

ENCYCLOPEDIA OF MANAGEMENT DEVELOPMENT METHODS

Andrzej Huczynski

Encyclopedia of Management Development Methods

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Gower

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There are no bad methods of instruction. The use to which each is put largely determines its effectiveness. Selecting the proper method and preparing for its use are paramount in successful instruction.

J. H. Proctor and W. M. Thornton (1960), *Training: A Handbook for Line Managers*, New York: American Management Association

We would be in a fine fix if the surgeon only performed those operations he is 'comfortable with', or if the carpenter refused to use any tool but the hammer because he likes the 'feel' of it. Since it is true that the teacher is unlikely to work effectively unless he does feel comfortable with a method, he should, as a professional, be constantly at pains to extend his repertoire, and should learn to like the feel of an ever widening range of media and techniques.

R. F. Mager and K. M. Beach (1967), *Developing Vocational Instruction*, Palo Alto, California: Fearon Publishers

Teaching methods do not seem to make much difference, or to phrase it more appropriately, there is hardly any direct evidence to favour one method over another.

N. E. Wallen and R. M. W. Travers (1963), 'Analysis and Investigation of Teaching Method' in N. L. Gage (ed.) *Handbook of Research on Teaching*, Chicago: Rand McNally.

FOREWORD

by Cary L. Cooper
Professor of Organisational Psychology
University of Manchester, Institute of Science and Technology

There are many managers who feel that 'behavioural scientists are incapable of telling us anything we don't already know' and that 'the bag of tricks (or management learning methods) used by management training specialists is as effective as a magician's wand'. This was amply illustrated in *The Financial Times* some years ago:

Good evening, gentlemen, welcome to the X management education establishment. You will have noted, perhaps with relief, the absence of faculty or curriculum. This is a regular feature of this programme and a closely guarded secret of its alumni, present and past. If you should require any inducement to keep this secret, you may be influenced by the £500 in crisp ten-pound notes which are to be found in a brown envelope in your bedroom. This represents half the fee paid by your employers and approximated expenditure that would otherwise have been incurred with respect to teaching staff salaries and related costs. In the meantime, meals and other services will be provided and the bar will remain open at normal opening times. You will have discovered that your colleagues are drawn from similar organizations to your own and contain amongst them a wealth of practical experience in all manner of managerial roles. There is also a first rate library at your disposal. How you decide to pass these six weeks is your own managerial decision; we trust you will enjoy it and find it beneficial. Thank you.

On the other hand, there are those who feel that 'the last quarter century has seen the emergence of "the manager" as a recognised occupational role in society' (C. Handy, *Understanding Organizations*, 1976). Handy goes on to suggest that managers seem to be increasingly playing two primary sets of roles: the manager as a person and the manager as a GP. In the former, more and more skills are required to deal with people at work, while in the latter he/she is the 'first recipient of problems' which demand solutions and

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decisions. This GP role is composed of four basic activities of work: (a) symptom identification, (b) diagnosis of the cause of the trouble, (c) decision making about how to deal with it and (d) creating action plans or treatment.

The variety of skills necessary to perform all of these functions requires creative and innovative training approaches. Management trainers and educationalists must now possess an armoury of techniques and methods to meet the needs of the contemporary manager. This book is designed to help the training specialist by providing a comprehensive compendium of management learning methods between the covers of one book. Not only does it summarise the essence of a variety of different techniques and methods, but it also makes available further detailed readings in the area. This encyclopedia will be an essential part of the library of any management training specialist and management educationalist of the future.

PREFACE

*Soap and education are not as sudden as a massacre,
but they are more deadly in the long run.*

Mark Twain

In this book I have tried to describe briefly some of the methods that can be used by teachers and trainers in their work with managers and management students. I have found it difficult to draw any precise boundaries between the three spheres of management education: training and development; organisational development; and psychotherapy. However, an attempt is made to specify the subject field dealt with.

