

Evaluation of a Strategic Management Program: Context, Input, Process, Product Model as a Prototype for Business Academies

Bengi Birgili ¹, Kamil Arif Kırkıç ²

¹*Department of Mathematics and Science Education, MEF University, Istanbul, Turkey*

²*Department of Educational Sciences, Istanbul Sabahattin Zaim University, Istanbul, Turkey*

Abstract – The present study examines the evaluation models of strategic management (SM) programs in business academies and evaluates a sample program based on Stufflebeam's context, input, process, product (CIPP) program evaluation model. When evaluation studies used in Turkey were scrutinized, Stake's countenance model and Provus's discrepancy model were also discovered; however, the CIPP Model has generally been used. Further, this study explores (1) the history of SM education and (2) SM education within the perspectives of business academies, (3) a sample of SM education developed by a private education consulting service and (4) a theoretical background and a practical method to evaluate the program of business academies.

Keywords – business academies; CIPP Model; program evaluation; strategic management education

1. Introduction

"Strategy," a term introduced in the social sciences in the 1970s, is defined as science and art. This definition meant that the parties placed their

military power by the conditions of the environment in order to conclude the war [1]. In other words, strategic management (SM) education is fundamentally about teaching learners to make decisions in an environment of uncertainty and ambiguity during unexpected situations [2]. If this definition is to be adapted to an organization, then it would imply a method to follow the power and management of the parties to achieve the highest possible target in a crisis environment and to restructure the management according to the environmental conditions. Companies' ability to keep up with the environmental conditions depends on having a long-term vision. However, SM is not just a rigid and standard plan of the future. Given the continuous change in the business environment, it is necessary to consider the change in plans.

Planning, organizing, coordinating, implementing, and controlling the essential parts of an organization are also part of the SM. Furthermore, the focus on the external environment that affects the company is essential. The primary characteristics of the SM are as follows:

1. Considering the future of the business and development of long-term goals,
2. Understanding that in strategic decision making, the business is perceived as a whole and includes the subparts as well,
3. Considering the operational environment as an open system that requires continuous monitoring,
4. Considering the interests of the society against the external environment and the effective distribution of resources,
5. By adopting a more collectivist approach in a goal-oriented task critically evaluating the process with several stakeholders [3], [4].

The SM has three basic processes: strategy generation, strategy implementation, and strategic learning. The first one includes the creation of a vision and mission, distant or near environmental analysis, SWOT analysis, strategy development projects, strategy alternatives, and selection.

DOI: 10.18421/TEM101-26

<https://doi.org/10.18421/TEM101-26>

Corresponding author: Bengi Birgili,
*Department of Mathematics and Science Education,
Faculty of Education, MEF University, Maslak-Ayazağa
street No:4 34396, Sarıyer, Istanbul, Turkey.*


Email: birgilib@mef.edu.tr

Received: 02 September 2020.

Revised: 30 November 2020.

Accepted: 08 December 2020.

Published: 27 February 2021.

 © 2021 Bengi Birgili & Kamil Arif Kırkıç; published by UIKTEN. This work is licensed under the Creative Commons Attribution-NonCommercial-NoDeriv 4.0 License.

The article is published with Open Access at www.temjournal.com

Furthermore, strategy implementation includes documentation, hardware preparation, training, and promotion. Moreover, the last one includes tasks such as strategy monitoring, evaluation, problem-solving, cause analysis, project generation, project implementation, and institutionalization of strategic improvement [1], [3], [5].

The SM skills that need to be developed include design thinking, system thinking, reflective thinking, critical thinking that contribute to deep-level learning emphasizing theoretical and conceptual knowledge; the current programs fail to develop learners' skills in implementation that are current needs in the field. The present-day SM courses are dominated by theories and scientific paradigm so that business schools produce many "technocrats" and "craftsman" but few "artists" [6].

Therefore, several experts emphasize that it is worth evaluating the implemented SM programs to identify the gaps and propose a new program suited for 21st-century skills because the present-day learners need to test the hypothesis, challenge several contexts, and discover the similarities and differences across firms or business academies [7].

2. Related Works

Research Studies on Business Academies

Program evaluation provides instant and constructive feedback to make decisions about the enacted program [8]. The program evaluation models used in the evaluation researches of business academies are further discussed.

Cellante and Donne reviewed their field experience in evaluating an English language education program [8]. Students' opinions were collected through surveys over a year. The program mapping process was used to determine the needs as a secondary education department in the university, and the program proposals were asked to be considered in entirety. Graduates, students who started to work, and collaborating teachers were asked to express their opinion on the evaluation process through the questionnaire. Research-based evaluation approaches are among the recommended methods to evaluate a business academy program.

Wang evaluated the development of the China Work Program in the framework of Patton's Utilitarian Assessment approach [9]. This approach is vital for the usability of the evaluation results. Focus group interviews, questionnaires, and interviews were conducted in the data collection process. In the second stage, the participants were asked open-ended questions.

