Universiteit Twente
de ondernemende universiteit

MANAGEMENT DEVELOPMENT:
ITS INFLUENCE ON INNOVATIVE BEHAVIOUR AND
THE MODERATING ROLE OF PROACTIVITY

A thesis submitted in fulfillment of the requirements for the

Master Degree in Educational Science and Technology,

Specialisation in

Human Resource Development

by

Khurshid Ahmad
(s 0211206)

Faculty of Behavioural Sciences,
University of Twente
The Netherlands

Supervisors: Dr. Joost D. C. Ardts and Dr. Sozanne G. M. Verdouschot

OCTOBER 2009

ABSTRACT

Management development programmes (MDPs) have been reported to positively influence various employees' behaviors. Despite the importance, many research studies do not address the influence of management development programmes.

This study examined the influence of management development on innovative behaviour and the role of proactive personality in the relationship. Employees of Government of the Punjab, Education Department who were 114 in number participated in the study. Availability of role models and perceived control were examined as aspects of MD that influence innovative behavior. A significant relationship was found between availability of role models and innovative behaviour. Proactive personality did not moderate the relationship. On the basis of these findings, conclusions were drawn and recommendations for researchers and practitioners in the field of HRD were made.

ACKNOWLEDGMENTS

ABBREVIATIONS

AKRI   -   Applied Knowledge Research and Innovation

ARM   -   Availability of Role Models

H   -   Hypothesis

HRD   -   Human Resource Development

MD   -   Management Development

MDPs -   Management development Programmes

OD   -   Organisational Development

P$_D$ -   Personnel Development

PP   -   Proactive Personality

LIST OF TABLES

TABLE OF CONTENTS

Chapter - One

INTRODUCTION

1.1   Introduction

Innovation has been considered a vital component for the survival of organisation (AKRI, 2005). An innovative employee's behaviour provides foundation for innovative oragnisations. Therefore, it is important to study the factors that motivate employees to be innovative. Literature search, however, shows that relatively scant attentions have been paid to this construct (West & Far, 1989). De Jong and Hartog (2007) explain that innovative behaviour enables employees to "explore opportunities, identify performance gaps or produce solutions for problems" (p.43). Creating and exploiting organisational resources in an efficient way require the leaders to possess a portfolio of suitable personal competencies of their own (Smith, 2009). Innovative behaviour is defined as all individual actions directed at the generation, introduction, and / or application of beneficial novelty. It might include the development of new product ideas or technologies, changes in administrative procedures aimed at improving work relations, or the application of new ideas or technologies to work processes intended to significantly enhance their efficiency and effectiveness (West & Farr, 1989).

The present study aims at investigating the role of management development programmes (MDPs) in influencing employee innovative behaviour. MDPs have been reported to positively influence various employee behaviours in a direction that is desirable for any organisation. MDPs can be seen as a means to develop various competencies in employees including innovation, organisational commitment, and job

satisfaction. Swanson and Holton III (2001) consider management development (MD) as any educational or developmental activity specifically designed to foster the professional growth and capacity of persons in or being prepared for management and executive roles in organisations. Hence, MD contributes to improved business performance by developing managerial competences and, thereby, raising the organisation's capability of achieving the objectives necessary to satisfy the critical success factor (Winterton & Winterton, 1997). Also, it is defined as "…the whole complex process by which individuals learn, grow, and improve their abilities to perform professional management task" (Wexley & Baldwin, 1986 as cited in Cullen & Turmbull, 2005, p.338). However, the relationship between MD and innovative behaviour appears to be largely unaddressed in the literature. The first research goal of the study, therefore, is to address the following research question:

> *"'What aspects of MDP influence the innovative behaviour of employees?"*

Besides, it is expected that the relationship between MDP and innovative behaviour will be moderated by proactive employee behaviour. Proactive behaviour is believed to be an important antecedent of workplace adjustment and performance (Seibert, Kraimer & Crant, 2001). Proactive personality is defined as "the tendency to effect environmental change or take initiative" (Bateman & Crant 1993). Proactive behaviour is associated with a number of other employee outcomes such as higher job efficacy, high job demand, and reporting less job strain (Parker & Sprigg, 1999). Next research goal is to address the following research question:

> *"Does proactive personality positively moderate the relationship between MDP and innovative behaviour?"*

Given the scarcity of empirical studies on management development (Jansen, Velde and Mul, 2001), particularly with innovative behaviour as outcome, this study will examine the moderating influence of proactive personality on the relationship between management development programmes and innovative behaviour. Also this research will provide better understanding of the subject and contribute to literature.

Considering that the study is also conducted within my organisation, the results of this research will also help my organisation understand the factors that might help in promoting innovative behaviour among its employees. Although a number of other factors may influence the development of employees' innovative behaviour, the decision to focus of MDPs as a primary determinant of innovative behaviour is grounded on the premise that those in management positions in the organisation play a crucial role in fostering employees' innovative behaviour.

Chapter - Two

LITERATURE REVIEW AND THEORETICAL BACKGROUND

2.1   Management Development

Management development activities benefit individual, team, organisation and society (Conger & Benjamin, 1999, London, 1983; Maurer, Weiss & Barbeite, 2003). Within organisations, individuals can take part in a wide variety of training and development activities. Management development (MD) programmes include training and development practices (Garavan, Barnicle & Suilleabhain, 1999). This implies that, within fast-changing and severe competitive business markets, training and development activities are of an increasing importance to both employees and the organisation. To reach the success factor, several Human Resource Development (HRD) activities and interventions are used. De Simone and Harris (1998) considered management development programme (MDP) as one of the most common activities of HRD which, according to Swanson and Holton III (2001), plays a strategic function in organisations by unleashing human expertise and development for the purpose of improving performance.

Literature review suggests that the definition of MD will be various, discrete, and possibly contradictory (Cullen & Turnbull, 2005). However, this study will focus on personnel development (PD) and organisational development (OD) perspective. For instance, Molander (1986) gave an OD based definition as a conscious and systematic process to developing managers for the achievement of organisational goals and

strategies. Baldwin and Pattget (1994), on the other hand, defined MD in terms of PD when they stated that "MD should focus on managerial development and to provide them on the job training". The previous definitions of MD were regarded as incomplete when Doyle (1988) gave a new definition of MD that included both aspects of MD. He stated that MD should incorporate both elements (i) manager selection and development and (ii) organisational elements such as its culture, system, and structure.

From the PD and OD dimension also, Jansen, et al. (2001) identified four types of MDs as administrative, derived, partner, and leading. They explained that administrative MD is low in both PD and OD, derived MD is high in OD and low in PD, partner MD is high in both PD and OD; while in leading MD, OD is low and PD is high. This research suggests that these types of MDs can be applied according to organisation's strategy, need and or environment etc. For instance, Punjab Education Department in Lahore, Pakistan, a non-profit organisation, provides lifetime employment aiming at providing quality education to the youth by deploying qualified and skilled personnel. It can be argued that administrative MD due to its features can be applied in this situation. There is an internally-oriented administrative process and attention is focused on accuracy, maintenance and control.

