Full Length Research Paper

An empirical study into the impact of the executive development programme on individual level within a paramilitary organisation in South Africa

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The objective of this research study was to determine the impact that the Executive Development Programme (EDP) had on employees of a paramilitary organisation in South Africa, who had successfully completed the programme. A stratified sample was used from the Limpopo, Eastern Cape and Northern Cape provinces. A random sample was used for the Head Office Divisions. The participants were divided into groups, namely those who had successfully completed the EDP (n = 45) and a control group (n = 30). Questionnaires with a factorial approach and acceptable psychometric properties were used. The factors best defining executive capacity were extracted from the candidate questionnaire relating to organisation, intra- and interpersonal aspects. Similar factors were extracted from the supervisor and sub-ordinate questionnaires, with additional aspects namely management portfolios and functions. The results revealed that the EDP had a positive impact on individual level. Statistical and practical significant differences were also determined between groups, and recommendations were made accordingly.

Key words: Executive development programme, interpersonal leadership qualities, intrapersonal leadership qualities, management development, organisational leadership qualities.

INTRODUCTION

Organisations have been faced with significant changes over the past decade brought about by trends such as globalisation, information technology, downsizing into virtual organisations and re-engineering (Suutari and Viitala, 2008). As a result organisations are now structurally flatter, more flexible, and more efficient (Suutari and Viitala, 2008), and cannot be managed without sufficiently developed managers.

Management development, also known as executive development (McCovern, 2008), is "an organised effort to develop, increase, and improve managerial competencies, either in an individual manager or in a group of managers" (Lisiński and Szarucki, 2011:94).

Management development is thus regarded as the sum of training, education and learning practices that are intended to aid managers in realising their potential, either for personal or organisational benefit (Lisiński and Szarucki, 2011).

Management development in this specific paramilitary organisation was highlighted as a major concern since the new dispensation by the official responsible for traning and development in the organisation (further referred to in this article as the client). Prior to 1994 there were a number of courses that were presented to top management, but these courses were mainly focused on understanding administrative processes and compliance.

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Top level management programmes, according to Suutari and Viitala (2008), should ideally be of a strategic nature. An Executive Development Programme (EDP) was hence developed and presented to 165 and 96 senior managers in 2006 and 2007 respectively. The aim of the programme was to ensure that all senior managers have a foundational understanding of the organisation, and the programme focused on three developmental areas, namely qualities of leadership, management portfolios and foundational/generic knowledge and skills (African Institute for Mentoring, 2005a, b).

Although the programme was successfully implemented, the impact on members who have completed the programme was never evaluated. Therefore, the purpose of this study is to determine the impact of an EDP on employees of a paramilitary organisation in South Africa, whom had successfully completed the programme. The results of the investigation will allow the researchers to determine how the EDP has impacted members on an individual level from a 360° perspective (which include the candidate, their supervisors and sub-ordinates).

THEORETICAL OVERVIEW

Executive development

Executive development, also known as management development (McCovern, 2008:15), involves a set of processes used by the organisation to build leadership talent (Rogers, 2003:29). Effective programmes are likely to ensure that executives acquire the necessary managerial skills, knowledge, insight and attitude (Kumar and Sharma, 2001:306); and become socialised to the vision, mission and values of the organisation (Novicevic et al., 2009:155). In other words, executive development is a process of learning and growth that managerial personnel undergo to develop themselves in their present positions and to prepare them for greater responsibility in the future (Deb, 2006:242; Murugan, 2004:261). Executive development is an on-goingprocess, because managers are expected to grow from strength to strength (Jonathan, 2012).

According to Sharma (n.d.: 5) the purpose of an executive development programme (EDP) is to develop the knowledge, skills and attitudes of executives; which in turn will make them more productive and also increase their potential for promotion A second goal of executive development is to socialise the vision, values and mission of the organisation (Rogers, 2003:39). Lastly, EDP's are used to promote change in organisations. Deb (2006:242) and Murugan (2004:262) furthermore identified the following objectives: (1) to improve knowledge of managers; (2) to improve performance of managers; (3) to keep managers updated; (4) to argue their decision-making capacity; (5) to provide opportunities to managers

to fulfil their career aspirations; (6) to create a vision making capability in the mangers; (7) to ensure long term survival and growth of the company; (8) to improve the organisation's climate and effectiveness; (9) to develop their leadership skills; and (10) to stimulate innovation, creativity and analytical ability.

