DOCUMENT RESUME

ED 332 044

CE 058 091

AUTHOR	Coulson-Thomas, Colin J.
TITLE	Human Resource Development for International Operation.
INSTITUTION	Adaptation Ltd., London (England).
SPONS AGENCY	Surrey Univ. (England). Surrey European Management School.
REPORT NO	ISBN-0-9516900-1-9
PUB DATE	90
NOTE	52p.
AVAILABLE FROM	Adaptation Ltd., Rathgar House, 237 Baring Road, Grove Park, London SE12 0BE, England, United Kingdom (15.00 pounds).
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Administrator Education; Administrator Qualifications; *Business Administration Education; Corporate Education; *Employer Attitudes; Foreign Countries; Global Approach; Graduate Study; Higher Education; International Programs; *International Trade; *Labor Force Development; Leadership Training; *Management Development; Masters Degrees; Surveys
IDENTIFIERS	Europe; *United Kingdom

ABSTRACT

A 1990 questionnaire and interview survey identified requirements for programs and courses relating to human resource development for international operation. The survey was designed to seek the views of United Kingdom (UK) and European and international companies, professional associations, and accounting firms. Of 540 organizations, 91 returned usable surveys. Organizations reported that "creating a more flexible and responsive organization" was the key human resource issue. Non-UK organizations ranked "Europeanization" and "internationalization" significantly more highly. The most important quality sought in members of a senior management team was "strategic awareness." Organizations cited marketing, business policy, and corporate planning as the subject areas in which a European element should be most significant. Education and development at the executive program level for senior management and directors ranked highest in importance. The most relevant modes of study were "tailored company-specific programs" with a "project component" and "in-company delivery." Human resources and marketing were the two most important "core subjects" of a Master's in Business Administration (MBA) program. In two-thirds of the cases, the employer took the initiative regarding participation in MBA programs. European and/or international awareness and perspective were developed through experience rather than through formal training. (The instrument is appended.) (YLB)

Human Resource Development for

International Operation

A survey sponsored by

Surrey European Management School

Dr Colin J Coulson-Thomas
Chairman, Adaptation Limited

WITH

Preface by Professor Paul Gamble
Director, Surrey European Management School

&

Foreword by David Thompson
Chairman, Rank Xerox (UK) Limited

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Human Resource Development for International Operation

Human Resource Development for International Operation

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PREFACE

By

PROFESSOR PAUL R GAMBLE

Director, Surrey European Management School

The survey findings summarised in this report reveal that, compared with UK companies, non-UK European and International companies consider management education and development at all levels of formal qualification to be more important. Our survey also suggests that 'Europeanisation' and 'internationalisation' do not rank highly as human resource issues for UK companies. These issues appear to be ranked significantly more highly by non-UK European and international companies.

There has been a great deal of debate in the last couple of years about the personal status of managers in the UK. By international standards, Britain has an exceptionally low proportion of qualified managers. Only 24% of British managers are formally qualified, whereas the commitment of the top 100 German companies to the value of higher education is shown by the fact that 54% of their company directors hold doctorates.

One cannot distinguish between good and bad managers on the basis of qualifications alone. Indeed they may not even rescue the bad manager. However, there is considerable evidence to show that they offer a great deal to the more capable manager.

Education is a route to flexibility and performance. British companies in particular must do more to prepare their managers to benefit from the potential of Europe. This means the creation of appropriate initiatives to encourage managers to act in the interest of the organisation, rather than the individual, and to focus on the long term.

Industry must be willing to invest in its education and training to equip workers and managers for change, in order to enable them to utilise the new capabilities that are becoming available. For example, only technically aware managers can discern the importance of an information technology infrastructure. Surrey European Management School aims to make available a range of flexible, efficient and cost effective management development programmes. We commissioned Adaptation Limited to investigate industry's need very carefully and we have paid close attention to what industry had to say.

We look forward to a future in which Europe's industry and tne its universities will forge new partnerships. This is particularly important in the UK if Britain is to take its proper place in the Europe of today.

(i)

FOREWORD

By

DAVID THOMPSON

Chairman, Rank Xerox (UK) Ltd

An increasing number of organisations are facing international competition. The image of the World as a global village has found reality in global communications and the global market.

How are companies responding and how should they respond? In order to better understand the human resource requirements for successful international operation, Surrey European Management School (SEMS) has sponsored and commissioned an independent survey of current practice.

Rank Xerox is very much aware of the challenges and opportunities in the international market place. We have direct marketing operations in 30 countries, and are represented in another 50 countries.

We are aware also of the value of 'bench marking' - learning from each others experience - and for this reason we are happy to sponsor the reproduction of this Executive Summary of the major findings of the SEMS survey.

Professor Paul Gamble and his SEMS team are to be congratulated on their initiative in exploring the human resource aspect of internationalisation.

Introduction

This report summarises the findings of a questionnaire and interview survey carried out over the period May-July 1990, and sponsored by the Surrey European Management School.

The purpose of the exercise has been to better understand the requirements for programmes and courses relating to human resource development for international operation.

Those seeking information on Surrey European Management School's response to the survey findings are invited to contact:

Professor Paul Gamble,
Director,
Surrey European Management School,
University of Surrey,
Guildford,
Surrey GU2 5XH.

Summary of Key Findings

(i) Human Resource Issues

'Creating a more flexible and responsive organisation' is the key human resource issue, followed by 'quality and teamwork' and 'continuing updating'.

'Europeanisation : preparation for 1992' and 'Internationalisation: preparation for the globalisation of business' do not rank highly in relative importance as human resource issues for UK companies. These issues are ranked more highly in importance by UK professional firms and associations, and significantly more highly by non-UK European and international companies.

(ii) Senior Management Qualities

The most important quality sought in members of a senior management team is 'strategic awareness', followed by 'customer focus', 'individual responsibility' and 'communication skills'.

'Language ability', 'European awareness and perspective', 'international awareness and perspective', and 'transnational confidence and effectiveness' do not rank highly in relative importance as qualities sought in the senior management teams of UK organisations. These qualities were regarded as significantly more important by non UK European and international companies.

(iii) European Element in Subject Areas

Marketing, business policy and corporate planning are the subject areas in which it is thought a European element should be most significant.

(iv) Levels of Formal Qualification

Education and development at the executive programme level for senior management and directors ranks highest in importance.