In the light of this assumption, MDPs are critical to the people development and thus can affect the behaviour of a person. According to Mischel's Theory of Person - Situation Interaction, there can either be strong or weak behaviour within organisational settings that can also be influenced by the type of situations (Beaty, Cleveland & Murphy, 2001). They explain that " in a strong situation, the fact that certain behaviours

are desired is conveyed by reinforcement of correct responses, normative expectations, and an environment that supports learning how to perform desired behaviours" (p.128). Also, they view the situation that lacks these characteristics as "weak." A weak situation does not provide clear incentive, support, or normative expectations of behaviour. Employee behaviour is always a function of the person – situation interaction. MDPs are part of that situation and the extent to which they focus on reinforcement of correct responses, and normative expectations makes it a 'strong MDP' or 'weak MDP'. Strong MDP is only able to enhance innovative behaviour if that is part of what is reinforced while weak MDP is only able to enhance innovative behaviour that was already part of the repertoire of the employee.

It thus follows that employees behaviour could be influenced by MDPs as it develop the employees competencies and make their behaviour aligned to their work in a particular situation. The employees are often required to be innovative so that organisations could thrive on these innovations.

2.2 Innovative Behaviour

The term innovation is derived from the Latin word *innovare,* meaning "to make something new" (Tidd, Bessant & Pavitt, 2001). Indeed, the idea of newness is included in some form in all definitions of innovation. For example, innovation is defined by Thompson (1965) as the generation, acceptance, and implementation of new ideas, processes, products or services. Zaltm, Duncan and Holbek (1973) have observed that innovation in an organisation is a change process which results in a product, process, or procedure that is new to the organisation. Damanpour (1991) define it as the generation,

development, and implementation of new ideas or behaviours which can be a new product or service, a new production process, a new structure or administrative system, or a new programme pertaining to organisational members. It is also defined as the application of new ideas to the product, process or any other aspect of a firm's activities (Rogers, 1998). Amabile (1988) looked at creativity as "the production of novel and useful ideas by an individual or small group of individuals working together," and innovation as "the successful implementation of creative ideas within the organisation" (p.126).

For the purposes of this study, innovation is defined as a change process which begins with idea generation and culminates in successful implementation of the idea within the organisation. Dibrell, Davis, and Craig (2008) underlined that innovations vary in complexity and can range from minor changes to existing products, processes, or services to breakthrough products, and to processes or services that introduce first-time features or exceptional performance. Overall, these definitions underscore that innovation can come in a variety of forms such as products, services, and processes, with a face of newness and/or improvement. However, the use of terms such as "new" or "improved" retains a degree of subjectivity in the notion of innovation. Innovative behaviour can be defined as "all individual actions directed at the generation, introduction and application of beneficial novelty at any organisational level" (West & Farr, 1989). It consists of various practices, such as opportunity exploration in identifying new opportunities, idea generation that is directed at generating concepts for the purpose of improvement,

championing creative ideas and bringing them to life (Kleysen & Street, 2001; Kanter, 1988).

Therefore, innovative behaviour can be seen as a multi-dimensional construct that includes a broad range of other types of behaviour "through which employees can contribute to the innovation process"(De Jong and Hartog ,2007.p.43) or which combine to produce the final innovative outcome.

Increasing competition in the business world has forced organisations to innovate in order to succeed and survive in its quest for long-term survival and competitive advantage (Tidd *et al.*, 2001; Simon *et al.*, 2002). Webster (2003) is of the view that there are a number of motivations for firms to engage in innovation. Innovations can cut costs of production, enhance the quality of products, capture or create new product markets and they may decrease the firm's reliance upon unreliable or unpredictable factors of production. In general, innovation is an important core competency that gives the firm a sustained cost or demand-side benefit over its rivals should increase its profit maximizing capabilities. Firms and regions are better placed to innovate if they have built up the right resources and capabilities.

Innovation, therefore, plays a key role in building competitiveness and sustaining economic growth. It is a key driver for national and regional economies in the current phase of economic globalization (Western Economic Diversification Canada, 2009). "As organisations strive to compete in the global economy, differentiation on the basis of the skills, knowledge and motivation of their workforce takes on increasing

importance"(Aguinis & Kraiger, 2009, p.452). There is ample conformity that technological innovation plays a central role in the process of long-run economic growth.

2.3   Relationship between MDPs and Innovative Behaviour

De Jong and Hartog (2007) believe that organisations can become more innovative if they capitalize on their employees' ability to innovate. The first essential requirement for innovative behaviour in workplace is the development of skilled and competent human resources (Edralin, 2007). He maintains that "organisation has to promote the training and development of its workforce to broaden their knowledge and skills, re-orient their culture and values, and encourage individuals to become idea champions" (p.134). This suggests that MD activities will influence on employees innovative behaviour. Indeed, studies have linked MD activities like mentoring, training and development to skills and knowledge development (Swap, Leonard, Shields & Abrams, 2001) as well as knowledge sharing and innovative behaviour (Slagter, 2009; Edralin,2007; Kullman,1998).

Mentoring being an MD activity (Garavan et al, 1999) is known to provide opportunities for employees to learn from role models (Kram, 1983). Drawing from Bandura's Social Learning Theory, role models are capable of enhancing skills and knowledge development earlier identified as essential requirement for innovative behaviour in workplaces. The theory assumes that people's cognitive, social and behavourial competencies can be developed through mastery and modeling (Wood & Bandura, 1989). Bandura identified a four-step observational learning models that combined a cognitive and an operant view of learning theory. The steps are termed as

attention processes, retention processes, reproduction processes and motivation processes.

Wood and Bandura (1989) explain that learning occurs as people watch and follow what other people do and imitating their behaviours than through classical and operant conditioning. This process is called modeling and it is believed that "people can expand their knowledge and skills on the basis of information conveyed by modeling" (p.362).

Also there are studies that links modeling to the development of behaviourial competencies. For instance, in studying how leaders influence employee's innovative behaviour, De Jong and Hartog (2007.50) concurring with Jaussi and Dionne (2003) findings that "leaders who act creatively make themselves available for creative emulation, which in turn produces more creativity in followers" revealed that "leaders behaviours that can serve as a direct trigger to influence employees' idea generation and/or application efforts"(p.58).They indicated that "role modeling may stimulate both idea generation and application behaviour"(p.50).

Therefore, consistent with theory and literature; it is obvious that learning through models will positively influence innovative behaviour. Thus, the following hypotheses:

H1:   MDPs have a positive effect on innovative behaviour.

H1a: There will be positive relationship between the availability of role models in MD and innovative behaviour.

As already stated, our focus is on MD of PD and OD dimensions. Accordingly, the major line of distinction between the two dimensions is in the level of personnel or organisational control or autonomy over MD activities. This is, otherwise, referred to as perceived control. Maurer and Palmer (1999) defined it as the extent to which behaviour is professed to be under the control of the actor. Autonomy has been found to predict behaviour (Leonard-Barton & Deschamps, 1988).

