Evaluating Leadership and Management Programmes

A Methodology for Evaluating Leadership and Management Programmes in Sub-Saharan Africa for CDC Group plc and The Africa List

CONTENTS

EXECUTIVE SUMMARY

In January 2019, the Behavioural Insights Team (BIT) partnered with CDC Group plc and their leadership development and networking programme, The Africa List (TAL) to:

A) Review existing evidence on the effectiveness of leadership and management training and networking programmes with a particular emphasis on Sub-Saharan Africa (SSA); and

B) Develop a methodology and a set of tools that leadership and management programmes like TAL can apply to measure their impact.

Leadership refers to setting organisational direction, aligning relevant actors and influencing others to move with the organisation's strategy.[1] Management refers to the effective running of day-to-day activities.[2]

For improving organisational performance, our rapid review of the literature finds:

- **Learning and development training** has mixed evidence of success. Programmes that work tend to offer personalised training and go beyond teaching standard business modules. Whilst studies exist from SSA, these are generally limited to entrepreneurs and small-to-medium businesses; and

- **Networking** has a small but growing evidence base that indicates intensive and carefully structured programmes can lead to success. However, studies are limited to entrepreneurial or small-to-medium businesses and more work is required to understand their impact in SSA.

Table 1 provides a summary of the most relevant causal evidence related to improving leadership and management in SSA countries.

This evidence base and our interviews with academic experts, practitioners and managers of the TAL programme informed the creation of a methodology and tools to measure the impact of leadership and management programmes like TAL. We suggest a tiered approach. Table 2 provides a summary of our recommended tools at each tier beginning with 'essential'. The body of the report and appendices cover these in detail.

Whilst we encourage organisations to consider the full suite of tools, 'essential' by itself represents a useful and worthwhile methodology to begin understanding the impact of leadership and management programmes. Collection of data at a baseline, midline, and endline using the 'essential' tools will provide good evidence for the impact of the programme. The data from 'essential' will be, apart from personal characteristics and details on the programme delivery, self-reported by participants. As leadership and management programmes develop their evaluation approach, we recommend gathering more detail from participant networks and organisations. Once this approach has shifted to business-as-usual, programmes can consider methods that seek to understand causality, such as the use of randomised controlled trials.

Our evidence review revealed that evaluations of leadership and management programmes in SSA are limited. However, examples are emerging. We conclude that for leadership and management programmes to be at the forefront of the field they need to ensure their programmes reflect the latest evidence and have a clear evaluation strategy. Therefore, the use of the essential tools represents a real opportunity for leadership and management programmes like TAL to lead the field, learn 'what works' and contribute to the overall evidence-base.

Table 1: **Summary of the most relevant evidence on improving leadership and management practices in SSA countries[i]**

(Study with ✔ a positive effect, ● a null effect, – effect not reported)

Programme type	Number of reviewed studies	Effect[ii] on profits or revenues	Effect on other business outcomes (e.g. employee number, survival rates)	Effect on business practices adoption	Business type	Country
Standard business training	5	✔	✔	✔✔✔	Entrepreneurs and SMEs	Tanzania, Ghana, Ethiopia, Togo, Kenya
		●●●●	●	●●		
			–––			
Specialised training[iii]	4	✔✔✔	✔✔	✔✔✔✔	Microenterprises	Togo, Kenya, Uganda, Tanzania
		●	●			
			–			
Consultancy	1	●	●	●	Microenterprises	Ghana
Mentoring	1	●	–	●	Microenterprises	Kenya
Unstructured networking	1	●	–	●	SMEs	Ethiopia, Tanzania, Zambia
Structured networking		Positive effects on revenues recorded for 1 study in China. No studies completed in Sub-Saharan Africa.				

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i   All studies were Randomised Controlled Trials (RCTs).
ii Takes into consideration both positive and negative effects at least 1 year after the training. 10% statistical significance used as a threshold for effect, otherwise reported as 'null'.
iii Examples include training tailored to gender-specific barriers faced by female entrepreneurs or personal initiative training focused on developing a proactive mindset.

Table 2: **Summary of tools**

Level	Tool details	Type of evidence	Strength of evidence	Question answered
Essential	Baseline – Midline – Endline (BME) Survey *(Leadership and management practices, knowledge tests, networks and personal characteristics)*	Quantitative	Correlational	How do key indicators change over time as the programme progresses?
	Process tracing	Qualitative	Descriptive	Why might indicators change? What could be improved?
Extended	Extended networking assessment	Quantitative	Correlational	How do different members develop? How do networks change in terms of strength and content?
	360° assessment	Quantitative	Correlational	Do TAL members change their management behaviours as perceived by their peers?
Involved	Regression approach to the BME survey	Quantitative	Correlational but with some controls	How do key indicators change over time as the programme progresses, independent of differences between members and economic conditions?
	Collection of firm data	Quantitative	Correlational	How do business units and companies of TAL members change over time as the programme progresses?
Future-oriented	A randomised control trial (RCT) using a waitlist design	Quantitative	Causal	What change in key indicators does the TAL programme cause?
	Mini-RCTs to evaluate distinct components of the TAL programme - e.g. networking vs. learning and development	Quantitative	Causal	Which elements of the TAL programme cause change in key indicators? Which ones cause greater change than others?
	Feedback loops between programme evaluation and member coaching	Quantitative & Qualitative	Descriptive	Based on the TAL impact on individual members and organisations, what can we tell them what would make it more likely that they improve?

INTRODUCTION

Businesses in Sub-Saharan Africa (SSA) face a number of constraints to growth. Studies highlight the difficulty of accessing credit, fragmented markets, poor management practices, lack of infrastructure and an uncertain regulatory environment.[3] Addressing barriers such as these could contribute to growth, productivity and job creation across SSA.

CDC Group plc (CDC) runs The Africa List (TAL) to improve leadership and management skills within companies in African growth markets. TAL is a community of leading executives, and those next in line for the executive suite, selected by invite only from the Democratic Republic of Congo, Zambia, Ethiopia, Uganda and Tanzania. At present, there are over 700 TAL members. Activities of TAL include peer-to-peer learning, leadership development, and day-long training workshops.

In January 2019, CDC asked The Behavioural Insights Team (BIT) to:

A) Review existing evidence on the effectiveness of leadership and management training and networking programmes with a particular emphasis on Sub-Saharan Africa (SSA); and

B) Develop a methodology and a set of tools that leadership and management programmes like TAL can apply to measure their impact.

In this report, we present our findings from the evidence review and develop a set of tools to evaluate programmes like TAL. These findings are based on a rapid literature review, exploration of existing programmes and interviews with experts.

Section 1 summarises the evidence on the current state of play for leadership, management and networking practices in SSA, existing programmes, and academic literature related to improving networks and practices.

Section 2 provides a review of the main tools and methodologies used for measuring the impact of such programmes.

Section 3 presents our guide for measuring the effectiveness of TAL.

Finally, the **appendices** provide detailed guidance on the proposed evaluation methodology.

This report represents **Phase 1** of the collaboration between CDC, TAL and BIT. In a proposed **Phase 2**, the organisations plan to pilot the evaluation methodology with TAL members. Lessons from pilots will inform the final development of TAL's evaluation tool.

1 • Business networks, leadership and management practices in Africa

Before exploring the evidence base and existing programmes, we will begin by defining leadership and management. Leadership practices refer to setting the vision, direction for change and an overarching strategy, as well as motivating and inspiring employees.[4] Management practices are activities that guide the day-to-day running of the firm.[5] This involves planning, budgeting, and setting up systems and processes.

1.1 Leadership and management in SSA

In the last decade, an evidence base has emerged that shows that leadership and management practices matter for the success and growth of firms.[6] Practices validated by the research include:

- Setting **targets** that are linked to organisational goals, are time-defined and ambitious;
- Creating **incentives** that reward good performance, retain the best employees and manage underperformance; and
- **Monitoring** activities and using this information for continuous improvement.

Specific practices, such as managing an inventory or setting clear targets for staff, are associated with firm performance measures such as productivity and profitability.[7] This relationship holds across firms of various sizes in developed and developing countries.[8]

Studies indicate that improving management and leadership practices could lead to gains in productivity for SSA firms.[9] Bloom, Sadun and Van Reenen collected data on management practices from over 11,000 companies in 34 countries, including 7 countries in SSA.[10] They found that manufacturing firms in emerging and low-income countries had, on average, lower management practices scores than in developed countries. Kenya, Nigeria, Zambia, Tanzania, Ghana, Ethiopia and Mozambique received some of the lowest scores based on the presence of management practices. Finally, the work of Bloom et *al.* and McKenzie and Woodruff, show management practices are lacking in businesses of all sizes, micro, small, medium and large, in developing countries.[11]

Bloom, Sadun and Van Reenen suggest universality in the importance of leadership and management practices.[12] However, studies highlight the potential importance of cultural context for leadership and management in SSA.[13] More targeted research is needed to explore the links between cultural aspects, leadership behaviours, and organisational outcomes.[14] However, exact replications of western-style management models without consideration for local context may not work.[15] The findings of the Center for Creative Leadership (CCL) highlight both the commonalities and differences in leadership competencies across different regions.[16] CCL collected and analysed data on the management competencies and risk factors of 381 leaders from 11 African countries across Southern Africa (South Africa, Botswana, Namibia), Western Africa (Ghana, Nigeria, Benin, Togo, Guinea, Niger, Burkina Faso) and Egypt. The methodology and approach is not peer reviewed. However, they find evidence that key differences between these regions relate to the ability to lead employees, straightforwardness, and composure (ability to recover from setbacks). Still, we conclude, despite the importance of local context, elements of effective leadership and management are likely to apply similarly across countries and continents.[17]

1.2 Business networks in SSA

Good networks can help businesses grow through providing market information, training, leads and services.[18] As reported by Cai and Szeidl, observational evidence suggests business networks can improve a range of outcomes[19] including:

- access to credit[20];
- management of talent[21];
- investment performance[22]; and
- access to business partners.[23]

Despite this evidence, the role and strength of networks for businesses in SSA are not well-studied. In a seminal paper, Fafchamps finds the presence of high search and verification costs leads African firms into long-term trading relationships.[24] He suggests poor networks impose a large burden on SSA economies by, for instance, decreasing the ability of firms to switch to new suppliers when they offer a better or cheaper product.[25] A survey of small- and medium-sized manufacturing firms in SSA by the World Bank in the 1990s confirms this finding.[26] It found firms rely on close networks to substitute for formal institutions and lower their search costs for new partners. This increases barriers to entry for new firms into the market. These findings correspond with more recent data on trust. SSA countries, such as Ghana, Uganda, Zambia and Zimbabwe, are among those countries with the lowest levels of trust according to global survey data.[27] The literature suggests firms in countries with low levels of trust must rely more on their networks for commercial transactions.[28]

Qualitative evidence suggests networking ecosystems for businesses, and in particular entrepreneurs, remain underdeveloped in SSA. A report by Frontier Economics and the African Technology Business Network suggests technology entrepreneurs in SSA could benefit from stronger networking infrastructure.[29] This is supported by further qualitative work by the Global Impact Investing Network and Dalberg that finds an emerging but underdeveloped ecosystem for impact investing in West Africa.[30] Overall, whilst evidence is limited, it suggests business networks in SSA are important and could be strengthened.

In summary, the evidence suggests businesses in SSA could benefit from initiatives that strengthen leadership and management practices and provide more opportunities to build trusting ties and commercial networks.

1.3 Overview of The Africa List

TAL aims to improve the leadership and management skills of leaders in companies in African growth markets and facilitate information transfer, by connecting leaders across industries to peers. TAL is a community of over 700 future business leaders from the Democratic Republic of Congo, Zambia, Ethiopia, Uganda and Tanzania. Potential members come from a country's 'Top 100' companies and are nominated by current members, their company's CEO or chairperson.[iv] Applicants go through a careful selection process to ensure alignment with TAL's focus and mission. The most active members of each country's community - the Working Group - make the ultimate decision on new joiners.

Members who are accepted to the programme receive access to a number of opportunities. Quarterly networking events for members are the core of TAL's current programme. These events typically host between 40-150 attendees and last for up to 4 hours. Events are shaped around a cocktail evening or dinner, with high level guest speakers or panellists. Each event has a theme and these are run across each of TAL countries in tandem.

