In this respect, Khan (1999:12) noted that the weak political commitment in most developing countries seems to make some of the evaluation initiatives less tenable.

Culture and contextual factors

The broader cultural setting as well as the organizational context and the political context can influence the evaluation process. Power identifies the cultural issue as a product of the communities in which we live and the forms of accountability, approval, and blame that constitute our normative environment (1999:2). He also suggests that different societies have developed different patterns of institutionalized checking and trust to deal with activities where resources are exchanged or entrusted. Spillman considers the 'broader culture' as 'the processes of meaning-making in which such processes may operate in different sorts of social locations (in more specialized arenas or more generally) and may be evident in all sorts of social practices and social products (2002:4). However, there seems to be minimal research or literature on the broader cultural context of evaluation. For example, Hopson 1994) concludes that insufficient attention has been given to issues related to cultural influences on evaluation (2001:377). Hopson further noted that evaluation is never culture-free, however he cites Gordon et al(1998) who indicate that they have a difficulty in accommodating(specially cultural and ethnic) diversity in the evaluation enterprise(2001:377). In a different example quoted by Hopson, the explanation by the African evaluations members regarding their refusal to adopt the American standards for evaluation demonstrates the rationale for the development of the standards that relates to the unique contributions to be made by culturally and ethically diverse communities (2001:376). In a multi-cultural country like Malaysia where the workforce consist of people of various ethnicity and religious beliefs, the cultural dimension need to be examined and properly addressed in conducting evaluation activities. Sensitivities to such evaluation situation and setting will facilitate the success of the evaluation projects.

Another factor that influences the evaluation process is the 'organizational culture'. 'Organizational culture' involves rituals, events or traditions unique to that organization (Giddens 2006:669). Program evaluation as an administrative process and a management tool has the very aim of providing knowledge for continuous improvement in an organization. Yet the fact remains that some organizations may resist evaluation. Administrators' interests in organizational stability, budget maximization and the promotion of a favourable image, contribute to a general desire to refrain from conducting evaluations which might show the organization programs in a bad light. This has resulted in the refusal of the administrators to welcome evaluation initiatives and to some extent they become sensitive to the word 'evaluation'. In the context of this study, the researcher noted that evaluation activity is not the 'cultural norms' of some organizations and presents a source of resistance to them. This statement will be elaborated in the discussion in Chapter 6.

Another context of culture that influences the process of evaluation is the 'evaluation culture. As Patton explicitly stated:

> [E]valuation constitutes a culture of all sorts. Evaluators have their own values, ways of thinking, language, hierarchy and reward system. In the international and cross-cultural contexts, appreciation of the cross-cultural dimensions of evaluation interactions can shed light on the complexities and challenges of this enterprise. Examples of the values of evaluation include clarity, specificity, and focusing; being systematic and making assumptions explicit; operationalizing program concepts, ideas, and goals; distinguishing inputs and processes from outcomes; valuing empirical evidence; and separating statements of fact from interpretations and judgments. These values constitute ways of thinking that are not natural to some people and that are quite alien to many even to those non evaluators (Patton 2003:v-vi).

Patton further suggests that those new to the 'evaluation culture' may need help and facilitation in appreciating the experience in conducting evaluation is valuable. In the context of developing countries, some researchers identified the lack of 'evaluation culture' as the barrier to implementing program evaluation (Khan 1999:15, Obashoro 1999:8). Other barriers include lack of demand in evaluation, operational problems such as lack of basic data and mobility of project officers due to transfers. Other issues include lack of evaluation expertise and poor feedback. (Khan 1999:15). As a result of these barriers, program evaluation may have little impact on policy and management decisions though evaluation institutions exist in many developing countries as reported by Dabelstein (1999:65).

Similarly, Roth identified constraints hindering the institutionalization of the evaluation system in the developing countries as the weak demand for evaluation, the lack of political commitment and appropriate institutional support for evaluation, the lack of standards and criteria for evaluation and the lack of local expertise and resources for evaluation (1999:103). However, she suggested the concept of professional networks as a powerful instrument to mainstream the culture of evaluation in the public sector by allowing exchange of experiences, access to best practice, and sharing databases as some of the steps to overcome the constraints.

These barriers and limitations while complex form part of the challenges of the evaluation process and must be addressed early on with all those involved in the evaluation project. The above research suggests that careful consideration needs to be given to differential strategies for understanding contextual factors when embarking on evaluation activity. Thus, training in evaluation should incorporate skill building (both theoretical and practical) in the human factor area, as well as a focus on methodological competence.

In short, the field of evaluation in the public sector faces very complex challenges and important contextual issues. Yet, the prospects for the development of program evaluation in the public sector organizations are more favourable then they have ever been: firstly, for the reason that there is a global trend towards transparency, accountability, sustainability and efficient government, and secondly because evaluation has measurable benefits in the development of effective programs and performance improvement. The research for this thesis shows that the Malaysian Public Sector does not suffer from major anxieties towards evaluation practice. They have understood that program evaluation is not only a mechanism and an important tool, it is also an integral element in the journey to good governance and sustainable human development.

The following section will discuss the importance of evaluation in training, the model used in the evaluation of training in this research and the research literature on the effectiveness of training programs. It attempts to provide some insights into the role of evaluation in training, the Kirkpatrick four level framework and factors influencing the effectiveness of training. A synthesis of the conceptual and empirical findings with regard to contributing factors will be discussed and presented. The discussion will focus on how the factors facilitate or inhibit the process of transfer of learning to the workplace and performance improvement as a result of training.

Evaluation of Training Program

Evaluation is an integral part of the training cycle. Evaluation tools and methodologies help determine the effectiveness of training interventions. Despite its importance, there is substantial evidence from the studies mentioned below that evaluations of training programs are often neglected. The possible explanations for inadequate evaluations include insufficient budget and other resources; lack of expertise in evaluation; blind trust in training interventions; or deficient methods and tools available. This could be due to the fact that the task of undertaking evaluation is complex in itself. Evaluating training involves a number of complex factors: the learning process itself, transfer of learning, and organizational consequences which follow from the impact of training. Complexity is even greater because of interactions between organizational goals, training aims, trainees, training contents and delivery.
There are many reasons for evaluating training interventions. As summed up by Bramley mentioned earlier, the purpose for training evaluation is to provide feedback

on the effectiveness of training activities, as a control over the provision of training and means to intervention into the processes that affect training (1996:9). In this respect, the feedback provides the information and quality control required for the design and delivery of the training program. Other reasons for evaluating training are: to build a credible and solid foundation for training and development investment decisions; to provide a basis for maximizing return on investment; to categorize training by the type of return available from the investment; and to build up the training function. Evaluation can also link training with strategic and operational business objectives, encourage and enhance commitment at all levels and produce results that can help to reinforce learning and further motivate individuals to develop themselves (Kearns and Miller 1996:9).

Evidence of the contributions that evaluation of the training program is making to an organization will enhance the engagement and commitment of the program's stakeholders such as the supervisors and managers. Moreover, the intervention undertaken during the evaluation process will motivate stakeholders to be involved with the development of training program. Active participation and engagement by supervisors and managers helps to integrate learning from the training into workplace, which complement off-the job training and fostering continuous development and performance improvement. According to Bramley (1996:21), the training system adopted by an organization aligned the training programs to the organization goal. He cited the example of British Airways that creates a continuous improvement process for training that is integrated with the continuous improvement of other organizational systems.

On this evidence, it can be said that the link between the impact of training on the organizational goals will put training as a strategic intervention that enable organizations enhanced their competitiveness in this globalize world to which evaluation is central to the success of any training.

There are a number of models for the evaluation of training programs which have a different approach to training evaluation. These include: responsive evaluation (Pulley

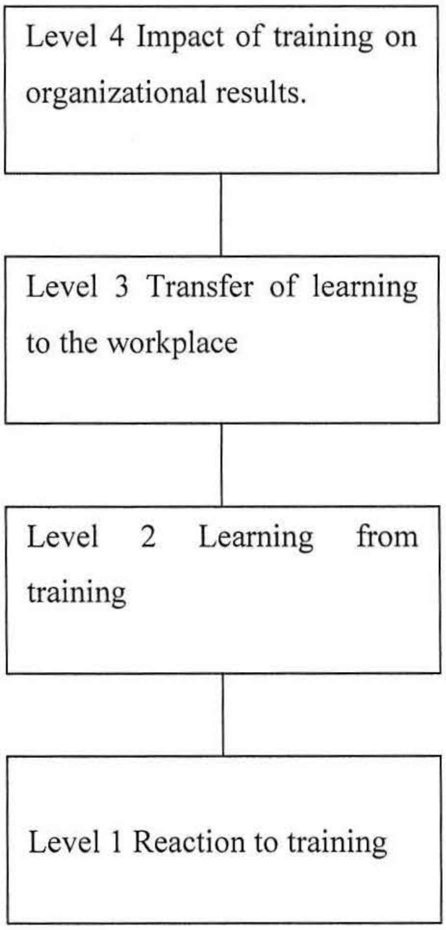
1994), which focuses on what decision makers in the organization would like to know and how this might be met; context evaluation (Newby 1992), which focused on appropriate evaluation for different contexts and evaluative enquiry (Preskill and Torres 1999), which approaches evaluation as a learning experience using dialogue, reflection and challenge to distil learning opportunities to create a learning environment (cited by Tamkin 2002:2).

However, one of the most often used is Kirkpatrick's Evaluation Model as cited by DeSimone & Harris (1998:176). According to Smith and Piper, more than 67 percent of the organizations in the United States use Kirkpatrick's Model to conduct training evaluation, owing to its comprehensiveness, simplicity as well as its applicability to a variety of training situations (1990:13). Whatever model is chosen, it should be robust enough to be applied, straightforward and able to capture the necessary evaluation outcomes.

Kirkpatrick's Model

Kirkpatrick's model measures the potential effects of training at four levels. This hierarchical model is sometimes referred to as Kirkpatrick's 'four level framework' or Kirkpatrick's 'four levels' by different authors and researchers. Level 1 refers to the participants' reaction to the training, Level 2 refers to participants' learning as a result of the training, Level 3 refers to transfer of learning to the workplace, Level 4, refers to the subsequent impact on the organization as a result of the transfer of leaning (Figure 12). Given the influence of the model, Kirkpatrick's 'levels' will be described in more detail with particular reference to the types of data collected at each level.

Figure 2.1: Kirkpatrick's Four Level Training Evaluation



Level 1: Reaction Evaluation

Reaction is the term that Kirkpatrick uses to refer to how satisfied is the participants level of satisfaction with the training program (1998:25). Evaluation at Level 1 consists of measuring participants' feelings toward the training program, but it does not include a measure of the actual learning. Typically, data for Level 1 evaluations is gathered at the end of the learning intervention, before the participants have had an opportunity to apply the knowledge and skills to their workplace. Kirkpatrick claims that although the evaluation of reactions is an easy measurement, many evaluators do not follow the basic steps needed to make it effective. It is essential to determine what needs to be found out; to design a form that will quantify reactions; encourage written comments; get a 100 percent immediate response; get honest response; develop acceptable standards; measure reactions against standards and take appropriate action and communicate reactions as appropriate. Kirkpatrick encourages evaluation at this level to include additional comments from participants but he agrees that this type of qualitative data is extremely difficult to analyze.

Boverie noted that some authors have a similar perspective regarding evaluating participant's reaction to training (1994:4). For instance, he cited Antheil and Casper views that the participant's reaction is a measure of the participants' satisfaction regarding the program and it indicates the level of effectiveness of the training intervention at the time the participants are experiencing it but the data collected are only representing the participants' opinions, not the evidence that learning has taken place (1986:55).

Evaluating reaction can thus be considered the same as measuring customer satisfaction. Though it does not measure whether the training has achieved its aim, the feedback obtained from this level of evaluation provides feedback information regarding programs, feedback on the participants and resource persons, and quantitative and qualitative information that can be used to develop future programs and the overall program improvement.

Level 2: Learning Evaluation

According to Kirkpatrick, the second level refers to whether learning has taken place as a result of the training (1998:39). Measuring learning means trying to determine what knowledge was learned, what skills were developed or improved and what attitudes were changed.

Kirkpatrick further states that it is important to measure learning as no change in behaviour can be expected unless one of the learning objectives above has been accomplished. However, no change in behaviour measured at Level 3, does not indicate that no learning took place. He noted that many factors could influence the change in behaviour or the feasibility of transferring learning at the workplace.

Kirkpatrick provides some guidelines to help in evaluating level 2 such as: using a control group if practical; evaluating knowledge, skills and /or attitudes both before and after program; using a paper-and-pencil test to measure knowledge and attitudes; applying a performance test to measure skills; getting a 100 percent response and using the results of the evaluation to take appropriate action. A comparison of the results before and after the training can indicate what changes have taken place.
Citing Endres and Kleiner (1990:5), Boverie suggest other means of gathering the data such as simulations, role-playing or demonstrations other than pen-and-pencil test, which is consistent with Kirkpatrick's suggestions on the measurement of learning (1994:8), Kirkpatrick maintains that activities which closely approximate to the participants' workplace environment can facilitate the learning process.

Level 2 results for all the participants in an intervention are essential before attempting Level 3 evaluation, for if the participants do not learn anything from the program, there will be no impact on performance at the workplace.

Level 3: Evaluating transfer of learning to the workplace

Kirkpatrick's third level in the evaluation model is an attempt to find the extent to which knowledge, skills and attitudes have been transferred to the workplace. Kirkpatrick warns that:

> [E]valuation of training programs in terms of the job behaviour is more difficult than the reaction and learning evaluations...... As a result, much training is delivered, without a plan for measuring the transfer of training. Kirkpatrick (1998:48)

He offers the following guidelines: the use of a control group if practical; allowing time for behaviour change to take place; evaluating both before and after the program if practical; survey and/or interviewing one or more of the following: trainees, their immediate supervisor, their subordinates; getting a 100 percent response or a sampling; repeating the evaluation at the appropriate times and considering cost versus benefits. Phillip and Stone suggested several data collection methods, which are often used for Level 3 evaluation: for example, follow-up questionnaires and survey; observations on the job; follow-up interviews and focus groups; work assignments; action-plans; learning contract and follow-up sessions(2002:122). Anecdotal information can also be a powerful addition to more complete Level 3 evaluation as stories of instances on the job can illustrate both the challenges and successes in developing new behaviours and new accomplishments. Questions regarding workplace support or barriers on performance can also be raised. (Broad, 2005:127). Endres and Kleiner, like Kirkpatrick, suggest multidimentional on-the job evaluation, which includes feedback from the trainees, their supervisors and their co-workers. In this way, the biases of the evaluators can be reduced, as the results from three different levels can be triangulated. This form of triangulation is also utilised in the current study (see Chapter 4 on research methodology)

Level 4: Results Evaluation

Kirkpatrick's Level 4 evaluation applies to results or impact on the organization. Though Kirkpatrick does not offer a formal definition for this element of his framework he gives examples of impacts such as reduction of costs; reduction of turnover and absenteeism; reduction of grievances; increase in quality and quantity or production; or improved morale which, it is hoped, will lead to some of the tangible results. Broad (2005:131) cautioned that evaluators need to identify any other factors that may also affect organizational results, besides a learning intervention (2005:131).

In practice, evaluators will gain credibility with their clients when they attempt to examine and estimate the impact of other organizational factors or actions that may affect the desired result and not claiming more impact from a learning intervention than can be justified. For example, letting the managers and supervisors know that training intervention alone does not provide the 100 percent solution for the management problem relating to lack of knowledge and skills. The management support and the positive organizational climate will eventually facilitate the training outcomes. Prudent claims have a pay off in terms of building more solid and trusting relationships with the program stakeholders.

Kirkpatrick's fourth level of evaluation, 'results', are even more difficult to measure. The difficulty here, as Kirkpatrick himself points out, is the ability to separate training from the multitude of other variables such as training environment and organizational climate that can impact long-term performance. He, however provides some guidelines for evaluating results such as the use of a control group if practical, allow time for results to be achieved, measure both before and after program if practical, repeat measurement at appropriate times, consider cost versus benefit and most importantly, to be satisfied with evidence if proof is not possible. In this study, however, the evaluation undertaken does not use any control group as it is not practical. This is due to the fact that the present study employs data triangulation in which the data are collected from three groups of respondents consisting the participants, co-workers and supervisors. On this basis, it is impractical to obtain the control groups for all the three groups of respondents in which some of the supervisors are head of department. Besides the participants of the program are selected base on their seniority and some are viewed as potential leaders which is difficult for the researcher to replicate the respondents.

Some authors such as Phillips (1997) have suggested that evaluation of training must go beyond Level 4 and the need to focus on the actual measurement of Return on Investment (ROI), that is, the monetary value of organizational results due to training compared to the cost of the training program. Nickol invites readers to 'get outside the box' by suggesting to move beyond Level 1 which involve the selection process of the participants and beyond Level 4 which assess the career impact, family as well as the impact on the community as a whole(2000:3). A number of authors and researchers also attempt to examine the influence of a number of factors relating to the trainees' characteristics, the training environment and the organization climate that will ultimately determine the effectiveness of the training. This issue will be further discussed in the following section.

Criticisms to Kirkpatrick Model

The Kirkpatrick Model was developed originally in 1959 (Kirkpatrick 1959) and it remains a standard for a great deal of training evaluation practice internationally. It has proved its value to organizations because of its relative simplicity, pragmatic approach and good fit with the competitive orientation of business (Bates 2004:341-2). However, over its long history of conceptual development and use it has attracted a variety of criticisms. The criticisms draw attention to the practical limitations of the Kirkpatrick model and the difficulty of applying measurement to all levels. Occasionally, the criticisms are more fundamental, questioning the underlying model of learning involved.

The Model has been criticised for implying a hierarchy of value related to the different levels, with organisational performance measures being seen as more important than reactions. According to Alliger and Janak, the Kirpatrick model assumes that each ascending level of evaluation provides data that is more informative then the previous level (1989:332). However, they argue that not all training programs are meant to effect change at all the four levels. For example, programs designed to instil company pride may be expected to have impacts only at the reaction level. This assumption can also lead to the perception that Level 4 is the most valuable measurement among the four levels (Alliger and Janak 1989:333). Bates supports this criticism noting that in practice, 'the weak conceptual linkages inherent in the model and the resulting data it generates do not provide an adequate basis for this assumption' (2004:343).

There have been criticisms of the assumption that there are simple linear causal relationships between the levels as indicated by Kirkpatrick, 'if training is going to be effective, it is important that trainees react favourably' (1994:27) and 'without learning, no change in behaviour' (1994:51). Bates also noted that the Kirkpatrick model assumes that the levels represent a causal chain and the greater learning is indicated by positive reactions. This greater learning will then lead to greater transfer of the learning to the workplace and subsequently more positive impact on the organizations (2004:342). However, Bates cites two meta-analyses of training evaluation by Alliger & Janak (1989) and Alliger et al (1997) that found little evidence either of substantial correlations between the outcomes at different levels or evidence of any linear causal relationship as suggested by Kirkpatrick. Broad also noted this causative assumption as a limitation of the Kirkpatrick model (2005:117). Holton (1996) stated that extensive research has shown no direct causal links between the levels. Good ratings at level 1 do not necessarily lead to good ratings at the next level (cited by Broad 2005:117). In practice, implications of causality between the levels do not exist. For example, training departments use Level 1 evaluation to manage trainers and suppliers, not as a step to measure business impact. Most organizations that concentrate on level 1 reaction do not fully engage with the relationship between levels.

Another criticism of the model is the fact that the model is too simple and fails to take account of the various intervening variables affecting learning and transfer. Research and analyses since 1955 show that there are many factors in the organization and work environment that affect transfer of learning to job performance. The quality of training program is only one of the relevant factors (Broad and Newstrom 1992, Rummler and Brache 1995, Rummler 2004 cited by Broad 2005: 117). This assumption has also been criticised by Bates (2004:342) and Tamkin, P. (2002:1). Bates noted that research over the past two decades has documented the presence of a wide range of organizational, individual, and training design and delivery factors that can influence training effectiveness before, during, or after training (2004:342). The present study is consistent with these findings. It demonstrates that many factors influence the outcomes of the training at Level 3 and Level 4 (see Chapter 5 on the findings and Chapter 6 for further discussions).

Other critics of the model, for example Wilson, indicate that the evaluations at Level 3 and Level 4 do not equate to any systematic ability to track or report value (2004:1). He reported that in some cases there was an explicit demand from 'senior business management' for business impact or the exact Return on Investment (ROI). Awareness of this issue has not lead to much change in practice (only 7 percent of organizations engage with this in the US-ASTD). The ROI or Level 5 which is introduced by Phillips (2002 cited by Wilson 2004:2) is a financial calculation for comparing benefit and cost. However, Wilson argues that the approach to the measurement is difficult and expensive to undertake.

According to Tamkin review of the models of training evaluation indicates that although there is an abundance of models that purport to improve on the Kirkpatrick model, there is a huge similarity in many of the models that are now on offer (2004:3). The trends have been to extend the model to include the foundations for training and take into account the needs that the training is meant to address. At the other end, the model extends to include measures of societal impact.

In short, the model remains a very useful framework for evaluating training in spite of its relative simplicity. Evaluators may consider how to incorporate the factors that affect the linkage between the levels in the model. They also have to think much more carefully about how to structure the reaction questionnaires, to reflect the range of factors that can inhibit or facilitate the transfer of learning to the workplace, and how to maximise the impact of training. A number of authors and researchers have made suggestions regarding the levels and their views are elaborated in the discussion on the Kirkpatrick four levels. On this basis, the present study has incorporated a number of additional variables into the instrument as a means to assess the effectiveness of the training program and to determine the factors to improve the effectiveness of the program. (This is reflected in the instrument utilised in this study as presented in Chapter 4 appendices 4.7, 4.8, 4. 9)

To summarize, Kirkpatrick's four levels of training evaluation, reaction, learning, transfer of learning, and results are still considered as a very useful framework for undertaking training evaluation, as evidenced by the frequency with which it being referred to and utilized. As discussed earlier the literature contains few substantive criticisms of the model. In addition, to evaluate the training properly requires one to think through the purposes of the training and the evaluation use, the audiences for the results of the evaluation, the points at which measurements will be taken, the time perspective to be employed, and the overall framework to be utilized. In fact, many researchers emphasize the need to consider the evaluation methods early in the design process, how each level of evaluation will be address. Initiating the evaluation process early in the program planning emphasizes the need for measurable outcomes at the planning stages and supports thorough analysis and decision making throughout the planning, design, and implementation of the training program.

The ability to monitor and report the progress regularly on the effectiveness of training programs beyond participant reaction, that is, to provide the information on the learning, behavioral changes, and the performance improvements can be critical to the success of a training program. It can also cement organizational appreciation of the value of training and can help to gain continuous support for training interventions.

Effectiveness of training programs

Training is typically a responsibility of the Human Resource Development (HRD) specialist, along with other human resources activities, such as recruiting, selection and compensation. The role of the HRD department is to improve the organization's effectiveness by providing employees with the necessary knowledge, skills and attitudes that are required to improve their current and future job performance focussing on the knowledge, skills and attitude that do not meet the needs of the organization will not be productive. But the focus should be on the development of job-related knowledge, skills and attitudes within the context of the career and personal development. According to Blanchard and Thacker (1999:9), effective training must also address the personal needs of the employees, helping them to learn, to grow and to cope with issues that are important to them. In this way, training will help develop employee confidence, increase their motivation and enhance their job satisfaction and performance. Sharp et al also noted that a major purpose of training is to enhance the knowledge, skills and attitudes of employees as well as to help them develop their confidence and motivation and thus enhance job satisfaction. Sharp et al (2004:5) further suggest that among the factors to justify the need to train employees include: the need to secure improvement in employee performance; the need to secure improvement in the adaptability and flexibility of the work done; and to satisfy new needs for skill/knowledge arising from investment in new technology.

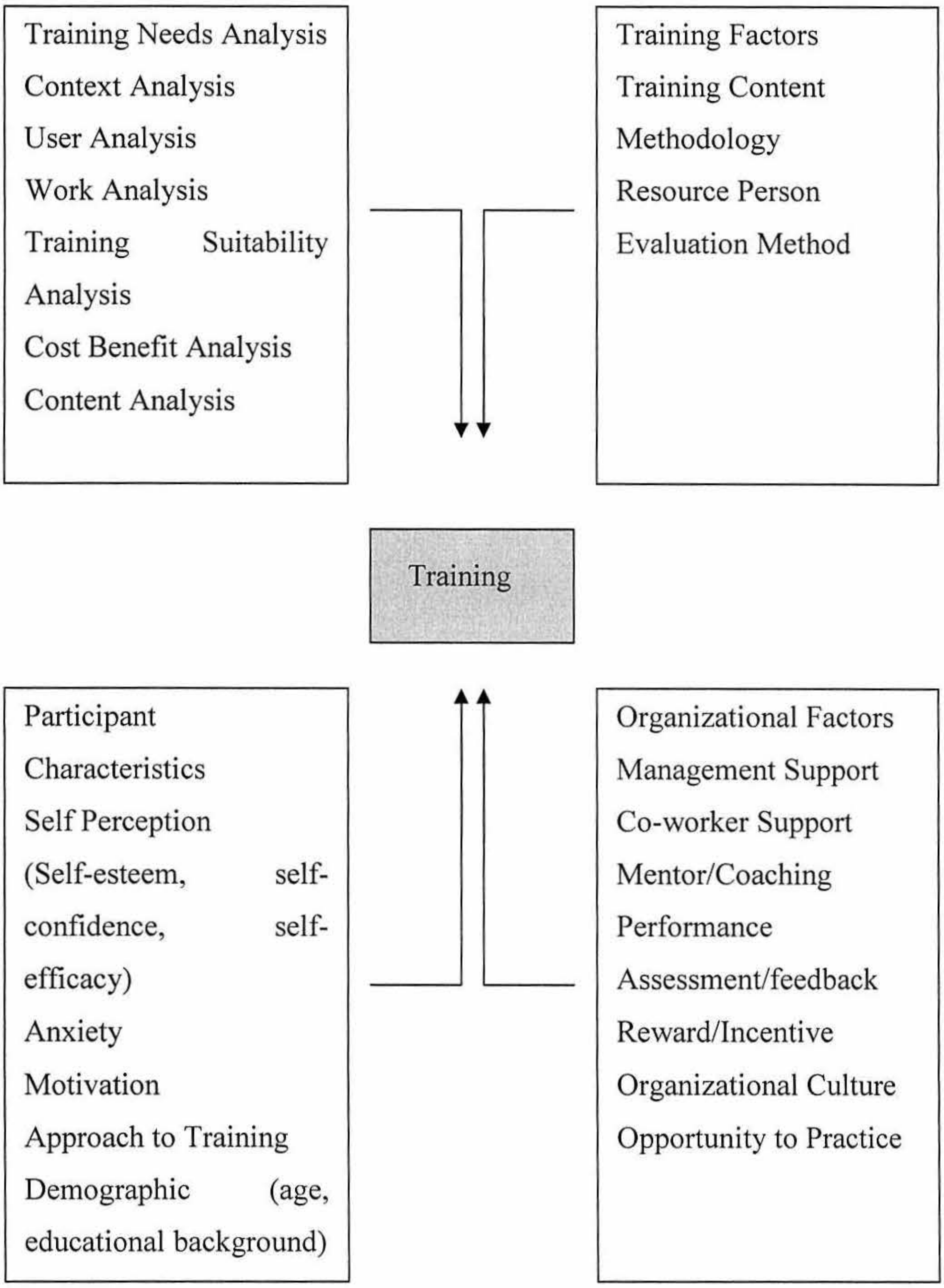
However, Russ Eft and Preskill noted that organizations continue to be concerned about the need for training to induce employees' learning and performance as well as organizational learning and performance in order to be competitive (2001:66). They also feel pressure to justify the cost of training based on return on investment and organizational performance. As mentioned earlier, this transition has been driven by the competitive nature of organizations responding to the change in the global economy, the need for the prudent use of existing resources and, the demand for transparency in issues of sustainability and public accountability. This concern is further substantiated by evidence suggesting that training interventions are costly. According to Rambau, the cost of the training at the workplace can be calculated according to the time spent by the participants, the cost of engaging resource persons, and the cost of training facilities and materials (2005:2). He cites Rowe (1996:17) who expresses this idea in no uncertain terms as a business performance issue:

> One can understand the concerns that top managers have over the evaluation of management training and development (T&D). If one considers the millions of pounds companies put out, not just on the courses, but on trainers, consultants, hotels bookings, training rooms, materials, meals, travel etc, then top managers are entitle to ask why training should produce better employees and how the training will produce the long-term financial benefit of the company. In short, top managers want to see 'value for money' and demand 'justification' of training costs-proof that spending £X on worker Y improves the bottom-line by £Z (cited by Rambau 2005:3).

According to Brinkerhoff and Apking (2001:13) organizations do not consider training interventions to be successful and effective unless transfer of learning, behavioural change and performance improvement occurred as result of training. However, substantial evidence indicates that most training programs are not highly effective. For example, Bramley (1996: 8) noted that some surveys of training provisions have indicated that only about 10 percent of the learning gained on off-job courses result in the effectiveness at work. His statement is supported by Taylor, estimates that the North American industries spend over one hundred billion dollars on training and development, but not more than 10 percent of these expenditures actually results in transfer of knowledge to the job (1997:3). Vermeulen (2002:369) stated that there have been a numerous studies of the effectiveness of the training and she cited Broad and Newstrom (1992) and Baldwin and Ford (1988) to show that effectiveness is low due to minimum application of training to the workplace. Brinkerhoff and Apking suggest that training only produces capabilities not performance, the employees who acquire those new capabilities must transform their new learning into new behaviours, which can lead to improved performance and business impacts. He further suggests that many factors in the organizations can influence the transformation of learning into performance (2001:169). This does imply that there is a transfer gap that reduces the effectiveness of training programs. The concepts of 'effectiveness' involved here are clearly shaped by the variables which are assumed to apply and how these can be measured. There are several factors that are considered to contribute to the effectiveness and the success of most training interventions.

A diagrammatic representation of the factors that are considered to contribute to an effective training is developed and presented in the summary Figure 2.1. Using this diagram, which is original to this thesis, the following section will explore and focus on examining these factors relating to an effective training program. These include factors concerning with the training needs analysis, selection and the characteristics of the participants, the factors within the training or learning and the factors concerning the workplace environment or the organizational climate. This section will also attempt to examine these factors and the relationship between them in influencing the training outcome in relation to the transfer of learning and performance improvement. Each group of factors is considered under a separate heading with reference to relevant literature and research.

Figure 2.2 : Contributing Factors in an Effective Training Program



Contributing Factors in an Effective Training Program

Training Needs Analysis (TNA)

Training needs analysis is generally agreed to be a critical part of the training and development process. It is important to identify training needs before trying to embark on a training intervention in order to establish a logical connection between program aims and the methods for achieving them. The purpose of investing in a needs assessment exercise is to determine the nature of training or forms of possible interventions to meet the organizational goals. However, in practice, this vital process of pre training assessment is often neglected due to a multitude of reasons such as lack of time, lack of expertise, lack of financial resources and so forth. Without a proper needs analysis, the training objectives as well as the organizational goals may not be achieved, as valuable resources and efforts may be wasted in training programs that are not needed or are ineffective. Rouda and Kusy for example, defined needs assessment as a systematic exploration of the way things are and the way they should be (1995:1). These are normally associated with the organizational and the individual performance. Similarly, Christopher (1999:9) emphasized that the key to TNA is to seek the 'gap' between the current situation and the desired situation and then to focus resources where they are most needed. He further states that the analysis must be able to determine root causes of why something does not work or will not work.

According to Malie and Vui, who reviewed the literature, commentators have identified six types of needs analysis which are: context analysis, user analysis, work analysis, training suitability analysis and cost benefit analysis (2004:13).

They defined context analysis as an analysis of business needs. It answers questions such as why a training program is a recommended solution to a business problem and what is the history of the organization with respect to employee training and other management interventions. User analysis deals with potential participants and the instructors involved in the process. The main questions answered by this analysis will be, who should receive the training, their knowledge on the subject, their learning style and who will conduct the training. The work analysis (or job analysis) is an analysis of the tasks being performed and the requirements for performing the work. It answers questions about, the main duties of the job and the skills level required to perform the job. The content analysis is an analysis of documents, laws, and procedures used on the job. The questions answered are about the information or knowledge used on the job and whether the content of the training conforms to or contradicts the job requirements. A training suitability analysis aims to determine whether the training is the best solution to employment problems. Finally, cost benefit analysis can be conducted to determine the return on investment for the training intervention and establish (or estimate) that training will result in a return of value to the organization that is greater than the investment put in to administer the training.

In terms of measurement, Malie and Vui describe the techniques for assessing organizational and personal needs, including direct observation, questionnaires, consultation with key personnel in key positions or with specific knowledge, interviews, review of relevant literatures, tests, focus groups, records or study reports and work samples. Other approaches for the training needs assessment are employee surveys, advisory committees, assessment centers, management requests, exit interviews and group discussions.

Training interventions will not be the best organizational solutions. They are appropriate where there is a lack of knowledge, skills and abilities. Otherwise, other forms of organizational development activities such as strategic planning, organizational restructuring or performance management might be considered as alternatives. In a nutshell, needs analysis is the planning required in order to establish where training should be delivered and if so, in what form. As such, it is important to note that the needs analysis is an on-going process rather than a one-off process as the needs are likely to be changing.

The researcher's personal experience in a human resource department and conducting training programs confirms the general findings from this literature. When the training is perceived relevant and the needs are clearly understood, it is more likely to create interest among the participants. In contrast, employees who are sent for training but do not need it, are unlikely to take the training seriously. Their lack of interest may at a minimum be distracting to those who need the training or, worse, may cause the other participants not to take it seriously. Besides, the needs analysis enables the trainer or the facilitator to relate the training to the job and to the participant's workplace. In this way, it should enhance the effectiveness of the training program as the process facilitates the transfer of learning to the workplace. Therefore, it is pertinent that needs analysis is conducted before any training intervention is undertaken, though in some instances for it may not be required. In a situation such as when the organization is trying to convey a new organizational culture (attitude change), it would be advisable to educate all its employees. For example, if the organization is committed to a policy to combat 'sexual harassment', organization-wide education on this issue would be the best choice. Sending everyone to a workshop on sexual harassment would ensure a management's expectations on this issue are made clear to all employees.

It is also important to select a needs analysis technique that is appropriate to identify the organization's specific needs, as it will determine the policy made by the decision makers. The use of multiple methods of needs assessment would be a prudent approach to capture the most complete feedback from many sources so as to get a true picture of the situation.

Selection and Characteristics of the Program Participants

Participants' characteristics may influence the effectiveness of training interventions. In order to maximize training effectiveness and efficiency, commentators agree that participants should be carefully selected. That is, training prerequisites can be established that are likely to net participants for whom interventions will be most effective. Synthesized below are the research findings of the characteristics of the participants, self-perceptions, motivation and approach to training. The unique and distinctive characteristics of program participants exhibit a powerful force upon training effectiveness.

The way a person perceives himself or herself has been found to have an influence on training outcomes. These self-perceptions include self-esteem, confidence and self-efficacy. Warr and Bunce showed that the learning confidence is strongly related to both immediate performance and changes in job behavior (1995:63). However, their index of learning confidence was actually a combination of two related constructs, self efficacy and learning anxiety. Self-efficacy is the feelings about one's own competency. Blanchard and Thacker state that those participants with high self efficacy are associated with a belief that one can and will perform successfully while those with low self-efficacy are preoccupied about failures (1999:94). They further supports the belief that the higher the self-efficacy, the better the performance of the participants after training. This statement is also supported by Tai's research findings which demonstrate that the participant's self-efficacy can improve the training outcome (2004:60). His research also reveals that the participant's familiarity with the training contents was positively related to their self efficacy and the training motivation, that is, the more familiar the participants with the contents of the training, the higher the self efficacy of the participants and the greater the willingness of the participants to attend the training program. Another study by Machin also indicates that personal factors such as learning and self-efficacy would determine the transfer of training and the training outcomes (2003:67). According to Blanchard and Thacker the interplay of factors such as the participant's prior experience, success and failure of others, other people's feedback and the physical and emotional state of the participants will also influence the ability of the participants to perform successfully after their training programs (1999:95).

Like self-efficacy, the training outcomes of the participants are influenced by their level of motivation. Research conducted by Warr and Bunce suggests that participants' motivation affects their performance (1995:63). Yet, the findings by Cheng and Ho (1998:314) indicate otherwise. Their research on training value and training motivation demonstrates that the participants training motivation has little impact on the training outcome. They noted that their results were inconsistent with previous work that indicated that this variable was related to the training outcome. However, they believe that their findings was due to the effect of the nature of MBA training which involves a lot of knowledge and skills teaching and the training was not designed for a single organization. As such, the participants might find it difficult to measure how often the acquired knowledge and skills are applied on the job. In short, it can be said that learning is likely to occur if the participants are motivated. Thus training should be designed to provide the relevant knowledge and skills as well as to motivate the participants to acquire and transfer the learning to the workplace.

A participant's approach to training can be described as the purpose attached to training and the learning area that is focussed upon. Binkerhoff and Apking (2001:81) term the learner's or the participant's approach to training as their 'intentionality' (2001:81). According to them, the participant's intentionality represents the understanding that the participant's creates and shares with other key stakeholders, particularly the participant's manager, about exactly how any potential learning is linked to both performance objectives and the organization goals. Their approach is based on the assumption that there are no universal solutions, that all participants represent individually unique learning and performance improvement needs. The high intentionality participants can be strategic, focusing on the parts of the learning offerings that are most relevant, paying less attention to those things that are currently not needed. They are also more empowered learners with a clear focus on exactly what they need and have a deep understanding of why they need it. Binkerhoff and Apking suggested that the participants' intentionality is best achieved through discussions between supervisors and their participating employees that explore the connections between business goals, employee performance and learning opportunities. In Figure 2.2, this concept of intentionality is labeled as 'approach to training'.

Other characteristics that influence the outcome of the training include educational background and the age of the participants. It has been consistently believed that the more highly educated individuals seem to constitute a higher quality of program participants. Education may also enhance training success as it increases the likelihood of involvement in training and development programs of many kinds. Employees with higher levels of education are assumed to be more likely to take advantage of development opportunities both on the job and on their own time. However, a case study conducted by Malie and Vui (2004:58) in Sarawak reveals that the demographic factors such as age, gender, educational background do not have any significant influence on the job behavior of participants immediately after the training ended and six months after they have completed the training. This finding is possibly due to other related factors at the workplace that influence the impact of the training. These factors will be elaborated later in this chapter. This finding is also supported by Hong et al's findings reveals that there were no significant differences in the training outcomes in a computer-related training, based on participants' demographic characteristics (2003: 31).

In relation to adult learners, the conceptual and empirical evidence seems to suggest that adult participants bring with them a significant set of experiences, prior knowledge and skills, as well as a clear set of expectations to any training they participate. Brinkerhoff and Apking derived six guidelines from their research on adult learners (2001:101). These include: adults' demand for a clear and relevant 'need to know'; the need to be able to exert control over the learning experience; the desire to have their experience recognized and be respected; the need to be ready to learn, and the desire to see the usefulness of learning and to be connected to something that motivates them. These statements are supported by MacDonald et al (2000:236) who noted that a number authors and researchers concluded that adult learning is facilitated when learners' representations and interpretations of their experience are accepted as valid, acknowledged as an essential aspect influencing change, and respected as a potential source for learning.

Training factors

The next issue on the effectiveness of training programs is associated with the training factors such as training content, training design and method, trainers (resource person) and evaluation method. The conceptual and empirical evidences suggest that each of these factors facilitate the transfer of learning more or less effectively depending on the nature of the knowledge, skills and abilities to be learned. According to research by MacDonald et al, managers in technology-based companies feel value is added to the training program when training content is highly relevant and meaningful to the participants (2000:236). Their findings also suggest that high technology culture today needs high-impact, customized management training that integrates technical and management knowledge and skills with on-the-job training. However, Blanchard and Thacker noted that in a management training program, it is impossible to provide specific training for what to be done in every situation that arises. He suggested the 'general principle approach' is suitable as the training will better equip trainees to handle the different workplace situation. In a 'general principle approach' in which the managers are taught some general principles about motivation, for instance, they would understand the responses they are getting from their employees or the workplace problems and devised their own solutions based on their learning from the training (1995:206).

In relation to the training design and method, Blanchard and Thacker(1995: 204)noted the material learned in an approach where the training has been 'spaced' is generally retained longer than those that acquired in a continuous training method. They explained that due to the fact that retention is necessary for transfer to occur, the 'spaced' approach is most appropriate. However, he argues that, it requires a longer training cycle and management generally resists this kind of approach. Another related issue on the design of training is whether the training is 'part learning' or 'whole learning' and 'over learning'. 'Part learning' is when tasks are learned separately, 'whole learning' is when the whole task is learned at once (Blanchard and Thacker 1995:204). They also suggest that even when the task can be divided into parts, the whole learning approach is still preferred 'when the intelligence of the trainee is high, the training material is high in task organization3 and low in

---

3 Task organization relates to the degree to which the tasks are interrelated (highly dependent to each other). For example, in driving a car, the steering, braking, and acceleration are highly independent when you are turning a corner (high organization). Starting a standard-shift car, however, requires a number of tasks that are not as highly organized (pushing in the clutch, putting

complexity and the practice is spaced. 'Over learning' is a process of providing continued practice beyond the point at which participants have performed the task successfully. Over learning is particularly valuable for tasks that are not carried out frequently or if the opportunity to practice is limited.

The use of specific training techniques to simulate the actual workplace environment as part of the training design can help the participants to alleviate the problem of identifying and experiencing a different workplace environment. They may include measures to overcome time differences, role differences, social context, and the space offered for learning in a training program. The more the elements and situations are similar to the actual work setting, the more likely is the transfer of the learning will occur. Vermeulen experience in conducting training supports this conclusion, and she further suggests four types of training techniques such as: role play; visualization and mental exercise as in sports training; voice dialogue; and voice drama and presentations as in theatre training (2002:371). According to Vermeulen, though little scientific research has been carried out on these techniques, those who have adapted them in practice believe them to be very effective.

Another critical success factor in any training program is to ensure that the trainer has the fundamental competencies, vision and strategic aptitude to deliver their program objectives. According to May, an effective development programs hinges on identifying common competencies and designing approaches capable of delivering the desired results in the workplace (1999:337). Therefore, a trainer who delivers must possess the right competencies to ensure effective delivery of the training material. Research by Gauld and Miller, confirms that trainers who are formally qualified are found to be identified with the competencies of an effective trainer compared to those

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gear shift in neutral, placing foot on the accelerator, turning key to start). Task complexity relates to the levels of difficulty of performing each task (Blum and Naylor 1968 cited by Blanchard and Tacker 1995: 204).

trainers who do not have a formal, university qualification (2004:16). In addition, the findings also show that formally qualified trainers become more effective with more experience in training. Gauld and Miller compiled a list of the competencies of an effective trainer according to a diverse selection of authors. As illustrated in Appendix 2.4, the competencies of effective trainers that are identified by at least three authors are: understanding training and development; demonstrating effective presentation skills; establishing instructor credibility and providing positive reinforcement.

From this body of research, it is evident that an effective trainer will play an active and flexible role, and understand that not everyone has the opportunity, or is able, to develop at the same rate. Besides the trainers should be sensitive to the cultural context of the participants where the teaching technique has centered around didactic approaches (Gilleard 1998:23). In other instance, the participants communicate in different languages as in the present study. In such circumstances, it is extremely wise for trainers to take the initiative to understand the background of the participants and to formulate learning strategies that would optimize the learning process. This issue will be elaborated in the chapter on discussion. The trainer support after training, at a later date, is also recommended as it enables the trainer to monitor and discuss the transfer of the training with the participants. Blanchard and Thacker noted that more recent research has demonstrates the value of continued trainer involvement in the transfer of training (1995:210). Wexley and Baldwin (1986) indicate that the trainees who commit to meet the trainer and other trainees at some later date to discuss transfer of training use the training more effectively as cited by Blanchard and Thacker (1995:210).

The final aspect in the training factors concern with the use of an appropriate evaluation method and strategy. Accurate and useful information on the training program and the overall impact of the training on the individual and organizational performance is pertinent to the development as well the maintenance of an effective training program. Systematic evaluation of training serves as 'on the job training approach that is aimed at 'teaching' managers in the organization how to leverage performance and business results from learning. This observation was made base on

Brinkerhoff and Apking experience in conducting evaluation studies (2001:173). There have been a number of evaluation methods and techniques developed, however probably the best known model is the training evaluation that calls for the measurement at four levels. These four levels were described in detail earlier in this chapter in the presentation of the Kirkpatrick Model. The significance and the relevant of evaluation at each level in enhancing the transfer of learning had also been highlighted.

Organizational factors

Another set of factors that needs to be explored in examining the effectiveness of the program and the transfer of learning is associated with the characteristics of the organization or the workplace environment. In a similar way to the other factors discussed earlier, organizational factors can interfere with the effective performance of participating employees, and they can also interfere with new learning and inhibit transfer of learning. Thus in order to facilitate the transfer, it is useful to harness as much help as possible at the workplace to assist in the positive transfer of learning. Synthesized here are the conceptual discussions and the empirical evidence concerning these factors, supervisor support, co-worker support, coaching, mentoring, feedback and performance assessment, reward and organizational culture.

As shown by a number of authors and researchers, one of the key determinants of the transfer of learning to occur is supervisor support. Supervisors must be cognizant of the behaviours of the employees being trained and must provide the necessary support for the employees who have undergone the training. These supports can go a long way toward facilitating the process of the transfer of learning to the workplace and thus towards the improvement of performance. Nijman et al survey on 179 trainees and 32 supervisors on four different training programs from three organizations demonstrate that supervisor support is positively related to the transfer outcomes, even though it is not directly (2006:543). They further explained that the positive indirect relationships of the supervisor support was through its influence on the motivation of the participants and the influence on the transfer climate. For example, the supervisors can provide participants the opportunities that will lead to improved transfer of learning. This finding is supported by Chiaburu and Tekleab who indicate that participants who receive support from their supervisors have a high level of training motivation which in turn is linked to multiple dimensions of training effectiveness such as transfer of learning and performance (2005:615). Other findings that show the effects on supervisors' support in terms of discussions of new skills with learners before and after training (Baldwin and Ford 1988), providing frequent practice opportunities after training, and holding participants accountable for applying the learning to their job performance (Brinkerhoff and Montesino 1995) cited by Broad (2005:92). Broad also cites Kotter's (1988) research that reveals lack of involvement by supervisors and lack of reinforcement by supervisors on the transfer of learning to the workplace as the factors that inhibit the success of training to improve performance.