Following the study by Salles-Filho et al., in the small business programs of Brazil, a training

program was evaluated with the decomposition model [10]. The following steps need to be taken when deciding on the institution: needs analysis, priority settings, evaluation of research projects, monitoring of ongoing research, evaluation of research results, evaluation of its effectiveness, and program management reviews.

This related literature on business academies and its evaluation revealed that systematic data gathering methods were standard. Therefore, the present study depended on a systematic research-based approach to evaluate a kind of business academy program: an SM education. To start with a holistic approach, the CIPP is appropriate for evaluating a business academy program because four different dimensions of the program can be evaluated in at least four different perspectives using the CIPP.

Why Should Business Academies be Evaluated?

Through the SM, companies can identify a direction to take and a behavior to develop and survive the changing economy. During their life cycle, companies either fail or achieve, and the SM can help explain why they achieve or fail [11]. The SM of a company becomes more important when they are in a crisis, and the company environment is ambiguous. Each company can overcome the crisis if the company's human resource knows how they should understand and behave when the company is in trouble. The success or failure of the company depends on its readiness in terms of SM principles.

The principles of SM can be learned either during university education or during the SM process in a company. At the university, the SM can be taught either theoretically or practically [2], [12]. After receiving education on SM at a university, in the absence of well-qualified workers informed and trained about strategic management, a company cannot apply the SM processes. All team members and their managers should be trained to understand the philosophy of the SM to obtain reliable information from their business environment to develop their business.

In an organization, training is a tool that includes all kinds of activities designed to increase the company's effectiveness, efficiency, and productivity. A company's performance depends on the knowledge and skills of the company's employees. Therefore, training and instructing employees are crucial to achieving the company's goals. Training and development for all types of organizations is essential because these tools can promote self-fulfillment and competitive skills of employees for sustained growth of the company [13].

History of Program Evaluation in Turkey and the CIPP Model in Program Evaluation Process

Program evaluation as a discipline has been popular for 80 years. However, in Turkey, curriculum development and program evaluation studies have been accepted as a study discipline on March 3, 1924, in which, according to the Tevhid-i Tedrisat (law of the Unification of Education), all educational institutions fall under the Ministry of National Education (MoNE). In other words, all schools in the Republic of Turkey were attached to the MoNE [14], [15]. The report states that the year in which John Dewey was invited to Turkey marked the development of the primary education program. Given the Taba-Tyler program models in the 1930s, understanding of the education program (in Turkish called "müfredat") in Turkey in the 1950s was substituted with the curriculum as a subject-based educational program. The first reported program evaluation study was of the implementation of the Primary School Program as a new teaching method in 1948. In 1984–1985, primary school mathematics program and in 1990, program development and measurement evaluation studies gained acceleration, and nine training programs were developed. Ankara, Anadolu, Boğaziçi, Middle East Technical University, Gazi, Karadeniz, and Marmara Universities established the departments of Curriculum and Instruction as undergraduate programs in 1991. Undergraduate degrees were discontinued and changed to a graduate degree in 2000 [16].

CIPP Model in Program Evaluation Process

According to the CIPP Model, Stufflebeam and Shinkfield claim that the most crucial responsibility of the evaluator was to develop and improve the program, not to provide evidence on the subject and field of assessment [17]. This process can be both follow-up (formative) and final (summative) evaluation. In the formative evaluation process, the study aims to improve the program through evaluation, whereas the summative evaluation aims to deliver decisions on the program [18].

According to Stufflebeam, program evaluators or authorized planning, structuring, execution-implementation, and reorganization decisions at each stage should use appropriate evaluation methods. These are the content or context, input, process, and product of the initials.

- The function of the content evaluation is to collect the information needed for determining the program objectives,
- Input evaluation aims to determine the resources needed to achieve the objectives and the methods

to obtain these resources, and to determine the strategies necessary to achieve the objectives,

- Process evaluation helps in the implementation of the program, determination of resources that may cause failure, and the examination of teaching strategies and activities,
- Product evaluation includes the steps of measuring, interpreting, and concluding the program results [19].

This model developed by Stufflebeam and Shinkfield is preferred by an institution to evaluate the program, provide detailed information and perspective to the evaluators, and be widely used in program evaluation [17]. An essential consequence of the program evaluation is that it provides the economy to the institution. Furthermore, a pretested model is helpful. Therefore, the CIPP Model has been widely studied and tested to be used as a program evaluation model in schools and higher education institutions, but not in business academies.

The Higher Education Council (YÖK) of Turkey prefers this model and is used in the evaluation of education programs. Besides, other models such as Tyler and Stake's models offer research and report on targets only in the program evaluation. In contrast, the CIPP model provides a broad perspective for input, process, and product authorizations and offers numerous questions for each step both economical and more advantageous [20]. This model appears useful for the evaluators as program implementers and also for decision-making consultancy companies.