Each year, TAL also hosts one learning and development (L&D) masterclass or workshop by an external trainer in each country. These L&D sessions focus on a particular topic relevant to leadership and management practices. 25-30 members per country register to participate in these side L&D workshops. The sessions do not follow a particular curriculum and vary across countries, depending on the availability of speakers. Speakers come from high-profile organisations such as Bain, Deloitte, and Saïd Business School.

In 2018, TAL introduced two new event concepts. One was a multi-month online programme, culminated by a three-day Leadership Retreat conducted in partnership with The African Leadership Institute. 135 members applied for the limited slots available and 30 of TAL's most engaged members from the five countries were chosen. This event delivered a more intensive experience, focused on developing the participants as leaders. The Leadership Retreat included workshops and a group project on a practical issue.

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iv   The Africa List defines a Top 100 company as; an industry or market leader; contribution to GDP, having a revenue of over 1 million USD, potential to disrupt or become an industry leader in the next 10 years.

The second new addition was member Salons. These were intimate smaller group sessions, organised by TAL's Working Group in each country. Salons hosted 5-15 people and participants engaged in discussions around case studies. TAL also manages a number of digital platforms, including a website for sharing educational content (www.theafricalistinsights.com), a Facebook account with 30k followers, Twitter, LinkedIn and The Africa List App. These platforms are used to promote TAL community, through sharing insights from events, to announcements about TAL activities. Members can self-register on the app, where they have access to the contact details and profiles of the entire community (those who are registered).

TAL has delivered a significant number of events, whilst growing its targeted membership over the past four years. TAL is now approaching an inflection and learning point in its development, where it must evaluate its activities thus far to inform future strategy and direction.

1.4 Other leadership and management programmes in SSA

We reviewed programmes across SSA to understand the range of services offered and whether any lessons can be learned about 'what works' in other contexts. International and local universities and business schools, specialised management training providers, international development organisations, and foundations and charities provide leadership and management development programmes in SSA. The programmes range from full-time MBA and similar formal education programmes to short specialised management training courses, and network-focused initiatives. Table 3 summarises the different programme types and what they offer.

Table 3: **Summary of leadership, management and networking programmes relevant to The Africa List**

Theme	Examples	Typical characteristics	Typical activities
Networks / Communities	• Africa World Economic Forum Global Shapers • YPO Africa	• Focus on networking • Self-organised events/projects • Both fee-paying and free models	• Self-organising teams working on community projects • Range of social and networking events
Leadership development	• The Programme for African Leadership by the LSE • African Leadership Institute • Young African Leaders Initiative (YALI) Regional Leadership Centers • Africa Venture	• Up to 1 year, not full-time • Short term intensive course (e.g. 4-week residential stay) or sessions spread across a longer period • Both fee-paying and free models • Focus on leadership skills	• Group projects • Discussions/debate • Workshops, masterclasses, guest speakers • Range of social and networking events
Specialised management training	• African Management Initiative	• Up to 1 year, not full-time (e.g. three 1-day workshops over 6 months) • Fee-paying • Focus on business practices and case studies	• Workshops • Group projects/peer support • Online resources
Executive education	• Young Global Leaders • YALI Mandela Washington Fellowship	• Short term (e.g. 6-week intensive course) • Academic modules plus leadership development • Both fee-paying and free models	• Academic sessions • Visiting businesses • Workshops, masterclasses, guest speakers, etc. • Working on a case/challenge • Range of social and networking events
MBA/other formal degrees	• African universities' MBAs (e.g. African Leadership University MBA, University of Stellenbosch Business School MBA, etc.) • International business schools (e.g. Stanford Africa MBA Fellowship)	• Full-time/part-time • Duration: 1 year if full-time • Fee-paying (scholarships may be available) • Focus on education	• In-class and online learning • Comprehensive curriculum • Group projects • Workshops, masterclasses, guest speakers, etc. • Range of social and networking events

We conclude that a number of initiatives already exist to improve leadership and management practices in Africa. However, they are varied in terms of offering, fees and reach. Further, apart from limited work such as that of the African Management Initiative, the programmes do not publish a rigorous methodology for evaluation or their results. Next, we will discuss the evidence base for successful interventions in this field.

1.5 Evidence: review of existing programmes and academic literature related to improving networks, management and leadership practices in Sub-Saharan Africa

BIT conducted a rapid literature review alongside interviews with experts to understand the evidence for the application of management practices in SSA and provide recommendations for TAL. This was a time-limited review over two days. As such, we covered the key studies with a focus on meta-analyses and studies that attempt to prove causality. A full systematic literature review was not in-scope for this project. Table 4 summarises the key findings from the core papers reviewed.

We conclude that leadership and management programmes like TAL have a real opportunity to use evaluation methodologies to better understand 'what works' and play a key role in building the overall evidence base for leadership and management improvement in SSA.

Table 4: **Evidence summary**

(Study with ✔ a positive effect, ● a null effect, – effect not reported)

Programme type	Number of reviewed studies	Effect[v] on profits or revenues	Effect on other business outcomes (e.g. employee number, survival rates)	Effect on business practices adoption	Business type	Country
Standard business training	12	✔✔ ●●●●●●●●●	✔✔ ●●●●●● ––––	✔✔✔✔✔✔✔✔ ●●●●	Entrepreneurs and SMEs	Tanzania, Ghana, Ethiopia, Togo, Sri Lanka, Mexico, Peru, Dominican Republic, Bosnia-Herzegovina
Specialised training[vi]	4	✔✔✔ ●	✔✔ ● –	✔✔✔✔	Microenterprises	Togo, Kenya, Uganda, Tanzania
Consultancy	5	✔ ●●● –	✔✔ ●● –	✔✔✔ ● –	Microenterprises to large firms	India, Mexico, Ghana, Colombia
Mentoring	1	●	–	●	Microenterprises	Kenya
Unstructured networking	1	●	–	●	SMEs	Ethiopia, Tanzania, Zambia
Structured networking	1	✔	✔	✔	Microenterprises and SMEs	China

Evidence for leadership and management training is mixed. Studies highlight that while participants may gain knowledge from training, this often fails to translate into behaviour change in work settings.[31] Our research indicates that single-dosage, generic and theory-focused training programmes are not likely to have an impact.[32] Effective programmes tend to focus on addressing leader-specific knowledge gaps and applying practical lessons to issues that participants face.[33] Other features of successful programmes include using leadership and management practices as a learning tool, action planning related to using knowledge in daily work, regular feedback on performance, a number of follow-up sessions over an extended period of time, and a focus on creating a proactive mindset.[34]

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v   Takes into account both positive and negative effects at least 1 year after the training. 10% statistical significance used as a threshold for effect, otherwise reported as 'null'.
vi   Examples include training tailored to gender-specific barriers faced by female entrepreneurs or personal initiative training focused on developing a proactive mindset.

Evidence for networking programmes is promising but still relatively sparse. Networking programmes appear more likely to be effective if participants are not direct competitors, meet regularly in small groups and are prompted to actively engage in discussion.[35] This could include discussions on particular business-related topics and sharing best practices. In the section below, we summarise limitations, results and discuss the most relevant programmes in detail.

Evidence is limited by methodology, geography and business type

For TAL, there are four key limitations to the evidence on improving leadership and management practices in SSA.

First, there is a scarcity of studies that use robust experimental techniques to test the impact of leadership and management training programmes. McKenzie and Woodruff highlight methodological concerns, such as small sample sizes, heterogeneous firms, and lack of follow-up measurements meaning it is not always possible to establish long-term impacts.[36] These problems apply to studies across the world. However, they are even more pronounced for developing countries.

Second, evidence on the effectiveness of networking is even scarcer. Apart from two experiments with business owners, other research uses observational data, has a different target group (i.e. not business leaders) or focuses on the mechanisms of information sharing rather than business outcomes.

Third, good quality evidence on developing countries comprises research across Asia, Africa and Latin America, with very few studies focusing specifically on SSA.

Finally, most of the studies focus on entrepreneurs and micro businesses. This means their evidence may not be directly transferable to the TAL context where medium, large and multinational companies make up the majority of members.

Evidence for leadership and management training is strongest for intensive programmes

Methodological concerns mean the overall quality of evidence for leadership and management training programmes is weak.[37] With this caveat, the most successful interventions go beyond basic training to provide intensive business support.

The key review by McKenzie and Woodruff finds leadership and management training is often classroom-based and focused on general business skills for small business owners or potential entrepreneurs. While many training programmes had an impact on business practices, they did not, in most cases, translate into a long-term change of firm outcomes. In SSA, McKenzie and Woodruff review four papers. They find only training for entrepreneurs in Tanzania had a significant positive effect, with improvements in profits of male-owned businesses.[38] This impact was not found for female entrepreneurs. A study in Uganda found that participants who received personal initiative training saw a significant increase in sales.[39] However, long-term impact was not reported, and the study had methodological limitations.

Studies from other developing countries do not provide strong evidence for improvements in business outcomes though effects are found for particular participant types. For example, training for potential female entrepreneurs in Sri Lanka helped them launch a business quicker.[40] Nevertheless, it did not increase the overall proportion of female entrepreneurs in the long term.

A meta-analysis by the World Bank analysed entrepreneurship programmes in developing countries and found that many result in improved knowledge and practices but not business improvement.[41] It finds programmes are more likely to be effective if they identify target outcomes and aim to address specific barriers to these outcomes.

Finally, our review included four papers where training was in the form of one-to-one consultancy service.[42] These programmes took place in Ghana, Colombia, India and Mexico. They indicate that this more intensive support can improve firm performance but needs to be tailored to the local context and participants' needs.

Evidence for networking, information sharing and mentoring is emerging

In recent years, an evidence-base has emerged that shows networking can have an impact on knowledge sharing and business outcomes.

An intensive and focused networking programme with leaders in China had a positive impact on management scores and an 8.1% increase in firm revenues.[43] These results are encouraging, as the improvements in practices and business outcomes were still observed one year after the end of the networking programme. A pioneering study by Fafchamps and Quinn found that linking managers of African manufacturing firms via a membership in a committee created new social networks.[44] However, diffusion of business practices occurred only in two areas out of twenty: registering for a VAT account and setting up a bank account. Two further studies, in Mozambique and India, show that creating new networks can encourage the sharing of information.[45]

There are indications that peer-learning and exchanging experiences could have certain additional positive effects compared to individual programmes.[46] For example, in a study in Colombia group-based consultancy had a positive impact on firm employment, while individual consultancy had no effect.[47] Both group-based and individual approaches led to improvements in management practices and had no impact on sales.

Results from a randomised controlled trial in Kenya suggest that mentoring by more experienced individuals from the same community can be a more cost-effective way to help businesses than classroom-based training.[48] The classroom training had an insignificant impact on profits. At the same time, mentoring resulted in a 20% increase in profits, mainly due to help with finding low cost suppliers. However, the effect disappeared a year after the end of the programme. This was associated with the dissolution of mentoring relationships.

Overall, we conclude, the structure, content and intensity of networking programmes are likely to be important for their effectiveness. Merely connecting business leaders with each other without an accompanying structured programme may have a limited impact on diffusion of business practices and firm outcomes.

2 • Evidence on measurement

In this section we will explore measures of good leadership and management practices and the effectiveness of training and networking. We will review the approaches of innovative practitioners in SSA and conclude with a discussion of the limitations of existing methodologies.

2.1 Measurement tools applicable in Sub-Saharan Africa and relevant methodologies (data collection method, processes, specific measures used)

Leadership and management practices evaluation

The World Management Survey (WMS), originally developed by Bloom and Van Reenen, remains the most comprehensive and widely validated tool to measure management practices.[49] Originally developed for the manufacturing sector, the survey is now also available for healthcare, education and retail sectors.[50] A light-touch and services-focused survey version of the WMS is the most relevant evaluation tool for TAL noting that changes will be required for the SSA context.

The management practices in the WMS span five areas: operations management, performance monitoring, target setting, leadership management and talent management. WMS scores were found to be strongly correlated with firm outcomes such as survival rates, profitability and productivity.[51] Higher scores correspond to better performance metrics. The survey data is collected via telephone interviews with senior managers and conducted by trained interviewers. The WMS website has detailed information on the survey as well as datasets for different countries.[52] This means it is possible to compare across companies and countries.