Supervisors can affect their employees' learning and transfer of learning in other ways as well. This includes providing the necessary mentoring or coaching. Broadly speaking, the Coaching and Mentoring Network, United Kingdom (2004) cites Parsloe who provides the definition for 'coaching' and Clutterbuck and Megginson for mentoring definition:

> Coaching is....
> 'a process that enables learning and development to occur and thus performance to improve. To be a successful a coach requires a knowledge and understanding of process as well as the variety of styles, skills and techniques that are appropriate to the context in which the coaching takes place.'(Parsloe 1999:8)
>
> Mentoring is...'off-line help by one person to another in making significant transitions in knowledge, work or thinking'(Clutterbuck and Megginson 1999:3)

The network further stated that 'the common thread uniting all types of coaching and mentoring is that these services offer a vehicle for analysis, reflection and action that ultimately enable the client to achieve success in one more area of their life or work'. Mentoring enables an individual to follow in the path of an older and wiser colleague who can pass on knowledge, experience and provides the opportunity to otherwise out-of-reach opportunities. Coaching on the other hand is not generally performed on the basis that the coach has direct experience of their client's formal occupational role unless the coaching is specific and skills focused.

Garavan and Coolahan identified a lack of coaching and mentoring as a barrier to career advancement pointing out that new graduates within a fast track program need mentors and coaches to overcome the rigidities of the organization structures (1996:38). And the initial findings of research by Sharp et al (2003:3) reveal that the workers trained value the availability of a mentor.

Another important element of the organization that can facilitate or act as a constraint to the transfer of learning is co-worker support. For instance, if the participant is the only person representing the department attending the training, there are no other co-workers to provide the necessary social support. In some situations, this can result in pressure from more experienced co-workers to 'forget all the stuff' that had been learned. However, with the right climate, the co-workers can provide the proper support to apply the learning at the workplace. As indicated the findings of research by Sharp et al the co-worker's support is seen as a useful mechanism for sharing experiences (2003:9). The negative response to new behaviours by the co-workers has been identified as a barrier to the transfer of learning to performance (Newstrom 1985 cited by Broad, 2005:92).

Supervisors' support, co-workers' support, coaching and mentoring are among the organizational factors that reinforce the application of learning to the workplace, but there are also other contributory factors. Clearly, feedback and performance assessment, the reward system and the culture of the organization can also facilitate or inhibit the transfer of the learning. The feedback provided by the performance assessment system has the potential to improve performance as it provides some indications regarding the participating employees' learning and performance. In the absence of such feedback, it is difficult to ensure that learning has taken place. Besides, the performance feedback can be used to apply rewards or appropriate incentives. A properly designed reward system can be used to influence desired attitudes and behaviors and encourage higher performance. Organizational contextual factors such as the availability of a positive learning culture, for example, a continuous-learning culture has been shown to enhance the transfer of learning (Dan and Tekleb 2005:615). A continuous learning culture is reflected in the shared understanding that learning is an important part of the organization. It is influenced by a variety of factors such as challenging jobs, social support from the supervisor and co-worker, and the provision of the opportunity to learn continuously and to receive appropriate training. The Human Resource for Employers Canada defines a continuous learning culture as:

> 'Continuous Learning reflects the notion that the pace of change in this modern age is such that an individual has to continually learn new things to keep up with the times, with a profession, or to be competent in any given job.' (Human Resource for Employers Canada, 2006:1)

The longitudinal study undertaken by researchers in a large organization which has nine regional business units dispersed in a metropolitan area in the USA, demonstrates that the continuous learning culture influences training transfer indirectly through its impact on the training motivation of the participants.. However, they noted that the influence is less than the supervisor's support on the training motivation. They also suggest that the differences indicate that supervisor's support is a stronger predictor of training motivation compared to the continuous learning culture. This may be due to the employees' perceptions of their supervisors having closer proximity than the more distant organizational system.

Overwhelmingly the evidence supports the notion that training efforts must be supplemented by significant and visible organizational support, which provides a positive climate after a learning intervention, or on a continuous basis, to ensure that the desired performance actually occurs on the job and in the organization. As many forces as possible in the organizations need to be focused on reinforcing the learned behaviours in order to ensure successful transfer of learning and performance.

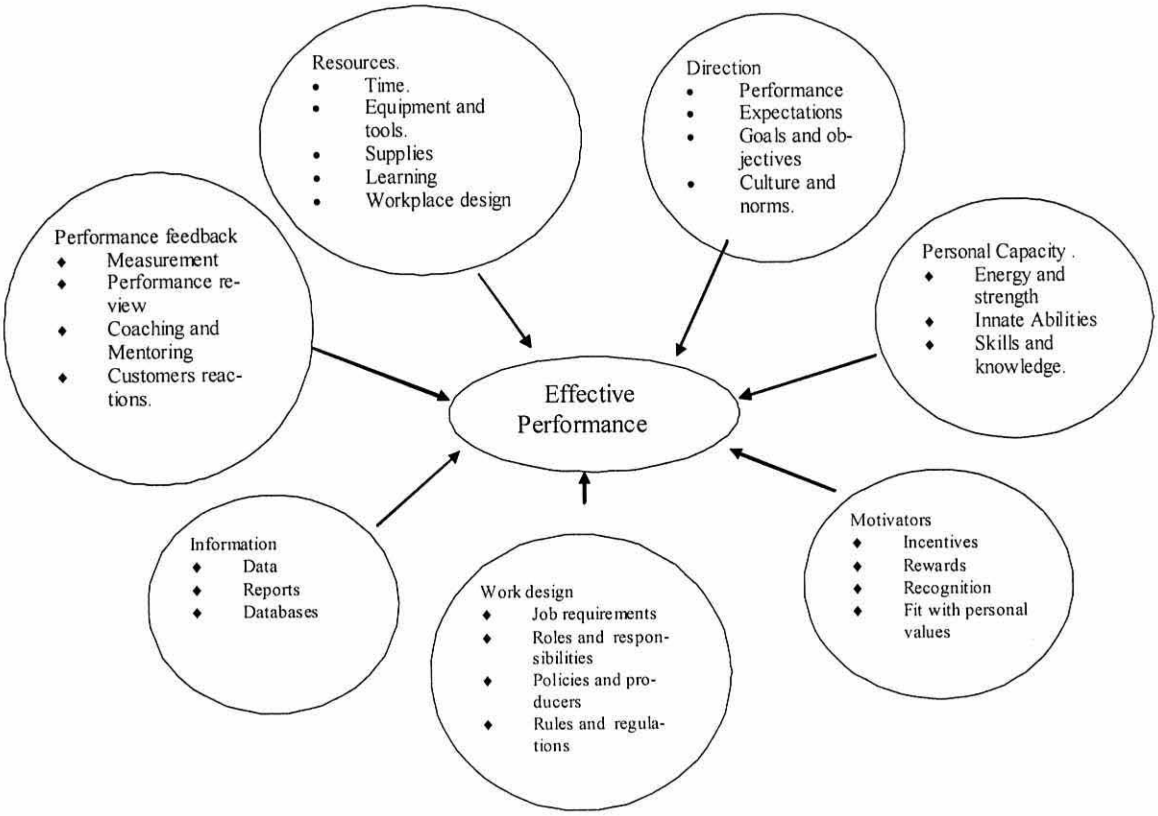
Transfer of Learning to Performance

Transfer of learning to performance is the full application of new knowledge and skills to improve individual and group performance in an organization or community

(Broad 2003:98). This group of factors relates to performance (behaviours and accomplishments) and performers as the focus of efforts to improve the organization's operations, products and services. Research shows that visible and demonstrable support from stakeholders (performers, managers, co-workers, evaluators) and positive organizational factors (resources, opportunity, recognition) are positively linked to performance improvement at the individual and organizational level. The challenges for improving employee performance in any organization are considerable, and they require more than the training intervention to bring out the potential in the employees. For example, Broad (2005:117) cites Broad & Newstrom (1992); Rummler & Brache (1995); and Rummler (2004) as research and analysis since 1955 showing that there are many factors in the organization and work environment that affect the transfer of learning to job performance. Rummler and Brache (1995) strongly disagree that training is the solution to improve performance (cited in Broad 2005:43). They conclude from their evidence that 80 percent of performance problems relate to the work environment such as standards, necessary resources and support, recognitions, rewards and incentive; only 15 to 20 percent of performance problems can be resolved through training to develop new skills or knowledge; and a mere one percent of performance problem relate to an incapable person in the job. This statement is further supported by Malie and Vui (2004:8) who suggested that there are three major components that influence the individual performance at work. These include the effort expended by the employee, their ability and the organizational support (cited in Mathis and Jackson 2004:86).

Brinkerhoff and Apking (2001:123) developed a conceptual scheme to show that performance can be affected by a number of factors that are represented in the outer circles as illustrated, in Figure 2.3 below.

Figure 2.3: Performance System Elements.



Source: Brinkerhoff and Apking (2001:124)

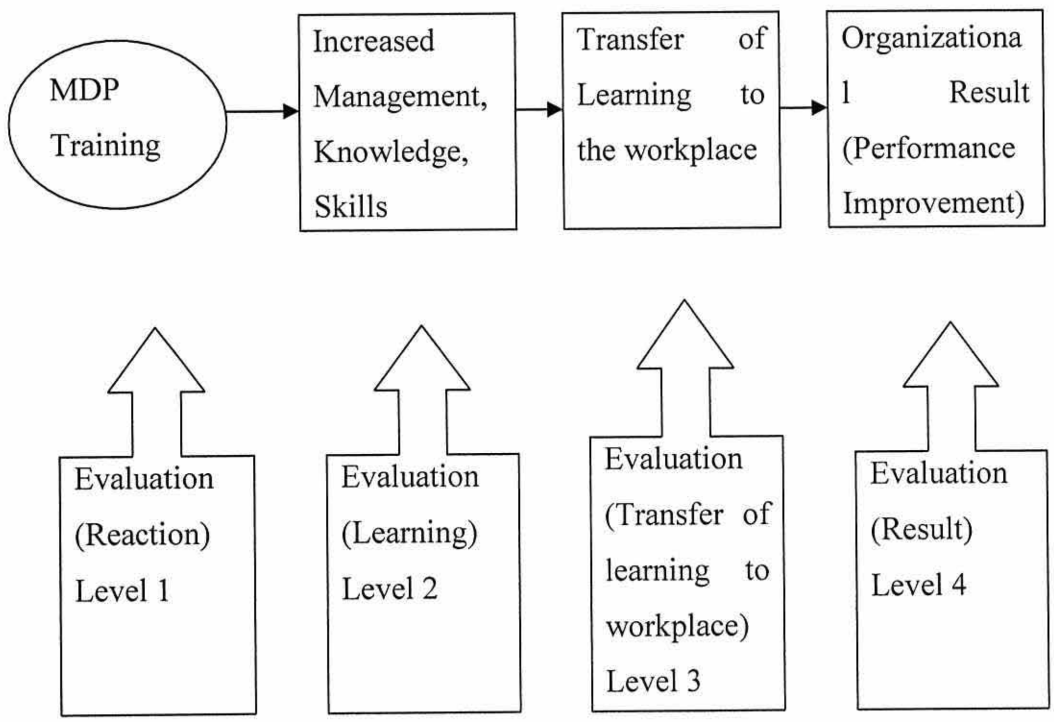
The factors noted inside each of the seven circles provide illustrations of the sort of performance factors defined in each major category though the authors caution that the list is not exhaustive. The seven circles include the direction factors, personal capacity, motivators, work design, information, performance feedback and resources. According to Brinkerhoff and Apking,(2001:129), based on their experience with their training interventions projects, they typically uncover myriad causes across several of the categories of performance elements represented above and it has always been the case that several factors interact, not just one discrete factor that needs attention.

Conceptual Framework For Evaluation Of Management Development Program.

Based on the literature reviewed, the conceptual framework is developed as in Figure 2.4. The Figure illustrates the conceptual framework for the training and evaluation of the Management Development Program, proposed for this case study. The long-term goal of the training is to contribute to the organizational results such as improving customer satisfaction, team leadership, increased used of TQM, increased efficiency, increased productivity and so forth. These organizational results are achieved through improved performance of the employees (MDP participants). The improved performance is enabled when the participants used and applied their new learning. In this respect, the transfer of learning is assumed successful. Thus, the individual and organizational results are achieved when this sequence of events is successfully completed. However, the interaction of the contributing factors such as organizational climate, participants' capability and the training environment will influence the process of achieving the final results.

The process of evaluating the four levels of evaluation based on Kirkpatrick Model is undertaken as illustrated in Figure 2.2. Level 1(Reaction) and 2(Learning) which has been assessed by the training provider is used to substantiate and triangulate the evaluation findings at Level 3(Transfer of learning to the workplace) and Level 4(Results) undertaken by the researcher.

Figure 2.4 Conceptual Framework For Evaluation Of Management Development Program



Conclusion

The discussion of the evidence has shown that a multitude of factors influence training effectiveness. The conceptual and empirical findings have demonstrated the relationship between these factors: the selection and characteristics of the participants, the training factors as well as the organizational climate will eventually influence the transfer of learning to the workplace and ultimately improve the performance of the individual and organization. The leverage or positive transfer of learning to the workplace and the performance improvements will depend on the availability and positive interactions of those factors. The present study will attempt to evaluate the effectiveness of the MDP training program in relation to the transfer of learning as well as the performance improvements due to the training. It will consider each of the main contributing factors listed in Figure 2.1. The findings will also enable the researcher to assess the factors that will contribute to the success of the program and the factors that will be constraints. The next chapter will present the institutional context of the current study.

CHAPTER 3

INSTITUTIONAL CONTEXT

Introduction

The effects of globalization transcend individual countries, as the world becomes one, interdependent global market place. Worldwide competition has increased with the national and international market deregulation, the opening of trade in goods and services. The pace of economic change has accelerated and resulted in the process of development becoming less predictable. Competitiveness will be the factor determining the capacity of a nation, organization or enterprise to add value to the global economic products, services and processes. The Asia Pacific region is in the forefront of this process of the fundamental change that is taking place in the nature and structure of the global economies (Asia Pacific Human Development Report 2006:1). Countries such as Malaysia have experienced rapid growth based on an export-oriented economy and must continuously monitor and assess the emerging situations. Malaysia has made significant strides in nation-building, in developing its economy and in improving the quality of life of its people.

> Since Independence, real gross domestic product (GDP) has grown by an average of 6.5 per cent per annum during 1957 to 2005, one of the highest growth rates achieved by sovereign nations of similar age and size. Within the same period, GDP per capita in current prices grew by 7.0 per cent per annum,

> which has translated into substantial improvements in the people's quality of life. Widespread advances were made in education, health, infrastructure and industry (Ninth Malaysia Plan. The National Mission 2006:1)
>
> The economic growth is expected to remain strong with the gross domestic product (GDP) estimated to grow by 5.8 percent, this year..... Private investment is expected to increase by 10.1 percent, while private consumption remains resilient at 7.1 percent. The growth in private sector activities is supported by robust domestic demand. This is reflected by the strong performance of the manufacturing sector of 7.3 percent. The growth of the services sector is also expected to remain strong at 5.7 percent. (Dato' Seri Abdullah Badawi, Budget Speech 2007:3)

According to Malaysia National Mission, in order to obtain the highest level of performance and the maximum impact from Malaysia national development efforts, five key thrust has been identified. These include: to move the economy up the value chain; to raise the capacity for knowledge and innovation and nurture 'first class mentality'; to address persistent socio-economy inequalities constructively and productively; to improve the standard and sustainability of quality of life and to strengthen the institutional and implementation capacity.

This chapter describes the institutional context to the case study of Sarawak, one of the states in East Malaysia.

Sarawak is not exempt from the changes that the world is experiencing. Therefore, the Sarawak state government has developed strategies to ensure that survival, growth and competitiveness of Sarawak in the midst of these rapid changes. State policy aims to develop a professional, performance-driven, adaptive, innovative and responsive public service that will take its place as a modern, dynamic and competitive sector. The state government hopes that the transformed public service will drive an efficient and effective public sector delivery system with the aim to increase output, productivity, more cost effective and more competitive.

With regard to performance, productivity and good governance in the public service, the Chief Minister states the following:

Our job is no longer that of project implementation alone. Our job is to enhance the performance of the workers of Sarawak. But we cannot start with them immediately, we have to start with the Public service

When you talk about productivity of our workers, we're no longer talking about infrastructure alone and creation of jobs alone. We're talking about enhancing the system of working in the state, probably the civil service will play a more ambitious role. The private sector has to play a more and more leading role and the ways of working has got to change all the way down to the grassroots level.

......you can see today..... by having the traditional Public Service, the statutory bodies and its subsidiaries, you are slowly exposing your public sector employees to new practices which can never be the same as the 'close' Public Service.......you have to incorporate......an establish right from the beginning the concept of good governance, integrity, the sense of responsibility and trust.....

'......the Government has got to revive the consciousness within the Public Service of working like the private sector and following the standard of good governance.' (Chief Minister of Sarawak, 2004 cited by Datu Wilson Baya Dandut, Sarawak Deputy State Secretary, Human Resource in Unpublished Briefing Notes 2004:9,10,11)

These statements are reflective of the need for the Sarawak Public Service to embrace the New Public Management style, which is part of the Sarawak Public Sector reforms effort.

As has been mentioned earlier, with the promise of gains, globalization has also increased uncertainties, making imperative the need for continuous monitoring and assessment. The Sarawak public sector is making efforts to enhance its evaluation capacity through various initiatives such as the systematic monitoring and evaluation of all development programs and projects, developing evaluation capacity at line ministries and departments, increasing evaluation efforts for all human resource development programs for the Sarawak government employees. These efforts will be described later in this chapter.

The following section briefly describes the background of the case study organization drawing on the general information regarding Sarawak, the Sarawak Public Sector (SPS), the strategic role of Sarawak human resource development and its initiatives, the Center for Modern Management as the training provider, the core programs and the Management Development program that is the main focus of this research.

Sarawak In Brief

General information

This section provides some essential descriptive information for the reader who is unfamiliar with history and development of Sarawak. It does not engage with the broader issues of politics and economic strategy except when they are directly relevant to the case study. The information is from current official sources (refer official website http//:www.sarawak.gov.my).

Sarawak is located on the island of Borneo, and is one of the two states that make up East Malaysia. Sarawak and Sabah are separated from West Malaysia (Peninsula Malaysia) by the South China Sea (Figure 3.1, 3.2). With an area of 124,449.51 square kilometers, Sarawak is the largest state in Malaysia, making up some 37.5% of the country's total area. The State is divided into eleven administrative divisions. Kuching is the First Division and the rest are Sri Aman, Sibu, Miri, Limbang, Sarikei, Kapit, Kota Samarahan, Bintulu, Mukah and Betong as depicted in Figure 3.2. Each division is headed by a Resident and subdivided into between two to four districts. Kuching is the State capital and the administrative centre for Sarawak.

Topographically, Sarawak is broadly classified into three principal terrain groups: the alluvial coastal plain, the mountainous interior and the central belt of generally undulating country between the coastal plain and the interior. Sarawak is a tropical state with an equatorial climate. It is hot and humid throughout the year with average daily temperature ranging from 23°C during the early hours of the morning to 32°C during the day.

Sarawak's forests are the state's most important resource and asset, producing timber and a multitude of forest products. The rainforest is home to an incredible variety of more than 8,000 species of flowering plants and over 20,000 animal species.

Figure 3.1: Map of Malaysia

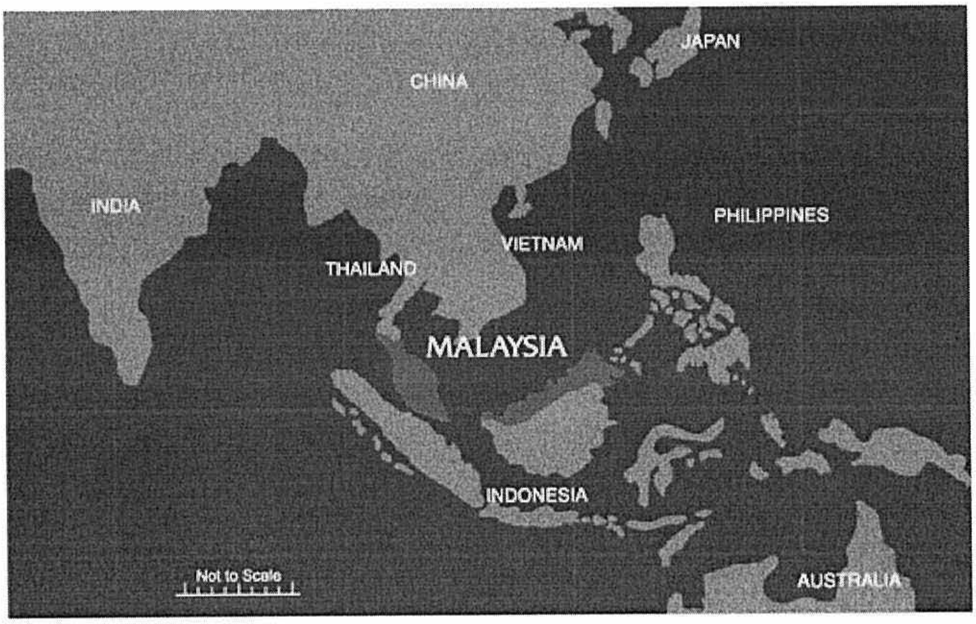
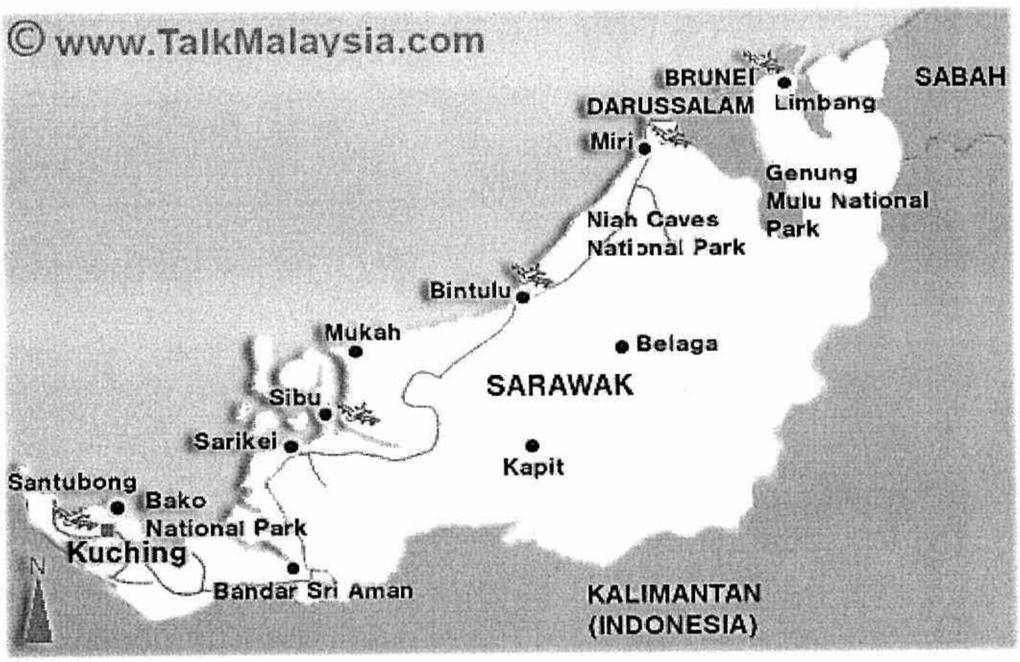


Figure 3.2 Map of Sarawak.



Sarawak Population, Ethnic Composition and Language

Sarawak has a population of 2,176,800 and the capital city of Kuching has some 458,300 people making it the highest populated city in Sarawak and the 7th highest populated city in Malaysia. The Sarawak population consists of more than 40 ethnic groups with their own distinct language, culture and lifestyle. However, the official language is the Malay language (Bahasa Malaysia) and is still very much used by official government agencies and for official correspondence. Most schools also teach Bahasa Malaysia as the primary language with English taught as a subject. However, with the major towns and cities fast becoming economic centre, English is widely used and spoken. The cities and larger towns are populated predominantly by Malays, Melanaus, Chinese, and a smaller percentage of Ibans and Bidayuhs who have migrated from their home-villages for work.

Sarawak economy

The economic structure of Sarawak is largely export-oriented and primary commodities dominated. The primary sectors (i.e., mining, agriculture, and forestry) make up about 40% of the state's total real Gross Domestic Product (GDP), followed by the secondary sector (i.e., manufacturing and construction) with about slightly more than 30% of total real GDP.

Sarawak is blessed with an abundance of natural resources. Liquefied natural gas and petroleum have provided the mainstay of the state's economy for decades. Sarawak is also one of the world's largest exporter of tropical hardwood timber. However, the state government has imposed strict log-production quotas over the recent years to ensure sustainable forestry management. Sarawak still, however, produces approximately 9 to 10 million cubic meters of logs annually. Manufacturing, commercial agriculture, construction and services sectors had been identified as the key sources of growth. Sarawak, though reliant on primary sources is included in Malaysia development plans which envisage human resource enhancement and the transition to knowledge-based economy.

History of Sarawak

Sarawak's modern history is shaped by colonization beginning with 'Brooke era' a time when three generations of an English family ruled. In 1839, James Brooke, known as the first White Rajah, arrived in Kuching to deliver a letter to the governor of Sarawak, Rajah Muda Hashim. At the time, Sarawak was under the rule of the Brunei Sultanate and in a state of rebellion from the Malays and Bidayuh who had been forced into hard labour by the Governor. With the Brunei power deteriorating and Rajah Muda Hashim unable to control the uprising, he requested for James Brooke to intercede and bring about a peaceful settlement with the natives. Brooke's success was rewarded with a sizable territory in Sarawak. He was also installed as the White Rajah of Sarawak in 1842. Rajah Brooke died in 1868 but not before expanding his private kingdom. He was succeeded by his nephew Charles Brooke, who introduced an administrative system and further extended Sarawak's borders. His son, Charles Vyner Brooke, succeeded him in 1917 until the Japanese invasion in 1941. During the Japanese occupation from 1941-1945, export economic and the administrative infrastructure of the state suffered, affecting, as well, the people of Sarawak.

In 1945, the Japanese surrendered to British and Australian troops and Sir Charles Vyner Brooke resumed his role as the White Rajah on 15 April 1946. Before long he announce his decision. The matter was discussed for three days in the state assembly which agreed by 19 votes to 16 to accept colonization by the British on 1 July 1946. The results was divisive and hundreds of government officers and teachers resigned from government service in protest. In 1949, Rosli Dhobi assassinated the second British Governor of Sarawak, Duncan Steward. The former was executed for his role in the anti-cession movement. Malaysia as a whole remained politically fragmented and economically heavily dependent on a small range of primary products.

Sarawak under the British Rule

The colonization of Sarawak by Britain was relatively short (1946-63) but saw a number of positive attributes in terms of infrastructure such as schools, hospitals and courthouses. Before the establishment of the colonial rule, the economic potential of Sarawak was left largely unexploited and the social services were kept to a minimum. The colonial government, therefore, had an immense task to develop Sarawak's economic competitiveness by providing the much needed infrastructure and enhancing living conditions (Talib 1999:218). There has been changes in the work of administrative officers with the emergence of development programs, the introduction of the district officer who serves as a co-ordinator of the various projects in the districts and the introduction of local government. As noted by Talib,

During the 17 years of the colonial rule, the local government institutions made inroads into the rural administration in Sarawak. These local bodies gradually encroached upon many of the traditional functions of Administrative Officers, particularly in the collection of revenue, the provision of health services and primary education and the maintenance of public works.(Talib 1999:231)

And during this period in 1957, Peninsula Malaysia gained independence from the British and became known as Malaya. In 1961, its first Prime Minister, Tunku Abdul Rahman Putra Al-Haj proposed the formation of the Malaysian federation to include: Malaya, Sarawak, Brunei, Sabah and Singapore. This was met with objections by leaders from Sabah and Sarawak, who were concerned that their powers would be lost. In view of this, Tunku Abdul Rahman made several visits to Sabah and Sarawak to persuade its leaders.

The Cobbold Commission

The idea of Malaysia was supported by the British and the Cobbold Commission was formed to review Sarawakians' opinion on Malaysia. The commission, led by Lord Cobbold, was made up of five members (two were Malayans). Members of the commission visited Sabah and Sarawak between February and April 1962, assessing the opinions of the people of Borneo about the Malaysia Plan. In effect, it was found that 70% of the people were favorable to the idea. It also established that the name 'Malaysia' was acceptable to the people.

Due to opposition from Indonesia and Phillipines, however, Sarawak did not achieve full independence until 16 September 1963. In July 1963, Tunku Abdul Rahman met with the leader of the two nations and an agreement was made to form MAHPHILINDO (Malaysia-Phillipines-Indonesia) with the objective of fostering cooperation between the countries. A demand by Indonesia and Phillipines for a second review of Sarawak and Sabah opinions in joining Malaysia showed that more than 70% of the people agreed. Indonesia and Phillipines did not accept the result of this review, opposing the formation of Malaysia. When Malaysia was officially proclaimed in 1963, the two countries had cut off all diplomatic ties with Malaysia.

History of the Sarawak Government

As the oldest legislature in Malaysia, the Sarawak State Legislative Assembly was constituted in 1867 after its first inaugural meeting on 8 September 1867 in Bintulu. It began as the Sarawak General Council with 21 members made up of 6 British Officers and 16 nominated leaders of local communities with Rajah Brooke presiding. Parliamentary development saw the growing number of the Council members with direct representation made with the appointment of 2 native Chiefs from the Baram interior in 1897. By 1937, 7 more interior Chiefs and 2 Chinese headmen were appointed. Under the new State Constitution of 1956, membership was further increased to 42 in 1963, 48 in 1968 and 56 in 1989. By 1996, membership had increased to 62 and has remained so until now.

On 16th September 1963, Sarawak together with Malaya, Sabah and Singapore (left in 1965) formed the Federation of Malaysia. The approach of Malaysia brought accelerated development in new directions, all deeply affecting the assembly which continues to be the largest fully elected assembly in Malaysia. As a component member of the Federation of Malaysia, which is a constitutional monarchy, Sarawak practices the parliamentary democratic system of government with a ministerial system of State government

The State is regulated under two constitutions, the State Constitution and the Constitution of Federation. Affairs of State are divided between the State and

Federation authorities, with special provisions written into the Federal Constitution to safeguard certain interests of Sarawak (http//:www.sarawak.gov.my)

The State Government: Roles and Functions

Legislative

The Legislative branch of the Sarawak government passes all State laws and oversees the policies and expenditure of the executive branch. The State Legislative Assembly of Sarawak consists of a single legislative chamber comprised of members representing the 62 electoral constituents of Sarawak and the Head of State.

The administrative arm of the State Legislative Assembly of Sarawak is run as a State Public Service and is a department by itself under the Chief Minister's department.

Executive

The executive branch plans, executes and administers all policies and projects affecting the state. Headed by the Chief Minister, who is assisted by a cabinet of ministers, the executive branch operates via the activities of various state ministries and agencies.
As of November, 2006, there are currently twelve state government ministries that formulate the policies made and decided upon by the State Cabinet. These ministries consist of, the Ministry of Health and Environment, Ministry of Resource Planning, Ministry of Agriculture, Ministry of Rural Development, Ministry of Land Development, Ministry of Finance, Ministry of Public Utilities, Ministry of Tourism, Ministry of Industrial Development Ministry of Housing and Ministry of Social and Urbanization. These ministries also see to it that ministerial policies under their purview are implemented by the various implementing agencies.

A Minister is the political head of the ministry. A minister may have more than one portfolio or may be without one. A permanent secretary acts as the administrative head of a ministry.

The State cabinet of ministers, headed by the Chief Minister, is comprised of the State Secretary and several ministers holding the following portfolio. One or more assistant ministers assist each ministerial portfolio.

Sarawak Public Service

Goals

Globalisation, knowledge based economy, information and communication technology, good governance and public demand for quality and efficient service are exerting greater pressure in the Sarawak Public Service to improve its systems and processes in order to be effective and competitive (stated in briefing notes by Datu Wilson Baya Dandut, Sarawak State Secretary 2007:1-24)*

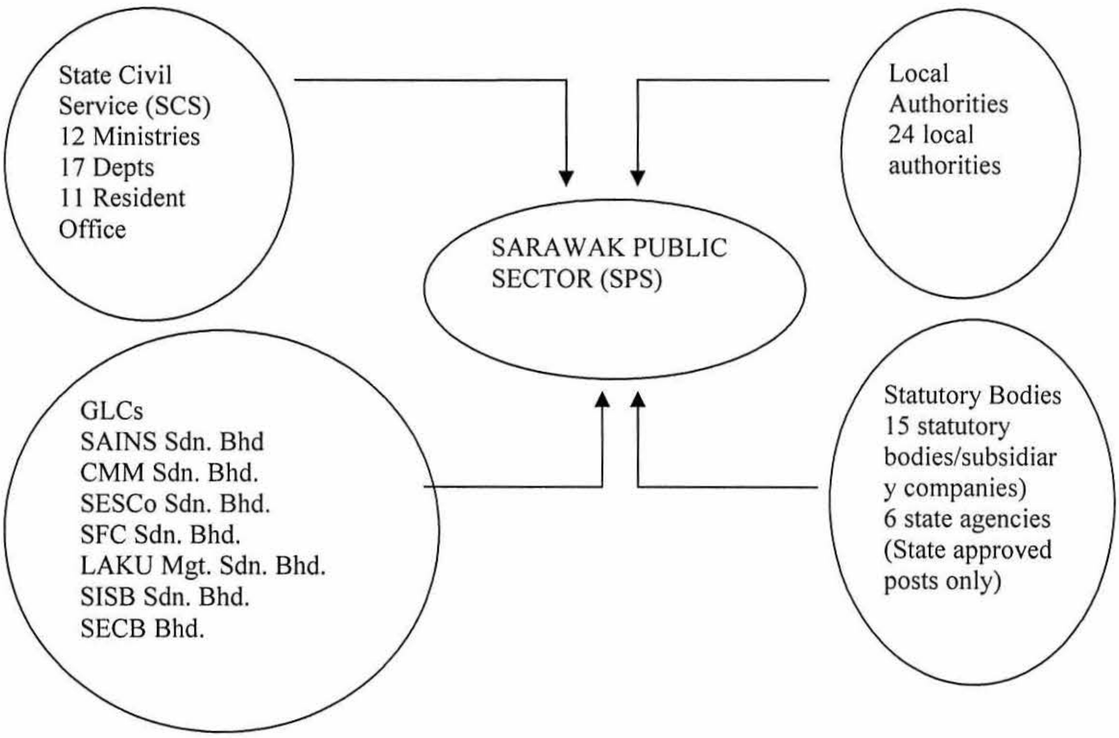
Amidst these challenges and imperatives, the Sarawak Public Service is envisioned as being an effective, efficient and adaptable machine serving as a backbone and catalyst for the economic and social development of the state. It also acts as a cohesive and potent force to help the state to make a quantum leap towards a highly progressive and industrialized era in line with the National Mission. As noted in the Ninth Malaysia Plan, 2006:

> The National Mission is a framework aimed at obtaining greater impact and performance from the country's development efforts towards achieving Vision 2020. The framework acknowledges that to attain developed nation status, formed in its own mould and confident in its own capabilities, Malaysia must pursue policies and programmes which enhance its capacity to compete globally; which improve national integration and reduce tendencies towards racial polarisation; and which bring about a better distribution of income and wealth through meaningful participation of all groups in the competitive and productive growth process.(Malaysia, Ninth Malaysia Plan, National Mission 2006:4)

Components

The Sarawak Public Sector consist of twelve ministries, seventeen departments, eleven residents and district offices, twenty four local authorities, seven government linked companies, fifteen statutory bodies and six state agencies (Figure 3.3). The entire sample from this research is from these departments and agencies.

Figure 3.3: Components of Sarawak Public Sector



Sources: (Datu Wilson Baya Dandut, Deputy State Secretary, Human Resource, Unpublished Briefing Notes 2005:19)

The Sarawak Public Sector is headed by the State Secretary and assisted by two deputy state secretaries. The development of the Sarawak Public Sector employees in terms of the recruitment, career development, promotion and training and development is undertaken by the Human Resource Management and Human Resource Development Unit, Chief Minister's department.

Workforce composition and related issues

Currently the state civil service employs 21,568 officers in various ministries, departments, statutory bodies and the local authorities. Of these, 14,633 (67.8%) are in the non-technical services and the balance 6,935 (32.2%) in the technical services. In general, the statistics indicated a disproportionate balance that needs to be addressed as the government could do with more technical staff in order to implement the development programs and projects. In terms of racial composition, out of the 13,000 officers in the State public service 10,550 (80%) are natives*4 while the balance 20% are non-natives. The non natives comprise of the Chinese, Indians and other foreigners. The government both at the federal and state level are encouraging the non-natives particularly the Chinese to join which would help to correct the current racial imbalance in the civil service. While in terms of gender, based on the report of the study on Gender Equity in the Sarawak Public Service, (2003), in the year 2002, female public employees constitute 19% of the total. The ratio of male to female employee is 4.2:1 compare to 2.3:1 at the national level. Another worrying trend is the phenomenon of ageing employee's service that needs timely

4The definition of 'Natives' in the Sarawak Public Sector refers to the definition of 'Native' as stated in the Sarawak Constitution Article 44(1) In this Constitution, unless the context otherwise requires - "Native" has the same meaning as it has in the Federal Constitution for the purposes of the application of Article 153 thereof to Natives of the State; Federal Constitution Article 153(9A) cross reference Article 161A(6) & (7). In this Article 161A(6) "native" means -(a) un relation to Sarawak, a person who is a citizen and either belongs to one of the races specified in Clause (7) as indigenous to the State or is mixed blood deriving exclusively from those races; The races to be treated for the purposes of the definition of "native" in Clause (6) Article 161(A) as indigenous to Sarawak are the Bukitans, Bisayahs, Dusuns, Sea Dayaks, Land Dayaks, Kadayans, Kalabits,Kayans, Kenyahs (including Sabups and Sipengs) Kajangs (including Sekapans, Kejamns,Lahanans, Pinans, Tanjongs and Kanowits), Lugats, Lisums, Malays, Melanos,Muruts, Penans, Sians, Tagals,Tabuns and Ukits.

replenishment of young officers into the public service via more innovative recruitment and retention strategies. Overall, in the Sarawak Public Service, 65% of the workforce is over 40 years old and only 35% in the 18-39 years age bracket.

Changing role and the strategic thrust

Out of necessity, the role of the Sarawak Public Service has been undergoing constant transformation since its early years. From the independence era, the Sarawak Public Service has served variously as liaison to the people, administrator from the government functions and as an agent of development.
As noted by the Sarawak Chief Minister (1994):

> The State Government has chartered out an overall program of revamping the whole Public Service so that we have a State Public Service nearer to the concept of the management than the concept of the old system of administration because most of the work that springs from our agenda will require people to do the kind of adjustment (cited by Datu Wilson Baya Dandut, the Deputy State Secretary, Human Resource, Unpublished Briefing Notes 2004: 8)

Now, as the State of Sarawak gears itself up to achieve the desired development status set forth in the Malaysia's Vision 2020, the role of the Public Sector in developing the State has become increasingly vital, demanding a more proactive, responsive, professional and efficient body which is able to exploit the advancement in knowledge and technology to meet its objective. The state government aims to improve its service delivery to meet the requirements and expectations of all stakeholders. At the same time, services rendered will be evaluated through performance measurement while ICT will be leveraged to support service delivery. In tandem with the National Plan 2006, the state strategy aims to enhance the delivery of public services through, providing efficient and multi-channel Government-customer interfaces and simplifying systems and work procedures; reviewing and streamlining regulatory requirements; monitoring and measuring performance; ensuring competency-based human resource management to support effective service delivery; managing public complaints for better service delivery; deploying ICT applications and infrastructure to support service delivery; and conducting dialogues with the private sector to support economic growth. Each strategy is supported by the action plans lay out by the relevant departments and agencies in the State Public Service represented in Figure 3.3. Some of these departments (State Implementation and Monitoring Unit, State Planning Unit and the Internal Audit Unit) are described below.

State Implementation and Monitoring Unit (SIMU)

The State Implementation and Monitoring Unit was established in November 2000. It was entrusted to monitor and evaluate the implementation of all approved State funded development projects under Eight Malaysia Plan (2001-2005). Since then, the scope and areas of responsibilities assigned to SIMU has increased. On the 1st July 2004 following the Cabinet reshuffle and the formation of new Ministries resulted in some of the functions undertaken by Special Projects Unit (SPrU) were assigned to the State Implementation and Monitoring Unit.

Later on 25th November 2004, the Special Projects Unit (SPrU) merged with SIMU. The merging is to strengthen the implementation and monitoring of the development programs and projects and to rectify the shortcoming and weaknesses.

Among the rationale for the merger of the two Units are: to consolidate the areas of responsibilities; to adapt to new directions and priorities due to cabinet reshuffle; to prepare for the Ninth Malaysia Plan (2006-2010); to undertake additional task to monitor State Minor Rural Projects (MRP) and to optimise the existing manpower.

Both the State and Federal Government have repeatedly emphasized the growing importance of implementation monitoring and evaluation as part of the government's continuous efforts to improve service delivery. This is also encapsulated in the Government's strategy to bring about greater development to Sarawak especially in ensuring that programs and projects implemented will impact and benefit the target groups.

At the ministry, department and agency Levels, Monitoring Focal Points(MFP) are appointed to coordinate and undertake data entry and update the New Project Monitoring System (NPMS) which was named as Sarawak Monitor. Reports are also prepared by the respective implementing agencies and submitted to SIMU to complement the reports generated by the system. The State's performance in respect of both financial and physical progress of the development programs and projects are reviewed and presented to the State Development Monitoring Committee chaired by the State Secretary on a bimonthly basis.

The Unit mission is to ensure that all development programs and projects are implemented according to policies, goals, objectives and strategies set by the State government through the effective implementation of programs and projects as well as efficient monitoring and evaluation.

Among the Unit functions are: monitoring and evaluation (M&E) the implementation of development programs and projects according to the state and national development plans; to report the status and performance of all program and projects through online monitoring system and other monitoring methods; to liaise and co-ordinate with ministries, departments, statutory bodies and local authorities regarding programs and projects implementation and monitoring at the agency level as well as at district level; and to work closely with the State Development Office (SDO) and Federal agencies on programs and projects implementation and monitoring in respect to Federal funded projects. Other functions include: serving as a secretariat to the State Development Monitoring Committee (SDMC) and other committees, and task force on monitoring and evaluation of programs and projects; as a member of the Annual Budget Examination Committee as well as a member of state task force for the preparation of State Development Plan (Five Year Development Plan) and the mid-term review of the plan.

Internal Audit Unit

The Internal Audit Unit was established in 1995.by the State Government. The purpose for establishing the Internal Audit is to further enhance efficiency, accountability and transparency of government operations. Initially, the Internal Audit Unit was set up as a division in the State Financial Secretary's Office and it commenced operation in January 1996. The division was headed by a director and to ensure that he had the independence in carrying out the internal auditing work, he reported directly to the State Financial Secretary. However, in March 2001, the Division was moved to the Chief Minister's Department and it was renamed as Internal Audit Unit. The director now reports directly to the State Secretary and this obviously further enhances his independence in the performance of his duties.
The director of Internal Audit is authorized to examine all properties, records and functions of all state ministries, departments, statutory bodies and local authorities. In fulfilling his responsibilities, the director is also authorized to have full free and unrestricted access to all the state ministries, departments, statutory bodies and local authorities' functions, records, properties and personnel, if necessary, with the consent of the state secretary.

The mission of the Unit is to provide management with analysis, appraisals, comments and recommendation concerning: the soundness and adequacy of accounting, financial, operating and management controls; the extent of compliance with established policies, plans, procedures, laws, rules and regulations; the extent to which assets are accounted for and safeguarded from losses of all kinds; the reliability of management data developed within each organization; the quality of performance in carrying out assigned responsibilities; the quality of performance in carrying out assigned responsibilities; and the efficiency, effectiveness and economy in the use of resources for accomplishing organizational objectives

Among the objectives of the unit is to assist ministries, departments, statutory bodies and local authorities to improve its practices and procedures in existing systems (in order to prevent wastage and abuses) and how to manage resources that are placed under their stewardship economically, efficiently and effectively.

The internal audit reports are also extended to the State Attorney General, State Financial Secretary and head of the departments and agencies for them to examine the findings and recommendations in the Internal Audit Report and to take necessary and appropriate actions. When there are serious issues, the State Secretary refers them to the State Audit and Compliance Committee for deliberation on action(s) to be taken.

The members of the State Audit and Compliance Committee include the State Secretary, State Attorney General, State Financial Secretary and two other members appointed by the Chief Minister. Among the functions of the Unit are: to carry out financial, compliance, operational and computer audits and to report audit findings to the State Secretary, permanent secretaries and head of departments; to monitor the implementation of recommendations made by the Auditor General and the State Public Accounts Committee; to recommend actions to be taken for improving internal controls that are necessary for the sound financial, accounting and operational management; to ensure compliance with laws, regulations, procedures and computerized database; and sound management of computer operation and computerized database; and to recommend actions to be taken when there is fraud

State Planning Unit

The State Planning Unit (SPU) was established in the Chief Minister's office on 6th of March, 1972. However, in the 1st of March, 1983 the State Planning Unit and the State Development Unit (SDO) were merged to form the Department of Development in order to enhance the state socio-economic development planning and monitoring and evaluation (M&E) roles of the SPU and SDO. The new structure was also in line with the federal central agencies organization and management structure whereby the National Economic Planning Unit (EPU) and Implementing and Coordination Unit (ICU) are coordinated by the Prime Minister's Department. The unit then underwent a number of restructuring process in order to streamline its roles with the state government plans and mechanisms and now it is under the chief minister's department.