MDPs essentially engage managers (adults) in learning and professional development activities. From this perspective, this study draws from Knowles' Adult Learning Theory. The theory presents autonomy among the core principles and assumptions that enhances adult learning (Swanson & Holton III, 2001). This explains the importance of perceived control in MDPs. Accordingly, it is argued that the level of autonomy an individual has over MD activities will significantly influence on his or her innovative behaviour. Janssen, De Vliert and West (2004) observe that when innovators are not provided with autonomy, it hamper creative solutions to existing problems and persuade other members of the organisation to provide support for innovations. Mc Grath (2001), in her study of 56 new business development projects found that organisational learning related to exploration behaviour leading to creativity and innovation was more effective when operated with high degrees of autonomy. This suggests that innovation in an organisation requires autonomy to promote creativity. Consequently, the hypothesis is that:

> *H1b: Employee perceived control of MDPs will positively influence innovative*
>
> *behaviour.*

2.4   Proactive Personality

Proactive personality has widely been studied in career development and human resource development literature (Hough & Schneider, 1996; Hough, 2003; Bateman & Crant, 1993, 2000 ; Antonacopoulou, 2000). Bauer and Erdogan (2005, p.860) addressed "proactive personality as one of the motivators of proactive behaviours in the workplace". Seibert, Kraimer & Crant (2001) described it as a steady disposition to use personal initiative in a broad range of activities and situations. Proactive persons are relatively unconstrained by situational forces, scan for opportunities, show initiative, take action, and persevere until they bring about change (Bateman & Crant, 1993). On the contrary, less proactive people are more passive and they are more likely to choose to adjust in the environment in place of creating changes. Hough (2003) has also shown that proactive personality is an antecedent that can be used to predict several career development outcomes. Parker and Sprigg (1999) have the opinion that strong proactive personality inclines to be elastic to high job demands, reporting less job strain and higher job efficacy. They tend to get involved in career management activities such as information-seeking, career planning and obstacles resolving (Morrison, 1993; Ashford & Black, 1996).

As many of the researchers have told that those with strong proactive personality have tendency to be involved in career management activities (Morrison, 1993; Ashford & Black, 1996) and to participate in organisational initiatives (Parker, 1998), it could be particularly interesting to explore if those with a proactive personality are more likely to take advantage of MD programme.

Crant (1995) observes that there are studies portraying that proactive personality are a construct that is positively related to a number of criterion outcomes. For instance, Seibert et al. (2001) found that proactive personality was positively associated with an individual's innovative behaviours. However, this study will focus on its influence as a moderator.

2.5 Moderating Role of Proactive Personality in the MD - Innovative Behaviour Relationship

Personality represents an interaction of the individual with his or her environment and assumes that behaviour is most accurately predicted by an understanding of four variables namely; behaviour potential, expectancy, reinforcement value, and the psychological situation (Rotter, 1978). The idea of Rotter's Locus of Control explains the seeming tendency of some individuals to ignore reinforcement contingencies (Phares, 1976 cited in Spector, 1982). It "refers to the degree to which persons expect that reinforcement or an outcome of their behaviour is contingent on their own behaviour or personal characteristics versus the degree to which persons expect that the reinforcement or outcome is a function of chance, luck or fate is under the control of powerful others or is simply unpredictable" (Rotter,1990.489). When an individual attributes control of events to oneself, he or she is said to have an internal locus of control otherwise, called internals while those that attribute control to outside forces are said to have an external locus of control and are referred to as externals (Spector,1982). Individuals with an internal locus of control are predictably in control of their lives, and

empowered to try to change things in their environment (Rotter, 1982 cited in Malthy, Day & Macaskill, 2000.92).

Juxtaposing this assumption with the earlier explanation that innovative behaviour focus on the development of new ideas and / or application of new ideas, highly proactive individuals are like internals. They do not leave things that affect them to chance or luck. They are constantly on the lookout of new ways of doing things. A prototypical proactive personality is characterized as someone who is relatively unconstrained by situational forces and who effects environmental change (Bateman & Crant, 1993). Given that proactive personality entails the dispositional tendency to take initiative on issues and situations, it is argued that proactive personality will positively influence the relationship between MD and innovative behaviour. This also suggests that individuals with high proactive personality will benefit more from MD compared to those with less proactive personality because they spot a good opportunity long before others can and are always looking for better ways to do things. In fact, proactive personality has been linked with innovative behaviour (Kim, Hon & Grant, 2009; Seibert, Kraimer & Crant, 2001). It is therefore, expected that high proactive personality will influence the effect of MDPs on innovative behaviour. On this note, the following hypothesis is drawn:

> *H2:   Proactive personality will positively moderate the effect of MDPs on innovative behaviour.*

A moderator variable affects the direction and or strength of the relation between an independent variable and dependent variable (Schwab, 2005; Baron & Kenny, 1986). This implies that meaningful conclusion on moderators can only be reached if it is

empirically established that the relationship between independent variable and dependent variable will be more stronger or positive as a result of a moderator influence or interference (Arnold, 1982). Thus, moderation will take effect when the relationship between two variables is a function of the level of the moderator variable.

2.6   Research Model

A general scheme of the research model is shown in figure: 1 which shows that this research aims to explore the possible relationship of the MDPs on the innovative behaviour and the possible moderating role of the proactive personality on the MDPs – innovative behaviour relationship.
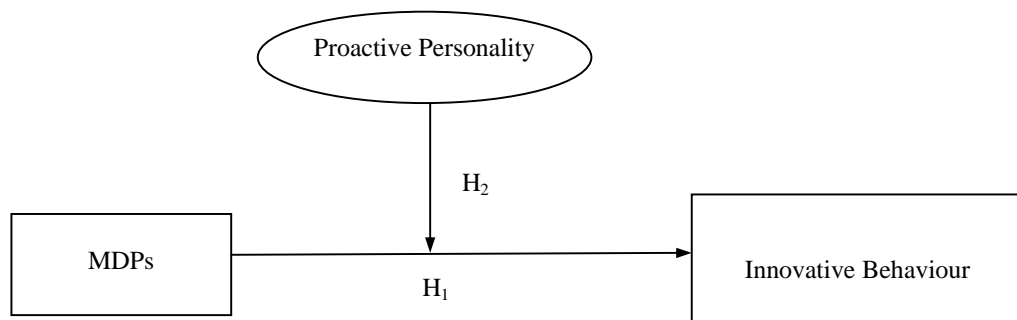
Figure 1: The conceptual research framework

Chapter Three

METHOD AND PROCEDURE

3.1   Method

Employees of Government of the Punjab, Education Department working in District Lahore were invited to participate in this study. The Department is responsible for monitoring and supervision of schools in the district. MDPs are designed and implemented in line with government extant rules and regulation as a tool for human resource development (HRD). There are approximately 514 members of management staff that comprise of Executive District Officer, Assistant Directors, Principals, Headmasters / Headmistresses, Deputy Headmasters, Deputy Headmistresses, District Education Officers, Deputy District Officers and Assistant Education Officers.

3.2   Population

The study population includes both male and female principals, headmasters / headmistresses, deputy headmasters / deputy headmistresses and district education officers of Government of the Punjab, Education Department working in District Lahore, Pakistan. These cadres of officers often attend management development programmes and have managerial and supervisory responsibilities.

3.3   Research Procedure and Samples

With the purpose of providing answers to the research questions, the study is based on samples taken from Government of the Punjab, Education Department in District Lahore, Pakistan. Simple random sampling was employed to invite 200 employees on administrative positions of this organisation to participate in the study. However, 114 representing 57% responded.