My aim has been to provide a source of information and ideas for the educational decision maker. This term encompasses students, course designers, tutors, teachers, training personnel in companies, consultants and indeed anybody who has to make a decision about any learning event or system which they are about to embark on or to design. It is perhaps easiest to talk about the company trainer to illustrate the types of decisions he has to make. Whether meeting individuals' training needs or solving a specific organisational problem, the trainer has the choice of doing the training himself by designing his own course and teaching it, or he can send the manager concerned on an externally run course. He can buy a training package together with a consultant to run it on an in-company basis, or buy a package which he then runs himself. If he believes that an off-the-shelf training package may be the answer then this encyclopedia describes some of the most popular ones, together with supplementary reading which can help him to make his final choice. If on the other hand he decides to run the course himself, then he has to make a choice between a bewildering variety of methods. The book suggests some of the criteria that need to be considered when making such a choice.

While I believe that the field of management development is an innovative one in its adoption of new techniques, developments have taken place in other areas. For this reason the encyclopedia includes descriptions of teaching and learning methods taken not only from management education but also from other areas such as medicine, biology, geology, languages and physics. These approaches are selected

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in the belief that they have a potential application to the work of management trainers.

In the encyclopedia readers will find entries at five levels of application:

- 1 Those methods which can be applied by the trainer following a reading of the description with no further preparation.
- 2 Those methods which, although directly applicable, nevertheless require the trainer to do some reading of the recommended literature in order to gain greater familiarity with the objectives and the steps involved.
- 3 Those methods which, if they were to be applied by the trainer himself, would require him to have gained first-hand experience of them in a learner role. Alternatively, they should be used by the trainer under the guidance of someone skilled in their use.
- 4 Those methods which require the engagement of an experienced professional, because the trainer himself lacks the necessary skills and knowledge or does not wish to develop such expertise.
- 5 Those packaged or copyrighted training programmes which are run by an outside consultant who may do the training on an in-company basis or else to whom individual managers or a group of managers might be sent.

As a general rule, where the training methods focus on affective issues, i.e. those concerned with people's feelings, values and emotions, the trainer will need to have developed the relevant skills to lead such a learning activity successfully.

The following brief description of the content of each of the encyclopedia's sections may help readers to select the ones which are of most immediate relevance to them.

Definition of the field

The subject is defined and distinguished from the related fields of organisational development and psychotherapy. This section concludes with a discussion of the way in which the concept of method has been used in the literature on management development and examines why the classification of different teaching and learning methods presents so many difficulties.

Criteria for method selection

While there is no simple and automatic procedure for the selection of

appropriate methods, it is nevertheless important for the tutor to think systematically about which methods to use. A number of key variables which influence method choice are presented here and the major ones are discussed in depth.

Directory of methods

A brief description of each method is provided together with some of the alternative names by which it is also known. References are given both to related methods and to relevant reading.

Resources for teaching and learning

Included in this section is an annotated bibliography of management teaching. This is followed by the names and addresses of organisations whose work and publications are a source of useful ideas for the management teacher. Finally, a number of journals are listed which regularly carry articles on teaching and learning methods, course design and programme evaluation.

Analytical framework for method assessment

The final section offers an analytical framework which the trainer can use to consider his philosophy of learning which is reflected both in his course design and in his choice of methods.

Note to readers

The purpose of this book is to produce a comprehensive source of references on teaching and learning methods for my colleagues in the management development field. Despite careful research, it is inevitable that I will have missed some. In addition, new approaches are constantly being developed.

In order to keep the encyclopedia as comprehensive as possible, I should like to hear from readers who use (or have had used on them) any methods in their work which significantly differ from any described in this book. Method descriptions can be sent to me at the publisher's address and, where appropriate, should include references to published descriptions of their uses. I shall undertake to collate and edit these contributions which will be included in any future editions of the encyclopedia.

A. A. Huczynski

ACKNOWLEDGEMENTS

Many people have contributed, both directly and indirectly, to this book. Space prevents me from formally acknowledging the contributions of them all. However, I should like to express the debt that I owe to the individuals who developed and described the teaching and learning methods that are contained in this book. In summarising their ideas in order to make them more widely available, I hope that I have not distorted them in the process.