Among the functions of this Unit are: to formulate the state socio-economic development policies and priorities at the macro, sectoral and regional level, especially in the formulation and review of the State Five Years Development Plan inline with the national development agenda, to formulate allocation distribution based on such policies and priorities through close cooperation with the ministries and agencies; to advice the Government of Sarawak (GOS) on macro, sectoral and regional socio-economic issues especially in the area of economic growth and distribution; to develop, manage, analyze and disseminate the state macro, sectoral and regional database which are relevant to the state socio-economic and resource development and management; to initiate, manage, and coordinate the master plan and feasibility studies, and socio-economic programs/projects impact assessment; and to coordinate all socio-economic research.

Human Resource Development in the Sarawak Public Sector

The Sarawak Public Sector regards training and development as one of the means available to management to ensure that the people on whom the organization depends have the necessary knowledge, skills and attitudes to perform their tasks. The state government also recognizes and encourages its employees' desires for self development by providing ample opportunity for continuous learning. Training and development therefore forms part of the corporate and human resource development strategy. The policy is to ensure that training and development is used to help the individuals perform their jobs more effectively and achieve the goals of the organization. Human Resource Development Unit in the Chief Minister's Department was formed in 1995 to provide direction, guidance and assistance in the development and coordination of the Sarawak Public Sector training and development policy. Thus, the public sector organization, in pursuance of its objective to promote the effective conduct of its business through improvement of performance and development of its employees, attaches great importance to training and development.

The Center for Modern Management Sdn Bhd (described more fully below) was established in 1994 by the Sarawak State government. It was intended to complement this effort by providing a comprehensive human resource development program for state government employees in order to facilitate the transformation of the Sarawak Public Sector in line with the government's aspiration. (The Center is a state-owned company that undertakes the implementation of training and development programs for the Sarawak Public Sector while the Human Resource Unit looks into the policies for training and development of the State employees. The director of the Human Resource Development unit is one of the board of directors for the Center).

The amount of allocation for the training conducted by the Center for Modern Management Sdn. Bhd has increased steadily from RM 3,304,090.58 in 1999 to RM 12,021,628.33 in 2004 (Appendix 3.1) however the allocation has been reduced to RM 5,000,000 in 2005. This reduction was due to the state decision in line with other state's operational budget cut and the state government intention to review its training and development program in an attempt to assess its impacts and its return of investment.

The following section will focus on the state human resource development effort and strategies for improving efficiency and effectiveness through a number of initiatives for example, strengthening its mechanism of conducting TNA, introducing competency-based training, and strengthening its evaluation capacity and mechanisms as a means to address some of the issues.

Training Needs Analysis (TNA) And Development Of Competency Based Training.

As part of its strategic human resource development initiatives, the Sarawak Public Sector practices the Managerial Inter-functional Training Review (MITRE) concept for training which it has adopted from Shell Training, U.K Central Office, London. The MITRE concept was interpreted as:

> All training should develop the individual.
> Functional skills, individual skills and management skills training should be integrated into a coherent whole.
> Training should be focused on immediate job challenges
> Training, both formal and on-the-job should be continuous throughout a career (Unpublished CMM report, 2004:1)

As such the functional, technical and management competency developments training for the Sarawak Public Sector employees are being integrated into a coherent whole. The training provided is also focus on developing the competencies required to master the job challenges of the employees. The use of such a concept from the world of private industry is typical of the new management thinking which informs developments in Sarawak.

According to the researcher's personal interview with the general manager for the Center, the training provided to the Sarawak government employees is based on the careful analysis of the training needs identification of individuals and their organizations. The training needs analysis is conducted as an annual process in which the emphasis is on the importance of identifying the actual training needs and establishes itself as the first step in the overall process of training effectiveness for the Sarawak public service. Currently, the yearly TNA exercise is undertaken by the various government agencies in which the employees are given the opportunity to identify their needs more clearly and accurately. It is hoped that good quality TNA will provide a solid foundation for training effectiveness, involve the commitment of all employees in raising their competency level, effectiveness in the job and thereby increase their job satisfaction and motivation.

According to the report by the Center, (CMM Unpublish Report, 2004:3) the TNA process has geared training to a more systematic approach, but there are still certain issues that require improvement to be made by both the center and the Human Resource Development Unit. These issues include the lack of understanding regarding the mechanics of the TNA process leading to ineffective TNA and insufficient effort to conduct TNA at the organizational level. However, the Center has initiated some training on the TNA process for the relevant officers in the affected organization.

Training and Course System (TraCs)

Another major initiative is the introduction and the propose implementation of the new training management system known as Training and Course System (TraCs). TraCs is a subsystem of the human resource management information system (computerized system) which has been developed specifically for managing Malaysia Public Service human resource information. TraCs is managed and monitored by the Human Resource Development Unit. The system will assist the Unit to process nomination, selection, scheduling, notification of training, training records, evaluation of training, and statistical reports on training for the Sarawak government employees. One of the major components of TraCs that has already been launch end of 2006 and implemented on a pilot basis is the Open Registration of Nominations for training. The open registration will be carried out throughout the year to reduce the administrative burden of inviting and processing nominations on a course-by-course basis as was previously practiced. The departments and agencies are responsible to implement the open registration of nominations for training. With the full implementation of TraCs, the management of training will be done on the wide area network throughout the Sarawak Public Service. As such, all the process of nomination, selection, scheduling, notification of training, training records, evaluation of training, and statistical reports on training will be accessed on-line.

Evaluation capacity and initiatives

As mentioned earlier, the evaluation of training and development is a challenging task in the Sarawak Public Service because it needs the participation, engagement and commitment of all the stakeholders including training participants, supervisors, and heads of department, sponsors, trainers as well as the training provider. Currently, training evaluation has been conducted at Level 1(reaction level) and at times, at the learning level. The Human Resource Development Unit and the Center for Modern Management in its effort to strengthen their evaluation capacities, conducted pilot evaluations studies at Level 3 on two training program. One of initiative is the Level 3 evaluation of the Supervisory Development Program undertaken in 2004 and another is the Level 3 and 4 evaluation of the Management Development Training Program taken as a case study for this research. The program needs to be evaluated to measure its impact on the individuals that attend the training, transfer or training to the workplace and to the Sarawak Public Sector organizations. Another effort is, the formation of the evaluation unit in CMM in 2005 to undertake and coordinate all the evaluations of the training programs provided by the center. However, until now, the Sarawak Public Sector has yet to know the value and the impact of the training conducted by the Center to the organization.

Center for Modern Management

The Center for Modern Management (CMM) is an ISO 9001:2000 certified organization incorporated in March 1994 as a wholly owned subsidiary of Yayasan Sarawak. The Center's strategic role is to provide human resource development program and initiatives to both the public and private sector organizations in the management and technical areas. It aims to be the state's leading Human Resource and Organizational Development (HROD) Consultancy Organization. The center is committed to the transformation and change of the civil service by improving its synergy with the private sector through quality, innovative human resource and organizational development programs.

Its history

The Centre for Modern Management can trace its origin to the State's human resource development under the colonial government. In 1957, the post of a training officer was created to administer scholarships for students to pursue higher education outside Sarawak.

After independence, human resource development continued to flourish with emphasis on local training and continuing education for the Sarawak Public Sector employees. The State Public Service Training Centre (SPSTC) was formed in 1975 to co-ordinate the human resource development activities for the State Public Service.
In response to a speech made by the Chief Minister at the State Assembly on 26 November 1993, SPSTC was privatized in January 1994. With the privatization, SPSTC was renamed Centre for Modern Management (CMM) to reflect its new strategic role in the State's human resource development.

The Center for Modern Management (Sarawak) Sdn. Bhd. was incorporated as a wholly owned subsidiary of Yayasan Sarawak to manage the newly privatized centre on 28 March 1994. Clients are from both the state and private sectors .

Long term plans and strategies

The Center's long-term plans include: sustaining public sector market and expanding corporate sector market, upgrading the center into a college of modern management, upgrading the learning and training infrastructure and facilities, and developing the center into a learning organization (http://www.cmm.com.my)

The center is adopting a number of strategies in order to achieve its goals. They include: providing high quality training and consultancy services; continuously improving products and services offered; developing the competency of its employees based on the corporate values of quality, integrity, pro-active, teamwork and leadership, innovative and commitment; establishing and implementing effective channels of communication for continuous improvement and providing conducive working and learning environment for both employees and customers(CMM). Besides building their own employees training capability, the Center also employs the human resource professionals and human resource consultants from private and other public sector as and when required.

Core Business

The Center, as a leading human resource and organizational development (HROD) consultancy organization in the State, focuses on organizational transformation of the public sector by improving the synergy with the private sector through quality and innovative human resource and organizational development programs and other initiatives. This is in line with the State's effort in inducing the New Public Management reforms agenda in the Sarawak Public Sector.

The aim of these human resource and organizational development efforts is to facilitate the transformation of the Sarawak Public Service to become one that is more efficient and exemplary Public Sector in improving the performance of the employees as well as the organizations. As mentioned earlier in this chapter, the Sarawak Public Service is to embrace new practices as part of its reform agenda to the New Public Management. This requires the State human resource to look into human resource development programs as one of its intervention to facilitate the transformation process.

The Center conducts human resource development programs in the form of conferences, seminars, workshops, public courses and in-house training programs for the public and private sectors. It also provides organizational development consultancy services based on the needs of organizations. The in-house training programs concentrate on the organization itself, its real business problems, objectives and management needs while the Center offers a comprehensive human resource programs targeting at individual, team and organizational levels. The 'individual development programs' and the 'team and organizational level programs' (appendix 3.2) are undertaken mainly based on the request of the departments and organizations. The 'core programs' are considered as the management related programs relevant to all the Sarawak Government employees in the different categories. The Management

Development Program (use for this present study) is tailored for senior managers (7-20 years or more) who are 'groomed for more managerial responsibilities'. Detail description of the program is presented later in this chapter. The Executive Development Program is tailored to executives who are less than five years of working experience. The Supervisory Development Program caters for the lower management group while the Support Staff Development program caters for the supporting staff of the various department and agencies in the Sarawak Public Service.

The organizational consultancy services provided by the Center aims at increasing individual, team and organization productivity and helping organizations manage the changing environment effectively (http://www.cmm.com.my).

Strategic Business Partner

The Center also establishes partnerships with other local and international organizations, training providers and education institutions of higher learning. Amongst these predominantly public sector organizations are:
National Institute of Public Administration (INTAN) Malaysia Institute of Management Sarawak (MASA)
Sarawak Economic Development Corporation (SEDC)
Indonesian Association for Training and Development (IATD)
Damai Rainforest Resort Sdn. Bhd. (Camp Permai)
Productivity and Standards Board of Singapore
National Examination Board for Supervisory Management (NEBS), United Kingdom
University Malaysia Sarawak (UNIMAS)
Curtin University of Technology, Perth, Western Australia
Ohio University, United State of America
Murdoch University, Perth, Western Australia
Telekom Training College, Kuala Lumpur
Specialist Management Resources Sdn. Bhd. (SMR)
Universiti Teknologi MARA (UiTM), Sarawak Branch
Phoenix International University, New Zealand

City Council, Kota Kinabalu, Sabah, Malaysia
National Institute of Occupational Safety and Health (NIOSH)

Management Development Program

The Management Development Program provides an opportunity for senior executives in the State Agencies and Departments to spend 18 days of intensive, active learning focused on the topics considered most critical to their successful leadership of the organization (the modules are described below). The program is held at the Center. A total of 163 participants took part in six batches beginning 2002-2004.

The program presents the fundamental tools for effective management of the overall activities within an organization. The emphasis is on sharpening strategic management skills, better understanding of public sector management and organization behavior. Management basics are given and then these concepts are applied to the unique environment of the Public Sector. The program provides the participants the opportunity to exchange ideas and deliberate their points of views thus expanding their capacity to perform.

Objectives

Among the objectives of the program are to develop the managerial competencies of the senior executives that will enable them to improve their performance in their respective organizations and to up-date their knowledge relevant to the changing environment of the public sector management.

Modules

There are nine integrated modules in the 18 days program. Each module is spread over two-days and they include:

Module 1: Reengineering the Public Sector
Module 2: Policy Development and Implementation
Module 3: Corporate and Media Relations

Module 4: Total Quality Management in Public Sector
Module 5: Effective Leadership and Management
Module 6: Strategic Change Management
Module 7: Creative Thinking and Problem Solving
Module 8: E-Communication
Module 9: Effective Presentation Skills
Module 10: Balanced Scorecard in the Public Sector

Methodology

Besides providing the main theoretical and competency-based module, the program employs a number of techniques such as case study analysis, electronic learning environment, presentations and written assignment.

The use of case studies in each of the modules provides a learning situation which closely resembles the organizational context and the professional requirements. Internet, computers and multimedia are use to facilitate learning. Group and individual written assignments are the fundamental part of the program. This technique is to assess participants' writing competency in terms of usage of correct grammar and language skills to clearly communicate ideas for the intended audience

Target participants

The program is tailored to the needs of middle and upper-managers that are being groomed for more managerial responsibility in an increasingly demanding and dynamic environment of the Sarawak Public Sector. The participants are experienced managers (7-20 years or more) who are involved in organizational planning and policy decision-making and have managed managers or senior staff personnel for more than eight years.

Resource persons

The program engaged a panel of experienced international and regional consultants and practitioners expert in their field. Two key moderators are also employed to facilitate and integrate the progress of the overall program to ensure each of the learning objectives is achieved.

This chapter has provided an overview of the Sarawak Public Sector and the program that has been evaluated as part of this research. The Sarawak Public Sector was chosen firstly, because it fits in with the objective of this research. Secondly, it provides the perfect scenario as it represents public sector organization in a developing country and its undergoing constant change to deal with the current issues of globalization. The Sarawak Public Sector is making efforts to develop its human capital and improve its delivery system in order to remain competitive. Thirdly, it is actively engaging itself in strengthening and developing its evaluation capacity as part of its strategy to institutionalize good governance and performance improvement in an attempt to remain competitive and sustain growth. Fourthly, the Management Development Program is suitable as it has been considered by the Human Resource Development Unit and CMM as a core program that need to be evaluated and reviewed and the findings can facilitate them in improving their program and decision-making. Finally, the management of both organizations had been very supportive of this research.

The next chapter will describe the detailed methodology of this research.

CHAPTER 4

RESEARCH METHODOLOGY

Introduction

This chapter describes the methodology used to undertake this research. The research questions are presented, the methodology and the evaluation model used are introduced and discussed. Topics include the data sources, sampling, data collection and the data analysis techniques used. The methodological issues and the limitations of the research are also highlighted.

The research questions

As mentioned in Chapter 1, firstly, this research sets to evaluate the effectiveness of a Management Development Program according to the criteria concerning the transfer of learning and behavioural change, the impact of the training on the individual and the organization. Secondly, it also aims to develop a better understanding on the role of evaluation as a source of information and learning in the Public Sector Organizations.

More specifically, these key questions under the first heading are:
-To what extent have transfers of learning and behavioural changes taken place?
-What factors constitute the successful transfer of learning?
-What factors facilitate or inhibit the transfer of learning?
-To what extent has the process improved employee and organizational performance?

These are essentially the kind of questions that are asked in standard evaluation studies at various levels of detail.

The questions under the second heading are more concerned with the institutional context of evaluation and these factors involved in the design and implementation of human resource development strategies, namely:
-What are the forces that drive the program evaluation to be conducted and why?
-What are the factors that determine the degree of success or failure of evaluation implementation and how do they influence the evaluation?

Methodological Rationale

As indicated earlier, this study seeks to understand the strategic role of program evaluation in the Public sector organization using the evaluation of the HRD training program for the Sarawak government employees as a case study. In this respect, this research attempts to answer the "what", "why" and "how" questions which according to Yin (1994:7) are ideally answered by the case study approach. Yin (1994:15) also cites Guba & Lincoln (1981), Patton (1980) and the U.S. General Accounting Office (1990) stating that case studies have a distinctive place in evaluation research. He further explains that:

There are at least five different applications. The most important is to explain the causal links in real-life interventions that are too complex for the survey or experimental strategies. In evaluation language, the explanation would link program implementation with program effect. A second application is to describe an intervention and the real-life context in which it occurred. Third, case studies can illustrate certain topics within an evaluation, again in a descriptive mode. Fourth, the case study strategy may be used to explore those situations in which intervention being evaluated has no clear, single set of outcomes. Fifth, the case study may be a 'meta-evaluation'-a study of an evaluation study (Yin 1994:15).

These statements are supported by Ginsburg and Rhett (2003:495). They argue that case studies have a special purpose in that they gather in-depth program information that is not possible to collect through broad surveys. This is particularly useful in conducting research in program evaluation in which the researcher or evaluator are able to identify problems with program implementation or suggest ways to design effective practices. They further suggest that a well-designed case study can be an important tool for evaluators wanting in-depth understanding of interventions. They cited Raham's (2001) and Triesman's (1992) to show how influential such studies can be:

> " One small case study triggered the early effective schools research. A team of researchers led by Harvard's Dr. Ron Edmonds had documented ..... two low-income schools markedly outperformed their more affluent peers in nearby schools. Based on this anomaly, Edmonds convinced the U.S. Department of Education that ......to grant $1 million for research to identify more exceptions. Subsequent research was able to find hundreds of schools in which poor children were learning beyond expectations. These were dubbed 'effective schools'.
>
> In the mid-1980s, Uri Treisman (1992) used case studies to try to understand why highly qualified African-American students at the University of California at Berkeley were having trouble in advanced mathematics classes. Treisman noted that Asian students formed mini-academic communities and worked collaboratively to help each other understands the required mathematics content, while black students worked alone. Treisman then successfully formed mathematical workshops for black students run by faculty, students collaboratively solved difficult problems in these workshops; faculty emphasized that these workshops were for learning challenging math and were not remedial. The success of the collaborative mathematical workshops at Berkeley has led to replication at dozens of other universities, and this approach is being piloted in high schools." (cited by Ginsburg and Rhett 2003:495-6)

Ginsburg and Rhett noted that neither set of findings is likely to have emerged from larger-scale comparison group or survey studies. Along with studying exemplary sites, exploratory case study analyses have been found especially useful in understanding implementation problems of new legislation. For example, the U.S. Department of Education teams documenting the early implementation of the Comprehensive School Reform Demonstration (CSRD) program found that school systems using supposedly research-based model programs, in practice had little or no research evidence to support their effectiveness (Ginsburg and Rhett 2003:496)

The justification of the case study approach in this research can be summarized in the following way. Firstly, in order to understand the evaluation process, a relatively deep analysis is required of the complex information seeking context, the social processes of the study organization and their interactions. Secondly, it can capture the diversity of stakeholders, the information needs and the nature of the information required. Thirdly, a case study approach provides the opportunity to examine continuous processes (such as evaluation) in context and to draw on the significance of various interconnected levels of analysis. A case study strategy is useful as it enables the researcher to explore the situations in which Management Development Program evaluated has a number of outcomes. This case study will also allow the researcher to have an insight and better understanding of the role of program evaluation in the public sector by critically assessing the factors that influence the process of evaluation. Also, it is within the capacity of a lone researcher with limited resources to undertake such an approach.

However, it is worth noting that the current research is not hypothesis testing but rather an open-ended process of analysis and interpretation which does not seek generalization from the setting to a general population. The evidence and the interpretation may help to provide assistance to learning and some input to facilitate the stakeholders in the development of their programs. As indicated earlier, it also intends to explore and examine the policy issues surrounding the evaluation enterprise in a public sector setting.

Research design

Definition

A research design or a research plan is the logic that links the data to be collected and the conclusions to be drawn to the initial question of the study. Yin (1994:19) states that a research design is an action plan for getting from here to there, where 'here' may be defined as the initial set of questions to be answered, and 'there' is some set of conclusions about these questions. He further cites Glaser and Strauss (1967) stating that the two variables which mainly influence research design are the purpose of the research and the timeframe.

Yin (1994:20) acknowledged that a comprehensive 'catalogue' of research design for case studies has yet to be developed. However he suggested that the following five components of a research design are especially important: a study's questions, its propositions if any, its unit(s) of analysis, the logic linking the data to the prepositions, and the criteria for interpreting the findings. For this study, the research questions and the purpose of the study were deliberated earlier, while the unit of analysis will be dealt with in the section on sampling/data sources and the procedures for data collection. The criteria used for the analysis of data and for interpreting the findings will also be discussed.

In judging the quality of the research designs, Kidder & Judd (1986) summarized the following tests:-generally found in advanced textbooks on social science research methods.

> Construct validity: establishing correct operational measures for the concepts being studied
> Internal validity: establishing a causal relationship, whereby certain conditions are shown to lead to other conditions, as distinguished from spurious relationship.
> External validity: establishing the domain to which a study's findings can be generalized
> Reliability: demonstrating that the operations of a study-such as the data collection procedures can be repeated, with the same result (quoted in Yin 1994:33).

In general, Tashakkori and Teddlie (1998:80) regard validity as the accuracy with which the instrument obtained measures what is intended to measure. Reliability is concerned with the measurement instrument's ability to provide the same results over time (test-retest reliability), across a range of items (internal consistency reliability) and/or across different rater/observers (inter rater or inter observer reliability).The current research employs multiple sources of evidence in data collection to enable it to achieve the requirement for both validity and reliability. The use of multiple source data and evidence has been recommended by many authors and researchers including, Yin (1994:79), Tashakkori and Teddlie (1998:41), Russ-Eft and Preskill (2001:194) and Clarke and Dawson (2003:88).The subject of the validity and reliability of this research will be elaborated later in this chapter.

Sampling/Data Sources

This study undertakes to evaluate the Management Development Program provided by the Center for Modern Management for Sarawak government employees. As mentioned in the previous chapter, the Management Development Program (MDP) is one of the core programs intended to provide an opportunity for senior executives in the State Agencies and Departments to spend 18 days of intensive, active learning focused on the topics thought to be most critical to their successful leadership of the organization.

In summary, the main stated objectives of the training are to:

apply concepts in the work situation and develop managerial competencies according to the established competencies standards endorsed by the Sarawak Public Sector;

acquire the ability to incorporate the key concepts of customer value, managing variation, managing strategic organizational systems, continuous improvement, quality and productivity into their managerial paradigm and behavior;

acquire up-to-date knowledge and models relevant to the context and processes of public sector management;

acquire the ability to analyze managerial problem in their own department/agency and initiate a program of corrective action to resolve these challenges in the public sector (Unpublished CMM document 2004:1).

Besides evaluating the transfer of learning, impact on the individual and the organization, the researcher had also assessed the relevancy of the modules that had been taught. The modules delivered are: Reengineering the Public Sector Policy Development and Implementation, Corporate and Media Relations, Total Quality Management in the Public Sector, Effective Leadership and Management, Strategic Change Management, Creative Thinking and Problem Solving, E-communication, Effective Presentation Skills.(Other components of the program were described in the previous chapter.)

The program is tailored to the needs of middle and upper-managers who are being groomed for more managerial responsibility in the increasingly demanding and dynamic environment of the Sarawak Public Sector. Participants are career managers with 7-20 years or more experience involved in organizational planning and policy decision-making.

As mentioned earlier, the researcher chose this program (MDP) to be evaluated in response to the suggestion made by the CEO of the Center for Modern Management and approved by the Human Resource Unit in the Sarawak Chief Minister Department. As this program has been put on hold and still under review by the HRD Unit, this evaluation exercise will also serve to provide some learning and input to the development of the program. The organization was very keen for the researcher to conduct the evaluation of the program at levels three and four as it has never been done before.

A total of a hundred and fifty participants were trained in batches over a period of two years from 2002 until 2004. However, for the purpose of the study, twenty-five participants from the last batch of MDP programs held from the 24th February until 16th March 2004 were selected as the sample. Co-workers as well as supervisors were sampled, making a total of seventy five respondents for this study. This batch of participants was selected, firstly because they represent the most recent group undergoing the training which enables them to reflect more easily and thus provide better feedback. Secondly, the time lapse between this evaluation exercise and the training (approximately one and a half years) was considered sufficient to allow any transfer of learning or impact on the individual and organization to take place. The participants were from nine agencies and departments situated at different localities in Sarawak. They hold different job positions and designations. They were of different ethnicity ranging from the Bidayuh, Iban, Kedayan, Chinese, Melanau and Malays.

In order to address the issue of confidentiality, the respondents are coded as illustrated in appendix 4.1. All the participants are coded with the letter P, the co-workers with letter C and the supervisors with letter S. Each participant, co-worker and supervisor is numbered, for example, 1P, 1C and 1S for the first group of respondents.

Procedures/Data collection

Yin states that the case study inquiry:

> copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result
>
> relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result
>
> benefits from the prior development of the theoretical propositions to guide data collection and analysis (Yin 1994:13)

The data collection for program evaluation entails identifying which variables to measure, choosing or devising appropriate research instruments that are both reliable and valid, and administering the instrument in accordance with general methodological guidelines. As noted by Patton:

> 'Evaluators need to be sophisticated about matching research methods to be the nuances of particular evaluation question ......(and) have a large repertoire of research methods and techniques available to use on a variety of problems.' (Patton, 1997:297)

Clarke and Dawson (1999:63) also stated that the choice of methods is strongly influenced by the situation and context in which an evaluation is conducted. The task facing the evaluator is to provide 'the most accurate information practically possible in an evenhanded manner'. Patton further emphasizes that:

> There is no rigid rule that can be provided for making data collection and methods decisions in evaluation. The art of evaluation involves creating a design and gathering information that is appropriate for a specific situation and particular policy making context (Patton 1997:9)

Thus the purposes and circumstances of an evaluation exercise will ultimately determine the choice of variables and evidence used. Clarke and Dawson (1999) indicated that not only the methodological and theoretical issues surrounding the nature and complexity of the evaluation questions have to be taken into account at the research design stage, but consideration also needs to be given to the practicalities of conducting the evaluation study. Sometimes circumstances may preclude the use of certain research design strategies or prevent the adoption of specific data collection techniques.

In order to obtain a rich set of data and to satisfy the requirement for validity and reliability, this research employed the use of multiple sources of evidence for the data collection. Data was collected via interviews, focus group interviews, documentation, records and a specifically designed questionnaire. Initial telephone interviews with the CEO and the key personnel of the training provider for the program were made to gather the information on the background of the program and the participants. This information gathering was later followed by correspondence with the relevant personnel through electronic mail. To obtain an insight into the background of the program, a guideline was sent to the CEO which consisted of the following questions (Appendix 4.2: Questions on Program Background)

> What need does the program exist to serve? What problem was the program designed to correct? Why was the program initiated? What are its goals? Whom is it intended to serve?
>
> What does the program consist of? What are its major components and activities, its basic structure and administrative/managerial design? How does it function? What research support exists to link the activities and characteristics of the program and clients with the desired goals?
>
> What is the program's setting and context (geographical, demographic, political, level of generality?
>
> Who participates in the program (direct and indirect participants, program deliverers, managers and administrators, policy makers)? Who are other stakeholders?
>
> What is the program's history? How long is it supposed to continue? When are critical decisions about continuation to be made?

When and under what conditions is the program to be used? How much time is it intended to take? How frequently is it to be used?

Are there unique contextual events or circumstances (e.g., contract negotiations, budgetary decisions, changes in administration, elections) that could affect the program in ways that might distort the evaluation?

What resources (human, materials, time) are consumed in using the program?

Has the program been evaluated previously? If so, what outcomes/ results were found? Any other relevant information on the program?

An Evaluation Audience Checklist (Appendix 4.3) was also sent to the CEO of the training provider to gather some information on the utilization of the evaluation finding by the various stakeholders which include the developer of the program's sponsor, the board, program manager, program deliverers, participants and other beneficiaries of the program. A written reply was received for both the background on the program and the Evaluation Audience Checklist form, which will be presented in the next chapter.

Later, follow-up interviews were conducted during the fieldwork carried out in Sarawak, Malaysia from 23rd July to 11th September, 2005. Among those interviewed were the program stakeholders such as the Assistant Minister in the Chief Minister's Department in charge of the Sarawak Human Resource, the Director of Human Resource Management, the CEO for CMM and some of the key personnel's in CMM. Each interview took one to one and half hours, some of the interviews were recorded and later used as an input to the development of the instrument and the institutional context (chapter 3). A follow-up telephone conversation helped to resolve any unclear matters. The achievement of a multiple perspective was important for this particular research. As noted by Clarke and Dawson (1999:73) this effort can also enable the researcher to get a feel of the program and the information obtained can provide valuable insights to assist the researcher or the evaluator in choosing the appropriate evaluation designs and constructing more formal interview schedules, questionnaires or evaluation sheets. Two previous participants of the program were also interviewed.

The instruments were constructed based on the contextual information gathered and the research questions (which form part of the evaluation goal). Three sets of questionnaires were developed for the participants, their co-workers and supervisors respectively (Appendices 4.4, 4.5, 4.6). The questionnaires were semi-structured, consisting of open ended as well as closed questions. The open-ended questions were intended to allow the respondents to share their personal experiences as freely as possible.

To further address the issue of the validity and reliability, the draft of the questionnaire was submitted to the CEO of CMM. The questionnaire was later revised based on this feedback and the responses obtained from the pilot test. In an effort to develop a more reliable and operationally valid instrument, the instrument was piloted to two previous MDP participants, their co-workers and their supervisors. One set of respondents was from the Department of the Sarawak Museum while another was from the Sarawak Human Resource Development Unit. Some modifications were made based on the feedback gathered from the pilot test.

The questionnaires were delivered to the respective respondents by hand for those located at the researcher's hometown, while those in other parts of Sarawak were sent by post with a self-addressed envelop enclosed. The respondents were contacted later by telephone and through emails to encourage them to participate in the exercise.

To enhance the validity and reliability of the responses as well as to capture an insight into the participants' experiences on the program, a focus group interview was also conducted. This exercise not only serves to triangulate the data obtained from the questionnaires but it was also chosen as an alternative to individual interviews (due to the constraints of time, unavailability of the respondents and lack of financial resources).Ten respondents were contacted by telephone and email. However, only six respondents were able to participate in the focus group discussion which took about two hours. The focus group interview was held at Wisma Bapa Malaysia (Sarawak Government building-where most of the participants work) on 1st September, 2005. According to Clarke and Dawson (1999:77), this technique provides a relatively inexpensive and efficient way of collecting data particularly when it concerned with obtaining an insight into the attitudes and opinions of a group of respondents. They further noted that this technique is increasing in popularity as it is well documented by a number of authors such as Goldman and McDonald (1988); Patton (1997); Clarke & Dawson (1999); and Russ-Eft & Preskill 2001. These experts agree that the size of the focus group should be kept to a manageable number of six to twelve people to increase the likelihood that all the participants will have an opportunity to speak. Taking into account the difficulties associated with the case study, particular attention was paid to the focus group interviews. Several issues considered important were fully addressed in the application of this technique: the need to develop a climate of trust with the interviewees; to make them feel important to the research; not to prejudice responses; and to assist them to reconstruct the past and describe the present by providing questions for guidance. This was a particularly useful way to assess and capture conflicting ideas, cultural issues and accumulate relevant data through an informal setting.

One of the main advantages to be gained from using triangulation as part of a multimethod research design is that it allows the researcher to have a greater confidence in the research findings than is the case when a single method is used.
Ideally, multiple methods will provide converging evidence in support of a particular finding (Russ-Eft & Preskill 2001:151). The authors also noted that the use of multiple methods and convergent evidence increases the validity, the reliability and the precision of the information gathered. All of this leads to the greater likelihood of the replicability of the evaluation results.

Denzin (1970:301-312) identifies four different types of triangulation. First, data triangulation involves the creation of multiple data in a variety of contexts and settings at different points in time. Secondly, investigator triangulation occurs when more than one researcher or evaluator investigates the same situation. Thirdly, triangulation of theory entails the use of a number of alternative theories to examining the data. Finally there is methodological triangulation. Denzin distinguishes between 'within-method' that entails the use of the same method on different occasions or using multiple method techniques within a given method and 'between methods' triangulation that refers to the mixing of different methods in a single research design. For the purpose of this research, the researcher has chosen data triangulation and both 'within-method' and 'between method' triangulation. The data triangulation involves the creation of the different sets of data obtained from the three levels of respondents, that is, the participants from the program, the co-workers and their supervisors. The 'within-method' triangulation in this study involves the use of a mixture of different scaling techniques and open-ended questions in the same instrument. While the use of the survey questionnaire and focus group interview serves as a 'between method' triangulation. Clarke and Dawson (1999:88) further stressed that the methodological triangulation is presented as a way of guarding against threats to both reliability and validity. As 'within-method' triangulation essentially involves cross-checking for internal consistency or reliability.

Methods of Data Analysis

A case study consists of a specific and bounded description of persons, groups, processes, events, program or organizations. The current research is based on the data collected from documents (written material ranging from department briefing notes, seminar papers, program manuals and guidelines, newsletters and related publications), archival records and transcriptions notes from interviews and responses to questionnaires. The study also generates original data from interviews, focus groups and questionnaires consisting of open-ended and close-ended questions.

Data analysis involves examining, categorising, tabulating or rearranging the evidence from these sources. Yin quoted Miles and Huberman (1984) who suggested the following:

> Putting information into different arrays.
> Making a Matrix category and placing evidence within such categories
> Creating data displays, flowcharts and other devices, for examining the data.
> Tabulating the frequency of different events.
> Examining the complexity of such tabulations and their relationships by calculating second-order numbers such as means and variances.

Putting information in chronological order or using some other temporal scheme.
(Yin 1994:103)

The data is analyzed both quantitatively and qualitatively. However, the main analysis carried out will be descriptive and comparative in nature. The qualitative data are examined and categorized and the data are displayed in the form of frequency tables and summary table. The quantitative data collected from the participants is analyzed using Statistical Package for Social Science (SPSS version 12). Inferential statistics used in this study are focused on investigating the relationship between the three groups of respondents. Spearman's Rank Order Correlation was used to determine the degree of relationship between the three groups of respondents' perceptions on the impact of training on their organizations.

Content analysis was utilized to undertake the qualitative assessment. The purpose of the content analysis is to make the data more interpretable. The data are sub-divided, coded and then categorized. The purpose of the task is to reduce the amount of data through an iterative process of identifying common meaning or common constructs. The analysis consisted of categorizations, interpretations, and revisions of the category systems. All respondents' statements are categorized under their corresponding construct categories. As qualitative methodologists suggest (e.g. Erickson 1998), the frequencies of emerging themes are counted in order to determine their prevalence, while being aware of the limited nature of the sample. The report of these frequencies, summaries and comparisons between the three groups are presented in the tables in the following Chapter on findings.

The data are displayed in the form of frequency tables, summary tables, bar charts, correlation tables and graphs.

Issues

Access

The researcher had to communicate and negotiate with the various stakeholders (the training provider) and the HRD Unit early in the project in order to get their approval for the case study. A letter requesting for the case study approval was send to the HRD unit of the Sarawak State Government in the early stages of the research, enclosing a case study proposal. However, due to the change of leadership and management of the Human Resource Development (HRD), it was suggested that the researcher seek for another approval. Another set of letters (Appendix 4.7) together with a supporting letter from the researcher's supervisor (Appendix 4.8) and a case study proposal (Appendix 4.9) describing the purpose of the study, the expected outcome/benefit and the work schedule was resent in February 2005 to the HRD Unit of the Sarawak Chief Minister's Department.

All these processes required patience and determination and finally written approval was received from HRD Unit after about a year from the initial attempt. The researcher is aware of the politics of evaluation as mentioned in the literature and need to be sensitive to it wherever possible. For instant, getting the cooperation and collaboration of the program stakeholders was necessary in order to gain acceptance and accessibility to the information relating to the program. The experience confirms the suggestion in the literature that the process of collaboration and participation have an impact on collaborators quite beyond whatever they intend to accomplish (Patton 1997:121). The people who participate in creating something tend to feel ownership of what they have created. In this respect, the researcher made every effort to discuss with the CEO and the management of the training provider, as well as other stakeholders on the HRD training program for the Sarawak government employees, the issues related to the evaluation of the training programs. Finally, the researcher was responsive to suggestions made by the CEO and the management of the training provider.

As a senior executive in the Sarawak Public Sector herself, the researcher had the benefit of being able to communicate and negotiate at the highest level to get the required cooperation and support. For instance, in order to gain accessibility to the respondents, further discussions were held with the Deputy State Secretary for Human Resource to obtain his consent to the involvement of senior executives and heads of departments from the various state government agencies. The role of the gatekeeper before any access is gained to potential respondents as noted by Dench et al (2004:55) raises some key issues of voluntary participation. In the experience of this researcher in the context of the Sarawak Public Sector, consent from the top management was highly valuable for acquiring full cooperation from the respondents as well as enthusiasm to participate. All respondents, with the obvious exception of the non-respondents, gave their consent to participate.

Anonymity

All the respondents in the case study were provided with the necessary information relating to purposes of the study, the benefits of the study, the background to the program to be evaluated, and issues relating to research ethics such as confidentiality and anonymity. Dench et al (2004:55) describe many ways in which data can be anonymous or kept confidential. They suggest the use of pseudonyms-a common devise in qualitative research including the use of pseudonyms not just in published reports but throughout the study, in labeling interview notes and taped interviews.
As mentioned earlier, the respondents in this study were coded to protect their identity. However, the participants for the focus group will be acknowledged as they were very responsive and eager to share the opinions and viewpoints on the program evaluated and they have no objections to be named. Apart from anonymity, other ethical issues regarding the research participants and conducting research are also considered. These include the voluntary participation of the respondents and to avoid harm to participants and the independence of research as outlined in the Economic and Social Science Research Council (ERSC) Research Ethic Framework 2005.

Evaluation Model

Kirkpatrick evaluation model

The findings and data analysis are presented in Chapter 5 within the framework of Kirkpatrick's four levels model. The model was illustrated in Figure 12 in Chapter 2. As indicate in the same chapter, the rationale for utilizing the model for training program evaluation is that the value of this model has been documented by many researchers and that it allows for the results of this research to be compared with other studies. Kirkpatrick's model is a conceptual framework which distinguishes between the measurement of potential effects of training at four levels: (i) participants' reaction to the training, (ii) participants' learning as a result of the training, (iii) participants' change in behavior as a result of the training, and (iv) the subsequent impact on the organization as a result of participants' behavior change. This is consonant with the researcher's aim to determine the extent to which participants are satisfied with a training program, whether participants learned from the program, whether participants were able to apply the learning on the job, and the impact on the organization. This case study attempts provides original data to analyze and evaluate the training program at the third (participants change in behavior) and fourth levels (impact on the organization). Data from other levels was already available. The participants' reaction to training and participants 'learning as a result of training had been undertaken by the training provider at the end of each training session. The evaluation report for these two levels was available and served as a source of supporting documentation for the researcher.

CHAPTER 5

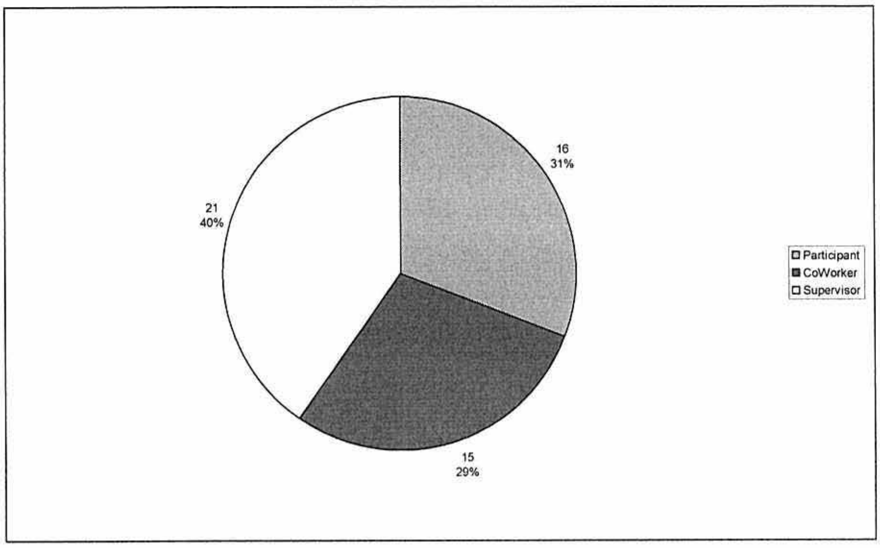
FINDINGS

Introduction

This chapter presents the findings from the case study. The main source of data is from the survey questionnaire administered to participants in the Management Development Program, their co-workers and their supervisors. The findings from the focus group interviews and the report from the previous MDP evaluation initiatives undertaken at Level 1(reaction) and 2(learning) will also be presented and will serve to triangulate the survey results. Sources such as policy interviews with the program stakeholders, policy documents, speeches and reports were also used to substantiate the main findings. This chapter will be presented in relation to the first part of the research questions particularly for the purpose of the case study as indicated in chapter 1.

The findings reflect the views of 70 percent of the individuals (52 from a total of 75) who took part in the research. These individuals are from the three groups of respondents, namely the participants in the training program, their coworkers and their supervisors. From the participants' group, 21 out of 25 responded (84 percent), 16 out of 25 out of the coworkers group (64 percent) and finally 15 out 25 (60 percent) of the supervisors' group. This is shown in Figure 5.1, which highlights the fact that the majority of the individuals responded were from the participants, which accounts for 42 percent of the total respondents. Six out of ten participants invited agreed to be involved in the focus group discussions while the other four could not participate due to their heavy commitments. In fact, it was a difficult task for the researcher to coordinate the focus group discussions as most of the participants could not compromise on the date requested by the researcher. This experience seems to be contrary to the statements from the literature review on focus groups that is an efficient way of collecting data.

Figure 5.1: Percentages of the Respondents. (N=52)



Of the four participants who did not provide the responses, two were no longer available in the civil service. The responses from those non-responding participants were that they were too busy with their present duties and do not have the time to participate in the exercise. It appeared to the researcher that those who did not respond were either not interested in participating or they seemed to display lack of responsibility towards the process of evaluation when contacted. However, the majority of the respondents who participated in this exercise were very eager to provide the feedback, to share their reflections of the program and their point of view.

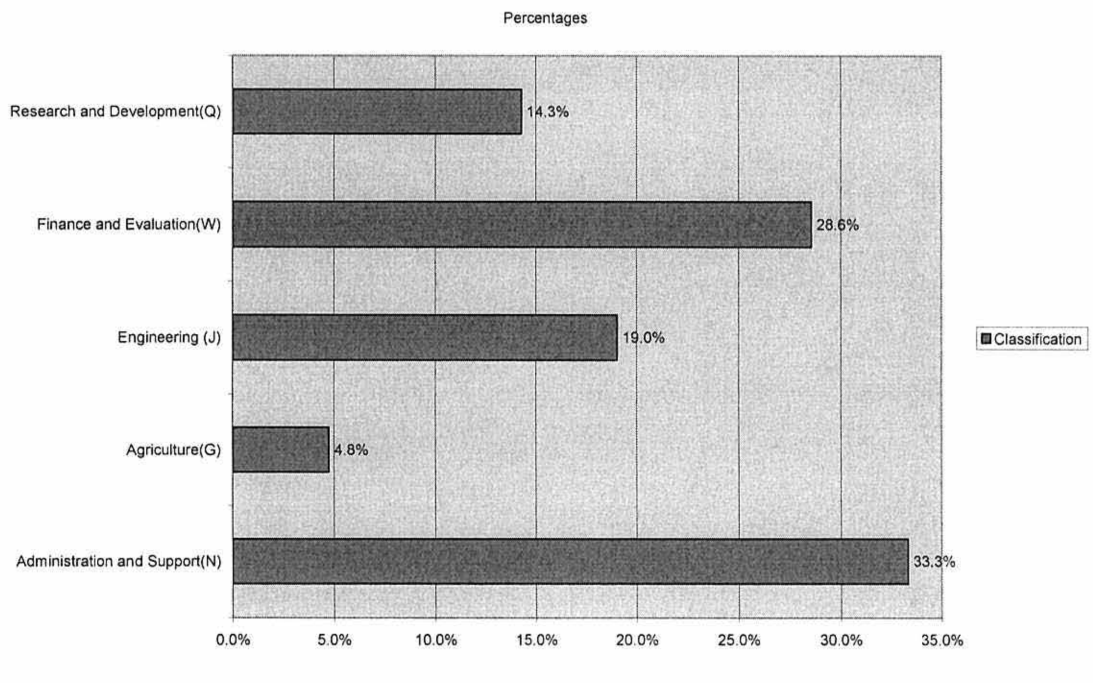
Profiles of the Respondents

The profiles of the respondents are derived from part A of the questionnaire sent to the respondents. Part A consists of the five characteristics of the respondents, namely their organizations, designation, gender, highest level of education and whether they were previously employed in the private sector. The information on the respondents' date of birth and ethnicity were obtained from the Human Resource Department. The detail profiles of the participants, co-workers and supervisors are provided in appendices 5.1, 5.2 and 5.3. The distribution of the respondents by their profiles is discussed in the following paragraph:

Classification of employment

The Figure below shows that, 33.3 percent of participants were in the Administration and Support (N) category, 28.6 percent in Finance and Evaluation (W), 19.0 in Engineering (J), 14.3 percent in 'Research and Development (Q) and 4.8 percent in the Agriculture (G) category. (See Appendix 5.4: Classification of Employment in the State Civil Service According to the Letters of the Alphabet.)

