
EVALUATION OF PSMW'S SUMMER SCHOOL 2010

Final Report

Public Services Management Wales

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Thanks are due to Jo Carruthers of Public Services Management Wales (PSMW) for commissioning this study and providing direction at the outset. As with any such research project, this study was only possible thanks to the contributions of the participants – in this case participants from PSMW's Summer School held at University of Wales Lampeter in June 2010 and their managers. Their willing engagement with the study, openness and honesty is gratefully acknowledged.

The report uses thematic analysis to comprehend the different sources of data presented during the course of the evaluation. Conclusions are based on our understanding of the evidence presented to us by the respondents and any errors of interpretation are solely due to the authors. We trust that the independent analysis of the responses will help to ensure that Summer School continues to speak to the challenges facing public and third sector managers in Wales, and to its sponsor organisations.

Dr Mark Llewellyn
WIHSC | May 2011

1 | INTRODUCTION AND METHODOLOGY

1.1 INTRODUCTION

PSMW's Summer School (SS) is a week-long programme for public and third sector managers, which in 2010 was held at University of Wales Lampeter for the second time. Delegates are expected to forge a link between the theoretical and practical, so that when they return to their workplaces are better skilled to deliver against the challenges provided by the need to transform public services given current economic circumstances. Approximately 210 delegates attended SS in 2010. Over the past year the Welsh Institute for Health and Social Care at the University of Glamorgan (WIHSC) has been undertaking a multi-level evaluation of the programme, and this document reports the results of that evaluation.

1.2 METHODOLOGY

1.2.1 Levels of evaluation

WIHSC undertook a multi-level evaluation of the programme which measured impacts at five different levels:¹

Level 1 – Impact for the participant;

Level 2 – Delivery of outcomes and its impact on the citizen;

Level 3 – Impact on organisational effectiveness;

Level 4 – Sustainability and spread of the changes delivered by the outcome; and

Level 5 – Return on investment.

1.2.2 Determining the Sample

In order to achieve this, the approach was to include all delegates, their managers, and others (like the facilitators) who were involved in this year's SS in the evaluation thereof. That said, the mainstay of the evaluation was a series of interviews with a sample of delegates (see below) at both baseline (within weeks of SS finishing) and at a review period (six months hence) in order to analyse changes made and sustained over a period of time.

1. Delegates

The 210 delegates attending SS 2010 were divided into two groups for the purposes of the evaluation and were contacted at both baseline and review periods. The first was a stratified sample of 20% of delegates (n=45) who were anonymously selected to contribute to the evaluation via an in-depth interview; and the second were the remaining 'non-sample delegates' who were invited to contribute via an online questionnaire. The sample was derived by blind selecting delegates on the basis of their organisation, sector, region, gender, previous attendance, and seniority. This last quality was important as the evaluation set out to gather data from managers at different levels by using different methods. To this end delegates were divided into three categories: those that could reasonably be considered to be the 'most senior'

¹ In more detail, Appendix I describes the principal outcomes from the research and their relation to each of these levels.

public sector managers in Wales (n=9); those who are 'aspiring' to be the most senior managers within 2-3 years (n=16); and all other managers across the public and third sectors (n=185).

2. Line Managers

All line managers were included and asked to offer their views on how delegates responded to the learning and development opportunity offered by SS. Managers of the 45 sample delegates were invited to complete an online questionnaire at baseline, and were invited to take part in an interview during the review period. Line managers of non-sample delegates were included via the submission of an online questionnaire at both baseline and review periods.

3. Others

In addition, data was collected from a focus group with the facilitators (which took place during SS), and has been gleaned from other sources including participant observation at SS, and documentary analysis. It has been decided not to include the data from the transactional/transformational questionnaire (described below) and this has been confidentially shared with the participants involved.

1.2.3 Phases of Work

WIHSC collected different types of information across each of the five levels during the primary research phases of the study. Collecting the right information from participants before, during, and after SS was important in allowing comparisons to be made. As such the primary research had three distinct phases, detailed in the Gantt chart (Appendix II):

1. Before and during Summer School | March-June 2010

There were three aspects to the evaluation work carried out before and during SS.

Transactional/transformational questionnaire

All nine of the 'most senior' delegates undertook an exercise prior to SS which enabled them to identify the self-beliefs and perceptions that help determine their leadership style. The diagnostic tool² measured the degree to which they are more inclined towards either transactional – those directed towards achieving compliance rather than commitment – or transformational – focusing on growth, empowerment, self leadership and alignment with objectives – behaviours. During SS these delegates received a summary report to facilitate their reflection on their leadership style, and the 180° assessment made by their colleagues.

Pre-Summer School interviews

Ten managers (five 'Aspiring' and five 'Other' managers) were interviewed for 30 minutes each prior to SS to identify their motivations for attending, and what they hoped to achieve after SS. Further, comment was sought on the new application process.

Attendance at Summer School

In addition to this members of the research team were present at three full days of SS in order to see delegates during the sessions. This offered an opportunity to engage in informal discussions with them about the impact that SS was having. In addition this time was used to

² Schermerhorn JR, Hunt JG and Osborn RN (1991) *Managing Organizational Behaviour*, Fourth Edition, pp. 484-5.

hold a focus group with facilitators, to gain an insight into their views about SS and the impact it was having on delegates.

2. Baseline research with delegates and sponsors | June-July 2010

Phase 2 was made up of interviews and surveys of all those who attended SS, along with their managers. The purpose was to establish a baseline set of data about the impact of SS. Interviews with 38 of the 45 sample delegates were undertaken, as described in Table 1 below. Each of these took around 30 minutes to complete and were used to assess the immediate impact of SS, the likely outcomes for delegates and the citizens to whom they provide services, and ways in which learning outcomes would be spread and shared.

	Overall number of SS delegates	Number in delegate sample	Achieved sample interviews
Most senior managers	9	9 (100%)	9 (100%)
Aspiring senior managers	16	13 (81%)	11 (69%)
Other managers	185	23 (12%)	18 (10%)
TOTALS	210	45 (21%)	38 (18%)

Table 1 | Numbers of Summer School delegates and those interviewed at baseline

The managers of each of these sample delegates were invited to complete an online questionnaire and 10 of the 45 managers did so. In addition, the remaining 185 delegates were invited to take part via online questionnaire, as were their managers. 67 delegates (36%) and 11 managers (6%) completed the survey at baseline.

3. Review research with delegates and sponsors | January-February 2011

Six months after the first interview or survey WIHSC undertook further research to determine the sustainability of behaviour change and the overall outcomes from SS. The second, or review, phase of data collection with delegates and their line managers assessed the actual and recorded impact of the change through self-reporting activities undertaken.

For delegates this mirrored the way in which they were engaged at baseline – either through in-depth interview or via online questionnaire. We anticipated a degree of attrition in the response rate to the online survey but based on experience we were relatively confident of speaking to the vast majority of the individuals interviewed at baseline. This was borne out in that 34 of the 38 sample delegates interviewed at baseline were then also interviewed in the review period.

In addition an in-depth telephone interview was completed with line managers of 18 of the 34 in the delegate sample in order to glean more detailed information from them than had been achieved from the online questionnaire some of them filled in at baseline. This focused on the sustainability of changes made by participants and the overall impact on the organisation. Managers of non-sample delegates were exhorted to complete an online questionnaire at review, but none of them took the opportunity to do so. Numbers of delegates and managers responding during the review period are detailed in Table 2.

	Numbers interviewed	Numbers submitting questionnaires
Sample delegates	34	-
Non-sample delegates	-	24
Managers of sample delegates	18	-
TOTALS	52	24

Table 2 | Numbers of Summer School delegates and managers responding during review period

In total, and across both baseline and review periods, WIHSC undertook 80 interviews and received 112 returns from the online questionnaire.

1.2.4 Analysis

A thematic strategy was employed to analyse the data. Answers were coded equally in terms of what they said; none of the responses were weighted as more significant than any others and so all views are comparable in terms of their importance in this report. Hereafter we review the sentiments and judgements of the evaluation respondents according to their comments. Verbatim quotations (*in italics*) are used to capture recurrent, or otherwise resonant, points of view. WIHSC does not necessarily endorse the opinions in question – quotations are only used to portray viewpoints accurately and clearly.

The report is obviously not a verbatim transcript but exploration of the themes and issues raised by respondents through the consultation process. So whilst encapsulating the main themes and highlighting the key points, the document seeks to be faithful to what was said by study participants. To that end and in order to vividly hear the voices of respondents, the report deliberately includes a large number of quotations with relatively little by the way of comment or interpretation.

1.2.5 Report structure

The structure of the following sections mirrors that of the methodological approach and principal outcomes as described in the table at Appendix I. Findings from the pre- and immediately post-SS evaluation activity are followed by five substantive chapters, each of which reports evidence from the review period against the levels of evaluation noted above. Due to significant thematic overlap Levels 2 and 3 have been merged into one chapter.

The length of each of the sections is a useful proxy for the relative impact that SS had on those specific issues as reported– the longer the section, the more respondents had to say about it. Throughout the report especially interesting or important quotations and stories are captured as ‘Case Studies’ in blue boxes. These provide additional insights as to the changes and impacts perceived by respondents.

2 | INTERIM FINDINGS – PRE- AND IMMEDIATELY POST-SUMMER SCHOOL

2.1 PRE-SUMMER SCHOOL RESEARCH

2.1.1 Interviews

Eleven of the 45 sample delegates were interviewed in the month leading up to SS. These interviews were designed to gain an insight into the motivations of applicants, to get some constructive feedback on the application process they underwent, and to capture some of their aspirations and hopes for their week. The following sections provide an account of what was discussed.

2.1.1.1 Motivation for Applying

Some delegates arrived at the decision to apply themselves, whereas for others it was very much a decision made by, or in partnership with, their colleagues or managers. Individuals were attracted to SS for various reasons, ranging from personal interests in leadership and the recognition that they needed to be *“kept on their toes”* (Sample delegate), to the theme of SS: *“the subject this year was quite timely and relevant”* (Sample delegate).