Non-UK European and international companies, as compared with UK companies, consider education and development at all levels of formal qualification to be more important.

(v) Mode of Study

The most relevant 'modes of study' are thought to be 'tailored company specific programmes', with a 'project component' and 'in-company delivery'. 'Issue based', 'modular' and 'open' programmes are also thought to be relevant. A preference appears to be emerging for the integration of learning and working.

A 'period of study in another EC country', a 'study visit abroad' and 'block release' are not thought to be relevant. Non-UK European and international companies however, as compared with UK companies, put a higher importance upon them.

UK professional firms and associations put a greater importance than UK companies upon the 'portability of credits/qualifications within the UK', and the 'mutual recognition of qualifications' within the EC.

(vi) Locations for Learning

The most appropriate location for learning is thought to be at a 'place of work', followed by a 'country house or specialist executive centre'.

(vii) MBA Programme Subjects

Human resources and marketing are considered to be the two most important 'core subjects' of an MBA programme.

A wide range of possible MBA 'subjects' were referred to by questionnaire respondents. This may in part explain the preference for programmes and courses that are tailored to the requirements of individual companies.

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(viii) MBA Participation

In two thirds of cases the employing organisation, rather than the individual employee, generally takes the initiative regarding participation in MBA programmes.

(ix) Programme Time Commitment

Two thirds of the respondents feel that a senior manager could reasonably commit no more than forty days per annum to preparation for a post-graduate degree.

Over a half of the respondents feel that, in the case of a post-graduate degree programme designed to build European and/or international awareness and perspective, less than twenty days should be spent abroad.

(x) Programme Commencement Date

There is no general agreement concerning the point in the year at which a formal programme should commence. The most frequently cited month, September, was mentioned by under a quarter of respondents.

(xi) Internationalisation in Practice

In general European and/or international awareness and perspective, and capacity for transnational effectiveness, is developed in senior managers by means of secondments, exchanges, assignments, projects and other activities as part of a normal job, rather than through formal training and courses. Where people are sent on courses, these are more than twice as likely to be 'internal' courses of the employing organisation, rather than 'external' courses offered by an external third party.

The most commonly cited sources of advice concerning management development issues are internal human resource, personnel and training specialists, followed by external consultants and advisors.

The Survey

(i) Structure

To ensure independence and objectivity the survey was undertaken by Adaptation Ltd., a specialist consultancy and research network.

The survey questionnaire is shown as an Appendix, together with the total responses received for each of the quantitative questions. Included in these figures is the responses in a 'European' company questionnaire received after the 'cut-off' date and too late to be included in the tables in the body of this report.

Those surveyed are predominantly larger organisations, but questionnaires were also sent to a number of professional associations and a selection of leading accounting firms.

The survey was designed to seek the views of about 80 organisations. This number was thought appropriate in relation to the size of the total population of 'major professions' and of corporations with a turnover in excess of £1 billion. In the event a slightly higher number of responses was achieved as individuals returned from holidays and, after some delay, completed questionnaires and/or indicated their willingness to be interviewed.

The survey was carried out over the period May - July 1990.

(ii) Response Rates

The response rates are set out in Figure 1.

The relatively low response rate among 'government' organisations suggests that 'international operation' may not be regarded as a major issue, even for those departments which have significant international links.

The response rates also suggest that UK professional firms and associations and European and international companies may be more concerned than UK companies with 'internationalisation' as an issue.

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Figure 1 Questionnaire Response Rates			
Target Group	**Questionnaires**		**Response Rate %**
	(a) Sent out	**(b) Returned**	
UK Companies	380	56	15%
UK Professional Firms & Associations	90	21 + 1*	24.5%
European & International Companies	50	12 + 1†	26%
Government	20	2	10%
TOTAL	**540**	**91 + 2**	**17%**

* Received after 'cut-off' and not complete

† Received after 'cut-off' and included in totals in Appendix I only

(iii) Job Titles of Respondents

The letters covering the questionnaires which were distributed were addressed to the chairman and/or chief executive of the organisations concerned.

The job titles of corporate and professional respondents are shown in Figure 2. Whereas most of the chairmen and chief executives of companies have passed on the questionnaires to a person with more direct responsibility for human resource development for international operations, a half of the 'professional' responses are from the chief executive or Secretary of the organisation concerned. Over a quarter of the respondents from UK companies have 'training' or 'development' in their job titles.

(iv) Respondents' Organisations

The turnover of the respondents' organisations are summarised in Figure 3.

The turnover of 39, or over four out of ten, organisations represented by returned questionnaires exceeded £1B. Over seven out of ten of the companies returning questionnaires had a turnover in excess of £500 million. All but one of the participating organisations with a turnover of under £10 million were professional firms or associations. In total the survey covered organisations with a combined turnover of some £320 billion.

Figure 2				
Job titles of Questionnaire Respondents				
Job Title	**UK Companies**	**UK Professional Firms & Associations**	**European & International Companies**	**TOTAL**
Chairmen &CEO's	3	8 + 1	2	13 + 1
Directors/Partners	13	9	5 + 1	27 + 1
Company/Organisation Secretary	2	2	-	4
Managers	34	2	5	41
Not Specified	4	-	-	4
TOTAL	56	21 + 1	12	89 + 2
'Training' or 'development' in job title	16	1	1	-
'Other' job titles	40	20	11	-
TOTAL	56	21 + 1	12	89 + 2

+ 2 = Received after 'cut-off'

About a fifth of the organisations, and over a quarter of the companies, returning questionnaires had in excess of fifty thousand employees, and eight out of ten of the companies employed over ten thousand employees (*Figure 4*). Again organisations at the lower end of the scale were represented almost entirely by professional firms and associations. In total the main survey questionnaire covered over 2.7 million employees. Over one million people are individual members of the professional associations participating in the survey.

(v) Activities of Respondents

The activities of the main questionnaire respondents' organisations are shown in Figure 5.