In an organisation executive development is important for the following reasons (Deb, 2006:242; Sharma, n.d.:5): (1) managers are a major source of competitive advantage for the organisation and the economy, therefore executive development programmes are required to develop professional managers; (2) rapid changes in the workplace require managers to be change agents; (3) due to a shift from industrial relations to individual relations, managers' responsibilities are becoming pervasive and complex; (4) due to changes in education opportunities, the career aspirations of managers are becoming more demanding; and (5) executive development is required to broader the outlook of managers.

In summary, executive development is crucial to the development of successful managers, as it will provide them with the necessary skills and knowledge to become leaders in their respective fields (Murugan, 2004:262).

Managerial skills

As mentioned in the previous section, executive development programmes are designed to improve managerial skills, which include for example technical, human and conceptual skills (Lisiński and Szarucki, 2011). Managerial skills identified in the empirical study are (1) organisational (conceptual), (2) interpersonal (human relations), and (3) intrapersonal skills. These skills will be briefly discussed.

Organisational leadership skills or conceptual skills are the manager's ability to create a vision or strategic plan for the organisation (Northouse, 2010:42), and to see the organisation as a whole (Gitman and McDaniel, 2008:169). The manager should thus be able to use his/her thinking, information processing and planning abilities (Daft, 2008:11) to determine where the organisation fits into the environment, to evaluate situations and determine alternative courses of action (Gitman and McDaniel, 2008:169). Managers should be able to "see the big picture" (Griffin and Moorhead, 2012:11). Good conceptual skills are required by top level management where strategic planning takes place (Gitman and McDaniel, 2008:169). Organisational leadership skills furthermore include planning (budgets and staff forecasting), time management (defining productivity goals), resource utilisation (delegation), process management (create processes and systems) and employee evaluation (annual employee review) skills (Brandenberg, 2012).

Secondly, according to Rothstein and Burke (2010:165),

effective managersrequire people skills. Interpersonal skills, or emotional intelligence, are one's ability to understand one's strengths and weaknesses, maintain self-control, convey empathy to others, assess the compilation of a group and motivate others (Gitman and McDaniel, 2008:169; Sturman et al., 2011:29). Interpersonal skills further require managers to (1) communicate the vision and strategy of the organisation, (2) coach and mentor his/her employees, (3) manage conflict, (4) manage relationships, and (5) enhance team member and leadership skills (Daughtry and Casselman, 2009:136). Communication skills are an imperative component of interpersonal skills, because it forms the foundation for sending and receiving messages (DuBrin, 2006:17). According to Levin (2010:103), communication skills are the manager's ability to (1) identify individual differences, (2) pay attention to the tone and texture of the message and (3) identify communication stoppers.

Mid-level managers use interpersonal skills more than technical or conceptual skills (Parks et al., 2007:345); therefore managers need to develop this soft skill. Methods such as lecturers, role playing, case discussions, video's, experiential and group exercises are used to develop interpersonal skills (Rothstein and Burke, 2010:165). In summary, managers use interpersonal skills to accomplish goals through human resources (people) and managers who do not poses any interpersonal skills ends up using the authorisation leadership style; which alienate employees (Gitman and McDaniel, 2008:169).

Lastly, successful managers require intrapersonal skills. Intrapersonal skills concern the "ability to understand personal emotions in order to develop self-discipline and self-control" (Moneyhon, 2009:131). It leads to self-control and self-emotion, which are important factors that bring success to the workplace. According to McPhail (2007:189) and Hogan (2007:143) intrapersonal skills form the foundation on which careers are developed, because managers with intrapersonal skills have integrity. Integrity is the extent to which managers do what they say they will do (Williams, 2011:538). Managers who act with integrity gain a reputation for being accountable, dependable and reliable (McPhail, 2007:189). Intrapersonal skills include for example being competent, confident, self-motivated, honest, flexible and courageous (Agard, 2010; Wong, 2012:140).