For some, the real driving force for applying was the relevance of SS from an organisational perspective. Delegates made reference to current organisational changes and restructuring, or the need for radical change and new ways of thinking as motivations for attending. None of the participants in the sample of 11 had attended SS before, but many had based their decision to attend on the experience from their colleagues who had attended in previous years.

As might have been expected, there was a general consensus that the cost of sending delegates to events such as SS is always a factor in deciding whether people can go, especially in the current climate. One delegate explicitly stated they would not be attending if SS wasn't free of charge. The opportunity cost of releasing people from work for a week was recognised as important but was not considered to be the only deciding factor in determining attendance – as one participant noted it was a *“secondary”* (Sample delegate) consideration. Feedback suggested that the other factor, alongside the lack of cost, was the quality of the event and those presenting their ideas: *“the quality of the product...for no cost, is actually what draws people in”* (Sample delegate). Generally, participants were aware of between one and four other colleagues who were attending SS with them, although exact numbers were not always known if the delegate worked within a large organisation.

2.1.1.2 Application Process

Many participants provided positive comments about the new application form and process, stating that the questions were well-focused and were justified. The useful examples were also appreciated by applicants. The form was easy to access, and in a good format. In the main, the application form was considered a task well worth doing, as it prepared delegates for SS by framing their learning aims: *“you should be clear from the outset why you are going and what you want to get out of it”* (Sample delegate).

In order to effectively answer questions delegates were required to do some research, which enabled them to digest the course information in more detail. For some delegates the process also appeared to be a useful way of consolidating their training to date, allowing them to draw upon

previous and present learning and identify what they wanted to get out of SS, now and in the future. A couple of participants suggested they would revisit their application form nearer to SS in preparation for the event. One suggested they may use the form as a learning aid at SS, and tick off each learning objective to make sure they got the most out of the week.

However, the task of completing the application was not universally considered an easy or straightforward one, as it challenged thinking and stimulated discussions. One delegate suggested that the process of identifying outcomes is difficult to do prior to attendance: *“it is based on perception in terms of what you’re going to get out of it...until you go you’re not exactly sure what you are going to draw out of each session”* (Sample delegate). Another respondent proposed that a five minute telephone conversation, along with the submission of a CV would have been more appropriate, and that completing the application form was unnecessary.

The importance of talking to other colleagues and managers prior to and during the application process was emphasised, with participants often basing their applications on these conversations. On the whole, participants commented on the encouragement they received from their line managers, and felt they had adequate support in the application process.

2.1.1.3 Aspirations for Summer School

Participants were asked to provide details about what they hoped to gain from SS in terms of their own personal development as a manager, and how they hoped their organisation would benefit from their attendance. Differentiating between the two sets of aims was not always an easy task, and they were often inter-related hopes and aspirations for SS. Some of the types of key personal objectives that emerged are listed below; in short, to:

- Challenge thinking, to refresh, re-focus and re-motivate;
- Understand leadership style, self-reflection and awareness;
- Develop new ways of working and career progression; and
- Gain new skills, techniques and confidence.

Participants hoped that their organisation might benefit in the following ways:

- To be a driver for change and inspire others;
- Increase skills and capacity and develop new ways of doing things;
- Improve partnership working and develop more networks and contacts;
- Gain a clearer understanding of the current climate, and the transformational agenda across public service in Wales; and
- *“Get things right the first time”* (Sample delegate).

Others suggested it was too soon to answer this question, as they were still considering what they hoped to get out of SS, and intended to continue adding to an ongoing list of objectives.

2.2 REFLECTIONS IMMEDIATELY AFTER SUMMER SCHOOL

This section brings together three sources of information, all of which were gathered in the month following the end of SS:

- 38 in-depth interviews with sample delegates;

- 88 online questionnaire returns (10 from line managers of sample delegates, 67 from non-sample delegates, and 11 from line managers of non-sample delegates); and
- A focus group and online questionnaire returns from facilitators.

2.2.1 Getting to Summer School

In addition to the comments of those interviewed prior to SS those participants who didn't take part in the pre-SS interviews were asked to comment on the application process they underwent and why they had felt it was appropriate to attend SS this year. There were a variety of ways through which these delegates found out about SS. These included: via their organisation's intranet, flyers, via the personnel department, and after feedback from previous delegates. Some commented that the marketing and PR of the event did not reflect the standard and quality of the speakers and workshops:

Summer School is not sold well enough...people from across Wales and the UK should be fighting to attend (Sample delegate)

[My organisation] didn't proactively market the Summer School to staff. I pursued attendance by finding out more from individuals who previously attended (Non-sample delegate)

Information was on our intranet but a little hidden and it wasn't proactive (Non-sample delegate)

The relevance of SS's theme and subject matter was a key factor in delegates' decision to apply. A select few were chosen to attend because of the specific challenges of a new position within their organisation. Others felt that SS was relevant as it built upon, or complimented other formal training or academic courses. Applications were approved and supported variously by line managers, corporate groups, and chief executives, although this was not universally the case: *"I had to argue to get a place"* (Non-sample delegate). Line Managers reported that often outcomes were identified jointly, between them and participants. In addition, for some the 'corporate' responsibility and expectation placed upon the shoulders of delegates was evident:

One thing that made a difference for me this year [was that] it wasn't just you going as individual, you are going as part of the organisation...[T]here is a sense of anticipation of what you will bring back to the organisation. In past I applied as an individual – this year the chief executive signed off the approval form [and] it felt like your contribution was valued, it felt important (Sample delegate)

As [an organisation] with an extensive remit and need to develop leadership and culture at all levels we wanted to take a cohort of managers and leaders from across the organisation to Summer School to have a critical mass and team who had gone through the same experiences and could bring back the learning and lead change (Manager)

2.2.2 During Summer School

2.2.2.1 Nature of Delegates at Summer School

At baseline, respondents felt there was a good 'mix' of delegates at SS: *"this was something to be celebrated...having people at all levels from a range of different backgrounds was a real strength of Summer School"* (Sample delegate). However there were some concerns raised about the need for a more senior and political representation at SS in order to optimise the impact:

I would recommend that more senior colleagues attend in future (Non-sample delegate)

Impact was limited – if more of us had attended together with a Senior Manager that would have made a difference (Non-sample delegate)

I think there needs to be a more rigorous sift as we need the right mix of middle and senior managers that can contribute to the events in the week and are able to implement learning not just for their own benefit but for the benefit of the organisation (Non-sample delegate)

The majority attended with at least one other colleague from their team or their organisation. There were mixed feelings about the impact of attending with colleagues. Although some delegates felt the experience of networking was hindered by organisations 'sticking together', many reported benefits. These included being able to formulate team action plans at SS, and having an increased impact within their organisation on their return to work:

At the time it makes no difference if you go on your own or as part of a group...but afterwards you have a group to reflect on it with...the learning is not lost and you can address how to take it forward organisationally. On your own you would think 'where do I start?' but as a group you have a fighting message (Sample delegate)

We hoped that individuals would learn and grow in terms of their personal development and insight into their behaviours and leadership development and that as a group they would be a force for change on their return (Manager)

Further, the benefits of networking and contacts were reported by many respondents, and many of the delegates aspire to remain in contact and use each other as 'reference points' in the future.

2.2.2.2 Learning

Delegates reported meeting, and exceeding, their learning objectives: *"it was very effective, I met the objectives plus far more"* (Non-sample delegate); *"My personal learning objectives have been exceeded – I gained far more than I anticipated"* (Non-sample delegate); *"Summer School exceeded my objectives and expectations"* (Non-sample delegate). The majority of people commented on the benefits of different learning styles at SS which offered a range of ways in which people could learn. Delegates found it difficult to choose learning style in preference over another, and were inter-related, according to many, as it was perceived that they offered a complementary 'package' of learning:

I liked the balance between the different learning styles and the package worked as a whole (Sample delegate)

Set speakers were very motivational and captured the audience...this mean that the groups had something to talk about (Sample delegate)

Delegates were extremely complimentary about the quality of the presentations over the week. They were described as: *"post-conventional"* (Sample delegate); *"absolutely outstanding"* (Sample delegate); *"inspirational"* (Sample delegate); *"made me think in a different way"* (Sample delegate); and *"thought provoking"* (Sample delegate).

Roundtable discussions were a useful tool for the sharing of perceptions, ideas and experiences: *"the discussions led to powerful conversations...and a couple of times I had a real light-bulb moment when someone suggested solutions to my problems"* (Sample delegate). Delegates gained tools from workshops which they could use with colleagues in their workplace. Some delegates reported on difficulties choosing workshops, and a few referred to them as a 'mixed bag' in terms of relevance or usefulness. Having more notice of their content before SS started would have been

appreciated: *“the descriptions of the content of some of the workshops were incorrect which made it difficult to achieve some learning objectives. The objectives set out in the handbook for each day could also be misleading” (Non-sample delegate).*

Participants gave lots of feedback about the facilitation sessions that occurred at the beginning and end of each day. They were generally thought of as useful space for reflection: *“there is so much learning that goes on and so much happens during every single day that the reflective sessions were excellent in giving us a chance to solidify the learning- this was particularly helpful at the end of the day” (Sample delegate).* Initial feedback suggested that the groups worked better when they were less ‘process driven’. Facilitators also reflected on this issue and the way that the groups evolved:

Delegates often commented that it was difficult to set learning objectives prior to receiving the learning as they did not feel as if they had sufficient information to base their future learning on (Facilitator)

In essence the learning objectives grew organically as the week evolved and the facilitated workshops were useful in asking the question ‘what value can you now add to your workplace?’ (Facilitator)

Overall there was a considerable sense of the transformative power of an event like SS to change thinking, behaviour and attitudes:

I believe I learned to discard some of my thinking on my personal objectives which were geared to changing or suppressing my natural behaviours to fit more with the organisation I was in. And in that the course was very reaffirming and helpful (Non-sample delegate)

The inspiration, knowledge and tools gained will greatly benefit the transformation process within the [organisation] and its key partners (Non-sample delegate)

It was very useful – lots of tools and techniques regarding transformation in terms of delivering the massive changes to our service. Also the realisation that on many levels one Wales may well be achievable across public services in certain sectors (Non-sample delegate)

I am more aware of leadership styles and have adopted them. I also came away with renewed energy that has given me a more positive outlook to my role despite the financial challenges facing my service (Non-sample delegate)

[The delegate] is thinking more widely and considering other issues they might not have considered previously or from angles not previously considered (Manager)

2.2.3 Changes in the Workplace

Although on occasion delegates and their managers stated that it was too soon to be implementing their learning and doing things differently, there were many positive examples of changes already occurring in workplaces as a result of learning at SS:

- One participant recently headed a significant change in their organisation and felt they had gone about it in a more thoughtful fashion, because of the learning gained at SS;
- One delegate had implemented new thinking to hopefully achieve a more sustainable solution. So that rather than setting up a typical ‘Discharge Improvement Group’ of two or three managers who would come up with a solution in a ‘closed room’, at the delegate’s behest the organisation are proposing to engage with all manner of different staff, and use patient stories to get a broader range of viewpoints on which to base the solution; and

- Taking a key message from Summer School, one delegate has chosen to challenge their assumptions by spending a day working with a clinician.