The sample consists of 77 (68%) males and 37(32%) females. Their mean age is 51 with a standard deviation of 6. All the respondents are holders of a university degree. The average tenure is 26 years and standard deviation of 7.3.

3.4   Measures

Paper questionnaires were used to obtain responses from participants. The questionnaire consisted mostly of five-point Likert items. When responding to a Likert questionnaire item, respondents specified their level of agreement to a statement. Besides, selecting from available options provided for questions, they were required to provide answers to the questions on demographic information.

The study variables include perceived control, availability of role models, innovative behaviour and proactive personality.

Perceived control was measured with eight items formulated to reflect personal versus organisational dimensions of MD typology (Jansen et. al, 2001). However after factor analysis, four items loaded as one factor. The items include - What the employer wants to achieve with the MD-programme corresponds with what I want to achieve with it; What the employer wants to achieve with the MD-programme is leading; my wishes are secondary and MD is focus on personal growth (individual capacities and opportunities are leading and the organisation is virtually folded around them).

Responses were also on a five point scale ranging from strongly disagree (1) to strongly agree (5). They yielded Cronbach's alpha of 0.75.

Availability of role models was measured using a single item: "through the MD programme, there are many opportunities to learn from others".

The innovative behaviour was measured using six items developed by Scott and Bruce (1994). Using items like - I am someone who generates creative ideas; I am someone who promote and sell / share ideas to others; I am someone who develop adequate plans and schedules for the implementation of new ideas; I am someone who is innovative. The items yielded Cronbach's alpha of 0.65.

Proactive personality was measured with a ten item scale from Seibert, Crant and Kraimer (1999). The Cronbach's alpha of the items in this study yielded 0.72. The sample contains items like – If I see something that I don't like, I fix it, I can spot a good opportunity long before others can and I am always looking for better ways to do things.

3.5   Data Analysis

In order to provide answers to the research questions and hypotheses proposed in this study, the following statistical analysis were made. First, factor analyses and reliability analyses were used to ensure that the measures load on one factor, are reliable, reliability analyses were conducted on the data. The results for all variables proved sufficiently reliable (alpha > .60).

Descriptive statistics were employed to describe the sample, in terms of means and standard deviations of variables. To ascertain the strength and direction of the variables as stated in the hypotheses, correlation analysis was employed while, regression analysis was used to determine and predict the causal link between the independent variables and dependent variable. Also demographic variables of age, gender and qualification were used in the regression analysis as control variable. In social sciences, a dependent variable is rarely determined by one variable hence, the use of control variables (Bryman & Cramer, 2001). Gender was re-coded into a dummy variable.

Chapter - Four

RESULTS

4.1 Results

The results of the study comprise descriptive statistics, correlation analysis and regression analysis.

4.2 Descriptive Analysis

The descriptive statistics of the variables are presented in table 1 below.

Table 1: Descriptive Statistics

	Mean	Std. Deviation	N
Proactive Personality	3.9	0.44	114
Percceived Control	3.6	0.74	114
Avaliability of Role Models	4.1	0.81	114
Innovative Behaviour	4	0.51	114

4.3 Correlation Analysis

In the correlation analysis proactive personality showed a positive correlation with all the core study variables. It yielded $r = .67$, $p < .001$ with innovative behaviour, .35 with availability of role models and .20 with perceived control. Also availability of role models showed significant positive correlation with innovative behaviour. On the

contrary, perceived control was negatively correlated with all other variables except proactive personality. The correlation analysis result is in table 2 below:

Table 2: Correlation

	1	2	3	4	5	6	7
1.Age	1						
2.Education	-.30**	1					
3.Gender	.06	-.02	1				
4.Proactive Personality	.15	.13	.15	1			
5.Perceived Control	.23*	-.18*	-.03	.20*	1		
6.Avaliability of Role Models	.1	.00	.27**	.35**	-.06	1	
7.Innovative Behaviour	.12	.26**	.07	.67**	-.02	.44**	1

**. Correlation is significant at the 0.01 level (1-tailed).

*. Correlation is significant at the 0.05 level (1-tailed)

4.4   Regression Analysis

In performing the regression analysis the control variables were entered first and then the independent variables. The regression model and coefficients are as presented in tables 3 and 4 below:

Table 3: Regression Model Summary

Model	R Square	Adj.R Square	Change Statistics		
			R Square Change	F Change	Sig. F Change
1	.132	.103	.132	4.571	.005
2	.280	.240	.148	9.065	.000

a. Predictors: (Constant), Gender, Education,   Age

b. Predictors: (Constant), Gender, Education, Age, Availability of Role Models

Table 4: Summary of Regression Coefficients[a]

Model	Standardized Coefficients	Sig.
	Beta	
Avaliability of Role Models	.362	.000
Percceived Control	-.113	.235

a. Dependent Variable: Innovative Behaviour

The regression analysis showed a change R^2 of .10 and .24, indicating that availability of role models explained an additional amount of variance of 15% of innovative behaviour. R^2 statistic is a measure of the amount of variability in the dependent variable that can be explained by the independent variable while the adjusted R^2 is a modification of R^2 that adjusts for the number of explanatory terms in a model.

However, the summary of regression coefficient showed a beta coefficient of .36 (p<.001) for availability of role models while perceived control had a beta-coefficient of -.11 (ns), suggesting that only availability of role models significantly explained the dependent variable. Therefore, hypotheses H1 and 1a are accepted while 1b is rejected. Next, the moderator variable (proactive personality) was introduced into the regression equation (see table 5 and 6).

Table 5: Regression Model Summary

Model	R Square	Adjusted R Square	Change Statistics		
			R Square Change	F Change	Sig. F Change
1	.132	.103	.132	4.571	.005
2	.269	.236	.137	16.618	.000
3	.450	.419	.182	29.081	.000
4	.470	.434	.020	3.250	.075

a. Predictors: (Constant), Gender, Education, Age

b. Predictors: (Constant), Gender, Education, Age, Availability of Role Models

c. Predictors: (Constant), Gender, Education, Age, Availability of Role Models,
   Proactive Personality

d. Predictors: (Constant), Gender, Education, Age, Availability of Role Models,
   Proactive Personality, ARM*PP

Table 6: Summary of Regression Coefficients[a]

Model		Standardized Coefficients	
		Beta	Sig.
2	Avaliability of Role Models	.378	.000
3	Avaliability of Role Models	.218	.013
	Proactive Personality	.468	.000
4	Avaliability of Role Models	1.948	.046
	Proactive Personality	1.295	.007
	ARM*PP	-2.170	.075

a. Dependent Variable: Innovative Behaviour

In the second regression, two extra blocks made of the moderator variable
(Proactive Personality) and the interaction term (i.e. the product of availability of role
models and proactive personality) were added. Thus, the regression model summary
showed model 3 and 4. Adding the moderator variable before the interaction term

ensures you that any additional variance is due to the interaction term, and not due to the direct influence of the moderator on the dependent variable. The Change R^2 of model 3 and 4 yielded .41 and .43. This implies that the moderator variable explained an additional amount of variance of 2% (ns), indicating that proactivity does not moderate the relationship between availability of role models and innovative behaviour. Thus, hypothesis H_2 is rejected.