The largest single category of corporate respondent is represented by 'manufacturing/production'. Over a third of UK company respondents, and over a half of the European and international respondents, gave 'manufacturing/ production' as the main activity of their organisations.
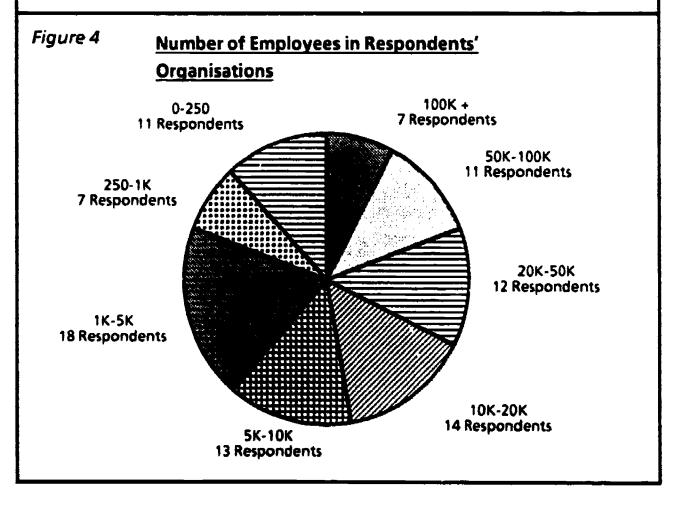
Figure 3

Turnover of Questionnaire Respondents' Organisations

£0-10m
11 Respondents

£10m-50m
7 Respondents

£50m-100m
3 Respondents

£1B +
39 Respondents

£100m-500m
20 Respondents

£500m-1B
13 Respondents

Figure 4

Number of Employees in Respondents' Organisations

0-250
11 Respondents

100K +
7 Respondents

50K-100K
11 Respondents

250-1K
7 Respondents

20K-50K
12 Respondents

1K-5K
18 Respondents

10K-20K
14 Respondents

5K-10K
13 Respondents

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Activity	UK Companies	European & International Companies	UK professional firms & associations	Govern-ment	TOTAL
Manufacturing/Production	20	7 + 1			27
Leisure					-
Utilities	1				1
Financial Services	6	1			7
Retail/Distribution	7				7
Public Administration & Government				1	1
Construction/Engineering	4	1			5
Educational body		1			1
Professional Scientific or Consultancy	4	1	21 + 1*		27
Transport/Communications	4			1	5
Other Services	3				3
Property Investment/Plant Hire	2				2
Commodity Trading/Mining	2				2
Consumer goods/services	1				1
Information/computing	1	1			2
Marketing Distribution	1				1

Figure 5 - **Main Activity of Questionnaire Respondents' Organisations.** (Please note: + 1 returned after 'cut-off', + 1* returned but not complete)

Human Resource Issues

(a) Questionnaire Issues

The responses to the question concerning human resource issues are summarised in Figure 6. This also includes the responses from one of the two questionnaires received after the cut off date and the two UK government organisations. Their responses are also included in the 'total tables' elsewhere in this report. The responses from the other questionnaire received after the 'cut-off' date is incorporated into the Appendix only.

The overall ranking of issues in terms of 'very important' replies is given in figure 7. The priority issue in terms of 'very important' replies is 'creating a more

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Human resource issues in order of 'very important' replies

Creating a more flexible & responsive organisation	77%
Quality & Teamwork	58%
Continuing updating & development of knowledge & skills	40%
Succession	32%
Building broader and more mobile managers	30%
Internationalisation: Preparation for the globalisation of business	28%
Changing the Corporate Culture	28%
Individual assessment replacing standard terms and conditions	27%
Remuneration	21%
Europeanisation: Preparation for 1992	17%
Preparation for appointment to the Board	15%
Alternative patterns of work, e.g., teleworking	1%

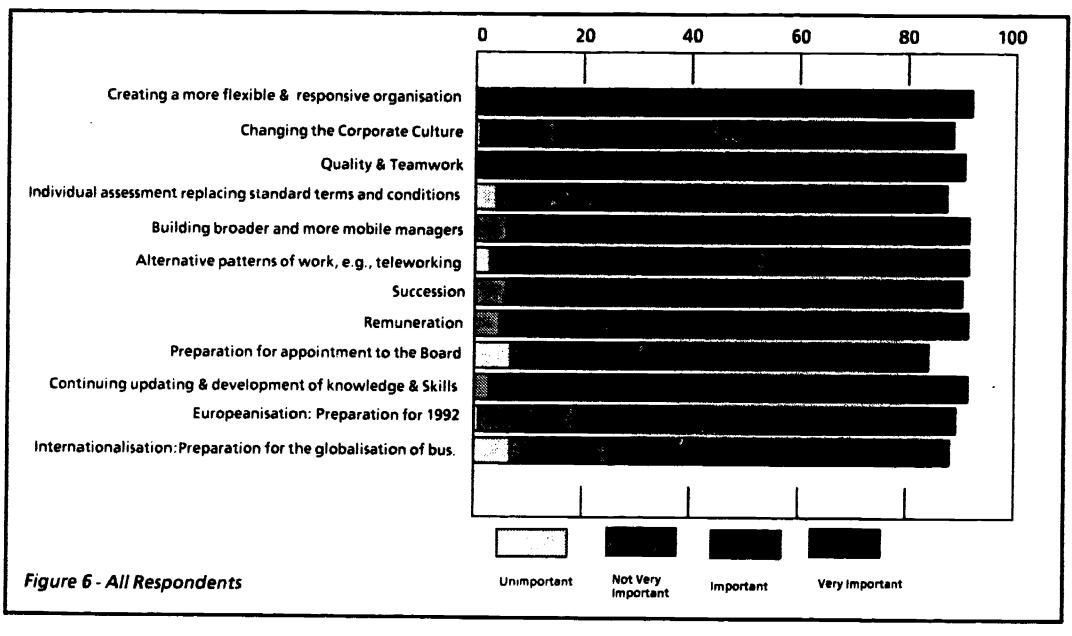*Figure 7 - All Respondents*

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flexible and responsive organisation', followed by 'quality and teamwork' and 'continuing updating and development of knowledge and skills'. Ten of the twelve European and international companies responding gave 'Creating a more flexible and responsive organisation' a 'very important' ranking. 'Making the organisation structure more flexible' was the top ranked (in terms of 'very important' replies) of 14 human resource 'challenges' in a 1989 survey of 100 organisations undertaken for the BIM report 'The Responsive Organisation'[1].

Figure 8 lists the responses if one adds together the 'very important' and 'important' replies.