The vast majority of respondents – whether delegates or managers – reported a difference in behaviour, attitude and approach since their return to work:

More focused approach to organisational priorities and objectives (Sample delegate)

Greater awareness of the benefits of networking and benchmarking with other public sector organisations (Sample delegate)

The week following Summer School we held a very challenging meeting with trustees and senior staff about change. There was a more confident and refreshed approach to facilitation shown by one attendee (Manager)

Looking at the bigger picture not just their role (Manager)

Even greater enthusiasm for the role and an enhanced ability to make connections between projects (Manager)

Delegates often referred to an increase in confidence or a change in thinking, rather than reporting on specific things they had done differently: *“it is not as tangible as that...it is probably something you do more intuitively” (Sample delegate)*. Others however could point to very practical ways in which SS had had an immediate impact:

Breaking tasks into achievable daily goals and ensuring that I achieve a number of those daily. Ensuring that I am taking less on individually and valuing colleagues' insights and expertise more often (Non-sample delegate)

The most practical change is in my approach to issues rather than looking at ‘problems’ and ‘fixes’ trying to look more positively at what good service looks like and working on helping to design better systems/approaches (Non-sample delegate)

At baseline, delegates and their managers felt SS had equipped them more effectively for the management challenges they face, especially due to the timely nature of the ‘transformational’ theme. SS allowed individuals to reflect on and adapt their style of leadership: *“I am thinking of management in its broadest sense and am no longer single-mindedly focusing only on the demands of my role. It has made me think ‘outside the box’ more” (Non-sample delegate)*. Interestingly, in the interviews, some delegates said they were managing people in a less autocratic way, and so were supporting and empowering others in their teams to take things forward:

I found the personal development exercises particularly useful in identifying my weak spots and I am addressing them - so far successfully. Having identified why I behave in certain ways was a simple exercise but incredibly powerful (Non-sample delegate)

I tend to think more about the impact my decisions have on the wider organisation more than I would otherwise have done. I try to listen more, so as to understand the whole problem and not just what I want to hear. I continue to champion the systems thinking cause at every opportunity (Non-sample delegate)

Many delegates felt more empowered after the week: *“I feel enthused and energised about making changes having returned” (Sample delegate)*; *“comments like ‘don’t be afraid to take risks and don’t be afraid to fail’ were revolutionary to hear” (Sample delegate)*. Not all interviewees reported a

greater sense of empowerment following SS, either because they already felt empowered before attending, or because there were perceived barriers to empowerment.

The majority of delegates had plans to disseminate learning and share their learning within their teams and organisations – both in a formal and, for some, more nuanced way – via meetings and projects:

You need to be subtle about doing this. I will be involved in the next few months in huge changes, and by demonstrating my thinking and development, it will spread the thinking and understanding (Sample delegate)

I have already participated in an organisation-wide development session but believe that greatest change can be achieved by going out to individuals and teams, spending time with them talking, empowering and sharing tools, knowledge and skills to be creative, initiating a change, implementing the change and evaluating it (Sample delegate)

We are proposing to stream the talks in our board room over the next 6-12 months (Sample delegate)

Some delegates also flagged up suggestions that PSMW facilitate a continued learning environment after the week, such as local working groups or an online community such as an email network. Others suggested that streamed content should go up on the PSMW site immediately: *“there’s a relatively small gap between coming back full of enthusiasm and forgetting what’s good about SS – so having the video to share with colleagues as soon as possible is important (Sample delegate).*

3 | RESEARCH FINDINGS – LEVEL 1: IMPACT ON PARTICIPANTS

By the time interviews and questionnaires were completed during the review period, delegates had been back at work for more than six months after SS. Through the responses that follow in this and subsequent chapters it is clear that some of the issues that emerged at baseline are still very relevant, but that a series of new themes had arisen. In effect, during this review period, delegates and their managers offered a more sophisticated and complex picture of the relationship between learning gleaned from SS and the way in which that had been used.

3.1 DIFFERENCE IN BEHAVIOUR, ATTITUDE, APPROACH, MANAGEMENT STYLE

3.1.1 Different way of working and thinking

One of the most common responses when asked about the impact of SS was for participants to report a fundamental change in how they think about and approach their work: *“it was mind blowing in some respects” (Sample delegate)*. This took two different forms. For some, this related back to the way in which their organisation develops and operates, and identifying where different approaches could be beneficial:

For myself it’s made me a lot more aware of how public sector organisations and their management styles work and how we can influence that. So it’s increased opportunities to influence and impacts well on the organisation in terms of how I deliver the policy work. My delivery has improved as a direct result of Summer School (Sample delegate)

Summer School provided a really useful mirror to hold up to the organisation and help to provide a context in which to ask questions about what we are doing, why we are doing it and how we are doing it and try to ask those question of us individually and as an organisation (Sample delegate)

I was much more ‘change is good, the organisation will possibly be better for it’. This is an opportunity to look at people’s roles and develop a new structure that will be better and more capable of delivering the service (Sample delegate)

Other respondents felt much more of a personal response to the stimulus to change that was provided through their exposure to SS. One delegate noted that the outcome was obvious: *“when you come away you’re inspired and thinking outside the box – this means you’ve learnt new theories and approaches” (Sample delegate)*. For others the change was perhaps a little more difficult to determine, but nevertheless was obvious enough to identify:

Before Summer School I was very much a one trick pony and have been accused of asking the same question time and again until I hear an answer I like. I can’t put my finger exactly on whether this occurred during Summer School or whether it came from reflection after but I realised that there were many people like me who were as frustrated as I was and realised that I needed to overcome the obstacles in a different way, perhaps by going through, around or over than through them (Sample delegate)

Personally I’m being much more self-critical of my performance and I’ve got a much greater understanding of how staff are operating. The feedback from the managers that I manage has been good (Sample delegate)

I'm listening and hearing in a different way, as well as recognising there's not one easy answer (Sample delegate)

Getting more than you expect | Case Study

When someone attends any programme the learning they bring back is very personal to them. When he came back from Summer School he commented to me that he had gained more from it than he had anticipated when he went. If someone can say that it says a lot about the experience they've had. And he's not the type of person to say that lightly, it was clearly because he had. As an organisation, that gave us a sense that we would be supportive of colleagues attending events of this nature in the future (Manager)

3.1.2 Personal changes

Building on this sense of challenge, a significant number of respondents identified that a change in their personal approach to their role as managers had occurred in the months after SS. One manager reported that *"she came back much more positive and she keeps talking about the fact that "I've had a SS moment" (Manager)*. The range of impacts identified was broad. For some being more open was the key outcome: *"I am a bit more receptive to new ideas and more open and expect ideas to come from places where I wouldn't previously have expected" (Sample delegate); "I am much more open to ideas, suggestions, looking at development, thinking things more as team (Sample delegate)".* For other respondents, greater understanding of themselves as managers and the team they manage had been a positive change:

I'm listening more actively rather than listening to a person and trying to formulate my answers whilst they are still talking. And sometimes even if you haven't got an answer to what they are telling you it's about really just listening and taking in what they are trying to tell you (Sample delegate)

It was a very positive, self-effacing, self-affirming experience in terms of developing me, developing my understanding of myself and why I do things, who I am and what I am as a manager and how I approach things and that is directly translated back into the workplace. The Summer School was well placed and well timed to change my outlook, my way of looking at things, my understanding and my way of working things so it was quite formative (Sample delegate)

So one of the things that Summer School did was really get my head around how to understand people's behaviour and their different dimensions and from that perspective I was able to apply different approaches and ways of doing things and show a bit more appreciation than I previously had (Sample delegate)

To some degree I've changed where I try not to do the things I'm not good at. I think it's about not being all things to all people. You do the things you are good at and it has to be authentic coming from you to be believable. If you're not authentic you won't do things as successfully. I think I'm doing what I'm good at (Sample delegate)

In addition to this greater self-awareness, being able to approach challenging situations in a more calm, rational and detached manner has proved effective – for individual managers, their managers

and their teams. Whilst some have seen this in transformational terms (see Case Studies overleaf), frequently this was described in slightly more prosaic language:

I am able to detach my personal emotions from the situation and the working environment and so I am able to support other people much better. What I tend to do now if there is an issue or a problem that needs resolving, I tend to be a lot more balanced rather than looking at it from just my point of view (Sample delegate)

My colleagues have fed back to me that I am far less emotional, more detached which is better and that they feel they can engage more and that they are not going to get an emotional response, more of a business response (Sample delegate)

I have probably, or certainly trying to become, much more reflective in my management style to create time to think and analyse really rather than being reactive and again my manager would say that I am calmer in my approach to management generally (Sample delegate)

