Education and Lifelong Learning

The Scottish Government

Evaluation of
Leading to Deliver

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EVALUATION OF
LEADING TO DELIVER

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EXECUTIVE SUMMARY

Background

1. Building on the recommendations of the 2003 Scottish Leadership Foundation (SLF) study, the Leading to Deliver programme launched in October of that year. A major leadership development programme for first line and middle managers in social services, Leading to Deliver was designed to build leadership skills and confidence, help manage change, promote working across boundaries, and create strengths in strategic planning, implementation and performance management.

2. The programme is designed to provide participants from statutory and voluntary organisations within the social services' sector with the appropriate knowledge and skills to deliver effective leadership within the current context of change[1].

3. The format and content of the programme was developed by the project team with members from Scottish Government, Scottish Leadership Foundation and The Taylor Clarke Partnership (TCP) in partnership with The Robert Gordon University (RGU) in Aberdeen who provided academic accreditation and guidance for the programme at postgraduate level.

4. There are a number of features of the Leading to Deliver programme which set it apart from other leadership and management programmes available. An important aspect of the programme is that it is sector specific. Successful candidates on the Leading to Deliver Programme graduate with a Postgraduate Certificate in Social Services Leadership. An important element of Leading to Deliver (LtD) which sets it apart from other courses is the fact that it is delivered using a three-day residential course for each module.

5. In addition, it includes critical reflection on participants' learning and development with reference to a key piece of practice, i.e. change project. This involved focused reflection on the contribution of the programme to individual and organisational development.

6. The Scottish Government and some graduates of LtD are currently developing a pilot Social Services Leadership Community. It aims to be a community of connected, open-minded and motivated leaders who share ideas, knowledge and experiences, and who seek to be the best they can be at delivering social services in a way that meets the needs of service users. It is hoped that all LtD graduates will be involved.

7. The Scottish Government and the Leadership and Management Change Programme commissioned York Consulting LLP (YCL) to undertake an evaluation of Leading to Deliver in order to inform decisions about the programme's future. The main

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[1] Taylor Clarke Partnership Ltd and The Robert Gordon University (2005) *Leading to Deliver – Evaluation Study, Cohort One*

components of the evaluation involved undertaking quantitative research (i.e. online surveys) and qualitative research (i.e. face-to-face and telephone depth interviews) with participants across the five cohorts, line managers and a range of stakeholders.

8. Fieldwork was undertaken between 28th January and 9th May 2008. A total of 10 scoping interviews were undertaken with line managers and participants prior to the main quantitative surveys. The online surveys with participants and line managers achieved a response rate of 51% (196 responses) and 35% respectively (43 responses). This was followed up with further depth interviews with participants (33 responses), line managers (33 responses) and stakeholders (25 responses).

Perception of Leading to Deliver

9. When asked to cite the main reasons for attending the programme, the majority of participants (88%) maintained that they wanted to become *'better leaders'*. Over half of participants cited: help their career progression (56%), learn about change management (56%), address specific challenges at work (52%) or increase their confidence (51%).

10. Time is a key barrier in participating in the programme. Managing the course with current work load commitments was extremely difficult for many participants. Many found it difficult managing the job and training simultaneously; however, the majority were willing to accept this as they regarded it as a worthwhile endeavour. Indeed, just under seven in ten (67%) agreed that it was difficult to fit in the course around their competing work priorities.

11. In spite of this, around eight in ten (79%) of participants rated the programme as excellent or very good.

12. The majority (88%) were satisfied with the balance between the different modes of study. In reviewing satisfaction levels with different aspects of the design of the programme, participants were particularly satisfied with the course materials (57% very satisfied). The information/handbook was regarded as being of *'a very high quality'* with participants from previous cohorts still referring to it to this day.

13. One criticism levelled at the programme, however, was in the sheer amount of information which participants had to absorb and the speed in which it was disseminated.

14. The inclusion of a mix of local authority and voluntary sector managers from all over Scotland was regarded as a good approach to the programme and one of the strengths of the course as it resulted in practice and information being shared outwith participants' local environment. It made participants very aware of some of the problems that exist within different sectors and it changed how some related to people from other sectors.

15. The majority (92%) were satisfied with the level at which the training was pitched at. However, some thought it was quite a challenge to pitch the course at the right

level as there was such a range of knowledge and expertise amongst the participants, i.e. some were new managers and others were very experienced. Consequently, at times some participants felt some of the content was a bit basic, while others found it '*too technical*'.

16. In looking at satisfaction levels with each of the modules in turn, participants were more inclined to rate modules 1 (i.e. Changing to Lead) and 2 (Leading and Influencing Change) as '*excellent*' (44% and 39% respectively). Participants were less likely to rate module 3 (Change in Service Delivery) as excellent as the other modules (22%).

17. Participants were highly satisfied with the different aspects of the residential element of the programme. In particular, the pace of the course (84%), length of stay (83%), location (81%), use of the syndicate group (80%) and volume of work (80%) were all viewed favourably. Around seven in ten (71%) of participants were satisfied with the social aspects of the residential elements of the programme. Of all of the different aspects under review, the use of evenings and the accommodation were ranked lowest overall (60% and 58% respectively). One of the main negatives cited by participants in relation to the residential aspect of the programme was the accommodation was described by one participant as '*a fairly grotty place to stay*'.

18. As one of the key facilitators delivering the programme, the lead facilitator was highly regarded by the majority of participants, albeit some did concede that his style of delivery may not suit everyone. Around two in three (60%) participants were very satisfied with the quality of the facilitators' support while a similar proportion (57%) were very satisfied with the amount of support provided by the facilitators.

19. There were mixed views on the e-learning aspect of the programme. A very small proportion, one in twenty (5%) stated that they used it a great deal, while one in five (22%) used it a fair amount. Over half used it just a little or hardly at all (34% and 23% respectively), while one in six (16%) did not use at all.

20. Of those who didn't make any, or very little, use of the e-learning resource this was due to the fact that they didn't feel technologically proficient or computer literate seeing themselves as something of a '*luddite*' when it comes to new technology. Others simply found it a '*hurdle*' to navigate, finding it a complex system. Some found it difficult to come to terms with using a university library system outwith a university setting and consequently felt that this may have been easier if visiting RGU. Some found the instructions to access the resource bank and library difficult to understand and consequently regarded this '*more trouble than it was worth*'.

21. Just under half (45%) of participants used the mentoring system while on the programme, while one in five (20%) have acted as a mentor since its inception. Not all participants found it easy to ensure that a mentor was in place to assist them throughout the course of the programme. However, the majority of participants who had used a mentor, and line managers whose employees had used a mentor, thought the mentoring system was useful (84% and 88% respectively).

22. When asked about the relative importance of the course leading to a formal qualification, the majority of participants (92%) regarded it as important with seven in ten (69%) considering it <u>very</u> important. Participants felt that it was important that employees within Social Services had a recognised qualification that they could obtain and that there should be more evidence of lifelong learning within the sector. It was further felt that this had been missing from the sector for a long time and it was good to see that this position had been rectified with the design of Leading to Deliver.

23. When asked whether they would recommend the programme to others in the future, the majority of both participants and line managers concurred (94% and 88% respectively agreed).

24. A workshop was arranged for line managers prior to cohort 5 commencing to encourage more involvement from and assistance by employers to participants. Just less than half (43%) line managers attended the workshop. All who attended it found it useful with one in three (33%) finding it '*very useful*'. Over half (59%) of participants agreed that their line manager was supportive of them <u>during</u> the programme. Around one in six (17%) disagreed. The level of support given to other participants appears to be dependent on their individual managers. Some maintained that they had been '*lucky*' with their line managers, describing them as being '*very supportive*', It is apparent that participants benefit from having line managers who have themselves previously attended the programme and who subsequently have a better understanding of the commitment required and who can offer employees the benefit of their own experiences.

Impact & Reach of Leading to Deliver

25. The majority of participants agreed that attending the programme has benefited both their employer and their work (89% and 88% respectively). One of the key benefits cited by participants of participating in the programme was that it produces '*adaptive leaders*'. Since participating in the programme, participants feel they have become '*more reflective*' practitioners. Many still refer to the modules on more than one occasion. Participants have gained '*practical tools*' and also a far greater awareness of themselves and their roles within their respective organisations.

26. Programme attendees consider that they have fundamentally shifted how they manage and lead their team. It has enabled them to '*better understand that leadership is different from management*'. They have subsequently gained more self-awareness and increased their repertoire of leadership styles. They feel they have '*become better at managing people*' and further that they have learnt skills that have enabled them to gain the respect and trust of the people they manage.

27. Over half (58%) of line managers agreed that the programme has had a lasting effect on their employees' working behaviour. A considerably higher proportion (84%) of participants maintained that attending the programme has had a lasting effect on their working behaviour. The <u>main</u> ways in which participants themselves have felt

that attending the programme has had an impact on their working practices include: managing change more effectively (21%), increased confidence (18%), making them a more confident manager (17%), understanding strategic management (15%), being more self aware (13%) and in delegation (11%).

28. Almost eight in ten (77%) line managers agreed that many of their employees have used the skills learned on the programme, while just over seven in ten (72%) agreed that their employees have shared their learning with other members of staff.

29. One in five (18%) of line managers agreed that their employees have not used the programme in their day-to-day work as much as they thought they would, while a similar proportion (16%) agreed that the programme has made day-to-day work more frustrating as staff cannot adopt the changes they want due to internal structures. Just one in four (25%) agreed that employees faced barriers in using what they had learned in the workplace.

30. Although less than half (43%) maintained that the programme has given them a better appreciation of the needs of service users, almost eight in ten (79%) agreed that their learning <u>will</u> provide sustainable benefits to service users. Some participants have become more proactive in consulting service users who have subsequently had more involvement in the early development stages of initiatives. As a result, one of the benefits which service users might see is the provision of better information on access to services which is being constantly improved. Many participants feel that sustainable benefits to service users will become more tangible in the longer term. It is anticipated that service users will have access to a service provision which is there to support them and that meets their individual needs.

Degree to which Leading to Deliver meets it Objectives

31. The objectives of Leading to Deliver as it currently stands are:

- to produce leaders who understand the Changing Lives agenda and are able to play a leadership role within it;
- to equip participants as adaptive leaders, able both to act as role models and lead change;
- to produce sustainable benefits from the knowledge, skills and understanding of the participants beyond the end of the programme.

32. Both participants and line managers were asked for their views on the programme in terms of its relevance to Social Work Services. The majority (75%) of participants agreed that it was relevant, while slightly fewer line managers concurred (61%). Leading to Deliver is perceived to be very relevant to employers as in social services they expect their managers to lead change, to improve performance and to deliver better services.

33. Similarly, both participants and line managers were asked for their views on the programme's relevance to *'Changing Lives'*. The majority in both instances were

favourably inclined to the programme in this light (83% and 76% respectively combined excellent/very good and good).

Programme's Sustainability

34. Leading to Deliver is unusually positioned as a '*luxury*' leadership training course by both employers and participants, reflecting the impact of significant funding which it initially received and has continued to receive, from the Scottish Government. In terms of cost, it is in the lower range of other largely residential-based courses and significantly lower cost than commercial courses. It can therefore be seen to offer reasonably good value considering it provides a high level qualification, focusing on leadership in a social services context.

35. Both participants and line managers were asked to give their view on Leading to Deliver in comparison to other programmes they had either attended or were aware of. The majority of line managers rated the programme favourably in comparison (72% combined excellent/very good and good). Around six in ten (62%) of participants rated it in a similarly favourable light.

36. The majority of employers and participants believe that there is an on-going need for a programme of this nature and a need for continued investment in Social Services as it is felt that leadership should continue to be a significant priority in the public sector. Consequently, many hope that the programme is sustainable in the future. Line managers realise that sustainability means that someone has to pay for it, however, maintained that if the costs were passed onto individuals and employers, '*there aren't many that could afford to do it*'.

37. The level of funding made available as an employer would become an important factor in deciding whether to place employees on the programme, if they had to pay for it. The training is very cost effective because of the returns. It was suggested that it could possibly be more cost effective, if instead of one large cohort, there were a number of smaller cohorts held on a more localised basis. There would, however, be huge challenges in delivering the programme in this way.

38. When presented with alternative design options for consideration for the potential roll out of Leading to Deliver in the future, both participants and line managers clearly favour a programme which re-organises the location of face-to-face components to regional or local centres such as a local college (41% and 44% respectively). This was followed by having a programme with more content delivered through distance learning (19% and 26% participants and line managers respectively). One in five participants (20%), however, maintained that they did not want an alternative option. Around one in ten (12%) of line managers shared the same view.

39. Line managers felt it was imperative to retain specific elements in any programmes delivered in the future. The two elements which stand out include both the facilitators and the accreditation (95% and 91% respectively). Less than half (47%) felt it important to retain the residential elements.

40. Although many think it is less important to retain the residential element in any future design options, it is key that whatever method is adopted that it still enables participants to form syndicate groups. This is particularly important for those who rely on this for support in the absence of an appropriate mentor or in the event that line managers are not in a position to support employees to the degree to which it is perhaps needed.

41. Delivery in a centralised location was viewed as a barrier for some and being away for three days per module as the current design entails did create issues for some. It was agreed that '*localising it*' and embedding delivery across a number of universities in the country was a possible way in which any problems incurred previously may be somewhat alleviated in the future.

42. However, one has to take cognizance of the fact that any fundamental shifts in design may have a detrimental effect. It will be difficult to develop a programme which suits everyone as the degree to which any design is regarded favourably will depend on the level to which it suits individual learning styles which will vary significantly among a potentially diverse group.

Recommendations

43. The consultations with the range of stakeholders in relation to Leading to Deliver have been extremely positive in that the consensus is that it should continue to be rolled out in the future. However, the project team responsible for managing the programme have concerns about the impact and reach of the current programme. In the main, this is due to the fact that current funding levels only reached 100 people per year. This raises the question as to whether this is good value for money in comparison to other interventions. Given the huge cultural and service changes that Changing Lives demands, there is a concern about whether involving 100 participants per year can have the level of impact required to drive the change agenda forward.

44. In view of this and the size of the sector itself, it is felt that the programme should perhaps be re-designed in such a way as to improve its impact and reach. Key considerations which need to be taken into account in developing and delivering an alternative version of LtD to facilitate wider reach include

   - *the inclusion of the programme's Unique Selling Points, e.g. facilitators and the accreditation;*
   - *opportunity to network, i.e. form syndicate groups;*
   - *the change project.*

45. It is suggested that if delivery is implemented on a local and/or regional basis that participants are provided with an opportunity to develop syndicate groups. This could be initiated through a national event or conference at the beginning of the programme. In the absence of any residential element of the programme, the onus would be on participants to maintain contact, i.e. face-to-face, telephone or online

(i.e. email discussion forums), with other members of any syndicate groups formed over the course of the programme.

46. It may be difficult for one set of facilitators to deliver the programme on this basis. One resolution to this would be to have a series of facilitators across Scotland. It would, however, be imperative that facilitators are trained to deliver the programme to ensure that the LtD brand is not impacted in any negative way. Current facilitators have built up experience over the last 5 years and would be in a good position to train others up to the same level.

47. In going forward, it may be worth considering a multi-pronged approach to delivery to take into consideration the different learning styles of future participants. In view of the busy work schedules of many individuals it may be more suitable for some to opt for the distance learning option. This would facilitate the potential to adopt a modular approach over a longer timeframe, i.e. Whereby participants obtain a portfolio of credits for '*stand alone*' modules. A qualification would only be attained on receipt of all credits.

48. It is suggested that any re-design does not alter the basic content of the modules as satisfaction levels were relatively high. In view of the criticisms levelled at the programme in relation to the intensity and volume of work this is one area perhaps were a revised design may considerably alleviate the pressure of workload, e.g. either by reducing the content covered or by expanding the programme schedule within which participants have to complete the course.

49. It is important that the programme retains the change project, however, it is suggested that a better screening process of projects ensues. This should be more open and thus participants can potentially benefit from cross sector working. It is imperative to ensure that selection criteria of this takes into consideration that attendees are at the right management level.

50. The accreditation is perceived a vital and integral part of the brand. As such it is recommended that this is retained in any future design option.

51. It is recommended that if, the project management team do indeed launch a revised version of LtD, that this is evaluated after the first year to establish whether there has been any impact on the position and image of the brand. The evaluation will further assess whether any changes need to be made to any new design in going forward.

52. In addition, it is suggested that part of the objectives of any new design of the programme should include targets in relation to minimum number of participants going through the programme over the foreseeable future.

CHAPTER ONE   INTRODUCTION

Development of Leading to Deliver Programme

The Need for Leading to Deliver

1.1   Since the then Scottish Executive launched its twelve-point Action Plan for the Social Services Workforce in 2002[2], the Scottish administration has actively sought to address key social services workforce challenges, including leadership and management capabilities in the sector[3].

1.2   The development of the Leading to Deliver programme was prompted by the publication of research by the Scottish Leadership Foundation (SLF) in 2003[4] exploring the issue of leadership and management development in social work services.

1.3   This research identified a number of leadership challenges facing social work leaders, which were also supported by the findings of a later study[5]. These challenges included:

- leading with confidence in professional skills and values;
- leading multi-professional and multi-organisational teams, with a clear focus on achieving successful outcomes for users and carers;
- developing greater understanding, skill and experience in planning, commissioning and managing services with a multiplicity of providers;
- leading for continuous improvement and learning both within the profession and across professions;
- taking the lead in collaborative ventures such as community planning and community participation at locality level.

1.4 Underpinning all of this was a need for robust management skills in areas such as planning, commissioning, budgeting, financial management, human resource management and change management.

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[2] Scottish Executive (2002) *Action Plan for Social Services Workforce*
http://www.scotland.gov.uk/Publications/2002/04/14579/3456
[3] Taylor Clarke Partnership Ltd and The Robert Gordon University (2005) *Leading to Deliver – Evaluation Study, Cohort One*
[4] Scottish Executive (2003) *Leadership and Management Development In Social Work Services*
http://www.scotland.gov.uk/Publications/2003/07/17637/23072
[5] Scottish Executive (2005) *Leadership and Management Development in Social Services Organisations: Short Life Study*
http://www.scotland.gov.uk/Publications/2005/06/03144040/40418

1.5   The 2005 Scottish Leadership Foundation report 'Leadership and Management Development in Social Services Organisations: Short Life Study'[6] also noted that there has been a historic lack of funding for training and development in this area.   This research found that there was a strong desire for tailored leadership development for social work services' managers.   Within local authorities, social services' managers were also very keen to see accredited programmes developed for all levels of management and leadership.

1.6   In addition, the lack of an explicit competency and capability model for leaders and managers within the sector meant that social work services' managers and leaders did not necessarily have the same confidence in what is expected of them as other professional groups in sectors such as health and education[7].

The Leading to Deliver Programme

1.7   Building on the recommendations of the 2003 SLF study, the Leading to Deliver programme launched in October of that year.   A major leadership development programme for first line and middle managers in social services, Leading to Deliver was designed to build leadership skills and confidence, help manage change, promote working across boundaries, and create strengths in strategic planning, implementation and performance management.

1.8   The programme is designed to provide participants from statutory and voluntary organisations within the social services sector with the appropriate knowledge and skills to deliver effective leadership within the current context of change[8].   Its focus on first line and middle managers reflects the SLF research finding that such individuals were likely to have little or no leadership or management development prior to taking up management posts[9].

1.9   The format and content of the programme was developed by The Taylor Clarke Partnership (TCP) in partnership with The Robert Gordon University (RGU) in Aberdeen who provided academic accreditation and guidance for the programme at postgraduate level.

1.10   When it was first launched in 2003, the programme was structured around the following modules:
- Changing to Lead
    - Raising and exploring participants' self-awareness and understanding of leadership responsibility and capability;

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[6] Scottish Leadership Foundation Leadership and Management Development in Social Services Organisations: Short Life Study, (2005)

[7] Scottish Executive (2003) *Leadership and Management Development In Social Work Services*

[8] Taylor Clarke Partnership Ltd and The Robert Gordon University (2005) *Leading to Deliver – Evaluation Study, Cohort One*

[9] Scottish Executive (2003) *Leadership and Management Development In Social Work Services*

- Leading and Influencing Change
  - Understanding change management and participants' contribution and influence as leaders of change;
- Leading Change in Service Delivery
  - Understanding and applying strategic management principles for the design and delivery of person-centred services;
- Leading Delivery Through Effective Relationships
  - Leading teams in collaborative, multi-disciplinary settings;
- Practice Analysis
  - Critical reflection on participants' learning and development with reference to a key piece of practice. This involved focused reflection on the contribution of the programme to individual and organisational development.

1.11   Since the programme was launched there have been 5 cohorts with 100 participants in each.

Changing Lives: The 21st Century Social Work Review

1.12   The 21st Century Social Work Review was commissioned in 2004 "*to take a fundamental look at all aspects of social work in order to strengthen its contribution to the delivery of integrated services*"[10].

1.13   Interestingly, the Association of Directors of Social Work's (ADSW) response to the 21st Century Social Work Review consultation interpreted high unmet demand for the Leading to Deliver programme as a possible result of significant management training need within the sector.[11]

1.14   The Review highlighted three key themes for the development of social work in Scotland, as follows:
- personalised service;
- building workforce capacity;
- capacity for sustainable change.

1.15   Within this context of sustainable change, the implementation plan aimed to ensure, as one of its five strands, that *"leaders and managers have the courage, vision and skills to develop social work services for the future"*. There was a clear focus on leadership in the Review:
> *"The review needs to address ways to develop a stronger improvement culture embedded into staff at all levels, supported by professional*

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[10] Scottish Executive (2005) *Changing Lives: Summary Report of the 21st Century Social Work Review*

[11] ADSW (2006) *Response to the 21st Century Social Work Review*
http://www.adsw.org.uk/documents/ADSW.Brief1.RoSW.doc

management and more positive leadership. Overall there is a need for stronger leadership of the profession…"[12].

1.16 The report of the Review, Changing Lives, also noted that *"a multi-agency approach, driven by committed and imaginative leadership across the public, voluntary and private sectors will be needed to fully implement the recommendations"*.

1.17 A key recommendation was the delivery of a new leadership and management framework, which would put emphasis on operational management and development of professional and practice, political, strategic, academic and citizen leadership.

Changing Lives and Leading to Deliver

1.18 The Social Work Review identified major changes *"requiring a real and lasting commitment to transform services at all levels and in all parts of the system"*[13]. It also emphasised that *"achieving that will require, among other things, clear and effective leadership at all levels"*[14]. A focus on leadership was therefore viewed as crucial in delivering the recommendations of the Changing Lives report.

1.19 The evaluation of the first cohort of Leading to Deliver also drew clear links between this programme and the Changing Lives agenda, noting that a key element of the Social Work Review's remit was to examine leadership and management of the profession. The evaluation report argues that *"the teaching and learning philosophy of the [Leading to Deliver] programme, implemented through the programme's innovative and unique design, skilled Taylor Clarke facilitators, and complementary assessment, has no doubt contributed to the Programme's success in developing strong leadership"*[15].

1.20 According to the evaluation of Cohort 1, the success of Leading to Deliver in meeting the needs of the Changing Lives agenda *"can be further strengthened through the development of areas of programme content to provide improved focus on particular business and management knowledge and skills, and development of aspects of the Programme's design to build upon the Leading to Deliver network"*[16].

1.21 An emphasis in cohort five is also to link the whole programme to the Changing Lives implementation.

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[12] Remit of the 21st Century Social Work Review
http://www.scdn.org.uk/sitebuildercontent/sitebuilderfiles/21c_remit.doc
[13] Scottish Executive (2005) *Changing Lives: Summary Report of the 21st Century Social Work Review*
[14] Ibid.
[15] Taylor Clarke Partnership Ltd and The Robert Gordon University (2005) *Leading to Deliver – Evaluation Study, Cohort One*
[16] Ibid.

Changes to the LtD Programme

1.22 The Leadership and Management Change Programme agreed to fund a fifth cohort of Leading to Deliver in 2007-08. This programme's broad aim was to deliver a fundamental change in the leadership culture of organisations making them more focused on service delivery and client satisfaction.

1.23 The programme for the fifth cohort of Leading to Deliver was revised to align it with Changing Lives, in particular to ensure participants' detailed knowledge of Changing Lives, to increase their understanding of their role in its implementation, and to better meet the needs of middle and strategic managers.

1.24 Three significant changes were made:

- the programme was targeted at more senior, strategic managers to ensure that participants could have real impact in their organisations;
- line managers and senior managers had to make a commitment to support the participants and as part of this a line-managers' workshop was run, ahead of the first module;
- each participant was required to outline and complete a change project that clearly reinforced the Changing Lives agenda and was supported by their line manager.

1.25 It is likely that further adjustments will be made to the programme as the Social Work Services Leadership Framework is developed. It was therefore regarded as essential that Leading to Deliver is evaluated independently and objectively to ensure that any future development is consistent with the emergent framework, and informed by its current achievement.

Unique Selling Points

1.26 There are a number of features of the Leading to Deliver programme which set it apart from other leadership and management programmes available.

Sector Specific

1.27 An important aspect of the programme is that it is sector specific: the evaluation of Cohort 1 acknowledged this as *"an innovative development in recognition of the unique skills of social services' leaders and managers"*[17].

1.28 Although some larger local authorities also make use of some other sector specific activity (particularly around provision of the Registered Managers Award and the Managing Care in Scotland Open University K303)[18], for the voluntary and independent

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[17] Taylor Clarke Partnership Ltd and The Robert Gordon University (2005) *Leading to Deliver – Evaluation Study, Cohort One*

[18] Scottish Executive (2005) *Leadership and Management Development in Social Services Organisations: Short Life Study*

sector, other programmes available are largely organisation specific. Only Leading to Deliver offers staff in these organisations the opportunity to train and develop with colleagues from other organisations across the sector: this broader perspective *"enables managers to explore new ways of thinking that are not possible when training and development is confined to a single organisation"[19]*.

Accredited

1.29   Successful candidates on the Leading to Deliver Programme graduate with a Postgraduate Certificate Social Services Leadership, which has been recognised as a Manager's Qualification by the Scottish Social Services Council and as such can be used for the purposes of Registration.

1.30   As noted in the 2005 SLF study, for the majority of local authorities, the only accredited programmes that offer opportunities for staff to work across organisational boundaries are Leading to Deliver and the Scottish Local Authorities Management Centre (SLAMC) postgraduate certificate in the management of health and social care.

Residential

1.31   An important element of Leading to Deliver which sets it apart from other courses is the fact that it is delivered using a three-day residential course for each module. The resulting development of social ties within small groups, and the use of trained facilitators and coaches, among other factors, has contributed to the programme's ability to effect positive behavioural change[20].

1.32   The evaluation of Cohort 1 argued that Leading to Deliver should be maintained as a sector specific, residential, accredited programme, as all three elements have provided tangible benefits, such as[21]:

- shared learning and development;
- cross-fertilisation of ideas;
- opportunities to discuss learning applied in different contexts;
- validation of participants' unique skills and capabilities;
- contribution to CPD;
- strengthening of the learning experience through reflection and further reading;
- transference of skills into the workplace;
- simulating sector priorities such as working across boundaries;
- developing a strong practice-learning network.

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[19] Ibid.

[20] Taylor Clarke Partnership Ltd and The Robert Gordon University (2005) *Leading to Deliver – Evaluation Study, Cohort One*

[21] Taylor Clarke Partnership Ltd and The Robert Gordon University (2005) *Leading to Deliver – Evaluation Study, Cohort One*

The Leading to Deliver Learning Network and Knowledge Exchange Forum

1.33   The Leading to Deliver Network is a '*hugely valuable*' outcome of the programme, providing "*a sector specific network that are enthused about their own development and have improved leadership capabilities*"[22].

1.34   In addition, locally held development forums, initiated and developed and facilitated by SLF, represented a structured means of maintaining contact between participants. An online Knowledge Exchange forum has also been set up to help sustain the LtD network and engage others within the sector. The sharing of good practice and learning through the network was viewed in the evaluation of Cohort 1 as something with great potential.

1.35 The Scottish Government and some graduates of LtD are currently developing a pilot Social Services Leadership Community. It aims to be a community of connected, open-minded and motivated leaders who share ideas, knowledge and experiences, and who seek to be the best they can be at delivering social services in a way that meets the needs of service users. It is hoped that all LtD graduates will be involved.

Objectives of the Evaluation and Structure of the Report

Main Objectives

1.36 The Scottish Government (Children Young People and Social Care Directorate) and the Leadership and Management Change Programme (a multi-disciplinary group tasked to take forward the leadership recommendations of Changing Lives) commissioned York Consulting LLP to undertake an evaluation of Leading to Deliver in order to inform decisions about the programme's future.

1.37 It was decided not only to evaluate the programme's 5th cohort, but also to include samples from previous cohorts so that it would be possible to identify issues around sustaining the impact of participants' learning in the workplace.

1.38 The specific objectives of the evaluation as specified in the brief were to:

- Identify recommendations for the future development and delivery of the programme in terms of structure, content, funding options, application and selection criteria/processes and support for participants;
- Identify ways in which both impact and reach of the programme can be improved;
- Assess the value for money of the programme and the implications for future funding options.

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[22] Ibid.

