

An Evaluation Of Learning In The CALM (Coaching, Action Learning & Mentoring) Network For Higher Education (West London)

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Coaching, action learning and mentoring have been heralded by various reports on management and leadership development in the higher education sector¹. The CALM network for Higher Education provides facilitation for these practices, using a network of Associates, for the development of senior academic and administrative leaders. The evaluation was conceived at an early stage of the project development as an appreciative inquiry², with both formative and summative dimensions. Our intention is to explore the impact of leadership development activities on participants learning and their organisations.

In this presentation we will reflect on the formative aspects of this process and our attempts to establish an 'evaluation community' for the CALM network. We will describe a framework of principles and questions, which illustrate key elements of appreciative evaluation that can encourage effective participation, as well as to highlight some of the risks and considerations that are emerging from our work-in-progress.

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¹ For example: C Connelly et al (2003) Coaching: Unlearning to Learn, HESDA.
J Chambers (2004) Views from the Top: Leadership and Management in UK Higher Education (HESDA)

² See Coghlan AT, Preskill H, Tzavaras Catsambas T. An Overview of Appreciative Inquiry in Evaluation. in Preskill H, Coghlan AT. 2003. Using Appreciative Inquiry in Evaluation. New Directions for Evaluation. San Francisco: Jossey Bass.