Besides, the CIPP Model is preferred because it allows decision making as well as formative assessment [21]. The present study finds the oft-used CIPP model suitable for determining the success of a program by measuring the effectiveness, the benefits to the participants, and the performance levels of the educators [22].

The following research question emerged: "To what extent is the CIPP model an effective tool for observing the effectiveness of SM courses?"

- Context evaluation: What are the needs and opportunities? What should be the goals of an effective SM program?
- Input evaluation: What are the options? What approaches can be taken? How do these approaches compare in terms of resources needed?
- Process evaluation: How is program implementation done? Do we need to adjust? What strategies and activities have been planned to address the needs of the SM program?
- Product evaluation: What is our success or failure? What has changed as a result of the program? How should the SM program be redesigned to meet the needs better?

Significance of the Study

The effectiveness of the program development studies in Turkey has been investigated with the evaluation methods and techniques. Non-conformities, which are activities that do not comply with the target audience or the environment, are identified because of challenges encountered during the program development process, and the efficiency of the program is maximized. Therefore, some programs can be prepared without considering the results of scientific research. In Turkey, newly developing business academies can undertake these tasks. However, program evaluators must find out whether the program is designed to serve the needs of the target audience [23]. This study aims to be one of the pioneering studies to evaluate SM education from the perspective of business academies. The research process regarding context, input, process, product (CIPP) has been reported and described in Figure 1.

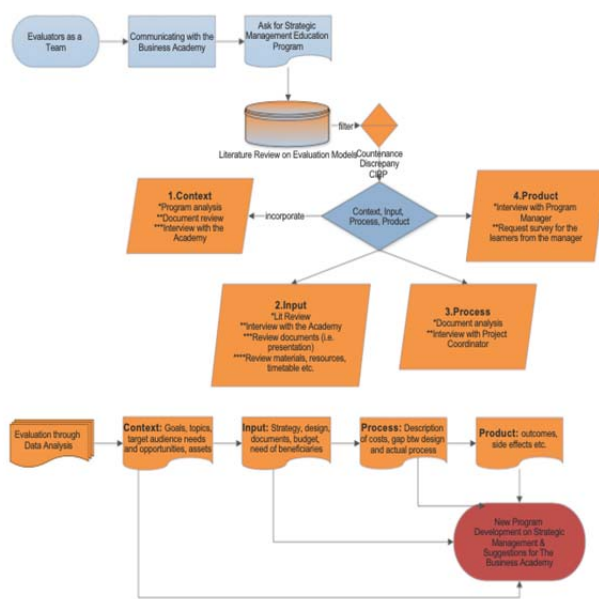


Figure 1. Research process of the evaluation study

3. Research Method

The study method adopts the process of course analysis offered by a private education consulting service in İstanbul, Turkey. In this study, the utilization-focused approach is adopted to evaluate the program [17], which aims to improve the program and production of knowledge. First, the evaluators analyzed the course contents described in Table 2. (see Appendix A). All course contents were

taught in 3 weeks, and three courses were instructed for every three weeks; namely, courses 1, 2, and 3 were instructed in the first week; courses 4, 5, and 6 were taught in the second week. Finally, courses 7, 8, and 9 were instructed in the last week of the SM education program.

Literature shows that curriculum evaluation models depend on two paradigms: positivist and interpretivist. The positivistic approach applies theory to a research context and focuses on the observable and measurable needs. It relies on quantitative data, sources, and methods. In general, the positivist perspective reflects an objective-oriented evaluation model [24]. In contrast, the interpretivist paradigm, also known as participant-oriented [25] perspective, is people-centered, and it relies on a qualitative paradigm, thus providing an in-depth description of the research environment. As inferred from the research questions, the present study is evaluated using one of the utilization-focused approaches. Unlike traditional evaluation approaches, the CIPP model provides methods to improve the program and accountability to consumers, evaluators, and stakeholders. This model is one of the most widely accepted and applied evaluation models by several researchers. Stufflebeam's CIPP model was believed to provide the best solution for this study when compared with professional evaluation standards: their utility, feasibility, propriety, and accuracy.

4. Results

The business academy "Strategic Management Program" was evaluated using the CIPP model because of its formative and summative functions. According to this model, the "Strategic Management Program" included content evaluation, input evaluation, process evaluation, and product evaluation stages, and the results of each step of the evaluation process are presented. The relevance of four evaluation types to formative evaluation roles are shown in Table 1.

Context Evaluation

The formative paradigm of context evaluation includes needs assessment and identifying goals and methods of implementation, whereas the summative paradigm focuses on comparing intended goals and those presented in the entire program [17]. In this study, the context evaluation of the "Strategic Management Program" was made from a formative role perspective.

Table 1. The relevance of four evaluation types to formative evaluation roles (adapted from [17], p. 329).