Chapter Five

DISCUSSION AND CONCLUSION

5.1   Discussion and Conclusion

In this chapter, attempt is made to discuss the result of the study, the limitation of the study, draw conclusion and make some recommendations that is considered necessary.

5.2   Discussion

In this study, perceived control and the availability of role models were selected as elements of the MDPs that will positively influence innovative behaviour. However, from the result of the regression analysis, causal link could only be established with the availability of role models. Therefore, the study hypotheses H1 and H1a are accepted while H1b is rejected.   Availability of role models was found to have significant positive influence on employees' innovative behaviour. This study finding concurs Kullman (1998), Edralin (2007) and Slagter (2009) studies that linked of MD activities like mentoring, training and development to skills and knowledge development knowledge sharing and innovative behaviour.

Mentoring activity is clearly a critical factor in supporting creativity. Through sharing knowledge and leading by example experienced senior member of staff who serves as mentors boost the innovative capacity of their protégés. This might appear

relatively straightforward but designing, establishing and implementing a successful mentoring programme is often very complicated and will require caution. As Rylatt (1994) cautions, any organisation that is interested in developing the true capacity of its people through mentoring must be prepared to closely examine existing policies, systems and activities to determine whether they are supporting or inhibiting mentoring potential. As evident in this study availability of role models in workplaces can effectively facilitate learning and enable innovative behaviour. With the appropriate organisational support, this may lead to higher productivity, greater growth and competitiveness in the long-term.

On the other hand the absence of significant positive relation between perceived control and innovative behaviour reveals that the organisational development or personal development dimension of MD does not significantly impact on employee innovative behaviour. In effect, employee feeling of ownership or autonomy over MD activities did not significantly influence the innovative behaviour of the study sample. This contradicts Janssen, et al. (2004) and Mc Grath (2001) previous findings that autonomy predicts innovative behaviour.

Also, results of the analysis revealed that proactive personality does not significantly moderate the relationship between MDPs, specifically the availability of role models, and employees' innovative behaviour. However drawing from the model: 3 and 4 output of the regression analysis, proactive personality showed significant relevance as a predictor and not as a moderator. Thus, the study hypothesis H2 is also rejected. As mentioned earlier, meaningful conclusion on moderators can only be reached if it is empirically established that the relationship between independent variable and

dependent variable will be stronger or positive as a result of a moderator influence or interference. This is not true of this study result because the variance that can be explained with the introduction of the proactive personality is not significant to establish that the relationship between independent variable and dependent variable will be stronger or positive.

5.3   Limitation of the Study

A few limitations have been identified to help guide future studies. First it was based on cross-sectional analysis, in which data were collected at one point. The findings can only be generalized to the sampled population at the time of conducting this survey. Future longitudinal study should be performed to examine the casual relationship between the predictor and innovative behaviour over time.

Secondly, self-report data were collected in this study which generated limitations. Cook and Campbell (1997) pointed out that subjects are more likely to report what they believe to satisfy the researcher's expectation, or the positive reflection on their own abilities, knowledge, beliefs, or opinions. Consequently, the researcher was mindful of this possibility and was on a look out for questionnaires completed in a socially desirable pattern. Fortunately, this was not found. An effort will be made in future study to obtain other sources of data.

Lastly, the data set has the limitation of being lack of generalizability. The sample in this study was only from one organisation in Pakistan which restricts us from

generalizing it. It is highly recommended that further research should also cast light on the other countries.

5.4   Conclusion

The study came up with two research questions: 'What aspects of MDP influence the innovative behaviour of employees? and 'Does proactive personality positively moderate the relationship between MDP and innovative behaviour?' Availability of role models and perceived control were identified relevant aspect of MDP that will influence innovative behaviour. The study revealed that only availability of role models had significant positive influence on innovative behaviour. This implies that availability of role models is the aspect of MD that influences innovative behaviour.

On the second research question, the study found on that proactive behaviour did not moderate the relationship between MD and innovative behaviour.

5.5   Implication for HRD and Theory

The results of this study suggest that MD contribute to the employee generation, acceptance, and implementation of new ideas, processes, products or services that will culminates into greater growth and competitiveness in the long-term within the organisation. This can strengthen the link between workplace learning and performance. The study is, therefore, a useful insight to the strategic role of HRD in organisation and the effectiveness of HRD activities from the employee perspective.

At the theoretical level, Bandura's Social Learning Theory proposition that more learning occurs as people watch and follow what other people do and imitating

their behaviours than through classical and operant conditioning was supported. The study also contributes to the understanding of the aspects of MD that influence innovative behaviour.

5.6   Recommendations

Drawing from the study result, a more comprehensive follow up study involving the use of both longitudinal and samples from more organisations is recommended to improve on the study findings generalizability. Other aspects like methodology, content and time spent in MDPs may be added.

Given that proactive personality failed as a moderator but had positive correlation with the study independent and dependent variables further research to investigate if it mediates the relationship between MD and innovative behaviour is also recommended.

Finally, organisations and HRD professionals should endeavour to closely examine existing organisational policies, systems and activities to determine whether they are supporting or inhibiting mentoring potential if they are willing to develop its employee capacity through mentoring.

REFERENCES

Aguinis, H., & Kraiger, K. (2009). Benefits of training and development for individuals and team, organizations, and society. *The Annual Review of Psychology, 60.* 451-474.

Amabile, T. (1988). A model of creativity and innovation in organizations. In B. M. Staw & L. L. Cummings (Eds.). *Research in Organizational Behavior,10:* 123-167. Greenwich, CT: JAI Press.

Antonacopoulou, E. P. (2000). The relationship between individual and organizational learning: New evidence from managerial learning practices. *Management learning, 37* (4), 455-473.

Applied Knowledge Research and Innovation. July 14, 2009, Retreived from www.akri.org/cognition/innoorg.htm

Arnold, H. J. (1982). Moderator: A clarification of conceptual and psychometric issues. *Organisational Behaviour and Human Performance, 29,* 143- 174.

Ashford, S.J. & Black, J. S. (1996). Procativity during organisational entry: The role of desire for control. *Journal of Applied Psychology, 8,* 199-214.

Baldwin, T. T. & Patgett, M. Y. (1994), "Management development: A review and commentary, in Cooper, C. L. and Robertson, LL.T. (Eds). *Key Reviews in Managerial Psychology,* Wiley, New York, NY, 270-320.

Baron, R. M., & Kenny, D. A. (1986). The moderator- mediator variable distinction in social psychological: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology, 51(6),* 1173-1182.

Bateman, T. S., & Crant, J. M. (1993). The proactive component of organisational behaviour: A measure and correlates. *Journal of Organizational Behaviour, 21,* 103-118.

Beaty, J. C., Cleveland, J. N. & Murphy, K. R. (2001). The relationship between personality and contextual performance in " strong" versus " weak" situations. *Human Performance, 14(2),* 125 -148.

Bryman, A. & Cramer, D. (2001). *Quantitative data analysis with SPSS Release 10 for Windows,* London: Routledge.

Conger, J. A., & Benjamin, B. (1999). *Building Leaders.* San Francisco: Jossey-Bass.