Structure of the Report

1.39 The report consists of seven chapters as follows:

- **Chapter One** – Introduction;
- **Chapter Two** - Perception of LtD Overall;
- **Chapter Three** - Line Management Involvement & Support;
- **Chapter Four** - Impact & Reach of LtD;
- **Chapter Five** – Degree to which LtD meets Objectives;
- **Chapter Six** - Programme's Sustainability;
- **Chapter Seven** – Conclusions & Recommendations.

1.40 Chapter One as well as providing an outline of the background to the Leading to Deliver programme and the main objectives of the evaluation it also gives an overview of the methodology adopted in the programme of research conducted. More specifically, it outlines details of target audiences participating in the research, sample sizes, fieldwork dates and topic areas covered in both the quantitative and qualitative research phases.

1.41 Chapter Two provides an overview of the main findings of the research undertaken with line managers and participants, i.e. the reasons for sending employees on the Programme; looking at their perception of LtD: more specifically, their satisfaction with the programme; their perception of programme content & delivery (i.e. residential aspect; modules; delivery; e-learning; mentoring system; accreditation and the organisation of the programme); their views on the value for money aspects, and finally highlights any potential areas for improvement.

1.42 Chapter Three continues to provide an overview of findings focusing specifically on line manager involvement, e.g. perception of line managers' workshop and the level of support from line managers.

1.43 Chapter Four provides an overview of respondents' perception of the impact and reach of LtD, i.e. specifically the performance management issues relating to the programme, i.e. perceived benefits of participating on the programme; impact on working practices since participating on LtD; barriers to using skills and knowledge developed in the workplace; and finally the perceived benefits to service users as a result of employees attending the programme.

1.44 Chapter Five provides respondents' views on the degree to which they feel that LtD meets its objectives. In particular, this chapter looks at the degree to which LtD links with wider developments in the sector, i.e. its relevance to Social Services and the Changing Lives' recommendations.

1.45 Chapter Six focus on the programme's sustainability in the future. Firstly, however, it illustrates how LtD compares to other Leadership Programmes. More specifically, it looks at the perceived benefits of continuing the roll out of LtD in the future; suggestions on potential future design options, as well as key issues for consideration for the future in going forward.

1.46 Chapter Seven summarises the conclusions and makes some recommendations in going forward.

Research Components of the Evaluation

1.47 This section describes in detail the research conducted as part of the evaluation and sets out the methodology adopted. The main components undertaken in this programme of research encompasses three key areas as follows:

- **Scoping Exercise** - It was felt that there was merit in piloting face-to-face interviews to inform the quantitative (i.e. online) survey development, i.e. for both participants and line managers. In particular, it was suggested that the scoping exercise should look at: motivational factors (i.e. why did participants go on the course); perceptions of different aspects of the course; structure, etc;
- **Quantitative Survey** – An online survey was conducted with both line managers and participants across the five cohorts;
- **Qualitative Survey** – A combination of face-to-face and telephone depth interviews were conducted, not only with line managers and participants, but with a range of different stakeholder groups.

1.48 A summary of the fieldwork undertaken and the number of interviews conducted across the different stakeholder groups are highlighted in the table below.

Table 1.1: Methodology		
Type of Respondent	**Quantitative Research (Online Survey)**	**Qualitative Research (Depth Interviews)**
Participants	Across 5 cohorts (196)	5 pre quantitative phase 33 post quantitative phase
Employers/Line Managers	Across 5 cohorts (43)	5 pre quantitative phase 33 post quantitative phase
Representatives from Social Services Leadership Community Project	-	10 (i.e. inc. 5 champions)
Project Team (leading to Deliver)	-	3
Leadership Management Change Programme Group	-	4
Deliverers/Trainers	-	5
Other	-	3

Scoping Exercise

1.49 A total of 10 face-to-face depth interviews were undertaken, i.e. 5 with participants and 5 with line managers. These were conducted between 28 January and 14 February 2008.

Participants

1.50 The topic guide was developed by the YCL project team in consultation with the Scottish Government. Topics included in the topic guide designed for participants encompassed:

- *Main reasons for applying to take part in the programme?*
- *Key barriers to taking part in the programme?*
- *Perception of the programme. i.e. in relation to its relevance to Social Services; its relevance to current employment; the way in which it is designed, and its sustainability in the future?*
- *Strengths and weaknesses of different aspects of the programme (Delivery; e-learning system; residential aspects; modules; mentoring process)?*
- *Comparison with any similar training participated in the past and/or is aware of?*
- *Benefits of having a formal qualification as part of the programme, i.e. importance that the programme is accredited?*
- *Perception of whether objectives of the programme have been achieved?*
- *Perception of benefits expected to see in the future, i.e. at a personal level, by employer, and by service users?*
- *Degree to which barriers exist to using learning within the workplace?*
- *Perception of support participants are provided with from their line managers?*
- *Perception of how learning will be used in the future?*
- *Perception of whether benefits gained outweigh the costs?*
- *Areas in which the programme could be improved?*

Line Managers

1.51 The topic guide was developed by the YCL project team in consultation with the Scottish Government. Topics included in the topic guide designed for line managers was similar to that asked in the participants' survey. In addition, it also included:

- *Main reasons for placing employee/s on the programme?*
- *Perception of the organisers and the organisation of the programme?*
- *Perception of what staff have actually gained by participating in the LtD programme?*
- *Level of support participants are provided with from their line managers?*
- *Key benefits as a result of employees participating in the programme?*
- *Degree to which the level of funding made available to employers is an important factor in deciding whether to place employees onto the programme?*
- *Methods in which training could be made more cost effective?*

Quantitative Survey

Participants

1.52 The survey was conducted online and emails were sent to each participant on 6th March 2008 with a unique link to the survey. Of the 500 employees originally participating in the survey, slightly less than 400 were sent emails. This was due to the fact that employees had moved to other organisations and took into consideration the number of *'bounce backs' 'undeliverable'* messages received when contacting all employees on the database provided by the Scottish Government at the beginning of the evaluation to inform them that the evaluation was being undertaken. Reminder emails were sent on: 17th March and 25th March. The deadline was extended by a week and the survey closed on Monday 31st March with an overall response rate of 51%.

Table 1.2: Online Survey Response Rate	
Total number of emails sent with individual links	385
Total surveys received	196
Response rate	**51%**

1.53 As table 1.2 illustrates the findings from this phase of the evaluation is based on 196 responses from current and past participants across the 5 cohorts. A breakdown of the profile of respondents is enclosed in Appendix 1 in the topline (i.e. marked up questionnaire).

1.54 Data are unweighted and the percentages for each category are given. Where percentages do not add up to 100% this may be due to rounding or the inclusion of multiple responses in the question answers.

1.55 The questionnaire was developed by the YCL project team in consultation with the Scottish Government. Topics included in the questionnaire designed for participants encompassed:

- *Awareness of LtD;*
- *Degree to which participants felt informed;*
- *Reasons for participation;*
- *Major issues prior to attending;*
- *Rating of LtD;*
- *Importance & benefits of accreditation;*
- *Satisfaction with delivery;*
- *Satisfaction with design;*
- *Rating of modules;*
- *Satisfaction with residential element;*
- *Usage of e-learning aspect;*
- *Perception of alternative design options;*

- *Use and usefulness of mentoring system;*
- *Perceived impact of training and performance management;*
- *Impact on working practices;*
- *Areas for improvement.*

1.56 Topline findings are provided in the appendices, while a full set of computer tables with a detailed breakdown of sub group analysis are provided in a separate document which are available on request.

1.57 The findings from this phase of the evaluation include not only the aggregated results, but where appropriate, some indication of differences of opinion among various sub groups where they are statistically significant. In particular, the sub group analysis included in this report are of gender, age, cohort, level of seniority, size and type of organisation.

Line Managers

1.58 The survey was conducted online and emails were sent to each line manager on 25th March 2008 with a unique link to the survey. Reminder emails were sent on: 7th April, 15th April and 17th April. The deadline was extended until Friday 9th May and closed with a response rate of 35%.

Table 1.3: Online Survey Response Rate	
Total number of emails sent with individual links	123
Total surveys received (by 9th May 2008)	43
Response rate	**35%**

1.59 The findings from this phase of the evaluation are based on 43 responses from line managers of current and past participants across the 5 cohorts. A breakdown of the profile of respondents is enclosed in Appendix 2 in the topline (i.e. marked up questionnaire).

1.60 The questionnaire was developed by the YCL project team in consultation with the Scottish Government. Topics included in the questionnaire designed for line managers encompassed:

- *Awareness of LTD;*
- *Attendance at line managers' workshop;*
- *Degree to which workshop was regarded informative;*
- *Reasons for sending employees on LtD;*
- *Major issues considered prior to applying;*
- *Rating of LtD;*
- *Benefits of LtD being accredited;*
- *Perception of participants' satisfaction with different aspects of the programme;*
- *Perception of mentoring system;*
- *Perceived impact of training and performance management;*

- *Importance of retaining specific aspects of LtD;*
- *Contribution to funding for future programmes.*

1.61   Topline findings are provided in the appendices, while a full set of computer tables with a detailed breakdown of sub group analysis are provided in a separate document which can be made available on request.

1.62   The findings from this phase of the evaluation includes only the aggregated results as the sample size is too small to enable detailed analysis of various sub groups.

Qualitative Survey

Participants

1.63   A total of 33 depth interviews were undertaken between 12th February and 13th March 2008.   These were conducted mainly face-to-face although some were also undertaken by telephone. An outline of the sample profile is provided in Appendix 4.

1.64   The topic guide was developed by the YCL project team in consultation with the Scottish Government. Topics included in the topic guide designed for participants were based on the aide memoire used for the scoping interviews. A few additional questions were incorporated into the original topic guide which encompassed:

- *Ways in which the programme could potentially be redesigned in the future, i.e. to improve reach and impact;*
- *Perception of alternative design options which might be more effective in the future development of the programme to maximise a wider reach?*

1.65   A full copy of the topic guide is provided in Appendix 5.

Line Managers

1.66   A total of 33 depth interviews were undertaken between 12th February and 13th March 2008.   These were conducted mainly face-to-face although some were also undertaken by telephone. An outline of the sample profile is provided in Appendix 4.

1.67   The topic guide was developed by the YCL project team in consultation with the Scottish Government. As with the participants' survey, topics included in the topic guide designed for participants were based on the aide memoire used for the scoping interviews. The same additional questions incorporated into the participants' research were also asked of line managers.

1.68   A full copy of the topic guide is provided in Appendix 5.

Stakeholders

1.69 A total of 25 depth interviews were undertaken either face-to-face or by telephone between 17th March and 14th April 2008. An outline of the sample profile is provided in Appendix 4.

1.70 The topic guide was developed by the YCL project team in consultation with the Scottish Government. The topic guides designed for each of the different stakeholder groups consisted of a *'core'* section asked of all respondents and a series of *'special'* versioned questions relevant to each group. The range of topics incorporated into the core of each aide memoire included the main themes covered in interviews with participants and line managers. In addition, *'special'* topics included:

- *Leadership challenges in day-to-day working lives of senior managers;*
- *Ways in which the programme has developed over the past 5 years;*
- *Degree to which the programme is establishing foundations for how leadership and management should be practised in the future across all social service organisations;*
- *Perceived impact that the programme is having on industry in terms of its reach;*
- *Perceived benefits expected to see in the future in the continuing roll out of the programme;*
- *Sustainability of this type of programme/other similar types of programmes in the foreseeable future;*
- *Degree to which organisations in Social Services are willing to invest in leadership development;*
- *Perceived impact the 'Leadership and Management Change Group' should have on the LtD programme, now; and in the future;*
- *Perceived impact the 'Leadership Community' should have on the LtD programme, now; and in the future.*

Presentation and Interpretation of the data

Quantitative Data

1.71 All survey results are subject to sampling variability which means that observed differences between sub-groups may not always be statistically significant i.e. they may have occurred by chance. A guide to statistical reliability is therefore provided in Appendix 3.

1.72 Data are unweighted and the percentages for each category are given. Where percentages do not sum to 100%, this may be due to computer rounding, the exclusion of "don't know" categories or multiple answers. Where "*" appears, this represents a percentage greater than zero but less than 0.5%.

Qualitative Data

1.73   Two of the key strengths of qualitative research are that it allows issues to be explored in detail and enables researchers to test the strength of people's opinions and the underlying rationale for people's attitudes and behaviours.

1.74   However, it needs to be remembered that qualitative research does not allow conclusions to be drawn about either the extent to which something is happening among the wider public (although one might surmise that particular opinions appear to be widespread) or percentages of people that have certain attitudes or opinions. Qualitative research is designed to be illustrative rather than providing statistically representative data.

CHAPTER TWO   PERCEPTION OF LEADING TO DELIVER PROGRAMME OVERALL

Reasons for Attending Leading to Deliver

2.1   There is the view among employers that there is a dearth of quality leadership across the public sector in Scotland and it was felt that there was a need to improve the quality of leadership and management in the sector.   It was further thought by employers and stakeholders alike that there has been underinvestment in this area, and a level of cynicism within local authorities on management training just being *'guru speak'*.

2.2   The aim of putting people through LtD was to develop people who are competent and confident about leadership, which would strengthen organisations' position. As the programme is about personal development for individuals, there is the realisation that employers may be *'fattening people up'* who will then get jobs outside the organisation – although this is still seen as benefiting the sector overall.

2.3   There is the expectation that, in the future, employees will have a better strategic outlook, better understanding of organisational strategy linked to national strategy and also a development of interpersonal skills, e.g. increased confidence, ability to network and to find their way around systems.

2.4   It is felt that if employees are abreast of current trends and issues that should be reflected in how they manage and deliver services by increasing the quality and range of what they do.

2.5   Over half (56%) of participants first became aware of Leading to Deliver through their line managers, while one in four (24%) heard about it through colleagues. Other methods were through word of mouth (14%), the training and development department within their organisation (11%) or via internal publications (8%).

> *I hadn't had any training in management. From the publicity it looked like an exciting opportunity. Timing was really good for me. (Male, Cohort 1, LA).*

2.6   The majority (88%) felt informed throughout the application process, however, a small proportion claimed to be less informed (8%; combined not very informed or not at all informed).

2.7   When asked to cite the main reasons for attending the programme, the majority of participants (88%) maintained that they wanted to become *'better leaders'*. Interestingly, those in cohorts 3, 4 and 5 were more inclined to cite this as a reason than those in cohort 1 (65%, 70% and 61% respectively versus 37%). As the table 2.1 illustrates, becoming *"better leaders"* was also main reason employers cited (91%).

The whole idea of leadership & what it meant appealed to me, how we motivate, manage, develop all staff & services. I always felt that the management training in the social sector was neglected. (Male, Line Manager, LA).

2.8 Over half of participants cited that they took part to help their career progression (56%), to learn about change management (56%), to address specific challenges at work (52%) or to increase their confidence (51%). Those participants employed in local authorities in Social Work Services were more likely to cite that they wanted to learn about change management than those in national voluntary sector organisations (64% versus 43%).

Table 2.1: Reasons for Attending Leading to Deliver		
	Line Manager	Participants
Make a better leader	91	88
Help learn about Change Management	65	56
Help career progress	60	56
Help address specific challenges	58	52
Increase confidence	58	51
Help implement Changing Lives	33	24
Programme has good reputation	33	-
Help gain qualification	21	38
Help gain SSS Council registration	19	8

Base: 196 participants. Fieldwork: 6-31 March 2008
Base: 43 line managers. Fieldwork: 25 March-10 May 2008
Source: York Consulting LLP/McCallum Layton

2.9 One in four (24%) maintained it was to help them implement the 'Changing Lives' recommendations. Those in cohort 5 were more likely to cite this as a reason than those in cohorts 1, 2 or 3 (34% versus 10%, 17% and 16% respectively). There is a higher propensity among those employed as senior or middles managers to cite this as a reason for attending than junior managers (31% and 28% respectively versus 9%).

2.10 Relatively few, i.e. less than one in ten (8%) said that the motivating factor was to gain registration through the Scottish Social Services Council. Line managers were also least inclined to cite this as a reason (19%).

2.11 In addition, one of the main reasons for applying is that it gave individuals the opportunity to explore where their strengths and weaknesses are as a manager/leader and enables them to learn how to improve the skills they have and to be able to reflect and learn from other people. The programme is described as being unique by both participants and line managers alike offering them something different from other leadership programmes in the market.

2.12   When deciding whether they would like to attend the Leading to Deliver programme, participants considered various potential barriers to applying. Over half (51%) maintained that they had to overcome barriers to participate on the programme, while just under one in three (29%) disagreed. In particular, those employed in middle management were more likely to disagree than senior managers (24% versus 8%, tend to disagree) as are those employed in larger organisations (> 500 employees) than those in smaller companies (101 – 500 employees) (24% versus 9%, tend to disagree).

2.13 Time is a key barrier in participating in the programme. Managing the course with current work load commitments was extremely difficult for many participants. Many found it difficult managing the job and training simultaneously; however, the majority were willing to accept this as they regarded it as a worthwhile endeavour.

> *To me there were no unreasonable barriers, it does take a lot of your time; time management for me because I don't have an academic background, like the process of writing essays is daunting to me.   (Male, Cohort 4, National voluntary organisation).*

2.14   Figure 2.1 illustrates the degree to which potential barriers was perceived as a constraint to participating on the programme, with competing work priorities (79%) at the top of the list, followed by the amount of work the course entails (62%). Interestingly, those in cohort 5 are more likely to cite this latter issue as a constraint than those in cohorts 2 and 4 (75% versus 49% and 55% respectively). Similarly, those in cohort 5 were also more inclined to cite competing work priorities as a barrier than participants in cohort 1 (89% versus 67%).

2.15   Indeed, just under seven in ten (67%) agreed that it was difficult to fit in the course around their competing work priorities. Those employed in LA Social Services were more likely to share this view than those working in national voluntary organisations (34% versus 15%, strongly agree).

2.16 Other potential constraints included the amount of self study (42%) and to a lesser degree the fact that the course was formally assessed and the residential aspects of the course (23% and 22% respectively).

Figure 2.1: Major Issues Considered prior to applying for the programme

Competing Work Priorities	79%
The amount of work the course entails	62%
The amount of self study	42%
The course was formally assessed	23%
Residential aspects of course	22%
The postgraduate level of the course	18%
The e-learning aspect (i.e.requirement to use IT)	9%

Base: 196 Participants. Fieldwork: 6–31 March 2008
Source: York Consulting LLP/ McCallum Layton

Satisfaction with Leading to Deliver as a Programme Overall

2.17 As well as commenting on the different aspects of the programme, respondents were asked to rate the programme overall. The perception of the programme is extremely positive.

> *The course is a huge asset to the sector at the moment. [Employers] would have to work out what they were expecting from it in the future. We must be close to needing a significant generation change in leadership, in social work generally (Male, Line Manager, LA - Housing).*

> *The name of the course is great because it fits in really well with the whole focus on outcomes that the Scottish Government have been looking at for the last couple of years. The programme is visionary and strengthens the case for having LtD. (Male, Line Manager, National Public Sector Organisation).*

2.18 As the chart below illustrates (Figure 2.2), participants were more likely to rate the programme as excellent than line managers (35% versus 12%), however, this may be due to the fact that they are in a better position to have a more informed opinion on this.

2.19 Among participants, middle managers were more inclined to rate the programme overall as *'excellent'* than senior managers (39% versus 19%).

Figure 2.2: Perception of Leading to Deliver

Legend: % Excellent, % Very Good, % Good, % Neither Good nor Poor, % Poor, N/A

Participants: 35, 44, 18, 2, 2
Line Managers: 12, 42, 35, 9, 2

Base: 196 Participants. Fieldwork: 6–31 March 2008;
Base: 43 Line Managers. Fieldwork: 25 March – 10 May 2008.
Source: York Consulting LLP/ McCallum Layton
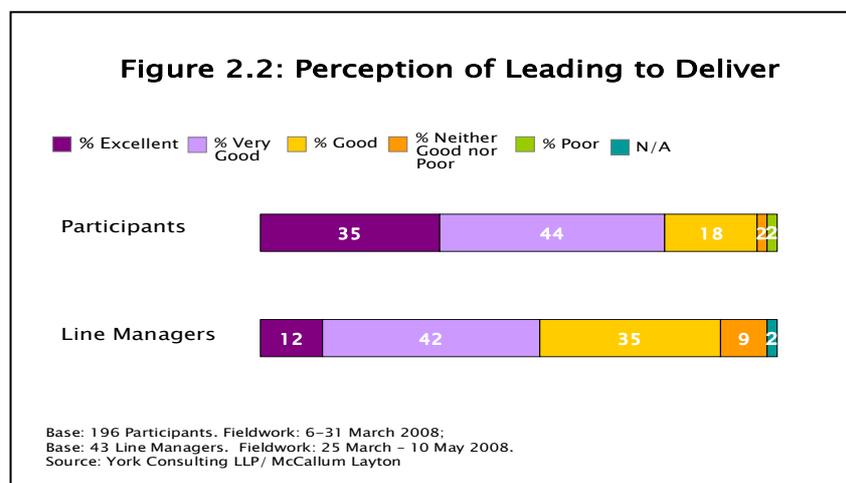
Line Managers' Perception of Programme Content & Delivery

2.20 In reviewing different aspects of the programme, line managers were on the whole extremely positive as Figure 2.3 illustrates. In particular, line managers held favourable views of the opportunities for networking across social services, as well as the design of the programme. Of those aspects of the programme under review, line managers were

least likely to be positive about the e-learning element of the programme. This view is shared by participants themselves as highlighted later in this section of the report.

Figure 2.3: Line Managers' Satisfaction with Aspects of the Programme

	% Satisfied	% Neither satisfied or dissatisfied	% Dissatisfied
Opportunities for networking across social services	95		5
Design of the programme	91	7	
Programme Overall	91	7	2
Content of modules	89	5	2
Course materials	86	7	2
Delivery of the programme	86	7	5
Quality of feedback employees received on their progress	75	14	9
Level at which training was pitched	79	14	2
Balance between different modes of study	79	16	
Quality of facilitators	76	14	2
Residential component	69	26	2
E–Learning	61	28	9

Base: 43 Line Managers. Fieldwork: 25 March – 10 May 2008
Source: York Consulting LLP/ McCallum Layton

2.21 Overall, over eight in ten (84%) of line managers thought that participating on the programme was a good use of their employees' time, with almost half (47%) strongly agreeing. A similar proportion also thought that having a formal qualification as part of the programme was a benefit to their organisation.

2.22 Around two in five (39%) line managers agreed that having a mentor throughout the programme provided major benefits to them as an employer. Interestingly, around one in three (33%) were fairly ambivalent, neither agreeing nor disagreeing.

2.23 The majority (86%) of line managers agreed that they were aware of the importance of line manager support at all stages of the programme to maximise learning.

Figure: 2.4: Line Managers' Perception of Leading to Deliver Programme

	% Strongly agree	% Tend to agree	% Neither	% Tend to disagree	% Strongly disagree	% Don't Know/No Opinion
The Leading to deliver Programme was a good use of my employee's time	47	37	12	2		2
The fact that the course lead to a formal qualification is a benefit to my organisation	35	49	14		2	
Having a mentor throughout the programme provided major benefits to my employee/s	9	30	33	5	5	19
I was aware of the importance of the line manager support at all stages of the programme to maximise learning	44	42	9	2		2

Base: 43 Line Managers. Fieldwork: 25 March – 10 May 2008
Source: York Consulting LLP/ McCallum Layton

Programme Design

2.24 In specifically looking at the way in which Leading to Deliver has been designed, as Figure 2.5 illustrates, the majority (88%) were satisfied with the balance between the different modes of study.

Figure: 2.5: Satisfaction with the Design : Balance between Different Modes of Study

Fairly Dissatisfied

Very Dissatisfied

Neither Satisfied nor Dissatisfied

2% 2%

8%

Very Satisfied

37%

Fairly Satisfied

51%

Base: 196 Participants. Fieldwork: 6–31 March 2008
Source: York Consulting LLP/ McCallum Layton
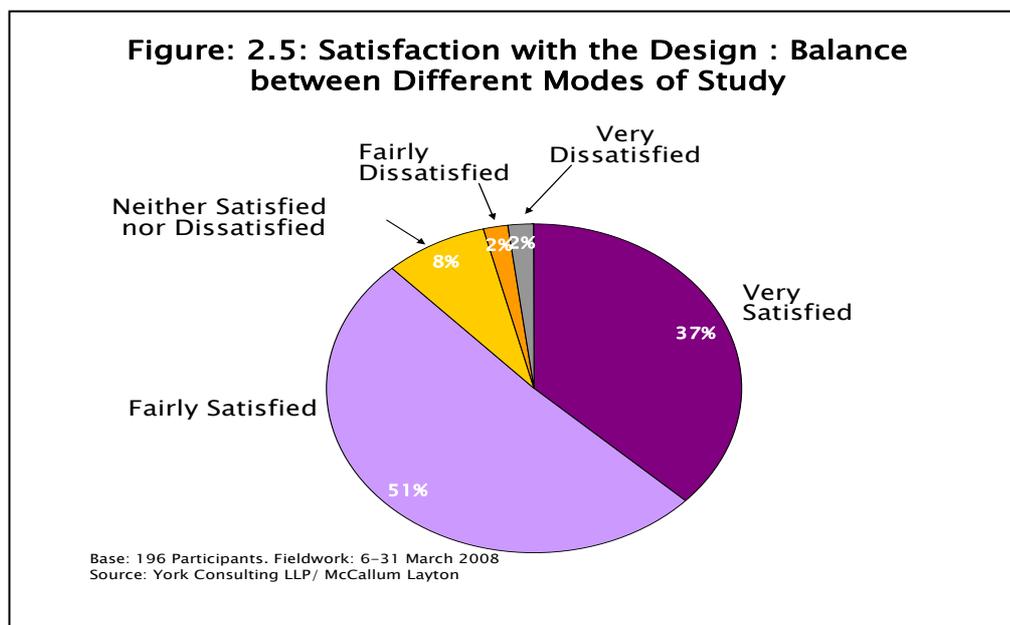
2.25 In reviewing satisfaction levels with different aspects of the design of the programme, participants were particularly satisfied with the course materials (57%, very satisfied).

2.26 The information/handbook was regarded as being of '*a very high quality'* with participants from previous cohorts still referring to it to this day.

> *The handouts were good as it gave you the digested theories &*
> *you get a broad sense of it without having to read all of it.*
> *(Male, Cohort 3, LA).*

2.27 One criticism levelled at the programme, however, was in the sheer amount of information which participants had to absorb and the speed in which it was disseminated.

> *It was very intense – full on for 12 months, on top of a full*
> *time job. But it was also lots of fun, very rewarding. (Female,*
> *Cohort 3, LA).*

2.28 As Figure 2.6 illustrates, the majority (92%) were satisfied with the level at which the training was pitched at, while eight in ten (78%) were satisfied with the briefing prior to the course taking place. Those in cohorts 3 and 5 were more likely to be very satisfied than those in cohort 1 (32 % and 31% respectively versus 10%) with the

briefing prior to the course. Similarly, those employed in national voluntary organisations were more inclined to be very satisfied than those working in local authorities in social services (45% versus 15%) as were senior managers over middle management (42% versus 23%).

Figure: 2.6: Satisfaction with the Design of the Leading to Deliver Programme

Base: 196 Participants. Fieldwork: 6–31 March 2008
Source: York Consulting LLP/ McCallum Layton
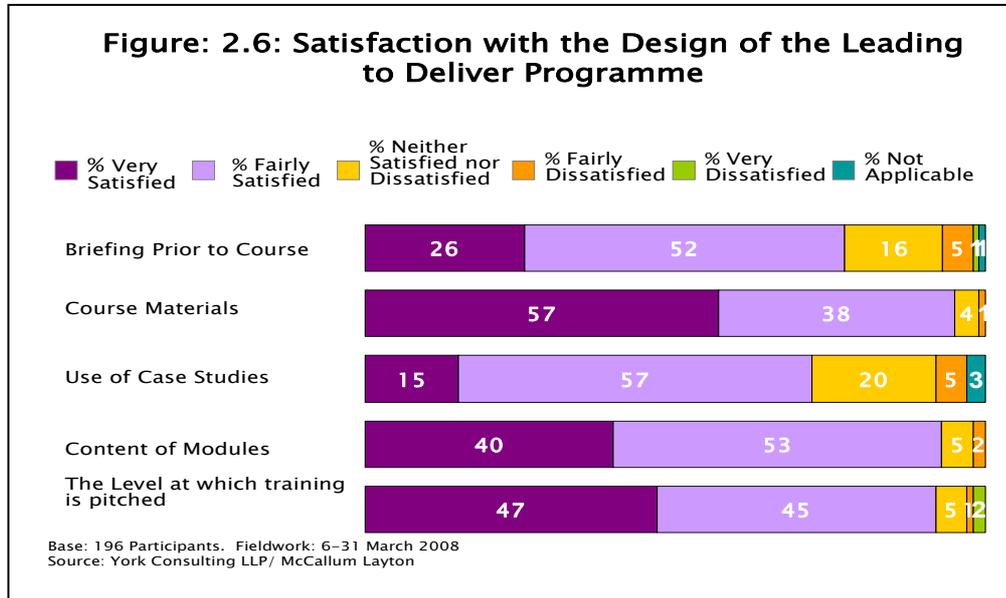
2.29 Similarly, high proportions were also satisfied with the content of the modules (83%).

2.30 Some thought it was quite a challenge to pitch the course at the right level as there was such a range of knowledge and expertise amongst the participants, i.e. Some were new managers and others were very experienced. Consequently, at times some participants felt some of the content was a bit basic.