In conclusion, the purpose of management development is to promote managerial skills (Rahimi and Vahedi, 2011:929). In other words, by increasing the manager's knowledge, by applying the appropriate methods and techniques, will lead to the development of managerial abilities (skills); which will allow the manager to perform his/her management roles better (Rahimi and Vahedi, 2011:930). Supic et al. (2010:84) found that after attending the programme, managers' skills improved, and in particular the following skills: (1) organising daily activities (organisational leadership qualities), (2) motivating employees (interpersonal leadership qualities), (3) supervision (interpersonal leadership qualities), (4) group decision-making (interpersonal leadership qualities), and (5) situation analysis (intrapersonal leadership qualities).

RESEARCH METHODOLOGY

Research design

A quantitative, cross-sectional design was used to research this study. This design allows for the description of the population at a specific point in time (Nicholas, 2008:25), and can thus determine the impact of the EDP on the participants of the study. This design is also suited to the development and validation of questionnaires (Nicholas, 2008:25).

Population and sampling

The population ($N = 75$) consisted of senior managers who have successfully completed the EDP. A stratified sample was selected from the provinces of Limpopo, Northern Cape and Eastern Cape. A random sample of EDP subjects from Head Office Divisions was also included in this study (from now on referred to as EDP candidates).

In order to measure the results against that of a control group, that is senior managers who have not yet completed the EDP, were randomly selected from the mentioned provinces, as well as Head Office (from now on referred to as the *control group*). Only fully completed data sets were used.

The EDP candidates were divided into categories in terms of their tenure in the organisation, the period in the current rank, period in the current position, rank, province, as well as their previous exposure to management training interventions. They also had to indicate whether they had nominated themselves, or had been nominated by someone else. These categories were the same for the control group, except the question relating to the manner of nomination.

Measuring instrument

In order to determine the impact of the EDP, two separate sets of questionnaires were developed. One was to assess the impact of the EDP on the senior managers who had completed the EDP successfully, and the other for the control group, that is senior managers who have not yet attended/completed the EDP.

Table 1 gives a description of the target group for each set of questionnaires. The supervisor (Questionnaire 3 and 6) as well as the sub-ordinate questionnaire (Questionnaire 2 and 5) were shortened versions of the questionnaires 1 and 4; which focused on the clustering of items into a dimension rating. All the questionnaires used a five point Likertscale, with 1=totally disagree to 5=totally agree.

The following documents were used to establish a common framework for all the measurement instruments, because the factorial approach was used: EDP: CLNA (African Institute for Mentoring, 2005a), EDP: Presentation (African Institute for Mentoring, 2005b), Performance Management Appraisal: Instrument for Management Echelon (South African Police Service 2002), Leadership Behavioural Inventory, Synergease: Bringing together HR solutions: Reference manual (Development Dimensions International, 1995), and Competence at work: Models for superior performance (Spencer and Spencer, 1993).

Table 1. Description of the measuring instruments.

Set	Questionnaire	Target group	Number of items
EDP completed	1	Senior Managers who have successfully completed the EDP	123
	2	The sub-ordinates of Senior Managers who have completed the EDP successfully	37
	3	The supervisors of Senior Managers who have completed the EDP successfully	40
Control group	4	Senior Managers who have not yet attended / completed the EDP	115
	5	The sub-ordinates of Senior Managers who have not yet attended / completed the EDP	37
	6	The supervisors of Senior Managers who have not yet attended / completed the EDP success fully	37

The second measuring instrument used in this study was the performance assessment instrument used by the organisation, to assess the performance of senior managers. The Career Management Division provided the assessment scores for all senior managers who participated in this study. The following competencies, as used in the performance assessment of senior managers in the organisation were assessed: (1) knowledge and skills, (2) assessment of performance outputs, (3) utilisation of management process to deliver core performance areas, (4) people management, and (5) financial, physical and resource management. A five point scale was used, and the average of the final scores was used, with 1=poor and 5=exceptional.