HUMAN RESOURCE ISSUES

How important do you consider the following human resource issues to be?

Figure 6 - All Respondents

Human resource issues in order of importance when adding together 'very important and 'important' replies	
Creating a more flexible & responsive organisation	100%
Continuing updating & development of knowledge & skills	97%
Remuneration	95%
Building broader and more mobile managers	93%
Succession	92%
Quality & Teamwork	88%
Changing the Corporate Culture	80%
Europeanisation: Preparation for 1992	77%
Individual assessment replacing standard terms and conditions	72%
Internationalisation: Preparation for the globalisation of business	70%
Preparation for appointment to the Board	58%
Alternative patterns of work, e.g., teleworking	41%

Figure 8 - All Respondents

Discussions with respondents suggest that creating a more flexible and responsive organisation is perceived as providing a basis for tackling a whole range of challenges and opportunities. A number of the other human resource issues were weighted in importance according to the extent to which they would facilitate the creation of a more flexible and responsive organisation. 'Quality and Teamwork' which ranked second in terms of 'very important' replies is thought to facilitate flexibility. 'Continuing updating and development of knowledge and skills' is ranked third in terms of 'very important' replies, closely followed by 'succession'.

'Alternative patterns of work, e.g., teleworking' ranked last as a human resource issue. In the 1989 survey for the BIM report 'The Responsive Organisation' [1], 'alternative patterns of work and careers, e.g., telecommuting' also ranked last as a human resource 'challenge'.

'Europeanisation : preparation for 1992' and 'internationalisation : preparation for the globalisation of business' were ranked more highly by UK professional firms and associations as a human resource issue than was the case with UK companies.

Two thirds of European and international companies responding gave 'internationalisation : preparation for the globalisation of business' a 'very

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important' ranking. Overall, internationalisation to cope with the opportunities and challenges of the increasingly global nature of the marketplace and competition ranks ahead in importance of 'Europeanisation : preparation for 1992'.

(b) Other Human Resource Issues

Fewer than a half of the respondents took advantage of the opportunity to 'write in' other human resource issues of particular importance to their organisations. Those cited were highly individual, not one of the forty four issues being cited more than once. The issues are broadly categorised into groups in Figure 9. Only three respondents cited issues that could be categorised as 'international'.

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Other human resource issues of particular importance to respondents' organisations

Issues	No of Orgs.
Recruitment & retention	11
Career management & development	7
Selection & training	7
Assessment & performance	7
Business environment	6
Organisational & culture	5
International	3
Change related	3
Other	5

Figure 9 - All Respondents

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Senior Management Team Qualities

(a) Questionnaire Qualities

The responses to the question concerning the qualities sought in members of a senior management team are summarised in Figure 10. In Figure 11 these responses are presented in order of 'very important' replies. The most important quality sought is 'strategic awareness', followed by 'customer focus', 'individual responsibility' and 'communication skills'.

Senior Management Team Qualities
Ranked in order of 'very important' replies

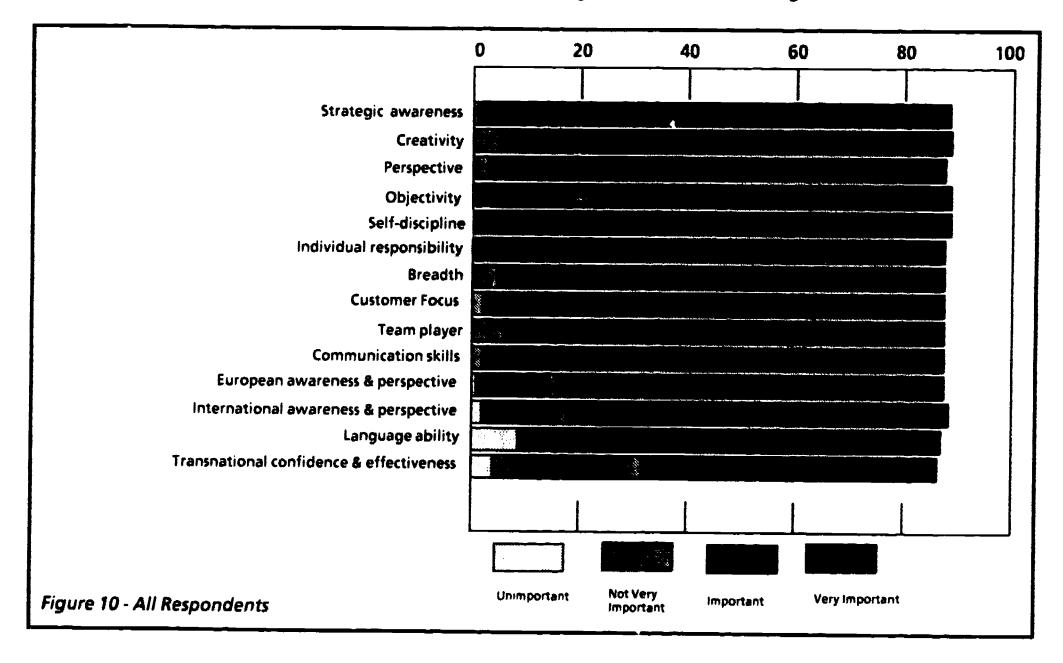|	
Strategic awareness	76%
Customer Focus	61%
Individual responsibility	59%
Communication skills	52%
Creativity	43%
Perspective	40%
Team player	35%
Objectivity	34%
Self-discipline	34%
International awareness & perspective	28%
Breadth	28%
Transnational confidence & effectiveness	21%
European awareness & perspective	18%
Language ability	7%

Figure 11 - All Respondents

The importance of 'strategic awareness' and 'customer focus' is supported by another and recent Adaptation survey which concerned company directors[2].

Some respondents made the point that the importance of qualities relating to international and European operation vary according to function and/or discipline. It emerged from discussions that these issues are perceived as most relevant to those people within the organisation concerned with international operations, whereas the other issues were considered as important for the organisation as a whole. Europeanisation is in many cases yet to be regarded as an issue for the total organisation.

SENIOR MANAGEMENT TEAM QUALITIES

What qualities do you seek in members of your organisation's senior management team?