Figure 5.2: Distribution of Respondents by their Classification of Employment

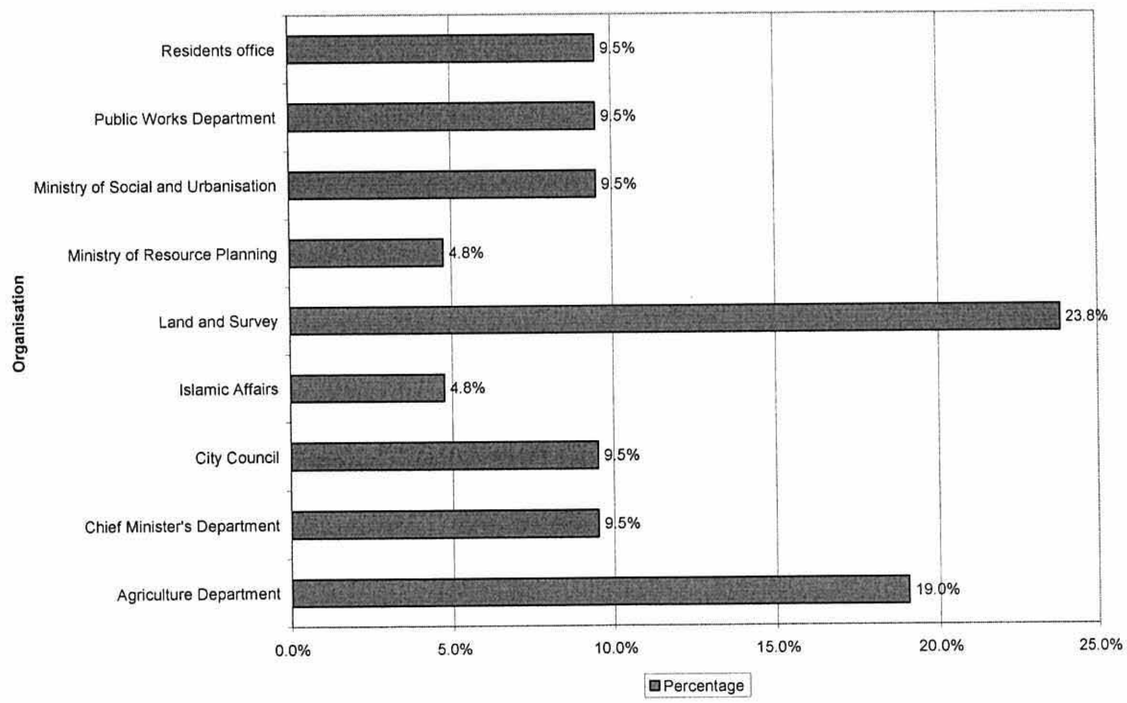


Organizations

The participants were from nine agencies and departments in the Sarawak Public Sector. As shown in Figure 5.4 below 23.8 percent were from the Land and Survey Department, 19.0 percent from the Agriculture Department, 9.5 percent from the Chief Minister's Department, the Public Works Department, Ministry of Social and Urbanization, City Council and the Resident's Office, while 4.8 percent were from the Ministry of Resource Planning and the Islamic Affairs Department. It appears from this sample that the greatest number of participants were from the Land and Survey Department. However, this figure is merely a coincidence as the greatest number of participants was from the Public Works Department as reflected in the distribution of actual participants attending MDP. (CMM, Unpublished MDP Report, 2004). The obvious reason for this distribution is that, Public Works Department is the largest department and it has the largest number of senior executives in the Sarawak Civil Service.

In some instances, participants were from the same department. However, they came from different sections and branches of the organization. For example, out of seven participants from the Land and Survey Department, four were working in different sections in the department's headquarters in Kuching City, three were from Kuching, Sibu and Miri branches of the department. Similarly, for those from the Agriculture Department, one respondent was doing administration while three were researchers in the department's research center. Overall, the data reflects the diverse background of the respondents in terms of the nature of their work and the different workplace settings. The non-homogeneity of the respondents' background may have some implications for the experiences and perspectives of the respondents with regard to the benefit of the training.

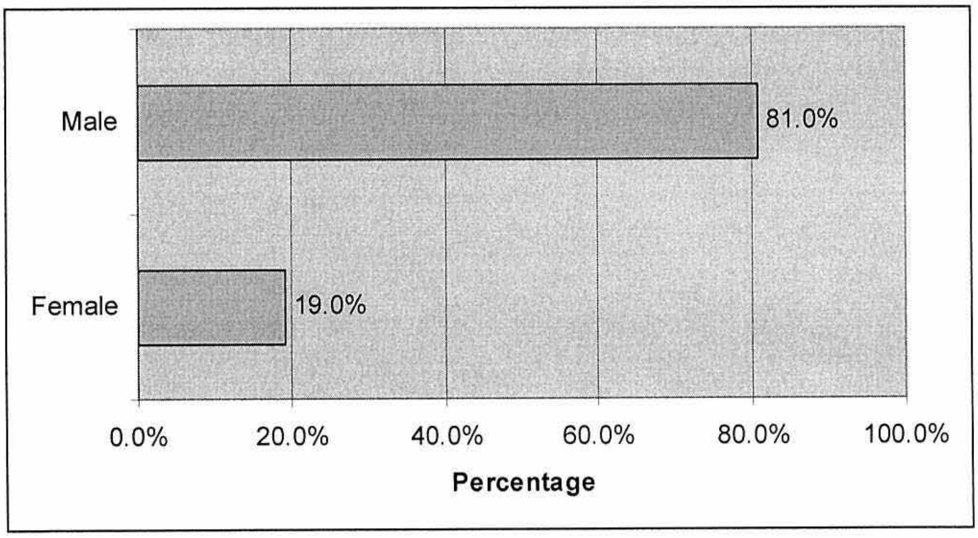
Figure 5.3: Distribution of the Participants group by their Organizations.



Gender

The majority of the participants were male. They account for 81 percent of the total number of the participants whereas the female respondents make up 19 percent as indicated in Figure 5.4. This distribution is consistent with the trend reflected in the actual number of participants attending MDP. Female respondents were under-represented in this study. The distribution also corresponds with the fact that for the past three decades (1970-1999), more men than women were recruited in the Sarawak Civil Service. (See Appendix 5.5-Ratio of Male and Female recruited for the years 1970-1999). In the 1980s, the ratio of men to women recruits was five men to one woman but this gap narrowed in the 1990s when the ratio was three men recruited to every woman (Hew et al, 2003:13).This issue will be elaborated in the next chapter.

Figure 5.4: Distribution of the Participants group by Gender(N=21)



Age

As shown in Figure 5.5, most of the respondents fall between the ages of 40 to 50

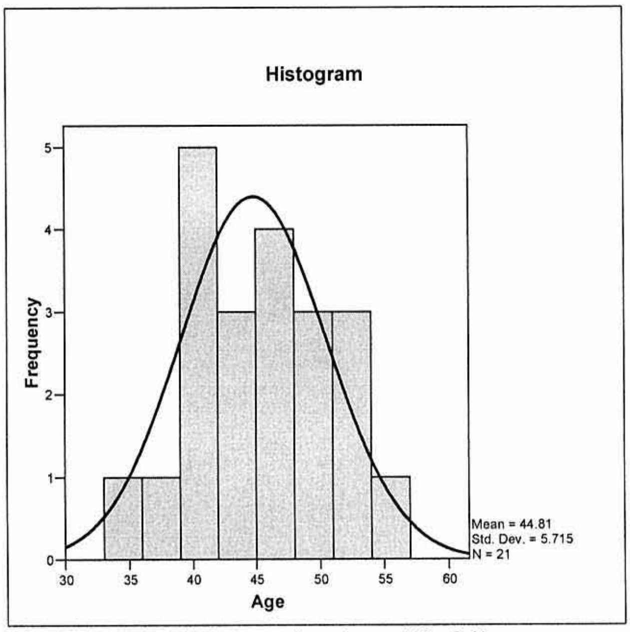


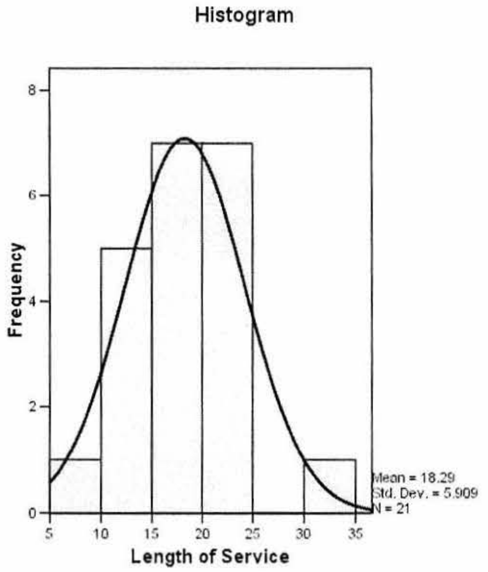
Figure 5.5 : **Distribution of Respondents by Age (N=21)**

years. There is only one respondent who is considered less senior or not within the normal distribution while another respondent is already approaching his retirement age.

Length of service in the Civil Service

As shown in Figure 5.6, most respondent had served between 10 to 25 years in the Sarawak Civil Service. This trend is consistent with the distribution indicated in Figure 5.5 above, which shows that there are two respondents outside the normal distribution. Upon further investigation, the researcher was informed that the younger respondent was considered to have potential for future managerial post while the respondent who was almost reaching retirement age was given the opportunity as a form of incentive and motivation. As mentioned in Chapter 3, the program was meant to provide the necessary management knowledge and skills for the senior executives (15-25 years length of Service).This length of service was determined by the Human Resource Development Policy.

Figure 5.6: Distribution of Participants by Length of Service (N=21)

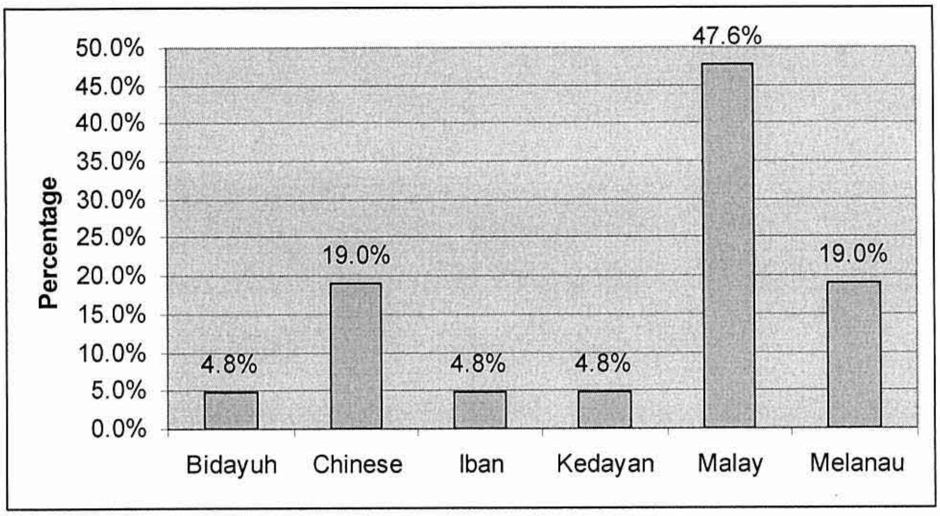


Ethnicity

As shown in Figure 5.7, in terms of ethnicity, the Malays account for the highest number of respondents , that is, 47.6 percent, the Melanaus and the Chinese 19.0 percent each, while the Bidayuh, Iban and Kedayan accounts for 4.8 percent each. The distribution obtained from this sample is again considered reflective of the actual population. The Malays constitute the largest group of Sarawak government employees on 36.9 percent, followed by the Iban (18.4 %), the Chinese (18.3%), Melanau (10.9 %), Bidayuh (8 %) and Others (7.6 %). (See Appendix 5.6- Distribution of Employees by Ethnicity).

It should be noted that the majority of the respondents are bilingual with Malaysian national language as the main language and English as their second language as mentioned in Chapter 3.

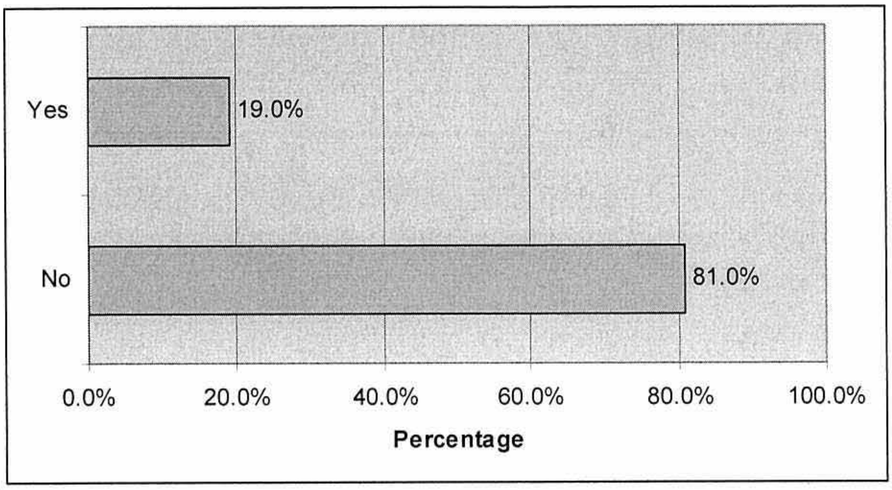
Figure 5.7: Distribution of Participants by Ethnicity (N=21)



Previous employment in the private sector

Figure 5.8 indicates that only 19 percent of the participants had served in the private sector prior to their employment in the State Civil Service, with 81 percent never having been employed in the private sector. This percentage reflects that there is only a small percentage of the senior executives who has previous experience in the privates sector.

Figure 5.8: Distribution of Participants who have Private-Sector Work Experience



(N=21)

Level of Education

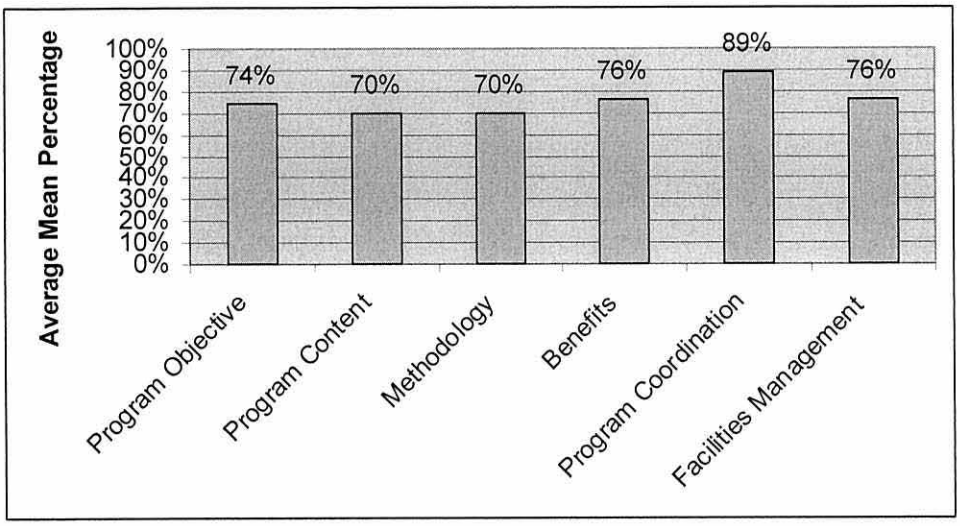
With reference to the level of education, all the participants were graduates with 28.6 percent were postgraduates. Further analysis of those postgraduates' shows that three out of six had MBA .This could mean that those having MBA degree may find the course to be redundant.

Capturing a wealth of information

Ongoing level 1 and 2 evaluations are conducted on every program delivered by the Center of Modern Management using a standardized evaluation form immediately after the program. The evaluations include the assessment made by the participants and the resource persons regarding the program as well as the participants' evaluation of the resource persons. (See Appendix 5.7, 5.8 and 5.9). A Summary Evaluation Report (SER) is produced for each program which is presented to the Management and the Human Resource Unit of the Chief Minister's Department. The SER seeks to consolidate the feedback from the program participants and the resource persons as to the performance and effectiveness of the program. The use of a standardized instrument such as SER also allows for the development of standards and comparisons across courses and programs provided by CMM.

For the Management Development Program, both the participants and the resource persons were requested to provide feedback on the program. The participants were individually requested to rate the program on a Likert Scale of Excellent (5), Good (4), Fair (3), Average (2) and Poor (1). The components assessed were the program objectives, program content, program methodology, resource person's effectiveness, benefits of the program, program coordination and management of facilities such as the suitability of the training room and the provision of training aids and equipment used during the program. The data obtained was analyzed to determine whether the 70 percent minimum score criteria was achieved. This standard of 70 percent is set by CMM as a benchmark to assess the performance of the program implementation at Level 1. If the overall score or individual score according to the criteria in the Summary Evaluation Report is less than 70 percent, it means that the performance is below standard. Corrective actions will be taken accordingly. A score exceeding 70 percent means that the minimum standard is achieved. Figure 5.9 below (adapted from CMM MDP Level 1 Evaluation Report) shows that all the components assessed had achieved a minimum score of 70 percent. It can be deduced that the program was successfully implemented with the coordination of the program given the highest rating, the program objective and facilities management obtained a mean percentage of 74 percent and 76 percent respectively. The program content and methodology were rated somewhat lower at just 70 percent which suggests that the level of satisfaction for the program content and methodology may need to be reviewed even though the program was considered to be successful. This finding will be triangulated with the results obtained at Level 3 and 4 evaluations conducted by the researcher. This phenomenon will be discussed further in the next chapter.

Figure 5.9: Mean Percentage of MDP Components (N=21)



The resource person's effectiveness was evaluated in terms of the following abilities:

i) to demonstrate depth of understanding with regard to the program content.

ii) to create rapport and interaction which assist learning.

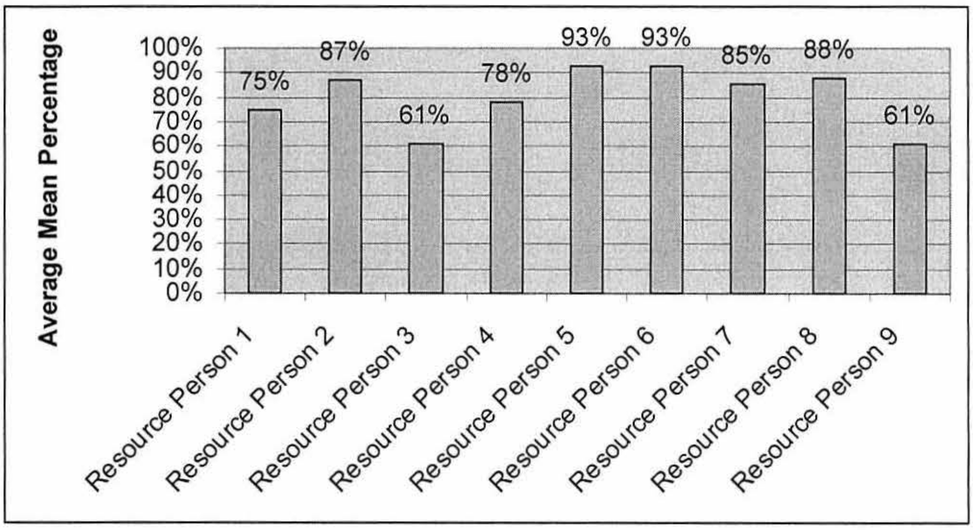
iii) to relate program contents to learning objectives.

iv) to simulate interest through his/her presentation.

v) time management

As indicated in Figure 5.10, all the resource persons' performances were above SER except Resource Person 3 and Resource Person 9. Further analysis of their assessment indicates that Resource Person 3 was rated fairly to poor for his ability to create rapport and interaction which assist learning, ability to relate program contents to learning objectives and to simulate interest through his presentation. Whereas Resource Person 9 was rated fairly to poor for all the five variables assessed.

Figure 5.10: Percentage of the Resource Persons' Performance (N=21)



The resource persons were also asked to provide their assessment regarding the program immediately after the program. As can be seen in the table below, all the resource persons were very satisfied with the involvement of the participants as well as with the coordination and administrative activities undertaken by the staff of CMM. With regard to the relevancy of the program to the participants and the organizations, all respondents reported that the programs were highly relevant or very relevant to the participants and the organizations. However, they do not provide any specific reasons for their responses. In terms of providing suggestions for improvements to program content and methodology, only one resource person suggested that more time should be allocated for each module and the need to include activities such as role playing and more group discussions. Table 5.1 below shows the summary of the feedback provided by the resource persons regarding the program.

Table 5.1: Summary of the Resource Person's feedback regarding MDP (N=9).

Participants' Involvement	Relevancy of the Program to the Participants and Organizations	Coordination and Administrative Activities	Suggestions to improve Program Content	Suggestion to improve methodology.
Generally good, very keen and disciplined, very active participation and good discussion among participants.	Generally very relevant for both participants and organization.	All respondents rate good and excellent on the following i) Availability and willingness of program coordinator. ii) Communication skills of the program coordinator. iii) Provision of appropriate learning environment, training aids and equipment	Only one respondent suggest more time to be allocated for each module.	Role playing and group discussions to be included.

Responses to the Program Content.

The following responses were obtained from the researcher's questionnaire distributed to the three groups of respondents: the participants, co-workers and supervisors.

In an attempt to gain more insight into the components of the program which may be reproducible in other locations, the respondents were asked to rank the modules of the program in terms of the most relevant to the least relevant. They were also asked to provide specific suggestions on ways to improve the program. By capturing this information, the researcher hoped to provide an evaluation of how well the program met the needs of the participants and organizations.

The nine modules delivered during this program that had been assessed were:

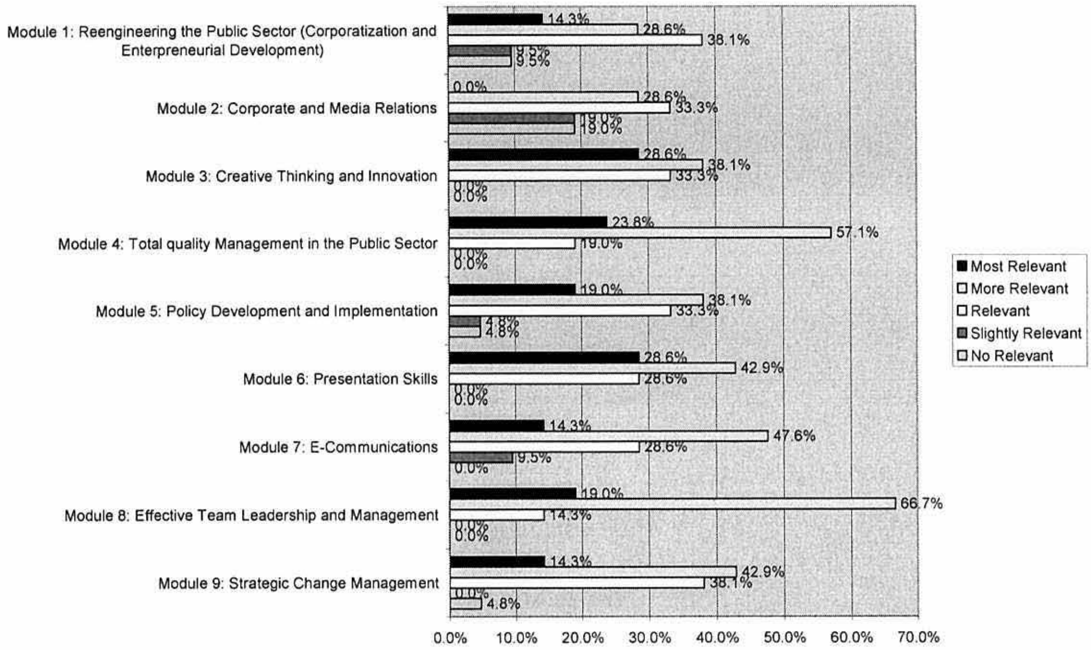
Module 1: Reengineering the Public Sector.
Module 2: Corporate and Media Relations
Module 3: Creative Thinking and Innovation.
Module 4: Total Quality Management in the Public Sector
Module 5: Policy Development and Implementation
Module 6: Presentations Skills
Module 7: E-Communication
Module 8: Effective Team Leadership and Management.
Module 9: Strategic Change Management.

As shown in the Figure 5.11 below, the responses are quite variable, although most modules are deemed to have at least some relevant to all participants. The modules that rated strongly for relevance are Module 3 (38.6 percent), Module 6 (38.6 percent), Module 4 (23.8 percent), Module 8 (19.0 percent), Module 1, 7 and 9 (14.3 percent each). The modules that were considered slightly relevant are Module 1 (9.5 percent), Module 2 (19.0 percent), Module 5 (4.8 percent) and Module 7 (9.5 percent) while the Modules that were considered not relevant include Module 1(9.5 percent), Module 2 (19.0), Module 5 (4.8 percent) and Module 9 (4.8 percent).

Overall, it can be said that the participants' perspective with regard to the relevancy of the Modules is that all the Modules are considered to be most relevant, more relevant and relevant (14.3-66.7 percent) and Module 1,2,5,9 are considered not relevant (14.8-19.0 percent). Where 'relevance' is defined as applicability to the working environment elsewhere in the organization.

Further analysis on the results suggest that Modules 1, 2, 5, 9 are considered not relevant because the content is more difficult to implement unless the participant is in a senior position such as head of department. As for the Module on Corporate and Media Relations, only those who are assigned such a task will be able to practice or apply what they have learned. Modules 3, 6, 4, 7, 8 meet current needs and are thus more applicable and considered to be more relevant.

Figure 5.11: Respondents' Rating of the Module Relevance (N=21)



Spearman's Rank Order Correlation was used to investigate whether there is any relationship between the participants', co-workers' and supervisors' rankings of each module. To determine the strength of the relationship, the interpretations by Cohen (1988) were adopted. The strength of the relationship in the range r=.50 to 1.0 and r=-.50 to -1.0 is considered large, r=.30 to .49 or r=-.30 to -.49 is considered medium while r=.10 to.29 or r=-.10 to r=-.29 is considered small.

With regard to the relationship between the participants and the co-workers' ranking of each module, Table 5.2 and Figure 5.12 indicate that there is a weak correlation between the two group of respondents ranking for Module 1, 2, 4,5, 7 and 9 (r=-0.04 to r=-0.21 and r=0.06 to r=0.25 , n=16, p=<0.05). However, there is a slightly stronger, negative correlation between the two groups of respondents' ranking' for Module 3 (r=-0.34, n=16, p=<0.05), Module 8 (r=-0.33, n=16, p=<0.05) and a slightly stronger positive correlation for Module 6(r=0.40, n=16, p=<0.05). It can be deduced from the results that the participants group and the co-worker group seem to agree on their ranking for the Module on Presentation Skills. In this case, both groups considered the Module as 'most relevant' whereas they tend not to agree on their ranking for Module 3(Creative Thinking and Innovation) and Module 8 (Effective Team leadership and Management).

With regard to the relationship between the participants and supervisors, indicated in Table 5.2 and Figure 5.13, there is a strong positive correlation between the participants' and the supervisors' rankings only for Module 9 ($r=0.43$, $n=14$, $p=<0.05$).

It can be deduced that both groups agree on the ranking for Module 9(Strategic Change Management). Both groups consider the module on Strategic Change Management to be not relevant.

The explanation on these relationships will be further developed in the discussion in the next chapter.

Table 5.2: Relationship between the Participants, Coworkers and Supervisors.

Participant Against Coworker	Correlation Coefficient	Sig. (2-tailed)	N
Module 1	-0.131	0.628	16
Module 2	0.248	0.355	16
Module 3	-0.377	0.150	16
Module 4	-0.213	0.428	16
Module 5	0.060	0.826	16
Module 6	0.396	0.129	16
Module 7	-0.040	0.882	16
Module 8	-0.331	0.210	16
Module 9	0.243	0.364	16
Participant Against Supervisor	Correlation Coefficient	Sig. (2-tailed)	N
Module 1	-0.177	0.545	14
Module 2	0.229	0.431	14
Module 3	0.000	1.000	14
Module 4	-0.019	0.949	14
Module 5	0.006	0.983	14
Module 6	-0.085	0.773	14
Module 7	-0.251	0.387	14
Module 8	0.228	0.433	14
Module 9	0.431	0.124	14
Coworker Against Supervisor	Correlation Coefficient	Sig. (2-tailed)	N
Module 1	0.195	0.544	12
Module 2	0.259	0.416	12
Module 3	0.196	0.541	12
Module 4	0.112	0.730	12
Module 5	-0.258	0.418	12
Module 6	0.080	0.805	12
Module 7	0.050	0.877	12
Module 8	-0.293	0.356	12
Module 9	0.168	0.603	12

Figure 5.12: Relationship between the Participants and Coworkers

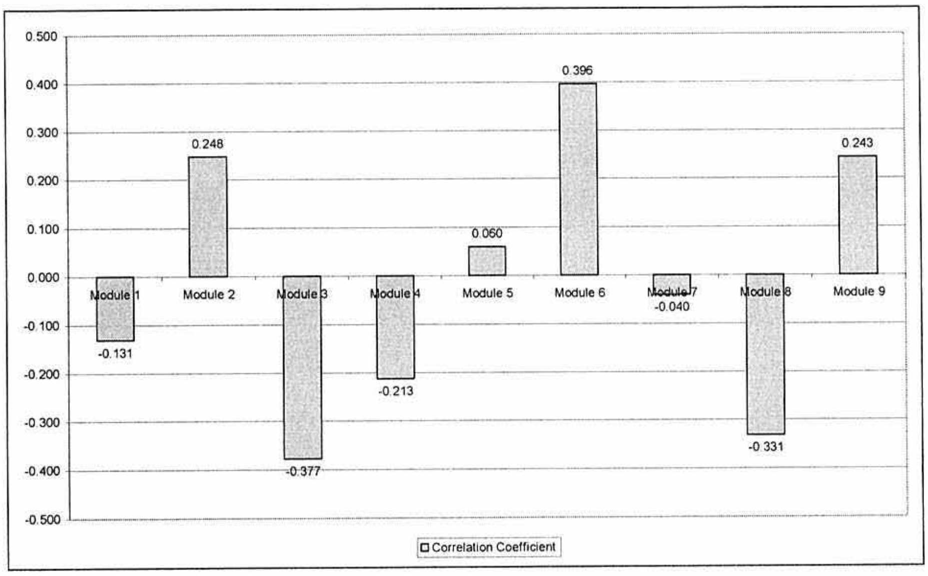
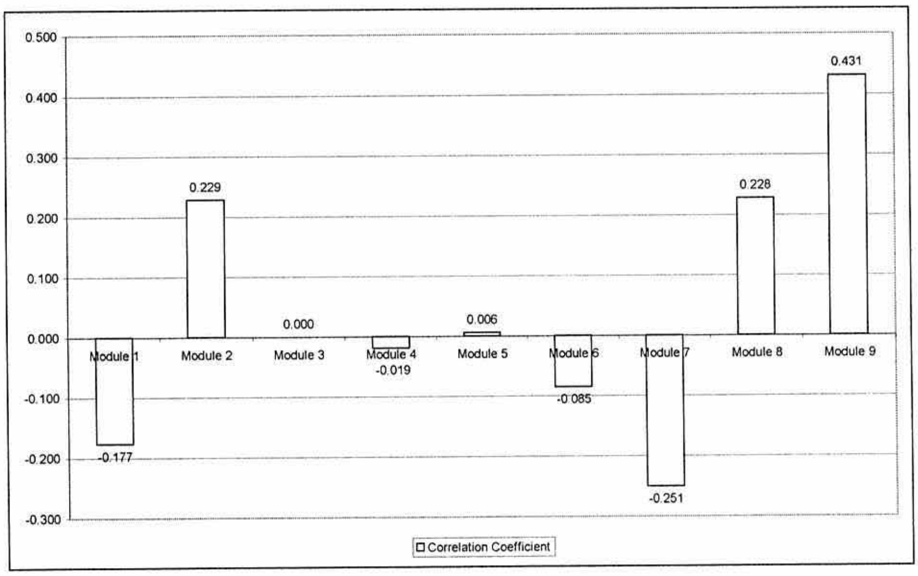
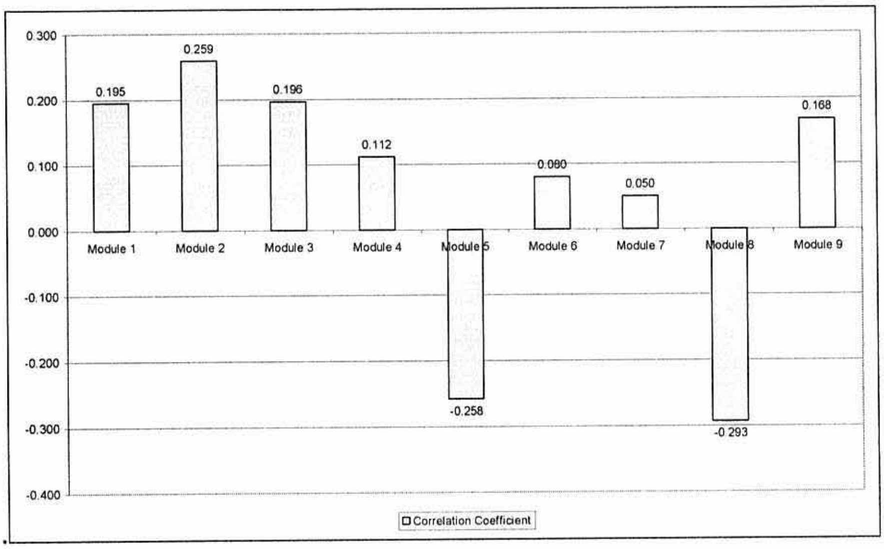


Figure 5.13: Relationship between Participants and Supervisors



With regards to the relationship between the co-workers' and the supervisors' rankings, there is a small positive correlation for modules 1,2,3,4 and 9 and a small negative correlation for modules 5 and 8. (Table 5.2 and Figure 5.14). It can be deduced that the two groups' responses are in agreement for module 1,2,3,4,9 while they seems not to agree on their ranking for modules 5 and 8. However, it is must be noted that these correlations are too small for the results to be considered significant.

Figure 5.14: Relationship between the Coworkers and the Supervisors.



Suggestions for Improving the Program

To explore further the views of the respondents regarding ways to improve the programs, they were asked to provide specific suggestions on some variables such as the duration, content, methodology and environment of the program.

In terms of the duration of the program, seven respondents provided suggestions. These included the need to allow sufficient time to cover each module. The program could be spread out over a period to develop in-depth understanding of the subjects. Only one supervisor felt that the duration was too long, causing the officers to be absent from the department for a long period.

In terms of the methodology, ten respondents suggested having more case studies based on the situations faced by public sector employees, more group assignments, role playing, program's reflection, study visits to foreign countries, benchmarking, and in-house training. One respondent disagrees with the idea of night classes.

Fourteen respondents contributed suggestions regarding the content of the program, which include the need to localize the content, emphasize the Malaysian Policy framework, include a fitness program, motivational talk, and aspects on psychology, emotional intelligence, counseling, and e-knowledge, and to cover contemporary Public Sector issues. One participant commented that the modules delivered were too varied which resulted in participants having difficulty digesting them. One co-worker suggested that the environment must be conducive to enable participants to produce positive changes. However, neither the participants nor the supervisors provided any feedback on this aspect.

Other suggestions from the co-workers and supervisors on the evaluation and follow-up to the program, include giving assignments, assessments and rewards. A structured system of evaluation and job application immediately after the program and to report on their acquired skill and knowledge was also suggested. It is interesting to note that none of the participants suggested the need for the evaluation to be undertaken.

Table 5.3 gives a summary of the suggestions made in written comments by the participants, coworkers and the supervisors for improving the program with regard to the duration, methodology, content, environment, evaluation and others.

Table 5.3: Summary of Suggestions made by the Respondents for Improving the Program (N=52).

Aspects	Participants(N=21)	Coworkers(N=16)	Supervisors(N=15)
Duration	Longer duration required in view of the extensive course content. 1-3 days for each module is insufficient as the scope for each module is wide. Could be spread over 5 weeks or 6 months to allow in-depth knowledge of the subjects.	Increase the duration.	Too intensive. Duration is too long causing the officers to be absent from the department for a long period.
Methodology	More case studies based on the situations faced by the public sector's employees. No night classes. Afternoon sessions should focus on assignment, group work and reflections. Study visits to foreign country and possibly do benchmarking. Hands-on approach.	In-house training tailored to the participating organization	More case studies with local content will be very useful. Group assignment and role playing which simulate real work situation.
Content	To include fitness program, motivational talk, aspects on psychology, emotional quotient and counseling. Contents should be more localized. Should emphasize on the Malaysian National Policy as a basis to work on .Modules are too varied, making it difficult to digest. Should be more practical to the participants 'workplace and covers contemporary issues.	To include Module on E-Knowledge, Issues and challenges in the public sector. Modules should be updated to suit individual organization.	Content must be relevant to the program
Environment		Environment must be conducive to enable participants to produce positive change.	
Evaluation and Follow-up		Follow-up program for participants to reflect, to report and resharpen their acquired knowledge and skill.	Assignment, assessment and reward. A structured system of evaluation and job application immediately after the program would be useful.
Others	Collaboration with local	Change in attitude	

	universities. Need more competent and impressive resource person.	and mindset of participants. Change in organization's policy towards training.	

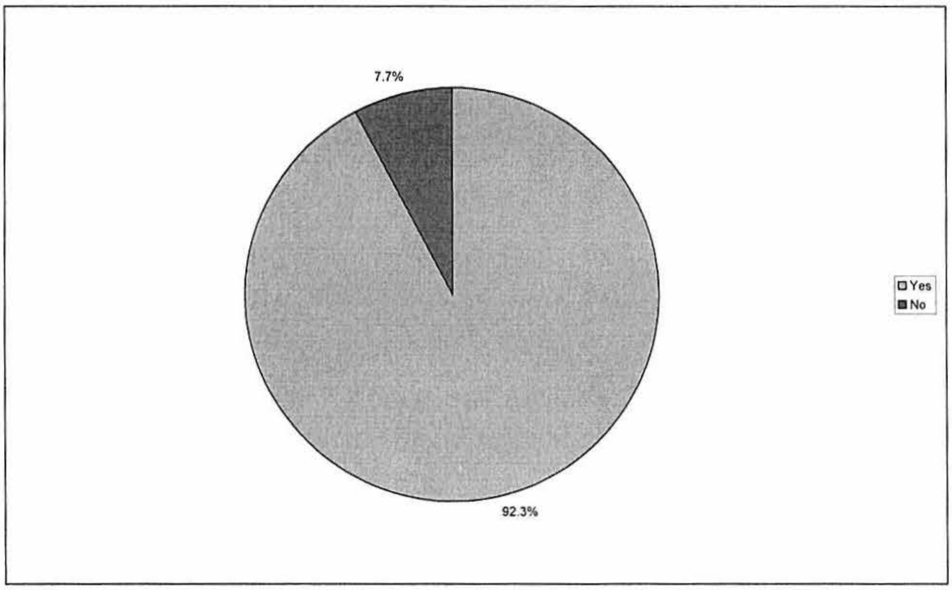
Transfer of learning/Application of learning to the workplace.

To investigate the extent to which transfer of learning occurred and to find out whether the participants applied the learning to the workplace, the entire samples of respondents consisting of the participants, co-workers and supervisors was asked the following question.

'Since you attended the MDP program, have you applied at the workplace the knowledge (understanding) and skills (techniques) taught in the program?'

Transfer of learning was considered an outstanding success by the majority of the respondents (92.3 percent) who answered 'yes' to the above question while only a small percentage (7.7 percent) gave a negative verdict (Figure 5.15).

Figure 5.15: Percentage of the Respondents providing the Feedback (N=52)



Most of the respondents provided specific descriptions of the knowledge and skills they had applied. The content of the responses from each group of respondents was analyzed to identify common constructs. The responses were tabulated and the 50 respondents generated nine constructs. These constructs are: improvements in knowledge and skills with regard to total quality management; presentation skills; team leadership; creative thinking and innovativeness; communication and e-communication; customer satisfaction; corporate and media relations; and overall management .The remaining unclassified statements were assigned to 'Others'. These 'Others' improvements identified include the sharing and debriefing of the information with colleagues and superiors, and increased motivation.

The finding shows that 90 percent (19 out of 21) of the participants perceived there had been improvements in many areas, particularly in presentation skills, team leadership, creative thinking and innovativeness, total quality management, communication, customer satisfaction and corporate and media relations (one participant). However, two participants responded negatively seeing no transfer of learning. They attributed this to the lack of content in the module or the content being too academic and of no practical relevance.

Eighty-eight percent (12 out of 16) coworkers perceived there had been improvements in terms of the presentation skills, team leadership, creative thinking and innovativeness, overall management, TQM and communication. There were also two negative responses from the coworkers but they did not provide any reasons.

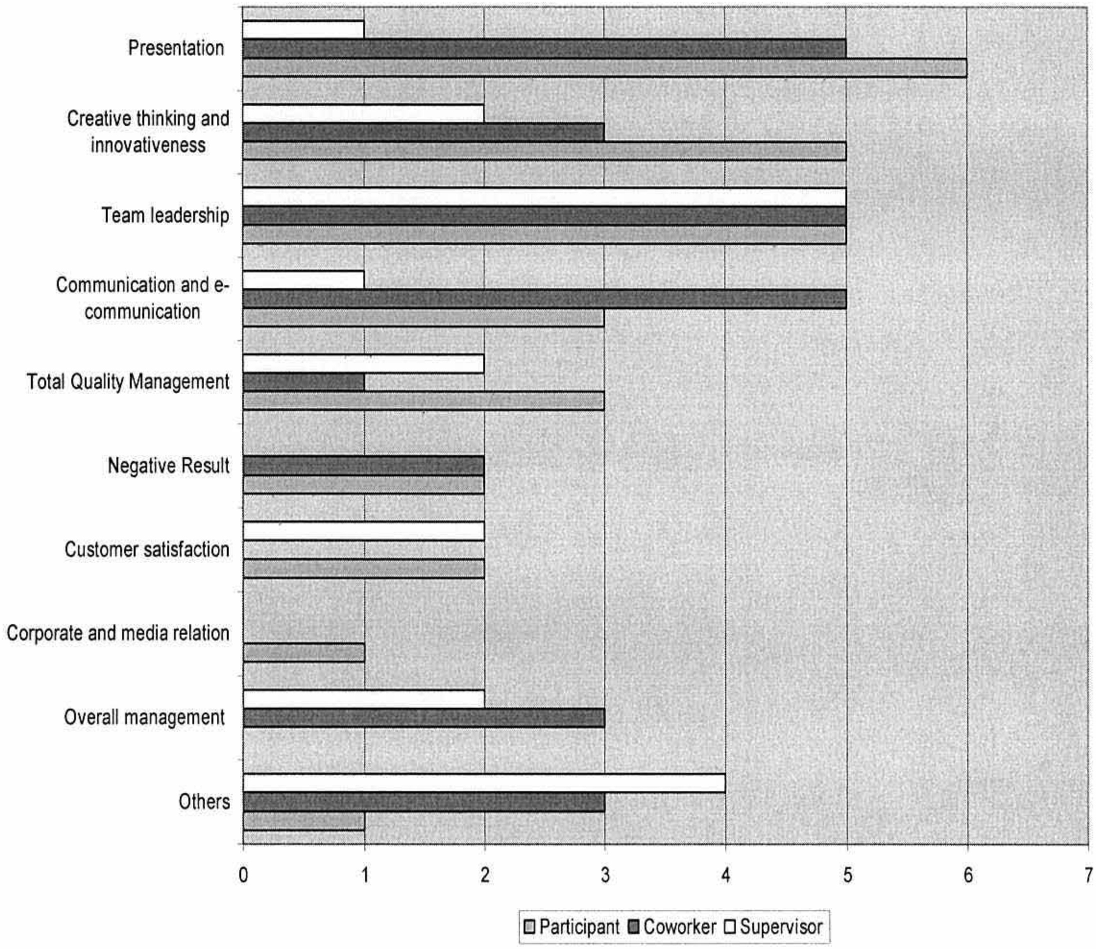
All the supervisors (100 percent) perceived there had been improvements in terms of team leadership, creative thinking and innovativeness, total quality management, overall management and increased motivation.

As indicated in Table 5.4, there is a consistent number of respondents from all the three groups who seem to have the same perspectives with regard to the improvements in team leadership. The details of the responses are provided in Appendix 5.10, 5.11 and 5.12.

Table 5.4: Frequency of Constructs regarding the Transfer of Learning to the Workplace.

The responses shows improvements in the following knowledge and skills: (Constructs)	Participants (N=21) Frequency of Constructs (n=26)	Coworkers (N=16) Frequency of Constructs (n=24)	Supervisors (N=15) Frequency of Constructs (n=15)
Presentation	6	5	1
Team leadership	5	5	5
Creative thinking and innovativeness	5	3	2
Total Quality Management	3	1	2
Communication and e-communication	3	5	1
Overall management	none	3	2
Customer satisfaction	2	none	2
Corporate and media relation	1	None	none
Others (Debriefing and sharing of information with colleagues and superiors, Increased motivation)	1	3	4(Increased motivation).
Negative Result	2(The knowledge obtained is useful however the content is not sufficient to allow it to be applied at the workplace. Sometimes too academic, no practical learning and no opportunity to apply the learning)	2(Have not seen any improvement since the training)	none

Figure 5.16: Frequency of Constructs for Participants, Coworkers and Supervisors (N=52)

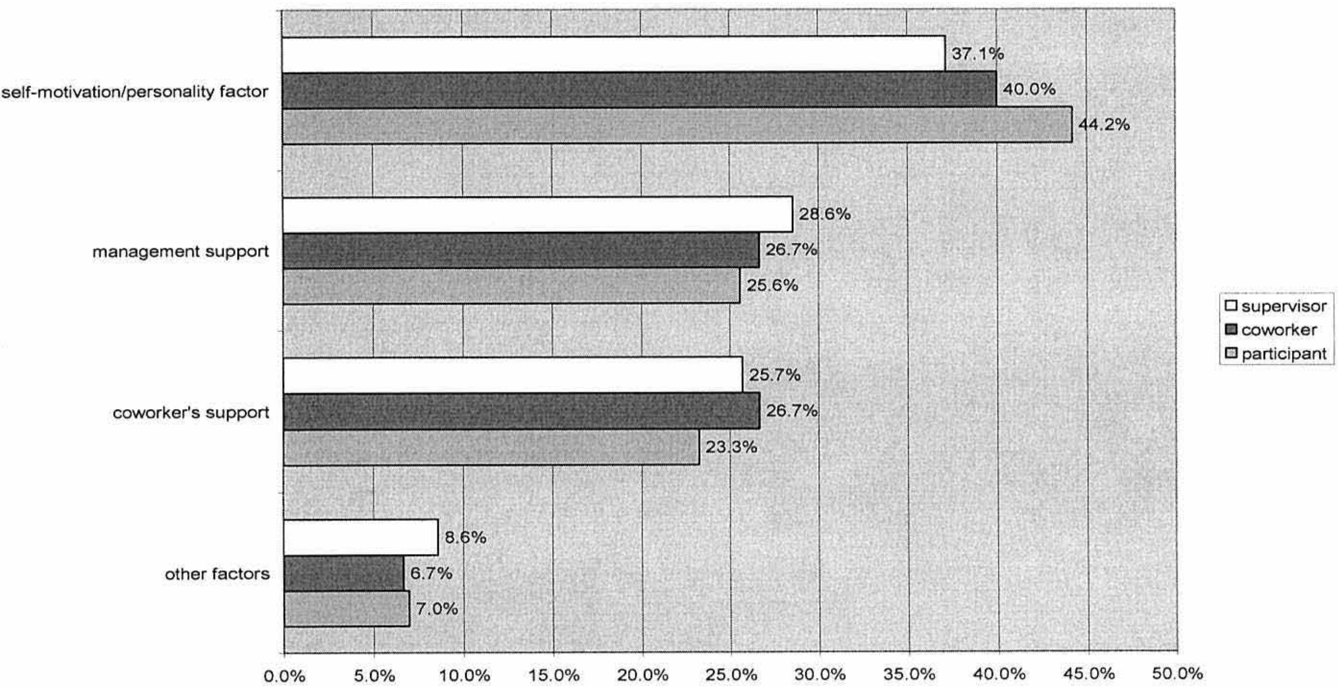


Factors that Facilitate and Inhibit the Transfer of Learning

To investigate further the transfer of learning and the applicability of the program to the workplace, the respondents were asked to indicate the factors that facilitated the transfer of learning. As shown in Figure 5.17, there is consistency between the three respondent groups who each indicate that the most important factor is self-motivation/personality, followed by management support, co-workers' support and other factors. The other factors include sufficient resources such as ICT, external factors such as customer demand and community involvement, organizational factors such as supportive leadership, frequent interactive mentoring, relevance to one's duties and opportunity to apply the learning.