Data processing and analysis

Statistical analysis was conducted using the statistical programme *Statistica* (version 8). Principal factor extraction, with Varimax rotation, was performed on the 115 items of the candidate questionnaire (Questionnaires 1 and 4), excluding the questions of the modules, personal development plan and group assignment. The same technique was applied to the supervisor and sub-ordinate questionnaires. Factor rotation was applied to adjust the factor axes to achieve a simpler and pragmatically more meaningful factor solution.

Principle component extraction was used prior to principal factor extraction to estimate the number of factors, and factorability of the correlation matrixes. Factor loadings of 0.70 and 0.50 were used as criteria for inclusion in the factor structure, for the questionnaires with a relatively large item pool (Questionnaires 1 and 4) and a relatively small item pool (Questionnaires 2 and 5), respectively. Factor loading is an indication of the correlation between the original variables and the factors, and is the key to understanding the nature of a particular factor. Descriptive statistics that is means, standard deviations, skewness and kurtosis, were also used to analyse the data.

Cronbach alpha coefficients and inter-item correlations were used to assess the internal consistency of the measuring instrument (Melnyk and Morrison-Beedy, 2012:318). Coefficient alpha conveys important information regarding the proportion of variance contained in a scale.

One-way analysis of variance (ANOVA) was used to determine differences between the sub-groups in the sample. Tukey's Honestly Significant Different tests were applied to indicate which groups differed significantly when ANOVA's were done (Salkind, 2010:897).

A cut-off point of 0.50 was set for the practical significance of differences between means (Tabachnick and Fidell, 2007). Pearson product-moment correlation coefficients were used to specify the relationships between the variables (Stangor, 2011:359). A cut-off point of 0.30 was set for the practical significance of correlation coefficients (Tabachnick and Fidell, 2007).

EMPIRICAL RESULTS

Principle factor extraction and Varimax rotation were conducted on the questionnaires administered on the candidates, sub-ordinates and supervisors respectively. For both questionnaires the results indicate that three factors were extracted, but with the candidate questionnaire the factors account for 79.09% if the total variance in the data, and the sub-ordinate and supervisor questionnaires for 21.98%. The factors were internally consistent and defined the variables well.

A cut-off score of 0.50 was used for the sub-ordinate and supervisor questionnaire, because of the relatively few items in the questionnaire (37 in total).

The psychometric properties, as well as the distribution of results of the candidate questionnaire are reported in Table 2.

Table 2 indicates that the alpha coefficients of the three extracted factors of the candidate questionnaire are highly acceptable compared to the guideline of .70. The values can be considered high and thus explain a large proportion of the variance in the different scales. The skewness and kurtosis for the factors do not exceed the critical values of 2.00 and 7.00, respectively (Ryu, 2008:45). The negative values ranging between -1.27 and -1.94 are an indication that the distribution has relatively few small values and tails off to the left (Leedy and Ormrod, 2005:255-256). This negative skewness contributes to the relatively high mean scores on the candidate questionnaire.

The psychometric properties, as well as the distribution of results of the sub-ordinate questionnaire are reported in Table 3.

Table 3 indicates that the alpha coefficients of the three

Table 2. Descriptive statistics, inter-item correlation coefficients and Cronbach's Alpha coefficients of the candidate questionnaire.

Item	Mean	SD	Skewness	Kurtosis	r - Mean	α
Can_F1	3.97	.89	-1.78	3.21	.73	.98
Can_F2	4.04	.74	-1.94	5.63	.62	.94
Can_F3	3.91	.93	-1.27	1.35	.78	.94

Where: Can_F1: Leadership Qualities – Organisational;
Can_F2: Leadership Qualities – Intrapersonal;   Can_F3:
Leadership Qualities – Interpersonal.

Table 3. Descriptive statistics, inter-item correlation coefficients and Cronbach's Alpha coefficients of the sub-ordinate questionnaire.