2.31 The inclusion of a mix of local authority and voluntary sector managers from all over Scotland was regarded as a good approach to the programme and one of the strengths of the course as it resulted in practice and information being shared outwith participants' local environment. It made participants very aware of some of the problems that exist within different sectors and it changed how some related to people from other sectors. The course was seen as very practice based which was considered helpful to participants in being able to look at their own individual situations, i.e. in what they were learning and how it applied to the roles that they were employed within.

2.32 There was also some criticism by a few that the programme was designed for the private sector rather than for the public or voluntary sectors and, further that, there was a reliance on American models of learning and very little from a British viewpoint. It is subsequently recommended that in any future cohorts, facilitators explain more fully to participants how these models relate to Social Services, if used.

> *Some of the content was more for businesses than social care.*
> *At the time I was employed in the local authority and a lot of*
> *the things that were proposed were never going to work in the*
> *local authority context. (Male, Cohort 4, LA).*

The input was good quality, some of the materials I felt were not appropriate to the sector that we were working in. A lot of the stuff based on the Harvard Business Review doesn't apply to UK/Scotland or public sector or social care. (Male, Cohort 4, LA).

Some of it was really good, e.g. set pieces on the way organisations work. A lot was based on an American business model, which wasn't relevant to social services (e.g. analysis of Pepsi, airlines, etc) (Female, Cohort 3, LA).

2.33 It was felt by some that the facilitators were adopting this approach due to the fact that they were less familiar with the public sector, particularly Social Services and the way it operates.

I think it would have been helpful if a more critical, in an academic sense, which bits of it, answered the sectors' needs & which didn't. I felt at times some of the input from Taylor Clark was strong on the bits (sectors) they know. (Male, Cohort 4, LA).

2.34 Conversely, there were those who found this approach to the design of the programme as refreshing.

It was good that Taylor Clark was doing the delivery and they were not a Social Services organisation. It was refreshing looking at things that wasn't necessarily based on Social Services. (Female, Cohort 5, National Voluntary Organisation).

Modules

2.35 In looking at satisfaction levels with each of the modules in turn (Figure 2.7), participants were more inclined to rate modules 1 (i.e. Changing to Lead) and 2 (Leading and Influencing Change) as '*excellent*' (44% and 39% respectively). Participants were least likely to rate module 3 (Change in Service Delivery) as '*excellent*' (22%).

Figure 2.7: Rating of the Modules

	% Excellent	% Very Good	% Good	% Neither Good nor Poor	% Poor	% Very Poor	% Don't Know/No Opinion
Module 1 – Changing To Lead	44	39	13	2	2	1	
Module 2 – Leading & Influencing Change	39	43	15	2		1	
Module 3 – Change in Service Delivery	22	42	25	6	4	1	1
Module 4 – Leading elivery Through Effective Relationships	29	44	19	4	2	1	1

Base: 196 Participants. Fieldwork: 6–31 March 2008
Source: York Consulting LLP/ McCallum Layton

2.36 Some participants felt that there was a bit of overlap between modules, and that the '*theme*' wasn't obvious for all of them. It was felt that some of the assignments for the different modules seemed to cover old ground, i.e. due to the content overlap.

> *They were all similar. There was a lot that overlapped. For the length of time, there could have been more input on the additional subjects. e.g. finance, how you use the resources to the best effect. The course was on a one track direction. (Male, Cohort 4, National Voluntary Organisation).*

> *The language was a slight barrier and every module having "change" & "leading" in every title, it made you think about what is the purpose of this? (Male, Cohort 1, LA).*

Module 1

2.37   Those employed in national voluntary organisations were more likely to rate module 1 (Changing to Lead) as excellent than those in local authorities (58% versus 38%).

2.38 Of those who were still able to recall module one, there were mixed reviews with some finding the introspective exercises '*pretty uncomfortable*' and   felt it went too deeply into people's personal experiences which they didn't enjoy. Others found it *'really good'* describing it as an *'eye opener'* about themselves which had a real impact enabling participants to reflect on how they operate as managers and interact with other members of staff. This resulted in increased awareness and in participants changing the way in which they manage their teams.

The first one was really good. It was quite intimate looking at yourself and looking at what your strengths and weaknesses were. The MBTI (Myers-Briggs Type Indicator) stuff was quite useful, and the 360 degree feedback was really helpful. Doing those things opened up all sorts of discussion. (Female, Cohort 5, National Voluntary Organisation).

In the first module, the focus was on you, that was really important. Everybody really benefited from that; they were all engaged in that process & MBTI (Myers–Briggs Type Indicator). I think people are always interested about talking about their own style. (Male, Cohort 1, LA).

Module 2

2.39   A similar picture can be seen in relation to module 2 (Leading and Influencing Change) with those in national voluntary sector organisations more inclined to rate it as excellent than those in LA Social Services (53% versus 33%). Male participants were more inclined to rate module 2 as excellent than their female counterparts (51% versus 33%).

2.40   In the main, module two was regarded as useful with some still using the models introduced to them within their workplace.

Leading influence & change – That was quite good, a lot of this is part of the world already. People resist change; there were some helpful pictures that I hadn't come across that structured the change. Some of the models, getting an overview, getting understanding, the way that people's perceptions of the world disintegrate. They emphasise a lot about communication, it has given me some practical thoughts. (Male, Cohort 3, LA).

Module 2 was an interesting way at looking at things. It was presented in an understandable & accessible way. That was some of the best teaching that was coming from models of change. A lot of that sticks in your memory as it's quite visual. (Male, Cohort 1, LA).

Module 3

2.41   There were fairly mixed views with regards to module three (Change in Service Delivery) with participants describing it as *'interesting', 'impressive', 'the hardest and most challenging'* and *'quite technical'*.

2.42   Of those who had a positive opinion of module three and found it interesting, felt it had made a major impact on how they operate within the workplace. It opened their

eyes as to how careful one needs to be in thinking about change and in ensuring that buy in is achieved from those who are responsible for delivering it. It also appealed because of the strategic management aspect and stakeholder influence.

2.43 Although some found it difficult *'to get to grips with'*, they nevertheless enjoyed learning new theories on change and leadership and once they had overcome the technical difficulties it was described as making *'a lot of sense'*. It wasn't just seen as *'management theory'*; it was *'management theory in Social Services which was relevant'*. Although some participants enjoyed the work on strategy and looking at stakeholder analysis, spending time in tutorial groups and focusing on real examples and how they would use them, others struggled to relate the process to their jobs.

2.44 One other weakness cited was the volume of information about process mapping. It was felt that the course didn't get to grips with process mapping and some didn't feel they had learnt enough about it to use it properly.

2.45 Of those who were more critical of module three, they described it as *'trying to impose a business module on social work'* and didn't see how this would fit *'as you are working with people who don't want to change'*. Consequently, some struggled with it.

Module 4

2.46 There is a higher propensity among senior managers to rate module 4 (Leading Delivery through Effective Relationships) as very good than among middle managers (58% versus 39%). Around 5% of participants rated module 4 as '*poor*'.

2.47 There were mixed views on module four among those who could recall it. Of the participants who were more favourably inclined towards it, they found it useful.

> *The whole theme of partnership working and collaboration was really helpful (Female, Cohort, National charity).*

> *Module 4 was done in syndicate groups which was really important, people really engaged well. (Male, Cohort 1, LA).*

2.48 Of those who were critical, this was due to the fact that they were not involved in partnership working therefore found it less relevant to them.

2.49 The main criticisms levelled at this module were due to participants finding it confusing/unclear and due to the fact that it was perceived as not achieving the stated learning outcomes.

Residential Aspect

2.50 As Figure 2.8 illustrates, participants were highly satisfied with the different aspects of the residential element of the programme. In particular, the pace of the course (84%), length of stay (83%), location (81%), use of the syndicate groups (80%) and volume of work (80%) were all viewed favourably.

2.51 Around seven in ten (71%) of participants were satisfied with the social aspects of the residential elements of the programme.

2.52 Of all of the different aspects under review, the use of evenings and accommodation were ranked lowest overall (60% and 58% respectively).

Figure: 2.8: Perception of Residential Element of the Leading to Deliver Programme

Base: 196 Participants. Fieldwork: 6–31 March 2008
Source: York Consulting LLP/ McCallum Layton
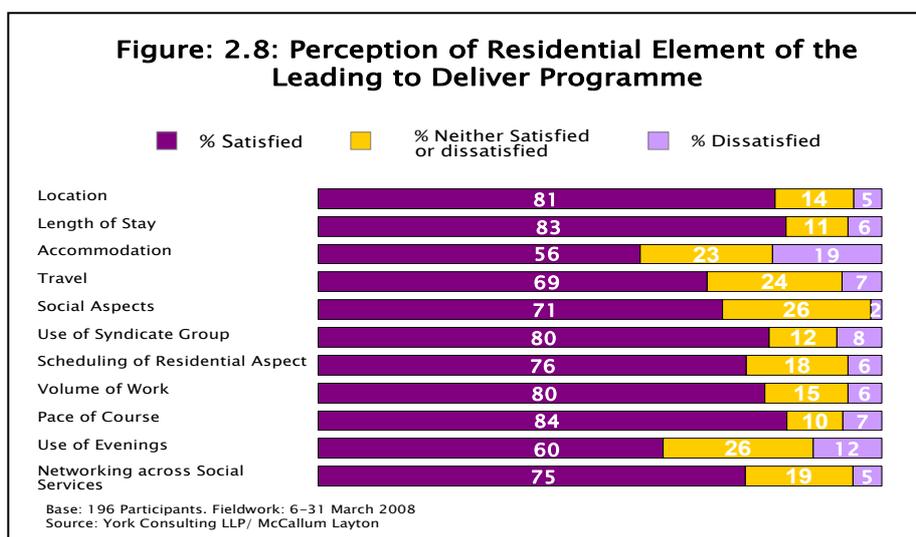
2.53 Around three in four (77%) agreed that the syndicate groups provided a great support mechanism. Those in cohort 5 were more likely to be very satisfied with the use of the syndicate groups than all of those in cohorts 1 – 4 (72% versus 33%, 37%, 42% and 45% respectively).

2.54 Views among participants were fairly mixed as to whether more people could participate if the course did not have a residential element (32% agree, 33% disagree; 27% neither agree nor disagree).

2.55 Although it was not necessary for everyone to reside within the accommodation provided due to the fact that a good proportion of participants are resident within the central belt, many nevertheless felt the residential aspect of the programme provided an invaluable element to the delivery of the programme overall. Participants found the residential aspects really helpful as it provided them with an opportunity to focus on the course with no distractions. In addition, the majority relished the fact that there was *'down time'* at the end of the long days, whereby participants were given the opportunity to relax and see a different side to other course attendees. This *'down time'* was seen as particularly important as the residential element of the programme was viewed as *'knackering… it was pretty intensive stuff"*.

2.56 One of the major strengths of the programme cited by participants was the syndicate groups. However, the degree to which this was deemed a positive and useful experience depended on the successful mix of the individuals within each of the syndicates. Some had very positive experiences with references made to an '*extremely supportive group'* while others had a less favourable experience due to individuals not being able to *'gel'* with each other.

2.57 Another criticism levelled at this aspect of the programme was the *'sheer number'* of people attending the programme. This made it difficult to make meaningful contacts, albeit it was conceded that this probably fared better in cohort five where an attempt was made to bring people together who were working on change projects and to link them with similar projects.

> *The residential thing worked really well; those syndicates were one of the biggest strengths. Fairly intense in a good way of organising it meant that everybody was fully engaged. All the input directly from Taylor Clark was really good; I came away from it very impressed. (Male, Cohort 1, LA).*

> *The majority of the time was spent in smaller syndicate groups & some of that time wasn't well structured as it could have been (Male, Cohort 4, National Voluntary Organisation).*

2.58 As mentioned previously, one of the main negatives cited by participants in relation to the residential aspect of the programme was the accommodation as illustrated succinctly below by one participant.

> *[The accommodation] was a fairly grotty place to stay and the food was appalling. (Female, Cohort 5, National voluntary organisation).*

Delivery

2.59 In looking at different aspects of delivery from both the facilitators and external speakers both were regarded favourably by participants albeit the former were more likely to have considerably higher *'very satisfied'* ratings.

Figure: 2.9: Satisfaction with the Delivery of the Leading to Delivery Programme
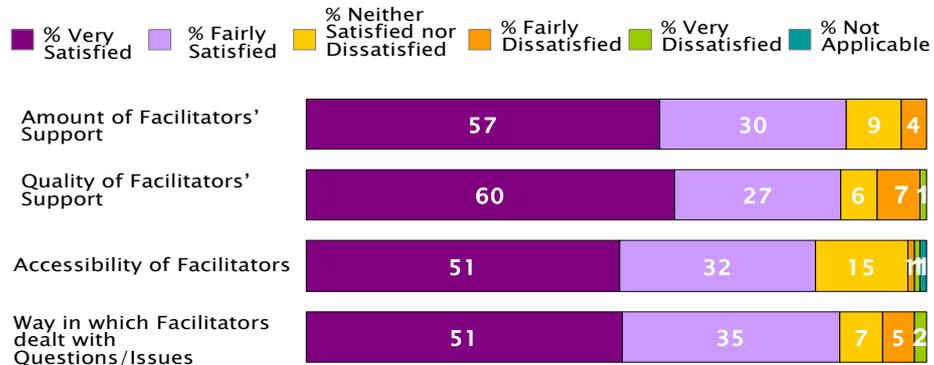
Base: 196 Participants. Fieldwork: 6–31 March 2008
Source: York Consulting LLP/ McCallum Layton

2.60   As Figure 2.9 illustrates, around two in three (60%) participants were very satisfied with the <u>quality</u> of the facilitators' support while a similar proportion (57%) were very satisfied with the <u>amount</u> of support provided by the facilitators. Interestingly, there was a higher propensity among male than female participants to be very satisfied with both the amount of and quality of support provided by facilitators (68% versus 51% and 70% versus 56% respectively). Similarly, those in cohort 5 were more likely to be very satisfied with the latter than those in cohort 2 (70% versus 46%).

2.61   Over half (51%) were very satisfied with the accessibility of facilitators. There was a higher propensity among those in cohort 5 to share this view than those in cohort 4 (64% versus 33%).

2.62   Around seven in ten (73%) of participants were satisfied with the quality of the feedback they received from facilitators in relation to progress. Interestingly, those in cohort 1 were more inclined to be very satisfied with facilitators in this respect than those in cohort 5 (33% versus 8%). Similarly, those employed as junior managers were more inclined to be very satisfied with feedback than those working as senior managers (27% versus 8%).

2.63   The majority (67%) of participants agreed that the facilitators supplied support, if required. Male participants were more inclined to hold this view than their female counterparts (44% versus 22%, strongly agree).

2.64   In comparing participants' views on both the facilitators and external speakers, it is apparent that the latter are not as highly rated as illustrated in Figure 2.10. Around seven in ten were satisfied with the quality of external speakers' presentations, i.e. whether they were from within or outwith social services (70% and 69% respectively). A smaller proportion, i.e. one in ten, was likely to state that they were <u>very</u> satisfied (12% and 13% respectively).

Figure 2.10: Satisfaction with the Delivery of the Leading to Delivery Programme

Legend: % Very Satisfied | % Fairly Satisfied | % Neither Satisfied nor Dissatisfied | % Fairly Dissatisfied | % Very Dissatisfied

	% Very Satisfied	% Fairly Satisfied	% Neither Satisfied nor Dissatisfied	% Fairly Dissatisfied	% Very Dissatisfied
Quality of External Speakers' Presentation (Within Social Work)	12	58	24	5	1
Quality of External Speakers Presentation (outwith Social Work)	13	56	24	5	2
Quality of Feedback received about your progress	19	54	20	5	2

Base: 196 Participants. Fieldwork: 6–31 March 2008
Source: York Consulting LLP/ McCallum Layton

2.65 As one of the key facilitators delivering the programme, the lead facilitator was highly regarded by the majority of participants, albeit some did concede that his style of delivery may not suit everyone. Among those who were favourably inclined towards his approach, he was described as:

- *a charismatic and inspirational presenter;*
- *superb, very inspirational and a great motivator;*
- *infectious, enthusiastic and good at making a point;*
- *challenging, pragmatic, keen on new models, open minded, not overly pompous, very business orientated;*
- *very dynamic and impressive, and extremely helpful;*
- *amusing and interesting, and stimulating;*
- *good public delivery skills, "as if he had a calling to do that".*

2.66 Some language used, however, did make participants feel uncomfortable as it regarded as a bit *'airy, fairy'*. As previously mentioned, the fact that participants attending had varying levels of responsibility within their respective organisations, meant that the level it was pitched at was regarded as a challenge for some more than others. In particular, the use of *'jargon'* by some facilitators was regarded by some participants as challenging.

2.67 The group exercises were regarded as very good – albeit were considered as often being '*embarrassing'* by some participants who were not personally comfortable with group work. However, it was felt that '*[the group exercises] threatened you appropriately'*, i.e. it forced participants out of their comfort zone and therefore worked very well.

2.68 As previously mentioned, the fact that it was apparent that some facilitators may have been more used to working within the private sector and had less experience of the public sector did cause problems for some. Where a facilitator was very unfamiliar with

local authority work and it was apparent to participants that they were more used to working in the private sector, a lot of time was spent attempting to put things into context which participants would be better able to understand. This was deemed to be very wearing by some.

E-Learning

2.69   The report '*Leadership and Management Development in Social Services Organisations – A Short Life Study;* Scottish Leadership Foundation (2005), highlighted that there was generally no comprehensive usage being made of e-learning resources. Previously a predominately classroom-based model was used, requiring staff to travel to central locations. For organisations with a wide geographic spread this adds to the cost and reduces the number of places for training that can be offered.

2.70   Experience of LtD participants with 'Knowledge Exchange' demonstrated the value of an on-line resource that enabled individual managers to link with colleagues across the sectors to thereby share practise and learning. Thus, there was a real interest in moving the programme forward to fulfil the apparent preference for a *"blended approach"*, i.e. face-to-face interaction and e-learning. It was felt that this approach would now be feasible due to the fact that the lack of availability of technology or lack of basic skills had largely dissipated since the previous report.

2.71   There were mixed views from participants on the e-learning aspect of the programme. A very small proportion, one in twenty (5%) stated that they used it a great deal, while one in five (22%) used it a fair amount. Over half used it just a little or hardly at all (34% and 23% respectively), while one in six (16%) did not use at all.

Figure 2.11: Usage of the E–Learning Resource

Base: 196 Participants. Fieldwork: 6–31 March 2008
Source: York Consulting LLP/ McCallum Layton
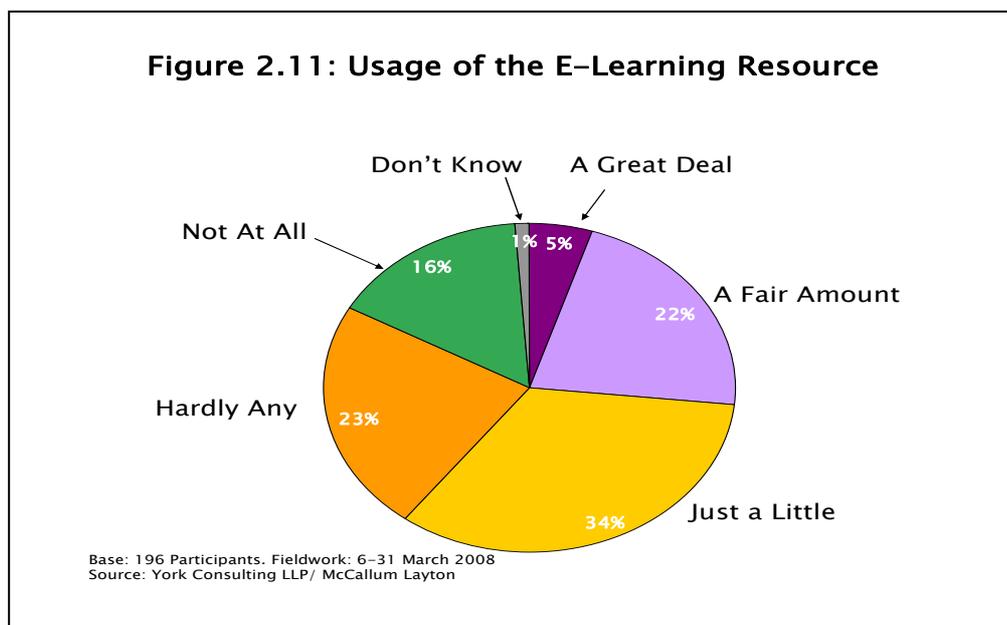
2.72 Of those who didn't make any, or very little, use of the e-learning resource this was due to the fact that they didn't feel technologically proficient or computer literate seeing themselves as *something of a 'luddite'* when it comes to new technology. This

was subsequently seen as causing problems in that it wasn't an appropriate learning resource for everyone and didn't suit the learning style of some participants.

> *I found it quiet complex, I'm not great with computers anyway but I tried to do it. (Male, Cohort 4, National Voluntary Organisation)*

2.73 Others simply found it a *'hurdle'* to navigate, finding it a complex system. Some found it difficult to come to terms with using a university library system outwith a university setting and consequently felt that this may have been easier if visiting Robert Gordon University. Some found the instructions to access the resource bank and library difficult to understand and consequently regarded this *'more trouble than it was worth'*. Some found having to recall yet another username and password *'irksome'* and found this method of learning *'alienating.'*

> *It was quite complicated to get started. The remote access to the library catalogues was good, they tried to encourage people to use the learning networks via the RGU website, I didn't get into that and I don't know if many people did. (Male, Cohort 4, LA).*

2.74 It was suggested that more engagement with the university was encouraged, e.g. with participants visiting for a day as this aspect was regarded as *'very distant'*, although those resident in close proximity to the university, of course, have easier access to the library and RGU facilities, in general.

2.75 Others who did not have access to broadband had problems downloading materials and subsequently found this a *'frustrating'* method of learning.

2.76 Some thought it would be useful to have syndicate discussions online to which everyone could contribute, i.e. to reflect on issues and discuss elements of the course. In view of the access problems incurred, some had email discussions with other participants outwith the e-learning environment provided by RGU.

2.77 As Figure 2.12 illustrates of those participants who used the e-learning elements (83%), the majority (80%) did access it for journals and books or for guidance notes (67%). However, although just over half (55%) used it as a source for materials, less than one in three (29%) used it as a source for learning.

Figure 2.12: Use of E-Learning Elements
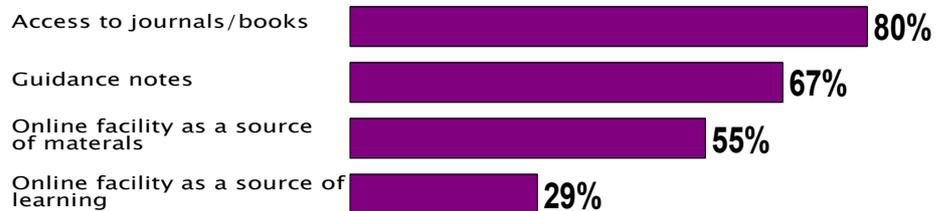
Access to journals/books — **80%**

Guidance notes — **67%**

Online facility as a source of materals — **55%**

Online facility as a source of learning — **29%**

2.78 Of those who had access to the guidance notes, the majority (85%) were satisfied with it. Similarly, of those who had access to the journals and books, the majority (92%) were satisfied with these.

2.79 Of those who considered themselves computer literate, and had never used that type of e-learning process previously, did find the forum useful as it helped to answer questions. Some found the materials that the tutors had posted also useful; however, other participants did not find this a good mechanism for accessing materials maintaining that they had actually purchased learning materials instead spending between £100 - £150 in doing so. This was, in the main, due to the fact that they did not find the e-leaning resource particularly user friendly.

Athens was very useful to get info from. I had more of a sense of overview of the kinds of issues that are relevant. There are forums that you can join online but I didn't. I know that researchers use the reference management software. I would like to use that because I landed up with piles of papers. It would be good to have the manuals online. (Male, Cohort 3, LA).

I was quite impressed with the concept & presentation in the first 3 day programme on E learning. I signed up to virtual campus, I'm reasonably able to use electronic stuff, and I didn't find it a huge benefit. It was beneficial to access stuff through the link instead of going to the library. I expected more directive or Interactive. I didn't find it that helpful to source materials. (Male, Cohort 1, LA).

In terms of e-learning, at the time of the course it was quite 'clunky' e.g. the log in system. It wasn't user friendly but

once you were on it was fine. A good feature was looking at the presentation slides. (Male, Cohort 1, National Public Sector Organisation).

Mentoring System

2.80   Just under half (45%) of participants used the mentoring system while on the programme, while one in five (20%) have acted as a mentor since its inception. As one would anticipate, those in former cohorts were more likely to have acted as mentor, particularly those in cohorts 1, 2 and 4 (40%, 29% and 27% respectively). There was a higher propensity among those employed in larger organisations (i.e. > 500 employees) than those in smaller companies (i.e. 100 – 500) (25% versus 9%) to have acted as a mentor.

2.81   Not all participants found it easy to ensure that a mentor was in place to assist them throughout the course of the programme.

> *"It seemed gratuitous to me, asking a lot. It is a difficult job description to fill." (Male, Cohort 3, National voluntary organisation).*

> *The only problem is it's difficult finding someone else to mentor you who does what you do. (Male, Cohort 4, LA).*

> *Hopeless, I think it was set up for your line manager to be your mentor. My line manager didn't have time to devote to it. I had a mentor at work even though he wasn't known as my mentor for the course, he filled that role. (Male, Cohort 4, LA).*

2.82   Around three in five participants (59%) maintained that the mentoring system should be a formal structure of the programme in going forward, while one in five disagreed. In particular, those in cohort 5 are more likely to disagree than those in cohorts 1 and 4 (33% versus 13% and 15% respectively). There was a higher propensity among junior than senior managers (70% versus 44%) to think that the mentoring system should be a formal structure.

2.83   The majority of participants who had used a mentor and line managers whose employees had used a mentor thought the mentoring system was useful (84% and 88% respectively) as illustrated in Figure 2.13.

Figure 2.13: Usefulness of the Mentoring System

Legend: % Very useful | % Fairly useful | % Neither/Nor | % Not Very Useful | % Not at all Useful | % Don't Know

	% Very useful	% Fairly useful	% Neither/Nor	% Not Very Useful	% Don't Know
Participants	31	53	10	4	1
Line Managers	32	56	4		8

Base: Participants who used a mentor (89). Fieldwork: 6–31 March 2008;
Base: Line Managers whose employees used a mentor (25).
Fieldwork: 25 March – 10 May 2008.
Source: York Consulting LLP/ McCallum Layton

2.84 Those who had used a mentor did, in the main, find it useful with mentors chosen being totally supportive, providing advice and feedback on assignments prior to submission. Some participants had mentors in place but did not use them seeking advice instead from line managers, or indeed, from other members of their syndicate groups. Others felt that they had chosen the wrong mentor and felt that, on reflection, it might have been more useful to have chosen someone who had attended the course previously as in this way the mentor would have had a better understanding of what was involved.

> *I had a negative experience prior to LtD. I identified a mentor but I didn't find that it worked particularly well. I didn't have that many sessions with my mentor. I talked to her about what I had learnt rather than getting anything back. The syndicate group was very good & supportive that was the one I was in. The contact between the residential sections had benefits that I might have expected to get from mentoring. (Male, Cohort 1, LA).*

2.85 Of those who did not find the mentoring system particularly useful, this tended to be due to the lack of availability, i.e. in terms of their time, of mentors chosen thereby suggesting that perhaps selecting multiple mentors might be the best way forward in the future.

Accreditation and its Relative Importance

2.86 When asked about the relative importance of the course leading to a formal qualification, the majority of participants (92%) regarded it as important with seven in ten (69%) considering it <u>very</u> important as illustrated in Figure 2.14.