Evaluation roles	Context	Input	Process	Product
Use of the information obtained from the CIPP application for quality assurance and decision making	Guidance for selecting interventions needed and identifying and ranking goals (based on assessing needs, problems, assets, and opportunities)	Guidance for selecting an alternative program or a strategy (based on different strategies and resource plans)	Guidance for how the operational plan can be implemented (based on judging program activities)	Guidance for deciding to continue or to terminate the effort by assessing outcomes and side effects of the implementation

Moreover, the researchers were not informed about the budget by the company. Therefore, it could not be evaluated. The company also did not share the cost information because it was private information. We, as researchers, shared what we found except costs. We compared the designed and actual processes.

Results of context evaluation

The steps of establishing the objectives of this program were examined in the context of the CIPP model's evaluation process. In the context evaluation process, the objectives were to collect to see how the objectives had been determined. The assessed needs, used assets, and opportunities were identified, and the problems were determined [26]. Context assessment provides for the formulation of goals for the next implementation of the program to be improved or improved [17]. To judge the contextual process, the evaluators asked about the subjects trained in the institution and the relevant topics, the target group receiving the training, the needs, the goals achieved, and the issues considered in the formation of these goals. The difference between the topics proposed in the institution and those in educational assets was identified.

The Decision based on the Results: It has been shown that the titles of the program were found to be incompatible. However, this conflict was found to be a result of the program being organized according to different target groups. Another reason is maybe because there was a lack of communication between the instructor and the consulting company.

The target group of the SM Training Program is not managed professionally; it was found that the companies in the private sector are family-owned

ones, middle- and high-level managers, and, if necessary, employees in the lower sectors. Therefore, it is confirmed that the content in Table 1. differs. The training should have been deemed necessary for each target group. An education that cannot meet the needs or achieves its goals is meaningless and time-consuming, and an expensive exercise for both practitioners and trainees.

The study results indicated that the training needs of the target audience were the subject, personal development, standard planning, competitors, gaining a future perspective, long-term thinking, and mission-vision development. However, these needs were generally those of all those who would like to receive SM education. It was found out that when determining the training needs, the level of the trainees, and their position in the institution are of great importance. Therefore, it was inferred that when determining the training needs of the target group, the personal characteristics, such as education levels and branches, their position in and contribution to the institution, their job, and management skills, and the extent to which they are informed before joining the training, of each of the participants should be considered. The institution indicated that the training needs would be identified in the future and informed not just by the theoretical infrastructure deficiencies of the day, but also by professional management skills such as decision making, stress management, and conflict management.

Moreover, considering that in a program such as SM education, these are general reasons. To achieve more effective training, the deficiencies that arise due to training needs should be examined in depth. Therefore, the institutions can share these results with those who develop and implement an adequate needs assessment. The objectives of the program can be determined accordingly for a more meaningful education. In addition to needs analysis, the program developers or evaluators should visit the institutions to determine the needs and shortcomings of people through interviews, surveys, or observation.

As stated, this program was prepared by a doctoral researcher, and the needs of the institution were investigated during the preparation phase. However, the results from the "Context" showed no comprehensive investigation. Even though the program implementers claimed that they had collected pivotal information regarding their weakness points from the company that received the training, the evaluators concluded that a needs' assessment would be conducted before the development and design of the training. For further investigation, the evaluators suggested a review of education during a field trip so that this experience can reveal the real needs of the target group.

The study showed that the company training aimed to obtain information, but not change the behavior about the SM, to develop individuals in the process, and to write mission and vision for the organization. It was stated that these goals were formed according to the needs determined by the team of trainers and the company. Evaluators found that these objectives were the general objectives, and not very explicitly defined and that the titles presented as content can be used to achieve a large number of stated objectives.

Results of input evaluation

Input evaluation, which is the second stage of the CIPP model, provides information to the decision-makers about the resources that the program should use to achieve the set objectives and how to use them [19]. At this stage, the objectives of the program evaluated and the extent to which these objectives matched the scope of the program was determined, and the most suitable plan to meet the needs was selected through alternative methods to achieve the objectives [19], [21]. In this stage, the evaluators investigated and analyzed the resources of the training program, the proposed budget (if applicable), and the timeline. The criteria used and the suitability of the proposed/implemented plan, its applicability, and the level of superiority of the current plan was analyzed [27].

Through input evaluation, the training institution was asked questions (see Appendix B for sample interview questions) about the place where the training was implemented, the training itself, and the educational materials used. The researchers also sought the opinions of the applicants about the adequacy and the duration of the education. The responses (see appendix) from applicants showed that education had been implemented in the institution. This suggests that a new environmental arrangement should be made for training each time, but it is time-consuming. However, since education is carried out with easily accessible materials and does not require much regulation, it is concluded that training in a different environment will not be a problem in terms of the effectiveness of the program.

Interestingly, there were no clear answers to queries on the budget allocated to training by the company and the practitioners. The practitioners stated that about 50% of the educational budget of the company was allocated for this education, while the practitioners provided no information about the budget allocated to the education of the researchers. However, it was stated that this budget belongs not only to the SM education program, which was evaluated, but also to the extended education, which could be 3, 6, or 12 months, which was also part of this education provided to the practitioners.