Item	Mean	SD	Skewness	Kurtosis	r - Mean	α
Sub_F1	4.14	.42	-1.33	2.41	.57	.95
Sub_F2	4.10	.44	-.27	-.86	.57	.92
Sub_F3	4.14	.50	-.94	.27	.49	.89

Where: Sup_F1: Leadership Qualities – Organisational;
Sup_F2: Leadership Qualities – Management Portfolio and
Managerial Functions; Sup_F3: Leadership Qualities – Intra -
/Interpersonal

Table 4. Comparative analysis by means of descriptive statistics and Tukey's honestly significant different tests of candidate factor scores, between EDP candidate (n=45) and control group (n=30).

	Can_F1				Can_F2				Can_F3			
	Mean	SD	Skewness	Kurtosis	Mean	SD	Skewness	Kurtosis	Mean	SD	Skewness	Kurtosis
EDP Candidates	3.78*	1.04	-1.39	1.12	3.92**	.89	-1.65	3.25	3.63*	1.05	-.91	-.01
Control Group	4.28*	.45	-.01	-.56	4.21**	.40	.40	-.36	4.32*	.51	-.24	-.47
Difference	-0.5				-0.29				-0.69			

* Statistically significant – $p<.05$; **Practically significant (medium effect, d larger than or equal to .50). Where: Can_F1: Leadership Qualities – Organisational; Can_F2: Leadership Qualities – Intrapersonal; Can_F3 : Leadership Qualities – Interpersonal.

extracted factors of the supervisor questionnaire are highly acceptable compared to the guideline of .70. The values can be considered high and thus explain a large proportion of the variance in the different scales. The skewness exceeds the critical value of 2.00 (Ryu, 2008:45) which is an indication of a consistent high rating on all of the factors by the supervisors. The negative values ranging between -2.49 and -2.54 are an indication that the distribution has relatively few small values and tails off to the left (Leedy and Ormrod, 2005:255-256). This negative skewness contributes to the relatively high mean scores on the supervisor questionnaire. The ratings are not normally distributed. The kurtosis for the factors, however, does not exceed the critical values of 7.00 (Ryu, 2008:45).

A comparative analysis in terms of candidate factors between the EDP candidate and control group is reported in Table 4.

The results of the analysis indicate that the control group measure higher on all three factors when compared to the EDP candidates. The differences in terms of (1) Can_F1: Leadership Qualities – Organisational, and (2) Can_F3: Leadership Qualities – Interpersonal are statistically significant, while the difference between the two groups on Can_F2: Leadership Qualities – Intrapersonal, is practically significant, medium effect. The skewness as well as kurtosis values do not exceed the critical values of 2.00 and 7.00, respectively (Ryu, 2008: 45).

The distribution of the performance assessment scores of both the EDP candidate and control group is reported in Table 5.

The skewness and kurtosis for the factors reported in Table 5 show different values for the two groups. The control group do not exceed the critical values of 2.00 and 7.00, respectively (Ruy, 2008: 45). The EDP

Table 5. Comparative analysis by means of descriptive statistics of the average performance assessment scores, between EDP candidate (n=45) and control group (n=30).

Item	Mean	SD	Skewness	Kurtosis
EDP Candidates	143.89	18.57	-3.15	15.88
Control Group	143.16	12.52	.42	.07
All Groups	143.60	16.33	-2.61	15.03

No statistical ($p \leq 0.05$) or practical significant differences (small or medium effect, $d \geq$ 0.30 or $d \geq 0.50$ respectively) were reported.

Table 6. Correlation between EDP candidate, supervisor sub-ordinate factors and performance assessment.