Figure 2.14: Importance that the Course Leads to an Accreditation/Qualification

Neither Important nor Unimportant

Fairly Unimportant

Not at all Important

Fairly Important — 23%

4% 2% 1%

69%

Very Important

Base: 196 Participants. Fieldwork: 6–31 March 2008
Source: York Consulting LLP/ McCallum Layton
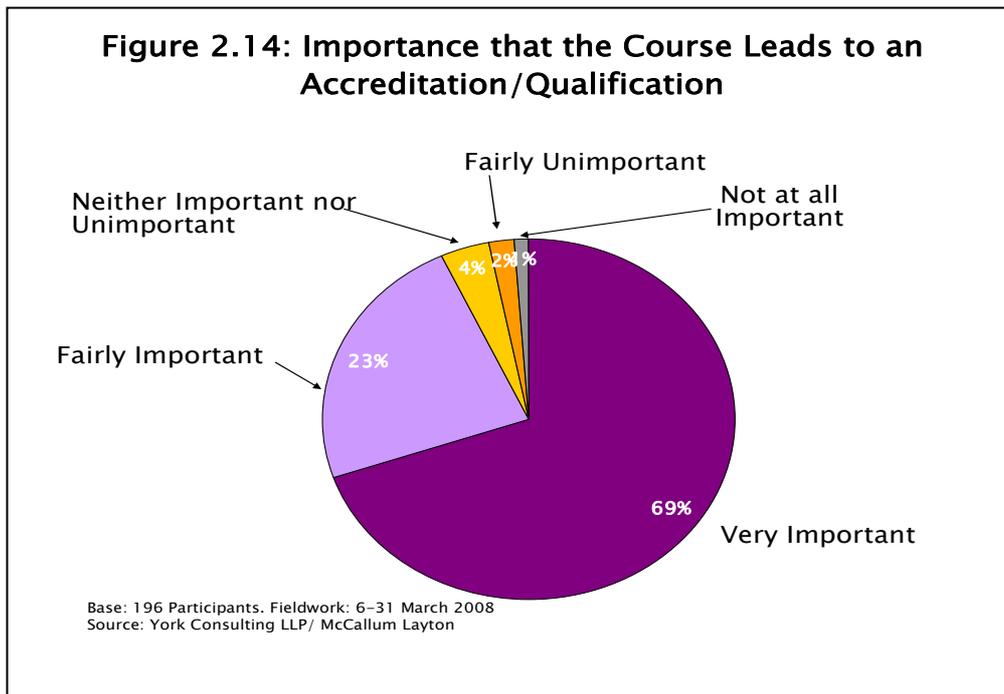
2.86 Participants felt that it was important that employees within Social Services had a recognised qualification that they could obtain and that there should be more evidence of lifelong learning within the sector. It was further felt that this had been missing from the sector for a long time and it was good to see that this position had been rectified with the design of Leading to Deliver. However, it was emphasized by some that although the accreditation was deemed important, the absence of this would not have deterred them from participating.

> *It's essential for the programme to be accredited. If it wasn't it would probably still attract people. It was a huge investment on staff time. People may be less supportive of it if it didn't have that kudos. (Female, Cohort 4, LA).*

> *The accreditation was useful to have but not the driving force for doing the course. (Female, Cohort 2, national voluntary organisation).*

2.87 As one would anticipate, line managers similarly thought that the fact that the programme was accredited was important. It's transferable and demonstrates that individuals can obtain certain skills and achieve outcomes, more specifically '*it gives someone the edge over someone who doesn't have it.*'

> *I think in this day in age, of regulation and legislation, I think that it's more and more important to have accredited courses. I think that potential employers would be happier to invest in accredited courses. For instance, if you had to pay, I would pay, I know it's free at the minute but I would pay for staff to*

go on. I think it would be a good investment for the organisation. (Male, Line Manager, LA).

As an employer, it is important that it is accredited and is used as a currency. The only disadvantage to it being accredited is that it might seem as if it's pitched at too high a level for some people to take part. (Male, Line Manager, LA).

2.88 Line managers think that management and leadership training has to be measured in some way. It was felt important that employers are able to recognise leaders by their behaviour and know that they have some grounding. Line managers felt that if the course wasn't accredited, it would call the content into question, i.e. for the degree of commitment, the length of time and depth of study, it would not have been acceptable for there not to be a qualification at the end.

2.89 As illustrated in Figure 2.15, the perceived benefits of having a formal qualification are due, in the main, to the sense of achievement felt by participants as a result of completing the programme (86%). Interestingly, there was a higher propensity among junior managers than those employed in middle management to regard a sense of achievement as a benefit (93% versus 83%).

2.90 Other important aspects were the impact having a qualification may have on their future career prospects (65%) and the programme's reputation across Social Services (65%).

2.91 Unsurprisingly, those who are aged under 45 years old were more likely to cite future career prospects as a benefit of having a formal qualification than those aged over 45 (79% versus 58%).

Figure 2.15: Benefits of having a Formal Qualification as Part of the Programme

Sense of Achievement	86%
Future Career Prospects	65%
Motivation to Complete the Programme	65%
Programme's Reputation across Social Services	65%
Job Security	6%

Base: 196 Participants. Fieldwork: 6–31 March 2008
Source: York Consulting LLP/ McCallum Layton
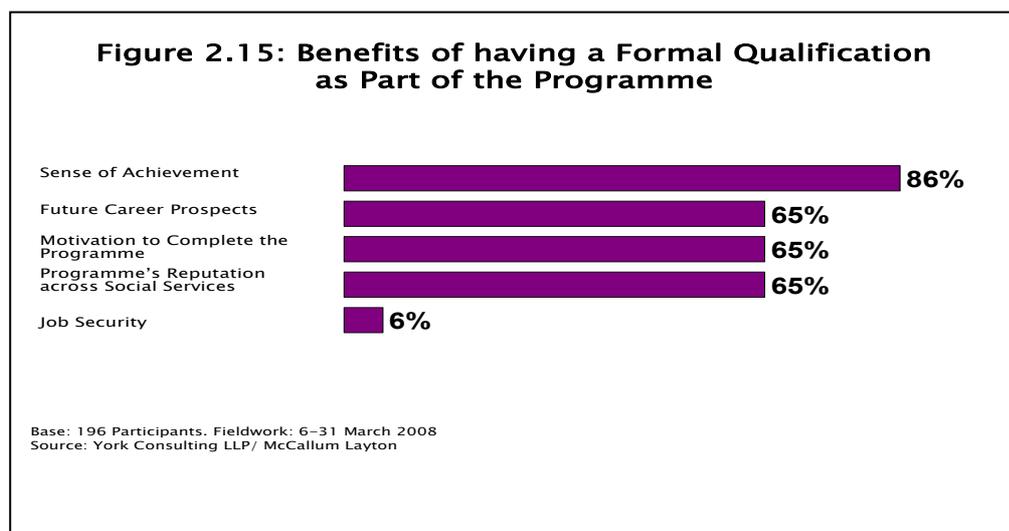
2.92 Many thought that a formal qualification as part of the programme was *'a fantastic benefit'*. There is a perceived kudos attached to having a formally recognised qualification provided by a university. Further, in terms of employability and transferability of skills it is perceived as a positive learning experience.

The qualification is very important. It gives evidence of skills to market me internally and externally. It's always good to have a bit of paper with a bit of scrollwork on it. Otherwise you need to spend hours evidencing your skills. (Male, Cohort 3, National voluntary organisation).

It has an academic weight to it and that accreditation is recognised (Female, Cohort 4, National voluntary organisation).

2.93   The accreditation was also perceived important to ensure that attendees on the course were motivated and had a higher level of commitment than they would perhaps if it was not accredited.

There is always that anxiety that a piece of work will be assessed at the end of it. People do become focussed because of this. It's the actual process of the accreditation that gets you through. (Male, Cohort 2, LA).

It helped during the programme to ensure that I did the reading that was linked. Without the formal qualification it would be a temptation not to do it. In terms of the longer term, it was helpful to have a qualification. (Male, Cohort 1, LA).

2.94 Conversely, there were some who thought that the fact that it was accredited was a real disadvantage. These felt '*anxious*' as they were less academic than some participants and were subsequently concerned as to whether they could pass the assignments.

Organisation of the Programme

2.95   The majority of participants (94%) regarded the organisation of the programme favourably (combined excellent/very good and good) with one in four (23%) rating it as '*excellent*'. Those in cohort 5 were more likely to rate it as '*very good*' than those in cohort 1 (57% versus 30%). Similarly, those in senior management were more inclined to rate it as very good than those in junior management (64% versus 41%).

Areas for Improvement

2.96   When asked whether they would recommend the programme to others in the future, the majority of both participants and line managers concurred (94% and 88% respectively agreed) as illustrated in Figure 2.16.

Figure 2.16: I would recommend the Programme to others.............................

Legend: Strongly agree | Tend to agree | Neither/ nor | Tend to disagree | Strongly disagree

Participants
63% Strongly agree
31% Tend to agree
5% Neither/nor
1%
1%

Line Managers
51% Strongly agree
37% Tend to agree
9% Neither/nor
2% Tend to disagree

Base: 196 Participants. Fieldwork: 6–31 March 2008;
Base: 43 Line Managers. Fieldwork: 25 March – 10 May 2008.
Source: York Consulting LLP/ McCallum Layton

2.97   Although, the majority agree that they would recommend the course, some maintained that one needed to be careful about who to select because it could be potentially '*quite daunting*' for some people and '*quite intimidating'*.   In particular, this is the case for those who don't have academic backgrounds and who may therefore struggle with the learning environment and the commitment involved vis-à-vis completion of assignments.

> *I would recommend it, but not to everybody. I could imagine people hating it. If someone is not committed to being a manager they may find it difficult to do the programme. (Male, Cohort 4, National Voluntary Organisation).*
>
> *Essentially you do have to put your life on hold for a year. It is a huge time commitment but valuable.* (Female, Cohort 4, LA).

2.98   As to whether it was felt that any improvements should be implemented, almost one in five (18%) maintained that there were no improvements necessary as illustrated in Figure 2.17. Around one in eight (12%) thought that the structure could potentially be improved, i.e. faster pace. Those in cohort 5 were more likely to suggest improving the structure by adopting a faster pace than those in cohorts 1, 2 and 3 (23% versus 10%, 9% and 6% respectively).

2.99   One in twelve (8%) suggested that it could be made more accessible, i.e. opened up to different levels of staff.

Figure 2.17: Suggestions for Improvement

Suggestion	Percentage
No Improvement necessary	18%
Improve Structure e.g. Faster paced/condensed/shorter	12%
More accessible/open to different levels/roll out to different levels	8%
Have a follow up course/refresher/review	4%
More support/guidance	4%
Deliver Locally	4%
Speakers – add no value	3%

Base: 196 Participants. Fieldwork: 6–31 March 2008
Source: York Consulting LLP/ McCallum Layton

2.100 It was suggested by some that the programme could be improved by ensuring that line managers give more commitment in enabling employees to undertake the programme and to ensure that they have the time to do it in.

2.101 It was further suggested that organisers could reduce the feeling of alienation felt by some by making tutors more accessible. In addition, it was felt that there could be a better range of speakers and that syndicate groups could be planned better. More specifically, the programme could be improved by ensuring that more flexibility exists in the formation of syndicate groups.

2.102 It was also felt that there could be more of a rotation of tutors, i.e. they would '*appreciate having different tutors and swapping round*'. This would ensure that those who attended could get a different perspective thereby facilitating a better balance.

> *Make it cheaper & have fewer speakers & make it more like*
> *an Open University course, possible with regional seminars.*
> *Something more geographical based might be more useful.*
> *(Male, Cohort 4, LA).*

2.103 Alternative design options are discussed more fully in section 6.

CHAPTER THREE   LINE MANAGEMENT INVOLVEMENT AND SUPPORT

Perception of Line Managers' Workshop

3.1 Previous informal evaluations of cohorts established the importance of involving line managers throughout the course of the programme. In planning cohort 5, a more proactive measure was enforced to ensure that line managers became more involved. A national event (i.e. workshop) was organised prior to cohort 5 commencing, the purpose of which was to demonstrate the importance of line managers supporting participants throughout the life of the programme, as well as outlining the objectives of the programme itself.

3.2 Just less than half (43%) of line managers attended the workshop. All who attended it found it useful with one in three (33%) finding it '*very useful'*.

3.3 It was felt by some who did not attend, that the arrangements for the line manager's events '*weren't the best in terms of the jobs they have to do. The events demanded even more time and for some (other managers) it was a bridge too far'*.

3.4 It was subsequently suggested that more effort was needed in order to get '*buy in*' from managers vis-a-vis supporting the programme and attending workshops. It was suggested that local meetings rather than national meetings might work better.

Level of Support from Line Managers

3.5 Over half (59%) of participants agreed that their line manager was supportive of them <u>during</u> the programme. Around one in six (17%) disagreed. Those participants employed in national voluntary organisations were more likely to agree that their line managers were supportive than those in LA Social Services (47% versus 25% strongly agree).

3.6 Over half (57%) of participants agreed that their line manager was supportive of them <u>after</u> the programme, although one in five (20%) disagreed.

3.7 The level of support given to other participants appears to be dependent on their individual managers. Some maintained that they had been '*lucky*' with their line managers, describing them as being '*very supportive*', i.e. by encouraging them, releasing them from work commitments to attend the residential segment of the programme, providing positive feedback through supervision and appraisal, and in providing opportunities to discuss issues of concern.

3.8 One participant described her manager as '*one hundred percent committed'*. It is apparent that participants benefit from having line managers who have themselves previously attended the programme and who subsequently have a better understanding

of the commitment required and who can offer employees the benefit of their own experiences.

3.9 Line managers themselves admitted that it can be a huge commitment for them and a disadvantage in instances where there is a lack of familiarity with the programme.

> *I would imagine that for people that are line managing folk that haven't done the course it might be tricky because I think that it's a big ask of managers, and some managers maybe would feel if they haven't done the course that they may feel a little intimidated or disadvantaged. (Female, Line Manager, National charity).*

3.10 Some line managers admitted that the only support given to the participant was a recognition that they could take the time off and some flexibility in meeting other work targets. Although there was, in principal, a commitment to create time, some line managers admitted that it can be extremely difficult when an organisation is stretched anyway. However, it was stressed that no one was prevented going on the course because of their workload even when it was very difficult to manage.

3.11 Others held regular managers' meetings where participants were given the opportunity to share what they had learnt to enable other staff members to benefit from the experiences of programme attendees. Others supported participants by meeting with them before and after each of the modules to discuss progress, problems, etc.

CHAPTER FOUR   IMPACT AND REACH OF LEADING TO DELIVER

Performance Management

Benefits of Participating on Programme

4.1   The majority of participants agreed that attending the programme has benefited both their employer and their work (91% and 90% respectively).

Figure 4.1:Benefits to the sector in which I work

Base: Participants,196 Fieldwork: 6–31 March 2008.
Source: York Consulting LLP/ McCallum Layton
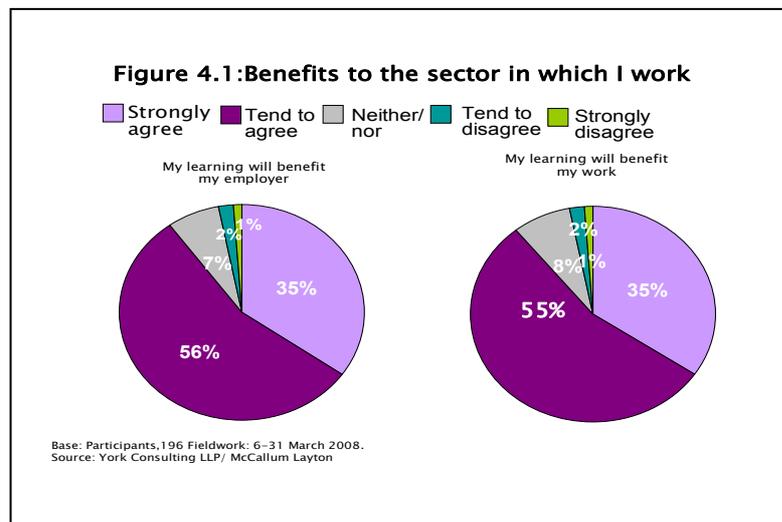
> *I finished it 4 years ago & I still bear it in mind. I guess that's
> the mark of good training. (Male, Cohort 1, LA)*

4.2   As the Table 4.1 illustrates, there was a higher propensity among both participants and line managers to think that participants' skills to being *'a leader in charge'* have improved a lot (57% and 53% respectively). Other aspects which participants felt have *'improved a lot'* include: leadership style (51%) and skills to be an effective leader (49%). These were also the aspects which line managers have ranked highest (42% and 40% respectively), as well as their ability to learn from others (42%).

Table 4.1: Level of Improvement on Development	Participants		Line Managers	
	Improved a Lot	Improved Slightly	Improved a Lot	Improved Slightly
Leadership Style	51	46	42	37
Skills to be an Effective Leader	49	47	40	40
Skills to be a Leader in Charge	57	38	53	28
Ability to Learn from others	39	40	42	33
Deliver better quality of service	29	47	19	63
Resource Management	12	49	12	47
Skills to Train other Staff	26	53	14	58
Effective Partnership Working	33	45	30	42
Self Confidence	43	41	37	42
Lack of Confidence to effectively use skills learned	46	42	44	35

Base: 196 participants. Fieldwork: 6-31 March 2008
Base: 43 line managers. Fieldwork: 25 March-10 May 2008
Source: York Consulting LLP/McCallum Layton

4.3 There are relatively mixed views as to whether attending the programme contributed to participants obtaining promotion (23% agree; 29% neither agree nor disagree and 35% disagree). Those in smaller organisations (i.e. < 100 employees) are more likely to disagree than those in larger organisations (101 – 500 employees) (35% versus 9%, strongly disagree).

4.4 One of the key benefits cited from participating in the programme was that it produces '*adaptive leaders*' which it is deemed particularly relevant for those who have been employed within the sector for decades as illustrated: ''*You don't want people who trained in the mid 70's delivering systems' theory stuff that they learnt in the 70's in terms of a service'*.

4.5 Since participating in the programme, participants have become '*more reflective*' practitioners. Many still refer to the modules on more than one occasion. Many participants have gained '*practical tools*' and also a far greater awareness of themselves and their roles within their respective organisations.

> *I'm much more self aware of how I manage, some of the basic ideas I keep coming back to, I use different techniques & some of the Hifitz from Harvard its really good basic management techniques. I kept all the materials so there is always an opportunity to go back and look at things again. (Male, Cohort 4, LA).*

4.6 By participating in the programme, participants see themselves as having benefited from the discipline of formal education, an appreciation of MBTI, (Myers-Briggs Type Indicator) as well as an appreciation of having structured critical feedback. Consequently, many now feel they have a better understanding, not just of their own

behaviour, reactions and responses, but also of those of other people. They are subsequently being '*more motivating*', more aware of how to ensure that they have an effective team and in how an individual can best influence a team.

4.7   Participants consider that they have fundamentally shifted how they manage and lead their team. It has enabled them to '*better understand that leadership is different from management*'. They have subsequently gained more self-awareness and increased their repertoire of leadership styles. They feel they have '*become better at managing people*' and further that they have learnt skills that have enabled them to gain the respect and trust of the people they manage.

Impact on Working Practices since participating on LtD

4.8   Over half (58%) of line managers agreed that the programme has had a lasting effect on their employees' working behaviour. A considerably higher proportion (84%) of participants maintained that attending the programme has had a lasting effect on their working behaviour.

4.9   Almost eight in ten (77%) line managers agreed that many of their employees have used the skills learned on the programme, while just over seven in ten (72%) agreed that their employees have shared their learning with other members of staff.

4.10   Line managers feel that key benefits to employers, as a result of having participants on the programme, are that employees can offer a lot more in the workplace, e.g.:

- Participants have gained an underpinning knowledge about the concept of leadership. It's about personal development – seeing themselves as leaders. Leadership has improved at all levels in the organisation;
- It has practical and theoretical elements; people who have been through LtD have a better understanding of the task they are undertaking, and are able to use a common language, understood by all the managers. There are many different models/tools they could use, but it's very beneficial to have a common language – this will help effect change;
- They've used skills learned on LtD in planning away days;
- Staff question line managers' decisions more when trying to implement change – they are more vocal, and ask about the change management process, etc;
- They think more about how they are managing a team, and are able to lead on issues/projects above their place in the traditional hierarchy.

4.11 Participants themselves agreed that attending 'Leading to Deliver' has transformed the way in which they approach many aspects of their work. As previously mentioned, it has changed the way in which they approach their employees and it has changed their behaviour in terms of their relationship with other members of staff. Some have described themselves as '*becoming more professional*' since the programme subsequently helping them to cope with change and to take other people through the change process.

4.12   The <u>main</u> ways in which participants themselves have felt that attending the programme has had an impact on their working practices include: managing change more effectively (21%), increased confidence (18%), making them a more confident manager (17%), understanding strategic management (15%), being more self aware (13%) and in delegation (11%).

4.13   There is a higher propensity among those in cohort 5 to maintain that their confidence has increased than those in cohorts 1, 2 and 4 (33% versus 7%, 9% and 9% respectively).

4.14   Interestingly, those in cohort 4 were more likely than those in cohorts 1, 2, 3 and 5 (39% versus 7%, 6%, 13% and 13% respectively) to cite that their understanding of strategic planning has changed.

4.15   When asked for their perception of the impact of having attended the programme, participants were, in the main, very positive as the Figure 4.2 illustrates. Around nine in ten (92%) participants agreed that it has helped them to understand how they can achieve change, while eight in ten (81%) agreed that it has given them a vision of how things could change in the future. Similarly, the majority of participants agreed that they had used many of the skills and techniques learned on the programme and have, indeed, passed these onto other members of staff (86% and 87% respectively).

Figure 4.2: Impact of Participation on Development
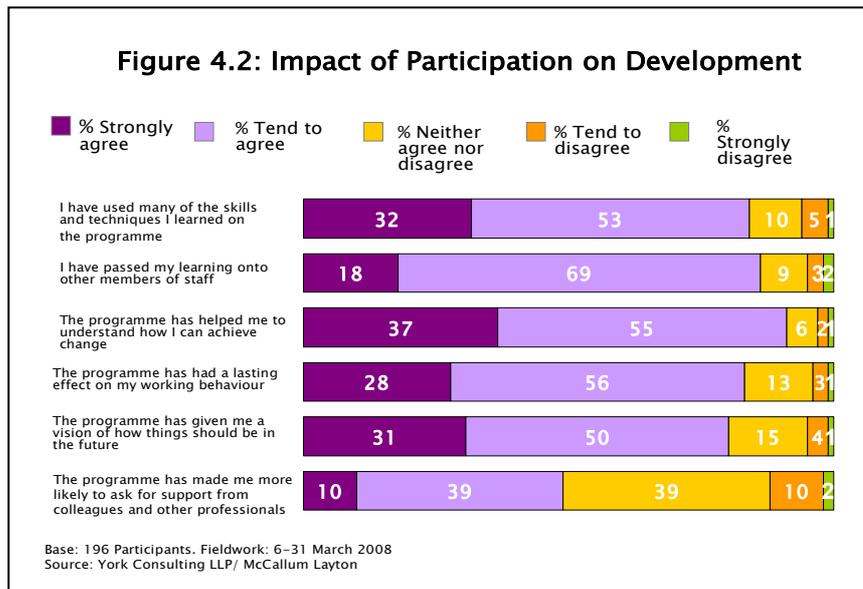
There are a number of opportunities within the workplace to ensure that other employees benefit from what I have learnt; monthly practice issues meetings, regional staff forums, staff conferences and modelling the tools in practice. It would be good to feel that LtD does fit into the various mechanisms within local authorities and the voluntary sector and is being recognised as a standard. (Male, Cohort 5, National voluntary organisation).

4.16 Similarly, line managers were asked for their opinion as to what impact they felt sending employees onto the programme had had on them. The majority (79%) agree that it has helped them to understand how they can achieve change while six in ten (60%) agree that it has provided employees with a vision of how things could change in the future.

Barriers to using Learning in the Workplace

4.17 One in five (18%) of line managers agreed that their employees have not used the programme in their day-to-day work as much as they thought they would, while a similar proportion (16%) agreed that the programme has made day-to-day work more frustrating as staff cannot adopt the changes they want due to internal structures. Just one in four (25%) agreed that employees faced barriers in using what they had learned in the workplace as illustrated in Figure 4.3.

Figure 4.3: Facing Barriers in the Workplace

■ % Agree   □ % Disagree

My employee/s have not used the programme in their day-to-day work as much as I thought they would — 18 | 56

Staff face barriers in using what they have learned back at work — 25 | 44

The programme has made day-to-day work more frustrating as staff cannot adopt the changes they want due to internal structures — 16 | 42

Base: 43 Line Managers. Fieldwork: 25 March – 10 May 2008
Source: York Consulting LLP/ McCallum Layton

4.18 Interestingly, some participants themselves agreed that there are barriers to them using their learning in the workplace, although the majority (52%) disagreed with this statement.

4.19 Of those who do perceive barriers to exist this is in part due to time constraints rather than restrictions placed on them by their employers.

> *Getting a balance between being a transactional leader versus a transformational leader was one of the challenges. There isn't the luxury in the voluntary sector of being able to take days away to think about strategy, it is literally heads down, getting on with managing services, keeping the clients*

happy, making sure people are achieving their goals, dealing with funding practice. The biggest challenge is finding the pro-active time to plan, develop and lead rather than manage. (Female, Cohort 2, National voluntary organisation).

4.20   Another barrier cited by some was senior management not understanding the principles of leadership. Although participants take cognizance of the fact that for some senior managers *'it's very hard for them to change, so they keep going with the traditional methods'*, particularly if they have been employed within the sector for a long time. As such employees face challenges in encouraging senior management to adopt a new way of working in these instances.

Benefits to Service Users

4.21   Although less than half (43%) maintained that the programme has given them a better appreciation of the needs of service users, almost eight in ten (79%) agreed, that their learning <u>will</u> provide sustainable benefits to service users as illustrated in Figure 4.4.

4.22   Around one in four (23%) participants disagreed with the former statement. In particular, those employed in larger organisations (> 500 employees) were more likely to disagree that the programme had given them a better appreciation than those in smaller companies (101 – 500 employees) (20% versus 1% tend to disagree).

Figure 4.4: Benefits to Service Users

Legend: Strongly agree, Tend to agree, Neither/nor, Tend to disagree, Strongly disagree

My learning will provide sustainable benefits to service users: 24%, 55%, 16%, 1%, 1%

The programme has given me a better appreciation of the needs of service users: 11%, 32%, 35%, 16%, 7%

Base: Participants,196 Fieldwork: 6–31 March 2008.
Source: York Consulting LLP/ McCallum Layton

4.23   Many participants feel that sustainable benefits to service users will become more tangible in the longer term. It is anticipated by some that service users will have access to a service provision that meets their individual needs which is there to support them.

48

4.24 Some participants have become more proactive in consulting service users who have subsequently had more involvement in the early development stages of initiatives.

4.25 In developing actual services, participants have been trying to take account of service user's views and have used these to form changes to the organisation. They have adopted strategic thinking and planning with clarity about goal setting with service users with an explicit recognition of outcomes. As a result, one of the benefits which service users might see is the provision of better information on access to services which is being constantly improved.

4.26 Line managers themselves anticipate seeing benefits to service users as a result of employees attending Leading to Deliver. Indeed, the perception is that some services and approaches to service users have been changed. It is felt that there is a need to involve service users more in services and in the design of them. That has been made possible by the change participants have gone through as a result of being on the course.

4.27 Some had already witnessed some positive outcomes, e.g.

- The service provision in one local authority provided across multiple sites which it felt did not previously offer best value and required modernisation, has now been integrated thereby improving the provision to users. In particular, it has now changed the balance of care and has subsequently improved outcomes for individuals;

- A national public sector organisation is now looking at service provision in a more '*holistic*' way. The organisation is now using pre and post intervention carer evaluations, i.e. to measure the baseline and to then assess the degree to which intervention has made a difference to the quality of life of service users.

CHAPTER FIVE   DEGREE TO WHICH LTD MEETS OBJECTIVES

Degree to which LtD links with Wider Developments in the Sector

5.1 Both participants and line managers were asked for their views on the programme in terms of its relevance to Social Work Services. The majority (75%) of participants agree that it was relevant, while slightly fewer line managers concurred (61%) as illustrated in Figure 5.1. Overall, relatively few participants disagreed (16%), while slightly fewer than one in three (29%) line managers disagreed that it was relevant to the industry sector.

5.2 Of those participants who agreed, there was a higher propensity among senior managers to rate it as *'very good'* in this matter than middle or junior managers (63% versus 43% and 41% respectively).

Figure 5.1: Leading to Deliver & its Relevance to Social Work Services

Base: 196 Participants. Fieldwork: 6–31 March 2008;
Base: 43 Line Managers. Fieldwork: 25 March – 10 May 2008.
Source: York Consulting LLP/ McCallum Layton
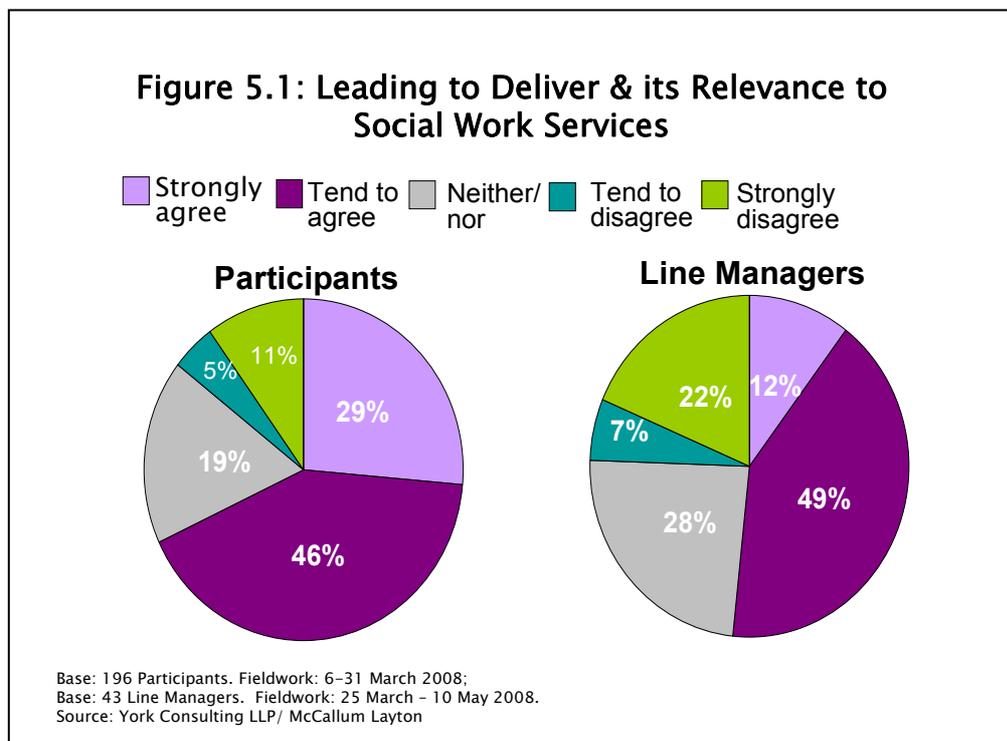
5.3 Leading to Deliver is perceived by line managers to be very relevant to employers as in social services they expect their managers to lead change, to improve performance and to deliver better services. They can only do that if they are feeling confident and skilled themselves and supported to develop their skills, if they look at their own strengths and weaknesses and how that impacts on how they are managing.