Two participants point to factors that inhibit the transfer of learning as being too busy and having too many higher priorities. The co-worker's perspective was that possibly the participant did not really learn anything that he/she could apply or that the participant had been too busy.

Figure 5.17: Factors that Facilitate the Transfer of Learning according to Respondents (N=52).



Future Plans and Possibility of Utilising the Learning from the Program

The respondents were further asked on whether they would be using the acquired knowledge and skills in the future and if so, to specify them. Most of the respondents answered the questions by providing specific examples and the table below presents the summary of feedback by all groups of respondents (Table 5.5). The details of the responses are presented in appendix 5.13, 5.14 and 5.15. The results also indicate that

34 out of 52 respondents (65.4 percent) perceived that the participants would utilize their learning from the program.

Table 5.5: Summary of Respondents' Feedback on their Future Plans and Possibility of Using the Learning from the Program.

Participants (N=21)	Coworkers (N=16)	Supervisors(N=15)
Introducing e-media through CCTV to enhance security, biometrics for access security and time attendance system.	The effective team leadership and management skills will help him set better guidelines towards a well planned City Council in the future.	The management and leadership skills and knowledge are relevant for his future endeavor .especially. in managing change
To produce consistently high quality results. Sustain organizational efficiency.	The leadership knowledge and skills acquired will assist him in delivering his duty better	Especially when he resume Head of the division in the future
When there is an opportunity	The leadership skill will definitely be relevant to the officer	He will be able to work well as a team leader and became more analytical and creative.
To apply beyond the core business of the organization.	When he is promoted to superintendent, he will be one of the catalyst of change in the department	When he is appointed as a project team leader and may be a section head, he will benefit from the knowledge and skill.
The Presentation Skill, Creative Thinking and Innovation, Total Quality Management, Effective Leadership and Strategic Management Modules provide useful tools, which are relevant for future use.	He definitely would apply some of those skills in the future where the working environment will be more challenging.	He will be more efficient as a team manager and leader.
To broaden the spectrum of those benefit from the program, to include family members, neighborhood and real life situation.	He will use his knowledge and skill to monitor his staff as well as his project.	In TQM and presentation for the department.
The management and leadership skills are useful tools for the future work	Challenging future work environment required him to be well equipped with the relevant knowledge, competitive and multi-skill.	He would likely use his knowledge in 'Policy Development and implementation' and 'Strategic change Management' module when he is promoted to a higher grade.
When I am appointed to a more senior post where work		

would involve managerial and policy drafting nature, I will definitely use the knowledge and skills acquired.		
Most of the modules are useful to my work in the future especially corporate and media relations		

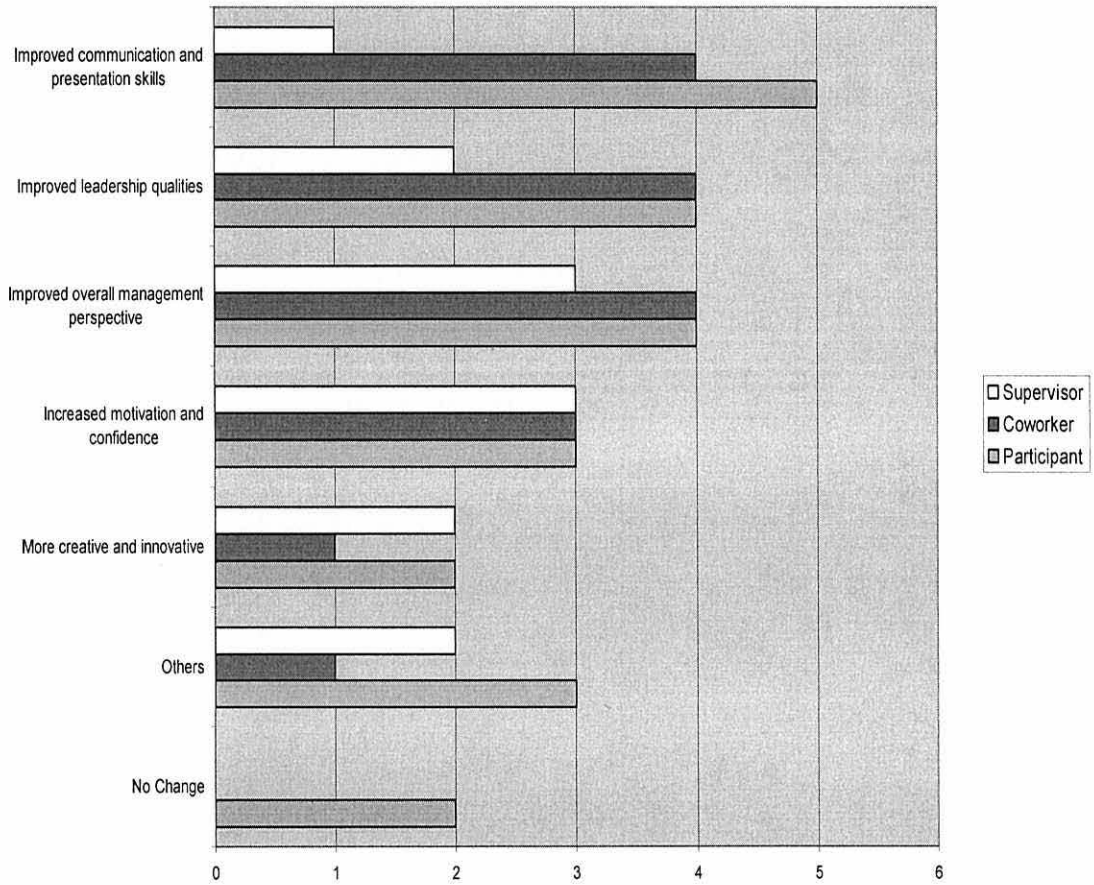
Specific Personal accomplishments of the participants

The respondents were asked the question were asked to identify any specific personal accomplishments or improvements that could be linked to the program.

Most of the respondents gave descriptions what they considered as their specific personal accomplishments as a result of the program. In a similar way to the previous analysis of the transfer of learning, the content of the responses from each group of respondents was analyzed to identify common constructs. The 40 respondents generated six constructs. These constructs include an improved overall management perspective (such as improvement in managing organizational problems, prioritizing work and improved capability managing staff), improved leadership qualities, improved communication and presentation skills, more creativity and innovativeness, and increased motivation and confidence. The unclassified statements (for example share learning with other staff, more focused on job) were listed as 'Others'.
As illustrated in Figure 5.18, 77 percent of respondents perceived that the participants had achieved personal accomplishments. For example, 67.0 percent of participants reported personal accomplishments in terms of improved communication and presentation skills. The next most frequent accomplishments were improved leadership qualities, improved overall management perspective, increased motivation and self confidence, improvement in 'others' (such as increased ability to interact with the media community ,designed a Legal Retainer Tracking System, enhanced practiced of quality work culture) and, more creative and innovative. The trend for the perceptions of the coworkers (75.0 percent) is similar to the perception of the participants. However, more supervisors (80 percent) perceived that the participants had improved in their overall management perspective, increased in motivation and confidence,

improved leadership qualities, more creative and innovative, 'others' (such as share training knowledge with staff, more keen on practice of TQM and strategic change management) and improved communication and presentation skills. The detail responses are provided in Appendix 5.16, 5.17, 5.18.

Figure 5.18: Frequency of Constructs relating to the Specific Personal Accomplishments of Participants (N=52).



Statements on personal accomplishment are often influenced by other factors, so the respondents were also asked to estimate the percentage of their/their colleagues/their subordinate's personal accomplishment that could be directly linked to the program and to provide explanations for the percentage stated. As shown in Table 5.6, the mean percentage estimated by the participants is 35 percent, the coworkers 50 percent and the supervisors 41 percent. The detail of the percentages indicated by the respondents is presented in Appendix 5.19.

Table 5.6: Mean Percentage of the Personal Accomplishment Directly Attributable to the Program (N=52).

Respondents	Mean Percentage (%)
Participants	35
Coworkers	50
Supervisors	41

Explanations for these percentages provided by the participants, coworkers and the supervisors were varied. The participants suggested that their personal accomplishments were due to a multitude of factors such as self-motivation, self-determination, co-workers' support, supervisors' support and recognition, their prior training and the content of the training program. The coworkers also suggested that personal attributes and the training content contributed to the personal accomplishment of the participants while the supervisors suggested personal attributes and prior training as the contributing factors presented in Table 5.7. The detail responses are provided in appendix 5.20, 5.21, 5.22. It is interesting to note that there is a consensus among all the three groups of respondents that personal attributes are the main contributing factor to personal accomplishment.

Table 5.7: Summary of the Explanations for the proportion of personal accomplishment directly attributable to this program (N=52).

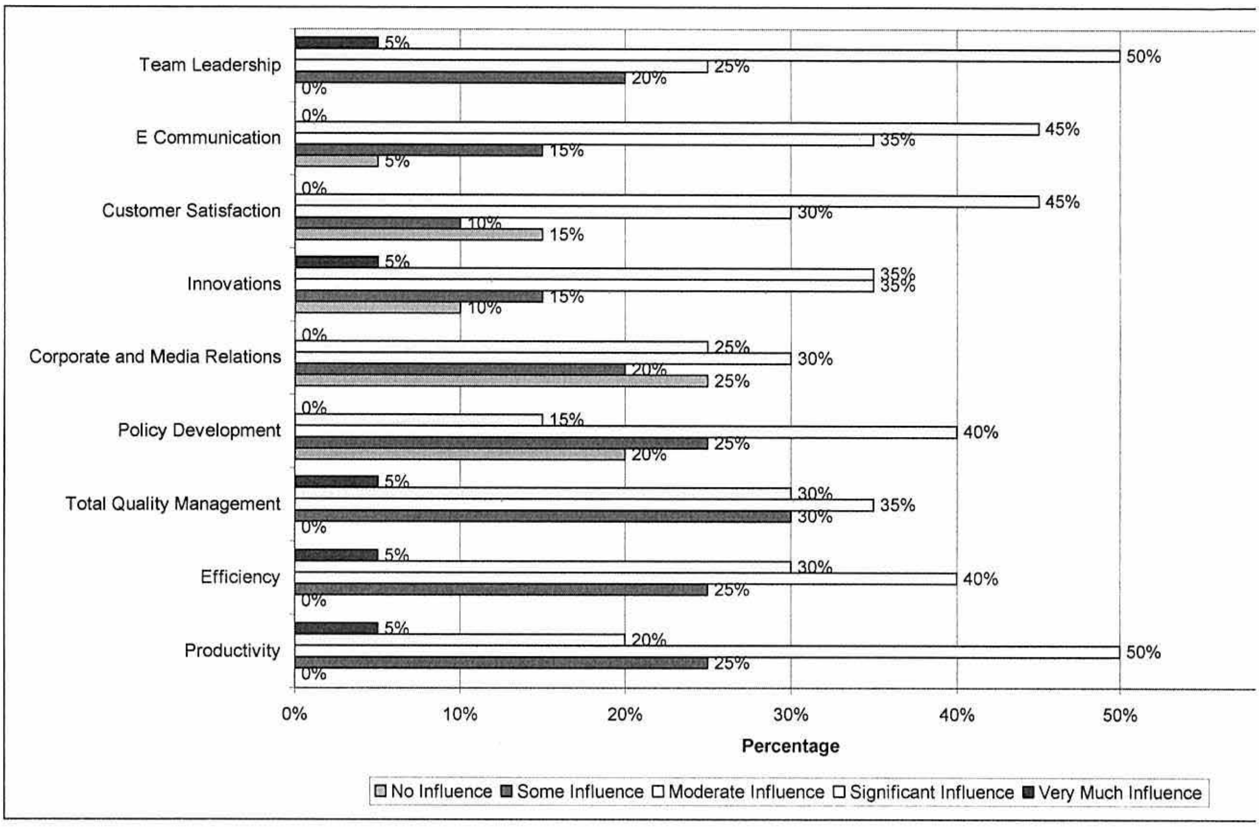
Participants	Coworkers	Supervisors
Need deeper understanding on the subjects taught to maximize its benefit.	The officer was more confident and efficient after the program	30%due to personal attributes such as self motivation and willingness to improve himself
80% is due to self-motivation and determination. MDP acts as a refresher course and reinforced some of the knowledge obtained from other previous similar courses attended	80% due to the program, 20% due to her personal attributes, commitment to her work, upbringing and religious belief.	This is a very subjective estimate. Accomplishment or change in behavior is a cumulative effect of all the knowledge and skills develop over the years. A simple course cannot change a person's behavior that much.
Other factors include coworker's cooperation and superior's recognition.	Proper management of staff, effective planning and proper presentation of the output of each project.	Very low personal accomplishment especially in terms of quality and productivity.
Some module are not relevant to my work	This 30% was reflected in the improvement in his management style since attending the course.	The officer has a healthy attitude towards work. So his personal performance would have been equivalent even without the training.
Knowledge and skill obtained from MDP is applicable not only in working environment but for social and personal life as well	Enhanced skill and ability helped a long way to her successful and effective performance at work	Tries to produce better quality output. Accepts responsibilities
With Modules 6 and 7, my productivity, efficiency and customer satisfaction can be increased. This is because by utilizing IT, work can be done faster, produced quality products with less resource.	He is a forward-looking manager and his 'charismatic' values add to his performance. The MDP program is only part of what is required in the working environment.	Difficult to measure the improvement made by the participant as there was no measurement taken on the participant's knowledge, skills and attitude before the training.
Others are related to the organizational environment and leadership and other factors.	Looking at the module, it does not seem applicable to the participant. They can't relate to their work	Subordinate has already obtained prior knowledge through his MBA program.
Due to his better understanding and more confident.	One of the important factor for personal accomplishment is creative thinking which was taught in MDP	Prior work experience had largely influenced his accomplishments. MDP provided a framework for him to better organize his work.

Impact on the Organization

In an attempt to identify whether the transfer of learning and the change in behavior have any positive organizational consequences, the respondents were asked to indicate the extent to which they think the program has influenced their organizations in areas such as productivity, efficiency, total quality management, policy development, corporate and media relations, innovations, customer satisfaction, e-communication, team leadership and others. These variables were developed based on the assumptions that the transfer of learning and the changes in behavior could lead to the organizational consequences or result (See Conceptual Framework in Chapter 2).

As shown in Figure 5.18, only 5 percent of the respondents perceived that there is 'very much influence' on team leadership, innovation, TQM, efficiency and productivity; 20-50 percent perceived there is 'significant influence' in all areas; 25-50 percent perceived there is 'moderate influence' in all areas and 15-25 percent perceived there is 'some influence' in all areas. However, 5-25 percent perceived there is 'no influence' in areas as e-communication, customer satisfaction, innovation, corporate and media relation and policy development.

Figure 5.19: Participants' Perspectives on the Influence of MDP Training on Organizations.



Spearman's Rank Order Correlation was also utilized to investigate whether there is any relationship between the three groups of respondents' perceptions as regards the impact of MDP training on their organizations. The interpretations by Cohen (1988) quoted earlier was also adopted to determine the strength of the relationship.

In the relationship between the participants and the co-workers' perceptions, Table 5.8 and Figure 5.19 shows that there is only a weak correlation between the two groups for all the areas. There is a medium positive correlation in the area of Total Quality Management($r=0.30$, $n=15$, $p=<0.05$). However, there is a strong positive correlation between the participants and the supervisors' perspectives in the areas of Policy Development ($r=0.62$, $n=15$, $p=<0.05$) and E-Communication ($r=0.42$, $n=15$, $p=<0.05$) as shown in Table 5.8 and Figure 5.22. There is a medium positive correlation between the co-workers' and the supervisors' perspectives in the areas of Efficiency($r=0.41$, $n=13$, $p=<0.05$) and Corporate and Media Relations($r=0.36$, $n=13$, $p=<0.05$).

Table 5.8: Relationship between the Three Groups of Respondents as regards to their Perceptions on the Impact of MDP to Organizations.

Participant Against Coworker	Correlation Coefficient	Sig. (2-tailed)	N
Productivity	-0.124	0.660	15
Efficiency	-0.014	0.961	15
Total Quality Management	0.302	0.274	15
Policy Development	-0.026	0.927	15
Corporate and Media Relations	0.284	0.305	15
Innovations	-0.069	0.807	15
Customer Satisfaction	-0.040	0.887	15
E Communication	-0.067	0.814	15
Team Leadership	0.012	0.965	15
Participant Against Supervisor	Correlation Coefficient	Sig. (2-tailed)	N
Productivity	0.062	0.825	15
Efficiency	-0.031	0.913	15
Total Quality Management	0.202	0.471	15
Policy Development	0.617	0.014	15
Corporate and Media Relations	0.169	0.547	15
Innovations	0.138	0.623	15
Customer Satisfaction	-0.105	0.722	14
E Communication	0.416	0.123	15
Team Leadership	0.222	0.426	15
Coworker Against Supervisor	Correlation Coefficient	Sig. (2-tailed)	N
Productivity	0.147	0.633	13
Efficiency	0.410	0.164	13
Total Quality Management	-0.152	0.621	13
Policy Development	0.293	0.331	13
Corporate and Media Relations	0.356	0.232	13
Innovations	0.002	0.996	13
Customer Satisfaction	0.016	0.960	12
E Communication	-0.142	0.645	13
Team Leadership	0.087	0.778	13

Figure 5.20: The relationship between the Participants and the Coworkers.

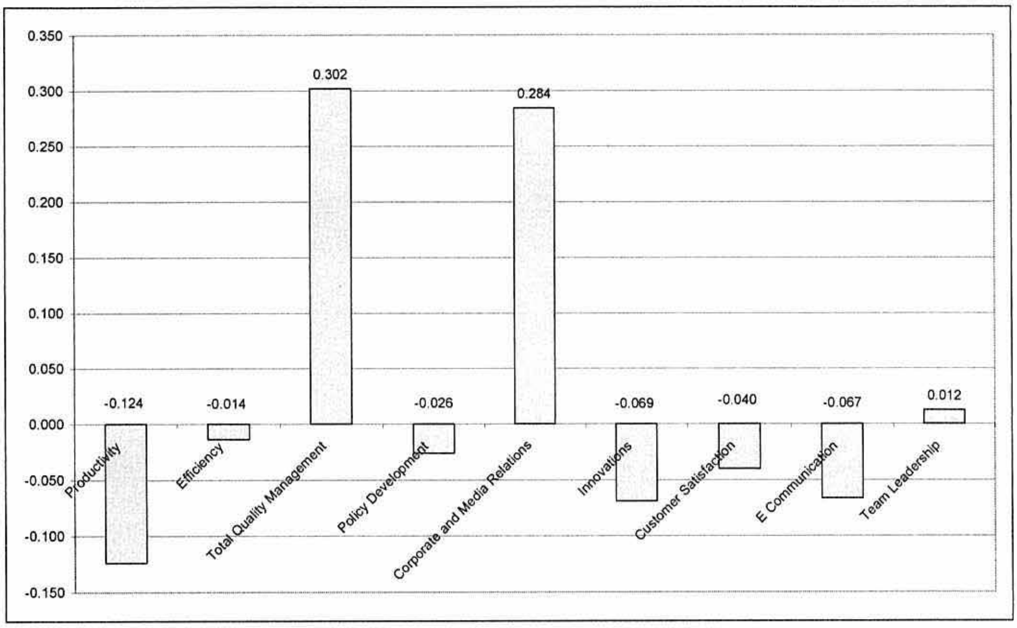


Figure 5.21: Relationship between the Participants and the Supervisors

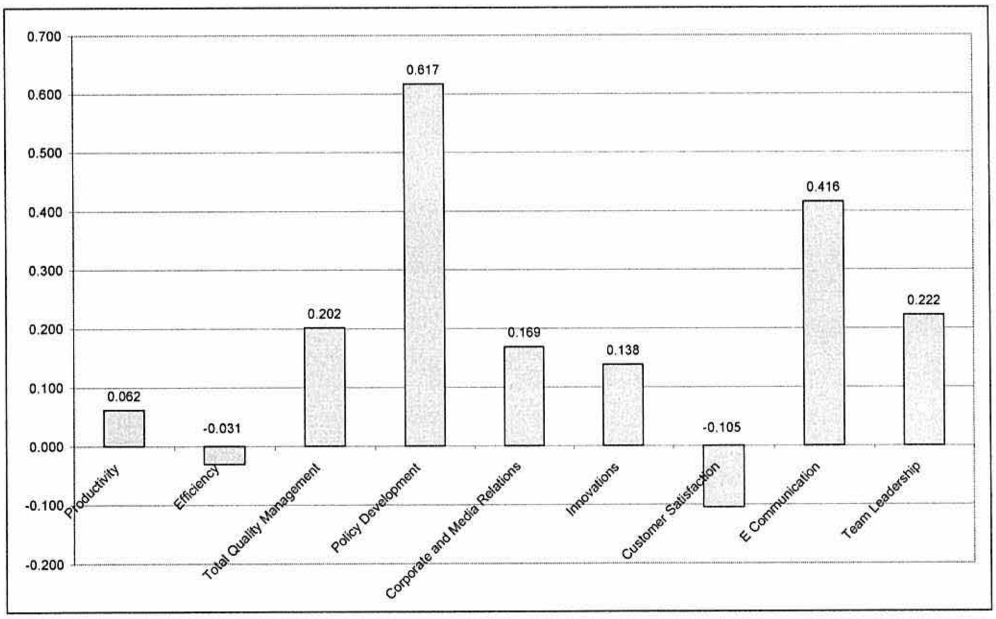
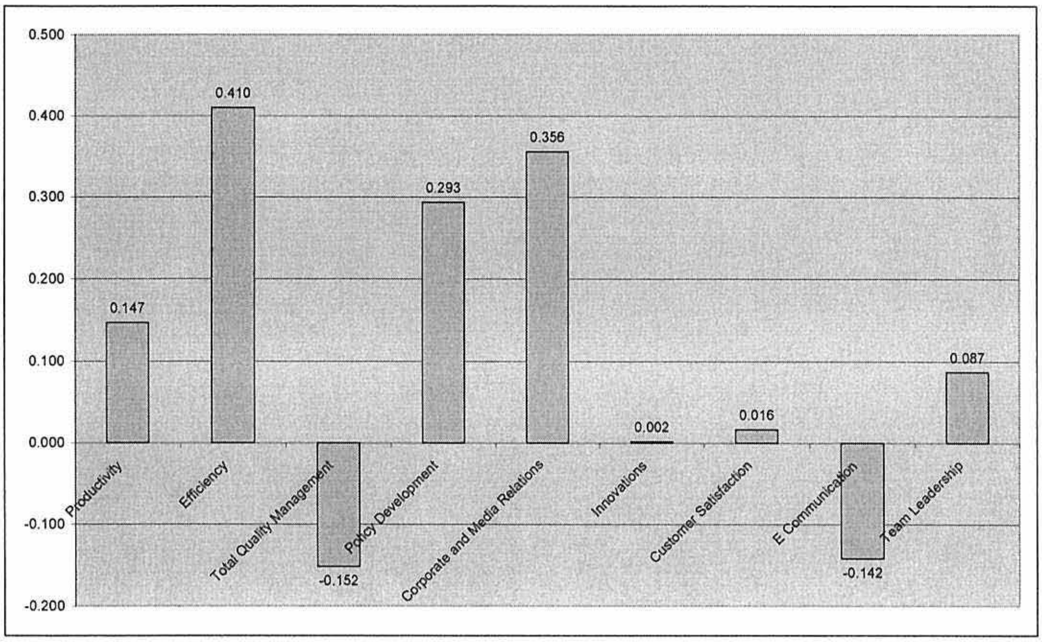


Figure 5.22: The Relationship between the Co-workers and the Supervisors



Does the Program Represent a Good Investment for the Sarawak State Government?

To the question as to whether MDP has represented a good investment for the Sarawak State Government, the majority of the respondents (83.7 percent of the total) responded positively. The findings show that 16 out of 21 participants (76.0 percent), 13 out of 15 coworkers (86.7 percent) and 12 out of 13 supervisors (92.3) percent were positive that the program represents a good investment for the Sarawak State Government.

As shown in Table 5.9, the participants' statements generally suggest that the program had benefited them because it enabled them to acquire new knowledge, skills and management tools, it provided an avenue for the exchange of ideas between participants with diverse work experiences, and it had improved their work performance and thus improved the organizational performance. However, they suggest the need for local collaboration and the need for a positive personal attitude and commitment by participants to transfer of learning to the workplace.

The coworker's statements also indicate agreement that the program represents a good investment for the Sarawak government as it had been shown to improve the quality and efficiency of the participants' work. However, they also identify the personal attributes of the participants as a factor that contributes to the benefit of the program, the need to address the issue of language as a barrier and the need to follow-up on the impact of the training.

The supervisors' responses were similar to both the participants and co-workers responses, with regard to the positive impact of the program on the Sarawak Public Sector. They reported that the program had equipped the employees with the relevant skills and knowledge, making them more resourceful and competent, thus improving their work performance and producing long-term benefit to the Sector. Besides highlighting the personal attributes of the participants as a contributory factor, the supervisors also suggest the need to improve on the content of the program, the need to devise a mechanism to follow-up and evaluate the training to enhance the transfer of learning. The details of the responses are provided in appendices 5.23, 5.24, and 5.25.

The small numbers of the respondents who provide negative results report that; there is a need to select suitable candidates and resource person for the program; there is a need to improve the content of the program and the need to change the policy of the organizations. Some believe that the program is redundant with the introduction of the New Performance System and the amount invested for the program would be better used to send officers for full Master degree courses. The responses from the three groups of respondents are summarized in Tables 5.10 and 5.11 below. The details of the responses are provided in appendices 5.26, 5.27 and 5.28.

Table 5.9: Positive Responses to the Question 'Is MDP is a Good Investment for the Sarawak State Government?' (N=52).

Participants	Coworkers	Supervisors
MDP provide the fundamental tools to effective management, sharpening their strategic management knowledge and skills especially for those without management background. It is also relevant for those new officers in the civil service.	Expose the officers to the necessary knowledge, skills and approaches in management. It motivates the participants thus makes them more effective managers.	Yes. Good exposure for the middle manager to be more resourceful and competent. Provide avenue to equip the next line of leaders in the state with the necessary skills and knowledge. However, it lacks providing deeper understanding of the subject to enhanced applicability.
Provide avenues for exchange of ideas and enlarging their point of views and stimulate critical thinking thus expanding their capacity to perform	The written assignment had necessitated the participants to conduct research and polish their writing skills. This course also enables them to improve their communication and presentation skills.	Yes, but it also depends on other factors such as the mindset and the attitude of the participants. No matter how much they have learned, if they refused to change it will be a waste of government's money.
Provide good exposure for the Sarawak government employees on the present scenario, issues and future challenges in the Public Sector.	Yes, however there should be follow-up to ensure transfer of learning and applicability at the workplace takes place	Yes, some knowledge would be useful at later stage of the participants' career
It represents a total improvement to the participating employees however this program can be improved further by collaborating with local universities	Yes. Acquisition of new management and leadership skills will improve employees' quality of work in any organization.	Yes, it improves the officer's performances.
Yes, it's a good investment as MDP program will eventually produce a good return on investment as the more officers graduated from MDP will enable them to change the work culture, this will enhance the productivity and efficiency of the organization. It is hope that these officers will set a higher level of standards for the Sarawak	Yes, There are many religious officers at JAIS, who have not had the opportunity to acquire the knowledge on the management skills during their study. These officers should be given the opportunity to attend such course. However, the training provider must bear in mind that some of them are not well verse in English.	Yes, there must be a mechanism for ROTI, to measure a participant's knowledge before and after the program to find out what he had learned. There should be a follow through process to ensure the knowledge gained is captured

Public Sector.		
Yes, the module on 'Creative Thinking and Innovation', 'Policy Development and Implementation', and 'Presentation Skill' really have great impact, in a sense that what was practiced earlier seemed to be rather outdated as new development happened in management and administrative sector.	Yes, The state government can produce more knowledgeable, multi-skilled officers to manage the new Public Sector. However, I believe that this program will benefit those officers who are very keen to develop themselves.	Yes, Participants should be encouraged to do research and produce assignments related to their organizations.
Yes, The modules presented in the program are good and beneficial to the government, however, it depends the attitude, motivation and commitment of the participants as to whether they will apply them in their workplace. I believe the program is a good investment for the Sarawak State Government		Yes, The program exposed the participants to the skills and knowledge requirements for managing public sector organizations-whose workforce /employees are generally, entrench in their established work culture and therefore not ready for change in a short timeframe. The benefits may be derived only after eight to ten years. In the immediate to short term, little benefit is expected

Table 5.10: Negative Responses to 'Is MDP a Good Return of Investment for the Sarawak State Government?'

Participants	Coworkers	Supervisors
Not for senior officers as most of them already have the prior knowledge before attending the course. The participants were not chosen appropriately so was the resource persons. Duration was too short resulting in the subjects delivered being too academic and conceptual without any room for applicability. As majority of the participants were from the technical area, need to consider modules that are	No, unless the organization's policy change. No, It is a waste of government resources if the participants were not keen to develop themselves. For those participants who are not interested will abuse the opportunity by not attending some of the class and module. Selection of participants is very important as some participants who are too senior (in terms of age) may feel that the training is no	No. with the implementation of SSM (New Performance System), this course is redundant particularly for those groups for promotion to grade 48 and 54(promotional grades). It is difficult to conclude whether it is a worthwhile investment as there is no obvious impact on the organization.

relevant to them. No, because the amount of money invested would be much better use to send participants for a part-time or a full time Master degree courses at local or overseas universities.	more relevant and as they're not keen to acquire new knowledge and skills which is needed in their work	

Focus Group Discussions

The focus group interview was undertaken as a means to gather more detailed and extended information, additional to the participants' responses from the survey questionnaires. It is often reported to be a cost effective method and it allows interactions between participants thus enhancing data quality (for example, Clarke and Dawson 1999:77). It is also noted that participants tend to provide checks and balances on each other, which weeds out some extreme views. It can also serve as a means to triangulate the data obtained through the survey questionnaire. However, contrary to some of these suggestions, the experience of this researcher was that, it was a difficult and time consuming process to coordinate the focus group interview. The researcher had to confirm and reconfirm with the individual participants regarding the schedule and the place to undertake the interview. This was due to the fact all the participants were senior executives who have heavy responsibilities and different work schedules.

For the purpose of this study, an invitation letter to participate in the focus group was sent through email to each of the ten participants explaining the purpose and providing guidelines for the focus group. Six out of ten participants invited agreed to participate. The session was conducted for about an hour and half. Three part questions were asked based on the survey questionnaire, which had been sent out earlier to the participants. These questions included the relevancy of the module, content and methodology of MDP, transfer of learning and applicability of the program; and impact of the program to them and their organization. They were also encouraged to provide any other comments. Each participant was given the opportunity to express their views and perspectives, which were noted and later summarized as in Table 5.11.

Table 5.11 shows the relevancy of the content and methodology of the program, was considered to be good as it consisted of a wide range of relevant topics. However, it was only a general response at the conceptual level and needed to be localized. A member of the focus group who had prior MBA training feels that those who had MBA does not need to attend the program as MBA provides a more comprehensive understanding of the management knowledge and skills than the program. However those were having a different degree other than MBA regards the program to be useful to them. For example, members of the group who is an engineer and another, a researcher in the agriculture department feels that the program has improved their management knowledge and skills as well as their communication and presentation skills. Some departments suggested that the program should be customized to meet the needs of the organization.

Generally, the members of the group perceived that the transfer of learning had taken place as there seemed to be improvements in participants' management capacity and capability after attending the course. They also perceived there had been improvements on the use of TQM, team leadership, communication skill, and creativity and innovativeness. A member of the group feels that there are a few management tools learned, and considered to be useful, however it is difficult for him to practice as there is not enough insights as to its use and he has no opportunity and the time to transfer the learning at his workplace. His feedback was supported by a few others who indicated that the department policy and support is needed to enable them to practice what they have learned. They also believe that it is difficult to assess the impact of the program on the organization. Table 5.11 below presents the researcher's summary of the focus group discussions.

Despite the limited time available for the discussions (about an hour and a half), the group has been able to contribute positively to the discussions and give constructive feedback as indicated in Table 5.11 The members have been very responsive and eager to share their experiences and reflections of the program. There are instances where their comments were different base on the individual member workplace setting and prior training. They seem to be very comfortable and interact very well with each other as well as with the researcher.

Table 5.11: Summary of Responses from the Focus Group Discussions

Questions related to:	Responses
Relevancy and content, methodology	1. The content is considered good with a wide range of topics relevant to management in the public sector. However, due to short duration allocated for each module, the subjects delivered were mostly at the conceptual level. The content is not sufficient to enable the participants to apply some of the tools that had been delivered, to the workplace. 2. Content needs to be localized. 3. Presentation skill is considered useful to some especially those who have not been exposed to such courses however, it was suggested that attending a 'toastmaster' program is more effective. 4. Customization of MDP based on the need of department or the participant's organization as some departments is technical-based. 5. Use of action-plans and learning contracts to enhance organization involvement
Transfer of learning/Applicability to the work place	1. Some management tools were useful however, participants need to explore further those needs in the department. The department policies and priorities sometimes do not facilitate the officers to try new tools. 2. The management knowledge and skills acquired had at least increased the capacity and capability of some officers in their management.
Impact on individual and organizations	1. Improvements in the use of TQM, team leadership, communication skill, and creativity and innovativeness. However, it is difficult to see the impact of the program unless some monitoring and evaluation is undertaken. 2. After the program, there should be some form of learning contract to ensure participants and the organizations are responsible and accountable to the learning process. 3. To enhance further the benefit of the program, participants should form community of practitioners, develop sharing environment.
Any other comments	1. Participants have to be identified and selected carefully based on TNA. Those who have MBA might not be required to attend MDP. 2. Panel of assessors must be qualified and credible. 3. Affiliation with local universities should be encouraged to provide opportunity for the participants to continue or further their studies locally as its less expensive. Besides, the local collaboration will enable and enhance the use of local content and context. 4. Development of the program should be in tandem with the strategic plan of the human resource development of the Sarawak Civil Service.

Conclusions

This chapter has presented the results of the case study on the effectiveness of the Management Development Program for the Sarawak government employees as regards to the aim, objective and research questions of this research. In summary, the key findings are as follows:

Transfer of learning to the workplace was considered a success with the majority of the respondents (92.3 percent) giving a positive evaluation. Generally, they perceived that there had been improvements in a number of areas such as team leadership, presentation skills, creative thinking and innovativeness, communication skills and their increased level of motivation. This finding is also substantiated by the evidence provided by the respondents that the participants had also enhanced their personal accomplishments in these areas.

The identification of the factors contributing to success of the transfer of learning will serve as useful information for the successful planning and future development of programs for the Sarawak government employees. The findings are consistent across the three groups of respondents. They agree that the most significant factor is self motivation/personality, followed by management support and coworker's support. Other relevant factors include sufficient resources such as ICT, external factors such as customer demand and community involvement, organizational factors such as supportive leadership, frequent interactive mentoring, relevance to his duty and the opportunity to apply the learning. Factors that are identified as inhibitors to the transfer of learning are i) participants being too busy and having too many higher priorities ii) and, possibly, lack of relevant content that participants could apply.

With regard to the organizational consequences of attending the training, a range of 5-50 percent participants indicated there had been positive organizational results in all the areas assessed such as productivity, efficiency, total quality management, policy development, corporate and media relations, innovations, customer satisfaction, e-communication and team leadership. However, a range of 5-25 percent of the respondents' perceptions reported that there was no influence on the organization in areas such as corporate and media relations, policy development, innovations, customer satisfaction and e-communication. This finding will be discussed further in the next chapter.

Generally, the three groups of respondents were positive (83.7 percent) towards the return on investment of the program. Some suggestions were made to look into the issue of language, follow-up mechanisms, collaborations with local universities, selection of candidates and the organizational climate that can influence the overall effectiveness of the program. The results are, of course, based on respondents' perceptions, not a cost-benefit analysis but the results are a significant indicator of the extent to which the respondents have the confidence in the program.

It was observed that, the focus group discussions do not generate particularly strong divergence in their perspectives toward the effectiveness of the training program. There is a consensus around the broad parameters though there are some minor differences of opinion, which is may be due to participants' prior training in the MBA and related subjects.

The overall findings indicate that the Management Development Program was regarded as successful in transferring learning to the workplace and having a positive impact on the individual and organization. Benefits from the training include improvements in a number of areas such as team leadership, presentation skills, creative thinking and innovativeness, communication skills and an increased level of motivation. This is also substantiated by the finding that the participants had achieved personal accomplishments in those areas. The results also show positive impacts on the organization in all the areas assessed. These favorable responses were recorded by all the three groups of respondents, that is, the participants, coworkers and supervisors.

Thus, it can be deduced that from the findings that the program is generally considered to have been effective. However, the understanding of effectiveness can be further elaborated through consideration of a number of factors which may contribute to its success. This and other issues will be further discussed in the next chapter.

CHAPTER 6

DISCUSSION AND SUMMARY

Introduction

This chapter analyzes the findings of the research in the wider context of evaluation. The first section discusses the key findings which come directly from the case study and the second section explores their implications in the broader context of the case study. Both sections will discuss the findings against the research questions identified earlier. The thesis concludes with some recommendations and suggestions for further research.

The first declared aim of the research was to evaluate the effectiveness of a Management Development Program according to the criteria concerning the transfer of learning to the workplace (Kirkpatrick Model Level 3), and the impact of the training on the individual and the organization (Level 4). In particular, the research questions asked in Chapter 1 were:

To what extent has transfer of learning taken place?
What constitutes successful transfer of learning to the workplace?
What are the factors that facilitate or inhibit the transfer of learning?
To what extent has the process improved employee and organizational performance?
The second declared aim was to develop a better understanding of the role of evaluation in the Public Sector Organization by addressing the following research questions:

What are the forces that drive the program evaluation to be conducted?
What are the factors that determine the degree of success or failure of evaluation implementation?

Transfer of Learning to the Workplace

Transfer of learning is defined by Broad and Newstrom as the effective and continuing application of knowledge and skills gained from training to both on and off the job (1992:6). This means that training participants apply all they learned in training to their workplace, at least as well as they could demonstrate those skills at the end of the training program. They further explained that the full transfer of the training also means that with practice on the job, the level of skill with which that learning is applied will increase beyond the level demonstrated at the end of the training period. Newstrom(1986) suggest that transfer also deals with whether or not learning in one situation will facilitate learning in subsequent similar situations which implies inducing new behaviour on the job, the use of learning in the work situation, and anything that keeps an acquired skill and knowledge up to a performance standard (cited by Kirwan 2004:3).

Overall, the findings show that the majority of the respondents (92.3 percent) perceived that the participants had applied the learning to the workplace. This is considered significant finding even though it may not be statistically significant due to the small size of the sample.

It is important to note here that the results from Level 1 and 2 evaluation presented in the previous chapter provide evidence that learning has taken place. The finding indicates that the program objective (that is to develop managerial skills and knowledge which will enable them to improve their performance-See Chapter 3 pg 89) was given 74 percent rating. This finding is in consonance with Kirkpatrick's statement mentioned in the literature review (See Chapter 2 pg 35) that indicates it is important to measure learning as no change in behaviour can be expected unless one of the learning objectives has been accomplished.

There are many indications in this study that program participants were transferring what they learned in the program to their work situation. For example, the participants stated that they have made changes and improvements in areas such as team leadership, presentation skills, creative thinking and innovativeness, communication skills and corporate and media relation. The co-workers' and the supervisors' statements also indicate there had been improvements in those areas, though the supervisors' response on the communication and presentation skills were less forthcoming. This finding will be discussed later in this chapter.

This finding is also substantiated by other evidence provided by the respondents. 65.4 percent of the respondents indicate that the participants had plans and the possibility to utilise their learning from the programs. Several participants described specific uses of their learning and how they developed it to address the needs of their particular organization. For example,

> 'Introducing e-media through CCTV to enhance security, biometrics for access security and time attendance system.' (Participant 3P)

The statement given by the participant above indicates that he or she had been able to apply the learning from the training to his/her work situation. The responses from some of the co-workers and supervisors strongly suggest that the participants definitely expect to utilise their learning in their management roles. To some extent they believe that some of the participants will return a leadership role in organization, and they perceive that this is an avenue which will potentially enable them to implement and transfer what they have learned to their workplace. This suggestion is reflected in the following statement below:

> 'When he is appointed as a project team leader and may be a section head, he will benefit from the knowledge and skill.' (Supervisor 6S)

> 'He would likely use his knowledge in 'Policy Development and implementation' and 'Strategic change Management' module when he is promoted to a higher grade'. (Supervisor 1S)

> 'The management and leadership skills and knowledge are relevant for his future endeavor especially in managing change when he resume head of the division in the future'. (Supervisor 14S)

It is noteworthy that the respondents do not state any improvement in areas as policy development and strategic management. This could mean that some of the participants were not able to transfer their learning in the present circumstances, as implied by the above statements. But this should be set alongside the fact that, one of the aims of this program is to prepare and equip potential senior executives for their future roles. A longer-term or longitudinal study would help to answer this question.

However, the findings from this study also show that 7.7 percent of respondents indicate that there is no transfer of learning (See Chapter 5 pg 131). Two participants and two co-workers were of the opinion that the transfer of learning from the training to the workplace had not occurred. The reasons provided by the participants included the notion that the content of the module is 'too academic', and that without 'practical' learning there is not sufficient content to allow it to be applied to the workplace. 'Too academic' in this context refers to the modules were only delivered at the conceptual level, as mentioned by the focus group members who also feels that the subjects delivered should be more in depth with more case studies and workplace examples in the Sarawak Public Sector or the Malaysian public Sector. Upon further analysis of the comments made by respondents, the learning is even more challenging to those respondents who are working in the technical departments such as the Agriculture and Public Works Department Sarawak. This finding when triangulated with Level 1 and 2 results also indicates a lower level of satisfaction with the program content and methodology as compared with other areas assessed. It is further supported by the suggestions made by the fourteen respondents in their Level 3 evaluation that the content of the program needs to be localized, to emphasize on the Malaysian Policy Framework and the modules are too varied. The focus groups interview also captures the need for the contents to be localized, or more customized to the needs of certain technically-based departments. One co-worker even mentioned the following statement:

> Looking at the modules, it does not seem applicable to the participant. They cannot relate to their job. (Table 5.8)

Upon further investigation, the respondent feedback was due to the perception that the trainee evaluated was doing research which deals mainly with laboratory work.

This finding is supported by MacDonald et al (2000:236) who suggest that managers in technology-based companies feel value is added to the training program when training content is extremely relevant and meaningful to the participants and that high technology culture today needs high-impact, customized management training that integrates technical and management knowledge and skills with on-the-job training. However, Blanchard and Thacker noted that in a management training program, it is impossible to provide specific training for what to be done in every situation that arises. He suggested the 'general principle approach' is suitable as the training will better equip trainees to handle the different workplace situation. In a 'general principle approach' in which the managers are taught some general principles about motivation, for instance, they would understand the responses they are getting from their employees or the workplace problems and devised their own solutions based on their learning from the training (1995:206).

As regards the program methodology, there are many statements and responses that indicate the need to improve the techniques used. For instance, the participants claim there is a need for more case studies based on the situations faced by public sector employees, group assignments, role- playing, and program reflection, study visits to foreign countries, benchmarking, and in-house training. This finding is consistent with the statement mentioned in the literature review (Chapter 2 pg 53) that suggests, the more the elements and situations are similar to the actual work setting, the more likely is the transfer of learning will occur. The use of specific training techniques to simulate the actual workplace environment as part of the training design can also help the participants to alleviate the problem of identifying and experiencing a different workplace environment such as time difference, role difference, social context, space that the learning offered in a training program. This finding is also consistent with Vermeulen's experience in conducting training (2002:371). He recommends four types of training techniques: role play; visualization and mental training as in sports training; voice dialogue, voice drama and presentations as in theatre training to make the training effective as noted in Chapter 2 pg 53.