Figure 10 - All Respondents

Overwhelmingly 'language ability' is the quality ranked least in importance. Only one person from a UK company ticked the 'very important' box, and then qualified this with 'in theory', putting another tick in the 'not very important' category qualified with an 'in practice' comment. About a half of the UK company respondents felt that 'language ability' is 'not very important' as a 'quality'.

'Individual responsibility' which ranked fourth as a quality sought by UK companies, ranked first in terms of 'very important' replies from UK professional firms and associations. This reflects the traditional importance placed by professionals upon individual professional autonomy and responsibility. It was closely followed by 'strategic awareness'.

European and international respondents gave 'International awareness and perspective' a significantly higher importance rating than was the case with respondents from UK companies. 'Language ability' was ranked significantly more highly by European and international companies. All but one respondent considered it to be either 'important' or 'very important'. 'Transnational confidence and effectiveness' was also ranked more highly by European and international companies than was the case with UK companies.

(b) Other Qualities

The abilities to lead, motivate and develop others, both individuals and teams emerge at the head of the 'other qualities' sought in members of a senior management team. Overall, personal qualities and attributes appear to rank ahead of technical expertise. Little importance is attached to 'qualifications', these being only mentioned by two respondents. (Figure 12). These findings are again consistent with other recent evidence concerning the qualities sought in company directors[2].

Other qualities sought in members of the senior management teams

Qualities	No of Orgs.
Leadership/motivational skills	16
Development of others/team building	10
Ability, intellect & 'other' personal qualities	9
Awareness & sensitivity	8
Financial understanding & awareness	7
Interpersonal skills	6
Flexibility	6
Communication/presentational skills	5
Ethics, values, trust	5
Strategy/planning	4
Technical expertise/qualifications	4

Figure 12 - All Respondents

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European Element in Different Subjects

The responses concerning the significance of a European element in various subject areas are summarised in Figure 13. The responses are ranked in order of 'very significant' replies in Figure 14. Marketing, business policy and corporate planning are the subject areas in which a European element is thought to be the most significant.

Significance of a European element in various subjects in order of 'very significant' replies

Marketing	54%
Business Policy	51%
Corporate Planning	45%
Human Resources	24%
Information Technology	13%
Finance & Accounting	11%
Operations Management	10%

Figure 14 - All Respondents

MANAGEMENT EDUCATION & DEVELOPMENT

How significant do you feel a European element should be in the following?

Figure 13 - All Respondents

Insignificant   Not Very Significant   Significant   Very Significant

Levels of Formal Qualifications

The responses concerning the importance of education and development at various levels of formal qualification are summarised in Figure 15. The greatest importance is attached to executive programmes for senior management and directors. More importance is placed upon certificate and diploma programmes for junior and middle managers respectively than upon masters degree programmes for senior management.

Once again the summary *(Figure 15)* includes the responses from two UK government organisations. Both considered education and development at all the levels of formal qualification to be either 'not very important' or unimportant' with one exception in that one of the respondents thought certificate level education and development to be 'important'.

The European and international respondents appear to attach greater importance to all forms of education and development than those from UK companies. The difference is noticeable in Diploma level programmes for middle management and at the masters degree level for senior management, as well as at the executive programme level.

MANAGEMENT EDUCATION & DEVELOPMENT

How important is education and development at the following levels of formal qualification for your organisation?

Figure 15 - All Respondents

Mode of Study

The relevance attached by the respondents to various modes of study is summarised in Figure 16. In Figure 17 the responses are ordered according to 'very relevant' responses, while in Figure 18 they are ranked in terms of relevance when the 'very relevant' and 'relevant' responses are added together.
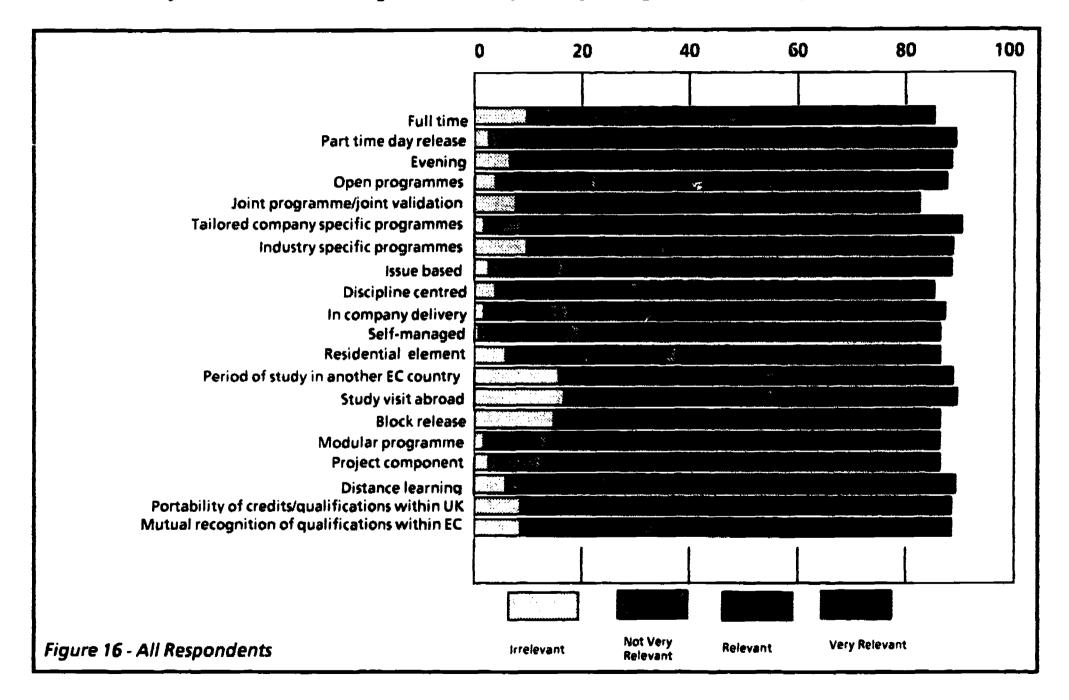
Relevance of various modes of study in order of 'very relevant' replies

Tailored company specific programmes	52%
Project component	36%
In company delivery	30%
Open programmes	24%
Modular programme	23%
Self-managed	21%
Issue based	21%
Part time day release	20%
Evening	19%
Distance learning	18%
Portability of credits/qualifications within UK	14%
Mutual recognition of qualifications within EC	14%
Joint programme/joint validation	13%
Residential element	13%
Period of study in another EC country	13%
Full time	13%
Study visit abroad	11%
Discipline centred	11%
Industry specific programmes	11%
Block release	3%

Figure 17 - All Respondents

The most relevant 'modes of study' are thought to be 'tailored company specific programmes', with a 'project component' and 'in company delivery'. 'Issue based', 'modular' and 'open' programmes are also thought to be relevant. A 'period of study in another EC country', a 'study visit abroad' and 'block release' are not thought to be very relevant.

