Event Evaluation Instructor's Manual

12: Evaluating Human Resources

Lecture 23

12.1 Introduction(p.134)

The main reason for providing a chapter on HR is that it requires a great deal of evaluation with specific and often difficult theoretical and methodological issues. Staff and volunteers are critical to event and tourism success and occupy much of the evaluator's time and effort.

12.2 HR planning and management evaluation tasks (p.135)

An HR planning and management model is used to list HR tasks and related KPIs. Many students and all practitioners should be able to recall personal experiences.

12.3 Motivation, satisfaction & commitment (p.136)

Fig. 12.2 suggest techniques for evaluating volunteer motivation. A fuller background in theory would help students here, but the table looks at the most commonly identified motivations: altruism, extrinsic rewards, self development, and leisure. Then Fig. 12.3 examines dissatisfaction and commitment, focusing on why volunteers might not want to continue.

Exercise:
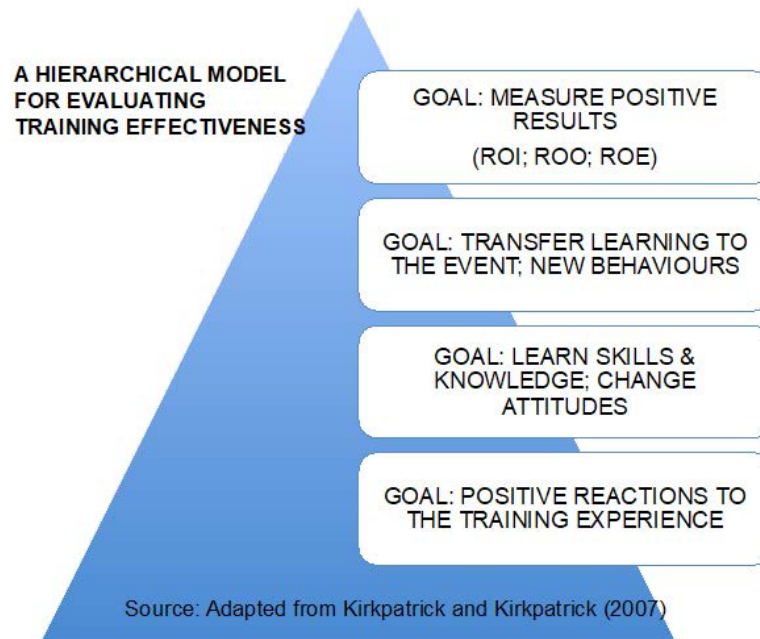
Discuss each of the four mentioned motivation categories (Fig. 12.2) and see if there are other, or elaborations, based on the experiences of students or practitioners. Then examine the suggested questions and develop more detailed survey or interview questions for each. Discuss the relative advantages of interviews, surveys or self-reporting when exploring volunteer and staff motivation.

Lecture 24

12.4 Evaluating training effectiveness (p. 138).

The Kirkpatrick hierarchical model can be adapted for other purposes, but relates specifically to training effectiveness. This is a goal-attainment model and can be liked directly to logic models. ROO and ROE are discussed in the final chapter.

A HIERARCHICAL MODEL FOR EVALUATING TRAINING EFFECTIVENESS

GOAL: MEASURE POSITIVE RESULTS

(ROI; ROO; ROE)

GOAL: TRANSFER LEARNING TO THE EVENT; NEW BEHAVIOURS

GOAL: LEARN SKILLS & KNOWLEDGE; CHANGE ATTITUDES

GOAL: POSITIVE REACTIONS TO THE TRAINING EXPERIENCE

Source: Adapted from Kirkpatrick and Kirkpatrick (2007)

Exercise:

Ask learners to apply this model to their own educational/training experience. To be relevant to a course on evaluation this discussion should lead to identification of actual measures of effectiveness from the perspectives of teachers and students. Where do exams and other methods of student evaluation fall in the diagram - are they measures of knowledge and skills learned? of attitude or behaviour change? How do institutions know that the event sector gains "positive results" from formal education in event or tourism management? What are ROI, ROO, and ROE for a university degree programme?

12.5 Performance evaluation (p. 141)

This could be the most difficult and controversial of HR evaluation tasks, as it leads to questions of discipline, reward, or termination. The tools, including management by objectives (MBO), teamwork, quality circles, etc., are ideally used to foster self-reflection and improvement in a non-threatening way.

I think caution has to be exercised with any scale, and especially with behaviourally anchored rating scales (BARS), in order to avoid stereotypes or discourage innovation and initiatives.