Another aspect of the program relates to the methodology of the program. The seven respondents identified the duration of the program as a problem. The participants and the co-workers stated that the program could be spread out over a period to allow sufficient time to cover each module in depth. However, in contrast, one supervisor felt that the duration was too long, causing the officers to be absent from the department for a long period. The supervisor's statement is valid in the context of the Sarawak Public Sector because in some instances the absence of the officer has led to failure to complete a project or delay in projects-especially as the majority of the respondents are from technical departments like Agriculture, Land and Survey, City Councils and Department of Public Works. This finding is consistent with Naylor and Brigs 1963 (cited by Blanchard and Thacker 1995:204) who demonstrated that the material learned in an approach where the training has been 'spaced' is generally retained longer than content acquired in a continuous training method. They further explained that due to the fact that retention is necessary for transfer to occur, a 'spaced' approach is most appropriate. However, he argues that because it requires a longer training cycle, management generally resists this kind of approach.

The findings also revealed the need to select the appropriate resource person or trainers for the program. It was mentioned in Chapter 3 pg 91 that the program employed a panel of experienced international and regional consultants, and practitioners expert in their field to facilitate the program. However, there are a number of indications that participants were not satisfied with a few of the resource persons employed. Comments by participants evaluation indicate the need to select suitable and competent resource person. The Level 1 evaluation clearly shows that two resource persons were rated fairly to poor for their ability to create rapport and interaction to assists learning, to relate program content to learning objectives, and to simulate interest through their presentations. This applied to all the five variables assessed (See Chapter 5 pg 120). These assessments are consistent with the general statements made by some participants who commented that the two resource persons did not improve their understanding of the subject matter. There is also a comment on the difficulty of understanding the lectures due to the 'heavy accent' of the resource person and another participant indicated a preference for Malaysian resource persons rather than other nationalities due to the fact that non-Malaysians might not understand the Malaysian workforce context and culture. These comments may not be statistically significant. However, they are worth considering because some participants may have to overcome a language barrier as they are locally trained or they are educated in other languages as in the case of the Religious Affairs officer who was educated in Arabic. It is extremely challenging for this particular participant to transfer the learning as it is already difficult for him/her to understand and communicate in the language used. (This program is conducted in English) These findings implied that the trainers employed in this program should be sensitive to the cultural context of the participants. As mentioned earlier, the participants are drawn from different ethnic groups in Sarawak, they are considered as adult learners as their age ranged from 35-55 years, and are experienced senior executives. Their level of command in English as a second language varies according to their educational background however they communicate very well in Bahasa Malaysia (Malaysian National Language) as their first language. In such a circumstance, it is extremely desirable for the resource person to take the initiative to understand the background of the participants and to formulate learning strategies that will optimize the learning process. This finding is congruent with May (1999:337) who noted that a successful trainer will possess the right competencies to ensure effective delivery of the training material. An effective development program hinges on identifying common competencies including levels of linguistic ability and designing approaches capable of delivering the desired results in the workplace. Contrary to Gauld and Miller (2004:16) research that indicate trainers who were formally qualified trainer are found to be identified with the competencies of an effective trainer compared to those trainers who did not have a formal, university qualification, the finding from present study does not indicate the same result . As indicated earlier in Chapter 3 pg 91 even though all the trainers for this program are qualified and have formal university qualification, the finding (See Chapter 5 page 120) shows that a minority of them are not performing satisfactorily due to reasons such as their inability to create rapport and interaction which assist learning, to relate program contents to learning objectives, to simulate interest through their presentation and managing their time.

Factors that facilitate and inhibit the transfer of learning to the workplace and training outcomes

One of main aims of this research is to identify the factors that facilitate and inhibit the transfer of learning to the workplace. According to the empirical results the factor most often identified by the respondents was self motivation/personality (45.2 percent), followed by management support (26.2 percent), co-workers' support (23.8 percent) and other factors (4.8 percent). This result is consistent across all three groups of respondents. The other factors include sufficient resources such as ICT, external factors such as customer demand and community involvement, organizational factors such as supportive leadership, frequent interactive mentoring and coaching, relevance to his duty and the opportunity to apply the learning.

This finding shows that there is a consensus that self motivation/personality factors are the most important factor in facilitating the transfer of learning. Of course, transfer is vitally important. The organization can invest significant resources to help employees learn and to achieve the highest level of learning possible but if these employees do not for any reason actually apply their skills and improve performance, this investment will lead to no positive impact. In fact, it will have had negative impact given the wasted resources.

It is interesting to note that there are many statements by the respondents that supported this finding. For example, as presented in Table 5.10 pg 149.

> ....but it also depends on other factors such as the mindset and the attitude of the participants. No matter how much they have learned, if they refused to change it will be a waste of government's money. (Supervisor 2S)
>
> .....However, I believe that this program will benefit those officers who are very keen to develop themselves. (Co-worker 21C)
>
> The modules presented in the program are good and beneficial to the government, however, it depends on the attitude, motivation and commitment of the participants as to whether they will apply them in their workplace. (Participant 14P)

This finding strongly suggests that the participants, co-workers and supervisors believe that the self-motivation/personality factors and the characteristics of the participants have a prominent role and are a strong predictor in influencing the training outcomes. They rated higher than supervisors' support, co-workers' support and other factors. This result supports the conclusion of Machin (2007:67) which suggests that personality factors such as self efficacy add significantly to the prediction of training outcomes and subsequent transfer compared to other factors.

A number of studies demonstrate that participants' motivations affect the transfer of learning and training outcomes. For instance, Warr and Bunce (1995:63) research demonstrates that participants' motivation affects their performance. Tai (2004:60) also demonstrates that the participant's self-efficacy can also improve the training outcome. Blanchard and Thacker (1999:94) cited Bandura (1977b) stating that those participants with high self efficacy are associated with the belief that one can and will perform successfully, while those with low self-efficacy are preoccupied with failure. They also cited the research by a number of authors that support the belief that the higher the self-efficacy, the better the performance of the participants after training. However, this finding is not consistent with Cheng and Ho's (1998:314) research that demonstrates that the participants training motivation has little impact on the training outcomes. Cheng and Ho believe that their findings was due to the effect of the nature of MBA training which involves a lot of knowledge and skills teaching and the training was not designed for a single organization. As such, the participants might find it difficult to measure how often the acquired knowledge and skills are applied on the job.

In short, it can be said that learning is likely to occur if the participants are motivated. Thus training should be designed to provide the relevant knowledge and skills as well as to motivate the participants to acquire and transfer the learning to the workplace.
In this study, management support and co-worker's support were identified as the second and third facilitating factors in the transfer of learning. Both factors are associated with the workplace environment and though their effect was reported to be less than personality factors, they are still considered as significant predictors of

training outcomes. There are indications that reinforce this finding, for example, the responses from the focus group discussions presented in the summary Table 5.11 pg 44, stated that, 'after the program, there should be some form of learning contract to ensure participants and the organizations are responsible and accountable to the learning process'.

Other indications include the responses made by participants who anticipate that the co-workers' cooperation and the supervisor's recognition and support will influence the performance of the participating employees (as seen in Table 5.8.)

This finding is also congruent with a number of studies that indicate that management support and co-workers support are facilitators for the process of transfer. For instance, Nijman et al (2006:543) survey on 179 trainees and 32 supervisors on four different training programs from three organizations demonstrates that supervisor support is positively related to the transfer outcomes, even though not directly. The positive indirect effect was through the supervisor's influence on the motivation of the participants and the influence on the transfer climate-for example, the supervisors might provide participants with the opportunity to apply the learning that will then lead to improved transfer. As mentioned in the literature review, other evidence that supports this finding includes Chiaburu and Tekleab's (2005:615) research relating to the individual and contextual influences on multiple dimensions of training effectiveness indicates that the participants who receive support from their supervisors have a high level of training motivation which in turn is linked to multiple dimensions of training effectiveness such as transfer of learning and performance. Baldwin and Ford (1988) also reveal the importance supervisors' support in terms of pre training discussions with the participants. In their study of Brinkerhoff and Montesino (1995) show the value of supervisors' support in terms of discussing new skills with learners before and after training, providing frequent practice opportunities after training, and holding participants accountable for applying the learning to their job performance (cited in Broad 2005:92). This result also is congruent with Sharp et al's (2003:9) initial finding that indicates that co-workers' support is seen as a useful mechanism for sharing experiences.

The respondents in this current study also indicated other forms of supervisors' support such as interactive mentoring and coaching. This finding is also in consonance with Sharp et al (2003:3) that found the workers trained within a small and medium enterprise's (SME's) in the UK valued the availability of a mentor. Similarly Garavan and Coolahan (1996:38) saw that new graduates within a fast track program needed mentors and coaches to overcome the rigidities of the organizational structures such a lack of effective performance management system which is exacerbating inequality of opportunities and the lack of comprehensive career management system or structured development policy which is inhibiting the personal development of employees.

These findings imply that these organizational factors such as co-workers' support, supervisors' support and recognition and opportunities to practice learning can interfere with the process of transfer and they can facilitate the process of transfer of learning or inhibit transfer. Thus in order to facilitate the transfer, it is useful for organizations to harness as much help as possible back at the workplace to assist in the positive transfer of learning.

In relation to the factors that inhibit the transfer of learning, results of the present study show, where respondents indicate that there is no transfer of learning, the participants considered that they had been too busy; had too many higher priorities; did not really learn anything that they could apply and that there was no practical learning from the program.

A possible interpretation is that the participant himself was not able to prioritize his work to enable him to practice what he learned, reflecting either personality factor or lack of support in the workplace environment. The focus group discussions do, however, indicate that the organizational climate such as department policies and priorities (for example the department emphasis on accomplishing department goals and services instead of trying on new tools) sometimes do not encourage officers to try new tools thus inhibit the transfer process. This finding is consistent with Kotter's

(1988) survey of top executives where more than half identified one of the two factors that inhibited the success of training to improve performance of managers as the lack of involvement by top managers in the change development process. Another study by Newstrom (1985) on the barriers to transfer of learning to performance reveals the lack of reinforcement by supervisors, difficulties in the work environment and non-supportive climate in the organization inhibits the process of transfer (both studies are cited in Broad 2005:83).

Specific Personal Accomplishments

This study also attempts to investigate any specific improvements or personal accomplishments achieved by the participants as a result of the training, the estimated percentage of the participants' achievements that is directly linked to the program and to provide explanations for the percentage stated. As mentioned in the literature review Broad (2003:98) defines transfer of learning to performance as the full application of the new knowledge and skills to improve individual and group performance in an organization. Performance is a combination of behaviours by the individuals, groups and teams and the accomplishments that they produce (cited in Broad 2005:26). Specific Personal accomplishments in this study refer to the participants' personal achievements.

The findings of this study show that majority of respondents N=52 (77.0 percent) perceived that the participants had achieved new/specific personal accomplishments in some areas such as leadership qualities, overall management perspective, communication and presentation skills, motivation and confidence, and creativity and innovativeness. This applies across all three groups of respondents. When the perceptions of the three groups of respondents are compared and analyzed, the results reveal that the frequency of constructs for the participants and co workers with regard to the improved overall management perspective, improved leadership qualities, improved communication and presentation skills are consistent (and seem to be forthcoming), though this is a very small sample. However, the perceptions of the supervisors concerning communication and presentation skills were less significant relative to other constructs, as indicated in Figure 5.18 pg 138. This finding is consistent with the finding for the transfer of learning mentioned earlier. It reinforces the finding that fewer supervisors (in this study, only one supervisor) perceive improvement in the communication and presentation skill of the participant. The likely explanation for this result is the phenomena relating to the culture of the workforce. As regard to the communication and presentation skill it is possible that, in most instances the participating employees will 'behave in the most appropriate manner' when communicating with the supervisors. Normally, in the Malaysian workforce culture, subordinates are expected not to outwardly demonstrate their knowledge and talent to their superiors. This explanation is in congruent with data from Hofstede's (1997) study of 'Culture and Organization' which shows Malaysians scored very high on power distance as (cited in Songan et al 2003:140). Power distance refers to the extent to which the members of a culture expect and accept that power should be distributed unequally and decision of power holders should be challenged or accepted. It also deals with whether a dependence or interdependence relationship exists between the boss and his/her subordinate. However, this explanation appear to contradict Songan et al's (2003:141) study of work-related attributes in the hotel industry which shows that the hotel employees scored moderately on power distance. Songan et al noted that the moderate mean scores of the hotel employees on power distance suggest that more Malaysians are beginning to expect and accept that power should be distributed equally among members in an organization. He further suggests that the new management styles and the competitive nature of work may be the reasons that caused the communication and relationship gap between employer and employee to be bridged. However, his study was conducted in a private sector setting where the nature of the organization is more profit oriented and the organization structure is flatter as opposed to the public sector setting in this current study.

With regard to the increased level of motivation and confidence, there seems to be a consensus among all groups of respondents as indicated in Figure 5.18 pg 138. The number of participants providing negative results remains at two. This finding is consistent with the result obtained from the previous question on the transfer of learning. Upon further investigation, it was discovered that the two negative responses were from the same two respondents. This finding suggest that the there could be other 'underlying factors' that influence the effectiveness of the programs besides those factors that were discussed earlier. A follow up interview with those participants would be useful to uncover such 'underlying factors'. An exploration is needed to see if the participants were keen to attend the program (selection of suitable candidate), had a difficult relationship with the supervisor or co-workers, were dissatisfied with their job, felt unrewarded, undervalued and did not know what the organization expected of them. While there are no easy answers, greater clarity about what is expected of an individual, together with the provision of opportunities to step back from day-to-day events and reflect, are areas about which organizations could become more proactive. This may reduce some of the uncertainty and feelings of lack of worth that may prevent individuals from applying their learning. In the current study, the researcher was unable to do the follow-up interview due to the difficulty to get in touch with the relevant officer who was not available when contacted.

According to statements on personal accomplishments, they are often influenced by other factors. The findings show that the mean percentage that is perceived to be directly related to the training indicated by the participants, co-workers and supervisors is 35 percent, 50 percent and 41 percent respectively, as presented in Table 5.6 pg 139. The finding also indicate that the participants perceived their personal accomplishments were due to a multitude of factors such as self-motivation and self-efficacy; co-workers' support; supervisors support and recognition; their prior training and the content of the training program. The co-workers also suggested that personal attributes and the training content contribute to the personal accomplishment of the participants while the supervisors suggested the personal attributes, prior training and prior work experience as the contributing factors.

It is interesting to note that there is a consensus among all the three groups of respondents that the personal attributes are a major contributing factor to personal accomplishment. Consistent with the result from the transfer of learning, this finding reinforces the view that personal attributes and personality factors such as self motivation and self-efficacy are key determinants in facilitating training outcomes besides other contributing factors.

However, as indicated by the percentage above, the results also support the view that visible and demonstrable stakeholders (managers, co-workers, evaluators) support and positive organizational factors (resources, opportunity, recognition) are essential to achieve full desired performance improvement at the individual and organizational levels. This finding also reinforces the fact that learning interventions on their own can only increase ability to perform not performance as such. This is consistent with Rummler and Brache 1995 (cited Broad 2005:43) who strongly disagree that training is the solution to improved performance. Their experience shows that 80 percent of performance problems relate to the work environment such as standards, necessary resources and support, recognitions, rewards and incentive; only 15 to 20 percent of the performance problems can be resolved through training to develop new skills or knowledge. Their experience working on organizational factors that support performance in a complex system supports the findings of this study although the current study indicates a higher percentage of 30-41 of the performance is due to the training program.

These findings reinforce that training intervention is not the solution for all performance problems in an organization. A more effective solution would be to look at all the contributing factors relating to training, resource persons, participating employees as well as factors relating to the organizational support and climate. This issue will be discussed further in the next section on organizational results.

Organizational results

In an attempt to identify whether the transfer of learning and the change in behaviour have any positive organizational result or consequences, the respondents were asked to indicate the extent to which they think the program has influenced their organizations in the areas such as productivity, efficiency, total quality management, policy development, corporate and media relations, innovations, customer satisfaction, e-communication, team leadership and others. These variables were developed based on the assumptions that the transfer of learning and the changes in behavior could lead to the organizational result or consequences. (see Conceptual Framework Chapter 2)

Kirkpatrick defines 'result' as the final results that occurred because the participants attended the program. Results can mean either the impacts on the individual or/and impacts on the organization. According to Kirkpatrick, programs that aim at increasing sales, reducing accidents, reducing turnover and reducing scrap rates can often be evaluated in terms of tangible results and the results can readily show that training pays off. He further argues that, when evaluating management development programs, the expected results will be in the form of better quality of work, more productivity, more job satisfaction, better communication and so forth. However, he warned that evaluators need to be satisfied with evidence especially when evaluating management programs as there are too many other factors that affect results. He also noted that we could only evaluate the desired behaviours and non-financial terms and hope that such things as higher morale or improved quality of work will result in the tangible results described earlier (1998:65).

As presented in Chapter 5 pg 138, the finding indicates that only 5 percent of the respondents perceived there is 'very much influence' on team leadership, innovation, TQM, efficiency and productivity; 20-50 percent respondents perceived there is 'significant influence' on all areas assessed; 25-50 percent respondents perceived there is 'moderate influence' on all areas assessed and 15-25 percent respondents perceived there is 'some influence' on all areas. However, 5-25 percent respondents perceived there is 'no influence' on areas as e-communication, customer satisfaction, innovation, corporate and media relation and policy development. Overall, it can be deduced that there are positive organizational consequences as a result of the training, though the percentage of the respondents is not very high (5-50 percent). These finding suggest that other factors could have influenced the result. There are also many indications in this study mentioned earlier that, for transfer of learning to occur and be sustained in the form of useful knowledge, skills and attitudes, a multitude of factors come into play. These factors include individual and psychological factors such as personality attributes (self-efficacy, self-perception, self-esteem), self-motivation, prior training and prior experience. They also include organizational factors such as co-workers' support, supervisors' support, recognition, coaching and mentoring. Finally, they include training factors including relevancy of the content, methodology, the duration of program and techniques used. These feedback were obtained from both the questionnaires and the focus group interviews.

A number of research and analyses as well as Rummler and Brache show that there are many factors in the organization and work environment that affect transfer of learning to job performance, for example: Broad and Newstrom 1992; and Rummler 2004 (both cited in Broad 2005:117) and Brinkerhoff and Apking (2001:123) who noted that performance can be affected by factors such as personal capacity (such as energy and strength, skills and knowledge, cognitive and physical abilities), direction factors (organizational goals, objectives, supervisory influence), motivators, work design and processes, information, performance feedback and resources (See Chapter 2 pg 60).

Success in any organization is based on the effective performance of the employees. Effective performance of the employees as well the interactions of the various contributing factors indicated earlier should be properly managed and harnessed to facilitate good organizational consequences because of training. Clearly there is no one-size-fits-all solution for any organization. Each organization is unique and must find its own solution. For example, Weatherly (2004:3) cited that companies worldwide want their employees to perform well across the board, there is increasing focus on key talent-those critical few employees, by virtue of their skills will and do play an important role in improving organizational performance. He cited four different studies that indicate various factors that contribute to organizational performance. The factors include effective leadership as fundamental to the process of establishing a 'performance-enhancing' culture, organizations that have developed a clear goal and communicated it effectively to employees, the strong direct relationship between leadership by senior management and ownership of performance by line management, engagement of the employers and workforce. In the context of the Sarawak Public Sector, there are a number of perceived weaknesses that might inhibit the performance of the departments and agencies. These include: outdated policies and procedures which are not reviewed; poor management of records and lack of documentation; lack of communication skills among some civil servants, lack of focus on core business but more on ad-hoc activities; lack of systematic human resource planning (workforce planning, recruitment, succession planning); lack of proper management of poor performers; lack of leadership commitment in managing human resources at the department and agency level (mentoring, coaching, performance feedback, follow-up on transfer of learning); lack of systemic and systematic evaluation and feedback mechanism on programs. In order to enhance its efficiency and improve performance of organizations in the Sarawak Public Sector, the sector need to continuously review and rethink its management system including harnessing all the contributing factors relating to workforce planning and management, policies and procedures, records and documentations, program planning and evaluation and addressing the perceived weaknesses related to them.

It is important to note that this study captures perceptions of 'the influence' of the training on the organization, not the actual impact. Hence, the analysis of the perceptions of the participants, co-workers and supervisors regarding the influence of the training on the organizations differs in some respects. However, the correlation test shows that there is medium positive correlation between the participants and the co-workers' perceptions regarding the influence of the training for TQM and there is strong positive correlation between the participants and supervisors perceptions of policy development and e-communication. Whereas the correlation test for the co-workers and the supervisors shows that there is medium positive correlation in their perceptions on Efficiency and, Cooperate and Media Relations.

Analysis within each group also demonstrates differences in their perceptions. A possible explanation for the different in perceptions of the respondents is that, some organizations do not have those areas as their core business. For example, in the departments such as Agriculture, Land and Survey, Public Works Department, Islamic Affairs Department and the Ministry of Resource Planning, there is no corporate and media related activities that can be used as evidence to assess the influence of the program on the organization.

Conclusions

Human resource development (HRD) is a critical factor for organizational success. Training is the most common form of HRD that helps organizations enhance workforce effectiveness and productivity by means of specified learning geared towards performance improvement. The ultimate goal is for the organization to remain competitive and to thrive successfully in the ever-changing global economy. However, as shown by literature reviewed, most training outcomes fail to produce full and sustained transfer of new knowledge, skills, and attitudes to the workplace. On this basis, the current research aimed to evaluate the effectiveness of a Management Development Program according to the criteria concerning the transfer of learning and behavioural change (Level 3), the impact of the training on the individual and the organization (Level 4). It also attempted to discover the critical factors that facilitate or inhibit the transfer of learning. This research has been successful in determining the level of effectiveness of the program as regards to the above aims. Generally, the findings from this study demonstrate a good level of satisfaction with the implementation of this program although it is not considered to be highly effective.

Transfer of learning (or lack of it) is a complex process and depends upon the intent or motivation of the learner (trainee characteristics), the workplace environment including organizational support (supervisory, co-worker support and culture), and the instructional design as well as delivery features (job relevance) of the training program. Trainees' commitment to use learning from the training, perceived ability to apply (self-efficacy), and opportunity to use the new knowledge and skills back at the workplace are all linked with the notion of 'transfer of learning'. As shown by the current research, 92.3 percent of the respondents perceive that there is transfer of learning to the workplace and 77.0 percent of the respondents perceive that it results in new personal accomplishments. However, only a range of 5-50percent of the respondents perceived there are positive organizational consequences in all the areas assessed as a result of the training. The result also reveals that the respondents perceived only 30-41 percent of the personal accomplishments made by the participants are linked to the training. This finding is consistent with Broad (2005:1) who summarized the views of several experts, by stating that the measures of performance improvement at the individual and organizational level following much training shows very low levels of pay-off, that is only 10 to 30 percent of the desired performance level. Performance improvement requires a supportive organizational environment-which consists of factors such as organizational climate, supervisor support, and co-worker support for transfer of learning to occur and sustain in the form of useful knowledge, skills, and attitudes as measures of improved performance at the workplace.

As revealed by this research a number of factors had been identified that contribute to the successful transfer of learning to the workplace and training outcomes at the individual and organizational level. These factors include self motivation/personality factor, management support, co-worker support, sufficient resources such as ICT, external factors such as customer demand and community involvement, as supportive leadership, frequent interactive mentoring, relevance to his duty and the opportunity to apply the learning. Factors that are identified as inhibitors are participant had been too busy, too many higher priorities, participant did not really learn anything that he/she can apply, lack of opportunity to apply the learning, department policies and priorities do not support learning, program content, program methodology, resource person and language barrier. This leads to the conclusion that training measures can only increase the ability to perform. However, for the transfer of training to yield the desired result at the individual and organizational level organizations need to acknowledge the facilitators and remove inhibiting factors. The conceptual framework for MDP training that was proposed earlier can now be expanded to include the contributing factors identified in this study in order to enhance the effectiveness of the MDP program (as depicted in Figure 6.1). As illustrated in Figure 6.1, the impact that results from training is realized only after training acquired knowledge and skills are used by the participants at the workplace. The immediate outcomes of the learning interventions, if the learning intervention is successful are the new skills and knowledge. As demonstrated by this research, the new skills and knowledge alone do not add value, they must be applied and nurtured (in the form of the organizational support indicated in figure 6.1) until performance can be counted on to consistently produce an important job result. With a clearer picture of the difficulties participants may face and the supporting factors open to them, the organizations can learn to provide appropriate relevant and worthwhile support where it will have the greatest impact.

Overall, it can be deduced that, the findings from this case study support the notion that training and the transfer of learning from training are critically important to the improvements and economic well being of the organization. However as this study demonstrates, many factors leading the effectiveness of training program need to be explored, and training efforts must be supplemented by significant and visible support from the organizations to ensure that the desired performance actually occurs in the workplace and can result in organizational performance. Thus, it is useful to understand the different dimensions in enhancing transfer of learning, identify the barriers influencing the transfer of learning and to develop the transfer of learning strategies.

The significance of this study lies in the production of the data required to strengthen the effectiveness of the MDP training. The factors that have been highlighted in this study can be a useful data to the various stakeholders of the program. Figure 6.2 was developed and is original to this research. It shows how the findings obtained from this study can be utilized to enhance improvements in performance of the individual participants, the program as well as the organizations. As depicted in Figure 6.2, the data obtained from this study can be communicated through two channels. The left-hand channel represents the flow of the data to the relevant organizations involved in the study. Since the organizations are the owners of the performance improvement process, the data and information given to them focus on the application of the learning to the workplace, the performance improvement achieve, the facilitators and inhibitors identified and the emerging needs. In this way, the organizations are informed of the performance of the training they have invested in. It helps them to be more aware of how well they are doing in helping their employees transform learning to performance. The right-hand channel in figure 6.1 represents the feedback to the HRD Unit and CMM. The main focus of the data and information given to them is on the quality of the training, areas of improvement, factors that constitute effective MDP training and how training is linked to organizational needs. These two channels should be brought as closely as possible into alignments to formulate strategies to optimize the learning from training and to achieve organizational goals. In this respect, the relevant organizations, HRD unit and CMM jointly share the responsibility and ownership towards the investment made in training. It is hope that the actions taken based on this study will lead to improved organizational capability to enhance performance improvements from the MDP training. The following section will present the recommendations made to the Sarawak State Government particularly the HRD unit, Chief Minister's Department and CMM base on the finding of this study.

Recommendations

The main contribution of this study is to offer a number of suggestions for the resource persons, the training provider (CMM), the Human Resource Development Unit, Chief Minister's Department, Sarawak and the organizations which can fully develop the strategies to optimize the transfer of learning and enhance performance improvement through MDP training. As suggested earlier in the conceptual framework on strengthening the effectiveness of MDP training, three primary outcomes of training have been assessed, that is, the transfer of learning to the workplace, personal accomplishments of participants, and organizational results, each being influenced by a combination of trainee, training and organizational factors. Based on the outcomes of this study, the strategies can be developed at the three different stages taking into account all the contributing factors that influence the outcomes at each stage. The researcher developed a diagrammatic representation of the strategies at pre training, during training and at post training, The recommendations provided below will be described based on these three stages.as illustrated in Figure 6.3.

Pre training strategies

A month before the training commences, participants should be prepared for the training practice. It is recommended that the MDP participants be given accurate information about the nature of the training to establish expectations during training and after training. Materials to be used during training and after the training, for example, case studies, action plans, 'learning contract' and evaluation strategies as suggested by respondents (See chapter 5 pg 130,148,153) should be briefed and discussed. Assuming the participants are selected based on TNA undertaken by the organizations (to avoid training participants who have already been trained in similar courses such as MBA); the organizations should also ensure that the participants receive positive messages regarding the benefits of each training program in a particular organizational setting. It is suggested that supervisors give specific instruction and advice to their participating employees such as, explaining how the training will enhance their skills that are essential to their performance on the job, how the training would enable them to explore other opportunities with different task requirement including some at a higher level, and how the training will provide them with more flexibility (due to the newly acquired skills and knowledge) to undertake their main tasks. When the employee perceives there is lack of management support for the training or the training is of little or no value to the organization, this will affect the motivation of the participants to make the effort needed to learn from the training. Therefore, it is important to ascertain the participants' perceptions of the support they will receive for attending the training.

While the level of organizational commitment can have a positive effect on the individual participant's training motivation, the motivation of the participants towards the training is also an influential factor in the outcomes of the MDP training. In any event, it is useful to assess the participants' self-efficacy before the training. As suggested earlier in the discussion pg 10, self efficacy seems to be a good predictor of both learning in the training environment and the transfer of training to the workplace.

If the participant has low self-efficacy regarding his or her abilities to perform the job, but evidence indicates he or she has the requisite knowledge and skills, a program for improving self-concept and confidence is needed. At the organizational level, for instance, the supervisors can also assist participants to improve their pre training self-efficacy. Efforts such as helping the participating employees to develop better learning strategies to use and developing a plan for how the employees can apply the new skills that they will learn to their job are some of the ways that the supervisors can assist. Employees typically response to messages that cue them as to organizational expectations. If they sense that the training they are about to receive is a 'token' they cannot be expected to devote much serious thoughts or effort to it. By contrast, they should be told in advance by the relevant authority, (for example, their supervisor or head of department) that the training program is relevant, useful, and likely to improve their job skills or advancement potential, and expected to produce organization result. As a consequence, the participating employees will be much more likely to be attentive, receptive, and willing to apply what they learn. It is also recommended that the supervisors work with the employees to identify contributing factors that may inhibit the employees' ability to apply their new skills at the work situation as part of the pre training interventions.

Sessions with the participants before the training are also useful to provide the avenue for the participants to be involved in decisions about the program. Participants in the MDP are adult learners and can contribute their ideas on the content, duration and the techniques used in the program as well as its suitability and relevance. Thus any issues and matters pertaining to the program can be addressed and resolved at an early stage. As revealed by this study (see Chapter 5 pg 130), a number of comments by the respondents on the content of the program show that it did not provide sufficient practical skills and knowledge for practice within the local context. These suggestions can be discussed to improve and customize the program to the benefit of the participants and the organizations.

Pre training interventions can also include assessment of the knowledge, skills and attitudes (performance data) of the participants by CMM as part of Level 1 evaluation, to compare them with the learning and performance outcomes of the MDP training. This analysis is essential for the supervisors and trainers to identify transfer problems and to measure the impact of the transfer of learning. This can also contribute to good research (including design, data acquisition, and data analysis) through which the HRD field can become more professionalized. There are also indications in this study that show the need for the program to be evaluated as a form of follow-up on the program by CMM and the HRD unit (See Chapter 5 Table 5.9). In this respect, a simplified evaluation mechanism consisting Level 3 and 4 can be developed and institutionalized at the organizational level to ensure its effectiveness. It is recommended that the transfer support items to be incorporated in the evaluation instrument. For example, Level 3 instrument can include questions to identify workplace barriers such as 'In your workplace, did you find any conditions or barriers that interfered with the application of your learning?', 'Were any of the barriers then remove? How and by whom? Please be as specific as possible'. This effort would require the engagement and participation of the 'focal persons'. (Focal persons are HRD qualified personnel assigned in most large organizations such Public works department, Agriculture department, Land and survey department to assist the organizations with HRD activities and acts as liaisons to HRD unit, Chief Ministers Department). As noted earlier, reinforcement from other relevant stakeholders such as the Sarawak State Secretary will further enhance the effectiveness of the evaluation effort. This point will be discussed further in other recommendations.

During training strategies

It is recommended that the training design for MDP as illustrated in Figure 6.3 to be reviewed and improved. Even though the program has included techniques such as role play and case studies, respondents suggest that the techniques can be further improved by giving simulations and case studies which relate to local context and local examples, and by developing local stories and analogies to enhance connectivity to local situations. These efforts to maximize similarity to the participants' workplace setting are known to facilitate the transfer of learning. Another suggestion would be to vary the examples to illustrate a principle as noted by Blanchard and Thacker

(1999:206). However, it should be remembered that for a management development program like MDP, it is impossible to provide specific training for what to do in every situation that might occur. The general principles approach of providing the generic management skills and knowledge will be more useful. It is also recommended that the resource person in the training program can play the role to ensure that an explanation is provided to the participants of any dissimilarity between the tasks performed during training and work tasks that will be performed after training.

Another strategy that can be undertaken during MDP training is to develop teams and a 'community of practice' as suggested by the focus group. Lesser and Stork(2001:1) define 'community of practice' as groups whose members regularly engage in sharing and learning based on common interests and capable of improving organizational performance (2001:1). The resource person can use team-building exercises to create a climate of acceptance with the team. These teams or the 'community of practice' can work together with the resource persons to develop short term goals for immediate transfer of the training to the workplace and to develop long term goals that focus on the mastery of the program. Setting specific goals for the transfer of learning has been found to facilitate participants to maximize the level of transfer. Blanchard and Thacker noted that having participants set such goals and providing them with a method of recording their accomplishments does seem to result in the successful transfer of training(1999:208, citing Wexley and Baldwin 1986). It is also recommended that the resource persons assist the participants to set a clear, short-term learning goals for the program, short-term goals for the immediate transfer of their training and longer-term goals that focus on the continued development of the participants' level of mastery of the training content (for example, I will seek feedback from my supervisor after a month to review my progress and continue to review my progress each month).

The success of any strategy is the provision of a positive training environment. As mention earlier in the discussions, the resource persons have to acknowledge and be sensitive to the learning environment of the MDP participants who are responsible adult learners with high levels of knowledge and skill. It is recommended that the resource persons capitalize on adult learners learning strategies mentioned earlier on page 33 in the literature review to enhance adult learning.

Post training strategies

Most of the strategies recommended after the training will involve the participation and commitment of the supervisors and leaders at the organizational level. It is recommended that the HRD unit seek support at the highest level, particularly from the Sarawak State Secretary, to ensure that the efforts undertaken at the organizational level will be carried out by the various organizations. For example, the call made by the State Secretary as mentioned in Chapter 1 pg 11 regarding the participation of the organizational head in ensuring a successful Level 3 and Level 4 evaluation might have an impact. Among the strategies recommended after the MDP training that require supervisors' support include providing sufficient time and resources; positive reinforcement through incentives and rewards; and active coaching and mentoring. As revealed by this study, the participants who respond negatively perceived that they had been too busy and there were too many higher priorities. Providing the participants with the opportunity to perform the tasks they learned from the training and continue monitoring their performance after the training could enhance the process of transfer. It is also recommended that the organizations provide positive reinforcements in the form of rewards and incentives for initiatives and personal accomplishments during ceremonial events for outstanding performance. As noted by Malie and Vui (2004:61 citing Fleet 1991) emphasized that rewards in the financial incentives and recognition represents significant forms of positive reinforcement and satisfy many of the basic needs of most employees. At the very least, acknowledging and appreciating the participants' performance during staff meetings and organizational level activities should be considered. However, another way to enhance employee performance is by utilizing the performance appraisal system. The various organizations should look into the possibility of utilizing the system as it could make a difference to the commitment of the participants towards the transfer of learning.

As mentioned earlier, simple evaluation activity should be carried out at the organizational level. It is recommended that CMM adopt Kirkpatrick Level 3 to assess the transfer of learning and Level 4 to assess the performance improvement and should be undertaken collaboratively by CMM, HRD unit and the focal persons at the organizational level. Feedback from the participants, co-workers and supervisors is essential to ensure the reliability of the data and information gathered. The information gathered from the evaluation exercise should be a useful feed back to CMM, HRD unit and the various organizations as suggested earlier in Figure 6.2 discussed in the conclusion. Analyzing the evaluation information obtained and taking actions to improve and enhance the effectiveness of the program at all levels are necessary final steps in the development of the program. It is necessary that Level 3 and 4 evaluations undertaken are supported by the various organizations. Without the support and commitment of the organizations, evaluation efforts will be ineffective and waste valuable resources.

Other possible post training interventions that can be undertaken by CMM and the HRD unit could include undertaking follow up activities with the focal persons, 'communities of practice' and the supervisors on ways to influence and enhance the organizational consequences of the training. This research has contribute to the

To summarize, the *pre training strategies* discussed earlier focus on improving participants' motivation, improving participants' self-efficacy, preparation for training practice, selection of resource persons and developing organizational support. The interventions recommended *during training* focus on the enhancement of training inputs and the development of teams and goal setting by the participants. Finally, the *post training* interventions recommended focus on improving the organizational climate for positive transfer and institutionalizing the evaluation mechanism.
The strategies put forward in these recommendations are derived from synthesizing the findings of this study as well previous research in the areas covered in the literature review.
Though the recommendations are context specific (based on the research on the case study), they can also be adopted in other situations. Indeed this research has contributed original evidence to support the understanding and body of knowledge of the subjects relating to the factors contributing to the effective training and transfer of

learning. Ultimately this will also lead to a better understanding of organizational performance.

Figure 6.1: A Conceptual Framework for Strengthening the Effectiveness of MDP Training

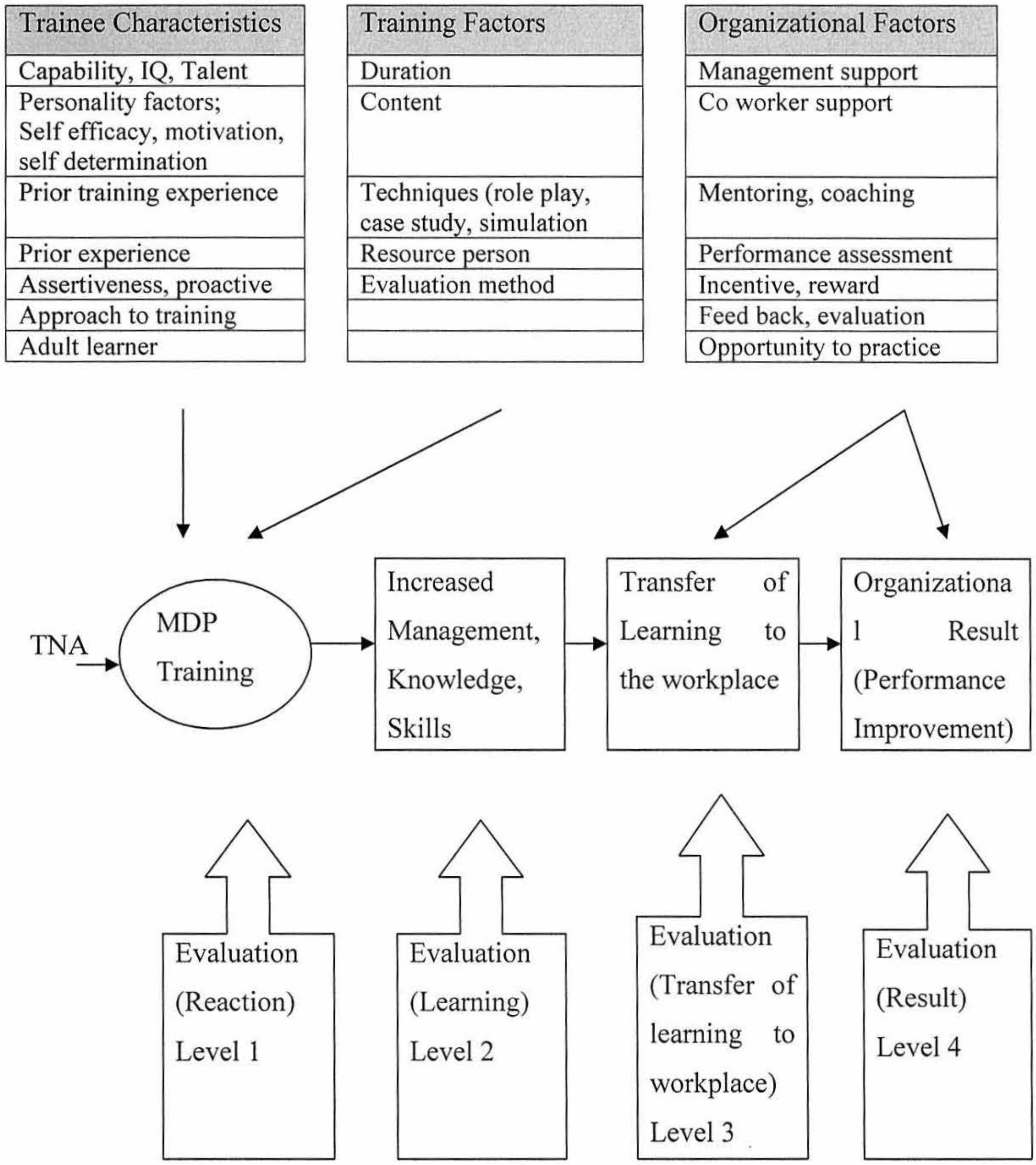


Figure 6.2 :MDP Study flow of Information Feedback.

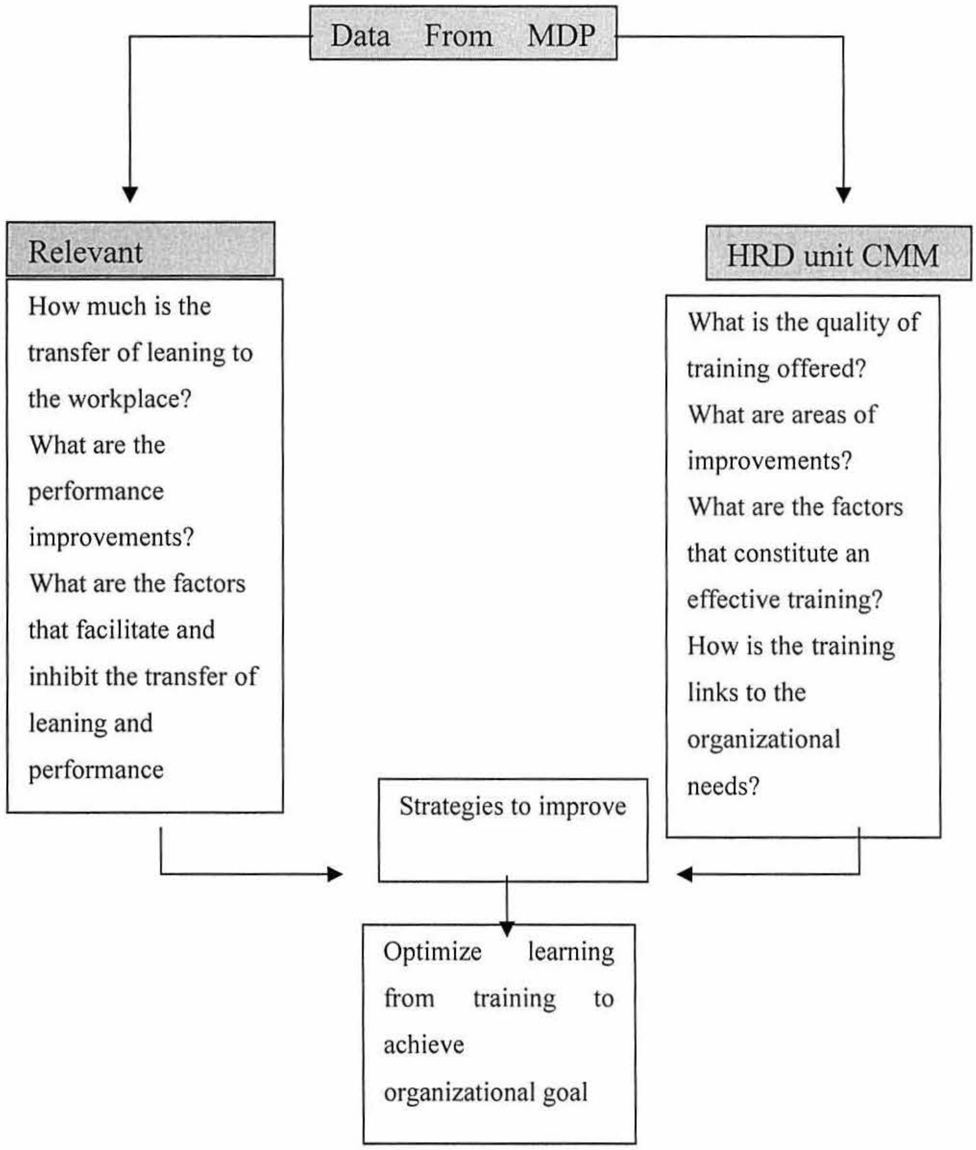


Figure 6.3 Strategies to enhance transfer of learning from MDP training.

Strategies for Transfer of Learning

Pre Training

Preparation for Practice
Materials to be used during training
Prior briefing to establish expectation during and after training
Encourage trainees participations in decision making
Develop a plan on how trainees will utilize their training and set goals
Assist trainees to identify organizational results from training
Pre training evaluation to assess level of KSA of trainees
Develop organization support such as evaluation mechanism and follow up to be undertaken systematically
Engagement of focal person and organizational head
Select resource person competence with local content and contacts
Develop trainees self efficacy

During Training

Maximize similarity to the workplace by including techniques such as simulation and case studies with local content and examples
Develop local stories and analogies as examples to enhance connectivity to local environment and workplace setting
Develop teams and community of practice
Assist trainees with action plans and learning contracts
Develop short term goals for immediate transfer of training
Develop long term goals that capitalized on mastery of the training
Provide a positive training environment

Post Training

Provide opportunity to transfer learning, sufficient resources and reduce inhibitors such as lack of time
Active mentoring and coaching from supervisors
Utilize performance appraisal system to monitor and enhance employee performance
Provide incentive and reward for initiatives and personal accomplishment during ceremonial activities for outstanding performances
Feed back from co workers and supervisors through evaluation process
Follow up action plan and discussions with supervisors, focal persons and community of practice to improve organizational performance
Promote culture of continuous learning

Suggestions for Further Research

The findings from the current study indicate that some participants were especially successful in transferring their learning to the workplace and applying their learning to accomplish their organizational goal. It is therefore recommended that further interviews be done with these successful participants to document their successful stories which will serve as a useful material for sharing the learning. First, the interview should probed into evidence of the ways in which the participants had applied their learning and the organizational outcomes that resulted from those applications. Second, the interview should further investigate the reasons as to why those participants were especially successful in their endeavors.

The current study also identifies some of the factors considered to facilitate or inhibit the transfer of learning. Interactions between the various factors relating to the training and training environment, participants and organizational environment could be further investigated. It is suggested that initial work should focus on exploring the effects of organizational support strategies on the transfer of learning. A number of strategies recommended in this research such as mentoring and coaching, co-workers' support, opportunity to apply the learning, tools such as action plans, and learning contracts should be explored. The research should investigate the relationship between the supporting factors and the transfer of learning at the workplace for a training program and their impact on training outcomes. The samples for the study consist of the trainees from a training program. A survey questionnaire and a face-to-face interview are also recommended. These investigations could lead to the development of useful strategies to enhance the transfer of learning from the program to the workplace. Through proper diagnosis and focused interventions, the organizational support strategies can be further developed and institutionalized systemically in organizations in order to increase the amount of transfer at the work place.