Although the WMS was originally designed in developed countries, Bloom and colleagues argue that the methodology used makes it universal across countries because it reflects specific activities and practices on the ground.[53] WMS questions can also be adapted to suit specific cultural contexts.[54] Ultimately, Bloom et al. argue there are global principles of good management practices in areas such as setting and monitoring targets, and appropriately incentivising people.[55]

The key limitation of the full WMS survey is that it is resource intensive. It requires trained evaluators. To mitigate this a Management and Organizational Practices Survey (MOPS) survey was developed by the US Census Bureau and a team of academics.[56] It is based on the WMS but comprises multiple choice questions and does not require trained enumerators. The Office for National Statistics (ONS) in the UK also developed the Management and Expectations Survey (MES), which was sent by post to 25,000 businesses.[57] This survey, sent to both manufacturing and services firms, comprised 36 questions covering management practices (based on the MOPS questionnaire), organisational practices (decentralisation of decision-making), current performance and future expectations.

Management practices and leadership skills and styles can be assessed by surveying not just the leaders themselves, but also their employees.[58] Moreover, 360-degree feedback tools remain a common instrument for leadership development.[59]

Learning and development evaluation

One of the most well-known models of learning evaluation in the practitioner literature is the Kirkpatrick four stage model.[60] This model suggests evaluating learning programmes at four different levels: reaction, learning, behaviour and results.[61] The model was introduced in 1959, and has been subject to a number of revisions by the author and modifications suggested by others.[62] A common criticism of the model is that the levels are structured hierarchically and assumed to be connected to each other, which has not been supported by research.[63] Other critics say that it is too simple, restrictive, and incomplete.[64]

Despite its limitations, Kirkpatrick's four level classification remains a useful framework to think about different areas where impact can be measured. Table 5 summarises key arguments on the effectiveness of learning evaluation at each level.[65]

Table 5: **Four levels of training evaluation**[66]

Level	Description	Common evaluation methods	Benefits	Limitations
Reaction	Feelings of participants about the course	Feedback forms, post-training questionnaire/survey	• Easy to collect data • Can help to quickly spot issues with the process	• Reactions are often not correlated with behaviour change
Learning	Improvements in knowledge and skills	Assessments before and after the training	• Relatively easy to collect data	• Some learnings hard to measure (e.g. soft skills) • Learning outcomes may not translate into using this knowledge at work
Behaviour	Applications of lessons at work	Observation, interviews, surveys	• Better quality evidence of training impact	• More difficult and resource-intensive to measure
Results	Assessment of business outcomes (e.g. sales)	Business data	• Best quality evidence, if the results were the main goal of training	• Data may be limited • Difficult to identify individual's contribution to firm results • Influence of external factors may be hard to separate

Networking impact evaluation

The reviewed papers use different methods to measure and evaluate the impact of networking interventions. This is done via participant surveys, focus groups and interviews, experimental behavioural games or data about the participants actions (for example, business data).[67] The measures vary from the number of interactions among members outside the programme or after the event to self-reports of making new useful connections. This might include finding new business partners and signing new contracts or the diffusion of information.

Diffusion can be tested by giving different sets of information to randomly chosen participants from different groups, and then measuring whether other people in these groups acted on the information. For example, Cai and Szeidl distributed information about a government grant and a savings opportunity to randomly selected programme participants via phone calls and messages.[68] It was unlikely that the participants would have otherwise known this information. They observed whether uninformed participants who were in the same group with someone who received this information were more likely to use this opportunity, compared to those who did not have an informed person in their group.

2.2 **Practitioner approaches**

The YALI Programme initiated by the US Department of State aims to provide learning and networking to the next generation of African leaders.[69] The programme includes a number of components which are evaluated separately. The evaluation of YALI's Regional Leadership Centres is not published yet, but according to the information available, measurements will be taken at baseline, midline, and endline.[30] Evaluation will include focus group discussions of the participants as well as interviews with the control group (applicants who were not selected for the programme). The reported impact of YALI's Mandela Washington Fellowship includes metrics such as self-reported feedback on establishing and sustaining networks, and employment outcomes (promotions, recognition), changes in revenues by participants who are business owners, as well as hours of training.[70]

Another practical example is an impact evaluation of a three-year leadership programme at the Centre for African Library Leadership (LIS Leadership Programme).[71] According to a published report, mixed methods evaluation and triangulation of data (where possible) were used.[72] Kirkpatrick's model was taken into consideration when designing the evaluation. Data collected comprised interviews with the programme and project directors, and coordinator, an anonymous online questionnaire survey of all the programme alumni, as well as examination of project materials and documentation.

Finally, the African Management Initiative (AMI), interviewed for this project, provides a rigorous example of programme evaluation techniques. Each participant of their 'Grow Your Business' programme for entrepreneurs chooses five practices which are particularly important for their business.[73] During the 6-month programme, they focus on implementing these practices in their businesses with support from AMI. Every three months there is an assessment, which looks at how well each entrepreneur applied the selected practices. AMI also collects business performance data from the participants to measure the impact on business results. The programme is the subject of a live randomised controlled trial run in collaboration with John Van Reenen and Innovations for Poverty Action.

Overall, across other programmes considered for this review, there is limited information disclosed on whether and how they are evaluated.

2.3 Limitations: Key gaps in measurement methodologies

The key measurement challenge is that the size of programmes and variation in firms makes it difficult to evaluate programmes with causal methodologies such as a randomised controlled trial.[74] Instead, the majority of programmes conduct pre- and post- evaluations. This makes it hard to establish causal evidence to determine whether any changes in outcomes were due to the programme or external factors.

Furthermore, there may be a number of practical challenges when programmes in SSA want to apply the existing measurement tools. For example, tools such as WMS provide benchmarks for firms in different sectors in different countries, but there is a lack of such benchmarks for the SSA region. Also, validated measurement tools may not be available for firms in all sectors. Finally, there may be difficulties due to the need for cultural and linguistic adaptation of the tools, especially given that many programmes operate across a number of SSA countries.

3 • Impact evaluation framework

After our review of TAL's programme and the literature on measuring the effectiveness of leadership, management and networking interventions, we recommend a tiered approach to evaluating the impact of programmes like TAL. This is described in Table 6.

The essential tools represent a useful and worthwhile approach by themselves. Clear and transparent application of the essential tools would place any leadership and management programme at the forefront of evaluation in the field. Once this is achieved, programmes can consider how they adopt other tools to improve the rigour of their approach over time.

Table 6: **Description of measurement tools**

Tools	Description
Essential	• Needed to establish monitoring mechanisms for elements of TAL's programme key outcomes • Easy and relatively low-cost to implement, thereby ensuring that TAL can set in place adequate monitoring and evaluation (M&E) practices in due time • Adoption will substantially develop TAL's impact evaluation strategy • However, additional and more elaborate M&E strategies will be necessary to reliably distinguish between effects of TAL and effects specific to its participants and their environment
Extended	• Provides additional insight on networking and management practices resulting from participation in the TAL programme • Measuring these areas is more time-consuming and therefore more costly, but does not require any specialised skills
Involved	• Provides links between leader behaviours and organisational performance • Draws on quantitative analysis skills and wider data collection efforts • Impact of TAL can be compared to other influencing factors such as self-reporting bias and differences between TAL members
Future-orientated	• As TAL grows, there is an opportunity to move towards causal evidence • Requires use of randomised controlled trials and quasi-experimental methods

Before we launch into a more in-depth explanation of these evidence tiers, we establish two concepts which help to navigate the different levels of evidence provision: causal link monitoring and types of evidence.

3.1 Background to evaluation concepts

Causal link monitoring

Monitoring and evaluation practices should focus on the **activities**, **outputs** and **outcomes** identified in the project's theory of change.

Based on discussions with TAL, the three key outcomes are (i) improvements in management and leadership practices (ii) a larger and strengthened business network for CDC members and (iii) better organisational performance.

These outcomes are promoted through peer learning, mentorship, network building, and knowledge and skills transfer (our outputs). These outputs are a result of core activities: networking events and learning and development opportunities. This process is represented, as a simple theory of change, in Table 7. The approaches detailed in the next section will focus on how the activities of a leadership and management programme relate to desired outcomes.

Table 7: **Mini-Theory of Change for a leadership and management programme**

Activities →	→ Outputs →	→ Outcomes
• Networking events • Learning and developing opportunities	• Peer learning • Mentorship • Network building • Knowledge and skill transfer	• Improvement in management and leadership practices • Larger and strengthened business network • Better organisational performance

We believe that testing for causal links will often be beyond the scope of the evaluation strategy of programmes like TAL. However, we recommend exploring these methods in a future-oriented M&E strategy. If leadership and management programmes have budget, we recommend building capacity to implement causal M&E approaches sooner as they provide the most convincing evidence for impact and learning.

Types of evidence: Correlational, quasi-experimental and experimental

There are two methods that can be used to gather data: quantitative and qualitative.

Quantitative evidence helps to specify the strength of relationships between variables. It is best suited to answer questions of *what, how much and how long.* One of the key advantages of quantitative methods is that data collection and analysis can be designed in a way that makes measures comparable to each other, across participants and contexts. This is key for organisations that run multiple programmes and essential for donors and investors to compare different programmes they fund. For this report, we focus on quantitative tools first and foremost.

There are three types of quantitative (numeric) evidence:

- Experimental evidence
- Quasi-experimental evidence
- Correlational evidence

Experimental evidence is considered the strongest type of evidence for establishing causal links between a programme intervention and outcomes. Experimental approaches, by design, reduce the risk of confounding factors which influence outcomes. An experimental study typically randomly allocates potential participants to two groups. One group (intervention group) participates in a certain programme and the second group (control group) does not receive any intervention. This design, called a randomised controlled trial (RCT), enables the evaluation to isolate the impact of the programme from the impact of external factors. For example, adopting an experimental design would mean that potential members are randomly chosen to participate. Others do not take part and are the control group. Results of both groups are then compared to assess the impact of the programme.

Quasi-experimental evidence also utilises a comparison group. Depending on the approach, quasi-experimental studies approximate random allocation or use statistical techniques to get closer to random allocation of a programme intervention. Examples of quasi-experimental approaches include regression discontinuity designs, difference-in-difference and instrumented variable estimation.

Both of these types of evidence are considered very strong, because they allow us to make causal claims: for example, "*TAL caused an increase in positive management practices.*"

Correlational evidence, in contrast, only allows claims about the relationships between variables. For example, "*participation in TAL was associated with a strong increase in the adoption of positive management practices*". If certain statistical techniques are used that help us to account for the influence of some other variables, such as initial working experience, then we might be able to conclude: "*TAL membership was associated with the adoption of positive management practices across all member countries, when we take baseline differences in working experience into account. Changes are therefore unlikely due to general differences in initial skill levels across members.* "

Ideally, programmes should generate causal evidence in their evaluations. Where this is not possible, correlational evidence can be informative but requires an acceptance of a greater degree of uncertainty about whether outcomes are influenced by the programme.

Qualitative evidence also plays an important role in evaluation. Qualitative methods are best suited to answer *why* and *how* questions. Process tracing is a qualitative approach that is especially well-suited to complement quantitative approaches to M&E. We explain process tracing in greater detail in the next section.
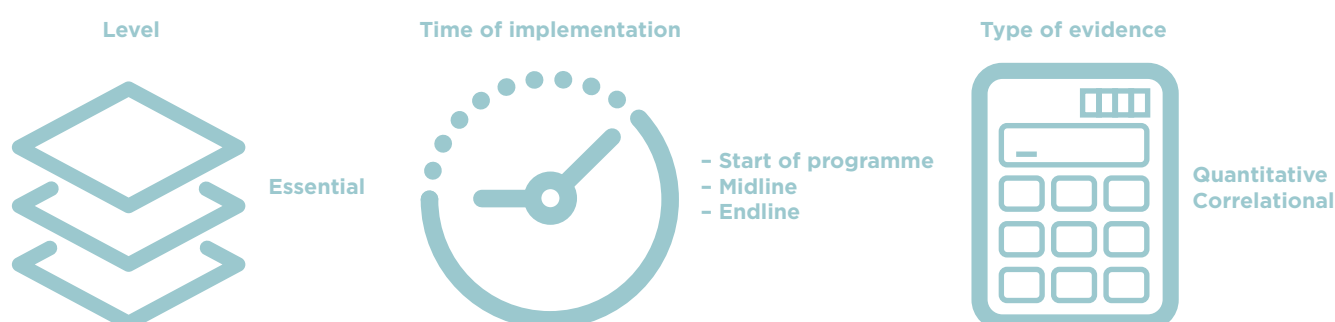
Based on these evaluation concepts, <u>Table 8</u> provides a summary of our suggested tools. Each tier will be explored in turn.