Variable	Avg_PA	Can_F1	Can_F2	Can_F3	Sub_F1	Sub_F2	Sub_F3	Sup_F1	Sup_F2	Sup_F3
Avg_PA	1.00 p=___	-.06 p=.82	-.07 p=.78	.10 p=.71	.70 p=.00	.48 p=.050	.50 p=.041	-.13 p=.61	.18 p=.48	.15 p=.56
Can_F1	-.16 p=.82	1.00 p=___	.17 p=.52	.30 p=.25	.26 p=.31	.08 p=.77	.29 p=.27	.23 p=.37	.38 p=.13	.27 p=.29
Can_F2	-.07 p=.78	.17 p=.52	1.00 p=___	.25 p=.33	-.14 p=.59	-.38 p=.14	-.30 p=.24	.29 p=.26	.45 p=.07	-.04 p=.88
Can_F3	.10 p=.71	.30 p=.25	.25 p=.33	1.00 p=.___	-.18 p=.49	-.32 p=.20	-.44 p=.07	-.25 p=.33	.30 p=.24	.16 p=.54
Sub_F1	.70 p=.00	.26 p=.31	-.14 p=.59	-.18 p=.49	1.00 p=.___	.73 p=.00	.89 p=.00	-.03 p=.90	.13 p=.61	.00 p=.99
Sub_F2	.48 p=.05	.08 p=.77	-.38 p=.14	-.32 p=.20	.73 p=.00	1.00 p=___	.80 p=.00	-.40 p=.11	-.35 p=.16	-.30 p=.24
Sub_F3	.50 p=.04	.29 p=.27	-.30 p=.24	-.44 p=.07	.89 p=.00	.80 p=.00	1.00 p=___	-.15 p=.57	.01 p=.96	.05 p=.85
Sup_F1	-.13 p=.61	.23 p=.37	.29 p=.26	.25 p=.33	-.03 p=.90	-.40 p=.11	-.15 p=.57	1.00 p=___	.56 p=.02	.49 p=.05
Sup_F2	.18 p=.48	.38 p=.13	.45 p=.07	.30 p=.24	.13 p=.61	-.15 p=.16	.01 p=.96	.56 p=.02	1.00 p=___	.66 p=.00
Sup_F3	.15 P=.56	.27 p=.29	-.04 p=.88	.16 p=.54	.00 p=.99	-.30 p=.24	.05 p=.85	.49 p=.05	.66 p=.00	1.00 p=___

candidate group, as well as the data for the two groups combined, exceeds these critical values. The negative skewness for the EDP candidate group and the combined group are -3.15 and -2.61, respectively, with kurtosis values of 15.88 and 15.03, respectively. The high negative skewness values are an indication that the distribution has relatively few small values and tails of to the left. The high positive kurtosis values indicate peaked distribution when compared to a normal distribution (Mun, 2010: 486). This negative skewness and high kurtosis value is evident in the high mean scores of the performance assessment scores, which is normally distributed.

Table 6 shows the relationship between EDP

Table 7. Descriptive statistics in terms of the implementation of the group assignment recommendations and the utilisation of the Personal Development Plan.

Item	Mean	SD	Skewness	Kurtosis
My group assignment's recommendations have been implemented	3.07	1.71	-.65	-1.03
I am still managing my life according to my Personal Development Plan	3.40	1.64	-1.06	-.07

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candidate, supervisor, sub-ordinate factors and the performance assessment scores, by means of Pearson product moment correlation coefficients (PMCC), reported in the form of a correlation matrix.

Inspections of Table 6 show a number of inter-correlations amongst the variables. The following criteria were applied: (1) statistically significant correlation, $p \leq .05$; (2) practical significant correlation (medium effect), $r \geq .30$; (3) practical significant correlation (large effect), $r \geq .50$. The variables, which have a statistically significant correlation with the average performance assessment score, are the perceptions of the sub-ordinates of the EDP candidates on all three factors, that is *Leadership Qualities – Organisational* (.70), *Management Qualities – Management Portfolio and Managerial Functions* (.48) and *Leadership Qualities – Intra-/Interpersonal* (.4995).

In other words, there is a significant, positive correlation between the overall perception the sub-ordinates have regarding their senior manager and the manager's performance.

The factors within the factor structure of the sub-ordinate questionnaire have a statistically significant relationship ($p \leq .05$) with each other. The inter correlations range from .73 to .89, which is an indication that the overall construct which is executive capability, is well defined by the three factor structure. This is also the case with the three factors included in the supervisor factor structure. The inter correlations range from .49 to .66.