> *The overall programme is very relevant to Social Services because we are in a change environment, organisations need clear leadership and direction and they need people that are reflective and adaptive to the whole change agenda. (Female, Line Manager, National voluntary organisation).*

LtD is very relevant to social services in terms of management and leadership for the future, if you are going to create a culture where people are valued and supported and where people perform, this is the way we are going to do it. What has been good about the course, it achieves a lot without taking people away for too long. (Male, Line Manager, LA).

5.4 Of those who were more critical, there was a view that it needed to be more broadly focused than just on Social Services, i.e. on the wider community. In addition, it was also felt by a minority that it was too intensive and too high level to have *'widespread application'* in large organisations within Social Services.

5.5 Similarly, both participants and line managers were asked for their views on the programme's relevance to *'Changing Lives'*. The majority in both instances were favourably inclined to the programme in this light (83% and 76% respectively combined excellent/very good and good) as illustrated in Figure 5.12.

Figure 5.2: Leading to Deliver & its Relevance to 'Changing Lives'

Legend: % Excellent | % Very Good | % Good | % Neither/Nor | % Poor | % Very Poor | Don't know

Participants: 14 | 40 | 29 | 11 | 2 | 2 | 2
Line Managers: 9 | 23 | 44 | 7 | 2 | 12 | 2

Base: 196 Participants. Fieldwork: 6–31 March 2008;
Base: 43 Line Managers. Fieldwork: 25 March – 10 May 2008.
Source: York Consulting LLP/ McCallum Layton
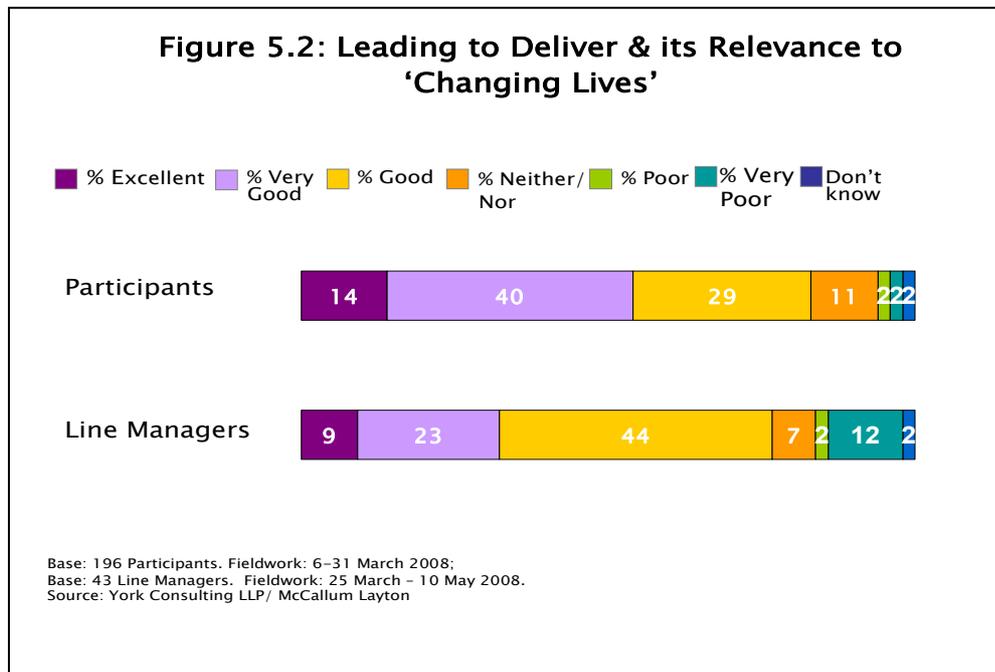
LtD is absolutely about the outcome of the Changing Lives review. Ensuring managers are leaders, 'not just jumped up professionals'. It's training them to be flexible, able to recognise the people skills required. It 'hits the button' (Female, Line Manager, LA).

5.6 However, around one in seven (14%) line managers thought it was not relevant to Changing Lives. Among participants who were favourably inclined to the programme in this respect, those employed in smaller organisations (i.e. < 100 employees) were more likely to rate the programme as *'excellent'* than those in larger organisations (> 500 employees) (29% versus 11%).

CHAPTER SIX   PROGRAMME'S SUSTAINABILITY

LtD in comparison to other Leadership Programmes

6.1   This section of the report discusses the relative positioning of Leading to Deliver against a number of leadership programmes currently operating. This information was collated by undertaking a review of relevant literature as well as telephone interviews with key providers of alternative leadership and management programmes in the UK. The review looked at the following three categories:

- national models - those funded by national level organisations in Scotland, and/or delivered from a single location (See Table A6.1 in Appendix 6);
- local models - those funded by local/regional level organisations in Scotland, and/or delivered from multiple locations (See Table A6.2 in Appendix 6);
- commercial/other UK models - those run for commercial gain, or within the UK outside Scotland (See Table A6.3 in Appendix 6).

Relative Costs And Reach Of Delivery Method

6.2   In broad terms, there are three main methods used to deliver leadership training, i.e. residential, non-residential, or by distance learning/e-learning. Analysis of the data collated on the relative costs of the three main methods suggests that:

- residential courses are the most expensive option, generally £4,000 per participant and above, and in spite of the higher cost, not all provide a qualification;
- non-residential courses and distance learning/e-learning courses commonly range between £1,000 and £2,000 per participant;

6.3   These figures support previous data collated by AuditScotland[23]. Further analysis also suggests:

- commercial models are generally more expensive than commissioned models;
- blended learning models are common, allowing costs to be adjusted by mixing different delivery methods;
- qualifications generally add cost;
- local/regional partnership approaches appear to offer good value, even where a high level qualification is provided, e.g. Fife Community Planning Leading and Learning Programme. Organisations may have saved on costs by using in-house facilities or staff at their own organisation, or those of partner organisations;
- there are few courses which attempt to provide training to a large number of participants in one location at the same time;

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[23] *Leadership Development: How Government Works*, AuditScotland, 17/11/2005.
http://www.audit-scotland.gov.uk/docs/central/2005/nr_051117_SE_leadership_development.pdf

- distance learning/e-learning offer the ability to reach a large number of participants at one time.

Models of interest

6.4   Several courses have interesting features which could in theory be applied to Leading to Deliver:

- variable charging for different sectors – e.g. the Social Care Leadership Development programme is offered free to user-led and community organisations, but paid for by other organisations. This may help pass the costs onto the organisations perceived to be most able to afford it;
- contribution towards costs – e.g. the Scottish Enterprise Rural Leadership Programme seeks a contribution towards costs from participants. This may help promote commitment from those involved;
- different levels of qualification – some courses offer a choice for participants. This may help participants get training to the most appropriate level for their own skills, and offer pathways for further development, e.g. the West Lothian Health and Social Care Management Programme, and the Edinburgh Council Leadership Matters programme;
- involvement of service users – e.g. Leading to Change is unusual in involving service users in improvement project meetings.

Market Positioning of Leading to Deliver

6.5 Leading to Deliver is unusually positioned as a '*luxury*' leadership training course by both participants and line managers, reflecting the impact of significant funding which it initially received and has continued to receive, from the Scottish Government. As previously highlighted, it attempts to provide high quality residential training, bespoke for the sector, annually revised, and with a high level qualification, to a large cohort at one time.

6.6   In terms of cost, Leading to Deliver is in the lower range of other largely residential-based courses and significantly lower cost than commercial courses, e.g. the CIH Leadership programme for Housing. It can be seen to offer reasonably good value considering its relative cost, perceived impact and the provision of a high level qualification, focusing on leadership in a social services context.

6.7 In terms of reach, Leading to Deliver is rare in being a course which attempts to deliver training to a large cohort, but is not unusual in being a sector specific course.

Employee and Employer Perception of LtD in comparison to other Programmes

6.8 Both participants and line managers were asked to give their view on Leading to Deliver in comparison to other programmes they had either attended or were aware of.

6.9 The majority of line managers rated the programme favourably in comparison (72% combined excellent/very good and good) as illustrated in Figure 6.1.

6.10 Around six in ten (62%) of participants rated it in a similarly favourable light, while almost one in three were not in a position to provide their opinion (21% don't know; 8% not applicable).

Figure 6.1: Leading to Deliver in comparison to other Leadership Programmes

Base: 196 Participants. Fieldwork: 6–31 March 2008;
Base: 43 Line Managers. Fieldwork: 25 March – 10 May 2008.
Source: York Consulting LLP/ McCallum Layton
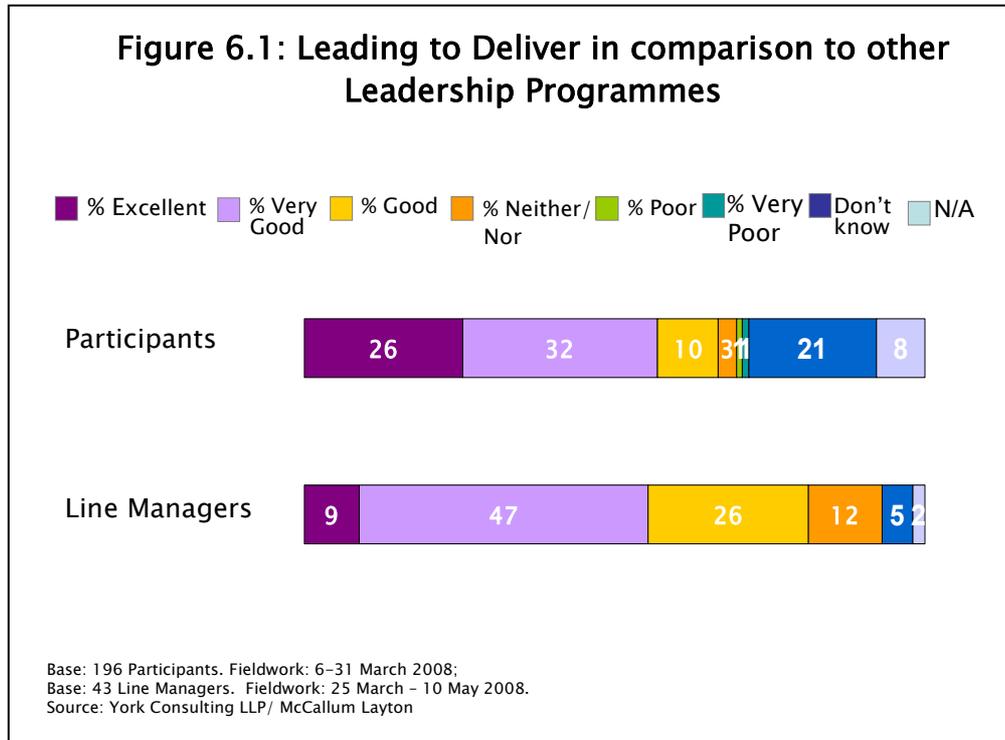
> *LtD is 'a very different animal' – the teachers aren't all academics, they may not have the same academic background but are excellent in delivering leadership and management training. (Male, Cohort 4, LA)*

Benefits of continuing Roll Out of LtD in the Future

6.11 The majority of participants and line managers believe that there is an on-going need for a programme of this nature and a need for continued investment in Social Services as it is felt that leadership should continue to be a significant priority in the public sector.

> *Anything that develops the skills and experience of managers in a shared environment is helpful and worth the investment. People need to feel valued. You still need to feel you can make a difference and it does reinforce that. (Female, Cohort 4, LA).*

The future of Social Services is bleak without LtD (Female, Cohort 2, National charity).

6.12 Consequently, many hope that the programme is sustained in the future. Line managers realise that sustainability means that someone has to pay for it. Many maintained that if the costs were passed onto individuals and employers, *'there aren't many that could afford to do it'*.

6.13 The level of funding made available to some employers has been an important factor in deciding whether to place employees on the programme. If those employers who had been reliant on funding had to pay for it, this would impact on their ability to place employees on the programme.

6.14 The training is very cost effective because of the returns to the employer, particularly in relation to the impact on employee behaviour and in the way they work. It was suggested, however, that it could possibly be more cost effective, for example, suggesting that instead of one large cohort, there were a number of smaller cohorts held on a more localised basis. There would, however, be huge challenges in delivering the programme in this way. Potential alternative design options are considered overleaf.

6.15 The consensus among both participants and line managers is that the benefits accrued to both employee and employer far outweigh any costs incurred, i.e. whether this is in relation to ensuring cover is in place to enable organisations to release employees to study, or in recompensing them for expenses, etc. There is a growing responsiveness to continued professional development among employers and as such there is also a recognition that they need to meet those costs.

6.16 Although Leading to Deliver is perceived to have been beneficial for Social Services in Scotland a few think that organisations should now be looking at continuing to develop leadership capacity internally. Indeed, some have already commissioned their own versions of the programme independently which is delivered in-house.

Potential Future Design Options

6.17 Participants and line managers were provided with a selection of alternative design options, e.g.:

- re-organise the location of face-to-face components to regional or local centres such as a local college;
- more content delivered through distance learning (e.g. study packs; e-learning) but with more local tutor support;
- re-organise the structure of the face-to-face components (i.e. hold fewer residential components but longer blocks of study).

6.18 Some participants and line managers did not select any of the options (20% and 12% respectively), while around one in ten (9%) of both groups were unable to comment as illustrated in Figure 6.2.

6.19   Of those who did select an alternative design option, both participants and line managers clearly favour the first option (41% and 44% respectively).   This was followed by having a programme with more content delivered through distance learning (19% and 26% participants and line managers respectively).

Figure 6.2: Perception of Potential Future Design Options

■ Re–organise the location of face–to–face components to regional or local centres such as a local college

■ More content delivered through distance learning (e.g. Study packs: e–learning) but with more local tutor support

■ Re–organise the structure of the face–to–face components (i.e. Hold fewer residential components but longer blocks of study)

■ None

■ Don't know

Participants: 41 | 19 | 12 | 20 | 9

Line Managers: 44 | 26 | 9 | 12 | 9

Base: 196 Participants. Fieldwork: 6–31 March 2008;
Base: 43 Line Managers. Fieldwork: 25 March – 10 May 2008.
Source: York Consulting LLP/ McCallum Layton

6.20   Both participants and line managers alike were least likely to opt for re-organising the structure of the face-to-face components by holding fewer residential components but longer blocks of study (12% and 9% respectively).

6.21   Both admitted that although distance learning may suit some people, there are many for whom this is not a suitable learning style. It was felt that the nature of the programme would become almost impossible for some people if it was done by distance learning.

6.22   In order to reach a wider workforce, it was suggested that the course might be redesigned to offer more '*discrete stand alone units*'. These also could be accredited and would allow people to build up a bigger accreditation, or just do one or two.

6.23   It was also suggested that aspects of the course could be packaged so that individual organisations could perhaps bring elements of it into their own organisation as part of their own training programme but delivered by external providers.

6.24 The programme currently costs circa £4,300 per person which is wholly funded by the Scottish Government.   Line managers were asked if, in order to ensure that employees within their organisation were able to participate in the programme in the future, they had to fund the programme, how much, if anything, would their company be prepared to contribute. As Figure 6.3 illustrates, the degree to which line managers felt their organisations would be willing to pay varied considerably, i.e. from nothing up to the full amount. Around two in five (44%) were unable to provide a view on this.

Figure 6.3: Contribution Organisations are Willing to Pay in the Absence of Full Funding

Nothing	7%
Up to £500	7%
£501 – 1,000	9%
£1,001 – 1,500	12%
£1,501 – 2,000	7%
£2,001 – 2,500	9%
£2,500 – 3,000	2%
£4,001 – 4,500	2%
Don't Know	44%

Base: 43 Line Managers. Fieldwork: 25 March – 10 May 2008
Source: York Consulting LLP/ McCallum Layton
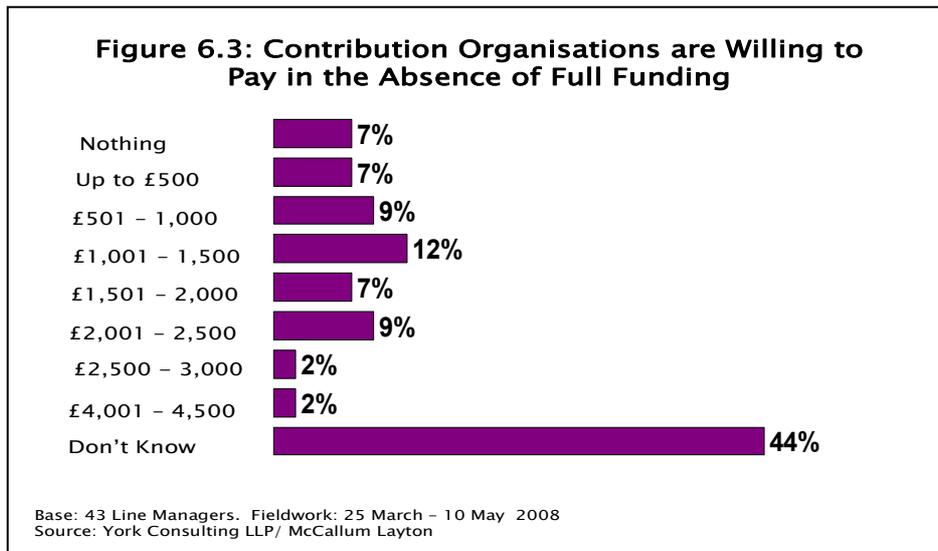
Key Issues for consideration for the Future

6.25   Figure 6.4 illustrates the elements which line managers felt it was imperative to retain in any programmes delivered in the future. The two elements which stand out include both the facilitators and the accreditation (95% and 91% respectively).

Figure 6.4: Importance of Retaining Different Elements of the Programme in the Future?

Facilitators	95%
Accreditaion	91%
E–Learning	66%
Residential Aspects	47%

Base: 43 Line Managers. Fieldwork: 25 March – 10 May 2008
Source: York Consulting LLP/ McCallum Layton
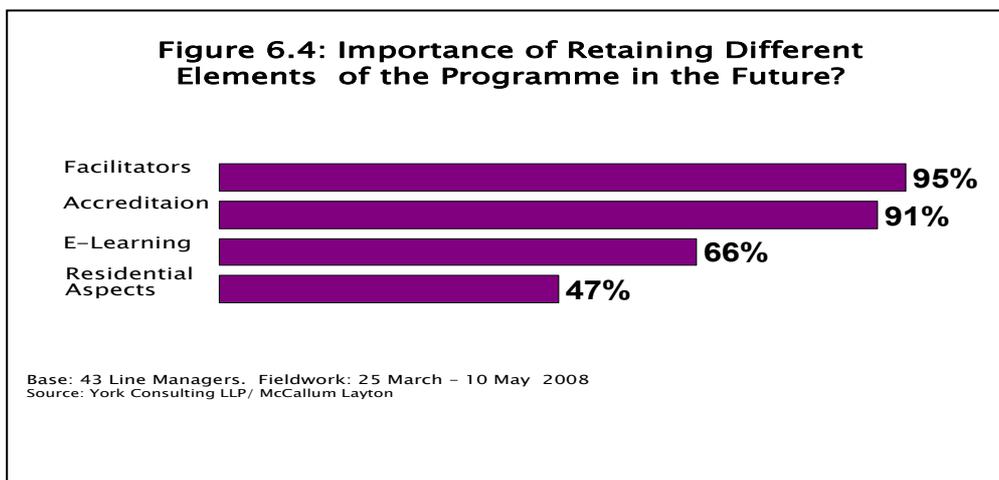
6.26   In view of the commentary surrounding participants' usage of the e-learning elements of the programme which line managers will no doubt be aware off, it is no surprise that line managers were less inclined to feel that this should be included than the aforementioned items. Less than half (47%) felt it important to retain the residential elements.

6.27   Although many think it is less important to retain the residential element in any future design options, it is key that whatever method is adopted it still enables participants to form syndicate groups. This is particularly important for those who rely on this for support in the absence of an appropriate mentor or in the event that line

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managers are not in a position to support employees to the degree to which it is perhaps needed. A major strength of the programme ensues from participants being together and in talking with '*other people who understood you and you wouldn't want to lose that*'.

6.28 In addition, the benefits of the residential segment were that it enabled participants to meet with a diverse range of people, i.e. from both a sectoral and geographical basis. It was felt by some that one of the reasons that some of the syndicate groups worked so well was due to the fact that participants felt able to share information with each other which may be perceived as confidential and that having more locally based delivery would be restrictive to some as they would be less able to discuss freely the difficulties they face, e.g. in dealing with and in implementing change within their own respective organisations.

6.29 Delivery in a centralised location was viewed as a barrier for some and being away for three days, as the current design entails, did create issues also. It was agreed that '*localising it*' and embedding delivery across a number of universities in the country is a possible way in which any problems incurred previously may be somewhat alleviated in the future.

6.30 However, one has to take cognizance of the fact that any fundamental shifts in design may have a detrimental effect on the perception of the programme overall. For many, the residential aspects were seen as being a key motivator in participating. Without the residential segments, many '*would have perhaps run out of steam a lot quicker*'.

6.31 It will be difficult to develop a programme which suits everyone as the degree to which any design is regarded favourably will depend on the level to which it suits individual learning styles which will vary significantly among a potentially diverse group.

CHAPTER SEVEN   CONCLUSIONS & RECOMMENDATIONS

Perception of LtD

7.1 The general consensus is that Leading to Deliver is perceived as being *'unique'* and a *'luxury'* by both participants and line managers. The LtD brand is perceived as having an excellent reputation associated with it and there is a real kudos attached to participation and the fact that it leads to a formal qualification. Both participants and line managers are favourably inclined towards the programme overall.

7.2 The main strengths of LtD appear to be in the fact that it is accredited and in the quality of the delivery of the programme, in particular, the lead facilitator. Although some did not like his apparent *'evangelical'* approach to facilitation, the majority described him as *'dynamic'* and *'inspirational'*. External speakers were regarded less favourably due to their perceived lack of knowledge of Social Services or the public sector more generally.

7.3 The main criticisms levelled at the programme, however, focused around the issue of the e-learning aspect of the programme due to difficulty with access and/or the fact that some participants consider themselves as not particularly computer literate. Consequently, this is perhaps not a suitable component of the learning package and the replacement of this with other methods more suited to the profile of participants should perhaps be considered if the programme is rolled out to future cohorts. If this element was retained as part of the programme, alternative solutions would have to be put in place for some, e.g. physical access to a library, or indeed IT training.

7.4 The other aspect of the programme which was similarly criticised was the accommodation provided during the residential phase of the programme. In spite of the negative review of the accommodation, participants nevertheless think that the residential element was generally a successful phase of the programme. In particular, due to the fact that it provides them with the opportunity to network via access to the syndicate groups. The majority agree that syndicate groups provide a great support mechanism – particularly in the absence of line managers' support or mentors. In addition, it also gave participants the opportunity to focus on the course away from distractions, either in the workplace or at home. Access to syndicate groups is key to the development of Leading to Deliver in the future.

7.5 As one would anticipate there were mixed views with regards to the content of the programme. It is inevitable with any course where there are attendees from different backgrounds and experience that some will be favourably inclined towards the content while others might find it repetitive, particularly if they have participated in other similar programmes. Consequently, the important consideration with regards to modules is to try and get this balance right.

7.6 One of the key issues of the programme for some participants was the lack of line manager engagement and involvement. Less than half attended the line manager workshop and many participants relied heavily on mentors and/or syndicate groups for support. The exception to this appears to be in instances where line managers

themselves have participated in the programme. It is important to ensure that line managers and employers take more responsibility in the future for supporting participants other than releasing their staff from the workplace to attend.

Sustainability of LtD

7.7 On the subject of the programme's sustainability in the future, the overall consensus is that it provides high quality leadership training otherwise not accessible to employees within Social Services. As previously cited, participants' strong opinion on this is encapsulated extremely well in one participant's comment on the subject: *'the future of Social Services is bleak without LtD'*.

7.8 Consequently, it is deemed extremely important by the range of stakeholders consulted that delivery continues across future cohorts to enable other employees and their respective organisations within which they work to benefit in the same way that participants of previous cohorts have. Although some organisations have commissioned management programmes to be delivered internally or have sent employees on other programmes these are generally deemed to be poorer substitutes in comparison.

7.9 The consensus is that the benefits accrued to both participants and line managers far outweigh any costs incurred. Participants are now better equipped to be adaptive leaders and are increasingly motivating in their relationships with other members of staff. In fact, participants have described the programme as *'life changing'* as they have not only implemented a different approach to their working life but also within their own personal lives.

7.10 Apart from anecdotal evidence it is difficult to assess the degree to which the programme has had an impact on service users to-date. Although there has been an obvious move by some employers towards having a more inclusive consultative approach with service users in relation to the provision of information and in improving service provision per se, more tangible benefits will perhaps become more apparent over time in the future.

7.11 Although the consultations with the range of stakeholders in relation to LtD have been extremely positive in that the consensus is that it should continue to be rolled out in the future, the project team responsible for managing the programme have concerns about the impact and reach of the current programme. In the main, this is due to the fact that current funding levels only reach 100 people per year. This raises the question as to whether this is good value for money in comparison to other interventions. Given the huge cultural and service changes that Changing Lives demands, the question has been raised as to whether developing just 100 participants per year will have the level of impact required to drive the change agenda forward.

7.12 In view of the size of the sector itself it is felt that the programme should perhaps be re-designed in such a way as to improve its impact and reach. One option is to have it partially subsidised rather than fully funded. This, however, will have implications on who will be able to attend any future courses. Although some of the larger local authorities may be in a better financial position to fund some of the programme, the

smaller voluntary sector organisations are less likely to be able to send employees onto the programme if it is not fully subsidised.

7.13 In order to ensure that there continues to be not only a mix of both national and smaller regional public and voluntary sector organisations participating, but also an increase in the number of employees attending the course in any one year, the current design would have to be designed in such a way as to reduce the overall unit cost thereby making it more accessible to a larger audience.

7.14 With this in mind, potential new design options presented to previous participants and line managers revealed that the favoured alternative approach, albeit by two in five respondents, would be to have the programme delivered on a local and/or regional rather than on a national basis, thereby eliminating the need for the residential element of the programme. The residential element of the programme currently accounts for around 30% of the total cost of the programme. Around one in four suggested that more content could potentially be delivered through distance learning supplemented by locally based tutor support. Of course, individuals all have very different learning styles and it will be difficult to design a programme which accommodates all learning styles.

7.15 Any new design option may, of course, have a detrimental impact on: (i) the overall appeal of the programme; (ii) the degree to which it is suitable for participants with different learning styles; (iii) the degree to which participants can reasonably expect to complete the course within a reasonable timeframe. In particular, the impact of implementing these options will mean missed networking opportunities and in the case of the distance learning option participants having to make study time may impact on their ability to complete the course.

7.16 If the intention is to roll out the programme in another way in the future, consideration needs to be given to achieving a balance between increasing reach and ensuring that this does not have a negative impact on the positioning of the brand.

Recommendations

7.17 Key considerations which need to be taken into account in developing and delivering an alternative version of LtD to facilitate wider reach include:

- *the inclusion of the programme's Unique Selling Points (USPs), e.g. facilitators and the accreditation;*
- *opportunity to network, i.e. form syndicate groups;*
- *the change project.*

7.18 With this in mind, it is suggested that if delivery is implemented on a local and/or regional basis that participants are provided with an opportunity to develop syndicate groups. This could be initiated through a national event or conference at the beginning of the programme. These could potentially be followed up with another event half way through, or alternatively at the end of the programme. The inclusion of a national event in the design of the programme will ensure that participants are given the opportunity to

identify other attendees either within, e.g. the same sector, the same service provision, or with similar change projects.

7.19 In the absence of any residential element of the programme, the onus would be on participants to maintain contact, i.e. face-to-face, telephone or online (i.e. email discussion forums), with other members of any syndicate groups formed over the course of the programme.

7.20 In the event that a more regionally or locally based approach is implemented, this will have implications for who could potentially be responsible for delivering the programme. It may be difficult for one set of facilitators to deliver the programme on this basis. One resolution to this would be to have a series of facilitators across Scotland. It would, however, be imperative that facilitators are trained to deliver the programme to ensure that the LtD brand is not impacted in any negative way. Current facilitators have built up experience over the last 5 years and would be in a good position to train others up to the same level.

7.21 Conversely, it is suggested that in an attempt to engage more line managers at an early stage a regional rather than a national event is organised. Although it will be more labour intensive to organise regional events this may go some way to increasing attendance, particularly in view of the busy workloads which line managers will invariably have and, indeed, the distance required to travel for some at a centrally based national event. It would appear that line managers may have to be incentivised in some way to attend, i.e. they have to have a good reason to motivate them to attend.