Assuming an approximate budget value based on the companies could be meaningful in terms of evaluating the financial input of education. Also, following the training, several activities were conducted to practice what was learned. However, there was no clear information on the budget allocation to practice the theoretical education. Similarly, this information was not shared with the researchers who aimed to evaluate the program in the process. Meanwhile, the evaluators believed a budget should be allocated for practicing the training received because the program could barely be learned theoretically by a professor from the same field.

The current evaluation study showed us that the material used in education consists of only a PowerPoint presentation prepared by a professor (service provider). Moreover, the training techniques used by this educator were brainstorming, role-playing, and drama. Given the background and differences in the fields of the learners, differentiation of the education seemed to be very significant. When asked about learners' opinions on the adequacy of the materials used, the researchers received positive responses. Given that it was a theoretical education, the findings revealed that the material evaluated in this research could be sufficient if it could have been decided and arranged after a real need-assessment study.

The Decision on the Results: The education period was found to be one day. As the content examined by the evaluators was quite intensive, it was concluded that one day was not sufficient for this program. The researchers, depending on their professional background, decided that the 1-day program can be implemented without observing the performance levels and activities of the learners. Therefore, the teaching and learning process might be facile. However, if the education were significantly extended, it would be possible to make changes to eliminate the deficiencies, as the levels or deficiencies of the learners can be better observed. The practitioners stated that this period was suitable for education as they stated that this was intended to inform the subject, not just about the change of behavior. As there was no quantitative (numeric) data available on the impact of training on the implementation or the duration, it was difficult to evaluate this issue in terms of the researchers' perspectives.

Results of Process Evaluation

Through the third stage of the CIPP model in this program evaluation process, the researchers determined the success or the obstacles encountered in the implementation of the plan by considering the

harmony or difference between planned and implemented teaching activities [28]. Regular and meaningful feedback to practitioners and decision-makers during the implementation allowed them to make various changes in the system and make decisions about the execution of the program if necessary. Process evaluation served to implement program development as it made decisions about the implementation of the program and made the necessary changes [24]. During the evaluation process, the following questions (see appendices) were raised:

- Are the planned activities implemented on time?
- Is the application planned?
- Are the resources used effectively and efficiently?
- Are the stakeholders of the program fulfilling their own? [17].

Process evaluation had two objectives other than informing practitioners about decisions: one, to anticipate possible errors in the creation of the program and the possible shortcomings in implementation. The other was to record it as the practice progresses [24]. In process evaluation, methods such as interviews with participants, observation of applications, surveys, analyzing records, and taking their own opinions were used [29].

Process evaluation can also be defined as the management phase of the program and includes three basic strategies for evaluators. The first strategy is to identify and supervise resources that could lead to failure. The second is to analyze the decisions of the competent people, and finally, to specify the essential functions of the design, such as the instructional strategies, the time set for teacher-student activities. Estimates related to the program can be made.

As the program evaluated in this study was discontinued at the time of the evaluation, the evaluators could not observe the application of the SM education program and record it. Instead, information was collected from the authorities of the program implementing it (except the instructor who personally implemented the program) and then evaluated.

Based on the project coordinator's information, it was emphasized that the learners develop their skills in the process. Within the framework of the previously prepared plan, it was stated that the educational material was enriched with examples suited to the related sector. Based on the coordinator's information, how to write the mission and vision was carried out once a week. After the training, the participants were brainstormed during the training through related activities. However, because the information was taken from the project

coordinator, this limits the assessment that should be taken from the direct practitioner. There was no clarity of the cost implication. It was inferred that the institution budgeted 50% allocated for the education.

Nevertheless, they have never shared a precise amount with the evaluators even after it has been repeatedly asked. At this stage, the evaluators decided that if on-site observation could be made, the role of the participants in the training would be evaluated. They asked how much of the employee's needs were met. Also, the evaluation revealed that the learners would be informed about the strategy, work plan, cost, and the method of evaluation on how to assess their pre-requisite knowledge. The problems encountered in the process, unnoticed by the trainer/participant, but noticed by the expert evaluators, were to be identified, depicted, and informed.

The Decision on the Results: In this study, because the evaluators did not have the opportunity to observe the education as a whole, the views of the learners, and the instructors, in the process evaluation was minimal. Therefore, they could not adequately present the decision-makers with possible errors, shortcomings, and corrections to be made. Therefore, the evaluators suggested interviewing the instructors (including the professor who prepared the content) and the participants and learners. In other words, the evaluation would have the chance to become more meaningful, valid, and reliable.

Results of Product Evaluation

The aim of the product evaluation, which is the final stage of this evaluation process and which should not be considered independent of the process evaluation according to the CIPP model, was to measure, interpret, and judge. It was essential to get feedback on the success of the program. During the product evaluation phase, the program meets the needs of the group (learners) served by the program. The intentional and unintentional effects of the program were examined [17].