The perception of the EDP candidates, in terms of the contribution the EDP had on their executive capability, as measured by the three factor structure, reported the following practical correlations ($r \geq .30$, medium effect) with the sub-ordinate variables: (1) a negative correlation was reported between the EDP candidate's perception that the EDP contributed to improved leadership qualities, and the sub-ordinates perception of the EDP candidate's management (-.38) and leadership qualities (-.30); (2) a negative correlation was also reported between the EDP candidate's perception that the EDP contributed to improved leadership qualities and the sub-ordinates' perception of the EDP candidate's management (-.32) and leadership qualities (-.44).

This is in contrast with the view of the supervisors with regards to the EDP candidate. A positive, practically significant correlation ($r \geq .30$, medium effect) was reported between the supervisors' assessment of the EDP candidate's management qualities and the candidate's perception in terms of the contribution the

EDP made in the following areas: leadership qualities – organizational (.38), interpersonal (.30) and intrapersonal (.45).

The research further indicates that the EDP candidates are able to apply the knowledge gained from the individual six modules of the EDP. The results revealed a high mean score on all six modules, with team excellence (3.86), quality management (3.79), service strategy (3.70) and personal excellence (3.65) measuring the highest. Modules three and four (the management excellence modules) measured lower than the rest, but are also above average with 3.60 and 3.37 respectively. The negative skewness values ranges from -1.31 to -1.80 (less than 2.00), with the kurtosis values from .32 to 2.10 (less than 7.00).

Table 7 is a representation of the responses on the questions related to the implementation of the group assignment recommendations and the utilisation of the Personal Development Plan, by the EDP candidates.

Inspection of Table 7 shows relative average mean scores on both the questions. The skewness, as well as the kurtosis values, does not exceed the values of 2.00 and 7.00. The different ways in which the EDP candidate was nominated to attend the EDP is the only variable from the demographic/biographic information which reported consistent statistical significant differences ($p \leq .05$) on all three the candidate factors. This information is reported in Table 8.

From Table 8 one could conclude that a statistical difference exist between EDP candidates nominated by other and nominated by themselves on two candidate factors. The group nominated by others indicated that the EDP empowered/assisted them more in terms of leadership qualities – organisational (Can_F_1) and leadership qualities – interpersonal (Can_F_3), than the group who nominated themselves.

Conclusions

The purpose of this study was to determine the impact of an EDP on employees (who have successfully completed the programme) from a paramilitary organisation in South Africa. The researchers employed a 360° approach, which included the candidate, their supervisor and sub-ordinates, to determine the impact of the programme on individual level.

The empirical study yielded a factor model in terms of executive capability and a set of three factors have been

Table 8. Comparative analysis by means, the Tukey's Honestly Significant Different testof candidate factor scores between EDP attendees, nominated in different ways.

	Can_F_1		Can_F_2		Can_F_3	
	Mean	**SD**	**Mean**	**SD**	**Mean**	**SD**
Nominated by others ($n = 28$)	4.01*	.69	3.88	.93	3.74*	1.07
Self-nomination ($n = 17$)	3.56*	1.12	3.90	.92	3.23*	1.04
Difference	.45		-.02		.51	

*Statistically significant – $p<.05$
Where: Can_F_1: Leadership Qualities – Organisational; Can_F_2: Leadership Qualities – Intra-personal; Can_F_3: Leadership Qualities – Interpersonal

extracted from the EDP candidate pool. This is an indication that the EDP had an impact on the candidate's executive capability. This was also confirmed by Silvestri (2013) who found that executive development has great potential to build executive capabilities, however to achieve this, development must be planned. The three factors that have been identified are *Leadership qualities: organisational, interpersonal and intrapersonal.*

Leadership qualities: Organisational emphasises managerial behaviour in the organisation and has been defined as the ability to give direction, aligning resources and taking decisions to reach goals. *Leadership qualities: Intrapersonal* are defined as the insight into the behaviour of the self and the ability to adapt to a changing and dynamic environment. Decisions will be taken by acknowledging personal emotions, but with limited contamination of the cognitive processes by these emotions. In a study conducted by Viitala (2005) the researcher found that executive development programmes promote intrapersonal skills, but the participants indicated that they do not require such skills to be successful managers. The participants however indicated that more technical and organisational skills are required. One could thus conclude that executive development programmes develop organisational and intrapersonal skills. *Leadership qualities: Interpersonal* are defined as the maintenance of relationships with others, despite personal differences. Gibson and Mason (2007) found that executive development programmes that include role playing and coaching initiatives develop interpersonal skills.