Table 8: **Summary of tools**

Level	Tool details	Type of evidence	Strength of evidence	Question answered
Essential	Baseline – Midline – Endline (BME) Survey *(Leadership and management practices, knowledge tests, networks and personal characteristics)*	Quantitative	Correlational	How do key indicators change over time as the programme progresses?
	Process tracing	Qualitative	Descriptive	Why might indicators change? What could be improved?
Extended	Extended networking assessment	Quantitative	Correlational	How do different members develop? How do networks change in terms of strength and content?
	360° assessment	Quantitative	Correlational	Do TAL members change their management behaviours as perceived by their peers?
Involved	Regression approach to the BME survey	Quantitative	Correlational but with some controls	How do key indicators change over time as the programme progresses, independent of differences between members and economic conditions?
	Collection of firm data	Quantitative	Correlational	How do business units and companies of TAL members change over time as the programme progresses?
Future-oriented	A randomised control trial (RCT) using a waitlist design	Quantitative	Causal	What change in key indicators does the TAL programme cause?
	Mini-RCTs to evaluate distinct components of the TAL programme - e.g. networking vs. learning and development	Quantitative	Causal	Which elements of the TAL programme cause change in key indicators? Which ones cause greater change than others?
	Feedback loops between programme evaluation and member coaching	Quantitative & Qualitative	Descriptive	Based on the TAL impact on individual members and organisations, what can we tell them what would make it more likely that they improve?

3.2 Essential tools for measuring TAL

Level — Essential

Time of implementation — – Start of programme – Midline – Endline

Type of evidence — Quantitative Correlational

The essential component consists of two measurement practices that complement each other:

- **Baseline-midline-endline surveys**, which aim to capture key indicators before the start of the programme and monitor progress on these over time (*what changes*). These surveys are well suited for causal link tracking - they track progress on key targets for each individual participating in the programme (as long as they respond to surveys). Asking standardised questions enables comparisons across participants, time and country contexts.

- **Process tracing**, which helps to answer *why* we see certain changes in surveys and flags areas for improvement for the project. Insights from process tracing help us understand effects and null effects better (no noticeable impact), and provide input for programme reform and revisions to the theory of change. Process evaluations can be especially helpful for programmes that are implemented across a variety of contexts: their results can highlight why things might work in one context but not another.

These are all the tools that are needed to begin measuring leadership and management programmes. Their transparent implementation would represent real innovation in the field and help ensure programmes are delivering impact.

Baseline - Midline - Endline survey

Table 9 shows the key measures of the essential methodology. Surveys should gather data at the start of a leadership and management programme, at the programme's midpoint (this will depend on programme timelines) and at the end of the programme.

New participants should be asked to complete the baseline survey as part of their registration. Existing members, should be asked to complete the baseline survey at the next annual event or beginning of the programme year (whichever comes first). Their progress will be mapped against this starting point. This difference needs to be contextualised when comparing the progress of new against existing members.

All measures included in the provided surveys are based on validated scales from the literature.[vii] We are therefore confident that these measures are a good base for an M&E strategy. However, the different programme and use context, and edits that were necessary to make the scales a better fit for the respondents, mean that the surveys need to be piloted in the field to verify to what extent they deliver meaningful, consistent and replicable results. The outcomes of interest are based on our review of the literature about effective leadership and management. However, programmes should, whilst taking an evidence-based approach, adapt the measures to the needs of their programme.

Once the measures have been translated, the same validation checks should be repeated to ensure that the measures are valid across languages. If survey measures are not validated, it means that it is unclear to what extent they measure what they should and whether changes across time are due to a fault in the measurement or can be attributed to real change. We recommend outsourcing this task as it is a labour-intensive but one-off task. We encourage leadership and management programmes to expand the questionnaire to cover a wider range of indicators as they adapt their theory of change and learn from the programme. Trade-offs in terms of survey length and completion should be borne in mind.

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vii   A validated questionnaire is one that has been administered to a representative sample of the population for which it was created (e.g. measuring management prac-tices). The results should meet certain validity and reliability criteria. These include internal consistency, which means that the responses on different questions of one participant should be correlated to each other. The variance between questions for one person answering it should be smaller than the total variance across survey takers. One measure of reliability is that the same person will score very similarly when they take the survey twice within a short time span (e.g. with a one week gap). There are good public guides for survey validation available online, such as by Tsang, Royse & Terkawei (2017), available on: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5463570/
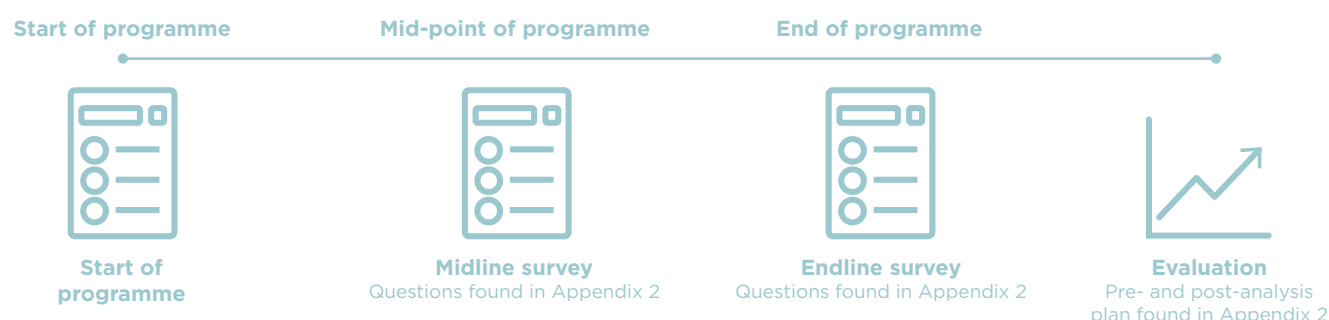
Table 9: Key measures for Essential evaluation (see Appendix 1 for details)

Key measures	Description	Key areas
Management practices	• Based on scales validated as part of the World Management Survey[75] and the UK's Office of National Statistics Management and Expectation Survey[76] • Assesses three types of management practices that are relevant to businesses of all sizes and across all industries	• Setting targets • Monitoring & taking actions based on targets • Skill management
Knowledge of best practices	• Added because self-report measures are not as reliable as peer assessments • Tests knowledge to gauge to whether TAL members know what good management practice looks like • Questions based on case studies used in enumerator training for the World Management Survey[77] • For comparability across baseline, midline and endline, same questions will be used at all stages • Given that six to twelve months pass between these instances, repetition is a minor concern • As TAL enters its second and later rounds of evaluation, recommended that these case studies are changed (but keep a consistent set between baseline, midline and endline; for comparability)	• Setting targets • Monitoring & taking actions based on targets • Skill management
Leadership practices	• Indicators based on the World Management Survey.[78] However, only used previously in an education context with principals • Each component will be assessed using three self-report questions focussed on active practice (doing) • Given new application, use of leadership measures will be validated in initial pilot of tool	• Leadership vision • Leadership accountability
Networking effects	• Assesses existing networks at baseline and tracks their development over the time of the programme • Based on a scale used for understanding mentoring for businesses[79] • Takes into account both TAL-specific and wider networks • Positive impact is marked as an increase in TAL networks, an increase in business-focussed discussion, and positive changes to business practices	• Existing networks and network growth • Network strength • Network use
Personal characteristics	• Helps understand who participates in the programme • Identifies personal factors that may influence which parts of the TAL programme will have an impact • Questions on personal characteristics only asked at the baseline stage • Changeable measures, such as current job role, motivation and commitment to their organisation, assessed at all stages of the evaluation	

Figure 1 illustrates the key points of the evaluation. The full questionnaires, scoring and specific analysis instructions can be found in Appendix 1.

Figure 1: Illustration of key points of essential evaluation

Start of programme	Mid-point of programme	End of programme	
Start of programme	**Midline survey** Questions found in Appendix 2	**Endline survey** Questions found in Appendix 2	**Evaluation** Pre- and post-analysis plan found in Appendix 2

Process tracing

Process tracing involves keeping records that register attendance, participation and programme delivery. Collection of the following programme characteristics will help to evaluate:

I   What programming participants received;

II How this might have differed across contexts;

III How this might have differed from initial plans; and

IV How this might have differed from the theory of change.

Process tracing should be understood as a mechanism that helps to record and track aspects of the programme that will likely affect the outcomes, their validity and generalisability. Process evaluation is essential for evaluating programmes as it ensures there is clear knowledge of the programme components and experiences of participants. It is, essentially, did we do what we said we would do in a consistent way across participants? If there were deviations, do we understand what they are? Most data necessary for process tracing is administrative and can be recorded as part of event registrations and attendance sheets.

Table 10 provides a summary of key measures for a process evaluation. Whilst these are measures we encourage programmes to track, we suggest programmes begin with the data they have available and add to measures over time.

Table 10: **Overview of the components of a process evaluation**

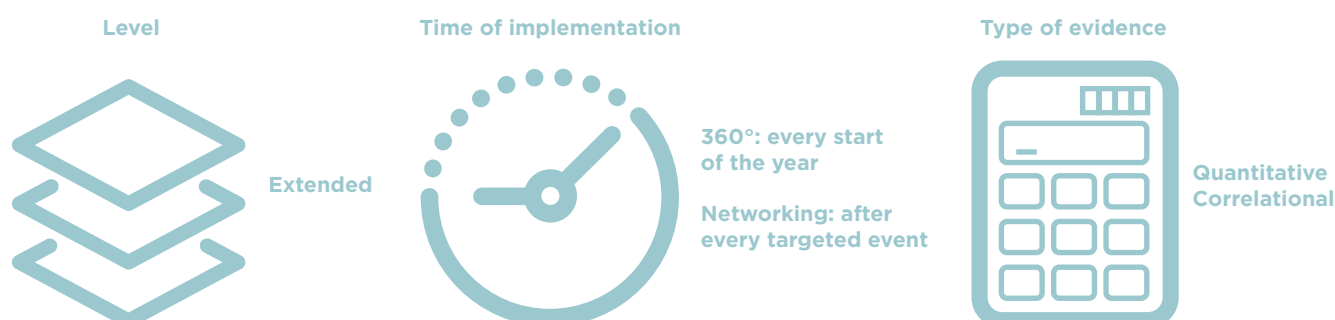| Key measures	Description
Fidelity	Note any deviations from the initial programme plan which drives the (revised) theory of change.
Example	The year mostly comprised of networking events. There were no leadership training events. How are these changes likely to be reflected in survey outcome measures?
Dose delivered	The following should be tracked at the participant level if possible, otherwise at the group level: • Number of L&D workshops delivered • L&D delivered in hours (e.g. a total of 30 * 3 day workshops of 8 hours each = 720 hours) • Number of networking events delivered • Networking events delivered in hours
Example	How many participants did not attend a session? How many participants dropped out throughout the evaluation period? What does that mean for the validity of the survey outcomes?
Dose received	• Average number of L&D events attended by members • Average number of networking events attended by members
Example	Based on attendance records, did most participants receive the 'full dose' (all events that they could have taken part in)? If not, how is that reduced exposure likely to affect the outcomes observed in the survey?

Reach	• Number of attendees for each event
	• Demographics of attendants, depending on ethical constraints these should be collected as part of event registration and included in the survey. Keeping track of *what type of members* attend will help programmes understand whether events attract a certain subset of members more than others. This can be used to interpret the results of the survey and improve the programme, so it attracts a diverse range of participants:
	    • gender of attendants;
	    • age of attendants;
	    • industry of attendants; and
	    • ethnicity/religion of attendants (choose both or either, as relevant and as long as it does not lead to participants being identified)
	• Barriers to participation (e.g. number of funded places, transportation to networking events, tensions between members, changes in economic developments)

Example	How does the type of people reached influence the conclusions that one can draw from survey results? Are they a special subset of business people in SSA? Are they very similar? Would we expect that results about them generalise to other types of business people in the region and beyond?