Cook, T. D., & Campbell, D. T. (1979). *Quasi-Experimentation: Design and Analysis Issues.* Boston, MA: Houghton Mifflin Company.

Crant, J. M. (1995). The proactive personality scale and objective job performance among real estate agent. *Journal of Applied Psychology*, *80 (4)*, 532-537.

Crant, J. M., & Bateman, T. S. (2000). Charismatic leadership viewed from above: The impact of proactive personality. *Journal of Organizational Behaviour, 21,* 63-75.

Cullen, J. & Turnbull, S. (2005). A meta-review of the management development literature. *Human Resource Development Review, 4(3),* 335-355.

Damanpour F. (1991). Organizational innovation: A meta-analysis of effects of determinants and moderators. *Academy of Management Journal*, *34(3),* 555-590.

De Jong, J. P. J & Hartog, D. N. D. (2007). How leaders influence employees' innovative behaviour, *European Journal of Innovation Management*, *10 (1),* 41-64.

De Simone, R.L., & Harris, D.M.(1998). *Human Resource Development*, London: The Dryden Press.

Dibrell, C., Davis, P. S. & Craig, J.(2008). Fueling innovation through information technology in SMEs. *Journal of Small Business Management, 46(2),* 203-218.

Doyle, M (1998). Management development in Beardwell, I., Holden, L (Eds), *Human Resource Management. A Contemporary Perspective*, 2nd ed, Pitman, London, pp.399-476.

Edralin, D. M. (2007). Human capital development for innovation in Asia: Training and development practices and experiences of large Philippine companies. *Asian Journal of Technology and Innovation,15(1),*133-147.

Erdogan, B., & Bauer, T. N. (2005). Enhancing career benefits of employee proactive personality: The role of fit with job and organisations. *Personnel Psychology, 58,* 859-891.

Garavan, T.N., Barnicle, B., & O'Suilleabhain, F. (1999). Management development: contemporary trends, issues and strategies. *Journal of European Industrial Training, 23 (4),* 191-207.

Hough, David (2003). *More Proficient Motorcycling: Mastering the Ride*. USA: Bow Tie Press.

Hough, L.M. & Schneider, R.J. (1996). Personality traits, taxonomies, and applications on organisations, in Murphy, K. (Eds), *Individual Differences on Organisations*, Jossey-Bass, San Francisco, CA.

Jansen, P., Velde, M., & Mul, W.(2001). A Typology of Management Development. *Journal of Management Development, 20*(2), 106-120.

Janssen, O., De Vliert, E. & West, M.(2004). The bright and dark sides of individual and group innovation: A special issue introduction. *Journal of Organizational Behavior,25,*129-145.

Jaussi, K. S., & Dionne, S. D. (2003). Leading for creativity: The role of unconventional leadership behavior. *The Leadership Quarterly,14,* 475–498.

Kanter, R. (1988). When a thousand flowers bloom: Structural, collective, and social conditions for innovation in organizations in B. M. Staw & L. L. Cummings (Eds.), *Research in Organisational Behavior, 10,* 169-211. Greenwich, CT: JAI Press.

Kim, T, Y., Hon, A.H. Y & Crant, M. (2009). Proactive personality, employee creativity and new comer outcomes: A longitudinal study. *Journal of Business and Psychology, 24,* 93-103.

Klysen R. F. & Street, G. T. (2001). Towards a multidimensional measures of individual innovative behaviour, *Journal of Intellectual Capital, 2 (3),* 284-296.

Kram, K. E. (1983). Phases of the mentor relationship. *Academy of Management,26,* 608-625.

Kullman, J. (1998). Mentoring and the development of reflective practice: Concepts and context *System, 26 (4),* 471-484.

Leonard-Barton, D. & Deschamps, I. (1988). Managerial influence in the implementation of new technology. *Management Science, 34(10),* 1252-1265.

London, M. (1983). Toward a theory of career motivation. *The Academy of Management Review, 8(4).* 620-630.

Malthy, J., Day,l.& Macaskill, A (2000). *Introduction to Personality Differences and Intelligence.* London: Prentice Hall.

Maurer, T.J. & Palmer , J.K.(1999). Management development intentions following feedback: The role of perceived outcomes; social pressure and control. *Journal of Management Development,18(1),* 733-751.

Maurer, T. J., Weiss, E. M., & Barbeite, F. G. (2003). A model of involvement in work-related learning and development activity: The effects of individual, situational, motivational, and age variables. *The Journal of Applied Psychology, 88 (4),* 707-724.

Mc Grath, R.G.(2001). Exploratory learning, innovative capacity and managerial oversight. *Academy of Management Journal, 44(1),* 118-131.

Molander, C. (1986). *Management Development*, Chartwell-Bratt, Bromley.

Morrison, E. W. (1993). Longitudinal study of the effects of information seeking on new comer socialization. *Journal of Applied Psychology, 78,* 173-183.

Parker, S. K., & Sprigg, C.A. (1999). Minimizing strain and maximizing learning: The role of job demands, job control, and proactive personality. *Journal of Applied Psychology, 84,* 925-939.

Rotter, J. B. (1978). Generalized expectancies for problem solving & psychotherapy. *Cognitive Therapy & Research, 2(1),* 1-10.

Rotter, J. B. (1982). Behaviour in organizations as a function of employee locus of control. *Psychological Bullentin, 91 (3),* 482-497.

Rotter, J. B. (1990). Internal versus external control of reinforcement: A case history of a variable. *American Psychologist, 45(4),* 489-493.

Rylatt, A. (1994). *Learning unlimited: Practical strategies and techniques for transforming learning in the workplace,* Business and Professional Publishing, Sydney.

Schwab, D. B. (2005). *Research Methods for Organizational Studies*. Mahwah, NJ: Lawrence Erlbaum.

Seibert, S.E. Crant, J. M, & Kraimer, M. L. (1999). Proactive personality and career success. *Journal of Applied Psychology, 84(3),*416-427.

Seibert, S.E., Kraimer, M. L. & Crant, J. M, (2001). What do proactive people do: A longitudinal model linking proactive personality and career success. *Personnel Psychology, 54,* 845- 874.

Simon, M., Elango, B., Houghton, S.M. & Savelli, S. (2002). The successful product pioneer: Maintaining commitment while adapting to change. *Journal of Small Business Management, 40(3),* 187–203.

Slagter, F. (2009). Human resource practices as predictor of knowledge sharing and innovative: A focus on age. *International Journal of Human Resource Development and Management, 9 (2-3),* 223-249.

Smith, R. II (2009). Management development. May12, 2009, Retrieved from http://www.wongaa.com /article/management-development/4541.

Spector, P. E. (1982). Behavior in organizations as a function of employee locus of control. *Psychological Bulletin,* 91, 482-497.

Swanson, R.A. & Holton III, E.F.(2001). *Foundations of Human Resource Development.* San Francisco: Berrett - Koehler Publisher.

Swap, W., Leonard, D., Shields, M., & Abrams, L. (2001). Using mentoring and story telling to transfer knowledge in the workplace. *Journal of Management Information Systems, 18(1),* 95-114.

Thompson, V. A. (1965). Bureaucracy and Innovation. *Administrative Science Quarterly,* 10(1), 1-20.