Full time study is ranked last in order of relevance when the 'very relevant' and 'relevant' replies are combined *(Figure 18)*.

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MANAGEMENT EDUCATION & DEVELOPMENT
How relevant do you believe the following modes of study are to your organisation's management development needs?

Figure 16 - All Respondents

Legend: Irrelevant | Not Very Relevant | Relevant | Very Relevant

Categories shown:
Full time
Part time day release
Evening
Open programmes
Joint programme/joint validation
Tailored company specific programmes
Industry specific programmes
Issue based
Discipline centred
In company delivery
Self-managed
Residential element
Period of study in another EC country
Study visit abroad
Block release
Modular programme
Project component
Distance learning
Portability of credits/qualifications within UK
Mutual recognition of qualifications within EC

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Relevance of various modes of study in order of 'very relevant' & 'relevant' replies

Tailored company specific programmes	90%
Project component	81%
Modular programme	80%
Issue based	79%
In company delivery	77%
Self-managed	74%
Open programmes	71%
Distance learning	71%
Part time day release	69%
Evening	69%
Portability of credits/qualifications within UK	62%
Mutual recognition of qualifications within EC	60%
Discipline centred	60%
Industry specific programmes	58%
Joint programme/joint validation	56%
Residential element	54%
Block release	40%
Study visit abroad	37%
Period of study in another EC country	36%
Full time	13%

Figure 18 - All Respondents

Compared with UK companies, the replies from professional firms and associations give a significantly higher 'relevance rating' to the 'portability of credits/qualifications' within the UK, and the 'mutual recognition of qualifications' with the EC. The recognition of their professional qualifications is clearly a matter of some concern to professionals, over seven out of ten respondents believing 'mutual recognition, and over three quarters of respondents believing 'portability', to be either 'relevant' or 'very relevant'.

Compared with the replies from UK companies, the European and international respondents put a higher 'relevance rating' upon 'issue based' programmes and a 'period of study in another EC country'. Less relevance was attached to 'distance learning', 'block release', 'portability of credits/qualifications within UK' (perhaps not surprisingly) and 'mutual recognition of qualifications' within the EC, than was the case with respondents from UK companies.

Location of Learning

The most appropriate location for learning is thought to be at a 'place of work', followed by a 'country house or specialist executive centre' *(Figure 19)*.

The MBA Programme

(i) MBA Programme Subjects

'Human resources' subjects and topics were those mentioned most often in responses to the open ended questions in the questionnaire concerning whether there were particular subjects which the organisations of the respondents would like to see as both 'core' and 'optional' subjects in an MBA programme. It was followed by 'marketing/distribution' and 'strategy/planning'. The 'management/operations' categorisation of responses covers a wide range of topics.

The broad categorisation of responses in Figure 20 conceals the fact that over 70 different subjects and topics were mentioned by respondents, and in only three cases, namely 'marketing', 'human resources' and 'strategy' were the same words used to describe a subject area on three or more occasions. The wide range of subjects referred to suggests a diverse set of requirements and is consistent with the preference for courses tailored to the requirements of individual companies. The overall responses are supported by other recent surveys[1,2,3].

(ii) Participation in MBA Programmes

Ninety organisations responded to the open ended question of who takes the initiative in respect of participation in MBA programmes. In some cases more than one response was given according to circumstances. For over a third of the respondents the individual employee was generally responsible for taking the initiative, while in about a half of the organisations participating the individual employee generally, or sometimes, took the initiative *(Figure 21)*.

The 'organisation' was cited as generally taking the initiative as regards to participation in MBA programmes in the case of two thirds of the respondents. The personnel and human resources functions took the initiative in a quarter of cases, and the training or management development function in a sixth of cases.

MANAGEMENT EDUCATION & DEVELOPMENT

How appropriate do you feel the following locations would be for learning?