Role of Program Evaluation in the Sarawak Public Sector.

Introduction

As shown in the first part of the discussion, the role of evaluation in this case study is intrinsically linked to the effectiveness of the program and the factors that can enhance the transfer of learning to the workplace and performance improvement due to training. It also demonstrates the importance and benefit of program evaluation as a mechanism to provide the necessary feedback and useful data to policy makers as well as other stakeholders of the program (see Figure 6.2). In an interview with the Director for the Human Resource Management, Sarawak, he stated that:

> Recently, there has been an increasing awareness of the role of evaluation in training and development, particularly looking into whether the training has indeed produced the necessary return on investment. The State also recognizes the 'high value' of the role of evaluation as a mechanism and a phase in the policy-making process. As such, the State is looking into ways in which evaluation activity is used as a mean to identify and assess not only training and development programs but also in development projects as well as the state public service efficiency as a whole. (Datu Abdul Ghaffur, Director of Human Resource Management, Interview with the researcher on 4th Aug, 2005)

This second part of this discussion will explore in a wider perspective, the role of program evaluation in the public sector. It will focus on examining the forces that drive the evaluation process in the context of the Sarawak Public Sector. It is also undertaken in an attempt to answer the research questions stated at the beginning of the thesis pg 13 and earlier in this chapter, namely.

What are the forces that drive the program evaluation to be conducted?
What are the factors that determine the degree of success or failure of evaluation implementation?

Forces that drive the program evaluation to be undertaken.

As explained in Chapter 3, Sarawak, is not exempted from the changes that the world is experiencing as a result of globalization. The pace of economic change has accelerated and resulted in the process of development becoming less predictable. Competitiveness will be the factor determining the capacity of an organization or enterprise to add value to the global economic products, services and processes. Malaysia has already experienced several stages of modern development and current strategies are geared to building a 'knowledge economy' with high levels of reflexivity and advanced capacity for monitoring change.

Addressing the issues and the phenomenon of globalization, the Sarawak Chief Minister states:

> ....speed, change and uncertainty are a part of everyday life in the globalize world, both in the domestic and external environment. Continuing swift advances in information and communication technology as well as constant accumulation of knowledge for economic gain are behind this phenomenon. It can be a very scary world for those individuals and societies, which are less dexterous and poorly equipped with resources, knowledge and technology to capitalize upon even their own potentials.
>
> ....the globalizing world order is guilty of economic excesses as well. It exerts enormous pressures upon developing country financial and other markets to liberalize and liberalize quickly. It does this with scant regard for the necessary time needed to develop corresponding institution or to adequately strengthen the competitiveness of local industries and businesses. Financial crises and the undermining of the capacity of indigenous economic players to compete fairly are the inevitable outcome.....
> ...we, in the developing countries need to make drastic adjustments.... (Sarawak Chief Minister, keynote address on 'Globalization and the New World Order, 2000:3,6)

On this basis, there is an imperative for the Sarawak State Government to continuously monitor and assess the emerging situation in the light of the transformation that are taking place in the nature and structure of the global economies in order to sustain and remain competitive. There are many indications that show that the Sarawak State Government is making every effort to address this phenomenon, as reflected and elaborated in Chapter 3. These current changes as a result of globalization process are indeed a very important context of evaluation. This is consistent with Khan (1999: 11) whose overview of the evaluation capacity in Asia suggests that evaluation should be taken seriously and be treated as an important monitoring tool to ensure good governance, better public sector services, cost-effectiveness and best use of existing resources.

Another force that drives and demands the need for the evaluation activity in the Sarawak Public Sector is the policy on public sector reforms. As noted by the Sarawak Chief Minister who highlighted that, the role of the Sarawak Public Sector .has of necessity been undergoing constant transformation since its early years. Since the beginning of the independence era, the Sarawak Public Service has served variously as liaison to the people, administrator to the government functions and as an agent of development. He further noted that:

> The State Government has charter out an overall program of revamping the whole Public Service so that we have a State Public Service nearer to the concept of the management than the concept of the old system of administration because most of the work that springs from our agenda will require people to do the kind of adjustment. (Chief Minster of Sarawak: 1994 cited by the Deputy State Secretary, Human Resource, Briefing Notes, 2004:6)

This changing role of the Sarawak Public Sector was also been highlighted by the Sarawak Deputy State Secretary for Human Resources, Datu Wilson (2005:33) in a briefing to the State Cabinet Committee. He noted that the Sarawak Public Sector has evolved in its roles over the years, transcending the various administrative philosophies from the public administration to the New Public Management and good governance. He reiterates this statement in his briefing notes on 'From public and development administration to managerialism and governance':

> 'Today's public sector management has embraced the language of the private sector for example, corporate management, mission statements and strategic plans the concept of managerialism versus public administration of the past....(Datu Wilson Baya, Sarawak State Secretary, Brief Notes 2007: 13).

As noted earlier(see Chapter 3 pg 77) the state strategy aims to enhance the delivery of public services through, providing efficient and multi-channel Government-customer interfaces and simplifying systems and work procedures; reviewing and streamlining regulatory requirements; monitoring and measuring performance; ensuring competency-based human resource management to support effective service delivery; managing public complaints for better service delivery; deploying ICT applications and infrastructure to support service delivery; and conducting dialogues with the private sector to support economic growth. Each strategy is supported by the action plans lay out by the relevant departments and agencies in the State Public Service represented in Figure 3.7 pg 75. In terms of good governance the state has established several committees to oversee the effective implementation of good governance such as the State Committee for Good Governance, State Working Committee for Good Governance and the State Audit Committee.

In this context, evaluation is central to the movement. There are also other evidences to indicate that the Sarawak Public Sector is making every effort to enhance its evaluation capacity through various initiatives such as the systematic monitoring and evaluation of all development programs and projects; developing evaluation capacity at line ministries and departments; and increasing the evaluation activities for all human resource development programs for Sarawak government employees. For example, the State Implementation and Monitoring Unit (SIMU) was formed in 2000 to monitor and evaluate the implementation of the development programs and projects. According to SIMU (2007:1), the role of the Unit has been increasing and expanding with State and Federal government's growing emphasis on the importance of monitoring and evaluation as part of the continuous effort to improve service delivery. This is also encapsulated in the Government's strategy to bring about greater development to the State especially in ensuring that the program and projects implemented will affect and benefit the target groups. As noted by the Sarawak State Secretary,

> In order to rectify our shortcomings and weaknesses and more importantly to enhance the successful implementation and performance of the development of programs and projects, effective monitoring and evaluation becomes the central issue. Hence there is a need for all government agencies to focus and strengthen their evaluation mechanism and processes (Datu Wilson, Sarawak State Secretary, cited by Eastern Times 2007:1)

Other evaluation initiative includes intensifying program evaluation capacity for all human resource programs, particularly the training program for the Sarawak government employees. They include the formation of the evaluation unit in the

Centre for Modern Management in the year 2005 to undertake and coordinate all the evaluations of the Sarawak government employees training programs. Efforts were made to develop the necessary human resource capacity, including this researcher's own training, while a few evaluation projects were also initiated by the Human Resource Department Unit and the Centre for Modern Management. CMM undertook the evaluation of a Support Staff Development Program (SSDP) for the staff of Sarawak Timber Industry Development Cooperation in 2005 and another, the evaluation of the Art of Total Wellness Program undertaken by the Sarawak Development Institute in 2004.

It is evident that a number of forces discussed above are driving evaluation activity in the Sarawak Public Sector and evaluation is now an integral part of the public sector repertoire. It is also central to the entire administrative and policy-making process. In this respect, Sarawak is coming into closer alignment with the experiences and development of evaluation in other countries. For instance, Aucoin (2005:1) noted that the Canadian Government had made changes in the government decision-making process over the last three decades have had important implications for the use of performance or effectiveness evidence in decision-making on government programs and expenditures. There have been changes in assumptions about the connections between political responsiveness, fiscal discipline, and program effectiveness that affect the use of evidence in decision-making on policy priorities and resource allocation. He noted:

> The advent of Program Evaluation as a component of decision-making in the Canadian government in the 1970s constituted a significant innovation that was internationally recognized. Although a great deal has changed over the past three decades, the current emphasis on Results-Based Management as well as Results-Based Reporting indicates the extent to which the pursuit of continuous improvement through the evaluation of performance continues to be front and centre on the governance and public management reform agenda.(Aucoin 2005:2)

He indicated that the demand for evaluation was due to pressures of modern governance and public sector reforms agenda, which include greater transparency and accountability, increased globalization and inter-governmental governing, greater expectation by stakeholders for engagement and consultation, increased demand for quality service and value for money. Similar trends are noted by Burton (2006:175) on the development of evaluation in the United Kingdom. He cited Stern (2003) who indicates that the latest program of modernization in the UK government involves a number of public service reforms and the Cabinet Office 1999 White Paper 'Modernizing Government' sets out five commitments in its distinctive reform programs. However, Burton noted that the most important was the commitment to improve the process of policy making which will focus more on the delivery outcomes of the programs.

In summary, there is clearly a demand and a growing emphasis for evaluation activities in the Sarawak Public Sector. However, efforts need to be further strengthened to ensure not just an increase in the number of evaluation activities but emplacing their embedding and the inculcation of the 'evaluation culture'. This issue will be elaborated further in this section.

Factors that determine the degree of success or failure of evaluation process

A number of factors relating to the human factors have been identified as contributing to the success or failure of the evaluation process and implementation. These include the human actors who are central to the evaluation process such as the program owners, participants, evaluators, political leaders and other audiences for evaluation. Besides the human actors, there is also the cultural dimension of the evaluation process, which will be discussed in this section.

Human actors

Program evaluation is a decision-making process that involves many individuals and stakeholders. The actors are not just individual but they are in and through a variety of organizational and social roles during the evaluation process. Their formal actions require specific skills and knowledge about evaluation. A wide range of organizational roles is associated with program evaluation, among others, the evaluators themselves, those who design the strategy and tools for evaluation, and the audience for evaluation (for example the participants, management). Such roles have formal aspects determining the power of stakeholders and their range of actions in terms of tasks and activities. These stakeholders also have their informal needs, beliefs, emotions and their own way of thinking. With the benefit of hindsight, and her own professional experience, the researcher who has undertaken this study is aware of the many challenges to the successful implementation of evaluation in the context of the Sarawak Public Sector. One of the most important challenges is to build the relationships and trust with the various stakeholders such as the policy-makers, program providers and as well as the evaluation participants. Failing to recognize this issue on part of the evaluator will create unnecessary constraints and obstacles to the evaluation process. This is supported by the study conducted by Taut and Alkin (2001:224) on program staff perspectives on barriers to evaluation revealed that the respondents highlighted the social competence of the evaluators, particularly their trust and relationship building competency as barriers to evaluation. Similar evidence is noted by Patton (1997: 34) based on his experiences on barriers to evaluation. He stated that many of the problems encountered by evaluators, much of the resistance to evaluation, and many failures of use occur because of misunderstandings and communication problems.

Political factors

Vedungs (2004:266) in his book on 'Public Policy and Program Evaluation' argues that the political environment is the necessary foundation for public policy and program evaluation. His argument is based on the fact that the political and administrative actors cannot make policies and program in splendid isolation from what is going on around them. As indicated by the statement made by the Director of Human Resource Management:

> "Evaluation is a sensitive subject and not many people like the word 'evaluation'. Civil servants work with political masters and it is a challenging area to work on."(Datu Abdul Ghaffur, Director of Human Resource Management, Unit, Interview with the researcher 4th Aug, 2005).

The above statement is reflective of most Public Sector Organizations in Sarawak as most public sector programs undertaken by departments and ministries are under the influence of political masters. As noted by Pawson and Tilley, policy-makers are crucial in the process of evaluation as they can agree or disagree to the program and they are also the main stakeholders to the evaluation report (2000:200). Unless the politicians themselves are the driving force in the implementation of evaluation activities, evaluation initiatives will not be successful. Political interference will be seen as a barrier to the success of evaluation process especially when they are locked in their own expertise or their own perspective about the program.

The experience that the researcher had while conducting this evaluation study clearly indicates that the evaluation process is a political activity. For instance, getting the cooperation and collaboration of all the relevant program stakeholders was deemed necessary in order to gain acceptance and access to the information relating to the program. In this respect, the researcher made every effort to discuss with the CEO, the management of the training provider as well as other stakeholders in the training program to be evaluated, the full range of issues related to the evaluation process. As a senior executive in the Sarawak Public Sector, the researcher had the advantage that she could communicate and negotiate to get the required cooperation and support at the highest level .For instance, in order to gain accessibility to the respondents from the various departments and agencies, further discussions were made with the Deputy State Secretary for Human Resource to obtain his consent on the involvement of the respondents who were senior executives and heads of departments from the various state government agencies. In this respect, many researchers such as Taylor and Balloch (2005:6) or Pawson and Tilley (2000:200) suggest the use of 'participatory evaluation' to gain the commitment of the various stakeholders. For example, Pawson and Tilley advocate dialogue between participants and evaluator in a process of learning and teaching. This suggestion is also suitable to be applied to address the issue mentioned earlier by the Director of Human Resource Management, Unit.

Another issue worth noting is the influence of politics in terms of the change in political context as a resulting from changes in leadership. As mentioned in Chapter 4, this study had to adapt its initial plan because of a change in the leadership. A similar finding is revealed in the evaluation study on 'winter pressures' projects conducted by

Balloch et al (2005:170) reported that factors related to shifting of political context were a constraint on the evaluation process. It shows how national policy drove the projects and how local politics contributed to as well as impeded their success.

However, as mentioned earlier, political influence can also be the force behind the development of the evaluation implementation. As in the context of the Sarawak Public Sector, the demands made by the political leadership and the policy makers will lead to the enhancement and the strengthening of the evaluation activities. This phenomenon is found in the experiences of the development of evaluation in various countries, which are very much influenced by national politic. For example, Early (1999:50) noted that in the Australian Government, evaluations were increasingly used and demanded by Ministers in taking budget decisions. Similarly, Aucoin (2005:5) describes the expenditure reviews based on program effectiveness and performance evidence, which were introduced by the new government in Canada. However, Khan (1999:12) noted that the weak political commitment in most developing countries seems to make some of the evaluation initiatives less tenable. In this respect, the development of evaluation in the Sarawak public Sector faces similar situation.

Evaluation culture and multicultural dimensions

Though evaluation is increasingly recognized as an important tool in decision making and policy formulation, the culture is relatively new and basically most of the methods utilized and instruments used are derived or adopted from those countries where they emerged (primarily the United States and Europe). The fact that the local evaluators have the propensity to copy or just clone those instruments creates daunting challenges to promulgate or even inculcate 'evaluation culture'. The researcher's experience in this study reveals the need to adapt the evaluation instrument to the needs and understanding of the evaluation participants and stakeholders. This is supported by Patton (1997:vi) who explicitly stated that evaluation constitutes a culture of its own. Evaluators have their own values, ways of thinking, language, hierarchy and reward system. He further suggest that in international and cross-cultural contexts appreciation of the cross-cultural dimensions of evaluation interactions can shed light on the complexities and challenges of this enterprise. Those new to the evaluation culture may need help and facilitation in coming to view the experience as valuable. Examples of the values of evaluation include clarity, specificity, and focusing; being systematic and making assumptions explicit; operationalizing program concepts, ideas, and goals; distinguishing inputs and processes from outcomes; valuing empirical evidence; and separating statements of fact from interpretations and judgments. These values constitute ways of thinking that are not natural to some people and that are quite alien to many, even to those non-evaluators. For example, sometimes evaluation studies are very often considered as an academic exercise in the context of the Sarawak Public Sector. The researcher's previous experiences of working in a ministry show that even the minister who is formerly heading the ministry do not encourage the ministry to undertake evaluation studies. According to him such projects are a waste of government resources and the resources should be use to conduct activities and programs.

Another aspect to be addressed when conducting the evaluation study is the need for the evaluator to acknowledge and to be sensitive to the different background of the respondents. The nature of the interviews and ways of communicating has to take into account not just the respondents' particular cultural background but also the different cultural work related attributes [5]. This is supported by the study conducted by Songan

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[5] Culturally Work-Related Attributes It refers to the value classification of four dominant patterns of the members of a culture that are related to work values consisting of power distance, uncertainty avoidance, individualism/collectism, and masculinity/femininity dimensions (Hofstede, 1997).

Power Distance

It refers to the extent to which the members of a culture expect and accept that power should be distributed unequally and decision of power holders should be challenged or accepted. It also deals with whether a dependence or interdependence relationship exists between them the boss and his /her subordinates.

Uncertainty Avoidance

It refers to the extent to which the members of a culture feel threatened by ambiguous, uncertain or unknown situations, and try to avoid them by establishing more structure. Among other things, this feeling is expressed through nervous stress and a need for predictability and for written and unwritten rules.

Individualism/Collectivism

et al (2003:141) of the influence of cultural work-related attribute on building a learning organization in the hotel industry in Malaysia. They suggested that building a learning organization can be best achieved through the better understanding of people's cultural work related attributes. In a multi-cultural workforce which comprised of people of various ethnicity and religious beliefs, the cultural dimension need to be examined and properly addressed. Sensitivities to such evaluation situation and setting will facilitate the success of evaluation projects. As noted by Hopson, evaluation is never culture-free and he cites Gordon et al (1998) who indicate that they have a difficulty in accommodating (specially cultural and ethnic) diversity in the evaluation enterprise (2001:377). In a different example quoted by Hopson, the explanation by the African evaluations members regarding their refusal to adopt the American standards for evaluation demonstrates the rationale for the development of the standards that relates to the unique contributions to be made by culturally and ethically diverse communities (2001:376). On the basis of these examples, evaluators conducting evaluation projects in the Sarawak public sector need to study and examine the background and the cultural context of the workforce.

Conclusion

In conclusion, in a rapidly globalizing and uncertain world, taking correct decisions and learning from experience become essential for economic survival of the nation or even the individual organization. Evaluation is increasingly being recognized as an

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It refers to the extent to which the members of a culture rely on and have allegiance to the self or the group and to which individual autonomy, uniqueness, and independence is favourable or unfavourable. Individualism reflects a society in which the ties between individuals are loose and everyone is expected to look after himself or herself and his or her immediate family only. Collectivism reflects a society in which people from birth onwards are integrated into strong cohesive in-groups, which throughout people's lifetime continue to protect them in exchange for unquestioning loyalty.
Masculinity/Feminity
It refers to the extent to which the members of a culture prefer assertiveness and achievement or nurturance and social support. Masculinity reflects a society in which a social genderroles are clearly distinct, where men are supposed to be assertive, tough, and focussed on material success, while women are supposed to be modest, tender, and unconcerned with the quality of life. Femininity reflects a society in which social gender roles overlap, where both men and women are supposed to be modest, tender, and concerned with the quality of life.

essential part of good governance and public sector reforms particularly in promoting transparency and accountability and to some extent as part of the development of civil society. These trends, which have also impacted Sarawak, create a huge potential demand for evaluation activities especially in the Sarawak Public Sector.
However, a number of factors need to be considered and issues relating to the factors that have to be addressed when conducting evaluation study or instituting evaluation culture in the Sarawak Public Service. As mention earlier, the human actors who are considered central to the evaluation process are also linked to the cultural dimension of the evaluation process. Sensitivities to the multi-cultural workforce in the Sarawak Public Service by understanding and taking into consideration matters relating to their different background and culture would facilitate the evaluation process.

Recommendation

Evaluation in the Sarawak Public Sector should go well beyond the assessment or measurement of inputs (project completion, disbursement inter alia), in order to capture program results, that is, outputs, outcomes and impact. Quality evaluation in the form of credible and just-in time evaluation information is pertinent to decision making and policy formulation. The need for a variety of positive, innovative methods and approaches of evaluation is clear. The use of participatory evaluations that includes the participation of the stakeholders and beneficiaries should be widely utilized especially for the evaluation at the organizational level. Besides reaping the benefits of getting the relevant feedback and the commitment from the stakeholders, this will also enlighten the civil society (especially for public programs) on the benefits and the roles of evaluation in development.

Based on the analysis of the current practices of the program evaluation in the Sarawak Public Sector, the evaluation capacity is relatively weak and efforts should be made to strengthen the existing evaluation capacity. They should include the following measures:

First, the development of the evaluation framework and policy that encompasses evaluation at both the central agencies and the line ministries and departments. To successfully institutionalize the evaluation capacity, various factors influencing the evaluations process that have been identified earlier should be addressed. For instance, the development of the evaluation system should be tailored to the Sarawak Public Sector considering its multicultural workforce, to facilitate the promulgation of the 'evaluation culture'. It is also recommended that, to ensure sustainability, the system should be incorporated in the organizational structure. This requires the commitment of top management, managers and even political masters to implement a well-crafted evaluation strategy. As Early (1999:52) concluded, it took ten years for the evaluation strategy to become firmly embedded in the Australian public service culture. Khan (1999:15) draws similar conclusion from the study by the United Nation Development Program on the 'Generic Issues in Monitoring and Evaluation, What Works and Does Not'. While political support at the introduction may assist in introducing and institutionalizing the evaluation system, if the support is not maintained (by way of use and backing), its operational efficiency and effectiveness will also ultimately weaken.

Second, the State Government should develop the required human resource in evaluation and providing relevant training to establish the relevant expertise and skills in evaluation especially among public administrators. It is recommended that the State government should also examine the possibility of building the capacity of 'internal evaluation'. Internal evaluation is the process of using staff members who have the responsibility of evaluating programs or programs of direct relevance to an organization's manager (cited in Love 1991:2). In particular, internal evaluators appreciate that managers, facing the ever-changing political and economic environments, wants to make better decisions about organizational and programs and the use of scarce resources. As such, the roles of the internal evaluators are complementary and supportive to those of the managers.

Thirdly, there is a need to develop strategic alliances with the various sectors. The limited expertise in this field can be resolved by forming tripartite collaboration between the public sector organizations, institutions of higher learning and NGOs such as the Malaysian Evaluation Society.

Fourthly, the research leads to conclusion that a communication strategy is needed in order to extend the range of potential users of evaluation results. For example, the communication strategy might include organizing specific workshops and seminars open to a wider audience.

Finally, the development of evaluation internationally is building a worldwide evaluation community. It should positively influence the future of evaluation in Sarawak. The extensive use of leading-edge technology in communication to share instruments, results, findings and best practices will also enable more effective learning. On this basis, there are considerable opportunities to network with all the evaluation communities throughout the world and select the best practices applicable to the local context of the Sarawak Public Sector.

Limitations of the research

As indicated in the introductory chapter, this current research seeks to develop a deeper understanding on the strategic role of program evaluation in the public sector through desk research and a case study of one management program for Sarawak government employees. The scope of the case study was limited to exploring the effectiveness of the training program and the strategic role of the program evaluation undertaken as a source of information and learning. The key limitations of the research are linked to the resources available to the researcher and the need to conduct the fieldwork within a limited timescale. However, these limitations are to some extent counterbalanced by the researcher's previous professional experience which constituted a rich source of background information and understanding of the respondents' training experience, management knowledge and skills. Despite the limited resources available, the researcher, as a Sarawak state government officer herself, had the advantage of being able to use her employee status to gain access to the central organization. This enabled her to acquire more detailed local knowledge of the various organizations involved, understand the context of the program better, and relate the responses to the respective organizations, thus avoiding making mistakes due to ignorance and misinterpretation. Unfortunately, it was not within the timeframe of the project to undertake a pre-training evaluation exercise. Also the relatively small size of the samples means that the data shall be treated with caution. Twenty-five participants from the last batch of MDP program, and the same number of co-workers and their supervisors, were taken as samples. These respondents were of senior executives and heads from various organizational sectors throughout the state of Sarawak. It would have exceeded the time, physical and financial ability of the researcher to extend the sample. However, the number was sufficient to gain a rounded picture of the case and the nature of the respondents enabled the researcher to capture and generate excellent feedback. Most respondents were eager to share their ideas and opinions while some were keen to display some kind of authority. The availability of 'quality respondents' which served as a 'critical mass' provided sufficient avenue for this study to allow for some generalization of the findings to the Malaysian Public Sector during the period of the research.

On the other hand, the group of respondents could also possibly be biased in their feedback as some would like to be seen as 'supportive' to any program undertaken by the government, besides the researcher is a senior officer herself within the case study organization. It is also hoped that the method of triangulating the feedback from different group of respondent reduced the degree of bias.

APPENDICES

Appendix 2.1: Relationship between Evaluation and Research.

Source: Russ-Eft and Preskill (2001:8).

	Evaluation	Research
Purpose	Provide information for learning and decision making (intention is use) Seeks to describe particular phenomena Undertaken at the behest of a client-is service oriented	Develop new knowledge Seeks conclusions Seeks new laws, New theories Topic and questions are Determined by the researcher
Audience	Clients (Internal and External)	Other researchers
Focusing the study	Identifies background of evaluand and purpose of evaluation Identifies evaluation stakeholders and audiences Develops key questions that will guide the evaluation	Develops a problem statement Reviews the literature on the topic Develops theory-based hypotheses or research question Identifies terms and definitions Identifies variables to be studied
Study design	Naturalistic/qualitative Experimental/quantitative Often bounded by organization's timeframe requirements	Naturalistic/qualitative Experimental/quantitative Is based on researcher's timeline and available funding
Data collection methods	Tests, surveys/questionnaires, observation, interviews, archival analysis, unobtrusive measures	Tests, surveys/questionnaires, observation, interviews, archival analysis, unobtrusive measures
Reliability and Validity	Pilot testing, member checks, controlling variables through triangulation, test/retest reliability measures Is rooted in values and politics Generalizability of findings not a major goal or concern	Pilot testing, member checks, controlling variables through designs, triangulation, test/retest reliability measures Attempts to be objective and value free. Seeks to establish generalizable findings
Data analysis	Inferential and descriptive statistics Content analysis/grounded theory	Inferential and descriptive statistics Content analysis/grounded theory
Results of Study	Reports results to evaluation clients Make recommendations relevant to evaluation questions Rarely publishes the results	Reports results to other researchers and practitioners Make suggestions for future research Often publishes study's findings

Appendix 2.2: Examples of Situations That Pose Special Challenges to Evaluation

Situation	Challenge	Special Evaluator Skills Needed
Highly controversial Issue	Facilitating different points of view	Conflict resolution skills
Highly visible program	Dealing with publicity about the program; reporting findings in a media-circus atmosphere	Public presentation skills Graphic skills Media handling skills
Highly volatile program environment	Rapid change in context, issue and focus	Tolerance for ambiguity, Rapid responsiveness, Flexibility, Being a 'quick study'
Cross-cultural or international	Including different perspective, values, being aware of cultural blinders and biases	Cross-cultural sensitivity, skills in understanding and incorporating different perspectives
Team effort	Managing people	Identifying and using individual skills of team members; team-building skills
Evaluation attacked	Preserving credibility	Calm: staying focussed on evidence and conclusions
Corrupt program	Resolving ethical issues/upholding standards	Integrity, Clear ethical sense, Honesty

Appendix 2.3: Optional evaluators role

Source: Patton (1997:128-129)

Most Likely Primary Users	Primary Evaluator Roles	Dominant Style of Evaluator	Most Likely Evaluation Purpose	Primary Evaluator Characteristics Affecting Use
Funders Officials Decision makers	Judge	Authoritative	Summative determination of overall merit of worth	Perceived independence Methodological expertise Substantive expertise Perceived neutrality
Funders Policymakers Board members	Auditor Inspector Investigator	Independent	Accountability Compliance Adherence to rules	Independence Perceived toughness Detail-oriented Thoroughness
Academics Planners Program designers Policy specialist	Researcher	Knowledgeable	Generate generalizable knowledge, truth	Methodological expertise Academic credentials Scholarly status Peer review support
Program staff Program executives and administrators Participants	Consultant for program improvement	Interactive Perceptive Insightful	Program improvement Trust	Perceived understanding of program Rapport Insightfulness
Diverse stakeholders	Evaluation facilitators	Available Balanced Empathic	Facilitate judgements and recommendations by non-evaluators	Interpersonal skills Group facilitation skills Evaluator knowledge Trust

Program design team	Team member with evaluation perspective	Participatory Questioning Challenging	Program development	Contribution to team Insightfulness Ability to communicate evaluation perspective Flexibility Analytical leadership
Program staff and participants	Collaborator	Involved Supportive Encouraging	Action research and evaluation on groups own issues: participatory evaluation	Accepting of others Mutual respect Communication skills Enthusiasm Perceived genuineness of collaborative approach
Program participants/community members	Empowerment facilitator	Resource person	Participants self-determination: pursuit of political agenda	Mutual respect Participation Engagement Enabling skills Political savvy
Ideological adherents	Supporter of cause	Co-leader Committed	Social justice	Engagement Commitment Political expertise Knowledge of the system Integrity Values
Future evaluation planners and users	Synthesizer Meta-evaluator Cluster leader	Analytical	Synthesize findings from multiple evaluations Judge quality of evaluations	Professionalism Analytical insightfulness Conceptual brilliance

Appendix 2.4: Qualifications and Competencies of Effective Trainers.

Source: Gauld and Miller (2004:16)

	Authors								
Competencies of effective trainers	Leach (1996)	Olson (1994)	Thompson (2001)	Pinto and Walker (1978)	Jacobs (1987)	Knowles (1980)	Grabowski (1976)	Lindeman (1938)	Knox (1979, 1986)
Set goals and objectives	•					•			
Develop lesson plans	•								
Keep current and up to date	•								
Conduct needs assessments	•			•	•				
Counsel students about other matters	•			•					
Provide positive reinforcement	•	•	•						•
Blend different training techniques	•						•		
Use questioning to involve participants	•	•				•			
Facilitate group learning activities	•			•					
Attend to individual differences	•					•		•	
Evaluate effects and impact of training	•					•	•		
Analyse course materials/learner information		•		•		•			
Assure preparation of instructional site		•							
Establish/maintain instructor credibility		•	•		•	•			
Manage the learning environment		•							
Possess content knowledge/skill taught		•				•			
Demonstrate effective communication skills		•	•			•	•		
Demonstrate effective presentation skills		•	•	•		•			
Respond to learner needs/feedback		•				•	•	•	
Use media effectively		•					•		
Evaluate learner performance		•			•	•			
Evaluate delivery of instruction		•							
Report evaluation information		•							
Understand programme development		•		•			•		
Understand training and development		•		•	•			•	
Apply research skills				•	•		•		
Build relationships				•	•				•

Source: Developed for this research

Appendix 3.1: Yearly Allocation for Training conducted by CMM Sdn. Bhd.

Year	No. of Courses	Participants	Allocation
1999	236	5686	RM 3,304,090.58
2000	177	4389	RM 3,442,649.78
2001	227	5815	RM 7,776,622.01
2002	225	5534	RM 8,129,526.08
2003	207	6053	RM 11,020,086.10
2004	217	3555	RM 12,021,628.33
Total	1289	31032	RM 45,694,602.88

Source: Unpublished Briefing Notes, Deputy State Secretary (Human resource), Sarawak (2005:95).

Appendix 3.2: Core programs provided by Center for Modern Management

Individual Development	Team and Organizational	Core Program	Other Training Initiatives
Managing Vision & Strategies Managing Innovation & Change Managing People Managing Information Managing Quality Work Processes & Performances Managing Effective Communication Managing Personal Development	Information Technology Development Quality Management Organisation Development Environmental Management Project Management Team & Transformational Leadership Scenario & Strategic Planning	Management Development Program (MDP) Executive Development Program(EDP) Supervisory Development Program (SDP) Support Staff Development Program (SSDP)	Seminars, Conferences and Workshops Induction Programs Promotion Programs Retirement Programs Language Programs Information and Communication Technology (ICT) Programs Technical Training Programs

Source: Unpublished CMM report (2004:8)

Appendix 4.1 List of Participants

Respondents	Organization
1P	Ministry of Social Development
1C	Ministry of Social Development
1S	Ministry of Social Development
2P	Public works Department, Headquarters
2c	Public works Department, Headquarters
2S	Public works Department, Headquarters
3P	Public works Department, Bintulu
3C	Public works Department, Mukah
3S	Public works Department, Mukah
4P	State Implementation and Monitoring Unit
4C	Public works Department, Kuching
4S	Public works Department, Kuching
5P	State Implementation and Monitoring Unit
5C	State Implementation and Monitoring Unit
5S	Miri Resident Office.
6P	Ministry of Rural Development
6C	Ministry of Rural Development
6S	Ministry of Rural Development
7P	Agriculture Department
7C	Agriculture Department
7S	Agriculture Department
8P	Agriculture Research Center
8C	Agriculture Research Center
8S	Agriculture Research Center
9P	Agriculture Research Center
9C	Agriculture Research Center
9S	Agriculture Research Center
10P	Agriculture Research Center
10C	Agriculture Research Center
10S	Agriculture Research Center
11P	Land and Survey Headquarters
11C	Land and Survey Headquarters
11S	Land and Survey Headquarters
12P	Land and Survey Miri
12C	Land and Survey Miri
12S	Land and Survey Miri
13P	Land and Survey Headquarters
13C	Land and Survey Headquarters
13S	Land and Survey Headquarters
14P	Land and Survey Headquarters
14C	Land and Survey Headquarters

14S	Land and Survey Headquarters
15P	Land and Survey, Kuching
15C	Land and Survey, Kuching
15S	Land and Survey, Kuching
16P	Land and Survey Headquarters
16C	Land and Survey Headquarters
16S	Land and Survey Headquarters
17P	Land and Survey, Sibu
17C	Land and Survey, Sibu
17S	Land and Survey, Sibu
18P	Land and Survey Headquarters
18C	Land and Survey Headquarters
18S	Land and Survey Headquarters
19P	Land and Survey, Kuching
19C	Land and Survey, Kuching
19S	Land and Survey, Kuching
20P	Department of Islamic Affair
20C	Department of Islamic Affair
20S	Department of Islamic Affair
21P	Kuching South City council
21C	Kuching South City council
21S	Kuching South City council
22P	Kuching South City council
22C	Kuching South City council
22S	Kuching South City council
23P	Bau District office
23C	Bau District office
23S	Bau District office
24P	Ministry of Social Development
24C	Ministry of Social Development
24S	Ministry of Social Development
25P	Bintulu Resident Office
25C	Bintulu Resident Office
25S	Bintulu Resident Office

Appendix 4.2 : Questions on the Background of the Program

Program Title:

Background of the Program (Program description and features).

1. What need does the program exist to serve? What problem was the program designed to correct? Why was the program initiated? What are its goals? Whom is it intended to serve?

2. What does the program consist of? What are its major components and activities, its basic structure and administrative/managerial design? How does it function? What research support exists to link the activities and characteristics of the program and clients with the desired goals?

3 What is the program's setting and context (geographical, demographic, political, level of generality)?

4. Who participates in the program (direct and indirect participants, program deliverers, managers and administrators, policy makers)? Who are other stakeholders?

5 What is the program's history? How long is it supposed to continue? When are critical decisions about continuation to be made?

6. When and under what conditions is the program to be used? How much time is it intended to take? How frequently is it to be used?

7. Are there unique contextual events or circumstances (e.g., contract negotiations, budgetary decisions, changes in administration, elections) that could affect the program in ways that might distort the evaluation?

8. What resources (human, materials, time) are consumed in using the program?

9. Has the program been evaluated previously? If so, what outcomes/ results were found? Any other relevant information on the program?

Appendix 4.3: Evaluation checklist.

(Mark all appropriate boxes.)

Entity to be evaluated

Individuals, Groups, or Agencies needing To Make Evaluation's Findings	To Make Operatio	To Provide	To React	For Interest
Developer of the program				
Funder of the program				
Person/agency who identified the				
Boards/agencies who approved delivery of the program at local level				
Top managers of agencies delivering				
Program managers				
Program deliverers ".				
Direct clients of the				
Indirect beneficiaries of the program				
Public/community members				
Others				

Appendix 4.4: Management Development Program (MDP) Evaluation: Participants form

Instructions: The purpose of the evaluation for the Management Development Program is to determine to what extent the participant who attended the program from 24 Feb to 16 March 2004, have applied the principles and techniques that they learned to the job/workplace. The results of the survey will be used to assess the effectiveness of the program and identify ways in which it can be made more practical and relevant in the future. This survey is also conducted as an attempt to discover critical factors that can facilitate or impede transfer of learning and application to the workplace.

Please be frank and honest in your answers. Your name is strictly optional. The only reason we ask is that we might want to follow up with you on your answers to get more comments and suggestions from you.

Part A: Personal Data

1. Name: (Optional): ______________________________
2. Post/Designation: ______________________________
3. Year of Appointment: ____________ Gender

Male		Female	

4. Highest level of Education: Post Graduate ☐

   Graduate ☐

   Secondary ☐

5. Have you ever been employed in the private sector?

   Yes ☐ NO ☐

Part B: Relevancy of MDP

Listed below are the modules of the Management Development Program. After reflecting on the program, rate on a scale of <u>**1 – 5**</u>, the relevance of each module to your work, with the scale of 1 indicating <u>**NO RELEVANCE**</u> and the scale of 5 indicating <u>**VERY RELEVANT**</u>.

No	Module	Relevant
1	Module 1: Reengineering the Public Sector (Corporatization	

	and Entrepreneurial Development)	
2	Module 2: Corporate and Media Relations	
3	Module 3: Creative Thinking and Innovation	
4	Module 4: Total quality Management in the Public Sector	
5	Module 5: Policy Development and Implementation	
6	Module 6: Presentation Skills	
7	Module 7: E-Communications	
8	Module 8: Effective Team Leadership and Management	
9	Module 9: Strategic Change Management	

Part C Application

1. Have you applied at your workplace the knowledge (understanding) and skill (technique) taught in the program?

YES ☐ NO ☐

If YES, please describe how you have applied this knowledge and skills. If NOT, explainwhy?

____

____

____

2. If you have answered YES to question 1, please tick which of the factors below that have facilitated you.

☐ Self motivation /personality factor

☐ Management support

☐ Co-workers support

☐ Any other factors, please specify

____

____

3a. If you have answered NO to question 1, please tick which of the factors below that have impeded the transfer of learning and application to the workplace?

☐ I didn't really learn anything I can apply

☐ I haven't had the opportunity

☐ I have been too busy

☐ Too many higher priorities.

☐ Management not supportive.

☐ Any other reasons? Please specify.

____

____

____

Do you plan to use some of the knowledge and skills in the future? If yes, please specify below. If Not, why?

____

____

____

As you reflect on the program, what would have made it more beneficial and practical for you? (Duration, methodology, content, environment etc) What specific suggestions do you have for improving the program?

____

____

____

Part D Impact

Please identify and provide any specific personal accomplishments/ improvements that you can link to this program.

____

____

____

Your personal accomplishments are often influence by other factors. Please estimate the percentage of your personal accomplishment that is directly related to the MDP _________**%.**

Please explain:

For each of the area below, indicate the extent to which you think this program has influenced on your organization;

		No influence	Some influence	Moderate influence	Significant influence	Very much influence
i	Productivity					
ii	Effiency					
iii	Total Quality Management					
iv	Policy Development					
v	Corporate and Media Relations					
vi	Innovations					
vii	Customer Satisfaction					
viii	e-communication					
ix	Team Leadership					
x	Others (specify)					

Please cite specific examples or provide more details

Do you think that this program represented a good investment for the Sarawak State Government?

YES ☐ NO ☐

Please explain

Thank You for your participation

Appendix 4.5: Co-workers form

Management Development Program (MDP) Evaluation

Instructions: This survey is designed to describe your experiences with your co-worker since his/her completing the MDP program. The purpose of this survey is to assess the transfer of learning, applicability at the workplace and the impact of the MDP program to the participants and the organization.

Please be frank and honest in your answers. Your name is strictly optional. The only reason we ask is that we might want to follow up on your answers to get more comments and suggestions from you.

Part A: Personal Data

Co-worker Name (Optional) ____________________

Co-worker post/designation ____________________

Organization ____________________

Gender | Male | | Female | |

Highest level of Education: Post Graduate ☐

Graduate ☐

Secondary ☐

Length of time working together with participant ____________

Part B: Relevancy of MDP

Listed below are the modules of the Management Development Program. After reflecting on the program, rate on a scale of <u>**1 – 5**</u>, the relevance of each module to your co-worker, with the scale of 1 indicating <u>**NO RELEVANCE**</u> and the scale of 5 indicating <u>**VERY RELEVANT**</u>.

No	Module	Relevant
1	Module 1: Reengineering the Public Sector (Corporatization and Entrepreneurial Development)	
2	Module 2: Corporate and Media Relations	
3	Module 3: Creative Thinking and Innovation	
4	Module 4: Total quality Management in the Public Sector	

5	Module 5: Policy Development and Implementation	
6	Module 6: Presentation Skills	
7	Module 7: E-Communications	
8	Module 8: Effective Team Leadership and Management	
9	Module 9: Strategic Change Management	

Part C Application

1. Since your coworker attended the MDP Program, had he/she applied at the workplace the knowledge (understanding) and skills (techniques) taught in the program?

YES ☐ NO ☐

If YES, please describe how he/she has applied this knowledge and skills. If NOT, explain why?

____

____

2. If you have answered YES to question 1, please tick which of the factors below that have facilitated him/her.

☐ Self motivation/personality factor

☐ Management support

☐ Co-workers support

☐ Any other factors, please specify

____

____

____

3.a. If you have answered NO to question 1, please tick which of the factors below that have impeded the transfer of learning and application to the workplace?

☐ He/she didn't really learn anything that he/she can apply

- [ ] He/she hadn't had the opportunity
- [ ] He/she had been too busy
- [ ] He/she has too many higher priorities.
- [ ] Management not supportive.
- [ ] Any other reasons? Please specify.

____

____

____

Do you think that he will use some of the knowledge and skills in the future? If yes, please be specific. If Not, why?

____

____

____

As you reflect on the program, what would have made it more beneficial and practical for your co-worker and your organisation? (Duration, methodology, content, environment etc). What specific suggestions do you have for improving the program?

____

____

____

Part D Impact

Please identify and provide any specific personal accomplishments/improvements that your coworker had achieved that can be link to this program.

____

____

____

Personal accomplishments are often influence by other factors. Please estimate the percentage of your coworker accomplishment that is directly related to the MDP __________%.

Please explain

____

____

____

For each of the area below, indicate the extent to which you think this program has influenced on your organization;

		No influence	Some influence	Moderate influence	Significant influence	Very much influence
i	Productivity					
ii	Effiency					
iii	Total Quality Management					
iv	Policy Development					
v	Corporate and Media Relations					
vi	Innovations					
vii	Customer Satisfaction					
viii	e-communication					
ix	Team Leadership					
x	Others (specify)					

Please cite specific examples or provide more details

____

____

____

Do you think that this program represented a good investment for the Sarawak State Government?

YES ☐ NO ☐

Please explain

____

____

____

Appendix 4.6: Supervisors form

Management Development Program (MDP) Evaluation

This survey is designed to describe your experiences with your subordinate since his/her completing the MDP program. The purpose of this survey is to assess the transfer of learning, applicability at the workplace and the impact of the program to the participants and the organization. This survey is also conducted as an attempt to discover critical factors that can facilitate or impede transfer of learning and application at the workplace.

Please be frank and honest in your answers. Your name is strictly optional. The only reason we ask is that we might want to follow up on your answers to get more comments and suggestions from you.

Part A: Personal Data

Supervisors Name (Optional) ________________________

Supervisor Post/designation ________________________

Organization ________________________

Gender

Male		Female	

Highest level of Education: Post Graduate ☐

Graduate ☐

Secondary ☐

Length of time subordinate under your supervision ____________

Part B: Relevancy of MDP

Listed below are the modules of the Management Development Program. After reflecting on the program, rate on a scale of **1 – 5**, the relevance of each module to your work, with the scale of 1 indicating **NO RELEVANCE** and the scale of 5 indicating **VERY RELEVANT**.

No	Module	Relevant
1	Module 1: Reengineering the Public Sector (Corporatization and Entrepreneurial Development)	
2	Module 2: Corporate and Media Relations	

3	Module 3: Creative Thinking and Innovation	
4	Module 4: Total quality Management in the Public Sector	
5	Module 5: Policy Development and Implementation	
6	Module 6: Presentation Skills	
7	Module 7: E-Communications	
8	Module 8: Effective Team Leadership and Management	
9	Module 9: Strategic Change Management	

Part C Application

1. Since your subordinate attended the MDP Program, had he/she applied at the workplace the knowledge (understanding) and skills (techniques) taught in the program

YES ☐ NO ☐

If YES, please describe how he/she had applied these knowledge and skills. If NOT, explain why?

____

____

2. If you have answered YES to question 1, please tick which of the factors below that have facilitated him/her.

☐ Self motivation /personality factor

☐ Management support

☐ Co-workers support

☐ Any other factors, please specify

____

____

____

3. a. If you have answered NO to question 1, please indicate which of the factors below that have impeded the transfer of learning and application to the workplace?

☐ He/she didn't really learn anything that he/she can apply

☐ He/she hadn't had the opportunity

☐ He/she had been too busy

☐ He/she has too many higher priorities.

☐ Management not supportive.

☐ Any other reasons? Please specify.

____

____

b.Do you think that he will use some of the knowledge and skills in the future? If yes, please specify below. If Not, why?

____

____

____

As you reflect on the program, what would have made it more beneficial and practical for your subordinate and your organisation? (Duration , methodology, content, environment etc). What specific suggestions do you have for improving the program?

____

____

____

Part D Impact

Please identify and provide any specific personal accomplishments/ improvements of him/her that you can link to this program.

____

____

____

Personal accomplishments are often influence by other factors. Please estimate the percentage of your subordinate's personal accomplishment that is directly related to the MDP __________%.

Please explain:

____

____

____

For each of the area below, indicate the extent to which you think this program has influenced on your organization;

		No influence	Some influence	Moderate influence	Significant influence	Very much influence
i	Productivity					
ii	Effiency					
iii	Total Quality Management					
iv	Policy Development					
v	Corporate and Media Relations					
vi	Innovations					
vii	Customer Satisfaction					
viii	e-communication					
ix	Team Leadership					
x	Others (specify)					

Please cite specific examples or provide more details:

____

____

____

Do you think that this program represented a good investment for the Sarawak State Government?