Tidd, J., Bessant, J. & Pavitt, K. (2001). *Managing Innovation — Integrating Technological, Market and Organizational Change.* John Wiley & Sons, 2nd Ed.

Webster, E. (2003). Forces shaping firms' decisions to innovate: Evidence from large Australian organisations. *Intellectual Property Research Institute of Australia, Working Paper No. 03/03,,*ISSN 1447-2317

West, M., Farr, J. (1989). Innovation at work: Psychological perspectives, s*ocial behavior,* Vol.4 No. 15-30.

Western Economic Diversification Canada. (2009). *Innovation and Economic Development,* August 10, 2009, Retrieved from http://wd.gc.ca/eng/10981.asp

Wexley, K. N. & Baldwin, T. T. (1986).   Management development. *Journal of Management*, 12, 277-294.

Winterton, J. & Winterton, R. (1997).   Does management development add value? *British Journal of Management, 8,* S65-S76.

Wood, R ., & Bandura, A.(1989). Social cognitive theory of organisational management. *Academy of Management Review, 14*(3), 361-384.

Zaltman, G., Duncan, R. & Holbek, J. (1973). *Innovations and Organizations*. New York: Wiley.

APPENDIX

Berenschot

Dear Sir / Madam,

I am a student of University of Twente, the Netherlands and conducting a study on Effectiveness of Management Development Programmes (i.e. **departmental courses:** in-service, in-house and out-station trainings, counselling, coaching, mentoring etc.). This study is cooperation between Berenschot and University of Twente.

You are hereby cordially invited to take part in this study. Filling in the questionnaire takes about 20 minutes. I hope you can spare some time and give me your opinion based on the management development programme (s), you have attended in your organisation.

Data collected through this questionnaire will be handled entirely anonymously. Results reported to your organisation cannot be traced back to individuals.

Please return the completed questionnaire in the enclosed envelope, within two weeks of receiving it.

Thank you very much for your valuable input.

Truly yours,

Khurshid Ahmad

Educational Science and Technology
Track: Human Resource Development,
Faculty of Behavioural Sciences,
University of Twente, the Netherlands.

❖ Please feel free to contact me if you have any questions or comments:

raabita@gmail.com

| **Note:** | For every question select which option you consider most suitable using any of the following answer options:

SD=Strongly Disagree; **D**=Disagree; **N**=Neutral; **A**=Agree; **SA**=Strongly Agree.

❖ In the questionnaire the word 'Management Development' is abbreviated as 'MD'. |
|---|---|

S #	Item	Answer options				
		SD	D	N	A	SA
1	I am constantly on the lookout for new ways to improve my life.	☐	☐	☐	☐	☐
2	I am someone who searches out new technologies, processes, techniques, and/or produce ideas.	☐	☐	☐	☐	☐
3	Wherever I am, I have been a powerful force for constructive change.	☐	☐	☐	☐	☐
4	I am someone who generates creative ideas.	☐	☐	☐	☐	☐
5	If I were to participate in a management skill development activity (workshop, course, etc.), my success in the activity would be at least comparable to most other participants.	☐	☐	☐	☐	☐
6	Nothing is more exciting than seeing my ideas turn into reality.	☐	☐	☐	☐	☐
7	I am someone who promotes and sells /shares ideas to others.	☐	☐	☐	☐	☐
8	If I see something that I don't like, I fix it.	☐	☐	☐	☐	☐
9	If I take part in a career-related workshop, seminar or course, I would probably learn at least as much as anyone else.	☐	☐	☐	☐	☐
10	No matter what the odds, if I believe in something I will make it happen.	☐	☐	☐	☐	☐
11	I am someone who investigates and secures funds needed to implement new ideas.	☐	☐	☐	☐	☐
12	I stick to my ideas, even if others do not agree.	☐	☐	☐	☐	☐
13	In a class designed to improve skills, I would succeed and learn as well as others.	☐	☐	☐	☐	☐
14	I excel at identifying opportunities.	☐	☐	☐	☐	☐
15	I am someone who develops adequate plans and schedules for the implementation of new ideas.	☐	☐	☐	☐	☐
16	I am always looking for better ways to do things.	☐	☐	☐	☐	☐

S #	Item	Answer options				
		SD	D	N	A	SA
17	I probably can NOT learn as well as most other participants in a learning activity.	☐	☐	☐	☐	☐
18	If I believe in an idea, no obstacle (e.g. rules, persons etc) will prevent me from making it happen.	☐	☐	☐	☐	☐
19	I am someone who is innovative.	☐	☐	☐	☐	☐
20	I can spot a good opportunity long before others can.	☐	☐	☐	☐	☐
21	I can increase my career skills beyond its current levels.	☐	☐	☐	☐	☐
22	I come up with ideas, how things can differently be organised here.	☐	☐	☐	☐	☐
23	I often read materials related to my work to improve my ability.	☐	☐	☐	☐	☐
24	I make suggestions to my supervisor about a different working method.	☐	☐	☐	☐	☐
25	I am willing to select a challenging work assignment that helps me to learn from it.	☐	☐	☐	☐	☐
26	I give my opinion about developments at work.	☐	☐	☐	☐	☐
27	I often look for opportunities to develop new skills and knowledge.	☐	☐	☐	☐	☐
28	I criticize the policy of this organisation.	☐	☐	☐	☐	☐
29	I enjoy challenging and difficult tasks at work, where I'll learn new skills.	☐	☐	☐	☐	☐
30	I put critical questions to my supervisor about the working of this organisation.	☐	☐	☐	☐	☐
31	For me, development of my work ability is important enough to take risks.	☐	☐	☐	☐	☐
32	I make suggestions to my colleagues about a different working method.	☐	☐	☐	☐	☐
33	I prefer to work in situations that require a high level of ability and talent.	☐	☐	☐	☐	☐
34	When all of my colleagues agree, I remain critical.	☐	☐	☐	☐	☐
35	The MD-activities within my organisation do not constitute a clear sequence of learning activities.	☐	☐	☐	☐	☐
36	I attend a programme which is especially composed for me, according to my learning needs.	☐	☐	☐	☐	☐
37	Within my organisation, management skills which are yet to develop are systematically established.	☐	☐	☐	☐	☐
38	In my organisation, much can be learnt from experienced managers.	☐	☐	☐	☐	☐

S #	Item	Answer options				
		SD	D	N	A	SA
39	I have mastered most management skills by trial and error method.	☐	☐	☐	☐	☐
40	In this organisation, there is a clear pattern in the sequence of management courses.	☐	☐	☐	☐	☐
41	Within this organisation, one is able to compose one's own programme.	☐	☐	☐	☐	☐
42	It's clear within this organisation, how much time it takes to complete the various management courses.	☐	☐	☐	☐	☐
43	Internships, projects and other forms of learning from experience are part of this MD-programme.	☐	☐	☐	☐	☐
44	Within this organisation, I feel ownership of my own development.	☐	☐	☐	☐	☐
45	Through the MD-programme, there are many opportunities to learn from others.	☐	☐	☐	☐	☐
46	Within this organisation, MD-candidates are part of a fixed programme; they have no influence on the content of the programme.	☐	☐	☐	☐	☐
47	I have no idea when my next MD-training will be.	☐	☐	☐	☐	☐
48	What the employer wants to achieve with the MD-programme is leading; my wishes are secondary.	☐	☐	☐	☐	☐
49	What the employer wants to achieve with the MD-program corresponds with what I want to achieve with it.	☐	☐	☐	☐	☐