In the product evaluation, the outputs of the program were generally evaluated. It determined to what extent the goals of the SM education were achieved, the extent to which the needs were met, and whether the program should be continued or the changes needed [24], [29], [30]. In product evaluation, evaluators collected data on whether the final results/products of the program are achieved as per expectations [25].

At the product evaluation stage, the participants were asked whether they completed the training; the program achieved its goals; any unintended consequences were encountered; the desired changes were realized in each participant, and the participants received feedback about the training program.

The Decision on the Results: There are reports that there may be some unresponsive consequences such as the participants' resistance and their traditional and as usual thinking. As an example of adverse situations, after training, the company started to restructure the program, and it was said that the employees were more worried about the job. When there are changes in the mission and vision, the employees face uncertainties. Such negative results and thoughts raise the question on whether education has been unsuccessful and such results and thoughts have occurred. The evaluators believed that these negativities might be related to the determination of the goals of the program without considering the learners' needs appropriately.

All participants showed various levels of the desired change, which indicates insufficient education. This could be because the training needs were not correctly identified in the preparation of the program and that the objectives of the program had not been prepared precisely.

After the program was implemented, participants were asked to complete the Training Evaluation Form prepared by the practitioners (see appendix). However, the evaluation form did not reveal the exact deficiencies of the program being evaluated and therefore failed in terms of some of its learning outcomes. Therefore, the researchers (evaluators) found out that the evaluation form should be more specific and must include key points to be revised to help the decisions to be revised in the course of changing or regulating the training program.

Code of Ethics

Regarding the code of ethics in this evaluation process, we conducted the evaluation process safely. We shared what we found and realized as a problem. Moreover, no information was shared on the evaluation process and its results without the company's permission.

Self-Evaluation of the Evaluators for Future Researchers

In this section, the evaluators (researchers) state the situations encountered and their positive and negative aspects. With regard to the positive aspects, it was an excellent group work. We have had the opportunity to complete each other's thoughts and better evaluate with various perspectives. The interviews with the institution to be evaluated show that the institution was warm and helpful. One of the positive aspects is that we have changed and developed our vision to realize that we can use our expertise as program evaluators in evaluating the program not only in evaluating national education programs but also in any field. However, this study is

limited by negative aspects, such as the researchers could not meet the instructor and the learners. If there had been the opportunity to meet with the instructor and some of the learners, a few more dimensions would have been added to our evaluation, and the evaluation would have been better.

5. Discussion and conclusion

In conclusion, although this study shows that the level of context, inputs, process, and products of an SM education program in Turkey, the evaluators found that the program is still moderate through the application. There are both pros and cons in all their dimensions. This situation shows us that the SM program can still be implemented with significant improvement and transparency.

Therefore, this evaluation study as a prototype for future business academies followed the research question to what extent is the CIPP model a useful tool for noticing the effectiveness of SM courses. As for the sub-dimensions of context evaluation, the study explored (1) what the needs and opportunities are? What should be the goals regarding an effective SM program?; with regard to input evaluation: (2) what are the options? What approaches can be taken? How do these approaches compare in terms of resources needed?; of process evaluation: (3) how is the program being implemented? Are we on track? Do we need to adjust? What strategies and activities have been planned to address the needs of the SM program?; finally, with regard to product evaluation: (4) what is our success or failures? What has changed because of the program? How should the SM program be redesigned to meet the needs better?

Education is defined as the process of controlling the learning conditions and creating behavior change in individuals. The training program covers the content of the program that consists of various instructional stimuli presented to the student in order to achieve the desired learning outcomes.

The target audience is determined when preparing an educational program. The needs of this target group and the deficiencies related to the subject should be determined. The objectives of the training program are established in order to meet the needs and eliminate the shortcomings. Targets should be handled separately for each group and should change according to their needs and deficiencies. For example, when organizing a program in the field of SM for business academies, the target group may include people from managerial positions of the companies or educational institutions serving in different fields and their subordinate employees. Deficiencies in this context are as follows: not having the characteristics and knowledge appropriate for the position of the managers or lower-level employees,

unable to plan for the future, unable to make all parts of the organization ready for the strategic plan, the miscommunication between the managers and the lower-level-workers, being closed to innovations, the inability to analyze competitors. However, as evaluators do not have enough knowledge in the field of SM, the participants' needs and shortcomings can be investigated adequately [21]. Therefore, experts should handle the needs analysis, and it should be determined which aspects of the training participants are missing, and the objectives of the training program should be established. At this stage, no goals of the training program could be formulated owing to the lack of information. Based on the objectives, the training program should be differentiated each time. Because the people who will receive the training will always come with different needs and shortcomings, according to which the content, process, and application of the program should be changed and various versions of the training program should be prepared.