Figure 19 - All Respondents

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+-------------------------------------------------------------------+
|        Respondents preferences for MBA programme subjects         |
|                                                                   |
|                         No of Respondents                         |
|    Subjects              As Core Subjects    As Optional Subjects |
|                                                                   |
|    Human resources              13                   5            |
|    Management/operations        11                   3            |
|    Strategy/Planning             9                   3            |
|    Marketing/Distribution        8                   5            |
|    Financial Aspects             6                   1            |
|    International Aspects          5                   5            |
|    Quality/Service               4                   2            |
|    Manufacturing/Production       3                  3            |
|    Leadership                    3                   1            |
|    Business Environment          2                   2            |
|    Information Technology        2                   -            |
|    Learning                      1                   1            |
|    Others                        6                   2            |
|                                                                   |
|    Figure 20 - All Respondents                                    |
+-------------------------------------------------------------------+
```

Subjects	As Core Subjects	As Optional Subjects
Human resources	13	5
Management/operations	11	3
Strategy/Planning	9	3
Marketing/Distribution	8	5
Financial Aspects	6	1
International Aspects	5	5
Quality/Service	4	2
Manufacturing/Production	3	3
Leadership	3	1
Business Environment	2	2
Information Technology	2	-
Learning	1	1
Others	6	2

Respondents preferences for MBA programme subjects — No of Respondents

Figure 20 - All Respondents

The Initiative in respect of participation in MBA programmes

Functions	No of Organisations
Personnel/Human Resources	22
Training/Management Development	15
Operating Units	9
Other functions	7
Personnel & Line Manager Jointly	6
TOTAL: ORGANISATION	**59**

	No of Individuals
Generally individual	36
Sometimes individual	9
TOTAL: INDIVIDUAL EMPLOYEE	**45**

Figure 21 - All Respondents

The operating units or a line manager jointly with the personnel function took the initiative in a further sixth of the organisations covered by the responses.

(iii) MBA Programme Time Commitment

Seventy-eight respondents answered the open ended question concerning how much time they felt a senior manager could reasonably commit per annum to

preparation for a post-graduate degree. The most common response which accounted for a quarter of the responses was from 20-30 days. Two thirds of respondents felt that less than forty days per annum could be committed. The two respondents from UK professional associations citing 100 + days per annum thought MBA study should be on a full-time basis(Figure 22).

Time a senior manager could reasonably commit per annum to preparation for a post-graduate degree				
No of Days	No of Respondents			
	UK Companies	UK Prof Firms & Assns	European & Internat Companies	TOTAL
100 +	3	2	1	6
80>100	-	-	-	-
60>80	3	1	-	4
40>60	4	2	1	7
20>40	18	6	1	25
10>20	5	3	5	13
0>10	1	1	2	4
Varies	6	3	1	10
None/Not Relevant	7	2	-	9
	47	20	10	78

Figure 22 - All Respondents

Fewer than six out of ten of the respondents answered the question of how much time during a post-graduate degree programme, the main purpose of which is to build European and/or international awareness and perspective, should be spent abroad. The most common response was 10-20 days (Figure 23).

All those citing over a hundred days referred to periods of either four or six months within the framework of a full-time MBA programme. The 'not relevant' replies all mentioned a period of 'foreign' service, working and living abroad, as part of a typical career to be a preferred option.

(iv) Programme Commencement Date

A varied set of responses was obtained to the open-ended question concerning at which point in the year a formal MBA programme should commence (figure 24).

Time which should be spend abroad

No of Days	UK Companies	UK Prof Firms & Assns	European & Internat Companies	TOTAL
100 +	1	2	-	3
80>100	-	-	1	1
60>80	1	-	-	1
40>60	2	-	1	3
20>40	5	1	1	7
10>20	12	5	1	18
0>10	4	2	2	8
Varies	1	1	1	3
None/Not Relevant	5	1	2	8
	31	12	8	52

Figure 23 - All Respondents

Point in the year at which a formal MBA programme should commence

Month	No of Respondents
January	6
February	3
March	4
April	6
May	7
June	6
July	5
August	6
September	18
October	10
November	7
December	1

Figure 24 - All Respondents

Over a third of the respondents did not have a preference, while a number specified more than one month as a preferred starting point. The most frequently cited month, but mentioned by under a quarter of the seventy-six respondents answering this particular question, was September.

Internationalisation in Practice

(i) Building International Awareness and Perspective

Over four out of ten respondents developed a European and/or international awareness and perspective, and capacity for transnational effectiveness in senior managers by means of international work secondments, exchanges, transfers or assignments (Figure 25). Three out of ten cited work, or work related,

Means of developing a European and/or international awareness, perspective and capacity for transnational effectiveness	
Method	**No of Organisations**
International transfers/Assignments	23
Secondments/exchanges	17
International activities, conferences, contacts, meetings etc	15
International projects/task forces	12
TOTAL: Part of normal job	67
Internal courses	22
External courses	10
Other training and experience	8
TOTAL: Training	10
Note: Does nothing	5

Figure 25 - All Respondents

participation in international projects or task forces, or participation in international activities including conferences and meetings as a means of building international awareness. A similar number referred to the use of specific courses. Internal courses were cited more than twice as often as external courses.

(ii) Improving the Process of Internationalisation

A wide range of responses were received to the open ended question concerning how the process of internationalisation of senior management might be improved (Figure 26). Over a half of the respondents felt that some improvement could be made. The responses suggest that in the main what is being sought is incremental improvement to current practice. There is little if any evidence of any perception that there is a new or different 'external'

```
┌─────────────────────────────────────────────────────────────────┐
│         Improving the effectiveness of internationalisation       │
│                                                                   │
│  Method                                        No of Organisations│
│                                                                   │
│  More of current activities                         8             │
│  Improvements to training, courses etc              7             │
│  Greater formality & structure                      6             │
│  Targetting, focus on individual needs              6             │
│  Greater use of international secondments, exchanges,             │
│     taskforces, projects etc.                       6             │
│  Satisfied with current approach                    6             │
│  Greater focus/awareness on international dimension  6             │
│  More planning                                      3             │
│  Clearer objectives                                 3             │
│  Improved evaluation & feedback                     3             │
│  Self or action learning                            3             │
│  Allocation of greater resources, time etc          2             │
│  'Others'                                           4             │
│                                                                   │
│  Figure 26 - All Respondents                                      │
└─────────────────────────────────────────────────────────────────┘
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solution that might be employed to better equip managers for international operation.