To what extent does the MD-programme focus on …

S #	Item	SD	D	N	A	SA
50	Organisational development: MD is focused on filling key positions within the organisation (organisational goals are leading and the individual has no choice but to comply with).	☐	☐	☐	☐	☐
51	Personal development: MD is focused on personal growth (individual capacities and opportunities are leading and the organisation is virtually folded around them).	☐	☐	☐	☐	☐

Note: If options presented below do not exist in your organisation, you can choose the answer option:

NA=*not applicable,* **1**=*not at all,* **2**=*vaguely,* **3**=*somewhat,* **4**=*aware,* **5**=*fully aware*

To what extent are you aware of …	1	2	3	4	5	NA
52	Your potential assessment	☐	☐	☐	☐	☐	☐
53	Possible career paths	☐	☐	☐	☐	☐	☐
54	Vacancies for key positions	☐	☐	☐	☐	☐	☐
55	The MD training programme	☐	☐	☐	☐	☐	☐

Note: In the following questions, you are asked to indicate how often you took part in MD-activities during the past year. Answer options are:

1 = never, *2* = 1-3 times, *3* = 4-5 times, *4* = 6-7 times, *5* = 8 or more times

To learn something new for my career or to improve my management skills, I have ...

		1	2	3	4	5
56	taken a college or continuing education course <u>required</u> for my job.	☐	☐	☐	☐	☐
57	used pre-recorded audio/video tapes that were <u>required</u> for my job.	☐	☐	☐	☐	☐
58	taken a career-related training class, workshop, or seminar that was <u>required</u> for my job.	☐	☐	☐	☐	☐
59	studied a book that was <u>required</u> for my job.	☐	☐	☐	☐	☐
60	consulted with a career counselor.	☐	☐	☐	☐	☐
61	worked on or practiced a specific skill "on the job".	☐	☐	☐	☐	☐
62	worked to learn a new skill on the job.	☐	☐	☐	☐	☐
63	tried to improve a specific attribute of myself while doing the work required for my job.	☐	☐	☐	☐	☐
64	asked for feedback and input from co-workers.	☐	☐	☐	☐	☐
65	asked for feedback and input from a supervisor at work.	☐	☐	☐	☐	☐
66	asked for feedback and input from subordinates at work.	☐	☐	☐	☐	☐
67	participated in a special task or assignment that was <u>required</u> of me.	☐	☐	☐	☐	☐
68	received <u>mandatory</u> coaching from a supervisor at work.	☐	☐	☐	☐	☐
69	taken a different job assignment on a temporary basis that was <u>required</u> of me.	☐	☐	☐	☐	☐
70	worked on a career/professional development plan.	☐	☐	☐	☐	☐
71	participated in a <u>mandatory</u> assessment at work which provided formal feedback on my strengths, weaknesses or style.	☐	☐	☐	☐	☐
72	relied on a special or close relationship of some kind to get career-related advice or suggestions.	☐	☐	☐	☐	☐
73	acted as a job/career-related coach, mentor or teacher to someone else.	☐	☐	☐	☐	☐
74	attended an organised event which focused on future career issues.	☐	☐	☐	☐	☐

Note: *The following questions concern you, your relationship to your organisation and the MD-programme. Answer options:*

SD=*Strongly Disagree,* **D**=*Disagree,* **N**=*Neutral,* **A**=*Agree,* **SA**=*Strongly Agree*

		SD	D	N	A	SA
75	I feel that problems of this organisation are my own.	☐	☐	☐	☐	☐
76	In general, I am satisfied with my current job.	☐	☐	☐	☐	☐
77	I feel emotional attachment to this organisation.	☐	☐	☐	☐	☐
78	This organisation has a lot of personal meanings to me.	☐	☐	☐	☐	☐
79	In general, I am satisfied with the management development program I am part of.	☐	☐	☐	☐	☐
80	I feel a sense of belonging to this organisation.	☐	☐	☐	☐	☐
81	I feel like 'part of the family' in this organisation.	☐	☐	☐	☐	☐
82	Being able to participate in the MD-programme was an important reason to work for this organisation.	☐	☐	☐	☐	☐
83	Following the MD-programme made me less inclined to leave and join another employer.	☐	☐	☐	☐	☐
84	I am able to apply/translate what I have learnt during the MD-programme in my work situation.	☐	☐	☐	☐	☐
85	I think the MD-programme accelerated my personal development.	☐	☐	☐	☐	☐
86	The programme challenges me to develop myself.	☐	☐	☐	☐	☐
87	Participation in learning activities will help me in getting promotion to higher level jobs with better pay and reward.	☐	☐	☐	☐	☐
88	My participation in work-related learning activities, leads to my work becoming more interesting.	☐	☐	☐	☐	☐
89	My participation in career-related learning activities will affect the overall effectiveness of my department and organisation.	☐	☐	☐	☐	☐
90	Better pay or other rewards are the result of my participation in training and development activities.	☐	☐	☐	☐	☐
91	Training and development activities help me develop and reach my full potential as a person.	☐	☐	☐	☐	☐
92	My participation in training and learning activities makes me become a more well-rounded and better person at work and outside of work.	☐	☐	☐	☐	☐
93	My participation in training or learning activities will help my subordinates and/or peers.	☐	☐	☐	☐	☐
94	Training and learning activities will not help me get better pay or other rewards.	☐	☐	☐	☐	☐

		SD	D	N	A	SA
95	Training and development activity participation will not help my personal development, self-esteem, self-confidence, etc.	☐	☐	☐	☐	☐
96	Career-related training and development activities are very worthwhile to me.	☐	☐	☐	☐	☐
97	My participation in learning or training activities will help my supervisor.	☐	☐	☐	☐	☐

Finally, we ask you some general questions:

98	What is your age? _____ Years
99	What is your gender? ☐ Male ☐ Female
100	What is the highest level of education, you attained? ☐ M. A. / M. Sc with B. Ed. ☐ M. A. Education / M. Ed./ M. S. Ed. / EPM ☐ M. Phil / Ph. D. ☐ Other, namely _____
101	Years of employment within organisation? _____ Years and _____ Months
102	Years of employment within current position? _____ Years and _____ Months
103	Total work experience in years (from first job to present)? _____ Years
104	Which of the following management position do you hold? ☐ Lower management ☐ Middle management ☐ Upper management
105	Which kind of training have you attended, recently?
106	What is your current gross annual salary? Rs. _____ /=
107	What was your gross annual salary at the point of entering this organisation? Rs. _____ /=
108	How long have you been attending the MD-programme in the current organisation? _____ Years and _____ Months
109	How much time does it take to complete the total MD-programme which you attend? _____ Years and _____ Months

Thanks for your participation. It is much appreciated.

If you wish to receive a summary of the results, please write down your email address. I will mail you the summary in due time.

Email address: _____

You can put your final thoughts, suggestions or remarks in the box below.