There are some issues to be considered after the program is developed, such as this course aims to determine the budget, time, education, and materials to be used for education. If the company is aiming to give a theoretical training about the SM education, as in the program discussed above, the PowerPoint presentation and supporting role-playing, and brainstorming will be appropriate. However, if education is aimed at including theoretical training as well as practice, workshops can be conducted to allow people to practice what they have learned. The time that will be devoted to education should be changed for those having two different orientations. Regardless of what orientation is used, the time should be parallel to the number and scope of the objectives to be achieved at the end of the program. The budget for such a sophisticated SM education for business academies should also vary according to the orientation, duration, and scope of the training. Most importantly, the budget should be shared with the evaluators to overcome the transparency and accountability issue.

The next step is to test the extent to which the developed program addresses the deficiencies of the participants, how much they meet their needs, the suitability of the materials used, the time allocated, and the adequacy of the budget. At this stage, the adequacy of the program is measured. If there are any deficiencies in the program, they are revealed. Observation, questionnaire, and interview techniques can be used to determine these deficiencies in the program. Thus, both the practitioners and decision-makers should be informed. The program should be revised in light of the information obtained in this study.

Finally, the participants were able to demonstrate an adequate level of participation at the expected level; it examines whether there are any unexpected situations. The participant may not achieve the desired level of improvement in the whole education. A post-test inventory should be used to measure participants' levels of achievement. This inventory must consist of materials that measure the aesthetic aspects of the program, not the trainer's characteristics, but the behavioral changes expected to occur in the participants in line with the objectives of the training program. As a result of the measurement, a judgment is made based on what extent the program has reached its goals, aims, and objectives. Based on this, whether the SM education is worth application, the budget allocated, and time spent. In this respect, the program can be revised and applied if there is a development close to the desired level. However, if the results lag below the expectations, it should be re-measured after waiting for a while, given the possibility of changes in behavior that may occur in the long term and the continuation of the program accordingly. If the results are below the desired level, it is concluded that this program is not a well-designed program, and no more programs should be used.

References

- [1]. Güçlü, N. (2003). Stratejik yönetim. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi*, 23(2), 61–85.
- [2]. Bell, R. G., Filatotchevi I., Krause, R., & Hitt, M. (2018). From the guest editors: Opportunities and challenges for advancing strategic management education. *Academy of Management Learning & Education*, 17(3), 233–240.
- [3]. Brunstein, J., Sambiasi, M. F., & Brunnquell, C. (2018). An Assessment of Critical Reflection in Management Education for Sustainability: A Proposal on Content and Form of Shared Value Rationality. *Sustainability*, 10(6), 1-25.
- [4]. Chereau, P. (2015). Strategic management of innovation in manufacturing SMEs: Exploring the predictive validity of strategy-innovation relationship. *International Journal of Innovation Management*, 19(01), 1550002.
- [5]. Buckley, P. J. (2018). How theory can inform strategic management education and learning. *Academy of Management Learning & Education*, 17(3), 339-358.
- [6]. Albert, S., & Grzeda, M. (2015). Reflection in strategic management education. *Journal of Management Education*, 39(5), 650-669.
- [7]. Audebrand, L. K. (2010). Sustainability in strategic management education: The quest for new root metaphors. *Academy of Management Learning & Education*, 9(3), 413-428.
- [8]. Cellante, D., & Donne, V. (2013). A program evaluation process to meet the needs of English language learners. *Education*, 134(1), 1-8.

