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Evaluation in The Context of Leadership Learning and Development

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Introduction

A survey conducted by the British Institute of Training and development on "The Portrait of Training in Europe showed that 46% of companies would prioritize Leader Training Programs. These programs are deployed in organizations for a variety of reasons, including learning new tools, improving a competency, or changing the behavior of leaders. However, what is really expected is to see a positive outcome for the organization (Lussier and Hendon, 2017).

This same research pointed out that one of the biggest difficulties for the implementation and modernization of T&D programs in organizations is related to the measurement of training effectiveness, that is, how much do the programs really contribute to the improvement of an indicator of a certain area. Many T&D professionals still find it difficult to define performance indicators that reflect the benefit of a leader development program. Thus, it becomes crucial to discuss what models and tools can be used to measure the effectiveness of these programs, enabling companies to understand the value that training and developing a leader has for the growth of an organization (Northouse, 2018).

Leadership development program and evaluation

As key benefits, it is well known that evaluating a development program can:

- Present the results achieved with the program.

- Determine the cost and benefit of the program.

- Assist in choosing the most suitable program for each person.

- Use the information to reinforce the importance and value of T&D within an organization.

One of the most well-known and widely used training assessment models is the Kirkpatrick Hierarchical Model, which identifies four levels of assessment:

1. Reaction: gives the impression the trainees had of the program.

2. Learning: assesses how much the trainee has learned about the taught content.
3. Application: measures the application of the content learned, ie whether the participant has exhibited a change in behavior and in the way they do their work.

4. Results: Analyzes the results for the organization after the application of the program.

The Kirkpatrick-based training assessment model suggests that one assessment level interferes with another. However, new studies in this area show that there is no correlation between levels, and a T&D program may have a negative Reaction Assessment and still generate great learning. Another more evolved model found for training assessments is the DecisionBased Evaluation (DBE) developed by Kurt Kraiger. This model is based on the following two main features:

1. Assessment purpose: IdentifIcation of what needs to be discovered through the assessment

3. Method: Best psosbel method for carrying out the assessment and evaluation such as surveys, questionaires etc. (Kirkpatrick, 2016).

The rich use of the DBE model is focused on its flexibility in choosing how to evaluate training. The focus of this model is the Evaluation Objective, which must be defined before the program is implemented, i.e during the development of the development program. If we think about a leader development program, its purpose and its evaluation methodology should be defined at the moment the program is being designed, as these definitions will help in determining its goals and objectives, giving direction to setting up the training and helping to choose the best teaching methodology, workload, content, etc (Rodriguez and Walters, 2017). Thus, one must first understand the expectation regarding the results, and then design the best program. However, organizations often design low-hour leader development programs, hoping to achieve great results, and if these results do not appear, the problem is attributed to the program, diminishing investments and the value given to T&D (Packard and Jones, 2015).

The process of evaluating the outcome of a leadership program begins in the needs assessment phase, which analyzes the organization's strategic planning,

annual performance reports and assessments, organizational climate assessments, and identifies the stakeholders of this development program, ie the people who will be involved and affected by the program evaluations (Stewart and Brown, 2019). If they cannot access all at once, one way is for them to choose a representative who will be responsible for gathering information from everyone else. From this information, it will be possible to define what is expected to be achieved with this leader development program, ie what results should appear after the implementation of the program (Saks, 2015).

More than one methodology can be used to measure the outcome of a Training and Development program. To this end, it is suggested to create a time map defining when each methodology will be used and who will be involved in a leader development program after all. also involved (Northouse, 2018). In this case, it is critical for participants to know the purpose of the assessment, how they will be assessed and how the organization will support it. We know that there are other external factors such as the economy, competition, the labor market, laws, etc. that can influence these outcomes, and this should also be considered when presenting the outcome of program evaluation (Lussier and Hendon, 2017).

Based on this information, it is critical that when designing a leader development program, it is clear that the results are expected to be achieved and how these results will be measured. This will lead to building a more aligned program, adjusting the expectations of all stakeholders, enabling expected results to be achieved and training and development programs to show the value they generate for an organization. The basic premise is that company professionals need to learn to identify their own competencies, needs, strengths, and weaknesses. The role of seniors as well as the human resources area is to help the appraised to relate their performance to the needs and reality of the organization (Stewart and Brown, 2019).