The original idea for this book came from a meeting of management teachers who were discussing available teaching methods. I should like to thank David Antoine, Jenny Budden, Ann Caro, Edward Mallett and Sheila Evers for putting the idea of a book into my mind and for contributing some ideas as to what might go into it.

Throughout the writing of the book I have received suggestions and advice from many people and I should like to express my debt of gratitude to Dave Boud (University of New South Wales), Brigitte Berendt (Free University of Berlin), Dietrich Brandt (Hochschuldidaktisches Zentrum, Aachen), Gaye Manwaring (Dundee College of Education) and Chris de Winter Hebron (Newcastle-upon-Tyne Polytechnic). The most difficult part of the whole book was the production of a methods classification system. The original categories and their definitions were suggested by Rolf Schulmeister (University of Hamburg), a complementary listing was supplied by John Burgoyne (University of Lancaster) and these two listings were synthesised and developed further by Alex Main (University of Strathclyde) who produced the framework for the analysis of methods.

The original draft of the manuscript was entered on to the word processor by Maureen Christie, and David Buchanan spent many hours patiently explaining what I was doing wrong as I tried to edit the text. My editors at Gower Publishing Company were Malcolm Stern and Ellen Keeling who supplied both advice and encouragement.

Throughout this book, masculine pronouns have been used for succinctness and are intended to refer to both females and males.

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Dr. K. Macharzina for Figure 1.2, Branching hierarchy of management education decisions, from Burgoyne, J. G. and Cooper, C. L., 'Research and Teaching Methods in Management Education: Bibliographical Examination of the State of the Art', *Management Education Review*, 1976, vol. 4, no. 1, pp. 95-192.

MCB Publications Ltd for Figures 2.1, Domains or areas of learning behaviour, and 2.2, Analysis of negotiating behaviour by learning domains, from Pedler, M., 'Negotiating Skills Training. Part 4: Learning to Negotiate', *Journal of European Industrial Training*, 1978, vol. 2, no. 1, pp. 20-25; and for Figure 2.5, Learning Methods by Level of Learning, from Pedler, M., 'Learning in Management Education', *Journal of European Training*, 1974, vol. 3, no. 3, pp. 182-94.

McGraw-Hill Book Company (UK) Ltd for Figure 32, Example of a Decision Table, from Davis, I. K., *The Management of Learning*, 1981, p. 143; and for fifteen lines (quoted on page 39) beginning 'They draw out the' and ending '... for their people.' from Mumford, A., *Making Experience Pay*, 1980.

Society for Research into Higher Education for twenty-four lines (quoted on page 15) beginning 'A possible conceptualization ...' and ending '... pace and choice' from Percy, K. and Ramsden, P., *Independent Study: Two examples from English Higher Education*, 1980, p. 6.

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1

DEFINITION OF THE FIELD

The delineation of boundaries between management development, management education, management training and organisational development has in the past been an area of not very fruitful debate. Nevertheless, since this encyclopedia will avoid dealing with what have been labelled organisational development methods or OD intervention techniques, it is necessary to specify the subject area which will be addressed. The focus will be on the teaching and learning methods which have a potential application in the field of management development. The term management development has itself been defined in a number of ways. Morris (1971), for example, saw it as 'the systematic improvement of managerial effectiveness within the organization assessed by its contribution to organizational effectiveness'. Ashton and Easterby-Smith (1979) identified a number of perspectives included within management development which they viewed as an organisational function within which '... activities such as training, coaching, career planning, appraisal, job rotation might all have some part to play'. These writers saw management development as involving the continuing education of the individual manager at all stages of his career. Thus management development was considered as not only being concerned with education and training, but also '... with a broader concept of development which implies improvement'. The breadth of this definition allows one to use it to refer to a wide range of different activities. It can be used to apply to both in-company and extra-company development programmes, to short as well as to long courses, to periods of training and education, to those which lead to formal qualifications as well as those which do not. It is an all-embracing concept of management development which is being used in this book. A more detailed examination follows of what is included under the label of management development.