Key measures	Description
Recruitment	• Document how members are recruited (e.g. referred by other member; sign up following advertisement) • Document how continued involvement is promoted by the programme (e.g. check-in via emails or calls on member-organised events) • Document how attendance of events is promoted (e.g. freebies for attendees of events)
Example	How is recruitment likely to affect the types of people who participate? For example, are they likely to be more skilled in their jobs than the average business person? Does that differ between countries? How is that likely to affect the outcomes?
Context	• Document contextual factors that might have influenced the implementation of the programme or outcomes
Example	Did Ethiopia observe GDP growth while Uganda observed a decline in the same period?
Year-to-Year changes	• Compare all of the above to last year • Identify improvements and changes
Example	What should be borne in mind when comparing survey figures from last to this year?

These indicators should be used for a qualitative summary of how the programme was delivered at each stage, and how this will affect the impact of the programme as measured by the survey. This self-assessment should be frank and self-critical yet solution-oriented for the continuous improvement of the programme.

For good and impactful evaluation it is essential to understand what is occurring on-the-ground, how that might influence outcomes and what lessons can be applied from variation in the programme. For more detailed scoring and analysis instructions, please see Appendix 1.

3.3 Extended tools for measuring TAL

Level

Time of implementation

Type of evidence

Extended

360°: every start of the year

Networking: after every targeted event

Quantitative Correlational

We suggest leadership and management programmes should begin with essential tools. This will give a good evidence-base for the performance of the programme. Once this approach has become business-as-usual, leadership and management programmes can consider extending their evaluation approach to further build evidence on the impact of their programme.

Extended networking assessment

While the baseline-midline-endline surveys will provide a good understanding of the changes in networking practices, they are not detailed enough to link them to specific members and events. This more in-depth assessment should be administered shortly after key networking events.

Compared to the surveys, the networking assessment may increase our understanding of the impact of specific events and allow us to assess the strength and density of a participant's network.

Network strength is defined by the number of mutual exchanges among members (they remember each other and influence each other). Network density is defined by the number of connections one individual had to other individuals - the more individuals are connected to each other, the more dense the network. The aim is to achieve a network with few unconnected or sparsely connected members: the denser, the better. For scoring and analysis instructions, please see Appendix 2.

360° leadership assessment

Assessments of leadership that that rely exclusively on self-reported data cannot capture some of the key aspects of leadership. For example, the extent to which the people around the 'leader' perceive them to have the essential and transformative characteristics we recognise in leaders. Most tools that allow a robust assessment of leadership skills use peer or 360° assessments. An extension to the essential evaluation tool would involve contacting colleagues and teams of participants to gather their views. As this is a more intensive measure, we suggest in the first instance piloting the approach with a smaller group who may be open to experimentation.

The survey form provided in Appendix 2 uses a validated scale for leadership called the Global Transformational Leadership scale (GTL).[80] It is a short-form of the Multifactor Leadership Questionnaire (MLQ), which is focussed specifically on transformational leadership behaviours.[81] Critics question the use of transformational leadership as a model, suggesting it has an over-reliance on American and male-dominated contexts.[82] However, our review indicates the GTL remains the most validated scale in the field and is the best starting point for leadership assessments.

3.4 Involved tools for evaluation of TAL

Level	Time of implementation	Type of evidence

Involved

Regression: after every survey

Collection of firm data: at the start of each programme year

Quantitative Correlational, but with controls

Beyond the essential and extended tools, leadership and management programmes could consider how to apply regression analysis and collect firm-level data. Whilst this is vital to build a convincing case for impact over time, it introduces significant complexity to evaluation and data collection. To implement these involved tools, programmes will need the capability to perform statistical analysis and the right controls and processes in place to give confidence they can handle sensitive data.

Regression analysis approach to baseline, midline, and endline surveys

The approaches presented so far do not control for differences between participants and groups. This means that there is a risk that one could wrongly conclude, for example, that a group in country A has progressed more than a group in country B. In other words, we do not account for differences between countries (for example, stronger economic growth overall) that may be influencing the result.

Similarly, when one compares one year to another, contextual effects such as a decline in the number of events held could have influenced the outcome. While one can interpret the results of the survey, couched in knowledge about the different group demographics and information from process tracing, this can be cumbersome when trying to communicate the impact of a programme quickly and to a wide range of audiences.

Regression analysis produces outcome figures that already account for such differences, thereby making it easier to communicate and report on the impact of TAL.[83] Regression analyses are easy to perform in any statistical software such as R, STATA, SPSS or Matlab. However, it requires technical skills and knowledge. Ultimately, to produce more rigorous evaluations of the TAL programme, we recommend CDC to hire or contract individuals with the capacity to run regression analyses.

Collecting firm-level data

Desired outcomes of the TAL programme include improvements in business metrics of the participating organisations, eventually contributing to an improved business climate. While we acknowledge that collecting such data can be labour-intensive and requires quality assurance, it can significantly improve the quality of evaluation. We therefore recommend including such measures when the correct resources and relationships with firms are in place. To circumvent potential conflict of interests, we recommend outsourcing such aspects of data collection to an independent evaluator.
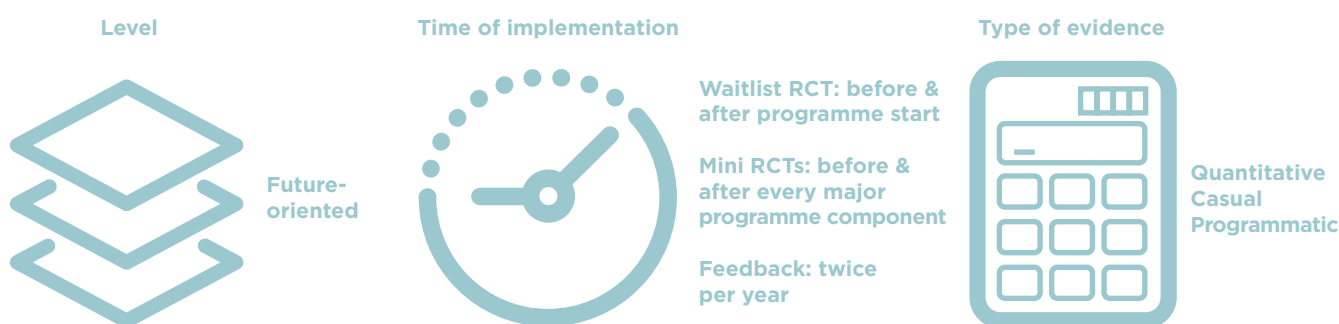
For example, Cai and Szeidl collect data on firm-level revenue, profit, supply and borrowing alongside measures of management practices and networking amongst participating companies. This allows them to link networking activities to economic impacts.[84] Given TAL members are generally executives in large multi-national organisations, TAL will need to tightly target its data collection. Rasul and Rogger provide an example of how to link individual improvements to organisational performance in large bureaucracies.[85] Generally, where possible, this means collecting data at a divisional rather than organisational level.

One way of collecting organisational data in a routine and standardised way is to create an email template that includes questions and definitions for the following indicators. Member organisations could be briefed that they will need to complete this template once a year as part of the TAL programme. We suggest the following data is collected:

- department-specific revenue of the business unit of the participating TAL member;
- firm-level revenue;
- firm-level profit;
- change in suppliers at the business unit level; and
- change in lending arrangements at the business unit level.

As some of this data can be seen as commercially sensitive and firms could be reluctant to share this data, we recommend that answer options are pre-programmed as ranges, e.g. "KES 10 - 15 million". We further recommend to be specific and consistent about when this data is collected as different reference points within the financial year can skew conclusions.

3.5 Future-oriented evaluation for TAL

Level   **Time of implementation**   **Type of evidence**

Future-oriented

Waitlist RCT: before & after programme start

Mini RCTs: before & after every major programme component

Feedback: twice per year

Quantitative
Casual
Programmatic

As leadership and management programmes grow, opportunities are created for making evaluation strategies stronger and maximising participant learning. Programmes should consider the following approaches to shift their evaluation from correlational to causal:

- A randomised control trial (RCT) using a waitlist design;
- Mini-RCTs to evaluate distinct components of the TAL programme. For example, networking compared to L&D; and
- Feedback loops between programme evaluation and member coaching.

We do not expect most programmes to use these methodologies. However, we outline their basic approach to illustrate how causal links between leadership and management programmes, behaviour change, and organisational performance may be created.
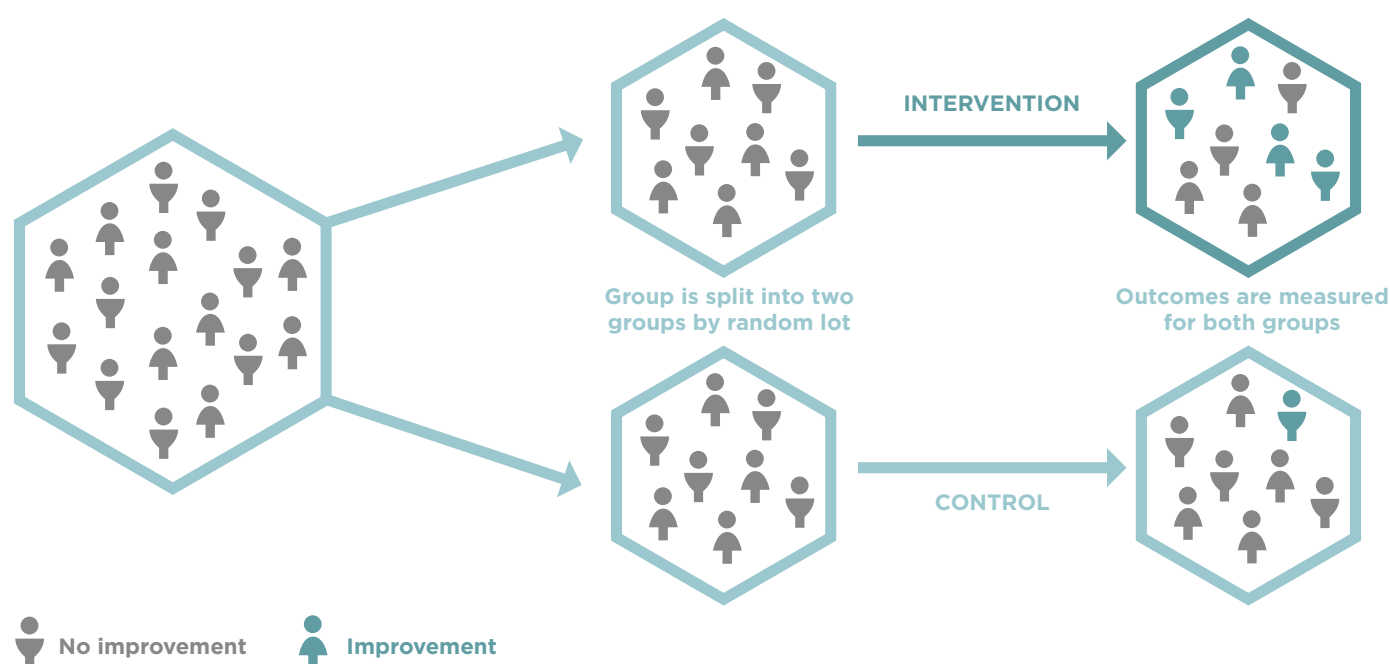
Waitlist design RCT

All approaches discussed so far suffer from the major drawback that they cannot credibly determine causality. They cannot rule out the possibility that some other factors, not accounted for in the analysis, may have led to shifts in the targeted outcomes.

An RCT introduces a randomly assigned control group. This enables comparison on the effectiveness of a new intervention against what would have happened if nothing had changed (or an alternative method had been used). A control group eliminates many problems of comparison that normally complicate the evaluation process. For example, if you introduce an L&D scheme to improve management practices, how will you know whether those receiving the L&D would not have improved management practices anyway, without participation in the programme?

In Figure 2, those who received the intervention ('INTERVENTION') show more of an improvement on the outcomes measured than those who did not. The presence of a control group means there is evidence that the intervention achieves the effect and not some other factor.