Transforming leaders into transformational leaders | Case Studies

SS opened your mind to other ideas, you know being a trained [professional] sort of going down a certain route, to be more open to ideas, more options and to think a bit more creatively a bit more openly, rather than the sort of regimented training that you had. I can't pinpoint this to a particular element of SS but I think the whole, broad idea of what Summer School was all about in terms of the whole transformation agenda. I think that in itself is part of what we're looking at at the moment (Sample delegate)

I would not have had the confidence to be so bold and graceful to engender transformation, to try time and time again to engage people who (and others evidence this) were initially hostile (frightened) about the work that I had to do. I have been able to confidently deal with the supposed uncertainties others wished to stop changes with. The rate of success of organisational change has not slowed. Further, and more significantly, some of my colleagues had impugned my leadership talents by distracting others, by beleaguering me with too much other work. That took confidence, energy and commitment (but not blindly) to transcend. It has not made me at all popular in an instantaneous sense but resiliently I am still working on organisational change so much so that that I am really keen to attend summer school again as there is so much more to be done about attitude change and engendering transformation. Without having gone the first time I would not have that viewpoint. The summer school is a fantastic social cognition transformation laboratory in which my authentic and moral behaviour becomes more largely writ (Non-sample delegate)

3.1.3 Leadership and team building skills

Unsurprisingly another major area of impact centred on the way in which respondents have used SS to build their teams and more broadly develop their leadership role. For some enhancing their leadership potential was an easy process: *"overwhelmingly it completely changed my outlook and developed leadership skills and strategic vision that were waiting to come out!" (Non-sample delegate)*. In addition the development of the leadership role was an issue for both now and the future, and in particular an understanding of how teams behave was one of the clearest outcomes:

The biggest realisation that I made [after Summer School] which I sort of knew anyway but it rammed me between the eyes was that before you can change peoples' behaviour in terms of what they do you have to influence the way that they think (Sample delegate)

Looking at how to get the best out of people, engaging people in the mission of the organisation and finding ways of directing people's hearts rather than working bureaucratically (Sample delegate)

In particular I've taken to asking questions in a different way – the key one is 'how can I help you achieve your objective'? I've used this when working with different directors, as well as internal and external partners and is pretty much the question that I ask everyone I meet. One of the interesting consequences is that people open up to you differently and you get a different response from them. It's been a positive change (Sample delegate)

Leaders are charged with making the best of things and I've felt challenged and supported by what happened at Summer School and afterwards to do this (Sample delegate)

In SS I learned a lot about why people hold their attitudes and their responses to change so we thought carefully about team composition, and instead of holding meetings with one agenda we structured them differently to allow people's attitudes whether introvert or extrovert to be safely played out (Sample delegate)

3.1.3.1 Team engagement, empowerment and delegation

In terms of the relationship between delegates and the teams that they manage, SS provided a crucial opportunity to think through management practice. Two issues arose in particular. The first centred on the way delegates communicate with and engage their teams in order to achieve. The following quotations represent how delegates saw this both in terms of process and outcomes:

But one of the big changes has been in improving her communications skills, especially in hearing from the floor. Previous to Summer School she might have been a bit nervous about criticism and feedback from her team and responding effectively – this has changed significantly and she is much better at listening and reconciling a range of different perspectives (Manager)

Also I've made a conscious decision to spend more time with individuals to discuss their perspectives and understanding where they are coming from. I've committed to them more effectively and they've responded very positively to this development (Sample delegate)

That week made me more aware of the need to take people with me – to make sure they are part of the process (Sample delegate)

We engaged with them throughout the process, they were consulted and involved so the fear factor was removed...communication channels have been reopened since the restructure. We've also got a new [manager] who comes from a retail background and is very much focused on customer service and we are trying to deliver that same professional service on a shoe-string (Sample delegate)

I now look at the impact of a decision rather than rushing on with it and engage with people earlier rather than doing most of the work myself beforehand (Sample delegate)

The second issue focused on the degree to which delegates devolve responsibility to their teams and how closely they keep power to themselves. A number of individuals reported that they had changed their approach to managing their teams after recognising that stepping back can be more effective than holding the reins ever tighter:

I'm more reflective about what I'm doing – asking should I be doing this or should I be giving it to someone else? I think my managerial style is more considered (Sample delegate)

I think it has changed in that I am probably better at devolving sharing some things and using the talents of people more effectively. I have used things like the emotional intelligence work that we were introduced to, to reflect on my management style (Sample delegate)

I do feel I empower my team more; I am more trusting of them. I do think they are more capable and they can deal with the sort of meetings and situations that I was taking on myself prior to 6 months ago. I think I have built on the trust that was there already and have taken that up a notch or two. Showing them that I am more open, more relaxed, less stressed, more flexible and diverting more work that they can actually get their teeth into that is motivating and productive for them too. So it has enhanced the working relationship with my team (Sample delegate)

I'm trying to manage the team of [professionals] differently such that we focus much more on the end user. For example, I've stopped taking responsibility for everything and trying to see from other's perspective so that my viewpoint isn't all dominating. The team now takes ownership – this has personally been liberating although on occasions it's been hard to leave things behind (Sample delegate)

In terms of my learning, the key thing that struck me was about 'hurry sickness' – like when you can't stop pressing the lift button knowing that it won't make it come more quickly – and I've tried to be more patient and less controlling (Sample delegate)

Someone showed a clip of Placido Domingo singing and it was incredibly emotional and I was inspired by the conductor who was bringing the orchestra to a pitch and then embraced the crescendo moment by standing back and letting the musicians shine. I think in pictures quite a lot and you reflect that you don't need to manage too closely (Sample delegate)

I now manage my team rather than 'lead from the front' or doing it all myself and wondering why it was not working! (Non-sample delegate)

I think this was quite a fundamental change for me given that I've been in the NHS for 30 years with a 'head down, work hard' attitude. I've tried to give my team more responsibility I think they would say that they've seen a change in my style (Sample delegate)

Resolving conflict more effectively | Case Studies

She found Summer School very useful. She had a particular problem in work which she was finding difficult to handle and we spent a lot of time talking about it and she found the week away with the opportunity to discuss it and think about it and to have a different perspective on it enabled her really to come to a different conclusion about how she handled it. She has dealt with a very difficult situation very successfully which has actually improved the way the department works and giving a more positive outlook to it and we are getting a better outcome from that department. She's managed that in a much crisper and clearer way. If she hadn't attended Summer School, although it's obviously difficult to predict, but my gut feeling is that it could have dragged on and got worse and almost dragged her down. It was really getting to her and so I think it would have been much more negative and it might not have resolved itself in the way that it has done (Manager)

This enabled me to empathise better with a number of members of staff which were proving resistant to change that has led to a much better outcome for me as their manager, and themselves. It helped me focus on the long-term outcomes and goals that we as a team were trying to achieve (Sample delegate)

3.2 INCREASE IN CONFIDENCE, FEELING EMPOWERED

3.2.1 Self-belief

An increase in self-belief and a sense of feeling empowered to make change as managers was another significant impact for almost all delegates at SS 2010: *“it was liberating, empowering” (Sample delegate); “I have got much more confidence in being more proactive in believing I’ve got something to offer in initiating change (Sample delegate)”*; *“I got a lot out of it personally and gave me a lot a confidence to see things through, and move me to the next level – Summer School was tremendously helpful in supporting me thought the hardest year of my professional life” (Sample delegate)*. In addition to these self-reported changes, managers clearly perceived the impact that SS had provided:

This has been an excellent and timely confidence boost. Everything was personal with him when things didn’t go the right way – he can now accept that members have their own views, put that aside and carry on working. Before Summer School he took things very personally, and now he is much more balanced – he was beginning to question his own abilities but no longer (Manager)

[It was] a huge boost to her. It was confirmation of needing to be proactive. She would have liked some kind of follow up – a topping up for herself so that she didn’t fall back into the everyday drudge (Manager)

It’s just I suppose reminded her and given her some confidence that a lot of what she was doing was right anyway...It’s given her that outer confidence because she already knew a lot of it (Manager)

For some this had especial impact, particularly when the individual perceived that they were an awkward fit with their organisation: *I would have continued to feel that my skills were inadequate because I don’t fit the ‘classic’ [organisational] mould and lacked confidence in my method of doing things (Non-sample delegate)*.

3.2.2 Confidence in leading others and doing different things

As well as providing greater self-belief, respondents reported much higher levels of confidence when it comes to leading other after SS. Interestingly more managers than individual delegates identified these changes in behaviour: *“he has improved his confidence in approaching certain types of situations. This is mainly in his interaction with his peers and those who are directly senior to him – I can’t think of anything specifically, but I get the impression that people are more inclined to listen to him more now” (Manager)*. Another manager, who was also a delegate at SS, recognised group effects of having attended SS together with colleagues: *“SS built our expertise up, allowed us to recognise our strengths and weaknesses and gave us confidence in our own ability as managers” (Manager)*. One delegate found considerable reassurance in the fact that SS confirmed that their long-standing approach to management and leadership was valid:

It reassured me that the managerial style that has always been my default position - a very informal, friendly style - IS indeed appropriate and effective, despite what might be thought by others in the organisation I have just left, including the manager who theoretically sponsored my participation on the programme (Non-sample delegate)

One manager identified that due to the input of SS the challenges of integration within the public sector in Wales could now be undertaken with much greater chances of success than previously:

“Going to Summer School opened her eyes and gave her confidence to be able to straddle two organisational cultures and offer her ways on how you bring people together...One of the greatest challenges in moving from working in partnership to being employed across two is about gaining immediate credibility with your new colleagues, especially if you don’t come from the same professional background. Having some space and the confidence from Summer School helped tremendously in this” (Manager).