(iii) Sources of Advice

So far as sources of advice on management development issues are concerned the most common, cited sources are internal human resource, personnel or training specialists, followed by external consultants and advisors (Figure 27). Some respondents mentioned more than one source of advice.

```
┌─────────────────────────────────────────────────────────────────┐
│      Sources of authoritative advice and information on management│
│                        development issues                         │
│                                                                   │
│  Source                                        No of Organisations│
│                                                                   │
│  Internal HR/personnel/training specialists         41            │
│  External consultants/advisers                      25            │
│  Business schools                                   16            │
│  Professional & national/international associations  8            │
│  Other educational institutions                      6            │
│  Various/others                                      5            │
│                                                                   │
│  Figure 27 - All Respondents                                      │
└─────────────────────────────────────────────────────────────────┘
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References

(1) Colin Coulson-Thomas & Richard Brown, 'The Responsive Organisation', British Institute of Management, 1989   •

(2) Colin Coulson-Thomas, 'Professional Development of and for the Board', Adaptation Ltd., survey report for Institute of Directors, February 1990

(3) Colin Coulson-Thomas & Richard Brown, 'Beyond Quality, managing the relationship with the customer', British Institute of Management, 1990

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Human Resource Development for International Operation

APPENDIX

Human Resource Development for International Operation

Questionnaire

Introduction

The purpose of this questionnaire is to understand human resource requirements for international operation so that these can be better met by management education and development programmes.

Please complete the questionnaire to the extent that you can. We are interested in your views.

Human Resource Issues and Qualities

How important do you consider the following human resource issues to be? (For each issue please tick one box):

Human Resource Issue	Very Important	Important	Not Very Important	Un-important	NA
Creating a more flexible & responsive organisation	71	22			
Changing the Corporate Culture	26	48	15	1	3
Quality & Teamwork	54	38			1
Individual assessment replacing standard terms and conditions	26	41	18	4	4
Building broader and more mobile managers	29	58	6		
Alternative patterns of work, e.g., teleworking	3	35	53	3	
Succession	29	57	6		1
Remuneration	19	69	5		
Preparation for appointment to the Board	14	39	26	7	7
Continuing updating & development of knowledge & Skills	37	53	3		
Europeanisation: Preparation for 1992	16	56	18	1	2
Internationalisation: Preparation for the globalisation of business	27	38	18	7	3

Are there other human resource issues which are particularly important from the point of view of your company?

. . . .

What qualities do you seek in members of your organisation's senior management team? (For each quality please tick one box):

Quality	Very Important	Important	Not Very Important	Unimportant	NA
Strategic awareness	70	19	1		2
Creativity	41	44	5		2
Perspective	37	49	3		3
Objectivity	31	52	7		2
Self-discipline	31	53	6		2
Individual responsibility	54	35			3
Breadth	26	58	5		3
Customer Focus	57	30	2		3
Team player	32	51	6		3
Communication skills	48	39	2		3
European awareness & perspective	17 1 (for some)	55	15 1 (for others)	1	3
International awareness & perspective	27 1 (for some)	44	16 1 (for others)	2	2
Language ability	5 1 (in theory) 1 (for some)	35	38 1 (in practice) 1 (for others)	9	3
Transnational confidence & effectiveness	20 1 (for some)	35	28 1 (for others)	4	4

Are there other qualities which are sought in members of your organisation's senior management team?:

. . . .

. . . .

. . . .

. . . .

. . . .

. . . .

. . . .

. . . .

Management Education & Development

How significant do you feel a European element should be in the following? (For each element please tick one box):

Subject	Very Significant	Significant	Not Very Significant	Insignificant	NA
Human Resources	23	49	17	1	2
Marketing	50	32	7		3
Finance & Accounting	10	39	38	3	2
Information Technology	12	39	37	2	2
Operations Management	9	47	29	4	3
Corporate Planning	41	41	6	3	1
Business Policy	47	36	7	1	1

How important is education and development at the following levels of formal qualification for your organisation? (For each level please tick one box) :

Qualification	Very Important	Important	Not Very Important	Un-important	NA
Certificate (Supervisory/Junior management)	13	42	32	3	2
Diploma (Middle management)	12	49	28	1	2
Masters Degree (Senior management)	8	39 1 (tomorrow)	38 1 (today)	5	1
Executive Programmes (Senior Management/Directors)	24	48	17	1	2
IOD Diploma in Company Direction (Directors)	6	16	43	18	9

How relevant do you believe the following modes of study are to your organisation's management development needs? (For each mode of study please tick one box):

Mode of Study	Very Relevant	Relevant	Not Very Relevant	Irrelevant	NA
Full time	13	25	39	10	5
Part time day release	18	46	24	3	1
Evening	17	47	19	7	2
Open programmes	22	44	19	4	3
Joint programme/joint validation	12	40	24	8	8
Tailored company specific programmes	48	35	7	2	
Industry specific programmes	11	43	26	10	2
Issue based	19	54	14	3	2
Discipline centred	10	46	27	4	5
In company delivery	28	43	16	2	3
Self-managed	20	48	19	1	4
Residential element	13	37	32	6	4
Period of study in another EC country	11	23	40	16	2
Study visit abroad	10	25	39	17	1
Block release	3	34	36	15	4
Modular programme	21	53	12	2	4
Project component	33	42	10	3	4
Distance learning	16	49	20	6	1
Portability of credits/qualifications within UK	13	43	25	9	2
Mutual recognition of qualifications within EC	14	42	25	9	2

Postgraduate Degree (MBA) Programmes

Are there particular subjects which your organisation would like to see included in an MBA programme?

As core subjects: ....
....
....
....

As optional subjects: ....
....
....
....

How appropriate do you feel the following locations would be for learning? (For each location please tick one box):

Location	Very Appropriate	Appropriate	Not Very Appropriate	In-appropriate	NA
At place of work	37	40	15		
University environment	7	48	33	4	
Country house or specialist executive centre	21	54	13	2	2
Convenient hotel	10	64	15	2	1
Particular geographical location	8	6	7	6	65

Who takes the initiative in respect of participation in MBA programmes?

Your Organisation (Please specify department/individual responsible):

. . . .

. . . .

The Individual Employee: . . . .

Other (please specify): . . . .

. . . .

How much time do you feel a senior manager could reasonably commit per annum to preparation for a post-graduate degree (e.g., MBA)? (Please specify whether days or weeks):

. . . .

. . . .

. . . .

If a main purpose of such a programme is to build a European and/or international awareness and perspective, how much of this time do you feel should be spent abroad? (Please specify whether days or weeks):

. . . .

. . . .

. . . .

At what point in the year would you prefer a formal programme to commence? (Please specify the month):

....

....

How does your organisation currently develop a European and/or international awareness, perspective and capacity for transnational effectiveness in its senior managers?

....

....

....

How might the effectiveness of this development be improved?

....

....

....

To whom does your organisation turn for authoritative advice and information on management development issues?

....

....

Any Other Comments

....

....

....

....

Job Title ....

Name of organisation ....

Size of organisation ....

Turnover (£) ....

Number of people employed ....
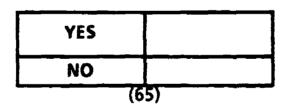
What is the main activity of your organisation? (please tick one box):

Activity	Please tick (64)
Manufacturing/Production	28
Leisure	-
Utilities	1
Financial Services	7
Retail/Distribution	7
Public Administration and Government	1
Construction/Engineering	5
Educational body	1
Professional Scientific or Consultancy	27
Transport/Communications	5
Other Services	3

Other (please specify)...............................G...............................
....

This survey is part of a wider project. Would you be willing to be contacted to discuss your views regarding the Europeanisation and/or internationalisation of your management team?:If YES please supply your name, address and telephone number:

YES	
NO	

(65)

Name ....

Address ....
....
....

Telephone Number ....

Thank you for taking the time to complete this questionnaire

<u>Please return to</u>:
Dr Colin Coulson-Thomas,
Adaptation Limited,
Rathgar House,
237 Baring Road,
Grove Park,
LONDON SE12 0BE.