Figure 2: **Example RCT**

INTERVENTION

Group is split into two groups by random lot

Outcomes are measured for both groups

CONTROL

 No improvement   Improvement

Often, the nature and context of a programme does not allow for randomisation into a control group (the group that does not receive the programme) and a treatment group (the group that receives the programme). This might be the case for many programmes in the short-term as funded spaces for participants and resources to evaluate non-participants are limited. In this case, we suggest waitlist designs can be used, whereby organisations that have not joined yet are used as a control group, and new members are selected randomly from the waiting list. Such a design would be a viable option for a programme of several hundred members. The baseline-midline-endline survey would be administered to both members on the waiting list and members that complete the programme. The programme impact would be estimated based on the difference between the average performance of waiting and current members.

Mini and programme-orientated RCTs

Leadership and management programmes often consist of several elements. It is unclear which elements drive change and which ones might be less effective. This is a drawback for programme insight and improvement. Mini RCTs could be designed to understand the impact of specific elements, such as an L&D session. In this case, a waitlist design similar to the one described above could be used. Or, perhaps more appropriately given smaller numbers of attendees, a stepped-wedge design. In a stepped-wedge design, groups of participants would be free to attend all L&D events, but they are randomly allocated to a particular session – see Table 11.

The performance as measured by a survey would then be compared to members who had not yet taken part.[viii] For example, Group A could be compared to Group B in June. This would be feasible for events and training sessions that attract several hundred participants (this can be across workshops) and events that can be split into multiple sessions or delivered on multiple occasions.

Table 11: **Example of a stepped-wedge schedule.**

Dark cells indicate that groups have been exposed to the treatment (L&D event) and light means that they have not been exposed yet.

Member	Group	Month in which the group attends an L&D event			
		May	June	July	August
Member 1	A		▓	▓	▓
Member 2	A		▓	▓	▓
Member 3	B			▓	▓
Member 4	B			▓	▓
Member 4	C				▓
Member 5	C				▓

Feedback loops

There is information to be gained from M&E that can help TAL members get the most out of the programme. If appropriate consent is obtained, individual performance data could be analysed and reported back to members. For instance, members could receive yearly reports on how their networks changed and how this compares to other members or where they rank in terms of their management practices. This could be linked to recommendations for specific L&D sessions that help to address particular shortfalls of the member and help to further promote their strengths. The more this process is digitised, the less resource intensive it will be.

viii The estimate of the effect will differ, when there are members who did not complete all outcome measures (baseline, midline and endline) and when there are members who attended programme elements that to which they were not randomly assigned. Generally, a distinction is made between the intention-to-treat (ITT) effect and average treatment effects. A public guide on estimation for different RCT contexts is available via the Abdul Latif Jameel Poverty Action Lab (J-PAL). https://www.povertyactionlab.org/sites/default/files/documents/Using%20Randomization%20in%20Development%20Economics.pdf

CONCLUSION

Leadership, management and networking are important for business outcomes in SSA. Programmes like TAL can provide a key role in expanding the evidence for 'what works' for improving leadership and management in SSA. A number of programmes already exist to assist current and emerging leaders in SSA. However, rigorous evaluation of such programmes is crucial in order to establish their effectiveness.

In this paper, we have provided a guide to evaluating the impact of leadership and management programmes like TAL. The tools presented could be used to contribute to the evidence on what works for improving leadership and management in SSA. We suggest a tiered approach to the tools, where different tiers correspond to different levels of implementation complexity and quality of evidence. We suggest adoption of the essential tools by themselves is worthwhile and will place leadership and management programmes at the forefront of evidence-use in SSA. Over time, as the approach becomes embedded, programmes can adopt more complex evaluation methodologies.

Whilst the proposed approach has a sound basis in the literature, we recommend that it is piloted on the ground in SSA. Testing the evaluation methodology in the field will allow TAL to will allow TAL to understand the practicalities of running the evaluation and make changes based on validating the tools with participants.

Our review suggests an evidence-based approach to leadership, management and networking programmes combined with rigorous evaluation techniques would place any leadership and management programme at the forefront of the field in SSA. Application of this approach could generate important lessons for the programme, participants and, ultimately, economic development across Sub-Saharan Africa.

APPENDIX 1: Baseline - Midline - Endline Questionnaires

This is a sample survey tool developed by BIT for TAL – please note, it is not currently in use.

Instructions for use

Below we copy all questionnaires to be used as part of the Essential tier of the TAL M&E tool.
In each questionnaire, we add the scores to each answer (where relevant) and subheaders in
square brackets to clarify which questions relate to which indicators. Please remove these before
administering the questionnaire to TAL member.

We recommend using an online form. This will help to process entries with as little error as possible,
reduce the likelihood of missing data and expedite data analysis.

Baseline survey

Introduction

Welcome to The Africa List. We are very excited for you to join as one of our new members. Before
you can complete the membership application process, we would like to ask you a few questions.
These questions will help us to evaluate how well our programme is doing and how we can best
help you to develop your management and leadership skills. We will ask you about your current
management practices, networking with TAL members and a few personal details such as your job
role and business experience – please do your best to answer based on your knowledge.

All answers will remain confidential. We will aggregate answers, so no individual responses are
identifiable. If you have any questions about this, please contact [INSERT APPROPRIATE CONTACT
DETAILS].

You can now progress to the questionnaire. It will take 10 minutes to complete.

		BEFORE WE START... [TAL MEMBER CHARACTERISTICS – PART 1]		
	A1.	**In which country do you work?**		
		[LIST OF MEMBERSHIP COUNTRIES]		
	A2.	**Which sector do you work in ....?**		
	A2.a	Manufacturing	0	
	A2.b	Services	1	
	A2.c	Not-for profit	2	
	A2.d	Public sector	3	
	A3.	**What is your current job title?**		
		_____		Free text
	SECTION 1 [Management practices]			
	Q1.	**In [insert current year], how many key performance indicators were monitored within your division / team / this business?**		
	Q1a	1-2 key performance indicators	1/3	
	Q1b	3-9 key performance indicators	2/3	
	Q1c	10 or more key performance indicators	1	
	Q1d	No key performance indicators	0	
	Q2.	**In [insert current year], how frequently was progress against the key performance indicators reviewed by managers and non-managers within your division / team / this business?**		
	Q2a	Annually	1/6	

	Q2b	Quarterly	1/3	
	Q2c	Monthly	1/2	
	Q2d	Weekly	2/3	
	Q2e	Daily	5/6	
	Q2f	Hourly or more frequently	1	
	Q2g	Never	0	
	Q3.	**In [insert current year], which one of the following best describes the main time frames for achieving performance production targets within your team / division / this business?**		
	Q3a	Main time frame was less than one year	1/3	
	Q3b	Main time frame was one year or more	2/3	
	Q3c	Combination of time frames of less than and more than one year	1	
	Q3d	No targets	0	
	Q4.	**In [insert current year], how easy or difficult was it for your division / team to achieve its performance production targets?**		
	Q4a	Possible without much effort	0	
	Q4b	Possible with some effort	1/2	
	Q4c	Possible with normal amount of effort	3/4	
	Q4d	Possible with more than normal effort	1	
	Q4e	Possible with extraordinary effort	1/4	
	Q5	**In [insert current year], who was aware of the performance targets within your business division / your team?**		
	Q5a	All	1	
	Q5b	Most	2/3	
	Q5c	Some	1/3	
	Q5d	None	0	
	Q6	**In [insert current year on average, how many days training and development have managers and non-managers undertaken within your team / business division?**		
	Q6a	Less than a day	0	
	Q6b	1 day	1/4	
	Q6c	2 - 4 days	1/2	
	Q6d	5 - 10 days	3/4	
	Q63	More than 10 days	1	
	Q7	**In [insert current year], what best describes the timeframe within which an action was taken to address under-performance among managers and non-managers in your business division / team?**		
	Q7a	Within 6 months of identifying under-performance	1	
	Q7b	After 6 months of identifying under-performance	1/2	
	Q7c	No action was taken to address under-performance	0	
	Q7d	There was no under-performance	0	
	SECTION 2 [Knowledge about best practice]			
	Q8.	**How would you rate the following talent management strategy?**		
		We have an informal promotion system. What happens is that managers are encouraged to recommend top performers for promotions. When there is an opening, the managers are asked to submit recommendations and then we go through this list and pick out a few individuals. Then, we speak to them – an informal interview if you will – and then decide who the best person is. We try to promote from within the company, it's important to us that they are a part of Wayne Enterprises.		

	Q8a	Very good (5)	5	
	Q8b	4	4	
	Q8c	3	3	
	Q8d	2	2	
	Q8e	Very poor (1)	1	
	Q9.	**How would you rate the following goal setting strategy?**		
		Customer satisfaction and sales is the driving factor behind how we set company goals. The CEO also wants to make sure that our goals are based in delivering some kind of value to the owners of the company. Every year each of the managers receives a personalised file with a clear plan on what they're supposed to achieve in the following year. Then each manager has to review the file and have a joint meeting with their workers to pass on the file and share information. In this way every worker knows how their work feeds into the big picture and all the targets are fully consistent		
	Q9a	Very good (5)	5	
	Q9b	4	4	
	Q9c	3	3	
	Q9d	2	2	
	Q9e	Very poor (1)	1	
	Q10.	**How would you score the following target setting strategy?**		
		Our key performance targets are very difficult, and I feel very strained. After work I just look forward to having a beer at home. Let's just say that the boss really makes you work. I meet targets 60% of the time. Sometimes slightly higher. It's hard to compare across departments such as operations and sales/marketing. Goals are not equally difficult for all roles. We have a couple of lines which are more mechanized due to the shift in lean and these workers have less work due to the automation. But we're in a transition period, you have to understand		
	Q10a	Very good (5)	5	
	Q10b	4	4	
	Q10c	3	3	
	Q10d	2	2	
	Q10e	Very poor (1)	1	
	SECTION 3 [Leadership skills]			
	Q11.	**What best describes the vision of what your team / division plans to achieve in the next 5 years?**		
	Q11a	Clearly defined vision that is widely known across the team, division and business	1	
	Q11b	Clearly defined vision but not widely known across the team, division and business	1/2	
	Q11c	Defined vision that largely focuses on maintaining status-quo or compliance	1/4	
	Q11d	No clear vision of what is planned to be achieved in the next 5 years	0	
	Q12.	**How was the vision of your team / division set?**		
	Q12a	Stakeholders not engaged in establishing vision	0	
	Q12b	Vision built upon an understanding of customer needs and defined collaboratively with a wide range of stakeholders	1	
	Q12c	Vision set by leadership with limited collaboration with stakeholders	1/2	
	Q12d	Vision set by leadership and communicated to stakeholders	1/4	
	Q13.	**How are the leaders of your business (you and the executive team) held responsible for your targets?**		

	Q13a	Leaders are responsible for their P&L, people and performance management and customer service but there are no serious consequences if targets are missed	1/2	
	Q13b	Leaders have formal accountability for P&L, people and performance management and customer service	1	
	Q13c	Leaders have formal accountability for their P&L	1/4	
	Q13d	No clear accountability for achieving targets	0	
	SECTION 4 [Networking]			
	B1.	**Do you know any of the current TAL members?**		
	B1.a	Yes	1	
	B1.b	No	0	Skip to Section 5
Ask if [Yes] at B1.	**B2.**	**How many TAL members do you already know?**		
		_____		Numeric answer
Ask if [Yes] at B1.	**B3.**	**Within a business quarter (3 months) how often do you typically interact - chat, phone, email, meet etc. - with these TAL members?**		
	B3.a	Once	0	
	B3.b	2-3 times	1	
	B3.c	4-5 times	2	
	B3.d	More than 5 times	3	
Ask if [Yes] at B1.	**Q14.**	**Can you name the top 5 who you interact with most? If you know less than 5 members, just enter the names for as many as you know.**		
	Q14a	1._____	1	
	Q14b	2._____	2	
	Q14c	3._____	3	
	Q14d	4._____	4	