‘If not me, then who?’ | Case Study

I have (finally) taken a level of responsibility for making change I was always in doubt that I 'deserved'. It's not that I have the answers but I am more comfortable in asking the hard questions and taking the fallout. Having come up through the ranks, as it were, I was never comfortable with a leadership role as I was afraid of being seen as arrogant or pushy - Summer School came at the right time, so my attitude is now 'if not me then who?' (Non-sample delegate)

Furthermore, this general increase in confidence was manifested in delegates who could demonstrate that they had reached outside of their natural comfort zones and undertaken a range of tasks that they may have previously considered to be beyond them:

She's taken on projects which possibly before Summer School she may have not felt confident in dealing with (Manager)

Summer School gave me the licence to do this as well as the confidence to work with those who shared the same management philosophy. It also gave me the confidence to challenge others who might be more closed to new approaches. The way I've done this is to ask the 'how can I help you achieve your objectives' question which is much less threatening and provides them and me with learning and development opportunities (Sample delegate)

She came back with a renewed confidence and a different view of engagements (Manager)

It's given her a renewed confidence with her engagement techniques, particularly around [subject area] because she achieved some very tangible outcomes and the course certainly helped with that (Manager)

I feel more confident when I'm the on-call executive which is greater than before, and greater than I would have expected to have. I don't know that I could attribute all to Summer School – but [...] adding this to some of the softer skills that I picked up means that these are more effective and transformational conversations (Sample delegate)

3.2.3 Evolution not revolution

Respondents were both candid and realistic about the scale of change that was achieved by SS. They reflected both on the magnitude – *“He hasn't changed dramatically but since Summer School he has fully joined the management team bringing in a wider view (Manager) – and pace – I wouldn't say that it was a 'road to Damascus' moment, but it was certainly significant (Sample delegate) – of change:*

There is a subtle difference in her managerial approach, but an effective one (Manager)

It would be difficult to say that there have been any major changes in his character since but he was starting from a high base (Manager)

I am not saying that Summer School changed my life, it didn't but it really gave me the opportunity to take stock on how I went about things and I think help shape how I did things going forward and that was extremely beneficial (Sample delegate)

Whilst my staff would still recognise me, there have been quite subtle changes. It's been an incremental process of learning of recognising the relevance and importance of new ways of thinking (Sample delegate)

It depends where you start from – everyone has their own management style and I know exactly what mine is. What I've always found is that whatever you're subjected to you rarely make radical change but you evolve slightly. You don't suddenly go from being an 'A Person' to being a 'B Person', but you augment the tools that are available to you to use. It is gradual change rather than revolution (Sample delegate)

The changes have been small to moderate – nothing revolutionary – but now her team are much more prepared to come forward to the senior management team with options for improvement (Manager)

The change in me wasn't huge but I have to say that Summer School allowed me to trust myself – I knew that I wanted people to unlearn the way things had worked and perform differently (Sample delegate)

There's nothing from Summer School to suggest that he comes in on a Monday morning and thinks 'right, let's now do it this way', but there are changes being made to the way we operate. It's much more evolutionary rather than revolutionary change (Manager)

3.3 REFLECTING ON PRACTICE

3.3.1 Time away from the day-to-day to reflect

Respondents were agreed that one of the most important functions of SS was to provide time out to think and reflect and to be taken out of their operational roles. This was very warmly welcomed in and of itself – “*you can't underestimate the benefit of that*” (Manager) – but also because it provided delegates with an opportunity to regroup – “*being taken to a dedicated learning environment is an excellent way of recharging the batteries which can have quite a profound effect on people*” (Sample delegate). This chance to “*reflect on my leadership style, and ground my personal behaviours to sustain you for the next period to steel myself for the next period*” (Sample delegate) was extremely valued, as was the sense that time away from the normal run of things would afford time for a more creative set of management approaches to flourish:

I wanted constructive and productive time out for her. She works in a very busy and broad role and like a lot of people she finds it hard to break out of the cycle of business to re-group and gain new skills and ideas (Manager)

You can't be creative when you're busy – you need time to do that – and I thought about that and it's true. I'm at my most creative when I'm relaxed (Sample delegate)

It really gave me the opportunity to take stock on how I went about things and I think help shape how I did things going forward and that was extremely beneficial (Sample delegate)

One delegate reported that there could be very practical outcomes from the time at Lampeter: *“there was a project that several colleagues that attended Summer School worked on around emergency planning and business continuity and they took the time at Summer School as an opportunity to ring fence time to get their thinking together”* (Manager). More broadly though respondents commented that whilst the time away was positive, returning to work offered a series of challenges: *“SS is like a caffeine hit for managers, but one that can only be sustained through regular further cups of coffee. It was also excellent in developing one day after the next – the learning was incremental and very cleverly thought through”* (Sample delegate).

3.3.2 Managing time more effectively

As an outcome of the reflective space that SS afforded delegates, many reported that they had changed the way they managed their time on return to their organisations:

Time management was the big issue before Summer School. It was one of the light bulb moments I had during Summer School. I organise myself much better. My work life balance is better. Just little things like looking in your diary and making sure that 20% of the working week is free to actually think. Not just setting aside a Friday but to actually organise your diary to do it and the obvious point of learning to say no more and focusing and picking meetings where I really do need to be present or delegating more (Sample delegate)

The biggest change is that whilst previously I might have reacted quickly to issues, I’ve left things develop and have found specific links back to sessions helpful in creating a space into which frustrations and difficulties can be placed (Sample delegate)

More than anything I have taken some time to go away and do some reading on process management which has been helpful. Blocking out time to do this in my diary wouldn’t have been the kind of thing I would have done (Sample delegate)

There’s a real difference with the new type of manager who’s able to manage the difficult times we’re in. I’m more like that new manager now. There’s a new attitude to running my daily business. I’m now more realistic about what I can achieve in a day. I no longer write lists as they only lead you further and further into the mire. I find it much easier going home at 6.30pm if I now that I’ve cleared a morning the next day to get on and do. Sessions on personal fault analysis helped me understand why do I think this way and what has been the consequence (Sample delegate)

For some delegates this extended to think about the appropriate balance between work and home: *“I now value my personal time as much as my work time”* (Sample delegate); *“It’s certain that because of Summer School his work-life balance has improved”* (Manager).

3.3.3 Breaking down boundaries between organisations

One aspect of spending time in a collegiate and mutually supportive environment for delegates was that perceived barriers between organisations began to break down and a creative space opened up which they could explore:

One of the key outcomes for us was to provide an opportunity for our colleagues to realise that we can no longer work in isolation and deal with the challenge (Manager)

Now it’s all about looking across a very broad perspective and seeing the community and citizens at the end of the service we provide, rather than being just [sector] focused. The opportunity to see the wider perspective has been good (Sample delegate)

Overall, I hope I'm better at helping work more effectively together ensuring that individual within this organisation and others that they work with can move beyond their silos. I've been able to go past the barriers that might exist to seeing what the goals are across the public sector as a whole (Sample delegate)

I don't believe that I would have had the opportunity to discuss local issues against the bigger canvas of national thinking had I not attended the course. I felt that having time out of a work gave me time to reflect and explore my own thinking and I returned more confident to challenge in a positive way the received thinking (Non-sample delegate)

3.3.3.1 'All in the same boat' – seeing things in common with others

In addition to this, respondents reported that identifying with issues in other organisations and sectors was very effective in removing traditional silo thinking – whether these related to organisational or personal development:

Summer School is about enriching people's experience of being in the public sector and enabling her to see her place in the bigger system. It's also a really good networking opportunity – you rub up with people's whose challenges are the same and you realise that you can take comfort in this fact (Manager)

She came back much more relaxed about her own issues as she realised they weren't peculiar and particular to her. She would have thought 'why does this always happen to me' and she found a diverse range of people saying very similar things (Manager)

One of the most important outcomes was that lots of people came back thinking that they are part of the public sector – this is a crucial change for an organisation who are wholly dependent on effective partnership working (Sample delegate)

I went to Summer School as an NHS person and came away as a public sector person, and you can tell what a transformation that might take (Sample delegate)

The key outcome for me was that I realised that the same fears, anxieties and challenges face us all regardless of whether you're in the NHS, local authorities, the third sector or anywhere else (Sample delegate)

I'm more of a leader than a manager, but what surprised me was the commonality between people in all sectors. What you learn is that there aren't any simple answers, and we're trying to make the most of opportunities (Sample delegate)

3.4 USEFUL SKILLS, TOOLS AND SESSIONS

Overall, respondents were very positive about the opportunities that SS had afforded them to listen to experts and enthusiasts for transformational change: “everything I heard and learnt was interesting” (Sample delegate); “the range and credential of the speakers was amazing” (Sample delegate). The case studies over the following two pages reflect a range of comments made about specific sessions and speakers that respondents felt were important, interesting and of use to them back in their workplaces.