7.22 In going forward, it may be worth considering a multi-pronged approach to delivery to take into consideration the different learning styles of future participants. In view of the busy work schedules of many individuals it may be more suitable for some to opt for the distance learning option. This would facilitate the potential to adopt a modular approach over a longer timeframe, i.e. Whereby participants obtain a portfolio of credits for '*stand alone*' modules. A qualification would only be attained on receipt of all credits.

7.23 It is suggested that any re-design does not alter the basic content of the modules as satisfaction levels were relatively high. Different employees benefit from different aspects of the modules content. In view of the criticisms levelled at the programme in relation to the intensity and volume of work this is one area perhaps were a revised design may consider alleviating the pressure of workload, e.g. either by reducing the content covered or by expanding the programme schedule within which participants have to complete the course.

7.24 The accreditation is perceived a vital and integral part of the brand. As such it is recommended that this is retained in any future design option. However, as some participants did feel alienated when assignments were being marked, it is suggested that perhaps they are given the opportunity to visit both the university responsible for accrediting the course, but equally important the tutors themselves.

7.25 It is recommended that if the project management team do, indeed launch a revised version of LtD that this is evaluated after the first year to establish whether there

has been any impact on the position and image of the brand. The evaluation will further assess whether any changes need to be made to any new design in going forward.

7.26 In addition, it is suggested that part of the objectives of any new design of the programme should include targets in relation to the minimum number of participants going through the programme over the foreseeable future.

APPENDIX 1:
TOPLINE FINDINGS (ONLINE SURVEY) – PARTICIPANTS

Evaluation of Leading to Deliver
Online Survey
(Participants)
Topline

Technical Summary

The Scottish Government asked York Consulting to carry out a confidential survey among all employees who have participated in the Leading to Deliver Programme. This is part of a wider evaluation of the programme which also includes face-to-face depth interviews with a range of stakeholders involved in Leading to Deliver.

The survey was conducted online and emails were sent to each participant on 6th March 2008 with a unique link to the survey. Reminder emails were sent on: 17th March and 25th March. The deadline was extended by a week and the survey closed on Monday 31st March.

Online survey response rate;

Total number of emails sent with individual links	395
Total surveys received:	196
Response rate	**51%**

This topline presents the final result from the evaluation of the Leading to Deliver programme.
The topline is based on 196 responses from current and past participants across the 5 cohorts.

Data are unweighted and the percentages for each category are given. Where percentages do not add up to 100% this may be due to rounding or the inclusion of multiple responses in the question answers. Any questions not based on the full base of 196 will be indicated and their base shown, this would be due to routing within the questionnaire.

The following symbols are used in this topline:

* percentage lower than one but not nil
- nil value

SECTION ONE - APPLICATION & SELECTION

Q1. How did you first become aware of the Leading to Deliver programme?
PLEASE TICK ALL THAT APPLY

	%
Through line manager	56
Through colleagues	24
Intranet	2
Word of mouth	14
Training & Development Department	11
Advertisement	4
Internal publication	8
H R Department	2
Other (please specify):_____	8
Don't know	1

Q2. How informed did you feel during the application process? PLEASE TICK <u>ONE</u> BOX ONLY

	%
Fully informed	36
Fairly informed	52
Neither informed nor uninformed	5
Not well informed	7
Not at all informed	1

Q3(a) Why did you want to participate in the Leading to Deliver Programme? PLEASE TICK ALL THAT APPLY		
Q3(b) And, what was the __main__ reason for participating in the Leading to Deliver programme? PLEASE TICK __ONE__ BOX ONLY		
	(a) %	(b) %
To make me a better leader	88	58
To help my career progression	56	6
To learn about 'change' management	56	6
To address specific challenges in my work	52	10
To increase my confidence	51	5
To gain a qualification	38	7
To help me implement the changing lives recommendations	24	2
I recently became a line manager	9	3
To gain registration through the Scottish Social Services Council	8	3
Other (specify) _____	5	1
Don't know	-	-

Q4. Which, if any, were the major issues that you considered prior to applying for the programme? PLEASE TICK __ALL__ THAT APPLY	
	%
Competing work priorities	79
The amount of work the course entails	62
The amount of self study	42
The course was formally assessed	23
Residential aspects of course	22
The postgraduate level of the course	18
The e-learning aspect (i.e. requirement to use IT)	9
Other (please specify) ---	4
Don't know/no opinion	3
None/ No issues	2

SECTION TWO - THE LEADING TO DELIVER PROGRAMME

Q5. Having participated in the Leading to Deliver programme, how would you rate each of the following? PLEASE TICK ONE COLUMN FOR EACH ROW.

	Excellent	Very good	Good	Neither good nor poor	Poor	Very Poor	Don't Know /no opinion	Not applicable
	%	**%**	**%**	**%**	**%**	**%**	**%**	**%**
The Leading to Deliver Programme overall	35	44	18	2	2	-	-	-
The Leading to Deliver programme in comparison to other leadership development programmes you are aware of	26	32	10	3	1	1	21	8
Leading to Deliver in terms of its relevance to social work services	29	46	19	5	1	-	1	-
Leading to Deliver in terms of its relevance to your particular area of work	22	40	29	7	1	1	-	-
The organisation of the Leading to Deliver programme	23	50	21	5	1	-	-	-
Leading to Deliver in terms of its relevance to the Changing Lives recommendations	14	40	29	11	2	2	2	2

Q6. What, if any, do you think are the benefits of having a formal qualification as part of the programme? PLEASE TICK ALL THAT APPLY

	%
Sense of achievement	86
Motivation to complete the programme	65
Programme's reputation across Social Services	65
Future career prospects	65
Other (specify)--	8
Job security	6
None at all	1
Don't know/ no opinion	1

Q7. How important is it that the course leads to an accreditation/qualification?
PLEASE TICK ONE BOX ONLY

	%
Very Important	69
Fairly important	23
Neither	4
Fairly unimportant	2
Not at all important	1
Don't know	

Q8. Thinking about the delivery of the Leading to Deliver Programme, how satisfied or dissatisfied are you with each of the following? PLEASE TICK ONE COLUMN FOR EACH ROW.

	Very Satisfied	Fairly Satisfied	Neither satisfied nor dissatisfied	Fairly dissatisfied	Very dissatisfied	Not applicable
	%	%	%	%	%	%
(i) Amount of facilitators' support	57	30	9	4	-	-
(ii) Quality of facilitators' support	60	27	6	7	1	-
(iii) Accessibility of facilitators	51	32	15	1	1	1
(iv) Way in which facilitators dealt with questions/issues	51	35	7	5	2	-
(v) Quality of External Speakers' presentation (within Social Work)	12	58	24	5	1	-
(vi) Quality of External Speakers' presentation (outwith Social Work)	13	56	24	5	2	-
(vii) Quality of feedback received about your progress	19	54	20	5	2	-

Q9. Thinking about the design of the Leading to Deliver Programme, how satisfied or dissatisfied are you with each of the following? PLEASE TICK ONE COLUMN FOR EACH ROW.

	Very Satisfied	Fairly Satisfied	Neither satisfied nor dissatisfied	Fairly dissatisfied	Very dissatisfied	Not applicable
	%	**%**	**%**	**%**	**%**	**%**
Briefing prior to course	26	52	16	5	1	1
Course materials	57	38	4	-	1	-
Use of Case Studies	15	57	20	5	-	3
Content of Modules	40	53	5	2	-	-
Balance between different modes of study eg residential, e-learning, self study	37	51	8	2	2	-
The level at which training is pitched	47	45	5	1	2	-

Q10. Thinking about each of the modules delivered throughout the course, how would you rate each of these? PLEASE TICK ONE COLUMN FOR EACH ROW.

	Excellent	Very good	Good	Neither good nor poor	Poor	Very Poor	Don't Know /no opinion
	%	**%**	**%**	**%**	**%**	**%**	**%**
1. Changing to Lead;	44	39	13	2	2	-	1
2. Leading & Influencing Change;	39	43	15	2	1	-	1
3. Leading Change in Service Delivery	22	42	25	6	4	1	1
4. Leading Delivery through Effective Relationships.	29	44	19	4	2	1	1

ALL THOSE WHO HAVE SAID POOR/VERY POOR AT Q 10

Q11. (i) Why do you think that? PLEASE WRITE IN FULL.

(Base All those who rated 'Changing to Lead' as Poor (3))	
	%
Not relevant in terms of day to work	33
Advice/input from group facilitator poor	33
Material too simplistic – not pitched at suitable level	33
Poor constructed model	33

Q11. (ii) Why do you think that? PLEASE WRITE IN FULL.

(Base: All those who rated 'Leading & Influencing Change' as Poor (2))	
	%
Not relevant in terms of day to work	50
No reply	50

Q11. (iii) Why do you think that? PLEASE WRITE IN FULL.

(Base: All those who rated 'Leading Change in Service Delivery' as Poor (9))	
	%
Found it confusing/unclear/not explained clearly enough	22
Did not achieve the stated learning outcomes/didn't learn much	22
Not relevant in terms of day to day work	11
Advice/input from facilitator poor	11
Input in the smaller group was very general but had high expectations	11
Tutors were unclear what they were looking for	11
Felt there was a lack of clarity to what level to pitch this element at	11

Q11. (iv) Why do you think that? PLEASE WRITE IN FULL.

(Base: All those who rated 'Leading Delivery through effective Relationships' as Poor (5))	
	%
Didn't go into issues in sufficient depth to improve knowledge/skills	40
Found it confusing/unclear/not explained clearly enough	20
Not sufficiently informed about relationships in the social services world	20
Not enough content	20

Q12. Thinking about the <u>residential</u> element of the Leading to Deliver Programme, how satisfied or dissatisfied are you with each of the following? PLEASE TICK <u>ONE</u> COLUMN FOR EACH ROW.

	Very Satisfied	Fairly Satisfied	Neither satisfied nor dissatisfied	Fairly dissatisfied	Very dissatisfied	Not applicable/ Don't Know
	%	%	%	%	%	%
Location	29	52	14	3	2	1
Length of stay	32	51	11	4	2	2
Accommodation	12	44	23	14	5	2
Travel, (i.e. distance from home)	28	41	24	5	2	-
Social aspects	30	41	26	1	1	2
Use of Syndicate Group	50	30	12	4	4	-
Scheduling of the residential aspect	24	52	18	4	2	1
Volume of work	15	65	15	5	1	-
Pace of the course	23	61	10	6	1	-
Use of evenings	13	47	26	10	2	2
Networking across Social Services	26	49	19	4	1	1

Q13 To what extent, if at all, have you used the e-learning facility? PLEASE TICK <u>ONE</u> BOX ONLY

	%
A great deal	5
A fair amount	22
Just a little	34
Hardly any	23
Not at all	16
Don't know	1

Q14(a) Which of these e-learning elements of the Leading to Deliver programme did you use? PLEASE TICK ALL THAT APPLY

Q14 (b) Thinking about the e-learning elements you used, how satisfied or dissatisfied are you with each of them? PLEASE TICK ONE COLUMN FOR EACH ROW WHICH APPLYS

	(A) Use	(b) Very Satisfied	(b) Fairly Satisfied	(b) Neither satisfied nor dissatisfied	(b) Fairly dissatisfied	(b) Very dissatisfied	Don't Know
	%	**%**	**%**	**%**	**%**	**%**	**%**
Guidance notes (Base:163)	67	22	63	12	2	-	-
Access to journals/books (Base:130)	80	27	53	12	5	2	2
Online facility as a source of materials (Base:90)	55	19	54	19	6	2	-
Online facility as a source of learning (Base:48)	29	21	60	15	2	-	2

Q15 The current design of the programme means that it has limited reach and impact. In order to maximise reach to a wider workforce which, if any, of the following design options might be effective in the future development of the programme? PLEASE TICK ONE BOX ONLY

	%
Re-organise the location of face-to-face components to regional or local centres such as a local college	41
More content delivered through distance learning (e.g. study packs; e-learning) but with more local tutor support	19
Re-organise the structure of the face-to-face components (i.e. hold fewer residential components but longer blocks of study)	12
None	20
Don't know/no opinion	9

| **Q16 (a) Did you use a mentor during the course of the programme? PLEASE TICK <u>ONE</u> BOX ONLY** |

| **Q16 (b) Have you acted as a mentor at any time since the programme's inception? PLEASE TICK <u>ONE</u> BOX ONLY** |

| **Q 16 (c) Do you think that mentoring should be a formal structure of the programme in going forward in the future? PLEASE TICK <u>ONE</u> BOX ONLY** |

	(a)	(b)	(c)
	%	%	%
Yes	45	20	59
No	54	80	21
Don't No	1	-	20

ALL THOSE WHO SAID 'YES' AT Q16 (A)

Q17. And how useful, if at all, did you find the mentoring system? PLEASE TICK <u>ONE</u> BOX ONLY	
(Base: 89)	**%**
Very Useful	31
Fairly useful	53
Neither useful or not useful	10
Not very useful	4
Not at all useful	1

Q18. Here are some statements about the Leading to Deliver programme, please indicate the extent to which you agree or disagree with each. PLEASE TICK ONE COLUMN FOR EACH ROW.

	Strongly agree	Tend to agree	Neither	Tend to disagree	Strongly disagree	Don't Know/ no opinion
	%	**%**	**%**	**%**	**%**	**%**
It was pitched at the right level for me	43	48	4	3	2	-
Leading to deliver is relevant to my job	66	28	4	1	1	-
I had to overcome barriers to take part in the programme	18	33	19	19	10	1
The fact that the course lead to a recognised qualification made me more determined to work hard	41	37	15	5	2	-
The syndicate groups provided a great support mechanism	50	27	13	7	4	-
The balance was right between supported and self study	34	48	12	5	1	-
The Leading to Deliver Programme was a good use of my time	56	38	4	1	2	-
The fact that the course lead to a formal qualification did not matter to me	3	12	11	32	39	4
My line manager was supportive of me during the course	31	28	23	11	6	2
It was difficult to fit the course around my existing work priorities	25	42	17	10	6	1
The written materials for each of the modules could be better	1	11	28	36	23	1
I still keep in touch with others on my course	10	28	18	21	20	3
If there was not a residential element of the course more people could participate	5	27	27	20	13	8
I think there will be barriers to applying my learning from Leading to Deliver back in the work place	7	23	13	30	22	4
My line manager was supportive of me after the course	29	28	20	12	8	3
The facilitators provided extra support if needed	29	38	24	6	1	2
Having a mentor throughout the programme had major benefits to me	8	19	22	12	12	27
The course met my expectations	42	47	7	3	2	-
I would recommend the programme to others	63	31	5	1	1	-

SECTION 3	IMPACT OF TRAINING AND PERFORMANCE MANAGEMENT

Q19 Thinking about the impact that participation on the Leading to Deliver programme has had, to what degree, if any, have you developed in the following?   PLEASE TICK <u>ONE </u>COLUMN FOR EACH ROW

	Improved a lot	Improved slightly	Stayed the same	Got slightly worse	Got a lot worse	Don't Know
	%	**%**	**%**	**%**	**%**	**%**
My leadership style	51	46	3	-	-	-
Skills needed to be an effective leader	49	47	4	-	-	-
Skills needed to be a strategic manager	48	45	7	-	-	1
Skills to be a leader of change	57	38	5	-	-	-
Ability to learn from others	39	40	20	-	-	1
Delivery of better quality services	29	47	22	-	-	3
Resource management	12	49	36	1	-	2
Skills to train other staff	26	52	22	1	-	1
Effective partnership working	33	45	19	1	-	2
Self confidence	43	41	15	1	-	-
Understanding of the Changing Lives policy	41	31	24	1	-	3
Level of confidence to effectively use the skills learned	46	42	12	-	-	-

Q20. Thinking about the impact the programme has had, how much do you agree or disagree with the following statements….?
PLEASE TICK <u>ONE</u> BOX ONLY IN EACH COLUMN FOR EACH ROW

	Strongly agree	Tend to agree	Neither	Tend to disagree	Strongly disagree	Don't Know/no opinion
	%	**%**	**%**	**%**	**%**	**%**
I have used many of the skills and techniques I learned on the programme	32	53	10	5	1	-
I have not used the programme in my day-to-day work as much as I thought I would	4	23	18	37	18	-
I have passed my learning onto other members of staff	18	69	9	2	1	1
The programme has increased my appreciation of priorities and pressures on others	17	50	27	6	1	-
The programme has given me a better appreciation of the needs of service users	11	32	35	16	7	1
The programme has made me more likely to ask for support from colleagues and other professionals	10	39	39	10	2	-
The programme has improved my negotiating skills	16	52	24	7	1	-
The programme has helped me to understand how I can achieve change	37	55	6	2	1	-
The programme has made me more assertive in my work	24	42	26	6	2	-
The programme has improved my ability to work in a multidisciplinary group	16	45	27	9	3	1
The programme has had a lasting effect on my working behaviour	28	56	13	3	1	-
The programme has given me a vision of how things should change in the future	31	50	15	4	1	-
The programme has made day-to-day work more frustrating as I cannot adopt the changes I want to due to internal structures	8	20	25	27	19	1
I still use the materials provided on the course	22	63	9	6	1	-
My learning will benefit my employer	35	56	7	2	1	-
My learning will benefit the sector in which I work	35	55	8	2	1	-
My learning will provide sustainable benefits to service users	24	55	16	4	1	-
Participation in the programme has contributed to my obtaining promotion	9	14	29	16	19	13
I have obtained registration with the Scottish Social Services Council as a result of completing the programme	2	5	19	15	38	21

Q21. In what way, if at all, have you changed your working practices as a result of participating in Leading to Deliver? PLEASE WRITE IN FULL THE EXTENT TO WHICH THE PROGRAMME HAS MADE A CHANGE.	
(Base: 196)	%
Managing change more effectively	21
Increased confidence	18
More competent leader/manager	17
Understanding of strategic planning	15
More self aware	13
Delegation	11
More aware of staff needs	9
Put materials from course to practice	9
Improved skills in partnership working/understanding relationships	6
Now have a wide range of tools at my disposal	6
Put techniques learned on course to good use	5
Other	55
Don't know	3

Q22 And finally, in what way, if at all, do you think the programme could be improved? PLEASE WRITE IN FULL.	
(Base: 196)	%
No improvement necessary	18
Improve structure e.g. faster paced/condensed/shorter	12
More accessible/open to different levels/roll out to different levels	8
Have a refresher course/follow up	4
More support/guidance	4
Deliver locally	4
Speakers – add no value	3
Shorter residential units	3
E-learning facility was difficult to access/needed more support with it	3
The marking system	3
Stronger connections/involve partner agencies	3
Other	47
Don't know	4

SECTION 4	ABOUT YOU

York Consulting promises that your individual questionnaire will never be linked to you as an individual. The views expressed will depend on a number of factors, e.g. your job function. The information below will be used to add relevance to the information provided in the questionnaire however, the data will be analysed in such a way that will not allow you to be identified individually.

A. Gender. PLEASE TICK ONE BOX ONLY

	%
Male	32
Female	68

B. Age PLEASE TICK ONE BOX ONLY

	%
Under 25 years	-
25-34 years	3
35-44 years	31
45-54 years	53
55+	13

C(i) When did you start the Leading to Deliver Programme? PLEASE TICK ONE BOX ONLY

C (ii) When did you complete the Leading to Deliver Programme?
PLEASE TICK ONE BOX ONLY

	(i) %	(ii) %
Cohort 1 – 2003-2004	16	15
Cohort 2 – 2004-2005	19	18
Cohort 3 – 2005-2006	17	16
Cohort 4 – 2006-2007	16	17
Cohort 5 – 2007-2008	32	31
I did not complete the programme	-	3

C. Length of service in current post? PLEASE TICK <u>ONE</u> BOX ONLY

	%
Less than 12 months	9
Over 1 year up to 2 years	11
Over 2 years up to 5 years	39
Over 5 years up to 10 years	27
Over 10 years	14

D. How many employees work within your organisation? PLEASE TICK <u>ONE</u> BOX ONLY

	%
Less that 10	3
11-50	9
51-100	4
101-250	5
251-500	13
Over 500	63
Don't Know	4

E. How many employees work within your organisation? PLEASE TICK <u>ONE</u> BOX ONLY

Less that 10	3%
11-50	9%
51-100	4%
101-250	5%
251-500	13%
Over 500	63%
Don't Know	4%

F Location of your organisation? PLEASE TICK <u>ONE</u> BOX ONLY

	%
Aberdeen City Council	4
Aberdeenshire Council	4
Angus Council	6
Argyll & Bute Council	1
Clackmannanshire Council	-
Dumfries & Galloway Council	4
Dundee City Council	4
East Ayrshire council	1
East Dunbartonshire Council	-
East Lothian Council	2
East Renfrewshire Council	1
Edinburgh City Council	16
Falkirk Council	3
Fife Council	4
Glasgow City Council	15
Highland Council	3
Inverclyde Council	5
Midlothian council	1
Moray council	3
North Ayrshire Council	2
North Lanarkshire Council	3
Orkney Council	1
Perth & Kinross Council	1
Renfrewshire Council	5
Scottish Borders Council	3
Shetland Islands Council	1
South Ayrshire Council	-
South Lanarkshire Council	5
Stirling Council	3
West Dunbartonshire Council	1
West Lothian Council	2
Western Isles Council	-

G(i) Which of the following sectors have you ever worked in? PLEASE TICK ALL THAT APPLY

G(ii) Which sector do you currently work within? PLEASE TICK ONE BOX ONLY

G(iii) Which sector have you spent the majority of your career within? PLEASE TICK ONE BOX ONLY

G(iv)Which sector did you work within when you were doing the Leading to Deliver Programme? PLEASE TICK ONE BOX ONLY

	(i) Ever worked in	(ii) Currently work in	(iii) Spent majority of career within	(iv) While on Leading to deliver
	%	%	%	%
Local Authority – Social Work Services Department	80	52	62	54
Local Authority - Housing association	3	2	1	1
Local Authority – Other department	16	2	3	1
Scottish Government	4	1	-	1
Care Commission	5	4	1	4
National voluntary organisation	43	28	19	28
Local voluntary organisation	33	6	9	6
Religious group	1	-	-	-
Private Housing Association	4	1	-	1
SACRO	1	1	-	1
Local Regeneration Partnerships	1	-	-	-
NHS Scotland	15	1	3	1
Other write in: _____	23	8	6	5

H. Current Job Role	Job role when you commenced Leading to Deliver? PLEASE TICK **ONE** BOX ONLY
	%
Senior management	18
Middle management	56
Junior management	22
Senior Employee	2
Employee	2
Trainee	-

I. Which, if any, qualifications did you have before completing the Leading to Deliver course? PLEASE TICK ALL THAT APPLY

	%
School leaving certificate, NC module, Access Course level, level 2 or level 3, Standard Grade foundation level, City and Guilds Level 1-3	5
Standard Grade (Credit or General), GCSE, Intermediate 1 or 2, SVQ level 1 or 2, GSVQ/GNVQ foundation or intermediate level (Level 1 or 2), Professional Development Certificate, City and Guilds Level 4-5	54
Higher, Advance Higher, A-Level, CSYS (Certificate of Sixth Year Studies), SVQ Level 3, GSVQ/GNVQ Level 3, City and Guilds level 6-7	70
HNC (Higher National Certificate), HND (Higher National Diploma), SVQ Level 4, Professional Development Diploma, Certificate/Diploma of Higher Education, City and Guilds Level 8-9	31
Advance Diploma, SVQ Level 5, Professional Development advanced diploma Ordinary/Bachelors/General/Pass Degree, Honours Degree, Graduate Certificate/Diploma, Masters/Doctorate/PhD City and Guilds level 10-11	85
Other recognised qualification please specify……………………………..….. CQSW	12
Other	7
Other non-recognised qualification please specify…………………………………………	-
Don't Know	-
None	-

J. Responsibilities. PLEASE TICK <u>ONE</u> COLUMN FOR EACH ROW		
	Yes	No
	%	%
Do you have sole or joint responsibility for any children under 16 years?	38	62
Do you have sole or joint responsibility to care for someone with a disability or illness?	13	87

K. Have you been promoted since completing the Leading to Deliver programme. PLEASE TICK <u>ONE</u> BOX ONLY	
	%
Yes	26
No	74

L. During LtD you may have been asked to complete a balance scorecard? PLEASE TICK <u>ONE </u>COLUMN FOR EACH ROW		
	Yes	No
	%	%
Did you complete a balance scorecard?	76	24
Do you have your balance scorecard?	54	46

APPENDIX 2:
TOPLINE FINDINGS (ONLINE SURVEY) – LINE MANAGERS

Evaluation of Leading to Deliver
Online Survey
(Line Managers)
TOPLINE

Technical summary

The Scottish Government asked York Consulting to carry out a confidential survey among all employees who have participated in the Leading to Deliver Programme. Line Managers to participants of the 'Leading to Deliver' programme were been invited to take part.

The survey was conducted online and emails were sent to each line manager on 25th March 2008 with a unique link to the survey. Reminder emails were sent on: 7th April, 15th April , 17th April and 28th April. The deadline was extended until Friday 9th May.

Online survey response rate:

Total number of emails sent with individual links	123
Total surveys received (on 9th May)	43
Response rate	**35%**

This topline presents the interim result from the evaluation of the Leading to Deliver programme. The topline is based on 43 responses from line managers of current and previous participants across the 5 cohorts, unless otherwise stated.

Data are unweighted and the percentages for each category are given. Where percentages do not add up to 100% this may be due to rounding or the inclusion of multiple responses in the question answers. Any questions not based on the full base of 43 will be indicated and their base shown, this would be due to routing within the questionnaire.

The following symbols are used in this topline:

* percentage lower than one but not nil
- nil value

SECTION ONE - APPLICATION & SELECTION

Q1. How did you first become aware of the Leading to Deliver programme?
PLEASE TICK ALL THAT APPLY

	%
Through staff I line manage	53
Through other colleagues	37
Intranet	5
Word of mouth	16
Training & Development Department	19
Advertisement	16
Internal publication	2
H R Department	5
Other (please specify):_____	7
Don't know	3

Q2. How informed did you feel <u>during </u>the application process? PLEASE TICK <u>ONE</u> BOX ONLY

	%
Fully informed	35
Fairly informed	42
Neither informed nor uninformed	14
Not well informed	9
Not at all informed	-
Don't know/no opinion	-

Q3. Did you attend a line manager's workshop before the programme began? PLEASE TICK <u>ONE</u> BOX ONLY

	%
Yes	40
No	56
Don't know/no opinion	4

Q4. And, how informative, if at all, did you find this? PLEASE TICK <u>ONE</u> BOX ONLY

(Base: All those who attended the line manager's workshop (17))	%
Very informative	29
Quite informative	71
Neither informative nor uninformative	-
Not very informative	-
Not all informative	-
Don't know/no opinion	-

Q5(a) Why did you want your employees to go on the Leading to Deliver Programme?
PLEASE TICK ALL THAT APPLY

Q5(b) And, what was the <u>main</u> reason for sending them on the Leading to Deliver programme?
 PLEASE TICK <u>ONE</u> BOX ONLY

	(a)	(b)
	%	%
To help their career progression	60	9
To make them a better leader	91	49
To help them implement the 'Changing Lives' recommendations	33	9
They recently became a line manager	7	-
To help them gain a qualification	21	2
To help them to gain registration with the Scottish Social Services Council	19	2
To help them learn about 'change' management	65	9
To help them address specific challenges in their work	58	9
To increase their confidence	58	2
The programme has a good reputation	33	2
Other (please specify) _____	4	2
Completed the course myself recommended/encouraged it	5	-
Don't know	2	2

Q6(a) Why did you want your employees to go on the Leading to Deliver Programme?

PLEASE TICK ALL THAT APPLY

Q6(b) And, what was the main reason for sending them on the Leading to Deliver programme?

PLEASE TICK ONE BOX ONLY

	(a)	(b)
	%	%
To help their career progression	60	9
To make them a better leader	91	49
To help them implement the 'Changing Lives' recommendations	33	9
They recently became a line manager	7	-
To help them gain a qualification	21	2
To help them to gain registration with the Scottish Social Services Council	19	2
To help them learn about 'change' management	65	9
To help them address specific challenges in their work	58	9
To increase their confidence	58	2
The programme has a good reputation	33	2
Other (please specify) _____	4	2
Completed the course myself recommended/encouraged it	5	-
Don't know	2	2

Q7. Which, if any, were the major issues that your employees considered prior to applying for the programme?
PLEASE TICK ALL THAT APPLY

	%
Competing work priorities	79
Residential aspects of the course (time away from home)	30
The e-learning aspect (i.e. requirement to use IT)	12
The course was formally assessed	16
The amount of self study	40
The amount of work the course entails	58
The postgraduate level of the course	12
Other (please specify) --	4
Don't know/no opinion	5

SECTION TWO - THE LEADING TO DELIVER PROGRAMME

Q8. Thinking about your experience of the Leading to Deliver programme, how would you rate each of the following?
PLEASE TICK <u>ONE </u>COLUMN FOR EACH ROW.