Exercise:

Fig 12.7 (p. 143-4) details applications of rating scales, and students could be asked to come up with a combination that is suitable for a particular situation. For example, for volunteers at a music festival, what is more important: their behaviour, such as dealing with bad behaviour, their competency in implementing logistical tasks such as ticketing, or their contribution to team efforts? What is the best way to evaluate them - through self-reporting, comparisons or MBO?

12.6 Critical incidents: characteristics, response and reporting (p.145)

Incidents should be discussed in conjunction with other topics including risk management, crowd management and control, and job descriptions.

Exercise:

Accidents resulting in personal injury are very common at mass gatherings. Design a critical incident report for a type of accident expected at an event of your choosing, then discuss how the response of staff/volunteers to the accident can be evaluated. Does that need yet another form?

Questions

Q: Discuss special challenges facing HR management and evaluation in the events sector, for each stage in the HR planning process.

A: The answer can simply provide an overview of the HR planning process, with one or more challenges identified for each stage. Each of the goals and KPIs suggested in the text (p. 135) should provide enough to state challenges related to methodology.

Q: Describe each of the four major categories of volunteer motivation and provide pertinent goals and KPIs for each.

A: The four categories are on p. 137, along with suggested techniques for evaluators. Turning these into goals and KPIS can start with the thought "how will we motivate our volunteers?" The Techniques mentioned should suggest specific KPIs.

Q: Why should staff and volunteer satisfaction and commitment be evaluated, and how is it done?

A: The purpose is to keep workers loyal, as recruitment and training are complex and expensive processes. Workers can be committed without being satisfied and vice versa, which is a complicating factor. Ideas on how to foster both should emerge from Fig. 12.3 under Technique.

Q: Discuss the pros and cons of management by objectives (MBO) versus other forms of staff/volunteer performance evaluation.

A: MBO should be described, then other forms of performance evaluation including (but perhaps not all of) those described - starting p. 141.

Q: Design and explain the rationale for a rating scale for evaluating the performance of volunteers who have overall responsibility for organizing an event.

A: This question focuses on the volunteer organisers, typically a board of directors but perhaps just a planning committee reporting to local government. Having served in both of these types of situation I can say that such groups can self-report on their performance, guided by their mandate and goals as well as efficiency measures, but the process should also include external evaluation by stakeholders.

Q: Explain the importance of documenting and evaluating critical incidents, then give an example of the necessary report and how the response of staff/volunteers can be evaluated.

A: Not only do event organisers want to prevent injury, and therefore have to learn from mistakes and uncontrollable incidents, but within a risk management process they need incident reports to satisfy legal and insurance requirements. Outline what a report should cover, then comment on how the responders are to be evaluated - perhaps by de-briefings with supervisors and team reflection.

Essay-Style

Q: Do you think there are important differences between the motivations of event employees and volunteers? Discuss this in the context of motivation theory, and suggest the related challenges for evaluators.

A: Some latitude is required for personal reflection and opinion in this kind of question. Four categories of motivation should be discussed as to how paid employees and volunteers might differ. A really good answer would include "hygiene factors", being the things that dissatisfy employees (such as the absence of competitive remuneration or the presence of undesirable working conditions) but are not motivators in themselves. For volunteers, hygiene factors do not pertain to pay, but do include working conditions 0 like health and safety concerns.

Q: Illustrate and explain the use of the Kirkpatrick model in human resources management for events. Include definitions of ROI, ROO and ROE.

A: In an essay we need a full explanation and illustration of the model, and working through an example is best. Each level has to be identified and discussed, ending with definitions of ROI, ROO and ROE and how they can be evaluated within an event or tourism context. Some imagination is required for ROE as it is not necessarily evident how the training "experience" can holistically be considered a factor leading to better morale or performance.

Q: Discuss types of rating scales for HR performance evaluation and the advantages/disadvantages of each.

A: Answers should include a discussion of the purpose and uses of performance evaluation in general and rating scales in particular. Some details on how rating scales are developed should be provided when discussing advantages and disadvantages. I think its important to at least three of the types illustrated in include Figure 12.7, with MBO being prominent.

Q: What are the evaluator's roles regarding critical incidents at events?

A: The assumption cannot be made that the evaluator is not one of the responders! Self-reporting by responders and report-writers is useful, as is external evaluation by supervisors. Sometimes there will be legal and insurance scrutiny, so getting police and insurance inspectors' reports would be important. The basic issues to address: what caused the incident? was it preventable? what improvements are needed? was the response appropriate and according to procedures?