Useful skills, tools and session | Case Studies

Appreciative Inquiry

Some of the analysis tools like lean and approaches like Appreciative Inquiry have been used to build on good work that has been started by the organisation (Manager)

Directly related to Appreciative Inquiry and I have used the techniques in a sort of modest way with some of my colleagues (Sample delegate)

I have used tools and techniques including Appreciative Inquiry in developing customer service. Also action learning as part of the new management and leadership framework (Non-sample delegate)

Time management

One of the sessions I enjoyed was the issue about the philosophy of using time as a resource. It had a different dimension to it rather than being a time management course -using time more effectively. I came back and thought more about what I was doing my time and questioning whether my time was customer focused (Sample delegate)

The time intelligence presentation at Summer School was therefore particularly helpful to me – it has allowed me to prioritise much more effectively (Sample delegate)

I needed to change my approach as a manager and I quickly came to realise that my old approach of effective time management but trying to do everything myself was not going to work – there just aren't enough hours in the day to do it all. The time intelligence presentation at Summer School was therefore particularly helpful to me – it has allowed me to prioritise much more effectively (Sample delegate)

Partnerships and community engagement

The community engagement speaker influenced her and she's used the knowledge locally in building up partnerships more clearly and around common themes (Manager)

I think the lady who did the session was Philippa, she said keep telling people what you do and I've had a lot of that because this is a new role (Sample delegate)

From a leadership point of view, my role has been to engage people with the thinking and some of that was helped by the talk from the session with Philippa (Sample delegate)

I think some of the collaborative working stuff is relevant to what I am doing now in terms of helping to shape the new Directorate General ship of Strategic Planning and Performance (Sample delegate)

This relates back to the session in Summer School to working more effectively on partnerships and professional relationships and how collectively you can work more effectively (Sample delegate)

Otto Scharmer and Theory U

There was a fantastic session with a German gentleman who talked about communicating and he did a session on listening. I think that we [organisation] should do some sort of training on listening – because it's so important in terms of communication (Sample delegate)

I've used the information from Otto Scharmer extensively in almost everything I do. In particular I've taken to asking questions in a different way – the key one is 'how can I help you achieve your objective'? (Sample delegate)

I wanted to learn techniques on transformation – but what I learned (especially through Otto Scharmer) was that what I was doing wasn't too far off the mark (Sample delegate)

I've submitted a number of reports to secure the future role of our organisation in public sector Wales, and previously when I might have been rebuffed I've taken the learning from what Otto Scharmer said. He argued that people's expectations need to be held up, and allow people to work together (Sample delegate)

Useful skills, tools and session | Case Studies (continued)

Lean and other systems thinking

I struggled to keep up with the lean systems guy but all the others I enjoyed and the opportunity to reflect and talk about it in the smaller groups was really helpful (Sample delegate)

So one of the key things that have helped is some of the work in Summer School around looking at systems and flow of patients, that has been really useful (Sample delegate)

I think John Seddon's session was around looking at systems and rethinking them really and finding a better way and that's been really useful (Sample delegate)

I think it was Mike Dulwich at Summer School who spoke to us about waiting times, so I brought in some of that work so really looking at things in a different way (Sample delegate)

I think I said lean thinking was one of things that I was hoping to use. I haven't had the opportunity as yet but I am still determined that I will (Sample delegate)

I also thought there were a number of things, particularly around challenging assumptions about being lean and being the best way to work as well as the motivational psychological stuff (Sample delegate)

I think John Seddon and a couple of others challenged ways of working. So that's been helpful within my role (Sample delegate)

I've not globally taken this back, but my view of how we manage staff has definitely shifted which now will be sustained by the authority. As evidence, I've turned John Seddon's words into a poster on my wall – 'every system is perfectly designed to meet the outcomes it's designed to meet – make sure they are good ones' (Sample delegate)

Other comments

So much of what I got out of Summer School is not like I went on a time management course – it's very factual and tangible – the stuff I got from that week were more subtle and softer skills which makes an evaluation difficult (Sample delegate)

It was weird the way the week worked in terms of, knock you down and depress you in the first couple of days and tell you how bad it's going to be and then the rest of the week trying to build you up and say, within that there are opportunities to change things and make them better. And bizarrely it ended on the Friday on a high. I don't know if that was a deliberate ploy in terms of the organisation who prepared it but it was very cleverly done if it was (Sample delegate)

I have used things like the emotional intelligence work that we were introduced to, to reflect on my management style (Sample delegate)

Neil Wooding's work around creating energy and enthusiasm for change that's become particularly pertinent with a project I am involved with at the moment. I have been able to use that the last couple of months and imagine using that in quite a concentrated way in the next few months (Sample delegate)

I'm hoping to use the video clips with headteachers at a conference – using Richard Reeves' presentation particularly (Sample delegate)

I have cascaded training in Emotional Intelligence and Critical Reflection to other managers (Sample delegate)

The overall ethos of Summer School around active listening has influenced this change, along with the talk from Richard Reeves about WIKI – what I think is – which challenged me to consider the way I manage. (Sample delegate)

I've looked at the way I operate in terms of the immunity to change – Lisa Lahey's session – which I've used myself. Things like the way we talk which can spread messages more positively have been good (Sample delegate)

4 | RESEARCH FINDINGS – LEVELS 2+3: OUTCOMES FOR CITIZENS AND ORGANISATIONAL EFFECTIVENESS

Once respondents had identified SS's impact on them as individuals, answers turned to more operational outcomes of their attendance. This focused on delivering more effective services for citizens and/or ways in which their organisations had developed. The overlap between Levels 2 and 3 (as identified in Appendix I) meant that it is sensible to consider these two issues together here in this chapter.

4.1 BETTER OUTCOMES POST-SUMMER SCHOOL

4.1.1 Producing better managers and leaders

It would be fair to say that without exception all delegates and managers felt that attending SS in 2010 meant that they were better managers and leaders:

We've got a better quality of person as a result of sending him to Summer School (Manager)

Having the opportunity for the review interview has reminded me of the value of Summer School and how much I need to look at it again. It's changed my approach and influenced the way I manage but I'd like to go back to it again (Sample delegate)

If I've got better at my job – which I think I have – then that's good for the organisation (Sample delegate)

I would argue that local citizens would be more aware of a change in language to one of how do we prove that we are doing works (Non-sample delegate)

4.1.1.1 Improved skill set

More specifically, respondents were able to identify a number of features that explained this, variously described as an improvement in their skill set as reflected by comments below:

We've made proposals and whilst some people have taken a defensive attitude, he has understood the rationale behind it. Whilst he may not always have agreed with the proposals he's been good at reflecting back suggestions for improving the service (Manager)

Since Summer School he has taken on the wider brief and presents issues to people and analyses service areas in a way that hadn't been done previously. There has been a service change for the hospital that he manages and for the organisation more broadly – both operationally and strategically (Manager)

Summer School learning played a part in the communications process in going through the restructuring. It was against the context of potentially significant redundancies across the organisation and really it was about the communication aspect with the staff team and the volunteer team throughout that period (Sample delegate)

We are doing more strategic engagement which means less meetings and more productive meetings. It was something we were looking at developing on an ongoing basis but it definitely took a huge leap forward as a result of Summer School (Sample delegate)

Also when talking to staff he's able to be much more persuasive (Manager)

4.1.2 Summer School acted as a catalyst

In two different ways, attending SS catalysed change that was underway or about to be started. Firstly, the learning at SS enhanced the overall impact that was made over the months thereafter:

Now a lot more of our staff are completing our development portfolios to time and our risk critical training compliance assessments are much better. This process started at about the same time as SS – going to Summer School gave me the extra push and confidence (Sample delegate)

The change would have happened had it not been for Summer School, but when we came into conflicting operational situations, Summer School learning really came into play in how I managed these. Overall this allowed for a more participative style (Sample delegate)

I've used some of the models that we heard about, and PACER in particular with different groups. This might have led to the same outcome had I not been to Summer School but the journey taken has been more effective and we've taken the opportunity to work differently in partnership (Sample delegate)

Perhaps more obviously, was the fact that SS helped to speed up extant change management programmes, and stimulate other ideas that were metaphorically gathering dust on shelves:

It's possible that at some stage we might have bitten the bullet and done this ourselves, but what Summer School did was accelerated thinking that this was the direction we needed to go in – we've taken a big bite rather than nibbling at the changes we needed to make (Manager)

He came back from Summer School with renewed energy to support the change programme, and developed and refined his skills especially around prioritising what was important to do. This has had the impact of accelerating the change programme by focusing more on the things that matter. Had he not been to Summer School I think we would be 2-3 months behind where we are now (Manager)

I think if she hadn't have attended Summer School I think we might have achieved some of the things but not necessarily as quickly (Manager)

Using material from Summer School to challenge others | Case Study

Every year we have a trustee retreat, where senior managers and the board go away. This year it was in November and we usually have an external speaker. However this year we asked the two people who'd been to Summer School to present some of their conclusions back to us. They focused in particular on four or five of the key speakers and sessions and it was extremely powerful and persuasive. As a consequence we've launched two strategic areas of work.

The first is a work programme to empower our frontline workers to realise their full potential, and take a more dynamic role in supporting people. We've called the strategy 'person-centred active support' which basically means that we are constantly focusing and re-focusing on an individuals' needs as well as what their outcomes should be.

We've put in place change management schemes in a number of areas and got this working in patches. We are now currently engaging with service teams to embed this into service delivery plans across the whole of Wales and ensure that this new way of working is sustained. This directly came through the inspiration my colleagues had at Summer School (Manager)

4.1.3 Managing change differently

Being able to manage change more effectively was a principal outcome from the learning at SS. This manifested itself in a number of different ways.

4.1.3.1 Utilising change management tools and skills from Summer School

Firstly, respondents identified that they were able to identify a series of tools, attitudes and skills that they had picked up at SS which were proving to be very useful on their return to work:

We are essentially a group of scientists and as such as an organisation if there isn't a sound scientific basis for change then they can be resistant. She has used the skills gathered at Summer School to help soften the view and responses of the team – this has been harder than it might have been given that these are scientists and the burden of proof is quite hard to reach. We've reached a tipping point as small changes can be very hard to achieve – our managers are becoming more pliable and this is a really good thing. This is based on the input from her (Manager)

The integrated management team allows us to have different types of conversation with acute providers about, for example, providing services in the community. Firstly we wouldn't have had those conversations before, and we wouldn't have been able to recognise what significance they had if we'd not been to Summer School. It throws you back and gives you the head room to think about these things – SS helps you realise what you have forgotten, and reminds you to use it again. We can slip back but the advantage of being in a team is that there is always someone there to prompt you (Manager)

Some of the stuff around transformational leadership was a significant help in the restructuring (Sample delegate)

The management of change is now being done differently post Summer School. I'm managing a team that's had to change its working arrangements and the way it does its business. I found Summer School really helpful in discussing ideas about immunity to change and different perspectives (Sample delegate)