	Excellent	Very good	Good	Neither good nor poor	Poor	Very Poor	Don't Know /no opinion	Not applic able
	%	%	%	%	%	%	%	%
The Leading to Deliver programme overall	12	42	35	9	-	-	-	2
The Leading to Deliver programme in comparison to other leadership training programmes you are aware of	9	47	26	12	-	-	5	2
Leading to Deliver in terms of its relevance to social work services	12	49	28	7	-	2	-	2
Leading to Deliver in terms of its relevance to your employee's particular area of work	9	49	33	9	-	-	-	-
The organisation of the Leading to Deliver programme	12	33	42	9	-	-	5	-
Leading to Deliver in terms of its relevance to the Changing Lives recommendations	9	23	44	7	-	2	12	2

Q9. What, if any, do you think are the benefits of having a formal qualification as part of the programme? PLEASE TICK <u>ALL </u>THAT APPLY

	%
Future career prospects of employees	77
Motivation to complete the programme	79
Programme's reputation across Social Services	74
Sense of achievement for your employee	88
Job security for your employee	5
Other (specify)---	4
None at all	2
Don't know/no opinion	2

Q10 Based on your employee's feedback after they had completed Leading to Deliver, how satisfied or dissatisfied were they with the following aspects of the programme? PLEASE TICK <u>ONE </u>COLUMN FOR EACH ROW.

	Very Satisfied	Fairly Satisfied	Neither satisfied nor dissatisfied	Fairly dissatisfied	Very dissatisfied	Don't know
	%	%	%	%	%	%
Programme overall	40	51	7	2	-	-
Design of the programme	19	72	7	-	-	2
Delivery of the programme	19	67	7	5	-	2
Residential component	9	60	26	2	-	2
E learning	12	49	28	9	-	2
Course materials	23	63	7	2	-	5
Content of modules	33	56	5	2	-	5
Level at which training was pitched	28	51	14	2	-	5
Balance between different modes of study	14	65	16	-	-	5
Quality of facilitators	23	53	14	2	-	7
Quality of feedback employees received on their progress	12	63	14	7	2	2
Opportunities for networking across social services	42	53	5	-	-	-

Q11. Do you have any other comments (either positive or negative) about the programme based on what you know of your employee's experience? PLEASE WRITE IN FULL.

	%
No comment	42
A positive experience	14
Great opportunity for staff development	7
Inconsistencies with assignment marking	7
Taxing but beneficial	5
Benefits in this programme are often evidenced in the long term	5
Other	19

	(a)	(b)	(c)
Q12 (a) Did your employee/s use a mentor during the course of the programme? PLEASE TICK <u>ONE </u>BOX ONLY			
Q12 (b) Did your employee/s act as a mentor at any time since the programme's inception? PLEASE TICK <u>ONE </u>BOX ONLY			
Q 12 (c) Do you think that mentoring should be a formal structure of the programme in going forward in the future? PLEASE TICK <u>ONE </u>BOX ONLY			
	%	%	%
Yes, external mentor	7	-	23
Yes, internal mentor	51	26	37
No	26	58	21
Don't Know	16	16	19

ALL THOSE WHO SAID 'YES' AT Q12 (A)

Q13. And how useful, if at all, is the mentoring system? PLEASE TICK <u>ONE</u> BOX ONLY	
(Base: All who said their employee used a mentor (22))	%
Very Useful	32
Fairly useful	56
Neither useful or not useful	4
Not very useful	-
Not at all useful	-
Don't know	8

	Strongly agree	Tend to agree	Neither /Nor	Tend to disagree	Strongly disagree	Don't Know/no opinion

Q14. Here are some statements about the Leading to Deliver programme, please indicate the extent to which you agree or disagree with each. PLEASE TICK <u>ONE</u> COLUMN FOR EACH ROW.

	Strongly agree	Tend to agree	Neither /Nor	Tend to disagree	Strongly disagree	Don't Know/no opinion
	%	%	%	%	%	%
It was pitched at the right level for my employee/s	28	56	12	5	-	-
My employee/s had to overcome barriers to take part in the programme	2	40	28	26	5	-
The Leading to Deliver Programme was a good use of my employee's time	47	37	12	2	-	2
The fact that the course lead to a formal qualification is a benefit to my organisation.	35	49	14	-	2	-
My employee/s found it difficult to fit the course around their existing work priorities	14	44	21	19	2	-
If there was not a residential aspect to the course more people would participate	9	12	30	28	9	12
I think there have been barriers to my employee/s applying their learning in the workplace	7	16	26	33	19	-
Having a mentor throughout the programme provided major benefits to my employee/s	9	30	33	5	5	19
The course met my expectations	28	49	19	-	-	5
I would recommend the programme to others	51	37	9	2	-	-
I was aware of the importance of line manager support at all stages of the programme to maximise learning	44	42	9	2	-	2

Q15. In what way, if at all, do you think the programme could be improved? PLEASE WRITE IN FULL**.**

	%
No comment	16
Regionally based	5
Remodelling the programme to allow for non residential participation	5
Provide formal feedback throughout duration of the course	5
Programme needs to reflect on individual needs and will therefore always be subject to change	5
The use of the mentor as a compulsory part of the course	5
Ensure quality of facilitator is consistent	5
Greater linkage with Line Manager	5
Involve more professional disciplines	5
Other	38
Don't know	19
No reply	7

	SECTION 3	IMPACT OF TRAINING AND PERFORMANCE MANAGEMENT

Q16 Thinking about the impact that participation on the Leading to Deliver programme has had, to what degree, if any, have your employee/s developed in the following? PLEASE TICK <u>ONE</u> COLUMN FOR EACH ROW

	Improved a lot	Improved slightly	Stayed the same	Got slightly worse	Got a lot worse	Don't know
	%	%	%	%	%	%
Their leadership style	42	37	16	-	2	2
Their skills to be an effective leader	40	40	16	-	2	2
Their skills to be a strategic manager	42	40	14	-	2	2
Their skills to be a leader of change	53	28	14	-	2	2
Their ability to learn from others	42	33	23	-	-	2
Their ability to delivery better quality services	19	63	14	-	-	5
Resource management	12	47	37	-	-	5
Their skills to train other staff	14	58	23	-	-	5
Effective partnership working	30	42	26	-	-	2
Their self confidence	37	42	16	-	2	2
Their understanding of the Changing Lives policy	37	42	16	-	-	5
Level of confidence to effectively use the skills learned	44	35	16	2	-	2

Q17 Thinking about the impact the training has had on your employee/s and your organisation, how much do you agree or disagree with the following statements?
PLEASE TICK <u>ONE</u> BOX ONLY IN EACH COLUMN FOR EACH ROW

	Strongly agree	Tend to agree	Neither	Tend to disagree	Strongly disagree	Don't Know/no opinion
	%	%	%	%	%	%
My employee/s have used many of the skills and techniques they learned on the programme	26	51	14	5	-	5
My employee/s have not used the programme in their day-to-day work as much as I thought they would	2	16	23	40	16	2
My employee/s have shared learning with other members of staff	21	51	16	5	2	5
The programme has increased their appreciation of priorities and pressures on others	23	42	23	7	2	2
The programme has given them a better appreciation of the needs of service users	2	33	56	5	2	2
The programme has made them more likely to ask for support from colleagues and other professionals	2	49	37	7	-	5
Staff face barriers in using what they have learned back at work.	2	23	28	30	14	2
The programme has improved their negotiating skills	7	49	30	7	-	7
The programme has helped them to understand how they can achieve change	23	56	14	2	-	5
The programme has made them more assertive in his/her work	9	42	42	5	-	2
The programme has improved them ability to work in a multidisciplinary group	12	47	37	2	-	2
The programme has had a lasting effect on their working behaviour	16	42	30	2	2	7
The programme has given them a vision of how things should change in the future	14	56	21	2	2	5
The programme has made day-to-day work more frustrating as staff cannot adopt the changes they want due to internal structures	16	-	35	26	16	7
They still use the materials provided on the course	14	56	14	-	-	16
Their learning will benefit this organisation	28	58	7	-	2	5
Their learning will benefit the sector in which we work	26	58	9	-	2	5
Their learning will benefit service users	21	63	9	-	2	5
Their participation in the programme has been a factor in them obtaining promotion	2	26	49	7	7	9
They have obtained registration with the Scottish Social Services council as a result of the programme	5	12	37	9	19	19

Q18. In what way, if at all, have your employee/s changed their working practices as a result of participating in Leading to Deliver? PLEASE WRITE IN FULL THE EXTENT TO WHICH THE PROGRAMME HAS MADE A CHANGE.	
	%
Haven't changed	14
Increased confidence	14
Consistency of approach/direction	14
A more disciplined approach to leadership	7
More self aware	5
More team involvement	5
Managing change effectively	5
More engagement in strategic planning agenda	5
More challenge to the way the organisation is led and managed	5
Other	20
Don't Know	9
No Reply	9

SECTION 4	VALUE FOR MONEY

Q19 Some of the current elements of delivering the Leading to Deliver programme are costly. How important is it that the programme retains the following elements in the future?
PLEASE TICK ONE BOX ONLY IN EACH COLUMN FOR EACH ROW

	Very important	Fairly important	Neither important/nor unimportant	Fairly unimportant	Not at all important	Don't Know/no opinion
	%	%	%	%	%	%
Residential aspects	14	33	30	9	5	9
E-learning	26	40	16	5	5	9
Facilitators	44	51	2	-	-	2
Accreditation	56	35	5	-	2	2

Q20 The cost of the programme is approximately £4300 per applicant. On a scale of 1 – 10, how much do you think the overall benefits of the programme outweigh the high costs, if at all? 1 = costs are greater than the benefits; 10 = benefits are greater than the costs. PLEASE TICK ONE BOX ONLY.

Scale	1	2	3	4	5	6	7	8	9	10
%	9	5	7	2	7	5	21	26	5	14

Q21 The cost of the <u>current design</u> of the programme means that it has limited reach and impact. The programme currently has around 100 participants per year. In order to maximise reach to a wider workforce which, if any, of the following design options might be effective in the future development of the programme? PLEASE TICK ONE BOX ONLY

	%
Re-organise the location of face-to-face components to regional or local centres such as a local college	44
More content delivered through distance learning (e.g. study packs; e-learning) but with more local tutor support	26
None	12
Re-organise the structure of the face-to-face components (i.e. hold fewer residential components but longer blocks of study)	9
Don't know/no opinion	9

Q22. What else, if anything, could be done to ensure learning from the programme could have a broader reach without incurring greater cost?
PLEASE WRITE IN FULL

	%
No suggestion/comments	21
Use more local delivery methods/local networks e.g. newsletters	19
Have training courses in local areas	14
More distance/e-learning/self taught	12
Support network needed after course has finished- continue self study	12
Use successful participants as mentors/tutors	7
Find a sponsor to reduce costs	5
Follow up reports	5
Other	18
Don't know	16

Q23. If, in order to ensure that employees within your organisation were able to participate in the programme in the future, you had to fund the programme, how much, if anything, would your company be prepared to contribute?
PLEASE TICK <u>ONE</u> BOX ONLY

	%
Nothing	7
Up to £500	7
£501 – 1,000	9
£1,001 – 1,500	12
£1,501 – 2,000	7
£2,001 – 2,500	9
£2,501 – 3,000	2
£3,001 – 3,500	-
£3,501 – 4,000	-
£4,001 – 4,500	2
£4,501 – 5,000	-
Don't know	44

SECTION 5	ABOUT YOU

York Consulting promises that your individual questionnaire will never be linked to you as an individual. The views expressed will depend on a number of factors, e.g. your job function. The information below will be used to add relevance to the information provided in the questionnaire however, the data will be analysed in such a way that will not allow you to be identified individually.

A. Gender. PLEASE TICK ONE BOX ONLY

	%
Male	47
Female	53

B. Age. PLEASE TICK ONE BOX ONLY

	%
Under 25 years	-
25-34 years	2
35-44 years	9
45-54 years	44
55+	44

C. How many employees have you had on the programme? PLEASE TICK ONE BOX ONLY

	%
Only one	28
2 – 5	53
6 – 10	14
11 – 20	-
21 – 25	-
Over 25	5

D. In which cohorts did your employee/s participate on the Leading to Deliver Programme? PLEASE TICK ALL BOXES THAT APPLY

	%
Cohort 1 – 2003-2004	37
Cohort 2 – 2004-2005	51
Cohort 3 – 2005-2006	56
Cohort 4 – 2006-2007	65
Cohort 5 – 2007-2008	33

E. Have you participated in the programme yourself? PLEASE TICK <u>ONE</u> BOX ONLY

	%
Yes	30
No	70

F. In which cohort did you participate on the Leading to Deliver Programme? PLEASE TICK <u>ONE</u> BOX ONLY

	%
Cohort 1 – 2003-2004	31
Cohort 2 – 2004-2005	31
Cohort 3 – 2005-2006	23
Cohort 4 – 2006-2007	-
Cohort 5 – 2007-2008	15

G. Length of service in current post? PLEASE TICK <u>ONE</u> BOX ONLY

	%
Less than 12 months	-
Over 1 year up to 2 years	5
Over 2 years up to 5 years	28
Over 5 years up to 10 years	42
Over 10 years	26

H. How many employees work within your organisation? PLEASE TICK <u>ONE</u> BOX ONLY

	%
Less that 10	-
11-50	7
51-100	7
101-250	9
251-500	9
Over 500	67

I. Location of your organisation? PLEASE TICK <u>ONE</u> BOX ONLY

	%
Aberdeen City Council	7
Aberdeenshire Council	5
Angus Council	9
Argyll & Bute Council	2
Clackmannanshire Council	-
Dumfries & Galloway Council	-
Dundee City Council	2
East Ayrshire council	-
East Dunbartonshire Council	2
East Lothian Council	2
East Renfrewshire Council	-
Edinburgh City Council	23
Falkirk Council	2
Fife Council	-
Glasgow City Council	23
Highland Council	5
Inverclyde Council	2
Midlothian council	-
Moray council	-
North Ayrshire Council	2
North Lanarkshire Council	-
Orkney Council	-
Perth & Kinross Council	2
Renfrewshire Council	2
Scottish Borders Council	-
Shetland Islands Council	-
South Ayrshire Council	-
South Lanarkshire Council	2
Stirling Council	5
West Dunbartonshire Council	-
West Lothian Council	-
Western Isles Council	-

J(i) Which of the following sectors have you ever worked in? PLEASE TICK ALL THAT APPLY

J(ii) Which sector do you currently work within? PLEASE TICK ONE BOX ONLY

J(iii) Which sector have you spent the majority of your career within? PLEASE TICK ONE BOX ONLY

J(iv)Which sector did you work within when you were doing the Leading to Deliver Programme? PLEASE TICK ONE BOX ONLY

	(i) Ever worked in	(ii) Currently work in	(iii) Spent majority of career within	(iv) While on Leading to deliver
	%	%	%	%
Local Authority – Social Work Services Department	77	37	63	54
Local Authority - Housing association	5	-	2	-
Local Authority – Other department	23	5	2	-
Scottish Government	-	-	-	-
Care Commission	2	-	-	-
National voluntary organisation	42	30	14	31
Local voluntary organisation	37	19	9	8
Religious group	7	-	-	-
Private Housing Association	5	5	-	-
SACRO	2	2	2	8
Local Regeneration Partnerships	-	-	-	-
NHS Scotland	12	-	2	-
Probation service	5		2	
Other (please specify) _____	20	2	6	-

K. Current Job Role   Job role when you commenced Leading to Deliver? PLEASE TICK ONE BOX ONLY

(Base: 13)	%
Senior management	38
Middle management	54
Junior management	-
Senior employee	8
Employee	-
Trainee	-

APPENDIX 3:
QUANTITATIVE SURVEY – SAMPLE PROFILE AND STATISTICAL RELIABILITY

Statistical Reliability

When interpreting the findings it is important to remember that the results are based on a sample of the participant population, and not the entire population. Consequently, results are subject to sampling tolerances. In other words, not all differences between sub-groups are statistically significant and there is a calculated margin of error for all findings. The sample tolerances that apply to the percentage results in this report are given in the table below. This table shows the possible variation that might be anticipated because a sample, rather than the entire population, was interviewed. As indicated, sampling tolerances vary with the size of the sample and the size of the percentage results.

For example, on a question where 50% of the people in a sample of 196 respond with a particular answer, the chances are 95 in 100 that this result would not vary more than 5.0 percentage points, plus or minus, from a complete coverage of the entire participant population using the same procedures.

Approximate sampling tolerances applicable to percentages at or near these levels						
Size of sample on which survey result is based	Approx size of the relevant population	10% or 90% ±	20% or 80% ±	30% or 70% ±	40% or 60% ±	50% ±
196 (participants)	400	3.0	4.0	4.6	4.9	5.0
43 (line managers)	125	5.4	7.2	8.3	8.8	9.0

Tolerances are also involved in the comparison of results from different parts of the sample. A difference, in other words, must be of at least a certain size to be considered statistically significant. The following table is a guide to the sampling tolerances applicable to comparisons.

Differences required for significance at or near these percentage levels*					
Size of samples compared	**10% or 90%**	**20% or 80%**	**30% or 70%**	**40% or 60%**	**50%**
Participants					
196 and 196	4.3	5.7	6.5	7.0	7.1
100 and 100	7.2	9.7	11.1	11.8	12.1
30 and 30	14.9	19.8	22.7	24.3	24.8
Line Managers					
43 and 43	10.4	13.9	15.9	17.0	17.3
20 and 20	17.5	23.4	26.8	28.6	29.2

As the table above demonstrates the smaller the sample or sub-group size the higher the percentage differences between the groups has to be for the difference to be significant.

Due to the small sample sizes within this sample the report concentrates on statistically significant findings although also refers to those where large differences occur.

In tables where percentages do not add up to 100% this is due to multiple answers, to rounding, or to the exclusion of 'Don't know' or 'No response' categories. Throughout the tables an asterisk (*) denotes a value greater than zero, but less than 0.5%.

APPENDIX 4:
SAMPLE PROFILE – QUALITATIVE SURVEY

Participants	
Cohort	**No. of Interviews**
1	8
2	8
3	8
4	8
5	7
Gender	
Male	19
Female	20
By Geographical Location	
Edinburgh	21
Glasgow	14
Aberdeen	3
Dumfries & Galloway	1
By Organisations Type	
Local Authority	11
National Voluntary	12
Regional Voluntary	3
Other	13
Total	**39**

Line Managers	
Gender	**No. of Interviews**
Male	23
Female	15
By Geographical Location	
Edinburgh	10
Glasgow	8
Aberdeen	7
Ayrshire	2
Angus	2
Elgin	2
Perth & Kinross	1
Dundee	3
Stirlingshire	1
Lothian	2
By Organisations Type	
Local Authority	16
National Voluntary	10
Regional Voluntary	1
Other	11
Total	**38**

APPENDIX 5:
TOPIC GUIDES – QUALITATIVE SURVEY

Evaluation of Leading to Deliver
Topic Guide: Participants
(Final)

Background & Personal Information

1. Brief history: qualifications and career path

2. Current employment (i.e. LA SWS; public; voluntary)

3. Current role: area of responsibility, e.g. Leadership management

4. Experience prior to participation on programme, i.e. other sectors, if relevant

Application & Selection

5. How did you first become aware of the LtD programme? (PROBE FOR: through line manager, referral, intranet, advertising, etc.)

6. What were your main reasons for applying to take part in the programme? [PROBE FOR: improving learning; promotion; 'Changing Lives' strategy; qualification/accreditation; social work council registration; etc.]

7. What is your view of the application and selection process? (PROBE FOR: Level of ease/difficulty experienced, i.e. number of applications made before accepted; waiting time before starting the programme).

ASK 5th COHORT ONLY:

8. As part of your application, you had to complete a 'personal application statement. How did you find this process?

ASK ALL

9 Can you tell me what criteria your employer/line manager based his/her selection of candidates? (PROBE FOR: Specific number of places available, cost, etc.)

10 What, if any, do you think are the key barriers to taking part in the programme? (PROBE FOR: mode of delivery, e.g. residential/e-learning; competing work priorities, i.e. inspections; other training; perception of effort; formality of qualification/fear of failure; etc.)

Programme Content & Delivery

11. What, if any, do you think are the strengths and weaknesses of the following aspects of the programme?

   a. **Delivery** [PROBE FOR: course materials, case studies, modules; quality/knowledge of tutors, balance between provision of tutorials/e-learning/study, level it was pitched at, provision of additional support, etc.]
   b. **E-learning system** [PROBE FOR: ease of access, navigation, reliability, frequency of use, guidance notes, etc.]
   c. **Residential aspects** [PROBE FOR: location; length of stay, scheduling, accommodation, travel, provision of childcare; Syndicate groups; social aspects, etc.]
   d. **Modules** SHOWCARD A (1. Changing to Lead; 2. Leading & Influencing Change; 3. Leading Change in Service Delivery; 4. Leading Delivery through Effective Relationships.
   e. **Mentoring process** [PROBE FOR: Whether it was used? If not, why not?] (ALSO: PROBE IN RELATION TO: appropriateness and effectiveness of mentor, support provided, approachability, ease of access, benefits of having a mentor, etc.)

ASK 5th COHORT ONLY:

12. Have you been a mentor? IF YES: How did you find this? How effective do you think this process was?

13. In what way, if at all, do you think that changes made to the programme this year have been particularly useful? What have the particular benefits been? (PROBE FOR: Line managers' briefing workshop; other)

ASK ALL:

14. What, if any, other similar programmes have you participated in? PROBE FOR: How does this course compare with any similar training you might have participated in the past and/or are aware of?

15. What, if any, do you think are the benefits of having a formal qualification as part of the programme? [PROBE FOR: Perceived value; motivation; quality mark; registration, future career prospects; etc.] ALSO: What, if any, disadvantages are there in the programme being accredited? (PROBE FOR: Level of outputs required, pressure to succeed, etc).

16. How important, if at all, is it to you that the programme is accredited? Why? Would it have affected your decision to participate? Do you think the accreditation will have an impact on your future career prospects?

Impact of Training & Performance Management

17. What, if anything, do you think that you have actually gained by participating in the LtD programme? (PROBE IN RELATION TO: Understanding of effective leadership, understanding of strategic management, learning to be an effective leader and for influencing change, self confidence, understanding of 'Changing Lives' strategy, etc.)

18. The key objectives of the programme are……………….

SHOWCARD B

- *to produce leaders who understand the Changing Lives agenda and are able to play a leadership role within it;*
- *to equip participants as adaptive leaders, able both to act as role models and lead change;*
- *to produce sustainable benefits from the knowledge, skills and understanding of the participants beyond the end of the programme.*

To what extent, if at all, do you think this has been achieved?

19. Are you doing anything differently in the way you work since participating in the programme? If so, in what way? (PROBE FOR EXAMPLES IN RELATION TO THEIR POLICY AGENDA). Has it influenced how you work on a day-to-day basis?

20. What, if any, further benefits do you expect to see in the future, if any? [PROBE IN RELATION TO: Your personal development; benefits to the organisation/sector; promotion; other changes?]

21. What benefits, if any, do you think your manager expected to see as a result of you participating? [PROBE IN RELATION TO: Your personal development; benefits to the organisation/sector; other changes?]

22. What benefits, if any, do you think your manager has seen to-date? And what benefits, if any, do you think your manager expects to see in the future?

23. What benefits, if any, do you think that services users have benefited from you as an in your organisation participating on the programme? (PROBE FOR EXAMPLES

24. Do you think that participating on the programme met your expectations? If so, in what way?/Why not?

25. What, if any, barriers exist to you using what you have learnt within the workplace?

26. What support are participants provided with from their line managers? (PROBE FOR EXAMPLES). To what extent, if at all, do you think that line managers are committed to being supportive to employees participating on the programme?

27. What, if any, opportunities exist within your workplace to ensure that other employees benefit from what you have learnt?

28. In what way, if at all, might you use what you have learnt in the future? (PROBE FOR: outside the organisation; new employment; improved networking, i.e. syndicate group]

29. To what extent, if any, do you see the programme linking with wider developments in the sector? [PROBE FOR; Changing Lives; Social Services Leadership and Management Framework]

Cost Benefits

30. Participating on the programme involves investing time and effort. Do you feel that the benefits gained outweigh the costs? [PROBE IN RELATION TO: (i) you as an employee (e.g. travel, overnight stays, etc.), and (ii) your employer (e.g. covering cost of staff, etc.)

Overall Perception of LtD

31. What is your opinion of the programme overall? PROBE in relation to:

    a. Its relevance to Social Services (if applicable)
    b. Its relevance to current employment
    c. The way in which it is designed
    d. Its sustainability in the future

32. Have you/would you recommend the programme to others? Why/Why not?

33. And finally, in what way, if at all, do you think the programme could be improved? [PROBE FOR: Different programme elements, e.g. content; delivery (i.e. residential, e-learning, facilitators); timing, location; etc.]

34. The cost of the current design of the programme means that it has limited reach and impact. In order to maximise reach to a wider workforce in what way do you think the programme may be redesigned in the future? PROBE FULLY.

35. Which of the following design options might be effective in the future development of the programme to maximise a wider reach? PROBE FOR:

- Re-organise the structure of the face-to-face components (i.e. hold fewer residential components but longer blocks of study);
- Re-organise the location of face-to-face components to regional or local centres such as a local college
- More content delivered through distance learning (e.g. study packs; e-learning) but with more local tutor support

Evaluation of Leading to Deliver
Topic Guide: Line Managers
(Final)

Background Information

1. Current Role

2. Staff put through programme to-date (i.e. number, year, management level, experience in sector prior to course (LA SWS; public; vol)

3. Impact of current/previous involvement in LtD [PROBE FOR: impact on allowing/supporting staff to apply, i.e. on the organisation]

Application & Selection

4. How did you first become aware of the programme? (PROBE FOR: recommendation, advertising, etc.)

5. What were your main reasons for placing employee/s on the programme? [PROBE FOR: improving learning; opening up opportunities for promotion; 'Changing Lives' strategy; qualification/accreditation; social work council registration; etc.]

6. What is your view on the suitability of the application and selection process? (PROBE FOR: Level of ease/difficulty experienced, i.e. number of applications made before accepted; waiting time before starting the programme).

7. Can you tell me what criteria you based your selection of employees to participate on the programme on? (PROBE FOR: Specific number of places available, cost, benefits to individual/organisation, etc.)

8. What, if any, do you think are the key barriers to your staff wanting to take part in the programme? (PROBE FOR: mode of delivery, e.g. residential/e-learning; competing work priorities, i.e. inspections; other training; perception of effort; formality of qualification/fear of failure; etc.)

ASK LINE MANAGERS OF COHORT 5 PARTICIPANTS ONLY:

9. What do you think of the inclusion of the personal application statement? (PROBE FOR: the pros and cons of its inclusion; whether it is perceived as an improvement to the system overall, etc.)

Programme Content & Delivery

10. What, if any, do you think are the strengths and weaknesses of the following aspects of the programme?

      a. **Delivery** [PROBE FOR: course materials, case studies, modules; quality/knowledge of tutors, balance between provision of tutorials/e-learning/study, level it was pitched at, provision of additional support, etc.]

      b. **E-learning system** [PROBE FOR: ease of access, navigation, reliability, frequency of use, guidance notes, etc.]

      c. **Residential aspects** [PROBE FOR: location; length of stay, scheduling, accommodation, travel, provision of childcare; Syndicate groups; social aspects, etc.]

      d. **Modules** SHOWCARD A (1. Changing to Lead; 2. Leading & Influencing Change; 3. Leading Change in Service Delivery; 4. Leading Delivery through Effective Relationships.

      e. **Mentoring process** [PROBE FOR: Whether it was used by participants? If not, why not?] (ALSO: PROBE IN RELATION TO: appropriateness and effectiveness of mentors selected for attendees, support provided to attendees, approachability, ease of access of mentors to participants, benefits to attendees in having a mentor, etc.)

11. What do you think of the organisers and the organisation of the programme? [PROBE IN RELATION TO: LtD Project Team, Facilitators/Taylor Clark Partnership; communication processes; timeliness]

ASK LINE MANAGERS OF COHORT 5 ONLY:

12. In what way, if any, do you think the programme elements this year compare with previous years? [PROBE FOR: Line managers' briefing workshop, Change Project]

13. In what way, if at all, do you think that changes made to the programme this year have been particularly useful? What have the particular benefits been? (PROBE FOR: Line managers' briefing workshop; other)

ASK ALL:

14. What, if any, other similar programmes have your staff participated in? PROBE FOR: How does this/these course(s) compare with any similar training they might have participated in the past and/or you are aware of?

15. What, if any, do you think are the benefits of having a formal qualification as part of the programme? [PROBE FOR: Perceived value; motivation of staff;

quality mark; promotion, future career prospects of staff; etc.] ALSO: What, if any, disadvantages are there in the programme being accredited? (PROBE FOR: Level of outputs required, pressure to succeed, etc).

16. How important, if at all, is it to you as an employer that the programme is accredited? Why?

Impact of Training & Performance Management

17. What, if anything, do you think that your staff have actually gained by participating in the LtD programme? (PROBE IN RELATION TO: Understanding of effective leadership, understanding of strategic management, learning to be an effective leader/for influencing change, self confidence, understanding of 'Changing Lives' strategy, etc.)

18. The key objectives of the programme are……………….

    SHOWCARD B

    - *to produce leaders who understand the Changing Lives agenda and are able to play a leadership role within it;*
    - *to equip participants as adaptive leaders, able both to act as role models and lead change;*
    - *to produce sustainable benefits from the knowledge, skills and understanding of the participants beyond the end of the programme.*

    To what extent, if at all, do you think this has been achieved?