	Q14e	5._____	5	
Ask if [Yes] at B1.	**Q15.**	**When you interact with them, what do you typically talk about? Select the 3 most common topics.**		
	Q15a	Hobbies	0	
	Q15b	Family and kids	1	
	Q15c	Economic developments in the country	2	
	Q15d	Economic developments in the region and beyond	3	
	Q15e	Political developments in the country Political developments in the region and beyond	4	
	Q15f	New technical developments relevant to our businesses	5	
	Q15g	People management	6	
	Q15h	Suppliers	7	
	Q15i	Clients	8	
	Q15j	Marketing strategies	9	
Ask if [Yes] at B1.	**Q16.**	**Within a business quarter (3 months) how often do you have a substantial networking discussion for an hour or more - chat, phone, email, meet etc. - with managers from other companies who are not TAL members?**		
	Q16a	Once	0	
	Q16b	2-3 times	1	
	Q16c	4-5 times	2	
	Q16d	More than 5 times	3	
Ask if [Yes] at B1.	**Q17.**	**When you interact with them, what do you typically talk about? Select the 3 most common topics.**		
	Q17a	Hobbies	0	
	Q17b	Family and kids	1	
	Q17c	Economic developments in the country	2	
	Q17d	Economic developments in the region and beyond	3	
	Q17e	Political developments in the country Political developments in the region and beyond	4	
	Q17f	Performance of your organisation	5	
Ask if [Yes] at B1.	**Q18.**	**Following the advice of another TAL member, have you ever done any of the following? Please select all that apply.**		
	Q18a	Got a new client / won a new bid	0	
	Q18b	Changed supplier / changed resourcing strategy	1	
	Q18c	Changed marketing strategy	2	
	Q18d	Changed how to communicate with my team	3	
	Q18e	Changed how to set targets	4	
	Q18f	Changed how to monitor targets	5	
	Q18g	Other	6	
	Q19.	**Following the advice of another TAL member, have you done any of the following within the last six months? Please select all that apply.**		
	Q19a	Got a new client / won a new bid	0	

	Q19b	Changed supplier / changed resourcing strategy	1	
	Q19c	Changed marketing strategy	2	
	Q19d	Changed how to communicate with my team	3	
	Q19e	Changed how to set targets	4	
	Q19f	Changed how to monitor targets	5	
	A FEW MORE THINGS ABOUT YOU BEFORE WE CLOSE… [ENGAGEMENT]			
	Q20.	**What would you like to gain from membership in TAL? Please rank your answers in order of importance**	RANK	
	Q20a	Become a better manager		
	Q20b	Find like-minded people		
	Q20c	Improve my business network		
	Q20d	Learn from others		
	Q20e	Be part of a prestigious group		
	Q20f	Improve my leadership qualities		
	Q20d	Disseminate learnings to my organisation		
	Q20e	Improve the business performance of my organisation		
	Q21.	**How satisfied or dissatisfied are you with your current employer?**		
	Q21a	Completely dissatisfied		
	Q21b	Very dissatisfied		
	Q21c	Somewhat dissatisfied		
	Q21d	Somewhat satisfied		
	Q21e	Very satisfied		
	Q21f	Completely satisfied		
	Q22.	**How do you feel about staying with your current employer? Please pick the statement that best reflects your feelings.**		
	Q22a	I would like to leave my employer for other opportunities within the next twelve months.	0	
	Q22b	I would like to stay with my employer for the next 12-24 months.	1	
	Q22c	I would like to stay with my employer for the next 2-5 years.	2	
	Q22d	I would like to stay with my employer for the next 5-10 years.	3	
	Q22e	I would like to stay with my employer until I retire.	4	
		[TAL MEMBER CHARACTERISTICS – PART 2]		
	Q23.	**How many people are under your management?**		
		_____	NUMERIC	
	Q24.	**When did you complete your last professional training session?**		
	Q24a	Less than 12 months ago	0	
	Q24b	Between 12-24 months ago	1	
	Q24c	Within the last 2-3 years	2	
	Q24d	Longer than 3 years ago	3	
	[TAL MEMBER CHARACTERISTICS – PART 3]			
	Q25.	**How long have you worked for your current employer?**		
	Q25a	Less than 12 months	0	
	Q25b	Between 12-24 months	1	
	Q25c	Between 3-5 years	2	
	Q25d	Longer than 5 years	3	
	Q26.	**Are you…?**		
	Q26a	Female	0	
	Q26b	Male	1	

	Q26c	Other	2	
	Q27.	**How old are you?**		
	Q27a	< 30	0	
	Q27b	30 – 34	1	
	Q27c	35 – 40	2	
	Q27d	41 – 44	3	
	Q27e	45 – 50	4	
	Q27f	51 – 54	5	
	Q27g	55 – 60	6	
	Q27h	> 60	7	
	Q28.	**What is the highest level of education you have completed?**		
	Q28a	Primary school		
	Q28b	Secondary school		
	Q28c	Vocational training		
	Q28d	Undergraduate degree		
	Q28e	Masters degree		
	Q28f	Doctorate		

THANK YOU FOR YOUR TIME

Midline/endline survey

	BEFORE WE START... [TAL MEMBER CHARACTERISTICS – PART 1]			
	AA1.	**Have you changed jobs in the last [insert time since last survey] months?**		
	AA1.a	Yes		
	AA1.b	No		Skip to Section 1
Ask if [YES] at AA1	AA2.	**What is your current job title?**		
		_____		Free text
		SECTION 1 [Management practices]		
	Q1.	**In [insert current year], how many key performance indicators were monitored within your division / team / this business?**		
	Q1a	1-2 key performance indicators	1/3	
	Q1b	3-9 key performance indicators	2/3	
	Q1c	10 or more key performance indicators	1	
	Q1d	No key performance indicators	0	
	Q2.	**In [insert current year], how frequently was progress against the key performance indicators reviewed by managers and non-managers within your division / team / this business?**		
	Q2a	Annually	1/6	
	Q2b	Quarterly	1/3	
	Q2c	Monthly	1/2	
	Q2d	Weekly	2/3	
	Q2e	Daily	5/6	
	Q2f	Hourly or more frequently	1	
	Q2g	Never	0	
	Q3.	**In [insert current year], which one of the following best describes the main time frames for achieving performance production targets within your team / division / this business?**		
	Q3a	Main time frame was less than one year	1/3	
	Q3b	Main time frame was one year or more	2/3	
	Q3c	Combination of time frames of less than and more than one year	1	
	Q3d	No targets	0	
	Q4.	**In [insert current year], how easy or difficult was it for your division / team to achieve its performance production targets?**		
	Q4a	Possible without much effort	0	
	Q4b	Possible with some effort	1/2	
	Q4c	Possible with normal amount of effort	3/4	
	Q4d	Possible with more than normal effort	1	
	Q4e	Possible with extraordinary effort	1/4	
	Q5	**In [insert current year], who was aware of the performance targets within your business division / your team?**		
	Q5a	All	1	
	Q5b	Most	2/3	
	Q5c	Some	1/3	
	Q5d	None	0	
	Q6	**In [insert current year on average, how many days training and development have managers and non-managers undertaken within your team / business division?**		

	Q6a	Less than a day	0	
	Q6b	1 day	1/4	
	Q6c	2 - 4 days	1/2	
	Q6d	5 - 10 days	3/4	
	Q63	More than 10 days	1	
	Q7	**In [insert current year], what best describes the timeframe within which an action was taken to address under-performance among managers and non-managers in your business division / team?**		
	Q7a	Within 6 months of identifying under-performance	1	
	Q7b	After 6 months of identifying under-performance	1/2	
	Q7c	No action was taken to address under-performance	0	
	Q7d	There was no under-performance	0	
	SECTION 2 [Knowledge about best practice]			
	Q8.	**How would you rate the following talent management strategy?**		
		We have an informal promotion system. What happens is that managers are encouraged to recommend top performers for promotions.

When there is an opening, the managers are asked to submit recommendations and then we go through this list and pick out a few individuals.

Then, we speak to them – an informal interview if you will – and then decide who the best person is. We try to promote from within the company, it's important to us that they are a part of Wayne Enterprises. | | |
	Q8a	Very good (5)	5	
	Q8b	4	4	
	Q8c	3	3	
	Q8d	2	2	
	Q8e	Very poor (1)	1	
	Q9.	**How would you rate the following goal setting strategy?**		
		Customer satisfaction and sales is the driving factor behind how we set company goals. The CEO also wants to make sure that our goals are based in delivering some kind of value to the owners of the company.

Every year each of the managers receives a personalised file with a clear plan on what they're supposed to achieve in the following year. Then each manager has to review the file and have a joint meeting with their workers to pass on the file and share information.

In this way every worker knows how their work feeds into the big picture and all the targets are fully consistent | | |
	Q9a	Very good (5)	5	
	Q9b	4	4	
	Q9c	3	3	
	Q9d	2	2	
	Q9e	Very poor (1)	1	
	Q10.	**How would you score the following target setting strategy?**		
		Our key performance targets are very difficult, and I feel very strained. After work I just look forward to having a beer at home.

Let's just say that the boss really makes you work. I meet targets 60% of the time. Sometimes slightly higher. It's hard to compare across departments such as operations and sales/marketing.

Goals are not equally difficult for all roles. We have a couple of lines which are more mechanized due to the shift in lean and these workers have less work due to the automation. But we're in a transition period, you have to understand | | |
| | Q10a | Very good (5) | 5 | |

	Q10b	4	4	
	Q10c	3	3	
	Q10d	2	2	
	Q10e	Very poor (1)	1	
SECTION 3 [Leadership skills]				
	Q11.	**What best describes the vision of what your team / division plans to achieve in the next 5 years?**		
	Q11a	Clearly defined vision that is widely known across the team, division and business	1	
	Q11b	Clearly defined vision but not widely known across the team, division and business	1/2	
	Q11c	Defined vision that largely focuses on maintaining status-quo or compliance	1/4	
	Q11d	No clear vision of what is planned to be achieved in the next 5 years	0	
	Q12.	**How was the vision of your team / division set?**		
	Q12a	Stakeholders not engaged in establishing vision	0	
	Q12b	Vision built upon an understanding of customer needs and defined collaboratively with a wide range of stakeholders	1	
	Q12c	Vision set by leadership with limited collaboration with stakeholders	1/2	
	Q12d	Vision set by leadership and communicated to stakeholders	1/4	
	Q13.	**How are the leaders of your business (you and the executive team) held responsible for your targets?**		
	Q13a	Leaders are responsible for their P&L, people and performance management and customer service but there are no serious consequences if targets are missed	1/2	
	Q13b	Leaders have formal accountability for P&L, people and performance management and customer service	1	
	Q13c	Leaders have formal accountability for their P&L	1/4	
	Q13d	No clear accountability for achieving targets	0	
SECTION 4 [Networking]				
	Q14.	**Can you name the top 5 TAL members who you interact with most? If you know less than 5 members, just enter the names for as many as you know.**		
	Q14a	1._____	1	
	Q14b	2._____	2	
	Q14c	3._____	3	

	Q14d	4._____	4	
	Q14e	5._____	5	
	Q15.	**When you interact with them, what do you typically talk about? Select the 3 most common topics.**		
	Q15a	Hobbies	0	
	Q15b	Family and kids	1	
	Q15c	Economic developments in the country	2	
	Q15d	Economic developments in the region and beyond	3	
	Q15e	Political developments in the country Political developments in the region and beyond	4	
	Q15f	New technical developments relevant to our businesses	5	
	Q15g	People management	6	
	Q15h	Suppliers	7	
	Q15i	Clients	8	
	Q15j	Marketing strategies	9	
	Q16.	**Within a business quarter (3 months) how often do you typically interact - chat, phone, email, meet etc. - with managers from other companies who are not TAL members?**		
	Q16a	Once	0	
	Q16b	2-3 times	1	
	Q16c	4-5 times	2	
	Q16d	More than 5 times	3	
	Q17.	**When you interact with them, what do you typically talk about? Select the 3 most common topics.**		
	Q17a	Hobbies	0	
	Q17b	Family and kids	1	
	Q17c	Economic developments in the country	2	
	Q17d	Economic developments in the region and beyond	3	
	Q17e	Political developments in the country Political developments in the region and beyond	4	
	Q18.	**Following the advice of another TAL member, have you ever done any of the following? Please select all that apply.**		
	Q18a	Got a new client / won a new bid	0	
	Q18b	Changed supplier / changed resourcing strategy	1	
	Q18c	Changed marketing strategy	2	
	Q18d	Changed how to communicate with my team	3	
	Q18e	Changed how to set targets	4	
	Q18f	Changed how to monitor targets	5	
	Q18g	Other	6	