4.1.3.2 Providing time and space to manage

Secondly, and building on much of what has come before, in both interviews and questionnaires respondents noted that one of the key outcomes was that after SS delegates were much better able to find time to manage. So for example one manager remarked that “it was about supporting her really in being able to think it wasn't always just all about the fire fighting, it was about achieving change improvements” (Manager). Managers were able to identify behaviours along the lines that delegates were much better able to “leave them to get on with it on their own a little bit more and step away rather than managing them as directly (Manager). From the point of view of delegates, the following quotation summarises the view of many:

I've had to come to terms with what partnership really means. It's about understanding role ambiguity and role conflict. How you measure and feel confident that you have ownership – analysing when you're being defensive about territory and when you can let this go. Summer School helped in making us realise that a creative space needs to open up and once we do that we can allow someone else who is better placed than us to take the reins – it's hard to do but I've learned to, and this has delivered real benefits for me and the service I manage (Sample delegate)

4.1.3.3 Securing and maintaining the consent of others

The final set of identified behaviours centred on delegates' enhanced ability to secure and maintain the consent of others, especially those outside their immediate locus of control. These included citizens and the public, colleagues from within the organisation and other stakeholders from without:

Keeping the public on board and gathering the views of older people when we are planning changes – particularly around provision of care. Some of those skills she has been able to use in that change process (Manager)

Also in the modernisation programme there are a number of changes to provision, for example, re-provision of a day centre into a different vision of day care. She has been very much involved with the forum – going through the changes – taking views of the changes (Manager)

So the Summer School was helpful in that, and in terms of a leadership point of view, it's really engaging with people, a broad spectrum of people, to bring them on board in changing their thinking and that might be from county directors who are going to be implementing these services to staff members, so getting a whole change of mindset (Sample delegate)

The psychological contract between the employee and the organisation has gone, and the discretionary effort that people used to make is gone so we need to be much more subtle in getting people to work more – simply exhorting them to work harder is no longer enough (Sample delegate)

4.1.4 More efficient and productive working

Another of the major benefits derived from SS which has centred on outcomes for service users and citizens has been concerned with a series of issues around more efficient and productive working – either within or between organisations. Again there are a couple of aspects to this as reported.

4.1.4.1 Seeing issues in the appropriate context

Delegates remarked that they felt much more able to place crucial operational and strategic issues in their appropriate context. They identified a number of very positive benefits of this change in management practice:

To look at exactly what is happening in the [type of establishment] and looking at other things including all the services which are needed within the community where as before she would have just looked at what [professional] needs are (Manager)

It was about supporting her really in being able to think it wasn't always just all about the fire fighting, it was about achieving change improvements (Manager)

Making them aware of why the changes are happening and what the new vision is. She's stepped up a gear. There was a tendency to be an advocate for older people and although that's still an element of her role but the tempering of having to engage with them on an agenda that she has to own as part of the department. Recognising that she has a role to inform and show the vision to older people. And that's then of benefit to the organisation (Manager)

One of the major things that we've been looking at is ways in which we can change the performance culture of the organisation and putting much more emphasis on coaching.

Looking at the systems in the organisation and establishing how many of them are relevant to improving services and how many of them are purely about control (Sample delegate)

Placing citizens at the centre | Case Study

I'm very involved in a project and am on the board, especially focusing in work on performance and outcomes. We changed the focus from an [organisation-centric] one towards focusing our efforts on what people want. The customers, citizens, service users and patients have come right to the front of the group's thinking.

Two people who came to Summer School are also part of the board and we've worked together to bring about these changes. We took the strategic document and tried to make this real by relating back to service users – asking them to consider those who will receive it when designing the service – e.g. 'this is Mrs Jones and what are we going to do for here?' Much of this is about renegotiating the professional boundaries, and getting to an understanding that service users are not as worried about who delivers the service as we normally are.

We've tried to take the competition out of the professional relationships and John Seddon's talk was very useful here. We've followed service users through their care journeys and seen the chaos that comes from delivering in silos and we realised that we don't want to have that type of service here. Key stages in this process were:

- Stripping it back to the beginning and removing the political and professional and getting back to the customer; and*
- Trying to get different professionals and managers to see it from the perspective of both the customer and other professionals*

Some of this is now working in practice, although it's at an early stage (Sample delegate)

4.1.4.2 Streamlining, restructuring and prioritising

Building on this and in part a response to the financial pressures that many of the delegates find themselves under, a number of participants identified that SS had given them the skills and abilities to be able to provide more with less, or as one delegate put it: *"citizens have benefited as there has been no reduction in service even with a reduction in staffing levels"* (Non-sample delegate). More specifically there were several answers that provided details about how exactly this had been done:

After Summer School she has been awoken to the changes in the public sector – about doing more with less and streamlining work areas, and coping with reduced resource (Manager)

[She] has embraced project areas which have been really floundering, like you know embracing paperless ways of working and skilling teams up so they can work across teams and support each other and have that flexibility and develop standards in say minute taking, timescales for turning work around and standards of quality (Manager)

There was likely to be a 20% reduction in service. With the Summer School intervention it allowed me to manage the situation more effectively and lead the team through the changes, more efficiently, allowing the team to work smarter (Non-sample delegate)

Another thing we've done is that we've applied lean principles to our client journey and one of my operational managers is progressing that at the moment (Sample delegate)

The team has been significantly more productive, even with the team missing 1.0 WTE during the financial year, have achieved the same output as the previous year with the post filled (Non-sample delegate)

I also think leaner– can it be done, what’s the risk, what’s the cost? I make sure the processes are ok and then let it run rather than have everything approved through me (Sample delegate)

Systems change and positive outcomes | Case Studies

I think the aims we had for her have been fulfilled completely. She came back very inspired by the knowledge that there were different ways to reach the same ends. One of the first things she initiated was a new way to work regarding [professional] referrals on acute medical wards. She devised a common assessment framework for [professionals] with her counterpart in the physiotherapy service and has created capacity within the establishment, which has been very favourably received at senior levels in the organisation. Her whole approach to this was proactive and forward thinking. The change has helped with patient flow and delayed transfer of care problems within a whole systems organisational context. Not everyone would understand how to do that. There were challenges in bringing staff along with the change as some professionals were afraid that it were making a specialist role more generic. In fact what has happened is that it has emphasised the specialism differences at the back end of the service, but recognised that there are generalist ways of making assessments at the beginning. It hasn’t watered down specific professional roles, but enhanced the overall service to patients by reducing duplication. The service is in the process of analysing the impact in terms of capacity but this is challenging to do as multi faceted systems are complex in nature. One of the things that we’ve been wanting to deal with is the perception that [professionals] hold up processes by delays in assessment and intervention. As a follow on from the creating capacity work the service is looking is investigating what a therapy-led care system for some patients might look like. What summer school has given her, along with her inherent understanding that you have to be prepared to pay attention to the detail if you want to succeed, is the confidence to try new things, learn the lessons and then move on.

It’s hard to determine how far this is down to Summer School. She is highly motivated and her performance was excellent before. However what Summer School did was to consolidate her knowledge and skills and allow her to go further. She came back and said to me in supervision “I’ve spoken to people across the length and breadth of Wales and I realise I can now have greater influence and can make a greater contribution”. One downside for me is that she is now moving into a strategic role elsewhere – which is a loss for our service although a very positive thing for the profession. She might not have got that job without the inspiration she had from Summer School – she’s moved from her current post because she thinks she can make a bigger difference in her new job, which was one of the most important messages from Summer School (Manager)

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After Summer School it was reinforced that there were opportunities to be gleaned from systems change. So we’ve focused on running systems differently and measuring outcomes not process. This has focused on governance. For example, we had some problems on a ward. So we looked at other incident reporting on the ward which was low which was something we should have flagged, as well as a couple of claims that emerged from the ward. Had we put this data together we would have seen the issue earlier – and this is what we’re doing now. This is a real change after Summer School. The implication of this is that staff in the team have now felt that they’re contributing towards outcomes, rather than just contributing towards process. This has been significant. The philosophy driving this has been to identify the problem and to share a sense that this is real, between managers and clinicians for example (Sample delegate)

In addition to being able to work in a more streamlined, efficient and productive way, delegates suggested that post-SS they were much better able to prioritise work effectively:

What's happened since then is that we've focused much more closely on what's absolutely essential and completed projects and tasks much more quickly (Manager)

My time and that of my team has been more efficiently targeted. This has relied on me taking time out each day to reflect, and plan in advance. The work is now more proactive rather than reactive (Non-sample delegate)

Changed approaches to optimise staff outputs | Case Studies

We're now much more flexible in our working arrangements having explored at Summer School the different way to optimise different people. So we're moving now to a situation whereby there's full access for people to work at home to maximise their potential. Also for things like return to work interviews, we've changed completely our approach. So for example, there was one member of staff who was so anxious about their return to work interview that their illness recurred and they were off for work for longer. We've now said to them to work from home until they're comfortable returning to the office environment. They've now come back to much greater effect (Sample delegate)

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Traditionally in [our organisation] we've been 'command and control' led and we're trying to be more customer led – both internal and external. So now in our department we're trying to be more customer focused allowing people trying to achieve their potential. So we now have OD managers going out to stations to go and meet people on shift and do better to understand what people's potential is, as well as what their development needs are. Also we've got lots of part-time firefighters and we were scratching our heads as to why people weren't turning up for courses at headquarters – so we've changed the shift patterns for our training staff so that they work evenings and delivers sessions much closer to staff on stations. In addition we've changed the way that the training programmes work. Now the programme is much more structured and clearer for both the customer and the trainer so that both are clearer about the development programme (Sample delegate)

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One of my new roles when attending summer school was to manage a team of members support officers. A staffing review was imminent and salaries were reducing under single status. I had not previously managed the team or their functions and was concerned about building relationships with the team whilst their jobs and futures were under review and their pay was going down. As a result of summer school I learnt that it is OK to stand back, give people the distance they need and manage from further away, giving them space and time to develop and hence empower them and enable them to see and shape the future for themselves, the service and the customers. The review has not been without pain for some but overall it has achieved a much better future for the service (and hopefully all members of the team). Summer school helped me stand back and understand the art of difficult conversations where needed (Non-sample delegate)