19. What, if any, further benefits do your staff expect to see in the future, if any? [PROBE IN RELATION TO: Their personal development; benefits to the organisation/sector; other changes?]

20. What benefits, if any, do you think you as a line manager expected to see as a result of your staff participating? [PROBE IN RELATION TO: personal development of staff; benefits to the organisation/sector; other changes?]

21. What benefits, if any, do you think you as a line manager has seen to-date? And what benefits, if any, do you think you as a line manager expects to see in the future?

22. What benefits, if any, do you think that services users have benefited from employees in your organisation participating on the programme? (PROBE FOR EXAMPLES)

23. Do you think that participating on the programme met your staff(s') expectations? If so, in what way?/Why not?

24. What, if any, barriers exist to staff using what they have learnt within the workplace?

25. What support are participants provided with from their line managers? (PROBE FOR EXAMPLES). To what extent, if at all, do you think that line managers are committed to being supportive to employees participating on the programme?

26. What, if any, opportunities exist within the workplace to ensure that other employees benefit from what your staff have learnt?

27. In what way, if at all, might your staff use what they have learnt in the future? (PROBE FOR: outside the organisation; new employment opportunities; improved networking, i.e. syndicate group]

28. To what extent, if any, do you see the programme linking with wider developments in the sector? [PROBE FOR; Changing Lives; Social Services Leadership and Management Framework]

Cost Benefits

29. To what extent, if any, do you think the costs associated with participating in the programme have been an issue? [PROBE IN RELATION TO: (i) the member(s) of staff participating in the programme (e.g. travel, overnight stays, etc.), and (ii) you as an employer (e.g. covering staff; etc.]

30. Do you feel that the benefits gained outweigh the costs? [PROBE IN RELATION TO: (i) from your staff's perspective (e.g. travel, overnight stays, etc.), and (ii) you as an employer (e.g. covering cost of staff, etc.)

31. Does the cost implications of placing employees onto the programme influence the number of staff you put through the application process? In what way?

32. What are the key benefits as an employer have there been as a result of employees participating in the programme? (PROBE IN RELATION TO (i) the organisation as a whole; and (ii) you as their line manager. Do these benefits outweigh the costs incurred? In what way?/Why not?

33. Is the level of funding made available to you as an employer an important factor in deciding whether to place employees onto the programme, or not?

34. In what way, if at all, do you think the training could be made more cost effective? [PROBE IN RELATION TO: Particular programme elements, e.g. residential; number of staff trained; delivery; locations; etc.]

35. The cost of the current design of the programme means that it has limited reach and impact. In order to maximise reach to a wider workforce in what way do you think the programme may be redesigned in the future? PROBE FULLY.

36. Which of the following design options might be effective in the future development of the programme to maximise a wider reach? PROBE FOR:

- Re-organise the structure of the face-to-face components (i.e. hold fewer residential components but longer blocks of study);
- Re-organise the location of face-to-face components to regional or local centres such as a local college
- More content delivered through distance learning (e.g. study packs; e-learning) but with more local tutor support

37. How do you think the impact and value for money of the programme this year compares with previous years?

Overall Perception of LtD

38. What is your opinion of the programme overall? PROBE in relation to:

      f. Its relevance to Social Services (if applicable)
      g. Its relevance to you as an employer
      a. The way in which it is designed
      b. Its sustainability in the future

39. Have you/would you recommend the programme to others? Why/Why not?

40. And finally, in what way, if at all, do you think the programme could be improved? [PROBE FOR: Different programme elements, e.g. content; delivery (i.e. residential, e-learning, facilitators); timing, location; etc.]

Evaluation of Leading to Deliver
Topic Guide: Facilitators
Final

Background Information

1. How did you first become involved with LtD?
2. Why do you think there was a need for this type of programme?
3. What do you think are the leadership challenges in day-to-day working lives of senior managers? PROBE FOR: Implementation of '*Changing Lives*'.
4. In what way do you think the programme has developed over the past 5 years?

Aims & Objectives of the Programme

5. What are the main objectives of the programme?

6. Do you think that the programme, as it is currently designed, meets those objectives? IF YES: In what way? IF NO: Why not? In what way does it need to be changed?

Overall Perception of Leading to Deliver as a Programme

7. What, in your opinion, is attractive about the programme to (i) the employer and (ii) current and potential participants? PROBE FULLY FOR DIFFERENT ELEMENTS IN EACH CASE. For example, accreditation, impact on organisation, behavioural change, personal development of candidates, future prospects, etc.

8. What in your view are a) the participants' and b) the employers' expectations of the programme?

9. In what way, and to what degree, do you think that the programme meets the needs of (i) the employer, and (ii) employees? Probe in relation to impact, approach to work, relevance, influencing change in the workplace, career development, etc.

10. How do you think the programme compares with other similar types of leadership programmes? PROBE FOR: (i) 'Fit' of LtD versus other programmes with industry/employer/employee needs, and (ii) Value added aspects of LtD versus other programmes.

11. Do you think that the fact that the programme is an accredited postgraduate course has an impact on 'buy in' to the programme by (i) employers, and (ii) participants? How important is the accreditation of the programme?

Programme Content & Delivery

12. What feedback have you had from participants on the programme over the past 5 years? PROBE FOR: Pace of programme, content, structure, scheduling, etc.

13. What changes have been made to the programme since it's inception as a result of the feedback obtained?

Impact/Reach of the Programme

14. To what degree do you think the programme is establishing foundations for how leadership and management should be practised in the future across all social service organisations?

15. What is your view of the impact that the programme is having on industry in terms of its reach? Do you think the reach needs to be increased to make more of an impact?

Impact of the Programme

16. The key of objectives of the programme are … (SHOW CARD WITH LIST OF OBJECTIVES)

- To produce leaders who understand the Changing Lives agenda and are able to play a leadership role within it
- To equip leaders as adaptive leaders, able both to act as role models and lead change
- To produce sustainable benefits from the knowledge and skills and understanding of the participants beyond the end of the programme.

To what extent do you think these objectives have been achieved?

17. From feedback you might have received from participants, what have they gained from the programme? What benefits have they brought back to the workplace? What changes have they made to practice as a result of participating in the programme? How have they applied their learning?

18. To what extent, if at all, have any benefits reached service users?

19. What, if any, barriers exist to participants applying what they have learned in the workplace? (probe issues around line manager supportiveness and if this has been adequate)

20. To what extent have participants been able to share their learning with colleagues? (probe barriers to sharing learning)

21. What feedback, if any, have you had from participants as to how they have applied their learning in the workplace? What are they doing differently?

22. Which elements of the programme content do you think will have the most impact on participants and the way in which they work? PROBE FOR: which modules do you think participants are using the most material/tools?

Cost Effectiveness/ Value for money

23. Participating in the programme requires time and effort. Do you feel that the benefits gained outweigh the costs?

24. In your opinion, in what way, if at all, do you think the training could be made more cost effective to improve reach? [PROBE FOR: programme elements, e.g. residential; numbers trained; mode of delivery; alternative timings or locations, etc.]

Future Role of the Programme

25. What benefits, if any, do you expect to see in the future in the continuing role out of the programme. PROBE IN RELATION TO: (i) Industry; (ii) employers, and (iii) participants.

26. In your opinion, how sustainable is this type of programme/other similar types of programmes in the foreseeable future?

27. And finally, how if at all, do you think the programme could be improved in the future to ensure its sustainability?

<u>**Evaluation of Leading to Deliver**</u>
<u>**Topic Guide: Leadership and Management Change Group**</u>
<u>**Final**</u>

Background Information

1. When and how did you first become aware of/ involved with LtD?

2. Why do you think there was a need for this type of programme?

3. What do you think are the leadership challenges in day-to-day working lives of senior managers? PROBE FOR: Implementation of '*Changing Lives'.*

4. To what degree do you think that organisations in Social Services are willing to invest in leadership development? And why? How could this be improved?

5. What impact do you think the 'Leadership and Management Change Group' should have on the LtD programme, now; and in the future?

Aims & Objectives of the Programme

6. What do you think are the main objectives of the programme?

7. Do you think that the programme, as it is currently designed, meets those objectives? IF YES: In what way? IF NO: Why not? In what way does it need to be changed?

Overall Perception of Leading to Deliver as a Programme

8. What, in your opinion, is attractive about the programme to (i) the employer and (ii) current and potential participants?   PROBE FULLY FOR DIFFERENT ELEMENTS IN EACH CASE. For example, accreditation, impact on organisation, behavioural change, personal development of candidates, future prospects, etc.

What in your view are a) participants' and b) employers' expectations of the programme?

9. In what way, and to what degree, do you think that the programme meets the needs of (i) the employer, and (ii) employees? Probe in relation to impact, approach to work, relevance, influencing change in the workplace, career development, etc.

10. How do you think the programme compares with other similar types of leadership programmes? PROBE FOR: (i) 'Fit' of LtD versus other programmes with industry/employer/employee needs, and (ii) Value added aspects of LtD versus other programmes.

11. To what extent do you see the programme linking with wider developments in the sector? [PROBE FOR: Changing Lives; Social Services Leadership and Management Framework]

12. Do you think that the fact that the programme is an accredited postgraduate course has an impact on 'buy in' to the programme by (i) employers, and (ii) participants? How important is the accreditation of the programme?

Programme Content & Delivery

13. What do you think have been the most fundamental changes to the content, structure and delivery over the past 5 years?

14. How do programme elements this year compare with previous years? [PROBE FOR: lnclusion of line managers' briefing workshop, Change Project, etc.]. And what, if any, impact do you think these changes have made and/or will make to the perception of the programme?

15. Which elements do you think will have the most impact on the way in which participants work on a day-to-day basis?

16. How do you envisage that the programme will change in the future?
PROBE FOR: Mode of delivery, scheduling, etc.

Reach of the Programme

17. Do you think that the programme establishes the foundations for how leadership and management could be practised in future across all social services organisations? IF YES, PROBE: In what way?

18. What is your view of the impact that the programme is having on industry in terms of its reach? Do you think the reach needs to be increased to make more of an impact?

Impact of the programme

19. The key of objectives of the programme are … (SHOW CARD WITH LIST OF OBJECTIVES)

- To produce leaders who understand the Changing Lives agenda and are able to play a leadership role within it
- To equip leaders as adaptive leaders, able both to act as role models and lead change
- To produce sustainable benefits from the knowledge and skills and understanding of the participants beyond the end of the programme.

To what extent do you think these objectives have been achieved?

20. What, in your opinion have participants' gained from the programme? What benefits have they brought back to the workplace?/ What changes have they made to practice as a result of participating in the programme?

21. To what extent, if at all, have any benefits reached service users?

22. What, if any, barriers exist to participants applying what they have learned in the workplace? (probe issues around line manager supportiveness and if this has been adequate)

23. To what extent have participants been able to share their learning with colleagues? (probe barriers to sharing learning)

24. What feedback, if any, have you had from participants as to how they have applied their learning in the workplace? What are they doing differently?

25. Which elements of the programme content do you think will have the most impact on participants and the way in which they work? PROBE FOR: which modules do you think participants are using the most material/tools?

Cost Effectiveness/ Value for Money

26. Participating in the programme requires time and effort. Do you feel that the benefits gained outweigh the costs?

27. In your opinion, in what way, if at all, do you think the training could be made more cost effective to improve reach? [PROBE FOR: programme elements, e.g. residential; numbers trained; mode of delivery; alternative timings or locations, etc.]

Future Role of the Programme

28. What benefits, if any, do you expect to see in the future in the continuing role out of the programme. PROBE IN RELATION TO: (i) Industry; (ii) employers, and (iii) participants.

29. In your opinion, how sustainable is this type of programme/other similar types of programmes in the foreseeable future?

30. And finally, how if at all, do you think the programme could be improved in the future to ensure its sustainability?

Evaluation of Leading to Deliver
Topic Guide: LtD Project Team
Final

Background Information

1. When and how did you first become involved with LtD?
2. Why do you think there was a need for this type of programme?
3. What do you think are the leadership challenges in day-to-day working lives of senior managers? PROBE FOR: Implementation of '*Changing Lives'*.
4. In what way do you think the programme has developed over the past 5 years to meet these challenges?

Aims & Objectives of the Programme

5. What do you think are the main objectives of the programme? (Show card with list of objectives)

6. Do you think that the programme, as it is currently designed, meets those objectives? IF YES: In what way? IF NO: Why not? In what way does it need to be changed?

Overall Perception of Leading to Deliver as a Programme

7. Do you think that the programme establishes the foundations for how leadership and management could be practised in future across all social services organisations? IF YES, PROBE: In what way?

8. What, in your opinion, is attractive about the programme to (i) the employer and (ii) current and potential participants?   PROBE FULLY FOR DIFFERENT ELEMENTS IN EACH CASE. For example, accreditation, impact on organisation, behavioural change, personal development of candidates, future prospects, etc.

9. What in your view are a) the participants' and b) the employers' expectations of the programme?

10. In what way, and to what degree, do you think that the programme meets the needs of (i) the employer, and (ii) employees? Probe in relation to impact, approach to work, relevance, influencing change in the workplace, career development, etc.

11. How do you think the programme compares with other similar types of leadership programmes?   PROBE FOR: (i) 'Fit' of LtD versus other programmes with industry/employer/employee needs, and (ii) Value added aspects of LtD versus other programmes.

12. To what extent do you see the programme linking with wider developments in the sector? [PROBE FOR: Changing Lives; Social Services Leadership and Management Framework]

13. Do you think that the fact that the programme is an accredited postgraduate course has an impact on 'buy in' to the programme by (i) employers, and (ii) participants? How important is the accreditation of the programme?

Application & Selection Process

14. How does the application and selection process for this year compare with previous years? [PROBE IN RELATION TO: personal application statement; focus on more senior (local authority) managers; motivation of attendees]

15. What is your view of the application and selection process of participants onto the programme now? (PROBE FOR: Criteria for selection, i.e. Change Projects: based on potential impact? Or other criteria?)

Programme Content & Delivery

16. How do you think that the organisation and delivery of the programme is perceived by (i) employers, and (ii) participants?

17. What do you think have been the most fundamental changes to the content, structure and delivery over the past 5 years?

18. What, if any, do you think are the strengths and weaknesses of the following aspects of the programme?

- Mode of Delivery [PROBE FOR: Balance between provision of residential tutorials/e-learning/study; scheduling, etc.)
- Provision of mentor [PROBE FOR: benefits of having a mentoring system, etc.

19. How effective do you think that each of the different elements of the programme delivery are? PROBE FOR:

- Virtual Campus (i.e. RGU)
- Residential Modules (i.e. number, frequency, scheduling, etc.)
- Syndicate Groups

20. How do programme elements this year compare with previous years? [PROBE FOR: lnclusion of line managers' briefing workshop, Change Project, etc.]. And what, if any, impact do you think these changes have made and/or will make to the perception of the programme?

21. Which elements do you think will have the most impact on the way in which participants work on a day-to-day basis?

22. How do you envisage that the programme will change in the future?
PROBE FOR: Mode of delivery, scheduling, etc.

Reach of the Programme

23. What is your view of the impact that the programme is having on industry in terms of its reach? Do you think the reach needs to be increased to make more of an impact?

Impact of the programme

24. The key of objectives of the programme are … (SHOW CARD WITH LIST OF OBJECTIVES)

- To produce leaders who understand the Changing Lives agenda and are able to play a leadership role within it
- To equip leaders as adaptive leaders, able both to act as role models and lead change
- To produce sustainable benefits from the knowledge and skills and understanding of the participants beyond the end of the programme.

To what extent do you think these objectives have been achieved?

25. What, in your opinion have participants' gained from the programme? What benefits have they brought back to the workplace?/ What changes have they made to practice as a result of participating in the programme?

26. To what extent, if at all, have any benefits reached service users?

27. What, if any, barriers exist to participants applying what they have learned in the workplace? (probe issues around line manager supportiveness and if this has been adequate)

28. To what extent have participants been able to share their learning with colleagues? (probe barriers to sharing learning)

29. What feedback, if any, have you had from participants as to how they have applied their learning in the workplace? What are they doing differently?

30. Which elements of the programme content do you think will have the most impact on participants and the way in which they work? PROBE FOR: which modules do you think participants are using the most material/tools?

Cost effectiveness/ Value for Money

31. Participating in the programme requires time and effort. Do you feel that the benefits gained outweigh the costs?

32. In your opinion, in what way, if at all, do you think the training could be made more cost effective to improve reach? [PROBE FOR: programme elements, e.g. residential; numbers trained; mode of delivery; alternative timings or locations, etc.]

Future Role of the Programme

33. What benefits, if any, do you expect to see in the future in the continuing role out of the programme. PROBE IN RELATION TO: (i) Industry; (ii) employers, and (iii) participants.

34. In your opinion, how sustainable is this type of programme/other similar types of programmes in the foreseeable future?

35. To what degree do you think that organisations across Social Services are willing to invest in leadership development?

36. And finally, how if at all, do you think the programme could be improved in the future to ensure its sustainability?

Evaluation of Leading to Deliver
Topic Guide: Leadership Community
Final

Background Information

Scottish Government and some graduates of LtD are currently developing a pilot Social Services Leadership Community   It aims to be a community of <u>connected,</u> open-minded and motivated leaders who share ideas, knowledge and experiences, and who seek to be the best they can be at delivering social services in a way that meets the needs of service users. Its is hoped that all LtD graduates will be involved.

1. What do you think should be the aims and objectives of such a *Leadership Community"*?

2. What do you think should be the key activities of such a '*Leadership Community"*?

3. What impact do you think the 'Leadership Community' could have on the LtD programme, now; and in the future?

4. What role do you play/see yourself playing in the future? – what would you like to get out of it – what can you offer other members of the community in terms of your skills, ideas, experiences?

Aims & Objectives of the Programme

5. What, in your opinion, are the main objectives of the LtD programme?

6. Do you think that the programme, as it is currently designed, meets those objectives? IF YES: In what way? IF NO: Why not? In what way does it need to be changed?

Overall Perception of Leading to Deliver as a Programme

7. What, in your opinion, is attractive about the programme to (i) the employer and (ii) current and potential participants?   PROBE FULLY FOR DIFFERENT ELEMENTS IN EACH CASE. For example, accreditation, impact on organisation, behavioural change, personal development of candidates, future prospects, etc.

8. What in your view are a) participants' and b) employers' expectations of the programme?
9. In what way, and to what degree, do you think that the programme meets the needs of (i) the employer, and (ii) employees? Probe in relation to impact, approach to work, relevance, influencing change in the workplace, career development, etc.

10. How do you think the programme compares with other similar types of leadership programmes? PROBE FOR: (i) 'Fit' of LtD versus other programmes with industry/employer/employee needs, and (ii) Value added aspects of LtD versus other programmes.
11. To what extent do you see the programme linking with wider developments in the sector? [PROBE FOR: Changing Lives; Social Services Leadership and Management Framework]
12.
13. Do you think the fact that the programme is an accredited post graduate course has an impact on "buy in" to the programme by i) employers and ii) participants?/ How important is the accreditation of the programme?

Programme Content & Delivery

14. How do you think that the organisation and delivery of the programme is perceived by (i) employers, and (ii) participants?

15. What, if any, do you think are the strengths and weaknesses of the following aspects of the programme?

c. **Delivery** [PROBE FOR: course materials, case studies, modules; quality/knowledge of tutors, balance between provision of tutorials/e-learning/study, level it was pitched at, provision of additional support, etc.]
d. **E-learning system** [PROBE FOR: ease of access, navigation, reliability, frequency of use, guidance notes, etc.]
e. **Residential aspects** [PROBE FOR: location; length of stay, scheduling, accommodation, travel, provision of childcare; Syndicate groups; social aspects, etc.]
f. **Modules** SHOWCARD A (1. Changing to Lead; 2. Leading & Influencing Change; 3. Leading Change in Service Delivery; 4. Leading Delivery through Effective Relationships.
g. **Mentoring process** [PROBE FOR: Whether it was used? If not, why not?] (ALSO: PROBE IN RELATION TO: appropriateness and effectiveness of mentor, support provided, approachability, ease of access, benefits of having a mentor, etc.)

16. How effective do you think that each of the different elements of the programme delivery are? PROBE FOR:
    - Virtual Campus (i.e. RGU)
    - Residential Modules (i.e. number, frequency, scheduling, etc.)
    - Syndicate Groups

17. How do programme elements this year compare with previous years? [PROBE FOR: lnclusion of line managers' briefing workshop, Change Project, etc.]. And what, if any, impact do you think these changes have made and/or will make to the perception of the programme?

18. In what way, if at all, do you feel the programme could be changed in the future? PROBE FOR: Mode of delivery, scheduling, etc.

Reach of the Programme

19. What is your view of the impact that the programme is having on industry in terms of its reach? Do you think the reach needs to be increased to make more of an impact?

Impact of the programme

20. To what degree do you think the programme is establishing foundations for how leadership and management should be practised in the future across all social service organisations?

21. The key of objectives of the programme are … (SHOW CARD WITH LIST OF OBJECTIVES)

- To produce leaders who understand the Changing Lives agenda and are able to play a leadership role within it
- To equip leaders as adaptive leaders, able both to act as role models and lead change
- To produce sustainable benefits from the knowledge and skills and understanding of the participants beyond the end of the programme.

To what extent do you think these objectives have been achieved?

22. What, in your opinion have participants' gained from the programme? What benefits have they brought back to the workplace? What changes have they made to practice as a result of participating in the programme?

23. To what extent, if at all, have any benefits reached service users?

24. What, if any, barriers exist to participants applying what they have learned in the workplace? (probe issues around line manager supportiveness and if this has been adequate)

25. To what extent have participants been able to share their learning with colleagues? (probe barriers to sharing learning)

26. What feedback, if any, have you had from other participants as to how they have applied their learning in the workplace? What are they doing differently?

27. Which elements of the programme content do you think will have the most impact on participants and the way in which they work? PROBE FOR: which modules do you think participants are using the most material/tools?

Cost Effectiveness

28. Participating in the programme requires time and effort. Do you feel that the benefits gained outweigh the costs?

29. In your opinion, in what way, if at all, do you think the training could be made more cost effective to improve reach? [PROBE FOR: programme elements, e.g. residential; numbers trained; delivery; alternative timings or locations, etc.]

Future Role of the Programme

30. What benefits, if any, do you expect to see in the future in the continuing role out of the programme. PROBE IN RELATION TO: (i) Industry; (ii) employers, and (iii) participants.

31. In your opinion, how sustainable is this type of programme/other similar types of programmes in the foreseeable future?

32. And finally, how if at all, do you think the programme could be improved in the future to ensure its sustainability?

APPENDIX 6:
PROFILE OF OTHER LEADERSHIP PROGRAMMES DELIVERED IN SCOTLAND

Table A6.1: National Leadership Programme Models

Name	Provider	Unit Cost	Features	Timing	Clients	Qualification
Leading Change	Linda Anne Smith/ NHSScotland	£2,160	Eight change projects focussing on identified priority work. Lectures, action learning, local and national meetings.	12 local group meetings plus 6 full cohort meetings over 12 months	Operations staff, team leaders, service users and carers	None
Head Teacher Leadership Academy	Columba 1400	£4,413	Psychometrics (online/tele), small groups, workplace followup	9 days- 0.5 preparation, 2 residential Edinburgh, 6 residential Skye, 0.5 in workplace	Directors, Head Teachers, Deputies. Heads of Service- 15 at a time	None
PG Cert in Frontline Leadership and Management (NES)	NES, UHIMI, Leicester Uni	£1,500	Blended learning format, i.e e-learning (web pages, discussion boards, e-mail) plus traditional, lectures, discussions, seminars, tutorials using videoconferencing/streaming. Four modules with assignments. F2F= 2 days induction, 1 day per module.	15 months- F2F 2 day induction and 4x1 workshop days.	200 frontline NHS, vol and LA staff (32,000 in sector)	PG Cert SCQF11
SFEU Leadership Programme	SFEU	£1,250	PDP, visits, 2 day residential event, 360° feedback, workplace project	6 days- 1x2 residential, 4x1; 3 cohorts in Apr, May, Jun 08	Senior managers	none
Top Executive Development Programme	Improvement Service	C £10,000 (2007 – 08)* £6,250 (2008 – 09)*	2 day event, 2x2 workshops, coaching, masterclasses, action learning sets/ communities of practice	6days+, over 6 months	12 Heads of Service/CEOs	
Scottish International Summer School on School Leadership	Scottish Government	£1095; £895 if non residential	Lectures and group discussions, guests speakers and evening events	5 days, mainly residential	Teachers	None

Notes: * Estimate

Table A6.2: Local/Regional Leadership Programme Models

Name	Provider	Unit Cost	Features	Timing	Clients	Qualification
Scottish Qualification for Headship	Various local universities	£6,300	Regional/distance learning	2yrs part time	Prospective head teachers	PG Dipl School Leadership and Management
West Lothian Health and Social Care Management Programme (in CHCP)	West Lothian College, Open University, NHS Lothian, West Lothian Council	£1,667	Distance learning, interactive workshops, online interaction, workplace impact evaluation. Mainly management but also leadership/change management	Master Class + tutorial, 12 days + tutorial time/online study	Health and social care sector staff; 21 currently	ILM 5 Cert Leadership; SVQ; Regional Manager Reward; Social Care Manager; Open University K303/K307
Fife Community Planning Leading & Learning Programme	St Andrews University, Pfizer, Board Room Development, Fife Council, Fife Constabulary, SE Fife, CVS Fife	£1,000	Individual needs assessment 360° & personality profiles, action learning, strategy and leadership; inter-org mentorship. NHS Facilitators.	12 months- 1 day every 6wks, 4day master classes etc. Non residential.	20 middle and senior managers	Masters level module in leadership from St Andrews
Fife Council Leadership Programme	Vita-Brevis	£2,500	Workshops, coaching, specific job related project	5 months	10 currently	None
Edinburgh Council "Leadership Matters"	ILM/ Stevenson College Edinburgh	£85 accreditation + 5 staff trainers 4 days each month.	9 core (60hrs), plus optional modules for HMA (30hrs+); taught and self study in class, elearning, booklets; work based assignment; 4 gateway reviews	90 hrs plus 30hrs optional	Frontline managers	3 levels- None, Certified, Higher Management Award
South Lanarkshire Council Leadership Development Programme	Council	No set fee	Leadership development, personnel development, council wide tasks, mentoring	Ongoing since Dec 2004, Started a new group Feb 2008 of 70 participants	Frontline managers	None
Borders Council Education		£100	Day sessions	16 module days over 10 months	Range 12-80, average 20 per	None

Table A6.2: Local/Regional Leadership Programme Models

Name	Provider	Unit Cost	Features	Timing	Clients	Qualification
Department					module	
Leadership Development Programme for Regeneration	Scottish Centre for Regeneration/ Scottish Social Enterprise Academy	£3,500	PDPs, speakers, visits, action learning. Three regional cohorts.	12 days over 12 months	Regeneration practitioners- 10 per cohort	ILM 5 Certificate in Leadership
Scottish Enterprise Rural Leadership Programme	SAC/ First Eclipse	£2400 (org part funding £500)	Mixed residential/full day workshops, F2F coaching, visits to Scottish Parliament/ European Parliament	12 days- 5x1, 2x2, 1x3 (abroad)	Open-60 in last cohort	

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Table A6.3: Commercial/Other Uk Leadership Programme Models

Name	Provider	Unit Cost	Features	Timing	Clients	Qualification
Collaborative Leadership for Scotland	Lancaster-University/SLF	£8260 (2005/6)	5 modules, 5 workplace assignments	22 days residential- 3x4, 2x5	Any public sector with 1st degree or potential to study at PG level	PG Dip Public Service Leadership
Pathway to Mastering Leadership	Exeter University	£4,300 PG Cert, £5,350 PG Dip , £5,350 Mstrs	P/t coached e-learning	PG Cert 6 months. PG Dip 9 months. Masters 9 months	Open	3 levels- PG Cert, PG Dip, Masters
Social Care Leadership Development Programme	Birmingham Uni, Kings Fund, Tavistock Clinic	Free to user-led and community orgs. £1200 for others	Group sessions, coaching, work based learning sets	6 days residential- 2x3	Senior leaders in social care in England. 24 over 3 cohorts in 2007/8	Credit towards MSc in Social Care Leadership & Management
CIH Leadership Programme for Housing	Warwick Business School	£2350, £4347.50, £5875	3 modules. Birmingham and London cohorts	6 days residential- 1x3, 2x2	CEO, Directors, senior managers	None- no assessments
Future Leadership Development Programme	TBL Organisational Development	£4,112.50	Residential, elearning, group and personal project. MOD1 national, others regional.	7 days (3/4) over 6 months	Middle managers from English local authorities	None
ILM Level 5 Certificate in Leadership	Scottish Social Enterprise Academy	£1980; £2970 if bespoke for sector	Induction, assessment and four leadership modules; optional learning sets	4x2 half days over 8 months/ or bespoke 6x2 day modules (4 actual), usually over 12months, but can be 6-24	Open	ILM Level 5 Certificate in Leadership
Preparing for Senior Strategic Leadership	Leadership Foundation for Higher Education	£3650-3950 for members	Diagnostics, group exercises, speakers	5 days residential- 3,2 days York	Newly appointed senior managers	None
Range of Courses	Common Purpose	Up to £6492	Wide choice of Modes available		Open	Wide range

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