Burgoyne and Cooper (1976) conducted a study on the research that had been done on management teaching methods and identified journal references concerned with teaching methods. In doing this they produced a hierarchy of decisions concerning management education which was used by them as a basis for classifying the research studies they found. Their five-level hierarchy is summarised in Figure 1.1. While the authors did not explicitly define the term teaching method which they used, they did nevertheless present a useful framework with

- 1 Policy – decisions on issues concerning national approaches to education.
- 2 Strategy – decisions on issues concerned with management education at the institutional or departmental level.
- 3 Programme design – choices of approaches relevant to learning objectives and to how people learn.
- 4 Choice of methods – within-programme choices between different teaching/learning methods.
- 5 Intra-method decisions – ‘here-and-now’ choices made by tutors during the teaching session itself.

Figure 1.1 Hierarchy of management decision making

which to begin to sort out some of the confusion which surrounds the use of terms such as management development, education and organisational development. They achieved this by raising the terms management education and development to an abstract level and in their place referred to different types of programme designs. Their description of a branching hierarchy of decisions is shown in Figure 1.2.

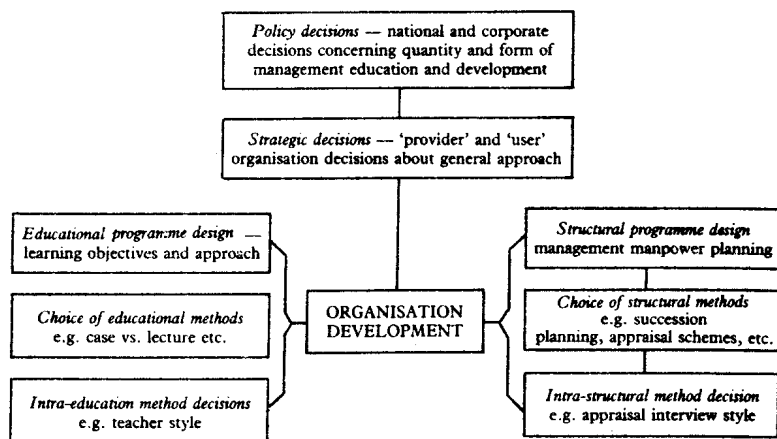


Figure 1.2 Branching hierarchy of management education decisions

The attractiveness of the Burgoyne-Cooper hierarchy is that at a stroke it sidesteps the arid debate over nomenclature referred to earlier. It is based on decisions to be taken by different people at different levels. In terms of methods or 'what people actually do' there is likely to be a high degree of overlap between what happens in educational programmes and in structural programmes. This encyclopedia focuses on the two aforementioned educational and structural programme designs on levels 3, 4 and 5. Burgoyne and Cooper see organisational development activities as deriving from both these strategies. However, the encyclopedia does not attempt to deal explicitly with organisational development methods although some of these OD techniques are included if they are capable of being extracted and used outside of their usual OD context. Similarly, psychotherapies are excluded, other than those which have already established themselves in management development (e.g. Transactional Analysis). Such therapies have been dealt with in great detail in other books (Herick, 1980; Winn, 1980; Clare and Thompson, 1981).

What exactly does the term 'method' refer to in the context of teaching and learning? Wesley and Wronski (1965) commented on the lack of specificity in the use of the word. They quoted a study in which students were asked to list the methods they knew. In addition to listing traditional, well-known ones such as the lecture and seminar, other methods listed included curricular materials, organisation schemes, activities and devices. All these were equated with the term method. A brief survey of the literature on teaching and learning methods in management development can show whether the connotations of the word method are equally broad in this field. In the Burgoyne and Cooper (1976) article mentioned earlier, the authors produced a 'list of teaching methods' which consisted of the following: lecture, texts, programmed instruction, role playing, case studies, games and simulations, projects, packages, T-group/social skills training and 'specials'. In a second paper on teaching and learning methods in management development, Burgoyne and Stuart (1978) discussed the lecture, seminar, business game, encounter group, T-group, joint development activities, action learning, autonomy lab, learning community, guided reading and programmed instruction. The final example is taken from some work by Pedler (1978) on negotiating which will be referred to in greater detail later. In discussing the teaching of information or situational knowledge he argued that 'the more traditional methods of teaching or training would seem to apply best'. He went on to list these as being lectures, talks, seminars, films, books, handouts and discussions. From these few examples it is clear that the term method is used in the same broad way in management development as elsewhere.