- [9]. Wang, E. S. T. (2014). Do farmers' market and specialty food store customers differ in the effects of perceived utilitarian and hedonic shopping values?. *Journal of Marketing Channels*, 21(2), 77-86.
- [10]. Salles-Filho, S., Bonacelli, M. B., Carneiro, A. M., De Castro, P. F. D., & Santos, F. O. (2011). Evaluation of ST&I programs: a methodological approach to the Brazilian Small Business Program and some comparisons with the SBIR program. *Research Evaluation*, 20(2), 159-171.
- [11]. Bolland, E. J. (Ed.). (2017). *Comprehensive Strategic Management: A Guide for Students, Insight for Managers*. Emerald Group Publishing.
- [12]. Grant, R. M., & Baden-Fuller, C. (2018). How to develop strategic management competency: Reconsidering the learning goals and knowledge requirements of the core strategy course. *Academy of Management Learning & Education*, 17(3), 322-338.
- [13]. Yıldız, E. (2014). The role and functions of the training and development under the perspective of strategic human resources management and a case study. *Marmara University Journal of Suggestion*, 11(41), 215-236.
- [14]. Gözütok, F. D. (2003). Curriculum development in Turkey. *International handbook of curriculum research*, 607-622.
- [15]. Korkmaz, İ. (2017). Cumhuriyetten günümüze Türkiye'de program geliştirme ve değerlendirme çalışmaları. *Pegem Atıf İndeksi*, 584-607.
- [16]. Demirel, Ö. (2005). Planning and Evaluation in Teaching: The Art of Teaching. *Ankara: Pegem A Publications*.
- [17]. Stufflebeam, D. L., & Shinkfield, A. J. (2007). *Evaluation theory, models, and applications* (1st ed.). San Francisco: A Wiley Publication.
- [18]. McDavid, J. C., Huse, I., & Hawthorn, L. R. (2018). *Program evaluation and performance measurement: An introduction to practice*. Sage Publications.
- [19]. Stufflebeam, D. L., & Zhang, G. (2017). *The CIPP evaluation model: How to evaluate for improvement and accountability*. Guilford Publications.
- [20]. Karatas, H., & Fer, S. (2009). Evaluation of English curriculum at Yildiz Technical University using CIPP model. *Egitim ve Bilim*, 34(153), 47.
- [21]. Stufflebeam, D. L. (2000). The CIPP model for evaluation. In *Evaluation models* (pp. 279-317). Springer, Dordrecht.
- [22]. Al-Shanawani, H. M. (2019). Evaluation of Self-Learning Curriculum for Kindergarten Using Stufflebeam's CIPP Model. *SAGE Open*, 9(1).
- [23]. Madaus, G. F., Schriren, M., & Stufflebeam, D. L. (1983). *Evaluation models: Viewpoints on educational and human services evaluation*. North America: Kluwer-Nijhoff Publication.
- [24]. Stufflebeam, D. L. (2003). The CIPP model for evaluation. In *International handbook of educational evaluation* (pp. 31-62). Springer, Dordrecht.
- [25]. Ornstein, A. C., & Hunkins, F. P. (2004). *Curriculum foundations: Principles and theory*. (6th ed.) Boston: Allyn and Bacon.
- [26]. Worthen, B. R., & Sanders, J. R. (1973). *Educational evaluation: Theory and practice*. CA Jones Pub. Co..
- [27]. Stufflebeam, D. L., & Croyn, C. L. S. (2014). *Evaluation theory, models, and applications* (2nd ed.). San Francisco: Jossey-Bass.
- [28]. Gandomkar, R., Jalili, M., & Mirzazadeh, A. (2015). Evaluating assessment programmes using programme evaluation models. *Medical teacher*, 37(8), 792-793.
- [29]. Darussalam, G. (2010). Program Evaluation in Higher Education. *International Journal of Research & Review*, 5(2).
- [30]. Worthen, B. R., & Sanders, J. R. (1987). *Educational evaluation: Alternative approaches and practical guidelines*. Longman Pub Group.

Appendix A

Table 2. Weekly contents of the strategic management (SM) program

WEEK 1 CONTENTS	WEEK 2 CONTENTS	WEEK 3 CONTENTS
<p>Course 1. Strategic Thinking</p> <ul style="list-style-type: none"> • Strategy concept and development process • Factors affecting the needs of thinking and learning • Needs of change and its effects • Value creation and successful strategy development 	<p>Course 4. Competitions</p> <ul style="list-style-type: none"> • Understanding dynamics of the competition • SWOT analysis • Determining competitive advantages and differentiation • Developing vision that conquers the consumer's heart • Positioning the institution for success 	<p>Course 7. Communication</p> <ul style="list-style-type: none"> • Transferring the strategic plan • Development of communication plan • Owning the plan and extending through the institution
<p>Course 2. Environmental Analysis</p> <ul style="list-style-type: none"> • Environment analysis and comparison • Competition analysis • Sector and competitor analysis • Scenario planning 	<p>Course 5. Culture and Change Management</p> <ul style="list-style-type: none"> • Awareness of culture and environment • Analysis of institutional culture • Determination of the strongest area for change • Leading sustainable cultural change 	<p>Course 8. Leadership</p> <ul style="list-style-type: none"> • Determination of ideal leadership approach • Understanding the current leadership structure and its impact • Determining the optimal team behavior
<p>Course 3. Client and Value Concept</p> <ul style="list-style-type: none"> • Understanding client expectation and purchase behavior prediction • Understanding client service needs • Adapting expectations and services • Developing competitive value presentation 	<p>Course 6. Workshop Study</p> <ul style="list-style-type: none"> • Case study • Evaluation of the concept • Analysis of the journals and the resources 	<p>Course 9. Action</p> <ul style="list-style-type: none"> • Easy and feasible planning process proposal • Developing a distinctive plan • Performance evaluation and relationship • Management of the journey from vision to reality

Appendix B

Sample interview questions for CIPP

Context

- What is the title and topic of this program? What is the content?
- Who is the target audience?

Input

- How much budget is allocated for this program, and how much budget is required for participants?
- Is the toolkit or materials to be used provided by the education, or is it required to be brought by the program participants?

Process

- How is the program progressed, and how is it implemented?
- What kind of activities are done?

Product

- Do all participants complete the process?
- Does the program meet its objectives?

Sample Questions asked during the Evaluation Process

1. You said that the theoretical part of this program lasts for just one day, but how much time is your total consultancy period? During this consultation, is your goal of providing strategic management skills to the organization, or to provide these strategic management skills is part of the consultancy?
2. You said that personal development and standard planning are the needs of the target audience. Can you explain these needs in more detail?