YES ☐ NO ☐

Please explain:

____

____

Thank you for your participation

Appendix 4.7: Letter to Deputy State Secretary

Faculty of Social Science,
Mains Art Building (Ground Floor),
University of Wales, Bangor,
College Road,
Bangor, LL57 2DG,
Wales,
United Kingdom.
Email: sop001@bangor.ac.uk

12th January, 2005
Ybhg,
Datu Wilson Baya Dandut,
Deputy State Secretary,
Chief Minister's Department.

Ybhg,.
Re; Proposed Case Study.
With reference to the above matter, I would like to seek your kind approval to undertake the case study involving the evaluation of HRD training program for the Sarawak government employees. The case study is part of my PhD research "*The Role of Program Evaluation in the Public Sector Organization*". This research aims to develop a better understanding on the roles of evaluation as a valuable source of information and organizational learning, the formulation of new policies and strategies pertaining to programs development .This research will also focuses on the pivotal role of evaluation as an essential part of good governance, and public sector reform particularly in promoting transparency and accountability and to some extent as part of the development of a civil society. This research will:-

Investigate and study the development of program evaluation in the public sector
Explore the importance and the roles of program evaluation in the Public Sector.

Undertake the study of the various evaluation models, designs and techniques.

Utilise one of the suitable model to study the impact of the HRD program on the individual and the organisation. as a case study.

2. While the aim of the case study is to identify and document answers to such questions as to what extend the programs have accomplished, their impact on the participants, and their return on investment on the participating organisations. Among its expected outcome and potential benefits are:

The quantification of tangible benefits.

The intangible benefits in terms of team working, morale, work satisfaction, improved communication and other quality improvements.

Feedback to improve the communication and organizational learning. Improving the communication among the internal and external stakeholders should facilitate organizational learning by increasing the awareness of both qualitative and quantitative benefits, improving the understanding of the processes involved and highlighting any conflicting objectives within organization.

A more efficient and systematic evaluation process. With tools and instruments tailored to the activities, evaluation can be carried out more systematically. Also perhaps more importantly, the availability of a growing base of recorded knowledge could be used to improve the learning aspects of the process for the stakeholders.

Evidence based policy formulation. The role of the program evaluation in this exercise as a means to provide the evidence required for decision making as well as facilitating the planning process. The evaluation tool should enable the stakeholders to recognize the strategic value of the program to the overall development of the organization.

3 .Ybhg, the proposed case study had been discussed with the HRD Unit, the management of CMM and both my supervisors since April last year.

4. I would like to assure that great care will be taken to preserve confidentiality and the result of this case study will not be published without the prior approval of organization concerned.

5. I attached the proposed case study and a supporting letter from my supervisor for your attention and perusal. I would be most grateful too for any comments on the

proposal and your kind approval is needed before I can negotiate the details of the samples and proceed with the initial information gathering.

5. Your cooperation, kind support and approval are very much appreciated.

Thank you.
Sincerely yours,

SABARIAH PUTIT

Appendix 4.8: Supporting Letter to Deputy State Secretary

Ysgol Gwyddorau Cymdeithas
Prifysgol Cymru, Bangor

Bangor
Gwynedd LL57 2DG

Ffôn: (01248) 382215
Ffacs: (01248) 382085
e-bost: soss@bangor.ac.uk
www.bangor.ac.uk/so/home.htm

• PRIFYSGOL CYMRU •
UNIVERSITY OF WALES
BANGOR
1884

School of Social Sciences
University of Wales, Bangor

Bangor
Gwynedd LL57 2DG

Tel: (01248) 382215
Fax: (01248) 382085
e-mail: soss@bangor.ac.uk
www.bangor.ac.uk/so/home.htm

12th February 2005

Ybhg.
Datu Wilson Baya Dandut
Deputy State Secretary
Chief Minister's Department

Ybhg.

Re: Doctoral research

I am writing in my capacity as academic supervisor to Sabariah Putit, who is carrying out research for her PhD on '*The Role of Programme Evaluation in the Public Sector Organization*'. She is preparing to collect case study data for her evaluation of the HRD training programme for Sarawak government employees.

Her letter contains more details of the planned project. Sabariah Putit is an able and committed researcher. She has already delivered a paper on her research at an international conference on evaluation. I am confident that she will conduct the case study according to the highest professional standards and I will be most grateful if you can facilitate the process by giving your support. Your approval will be highly appreciated.

Yours sincerely,

Howard Davis
Professor of Social Theory and Institutions

Yr Athro/ Professor **Howard H Davis**
Pennaeth yr Ysgol • Head of School

Appendix 4.9: Proposal for Evaluating MDP program

Evaluation of Management Development Program for the Sarawak Government Employees.

Background:

Sarawak Civil Service regards training and development as one of the means available to management to ensure that the people on whom the organization depends have the necessary knowledge, skills and attitudes to perform their tasks. Training and development therefore forms part of the corporate and human resource development strategy. The policy is to ensure that training and development is used optimally and appropriately to help the individuals perform their jobs more effectively and help achieve the organizational goals. Human Resource Development Unit in the Chief Minister's Department provides the direction, guidance and assistance in the development and coordination of the Sarawak Civil Service training and development policy.
The Center for Modern Management established in March 1994 by the Sarawak State government was intended to complement this effort by providing a comprehensive Human Resources Development programs for state government employees as well as to facilitate the transformation of the New Civil Service. Ever since its inception, CMM has evolved from a public service-oriented training centre to a privatized entity with full range of state of the art training facilities and equipment and a series of HROD Programs and Organizational Development Consultancy Services. In the last 10 years, CMM, too, has changed from running mostly ad-hoc programs to managing core programs for the State Civil Service.

According to CMM, the core programs had been well received by the various categories of officers in the State Civil Service, with a total number of 94,943 attendance for the various programs over the past 10 years. Core programs that CMM had developed for the State Civil Service include the Management Development

Program (MDP) and Executive development Program (EDP) for the professional and managerial group, the Supervisory Development Program (SDP) for the supervisory group and the Support Staff Development Program (SSDP) for the support staff group.

These intensive development training programs were developed to cater the different levels of officers with the objective to introduce and equipped the officers with the necessary knowledge, skills and attitude needed for the challenging scenarios .in the New Civil Service.

In its continuing effort to improve the quality of its HRD programs, the state government as the fund provider and policymaker is increasingly recognizing the importance of rigorous and comprehensive program evaluations. As the stakeholder, state government wants to know to what extend the programs have accomplished, how they should be operated to achieve maximum cost-effectiveness, their impact on the participants, and their return on investment on the participating organizatons as well as its impact on the development of the Sarawak Human Resource.

Purpose of the Case Study

As part of the research project intended to fulfill the PHD Dissertation.(Research aim 4- in the PHD Research Proposal)

The outcome would be able to generate useful data and information. It is hope that the outcome of the case study would substantiate other evaluation findings in facilitating HRD charting its policy direction relating to the training for the state civil servants.

Objective of the Program Evaluation

To evaluate to what extend the program is meeting its objectives.

To identify and document answers to such questions as to what extend the programs have accomplished, its impact on the participants and the return on investment on the participating organization. These include the assessment of the tangible and intangible benefits of the program.

Expected outcomes and potential benefit

The quantification of tangible benefits.

The intangible benefits in terms of team working, morale, work satisfaction, improved communication and other quality improvements.

Feedback to improve the communication and organizational learning.. Improving the communication among the internal and external stakeholders should facilitate organizational learning by increasing the awareness of both qualitative and quantitative benefits, improving the understanding of the processes involved and highlighting any conflicting objectives within organization.

A more efficient and systematic evaluation process. With tools and instruments tailored to the activities, evaluation can be carried out more systematically. Also perhaps more importantly, the availability of a growing base of recorded knowledge could be used to improve the learning aspects of the process for the stakeholders.

Evidence based policy formulation. The role of the program evaluation in this exercise as a means to provide the evidence required for decision making as well as facilitating the planning process. The evaluation tool should enable the stakeholders to recognize the strategic value of the program to the overall development of the organization.

Scope of Study

The Evaluation project will cover the Management Development Program for the senior officers:

Ten (10) integrated modules permeate the 3.5 week program. All the modules are a two-day program except for Balanced Scorecard which is a one-day awareness module:

Module 1: Reengineering the Public Sector

(Corporatization and Entrepreneurial Development)

Module 2: Policy Development and Implementation

Module 3: Corporate and Media Relations

Module 4: Total Quality Management in Public Sector

Module 5: Effective Leadership and Management

Module 6: Strategic Change Management

Module 7: Creative Thinking and Problem Solving

Module 8: E-Communication

Module 9: Effective Presentation Skills

Methodology

The samples will include the MDP participants from the last batch of the training program. This case-study will use a number of sources of evidences which include documentation, archival records, interviews and questionnaires (both qualitative and quantitative methods will be applied). Interviews to the various stakeholders and a pilot test for the questionnaire will also be undertaken.

The survey questionnaire will be send to all the respondents and a focus group interview will also be conducted to obtain a more detailed feedback on the program.

Proposed Work Plan

No.	Activity	Mth 1	Mth 2	Mth 3	Mth 4	Mth 5	Mth 6
1	Preparatory work						
	Proposal to HR Department	x					
	Establishing contacts with department	x					
	Information Gathering	x					
	sourcing for participants and sample selection	x					
2	Preparing Instruments for level 3/4 Evaluation						
	Construction of questionnaires for:						
	Participants/focus group		x				
	Supervisors		x				
	Participants colleagues		x				
3	Field Visit						
	Visit to relevant organization/HR personnel			x			

	Conducting Pilot Study/Information Gathering	x			
	Testing Instrument/Pilot Test	x			
4	Conducting the survey &		x		
	Administering & Monitoring Questionnaire		x		
	Receiving feedback/questionnaires		x		
5	Data processing and Analysis			x	x

Appendix 5.1: Profiles of Participants

Respondents	Designation	Organization	Classification	Year of Appointment	Length of Service	Gender	Highest Level of Education	Have been employed in private sector?
1P	Town and Rural Planning Officer	Land and Survey	Engineering (J)	1994	12	Male	Post Graduate (MSc.)	Yes
2P	Valuer	City Council	Finance and Evaluation(W)	1989	17	Female	Graduate	No
3P	Senior Engineer	City Council	Engineering (J)	1982	24	Male	Graduate	No
4P	Principle Assistant Director	Ministry of Social Welfare	Administration and Support(N)	1989	17	Male	Graduate	No
5P	Agriculture Officer	Agriculture Department	Agriculture(G)	1988	18	Male	Graduate	No
6P	Research Officer	Agriculture Department	Research and Development(Q)	1982	24	Female	Graduate	No
7P	Principle Assistant Director	Ministry of Social Welfare	Administration and Support(N)	1993	13	Male	Post Graduate(MBA)	Yes
8P	Senior Research Officer	Agriculture Department	Research and Development(Q)	1986	20	Male	Post Graduate (MSc.)	No
9P	Research Officer	Agriculture Department	Research and Development(Q)	1982	24	Male	Graduate	No
10P	Assistant Secretary	Ministry of Resource Planning	Administration and Support(N)	1994	12	Male	Graduate	Yes

11P	Administrative Officer	Residents office	Administration and Support(N)	1973	33	Male	Graduate	No
12P	Principle Assistant Director	Chief Minister's Department	Administration and Support(N)	1996	10	Male	Graduate	No
13P	Civil Engineer	Public Works Department	Engineering (J)	1989	17	Male	Graduate	No
14P	Civil Engineer	Chief Minister's Department	Finance and Evaluation(W)	1987	19	Male	Graduate	No
15P	Valuer	Land and Survey	Finance and Evaluation(W)	1982	24	Male	Graduate	No
16P	Valuer	Land and Survey	Finance and Evaluation(W)	1997	9	Female	Graduate	Yes
17P	Valuer	Land and Survey	Finance and Evaluation(W)	1990	16	Female	Post Graduate	No
18P	Administrative Officer	Residents office	Administration and Support(N)	1984	22	Male	Post Graduate(MBA)	No
19P	Civil Engineer	Public Works Department	Engineering (J)	1983	23	Male	Post Graduate(MBA)	No
20P	Islamic Affair Officer	Islamic Affairs	Administration and Support(N)	1988	18	Male	Graduate	No
21P	Valuer	Land and Survey	Finance and Evaluation(W)	1994	12	Male	Graduate	No

Appendix 5.2: Profiles of Co-workers

Co-workers	Designation	Organizations	Gender	Education	Time with Participants
1C	Town and Rural Planning Technician	Land and Survey	Male	Secondary	9yrs
2C	Legal Officer	City Council	Female	Post Graduate	6yrs
3C	Senior Engineer	City Council	Male	Graduate	6 yrs
4C	Assistant Director	Ministry of Social Welfare	Female	Graduate	2 yrs
5C	Agricultural Officer	Agriculture Department	Male	Graduate	5 mths
6C	Research Officer	Agriculture Department	Male	Graduate	2 yrs
7C	Principle Assistance Director	Ministry of Social Welfare	Male	Graduate	1 yr
8C	Research Officer	Agriculture Department	Female	Graduate	9yrs
9C	Assistant Agricultural Officer	Agriculture Department	Male	Secondary	2 yrs 9 mths
12C	Administrative Officer	Chief Minister's Department	Female	Graduate	2yrs
13C	Sr. Civil Engineer	Public Works Department	Male	Graduate	9 mths
14C	Civil Engineer	Chief Minister's Department	Male	Graduate	4 yrs
15C	Senior Computer Assistant	Land and Survey	Male	Graduate	3yrs
19C	Civil Engineer	Public Works Department	Male	Graduate	14yrs
20C	Administrative Officer	Islamic Affairs	Male	Graduate	1 yr
21C	Assistant Land Officer	Land and Survey	Male	Secondary	6yrs

Appendix 5.3: Profiles of Supervisors

Supervisors	Designation	Organization	Gender	Education	Length of Supervision
1S	Superintendent	Land and Survey	Male	Post Graduate	1yr
2S	Valuer	City Council	Female	Graduate	3 yrs
3S	City Engineer	City Council	Male	Post Graduate	6 yrs
4S	Permanent Secretary	Ministry of Social Welfare	Male	Post Graduate	1yr
5S	Assistant Director	Agriculture Department	Male	G	3yrs 5 mths
6S	Sr. Assistant Director Research	Agriculture Department	Female	Post Graduate	1yr
7S	Permanent Secretary	Ministry of Social Welfare	Male	Post Graduate	2 yrs 6 mths
8S	Sr. Assistant Director Research	Agriculture Department	Female	Post Graduate	0.1yr
9S	Sr. Assistant Director Research	Agriculture Department	Female	Post Graduate	1yr
11S	District Officer	Residents office	Male	Post Graduate	3 yrs
12S	Resident	Chief Minister's Department	Male	Post Graduate	2 yrs
13S	Sr. Engineer	Public Works Department	Male	Post Graduate	1yr
14S	Divisional Engineer	Chief Minister's Department	Male	Graduate	1 yr 5 mths
18S	Resident	Residents office	Male	Post Graduate	2yrs
21S	Assistant Director	Land and Survey	Male	Graduate	2yrs

Appendix 5.4: Classification of Employment in the State Civil Service According to the Letters of the Alphabet.

A	Pengangkutan (Transport)
B	Bakat dan Seni (Arts)
C	Sains (Science)
E	Ekonomi (Economics)
F	Sistem Maklumat (Information System)
G	Perhutanan/Pertanian (Agriculture)
J	Kejuruteraan (Engineering)
KP	Keselamatan & Pertahanan Awam (Security and Civil Defence)
L	Perundangan (Law)
LS	Perundangan Syariah (Syariah Law)
N	Pentadbiran & Sokongan (Administration and Support)
NT	Pentadbiran Tanah (Land Admistration)
Q	Penyelidikan & Pembangunan (Research Development)
R	Mahir / Separuh Mahir / Tidak Mahir (Skilled and Semi-Skill)
S	Sosial (Social)
U	Perubatan dan Kesihatan (Medicine and Health)
W	Kewangan dan Penilaian (Finance and Evaluation)

Appendix 5.5: Ratio of Men and Women Recruited for the Years 1970-1999

Year	No. of men recruited	No. of women recruited	Ratio of male to female recruited
1970-79	3063	465	6.6:1
1980-89	2893	598	4.8:1
1990-99	3192	1072	3.0:1

Appendix 5.6: Gender Distribution of Employees by Ethnic Groups.

Ethnicity	Gender		Total
	Male	Female	
MALAY	3838 78.2% (35.7%)	1067 21.80% (41.7%)	4905 100.00% (36.9%)
IBAN	2085 85.0% (19.4%)	367 15.0% (14.3%)	2452 100.0% (18.4%)
CHINESE	1884 77.6% (17.5%)	544 22.4% (21.3%)	2428 100.0% (18.3%)
MELANAU	1207 83.6% (11.2%)	237 16.4% (9.3%)	1444 100.0% (10.9%)
BIDAYUH	886 83.3% (8.2%)	178 16.7% (7.0%)	1064 100.0% (8.0%)
ORANG ULU	720 85.7% (6.7%)	120 14.3% (4.7%)	840 100.0% (6.31%)
OTHERS	123 72.8% (1.1%)	46 27.2% (1.8%)	169 100.0% (1.3%)
Total	10743 80.8% (100.0%)	2559 19.2% (100.0%)	13302 100.0% (100.0%)

Notes: Percentages not in bracket are values within ethnicity.

Appendix 5.7: CMM Level 1 Participants Evaluation Form

Program Title	
Date of Program	
Venue	
Name of Participant	
Organization	

INSTRUCTIONS

Please comment as fully as possible on all relevant items and where scoring ranges are given, circle the score that most closely represents your view.

1 = Strongly Disagree 2 = Disagree 3 = Neither 4 = Agree 5 = Strongly Agree

A. PROGRAM BENEFIT

I. My personal objectives for attending the program have been achieved	1	2	3	4	5
II. My understanding of the subject matter have increased	1	2	3	4	5
III. My skills in the subject have improved	1	2	3	4	5
IV. The knowledge and / or skills gained are applicable to my job	1	2	3	4	5
V. The program is beneficial to my work team members and organization	1	2	3	4	5

VI. As a result of this program, my rapport and networking with others has been enhanced	1	2	3	4	5

B. PROGRAM CONTENT

I. The program has met all of its stated objectives	1	2	3	4	5
II. The program content is logically organized	1	2	3	4	5
III. The program schedule is suitable	1	2	3	4	5
IV. The program content is relevant to my job	1	2	3	4	5

C. PROGRAM METHODOLOGY

The audiovisual aids are effective	1	2	3	4	5
The program activities stimulate my learning	1	2	3	4	5
There is a good balance between input sessions, learning activities and training aids used	1	2	3	4	5

1 = Strongly Disagree 2 = Disagree 3 = Neither 4 = Agree 5 = Strongly Agree

D. RESOURCE PERSON

The resource person was:

I. Well prepared	1	2	3	4	5
II. Knowledgeable in the subject matter	1	2	3	4	5
III. Able to relate the program content to learning objectives	1	2	3	4	5
IV. An effective communicator	1	2	3	4	5
V. Able to manage the time effectively	1	2	3	4	5

E. LEARNING ENVIRONMENT

I. The training facilities:

a. training location (ease to travel, ease to locate)	1	2	3	4	5
b. training room (seating comfort , visibility, room temperature)	1	2	3	4	5
c. food quality (refreshments, meals)	1	2	3	4	5
d. security and cleanliness of the overall learning environment	1	2	3	4	5

II. The Program Coordinator was:

a. able to communicate well	1	2	3	4	5
b. knowledgeable on program administration	1	2	3	4	5
c. available when needed	1	2	3	4	5
d. courteous and helpful	1	2	3	4	5

F. What other training programs would you like to attend?

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G. Other Comments

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Appendix 5.8: Resource Person's Evaluation Form

QR/FRP
Feedback from Resource

Program Title

Date of Program

Venue

INSTRUCTIONS

Please comment as fully as possible on all relevant items and where scoring ranges are given, circle the score that most closely represents your view.

1 = Strongly Disagree 2 = Disagree 3 = Neither 4 = Agree
5 = Strongly Agree

A. PROGRAM CONTENT AND METHODOLOGY

I. The program has met all of its stated objectives	1	2	3	4	5
II. The program schedule is suitable	1	2	3	4	5
III. The program content is relevant to the participants	1	2	3	4	5
IV. The audiovisual aids are effective	1	2	3	4	5
V. The learning activities are appropriate	1	2	3	4	5

B. PROGRAM PARTICIPANTS

I. Participants' background, experiences and / or expertise enhanced the quality of the program	1	2	3	4	5
II. Participants are actively Involved in the program	1	2	3	4	5
III. Participants are able to understand the subject matters	1	2	3	4	5
IV. Participants are able to implement exemplary program instructional materials	1	2	3	4	5
V. The number of participants is suitable	1	2	3	4	5

C. LEARNING ENVIRONMENT

I. The training facilities:

a. training location (ease to travel, ease to locate)	1	2	3	4
b. training room (seating comfort , visibility, room temperature)	1	2	3	4
c. food quality (refreshments, meals)	1	2	3	4
d. security and cleanliness of the overall learning environment	1	2	3	4

QR/FRP
Feedback from Resource

II. The Program Coordinator was:

a. able to communicate well	1	2	3	4
b. knowledgeable on program administration	1	2	3	4
c. available when needed	1	2	3	4
d. courteous and helpful	1	2	3	4

D. Suggestions to improve program

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E. Other comments

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Signature
Name of Resource Person
Organization
Date

Appendix 5.9: Participants Evaluation Form Regarding Resource Person

QR/ERP
Evaluation of Resource

Program Title
Date of Program
Venue
Name of Resource Person

INSTRUCTIONS

Please comment as fully as possible on all relevant items and where scoring ranges are given, circle the score that most closely represents your view.

1 = Strongly Disagree   2 = Disagree   3 = Neither   4 = Agree
5 = Strongly Agree

A. ORGANIZATION OF PROGRAM

I. The program content was in line with the stated objectives	1	2	3	4	5
II. The program content was adequately covered	1	2	3	4	5
III The pace of the program was appropriate	1	2	3	4	5
IV. The Resource Person was well prepared and organized	1	2	3	4	5
V. The Resource Person was able to manage the time effectively	1	2	3	4	5

B. STYLE AND DELIVERY

I. Appearance (attire, gesture, eye contact)	1	2	3	4	5
II. Language (clarity, fluency)	1	2	3	4	5
III. Voice (appropriate tone, pitch and loudness)	1	2	3	4	5
IV. Listening well and emphatic	1	2	3	4	5
V. Resources and training aids used correctly	1	2	3	4	5
VI. Reinforcement given at appropriate intervals	1	2	3	4	5
VII. Questioning and answering techniques used correctly	1	2	3	4	5
VIII. Able to stimulate interest of participants	1	2	3	4	5

QR/ERP

Evaluation of Resource

1 = Strongly Disagree 2 = Disagree 3 = Neither 4 = Agree 5 = Strongly Agree

C. KNOWLEDGE OF SUBJECT

I. Adequate knowledge in the subject matter displayed	1	2	3	4	5
II. Able to relate the program content to learning objectives	1	2	3	4	5
III. The Resource Person's background, experiences and / or expertise enhanced the quality of the program	1	2	3	4	5

D. RESPONSIVENESS TO PARTICIPANTS / GROUPS

I. Active participation of all was encouraged	1	2	3	4	5
II. Relationship and interaction of Resource Person with participants which assisted learning	1	2	3	4	5
III. Respect for participants' experiences, ideas and contributions	1	2	3	4	5
IV. Demonstrated sensitivity in variations of participants	1	2	3	4	5

E. Other comments by Observer

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Signature
Name of Observer
Date

Appendix 5.10: Participants' Feedback on Transfer of Learning at Workplace.

Respondents	Statements
1P	Yes.The knowledge and skills acquired is applied to my daily office work with the mission and target to manage the staff and customer, to produce high quality product and to provide efficient delivery system to customer. Overall improvement was generic encompassing most sector of the organization.
2P	Yes.Improved my thinking skill and I am more organised after attending the program. No other specific area of improvement.
3P	Yes. Presentation of working paper to standing committee of the council through electronic media which was acquired through Module 6. Enhanced effective and quality management in the Engineering Division.
4P	Yes, especially in team leadership. Ability to influence group towards the achievement of organizational goals.
5P	Yes, sharing of ideas and concepts acquired with colleagues and superior.
6P	Yes, especially improvement on my presentation skill.
7P	Yes. Improved in decision making and implementation of programs and projects for the department.
8P	Yes, The knowledge and skills learned are used in my research, presentation & management of the laboratory.
9P	Yes, some of them
10P	Yes, however it also depends on the policy and direction of the organization. As much as possible, we try to impart and practice what we have learned.
11P	Yes. Applied for the purpose of strategic planning for the development of projects in the District office. Enhancing and capacity building of human resource in terms of knowledge and skills in their work. Development of policy matters at District level pertinent to the community based leadership. Problem solving and decision making using new approach and concepts acquired from 'Creative thinking and Innovation' Module. Presentation skills acquired are use during meetings and briefings.
12P	Yes.Improved presentation skills
13P	Yes.Improved innovativeness and creativity in handling work. Improved presentation skills. Application of TQM at the workplace.
14P	Yes, Have applied knowledge acquired in Module 6, 7 & 8, that is by making use of IT for a more effective presentation. Making use of electronic means to communicate with other officers. Has become more effective team leader and a better manager.
15P	Yes. I have utilized the knowledge from the effective Team Leadership and Management Module as well as Creative Thinking and Innovation Module for monitoring and supervisory work.
16P	Yes. After attending the program, emphasize on the importance of effective teamwork and leadership, effective communication, creative thinking and innovations whenever undertaking a task.
17P	Yes
18P	Yes, In handling management meeting, communicating with the public, carrying out government policies, interacting with corporate bodies.
19P	Generally no, though indirectly there are instances the knowledge gained

	might had been applied at my workplace unconsciously. The knowledge gained is useful, however it's not sufficient to allow it to be applied at the workplace as the subjects delivered in the modules delivered were too academic and mainly at the conceptual level. There are many instances where there is no practical learning that I can link the knowledge to my workplace.
20P	No.
21P	Yes, The knowledge and skills that have been taught in Module 6 and 7 has been adopted in my lectures, when giving talk during any courses, seminar and workshop.

Appendix 5.11: Co Workers' Feedback on Transfer of Learning at Workplace.

Respondents	Statements
1C	Yes. Practicing some of the knowledge and skills acquired to the staff
2C	Yes, my coworker was more creative and pragmatic in her problem solving after attending the program.
3C	Yes. Improvement in terms of delivering a well planned presentation, effective report of meeting and good leadership in the organization
4C	Yes, he improved his communication skill since attending the program
5C	Yes. Improved his presentation and communication skill
6C	Yes. Enhanced his presentation and communication skill, Creative and innovative thinking has also been applied at the workplace
7C	Yes. By being forward looking, inspiring, competent and supportive after attending the course
8C	Do not know that he has attended the program. His skills and knowledge appeared to be the same throughout the period
9C	Yes, Especially on team leadership and management
12C	Yes, Improved his communication skills and this program had basically equipped him with both the hard and soft skills
13C	Yes, Improvements on those areas had been realised. Has shown improvement in his communication and presentation skills, team leadership and the overall management of the staff
14C	Yes, he had shown more initiative in his work and had been more motivated ever since
15	Yes, he had put more input and responsibilities of his roles as a head such as monitoring the output and movement of his staff, reengineering of the duties

	of the technical assistant
19C	Yes, He had shown improvement in his team leadership and management of the section indicating the transfer of learning
20C	No, have not seen any improvement since the training
21C	Yes. The way he approached and response to issues relating to work, subordinates and also problem solving indicate that he had learned and applied the knowledge obtained from the training

Appendix 5.12: Supervisors' Feedback Regarding the Transfer of Learning at the Workplace.

Respondents	Statements
1S	Yes. Apply key concepts on the customer value and continuous improvement in workplace.
3S	Yes, especially on the effective monitoring of main activities in his division.
4S	Yes. Innovativeness in generating and promoting programs to clients.
5S	Yes, his improved knowledge on TQM, e-communication and leadership is quite obvious as his duties involve the application of those subjects taught.
6S	Yes. Had shown improvement in his communication skill
7S	Yes, The program had help him to be more decisive and independent
8S	Yes, Improved presentation skills and improved effort in new research project.
9S	Yes, Had been proactive, contributes ideas at meetings, had been more willing to accept extra responsibilities ever since attending the program.
11S	Yes, in discharging his duties and dealing with the public, co-workers and subordinates.
12S	Yes, ability to conceptualize ideas into practical applications.
13S	Yes.
14S	Yes, Improved presentation skills, e-communications, teamwork, leadership and management skill.
18S	Yes, he is now more aware of his role as a strategic change manager leveraging on his creative thinking as an effective team leader and management head.
21S	Yes, this program seems to further enhance the subordinate existing skills in the above. A precise understanding of the pertinent government issues has always been this officer's strength. This program has gone a long way to sustain, enhanced and upgrade the important aspect of the officer's work. In addition he is always proactive in disseminating the required information to others.

Appendix 5.13: Participants' Feedback Regarding their Future Plans and the Possibility of Utilizing the Learning from the Program

Respondents	Statements
3P	Introducing e-media through CCTV to enhance security, biometrics for access security and time attendance system.
4P	Yes, to produce consistently high quality results. Sustain Organizational efficiency.
6P	Yes, when there is an opportunity
7P	Yes, it enable the participant to apply beyond the core business of the organization.
8P	Yes. The Presentation Skill, Creative Thinking and Innovation, Total Quality Management, Effective Leadership & Management Modules provide useful tools which are relevant for future use.
12P	Yes, the management and leadership skill.
13P	Yes
17P	Yes, when I'm appointed to a more senior post where work would involved more managerial and policy drafting nature.
18P	Yes, most of the modules especially corporate and media relations.
19P	Yes. However the participants would have forgotten

Appendix 5.14: Co workers' Feedback Regarding their Future Plans and the Possibility of Utilizing the Learning from the Program

Respondents	Statements
3C	Yes, the effective team leadership & Management skills will help him to set a proper/ better guidelines towards a well planned City Council in the future.
4C	Yes, the leadership knowledge and skills acquired will assist him in delivering his duty
5C	Yes
7C	Yes, leadership skill will definitely be relevant to the officer.
12C	Yes, he definitely would apply some of those skills in the future where the working environment will be more challenging.
13C	Yes.
14C	Yes, he will use his knowledge and skill to monitor his staff as well as his project.
15C	Yes. I hope when he is promoted to superintendent, he will be one of the catalyst of change in the department, example, reduce the rate tape and excessive bureaucracy in the department.
19C	Yes
21C	Yes, because future work environment which is more challenging required him to be well equipped with the relevant knowledge, competitive and multi-skilled.

Appendix 5.15: Supervisors' Feedback Regarding their Future Plans and the Possibility of Utilizing the Learning from the Program

Respondents	Statements
1S	Yes, management knowledge and skills, leadership skills are relevant for his future endeavour. (especially in Managing change).
2S	Yes.
3S	Yes, especially when he resume head of the division in the future.
6S	Yes
7S	Yes, he will be able to work well as a team leader and became more analytical and creative
8S	Yes, as a project team leader and may be a section head.
11S	Yes, but it will be diminishing.
13S	Yes, in TQM and presentation
14S	Yes, he would likely use his knowledge in 'policy development and implementation and 'Strategic change Management' when he is promoted to a higher grade.
18S	Yes. He will be more efficient as a team manager and leader.

Appendix 5.16: Participant's Feedback on Specific Personal Accomplishment.

Respondent	Statement
1P	I feel more motivated and confident at my workplace as one of the manager at the divisional level in my department.
2P	May be designing of the Legal Retainer Tracking system and computerising some of the manual activity that can be linked to this program.
3P	Difficult to assess as some of the basic management skills such as communication, etc has been acquired and practiced prior to attending MDP.
4P	Improved leadership qualities such as inspiring staff to increase their effort towards their work...
5P	Improved competency in IT and management skill such as ability to prioritize job. Has also been more proactive since attending the course.
7P	Being able to look at a specific task more objectively.
8P	Improved presentation skill especially for presenting research work .Better understanding of TQM, effective team leadership and strategic change management.
9P	A little bit only. May be, on the creative thinking and innovation which are more relevant for research.
10P	Improved the knowledge and skills on management especially the skills on communication, interpersonal skill thus are able to manage the subordinate better.
11P	Improved in the perception of the administrative situation (change in mindset and concepts). A better understanding and insight into the overall government's objective towards management in the Public Sector.
12P	Can't think of any specific accomplishment related to this program
13P	Practiced quality work culture, re-engineered work process for example the application for training can be process within three days. In terms of innovation and creative thinking, the ability to think outside the box in dealing with work and develop the culture of learning in the organization.
14P	I have been more confident in my presentation and have been communicating effectively through the email with the relevant officers .Due to the time constraint and less relevancy of some modules to my daily duties at the moment, I've not applied them very much.
15P	I have been more responsible as a divisional head. I have tried to bring changes by initiating work as to improved quality of work.
16P	Improved communication skill. Improved ability to lead in a team.
17P	Slightly more mature, enhanced self-confidence, managerial skill as well as my thinking skill.
18P	Ability to interact well with the media community.
19P	Not much change. No specific personal accomplishment that can be linked to the program.
21P	There's not much change. I could not apply the knowledge at the workplace as it is not directly related to my daily job. However the module on Communication skill has in a way enabled me to improve on my skill in

	communication.

Appendix 5.17:Coworker's Feedback on Specific Personal Accomplishment.

Respondent	Statements
1C	The officer seems to be more efficient in undertaking his responsibilities and improved corporation among the staff.
2C	More positive, her positive outlook has also made others attracted to her. Employ managerial skills such as practicing empowerment to her subordinate .
3C	Improvement has been carried out to upgrade the effectiveness of the management through proper management initiative such as desk file and documenting processes in the department .
4C	Improved leadership skill such as able to manage his team very well .
6C	Improved presentation skills, Improved communication skills link to Module 7, Innovativeness link to Module 3.
7C	His understanding on the 'politics of the organization' has made him 'one up' in his endeavour.
8C	Coworker is an excellent worker all the time.
12C	Improved management skill such as his direction is clearer.
13C	Improvement in presentation and communication skills. His leadership and knowledge in TQM has also been improved.
14C	He is more responsible in his work and more effective in his communication skill.
15C	More involved as an agent of change. He led and manages the section with more leadership values.
19C	Improved communication skills and overall management skills.
20C	Not sure
21C	He is more focus towards his job as he is more motivated. There has also been great improvement in terms of his teamwork. This program has also enhanced his morale, thus it brings about a much higher productivity towards his organization.

Appendix 5.18: Supervisors' Feedback on Specific Personal Accomplishment

Respondent	Statements
1S	Assignment, assessment and reward (linked to performance measurement) are the required factors to ensure the success of the training program.
2S	Content must be relevant to the program.
3S	Program is too intensive.
4S	Immediate application of knowledge using structured method and the participant's performance are monitored over a period of time after the program.
5S	Duration of eighteen days is too long; the participant's supervisor should at least be given the set of notes in order to appreciate the contents and to follow-up on the participants. It would be better if she/he has attended the course at the same time or earlier. Focus should also be given to provide module on the role of emotional quotient and leadership.
6S	Duration of the program is too long as the officers will be absent from work for a long period.
7S	Immediately after the program, a structured system of evaluation and job application would be very useful.
8S	Duration is too long for the officer to be away from the office as no other officer is available to cover his duty.
9S	Duration is too long for the officer to be away from the office as no other officer is available to cover his duty.
11S	Generally the program was good, so was the duration, however the use of the knowledge and skill acquired after the course should be monitored and evaluated.
12S	More local examples obtained through research by the lecturers themselves would be useful.
13S	More case studies will help the participants to real work situation. Group assignment should be maintained to facilitate and reinforce role playing which simulate real life situation.
14S	Methodology and content of the course are considered most important to benefit the learner.
18S	Probably more case studies will be of benefit to the participants.
21S	Flexibility of the program, as most of the participants is senior officers who have heavy commitment.

Appendix 5.19: Percentage of Respondent's personal accomplishment that can be linked to MDP

Participants	Coworkers	Supervisors
60%	70%	70%
20%	80%	80%
15%	50%	50%
40%	70%	70%
40%	5%	5%
10%	10%	10%
70%	70%	70%
50%	30%	30%
10%	40%	40%
30%	No response	No response
No response	30%	30%
No response	10%	10%
80%	10%	10%
50%	30%	30%
40%	No response	No response
30%	none	No response
30%	none	No response
45%	30%	30%
5%	none	No response
No response	No response	No response
10%	80%	80%
35%	41%	41%

Appendix 5.20: Participants' Explanations Regarding the Percentages linking the Personal Accomplishment to the Program.

Respondents	Statements
1P	Need deeper understanding on the subject taught to maximized its benefit
2P	80% is due to self-motivation and determination. (Personal attributes) MDP acts a refresher course and reinforced some of the knowledge obtained from other previous similar courses attended.
3P	The participants has attended similar course before attending MDP, the effect is not really due to MDP
4P	Others, due to personality factors
5P	Other factors include co-worker cooperation and superior recognition
6P	Some module are relevant to my work
8P	As the job is interrelated to other co-workers, the accomplishment is also influenced by the cooperation from other co-workers
9P	The course facilitate some knowledge that I have learned before.
13P	Better understanding of the subject and more confident.
14P	With Modules 6 and 7, my productivity, efficiency and customer satisfaction can be increased. This is because by utilizing IT, work can be done faster, produced quality products with less resources.
15P	The changes in the attitude of the participants depends a lot on his personality factor and it will take time.
16P	Others are related to the organizational environment, leadership and other factors.
18P	Most of the modules taught are already being implemented earlier by the government, thus the course is basically a refresher.
21P	As mentioned earlier, there is not much knowledge obtained that can be applied at the workplace as my job specification and responsibilities are very specialized.

Appendix 5.21: Co-workers' Explanations Regarding the Percentages linking the Personal Accomplishment to the Program

Respondents	Statements
1C	The officer was more confident and efficient after the Program
2C	80% due to the program, 20% due to her personal attributes, commitment to her work, upbringing and religious belief .
3C	Proper management of staff, effective planning and proper presentation of the output of each project.
4C	This 30% was reflected in the improvement in his management style.
6C	Enhanced skill and ability helped a long way to her successful and effective performance at work.
12C	The accomplishment of an employee purely depends on oneself-his desire to learn and apply the learning to his workplace.
13C	The contents of the program are not totally relevant.
15C	One of the important factor for personal accomplishment is creative thinking which was taught in MDP
19C	The MDP program is only part of what is really required in the working environment.
20C	There seems to be no improvement-possibly his too busy with his other work assignments.

Appendix 5.22: Supervisors' Explanations Regarding the Percentages linking the Personal Accomplishment to the Program

Respondents	Statements
1S	30%due to personal attributes (Self motivation and willingness to improve himself)
5S	This is a very subjective estimate. Accomplishment or change in behavior is a cumulative effect of all the knowledge and kills develop over the years. A simple course cannot change a person's behavior that much.
6S	Very low personal accomplishment especially in terms of quality and productivity, lack of discipline
8S	The officer has a healthy attitude towards work. This suggest that his personal performance would have been equivalent even without the training.
9S	Tries to produce better quality output. Willingly accepts extra responsibilities .
11S	Difficult to measure as there was no measurement taken on the participants knowledge, skills and attitude before the training.
12S	Subordinate has already obtained prior knowledge through his MBA program.
13S	The officer is highly motivated and prior work experience had largely influenced his accomplishments. MDP provided a framework for him to better organize his work.
18S	Personal development requires a lot of self-discipline and it needs time to incubate.
21S	The course does help to increase the officer's confidence. The acquisition and the application of knowledge often have the effect of pleasing one's ego and if this is channeled to the correct area, it would be a valuable asset to both the individual and the organization.

Appendix 5.23: Participants' Statements Indicating the Program Represented a Good Investment for the Sarawak State Government.

Respondents	Statements
1P	Fundamental tools to effective management, sharpening strategic management skills, better understanding on Public Sector Management. Provide avenues for exchange of ideas and enlarging their points of view and stimulate critical thinking thus expanding their capacity to perform.
4P	Provide good exposure for the Sarawak government employees on the present scenario and future challenges in the Public Sector.
5P	It represents a total improvement to the participating employees however this program can be improved further by collaborating with local universities
6P	Yes, however it serves those at management level
7P	Yes, as MDP can create/transform officers as change agents in the public service towards providing service delivery to the general public.
8P	Yes, Participants are able to learn & acquire knowledge on the relevant topics which affect the current civil service.
11P	Yes, it's a good investment as MDP program will eventually produce a good return on investment as the more officers graduated from MDP will enable them to change the work culture, this will enhance the productivity and efficiency of the organization. It is hope that these officers will set a higher level of standards for the Sarawak Public Sector.
12P	Yes, this program provides a foundation for the development of managerial knowledge and skill.
13P	Yes Broaden the knowledge of the Public Sector employees.
14P	Yes, The modules presented in the program are good and beneficial to the government, however, is subject to whether the participants will apply them in their workplace. I believe the program is a good investment for the Sarawak State Government.
15P	Yes, MDP is a good program however, it will depend a lot on the participants to practice it at the workplace.
16P	Yes, It provides the basic skills needed for the employee who are mostly senior officers to undertake management at a higher level.
18P	Yes, module iii,v and ix really have great impact in a sense that what was practiced earlier seemed to be rather outdated as new things/development happened in management and administrative sector.
21P	Yes, especially for those new officers joining the civil service as this program provide the basic knowledge and exposure on issues relate to the administration and the management of the organization.

Appendix 5.24: Co-workers' Statements Indicating the Program Represented a Good Investment for the Sarawak State Government.

Respondents	Statements
1C	The knowledge obtained will help the participants to be more effective manager and more motivated.
2C	Written assignment will polish their writing skills, improved their communication and presentation skills. The program will also enhance the participant's knowledge in their management in the Public Sector.
3C	Yes, however there should be follow-up and to ensure transfer of learning and applicability at the workplace takes place.
4C	Provide the necessary exposure to the senior officers to equip and improve themselves.
5C	Yes, however the training should be based on Competency based training
6C	Expose the officers to the necessary skills, knowledge and approaches in management.
7C	Yes, it provides the necessary tool for the officers who will be leaders in the future
12C	Yes
13C	Yes, the program is able to improve the quality of officers in the Public Sector.
15C	Yes. The officers in the Sarawak State Government will be more aware of the importance of management skills and effective leadership.
19C	Acquisition of new management and leadership skills will improve employees quality of work in any organization.
20C	Yes, There are many religious officers at the department(JAIS) who have not had the opportunity to acquire the knowledge on the management skills during their study. It is recommended that these officers be given the opportunity to attend such course. However, the training provider must bear in mind that some of them are not well verse in English.
21C	Yes, The state government can produce more knowledgeable, multi-skilled officers to manage the new Public Sector. However, I believe that this program will benefit those officers who are very keen to develop themselves.

Appendix 5.25: Supervisors' Statements Indicating the Program Represented a Good Investment for the Sarawak State Government

Respondents	Statements
1S	The program provide avenue to equip the next line of leaders with the necessary skills and knowledge.(More competent and resourceful)
2S	Yes, but it also depends on other factors such as the mindset and the attitude of the participants. No matter how much they learned, if they refused to change it will be a waste of government's money.
3S	Yes, MDP provide participant with basic knowledge which is relevant ,however it lack providing deeper understanding on the subject to enhanced applicability.
4S	Yes, as no such effort was made before to upgrade such skills.
6S	Yes
8S	Yes, some knowledge would be useful at later stage of career for the participants.
9S	Yes, it improves the officers' performances.
11S	Yes, there must be a mechanism for ROTI-to measure a participant's knowledge before and after the program to find out what he had learned. There should be a follow through process to ensure the knowledge gained is captured and transferred to the workplace.
12S	Yes, Participants to be encouraged to research and produce assignments related to their organizations.
13S	Yes, The program exposed the participants to the skills and knowledge requirements for managing public sector organizations-whose workforce /employees are generally entrench in their established work culture and therefore not ready for change in a short timeframe. The benefits may be derived only after 8-10 yrs. In the immediate and short term, little benefit is expected.
14S	It has enriched the knowledge of the participants who work in the public Sector. Application for such knowledge will definitely enhanced the productivity and quality of the civil service.
18S	Yes, it depends on the individual participants initiatives and commitments to apply the knowledge and skill acquired from MDP.
21S	Yes, in so far as introducing and deliberating on some of the latest thoughts and development in the management field.

Appendix 5.26: Participants' Statements Indicating the Program Do not Represent a Good Investment for the Sarawak State Government

Respondents	Statements
2P	Resource persons and participants were not chosen appropriately. Too academic and too conceptual. The program schedule is too tight and only suitable for nearly confirmed civil servants.
3P	Too many modules within a short period of time without any room for applicability. 'Need technical modules for applicability.'
19P	No, because the amount of money invested would be much better for the participants to be send for a part-time or a full time Master degree course at local or overseas universities. The participants will be able to get more in-depth learning and knowledge on the subject. MDP is just a short course to which participants may forget what has been taught.
20P	No
21P	No, not for senior officers as most of them have the knowledge and some have attended such a course. It is recommended that the contents for MDP will be more specific and more practical to the workplace.

Appendix 5.27: Co-workers' Statements Indicating the Program Do not Represent a Good Investment for the Sarawak State Government

Respondents	Statements
14C	No, unless the organization's policy change.
21C	No, It is a waste of government resources if the participants were not keen to develop themselves. For those participants who are not interested will abuse the opportunity by not attending some of the class and module. Selection of participants is very important as some participants who are too senior (in terms of age) may feel that the training is no more relevant and they are not keen to acquire new knowledge and skills which is needed in their work.

Appendix 5.28: Supervisor's Statements Indicating the Program Do not Represent a Good Investment for the Sarawak State Government

Respondent	Statements
5S	With the implementation the Malaysian Performance Scheme (SSM), this course is redundant particularly for those group for promotion to grade 48 and 54, It is difficult to conclude whether it is a worthwhile investment, There is no obvious impact on the organization.

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