	Q19.	**Following the advice of another TAL member, have you done any of the following <u>within the last six months</u>? Please select all that apply.**		
	Q19a	Got a new client / won a new bid	0	
	Q19b	Changed supplier / changed resourcing strategy	1	
	Q19c	Changed marketing strategy	2	
	Q19d	Changed how to communicate with my team	3	
	Q19e	Changed how to set targets	4	
	Q19f	Changed how to monitor targets	5	
	A FEW MORE THINGS ABOUT YOU BEFORE WE CLOSE… [ENGAGEMENT]			
	Q20.	**What would you like to gain from membership in TAL? Please rank your answers in order of importance**	RANK	
	Q20a	Become a better manager		
	Q20b	Find like-minded people		
	Q20c	Improve my business network		
	Q20d	Learn from others		
	Q20e	Be part of a prestigious group		
	Q20f	Improve my leadership qualities		
	Q20d	Disseminate learnings to my organisation		
	Q20e	Improve the business performance of my organisation		
	Q21.	**How satisfied or dissatisfied are you with your current employer?**		
	Q21a	Completely dissatisfied		
	Q21b	Very dissatisfied		
	Q21c	Somewhat dissatisfied		
	Q21d	Somewhat satisfied		
	Q21e	Very satisfied		
	Q21f	Completely satisfied		
	Q22.	**How do you feel about staying with your current employer? Please pick the statement that best reflects your feelings.**		
	Q22a	I would like to leave my employer for other opportunities within the next twelve months.	0	
	Q22b	I would like to stay with my employer for the next 12-24 months.	1	
	Q22c	I would like to stay with my employer for the next 2-5 years.	2	
	Q22d	I would like to stay with my employer for the next 5-10 years.	3	
	Q22e	I would like to stay with my employer until I retire.	4	
		[TAL MEMBER CHARACTERISTICS – PART 2]		
	Q23.	**How many people are under your management?**		
		_____	NUMERIC	
	Q24.	**When did you complete your last professional training session?**		
	Q24a	Less than 12 months ago	0	
	Q24b	Between 12-24 months ago	1	
	Q24c	Within the last 2-3 years	2	
	Q24d	Longer than 3 years ago	3	

THANK YOU FOR YOUR TIME

Instructions for analysis

Below we set out instructions for analysing and reporting on the indicators included in the baseline-midline-endline questionnaires. It is possible to divert from our suggested approach, for example, to better comply with donor demands. It is however paramount to retain the same indicators, analysis and reporting approaches across surveys and across intervention years, as otherwise comparability is lost. We encourage CDC to expand the questionnaire to cover a wider range of indicators as they adapt their theory of change and learn from the programme. Trade-offs in terms of survey length and completion should however be borne in mind.

Table 12 details instructions for each survey separately.

Table 12: **Overview of data handling and reporting instructions per set of questions**

Purpose	Approach for questions	Data handling	Reporting
Management practices [M]	Q1 - Q7	1. Note down the score for each TAL member, for each question: e.g. Q1= , Q2=1/6 … 2. Take the sum of all questions: Q1 to Q7. This gives you the management score M. 3. Sum all management scores across members within a country / group and divide it by the number of members to get the average: e.g. (M for G1 + M for G2) / 2 4. Take the average across all TAL countries and groups: e.g. (M for C1 + M for C2) / 2	1. Report the average by group / country 2. Report the average across all TAL countries
Knowledge of best practices [K]	Q8 - Q10	1. Calculate the score for each question. The score for these questions is calculated as the absolute distance to the correct answer. It ranges from 0 to 12. The smaller the number, the better. For Q8: The correct answer is "Very poor (1)". The score is |[Answer] - 1|. For example: |3 -1| = 2. For Q9: The correct answer is '4' because corporate goals are based on shareholder value and cascaded down, but it is unclear whether they increase in specificity as they are fed down and whether there is a formal process to assure fit. The score is |[Answer] - 4|. For example: |2 - 4| = 2. For Q10: The correct answer is "Very poor (1)". The score is |[Answer] - 1|. For example: |2 -1| = 1. 2. Now take the sum across all 3 questions: eg. 2 + 2 + 1 = 5. This is your score K. The smaller K, the better. The bigger K, the further away from best practice is the opinion of the member. 3. Take the average for each question for each TAL country/ group: e.g. (K for G1 + M for G2) / 2 4. Take the average across all TAL countries and groups: e.g. (K for C1 + M for C2) / 2	Repeat as above.

Leadership skills [L]	Q11 - Q13	1. Note down the score for each TAL member, for each question: e.g. Q11= , Q12=1/6 … 2. Take the sum of all questions: Q11 to Q12. This gives you the leadership score L. 3. Take the average for each question for each TAL country/ group: e.g. (L for G1 +L for G2) / 2 4. Take the average across all TAL countries and groups: e.g. (L for C1 +L for C2) / 2	Repeat as above.
Existing networking [N1]	**Baseline only:** B1 - B3	1. Note down the answer for each TAL member for B1 and B3 e.g. "Yes", "2-3 times per month" 2. For B1 and B3, count how often each answer is mentioned for each TAL group: e.g. 34 members of G1 already knew another member; 12 members said they met 2-3 times per month; 22 said that they meet less than once per month 3. For B1 and B3, , then calculate the percentage for each group by dividing the counts by the number of TAL members in each group (e.g. 20% of G1 knew another member) 4. For B1 and B3, sum up the counts across TAL countries and divide it by the number of total members to get the TAL average. 5. For B2, take the average for each group by adding up the scores for each group member and dividing them by the number of members: e.g. (B2 for G1 + B2 for G2) / 2 6. For B2 calculate the average across members by group. 7. For B2, then calculate the average across groups and countries by adding all the scores of all members and dividing them by the number of members.	1. Report the average by group / country 2. Report the average across all TAL countries

Networking as a result of TAL [N2]	Q14 - Q18	1. For Q13, count how many names are listed. Then, calculate the average across members by group. 2. For Q13, then calculate the average across groups and countries by adding all the scores of all members and dividing them by the number of members. 3. For Q15, Q17 and Q20 , Note down the answer for each TAL member: e.g. "2-3 times per month" 4. For Q15, Q17 and Q20, count how often each answer for is mentioned for each TAL group: e.g. 34 members of G1 already knew another member; 12 members said they met 2-3 times per month; 22 said that they meet less than once per month 5. For Q15, Q17 and Q20, , calculate the percentage for each group by dividing by the number of TAL members in each group 6. For Q15, Q17 and Q20, , sum up the counts across TAL countries and groups and divide it by the total number of participants to get the TAL average. 7. For Q14 and Q16, count the mentions of each answer option within a group / country. Divide each by the number of members of the group country. 8. For Q14 and Q16, repeat the above across all TAL countries and members to get the TAL average for each answer option. 9. For Q19, sum the ranks of all members of a group/ country for each answer option. Divide it by the number of members in the group/country to get the average. 10. For Q19, repeat the above across countries/groups and all TAL members to get the TAL average. 11. For Q19, to condense information, report the most highly ranked reason and compare it to the least ranked reason.	1. Report the average by group / country 2. Report the average across all TAL countries 3. Compare the percentages for Q14 vs Q16 and Q15 vs Q17 to understand how networking between TAL and non-TAL members differs
TAL member work engagement [E]	Q19-Q21	1. For Q19-Q21, Note down the answer for each TAL member: e.g. "very satisfied" 2. Count how often each answer for is mentioned for each TAL group: e.g. 12 people in group one are very satisfied 3. Calculate the percentage for each group by dividing by the number of TAL members in each group 4. Sum up the counts and percentage across TAL countries and groups	1. Provide a descriptive overview of the management responsibilities of TAL members overall and how this differs by group / country 2. Provide a descriptive overview of how engaged TAL members are in their current companies and how this is likely to affect the impact TAL can have on them

| TAL member characteristics [C] | **Baseline only:**
A1-A3
Q22-Q27

Midline / Endline:
AA1-AA3, Q22-Q27 | 1. For A1-A3/AA1-AA3and Q22-Q27, Note down the answer for each TAL member: e.g. "Female"

2. Count how often each answer for is mentioned for each TAL group: e.g. 12 females per group

3. Calculate the percentage for each group by dividing by the number of TAL members in each group

4. Sum up the counts and percentage across TAL countries and groups | 1. Report the average across all TAL countries

2. Report the average by group / country

3. Compare group averages to attendance records: who attends and who does not?, are there discrepancies in terms of age, gender, experience...? |

Once you have compiled and reported on survey stages separately, you can compare progress across programme stages. Table 13 details how to prepare different indicators for comparison and how to report them.

Table 13: **Overview of data handling and reporting instructions between surveys and programme stages**

Scores and questions	Data handling for Mid/Endline comparisons	Reporting for Mid/Endline comparisons
M, K, L, Q14	1. *Midline %-age change:* Subtract the baseline score (M_B) from the midline score (M_M) and divide it by the baseline score (M_B) 2. *Endline Midi % age change:* Subtract the midline score (M_M) from the endline score (M_E) and divide it by the midline score (M_M) 3. *Endline Full %-age change:* Subtract the midline score (M_M) from the endline score (M_E) and divide it by the midline score (M_M)	1. Report the average across all TAL countries 2. Report the average by group / country 3. Report the percentage change from baseline to midline 4. Report the midline/ endline percentage changes
Q14 - Q18 , Q20 - Q24	Determine which answer is the most frequent at the baseline, midline and endline stage.	Compare qualitatively how this changes (or not) between baseline, midline and endline.
A1-A3, Q23- Q24	Each year, compute new member statistics.	Compare how your membership base is changing: e.g. are they becoming more 50:50 male and female?
Q20 - Q24	Determine which answer is the most frequent at the baseline, midline and endline stage.	Compare qualitatively how this changes (or not) between baseline, midline and endline. Assess how this might affect the ability of TAL to impact individual members and member organisations.

APPENDIX 2: Extended questionnaires

360° feedback tool

Your colleague _____ [NAME] participates in a programme that aims to support your organisation and your colleague by learning from others, building networks and improving current practices.

We would like to better understand how you would rate your colleague's performance as a manager. We will aggregate these scores across respondents, so that you and your colleagues are kept anonymous. The ratings will help us to improve how we support your organisation and your colleague.

Please rate to what extent you agree or disagree with the following statements.

_____ [NAME]

		Rarely or never (1)	(2)	(3)	(4)	Very frequently, if not always (5)
Q1	…communicates a clear and positive vision of the future					
Q2	…treats staff as individuals, supports and encourages their development					
Q3	…gives encouragement and recognition to staff					
Q4	…fosters trust, involvement and cooperation among team members					
Q5	…encourages thinking about problems in new ways and questions assumptions					
Q6	…is clear about his/her values and practises what he/she preaches					
Q7	… instils pride and respect in others and inspires me by being highly competent					

Extended networking assessment

Instructions

Thank you for participating in [INSERT EVENT NAME]. We want to make our events as impactful as possible for our members. Your feedback would help us improve and create events that will help you and your organisation excel.

All responses will remain anonymous and will only be reported in an aggregate manner, meaning that no individual responses will be identified. Please let us know if you have any questions about this.

Evaluating Leadership and Management Programmes

Please fill out the attached sheets row by row and return it to our [INSERT APPROPRIATE PERSON].

	1. Please name 5 TAL members you talked to at [INSERT EVENT NAME]. Start with those who you talked to most.	2. Did you know this person before joining TAL?	3. What did you talk about?	4. Have you done any of these, following the person's advice?
		Circle the answer that applies	Select all that apply	Select all that apply
1		Yes	Hobbies	Got a new client / won a new bid
			Family and kids	
			Economic developments in the country	Changed supplier / changed resourcing strategy
			Economic developments in the region and beyond	
			Political developments in the country	Changed marketing strategy
		No	Political developments in the region and beyond	Changed how to communicate with my team
			New technical developments relevant to our businesses	
			People management	Changed how to set targets
			Suppliers	
			Clients	Changed how to monitor targets
			Marketing strategies	
	Repeat above questions in sheet 5 times			

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