In summary, the perception of the EDP candidates on all three factors was positive; therefore one could conclude that the EDP assisted them on individual level. A few studies revealed that EDP had a positive impact on the individual, for example in a study conducted by Ardts et al. (2010) the researchers found that EDP had a positive relationship with job satisfaction and extrinsic and organisational benefits of the development activities. Similarly, in a study conducted by Rahman and Rahman (2013) the researchers found that EDPs were an efficient method for updating knowledge, skills and attitudes, but due to a faulty training and development system, the programme failed. Finally, Suutari and Viitala (2008)

found that the employee's perceptions about EDPs are fairly positive, especially at management level. These findings indicate that employees perceive EDPs as positive. The findings of this study are thus consistent with previous studies and made a valuable contribution to the existing body of literature.

A second set of three factors have been extracted from the supervisor and sub-ordinate pool. This is an indication that the EDP had an impact on the candidate's executive capability. The three factors that have been identified are *leadership qualities: organisational, management qualities: management portfolio and functions* and *leadership qualities: intra- and interpersonal skills.*

Leadership qualities: organisational is defined as the ability to manage teams through the utilisation of team roles and competencies, team building processes and the management of performance management processes. It also includes the effective management of HR processes, including but not limited to talent management, career pathing and transformation. The second factor – *Management qualities: management portfolio and managerial functions* – is defined as the effective management of financial, supply chain and quality control processes on strategic level. The third factor – *Leadership qualities: intrapersonal and interpersonal qualities* –is defined as a high level of self-awareness as well as knowledge and insight into the emotions and behaviour of others. The understanding of interpersonal complexities and the extent to which the individual fits into the big picture, in terms of organisational strategies and processes, are often referred to as organisational awareness.

The ratings of the EDP candidates by their supervisors and sub-ordinates were above average, with the mean rating of the sub-ordinates slightly higher.

It is important to note that the higher rating the EDP candidate gave in terms of the impact of the EDP, the lower the rating of the subordinates on the factors. This could be attributed to the different terms of reference, in terms of new approaches, techniques, management philosophy, and so forth. The candidates might find it difficult to translate these new ways of doing things to their subordinates. In contrast, the supervisors rated the

EDP candidates' capabilities in terms of the effective management of finances, supply chain and projects at strategic level higher, where the EDP was considered to enhance the EDP candidate's capabilities on organisational, intrapersonal and interpersonal level. This might be explained by the fact that some of the supervisors might have been exposed to similar executive development interventions.

In conclusion, the study found that an EDP had an impact on the members who have completed the programme, in that the programme enhanced the organisational, intrapersonal and interpersonal skills of the candidate.

Recommendations

Based on the findings of the study, the following recommendations can be made:

- The foremost recommendation linked to the purpose of this study, is the continuation of an EDP for the senior management echelon in this specific paramilitary organisation, as the present EDP impacted positively on the attendees.
- Related to the above-mentioned recommendation, is the formulation of a management development strategy for the organisation. This will allow infiltration of sound management practices throughout the organisation.
- During the designing of a management development programme, it is recommended that the content of the programme be aligned to the factorial model, as determined in this study.
- The Personal Development Plan is an integral part of the EDP, and a system should be developed to ensure that the EDP attendees utilise this tool in the management of their lives.
- It is further recommended that performance management be included in all management training, even on the lower levels.
- When nominating senior managers to attend the EDP, or when self-nominations are received, it is recommended that the reason or motive be determined.
- The last recommendation is that further research be conducted in this field. It is recommended that these research findings be incorporated with the research findings in term of the institutionalisation of the EDP, and training methodology needed for effective executive development in the organisation. It is further recommended that a similar study be conducted on the total population of EDPafter full implementation.

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