Performance Appraisal

It is through this process that leaders analyze the behavior of their employees to identify strengths and points to develop and, if possible, develop development plans focused on the identified gaps (Saks, 2015). It is noteworthy that after the

evaluation, the evaluated needs to know the conclusions of the evaluator. All professionals need to receive feedback on their performance to know how their work is going. Without this communication, they walk blindly. Also the organization needs to know how people perform their activities to get an idea of their potentiality. Performance appraisal, therefore, is the instrument that allows the collection of information about the performance of employees in a given period of time, generally from the last 12 months (Stewart and Brown, 2019).

Forms Of Performance Appraisal

The practice of evaluation, in its generic sense, is inherent in human nature as well as the basis for decision making that is present in every choice. There are at least two basic ways to measure performance: by objectives or by competencies. When we use the performance appraisal model by objectives, we want to evaluate how closely each collaborator approached, met or exceeded the goals agreed upon. In the competency assessment model, the objective is to know if the employee has presented behaviors that express the competencies required by the company
(Stewart and Brown, 2019). According to Le Boyer definition, "competencies are repertoires of behaviors that some people and/or organizations dominate, which makes them stand out from others in specific contexts." Competence is, therefore, a set of characteristics subject to direct observation and measurement, involving knowledge, skills, and attitudes that lead to predicting success (Northouse, 2018).

Importantly, the concept highlights excellence, which makes it necessary to establish a systematized process, with specific methodologies, capable of measuring and comparing performances among the various employees of an organization. During a given period of observation, it is possible for the manager to evaluate the professional attitude, technical knowledge, skills, behaviors, and achievement of goals of each employee (Northouse, 2018).

Whether the company concentrates performance evaluation on meeting the objectives and goals set for the appraisee or concentrates the assessment on competencies (expressed by behaviors desired by the organization), it should always establish the criteria in advance and communicate them to the appraisers.

There are, however, companies that use in their evaluation model a mix of both goals and competencies and others that include organizational values (Lussier and Hendon, 2017).

Competency Performance Evaluation

In order to ensure the quality of the process, one should choose which competencies should be assessed. This requires the company to establish in advance which competencies are critical to business success and must be evaluated. Building the competency model favors the whole process since, without the respective model, each manager ends up evaluating by his own criteria, which is not always a fair form of evaluation (Kirkpatrick, 2016).

In general, we define competencies in three dimensions: generic or basic competencies - those required of all employees (eg customer focus), regardless of position; technical or specific competencies - those required specifically for particular positions (eg defensive driving for driver positions), and managerial competencies, the latter being exclusively for the group of leaders (examples: business vision, leadership coaching). Once the competencies are elected, it is essential to define the concepts for each one; as well as establishing 3 to 5 desired behaviors that express employee compliance (Saks, 2015). Defined the competency model, it is still required to define the evaluation criteria ie: how the manager will indicate the level of service by the employee as: below expectations; underdevelopment; meets the expected, exceeds the expected (Saks, 2015).

In addition to participating in management training, leaders can develop through diverse learning strategies that they use and apply to their different work contexts in response to the demands of their environment. Learning in the workplace itself needs to be valued and integrated into formal learning, as the transfer of formal program outcomes to work and organization is limited even when they cover varied content (Packard and Jones, 2015).Competency models can be used as a reference for the development of managers, either through formal (training) or informal (learning at work) strategies. Competency gaps are a means to identify development needs and point out ways for investing in learning actions. In this sense, the effectiveness of the manager may be related to the expression of leadership skills (Northouse, 2018).

Performance Evaluation Models

Among the main models used in the market, the assessment made exclusively by the Hierarchical Superior (45 degrees) is the most common. Through it, individual performance is evaluated according to the behaviors observed by the evaluator during the period considered - usually in the last 12 months (Saks, 2015). The disadvantage of this model is that the appraiser has no active participation in the process, but may receive feedback from the appraiser. Another widely used model is one that includes, in addition to the immediate superior's assessment, selfassessment (90 degrees). In this process, the employee himself makes his selfanalysis using the same questionnaire used by the evaluator. Following, there is a meeting between appraiser and appraise for consensus generation. As a result of this dialogue, it is possible to identify opportunities for improvement and thus outline individual development plans (IDPs).

The 360-degree assessment would be the model that involves the most evaluators, and in this case, especially applied to self-assessing managers, are evaluated by the immediate superior, peers and a sample of employees. The use of this model requires the maturity of appraisers. It is not an appropriate model for those adopting competency assessment for the first time (Rodriguez and Walters, 2017).

Conclusion

The theory of total quality has included within its organizational models the concept of leadership as a fundamental part of their design. One of the elements of organizational quality models is evaluation. Specifically, for higher-level medical education institutions, the authors designed the model of competency to determine the level of performance of organizations from the stages of quality evolution.

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