Being such a difficult concept to pin down, it is not surprising that there has been little success in producing a meaningful method classification system. According to Wesley and Wronski (1965) such a classification task is impossible:

the complex and inclusive nature of method defies epigrammatic condensation. It is composed of diverse elements and is scarcely susceptible to logical analysis.

Nevertheless, the attempt at classifying or grouping different methods in some way is useful in that, as these same authors state:

it clearly demonstrates the futility of devoting oneself wholly to one method. It appears desirable not only to use different methods, but to take care that those grounded in different bases are employed. And the analysis also furnishes an inclusive viewpoint that will prevent one from assigning undue merit or inclusive qualities to any one method.

There is yet to be produced an adequate procedure whereby one can automatically select an appropriate method to fulfil a particular training need. It is also very unlikely that any such satisfactory procedure will ever be developed. Why should this be? Knowing what exactly is meant by the term group discussion or lecture well enough to be able to classify it is rare. On its own the label says nothing about the nature of the interactions between the persons involved. Two group discussions or two lectures may be conducted in two such radically different ways that it would be wrong to refer to these two activities using the same label. Binsted, Stuart and Long (1980) reported that management teachers tended to perceive the same teaching method label in different ways. They concluded that, 'This diversity strongly suggests that the label we give to a management teaching method, be it the lecture or action learning, is insufficient to convey the detail or the spirit of the event, and that this spirit is itself a function of the particular teacher and his audience'. While this criticism is generally valid, it is nevertheless also true that confronted with the term lecture or group discussion, most teachers recognise both the denotation of the word or phrase and some of its connotations. Each term does conjure up in their minds a picture of specific activities and behaviours which are guided by certain communication sequences and interaction rules. However, beyond this very general level there is unlikely to be sufficient agreement between different people to produce a useful classifications of methods.

Some writers see method as referring to a series of teacher-directed activities that result in learning. Since method is a process, it consists of

several steps. Many of the elements or steps used in a particular method may also be used in other methods. Hence the overlap between educational programme designs, structured programme designs and organisational development activities. Educational psychologists have also argued that methods are tutor-initiated, are based on an educational philosophy which states the values to be achieved and on a theory of how people learn. They are said to list a set of learning principles which have relevant applications in the classroom and indicate the behaviour that the teacher should maintain in order to make effective use of these principles. While a method consists of several steps or elements, it is the tutor who combines or synthesises the elements into an effective process. Wallen and Travers (1963) have written that research on teaching methods is the study of the consistencies in the behaviour of teachers and the effect of these consistencies on the learning process. Teacher behaviour which might be considered could include the amount of information provided by a teacher, the emphasis he places on assessment and so on. These writers use the terms 'teaching method' and 'pattern of teacher behaviour' interchangeably. Burgoyne and Stuart (1978), who investigated the relationship of learning theories to teaching methods, reported that:

the idea that one teaching method always embodied the same learning theory was wrong. We found, rather, that different learning theories illuminated different aspects of the same teaching methods, and that different applications of teaching methods 'implemented' assumptions from different learning theories, depending on the manner or style of application of the method by the person applying it.

To date the attempts to classify different teaching and learning methods have met with little success. Those offered by Wesley and Wronski (1965) and Joyce and Weil (1980) either tend to omit many of the entries described in this encyclopedia altogether or else place them into categories where experience and common sense suggest that they do not belong. Simplistic categorisation systems are likely to fail for at least two reasons. First, a method label carries no agreed indication of the interactions it is likely to describe and second, in order to produce any classification system one needs criteria with which to establish the categories. Numerous such criteria are possible. But after one's interest is stated, it is then impossible to apply a single-criteria classification system universally. Given these difficulties, one needs to ask what is the purpose of classifying these methods in the first place? At one level, the answer may be to indicate to the reader which methods are operationally similar