4.2 DIFFICULTY IN SEEING DIRECT LINKS FROM SUMMER SCHOOL TO WORKPLACE

Despite all of the very positive reported outcomes as above a significant minority of delegates identified less direct links between what was learned at SS and their professional practice thereafter. This had several facets but all were united by the fact that whilst they recognised

general improvements had been made, nothing specific came to mind when questioned about impacts and outcomes from the experience:

That's really difficult to say because the changes in behaviour are so subtle. I know I'm better for attending but can't pinpoint individual actions to it (Sample delegate)

This is difficult to answer, due to other influences. Following Summer School, it was not business as usual but the benefit was more subtle rather than being illustrated by one example (Non-sample delegate)

It has been successful in those terms but it would be very difficult to pinpoint specific changes in style or outcome for the organisation. But there has been a general development of him as a manager (Manager)

There are many things that he has been engaged in that he would have influenced the design and outcome of but it's difficult to link these directly back to [him] attending (Manager)

Has Summer School changed me from a Ford Focus to a Ferrari? Not sure. I'm genuinely not conscious of a fundamental change, but I've modified things. Aspects of my character might have changed, on a number of fronts, but I'm just not able to identify exactly what those are (Sample delegate)

So I can't give you things like we've improved that by 10% because it wasn't that kind of week, it was more about really challenging people's personal values, the way they think and behave (Sample delegate)

I was very interested on the whole but it's very difficult to draw connections back. I don't see it as an applied set of methodologies or toolkit to be deployed – it's much more subliminal and is an experiential process (Sample delegate)

I'm struggling to think of a particular outcome that changed because of my participation in the summer school. What I can say, however, is that it comprised a very timely major boost to my morale which gave me the confidence to make a very positive start in the new role that I commenced the day after completing the programme (Non-sample delegate)

People come back with a buzz, and are really thought provoking immediately. For others the benefit is more a bit less tangible and the impact might come out over a longer period of time. Different sustainability plans will be needed for different types of learners (Manager)

There was a general sense that SS had achieved an instant impact for a number of people, but some respondents remarked that this really was the outcome: *"It immediately stimulated thinking around issues rather than direct impacts" (Sample delegate); "It's as much about being inspired as it is about the specific and direct links back from learning to practice" (Sample delegate)*. An improved strategic approach was identified by those who struggled to see direct impacts, along with better networks and using certain techniques:

I'm not sure we get a directly measurable improvement but the broader strategic thinking with which managers return means that we have a better evidence-base for decision-making, and end up taking many fewer risks (Manager)

I think attending Summer School has helped but it's difficult to attribute it to Summer School. I think it's often the networks that are developed when you attend this sort of event that are helpful (Manager)

I would say it's difficult to know how much of the change that has been seen is attributable to what he picked up at Summer School. Some of the analysis tools like lean and approaches like Appreciative Inquiry have been used to build on good work that has been started by the organisation. Those wouldn't have been used prior to SS (Manager)

Given these difficulties, respondents were asked to offer suggestions for how the impact should be measured if not through direct links and differences made. This proved a tough ask:

I don't have any real alternative for how you would measure the impact other than expecting managers to be actively delivering transformational change. My role requires me to do so but could I say that this is due to Summer School – probably not. Is some of it due to Summer School? Possibly, but I can't be more certain than that (Sample delegate)

It's made me different and I suppose I've been struggling for half an hour to give you positive measurable outcomes. I know what they are in me but it's difficult to give positive outcomes you can measure (Sample delegate)

5 | RESEARCH FINDINGS: – LEVEL 4: SUSTAINABILITY AND SPREAD OF IMPACTS

Data collected against Level 4 identified both the ways in which the learning from SS had been spread within and without organisations, and the manner through which benefits described and realised in Levels 2 and 3 might be sustained.

5.1 SHARING AND BUILDING ON THE LEARNING

Key to this process was the proposed mechanisms for sharing and building on the learning from the event. At baseline few of the sample delegates had actioned specific proposals for disseminating knowledge, but by the review period many more had made such plans and spread information, especially within their own organisation.

5.1.1 Dissemination within organisation

There were a host of general comments made about the way in which messages were shared within organisations after SS. The following list is representative of a great many similar others:

It went across the whole Senior Management Team and trustees at an event. In addition one of the trustees has become intimately involved in engaging with frontline staff on a project to better understand the culture of our workforce. The overall aim of that piece of work is to empower them to realise their potential (Manager)

One of the deals about sending him was that he would send messages out. He produced a paper for the change board which went through the key learning points after Summer School. He has also posted papers on our hub. He will make reference to things in conversation but we haven't had a structured discussion about Summer School. Whilst there haven't been explicit discussion more implicitly we've sifted, and integrated key things that he has suggested (Manager)

It was a piece of learning that I had that I shared it with her – she also viewed materials on PSMW's website, and she's gone away and done her own research and she has applied that and is mapping the client journey through the service – she's already made some changes to the way it works to avoid duplication. So although I haven't done that piece of work but I've passed it on to someone else (Sample delegate)

She's given me feedback on communicating and consulting in different ways with the public which came from sessions at Summer School. She found this really stimulating and I appreciate that we are quite far behind in engaging people – so this input has been excellent. I asked her to provide feedback to the Senior Management Team on the tangible things that we should follow up on – this was very thorough and has been thought provoking for colleagues (Manager)

Through her learning, being able to explain what it is and the areas of development as such she is passing on to them, and coaching her team in doing it for themselves rather than her having done things for them or alongside them previously (Manager)

A more structured approach was taken by a number of organisations. This might have involved using the knowledge in a detailed and systematic way to ensure maximum benefit could be gained – “she was one of two members of staff that had attended the Summer School so we developed quite a sophisticated sort of training matrix” (Manager) – or more commonly was centred on

sharing key messages within existing team meetings: “we’ve had team sessions on it and I’ve made the videos and slides available to the team so we’ve had discussions on it” (Sample delegate). The following comments are typical of the more structured and formalised activities undertaken:

I think as well because there were two of us that went to Summer School we’ve been able to bounce things off one another. We did a reflective session about two weeks after Summer School but then we also spoke about what we can do about our other two senior staff who didn’t attend (Sample delegate)

So we’ve considered this and we’ve started with an action learning set for senior people within the organisation to develop their own coaching skills with a view to cascading those skills and approach to our team managers who form the spine of the organisation and line manage the vast majority support workers. It’s a sustainable change that will challenge peoples’ views on delegation – and it’s all part of the coaching environment that we are determined to develop (Sample delegate)

I went through some of the presentations with my direct reports and pointed them to where they could download streamed sessions (Sample delegate)

I briefed our senior management team about appreciative enquiry so that’s 30-35 people and I’ve done a session with a team of people looking at exhibitions, so about 12 people and my own team so that’s about 20 people, all the educational officers (Sample delegate)

From an organisational perspective I’ve seen how enthusiastic people were about influencing change when we got back from Summer School. For example, our Head of Speech and Language Therapies has put on training sessions and seminars for staff within her department, which have replicated the sessions at Summer School (Sample delegate)

She has arranged a number of formal sessions on AI, and provided seminars for staff. More informally she has shared information and learning with other colleagues (Manager)

Sharing the learning with others has been a bit like ‘paying it forward’. I’ve contributed information to a network we set up after Summer School and people also make contributions so that way you’re receiving rich information. Because you get a benefit from this you want to go and do more of it, and that means that you operate better and understand your environment better (Sample delegate)

This approach has by no means by universal. A considerable number of respondents identified that dissemination has been much less formal than described above, typically being undertaken through informal conversations with managers, peers and other colleagues as opportunities presented themselves so to do:

She hasn’t formally done that I don’t think in terms of standing up and putting on lectures but she has talked to many people about it, spread ideas and we have various committees here looking at work force planning and new role design and she’s spread the word there – (a) about the school and (b) about some of the follow on, the interactive lectures that have been set up with PSMW so there’s been quite wide spread information about it from her (Manager)

I try and maintain and live the philosophy so that the learning is spread through me and my actions. I haven’t formally sat down with colleagues, but have met up with others from [the organisation] who went to Summer School. There isn’t for me a real desire to go to the reflection sessions reminiscing about what we’ve learned. I’m one for learning by

demonstrating, and if the opportunity arose I'd be very happy to speak about the changes we've made (Sample delegate)

I've directed lots of people to the PSMW website and the videos there because this is a good resource and people can find an hour to watch and learn (Sample delegate)

We've had informal sessions with the team sharing the learning from Summer School and I'm using the learning pretty much every day (Sample delegate)

From my point of view I've had conversations with all but one of the people that I line manage and on occasion we've used the resources available on the PSMW website (Sample delegate)

Spreading tools and messages within organisations | Case Studies

Specifically she came fired up by the approach of Appreciative Inquiry and she has brought the approach into extant groups within our organisation. This has given her a tool to demonstrate to the organisation that there are alternative ways of doing things. One of her colleagues was worrying about the nature of our evaluation and the fact that she brought this back to us was perfect timing. We are now using it and she has disseminated across the organisation (Manager)

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From a wider perspective, some of the speakers were very impressive and very eminent in terms of their profiles so one of the things I did do was to have a think about some of the messages that came over at SS. There was one particular lecture, and I got in touch with [name] following SS and arranged for her to come to our [organisational] development day and share some of the wider perspectives that she had in terms of her experiences of working in the public sector (Sample delegate)

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By actively talking about it and using it and reflecting with others how I am using the knowledge and skills gained. I do not preach Summer School but I do refer to it very frequently. I am sure that this has promoted transformation in some individuals who would not otherwise have transformed. some of these individuals manage me or have influence over me in terms of them trying to get me to do things (Non-sample delegate)

No comment was offered as to which approach represented the more effective methodology other than by those who recognised a number of barriers inherent in being able to share the learning as they would have wished. For the following reasons, certain individuals reported that it had been rather difficult to share learning:

We wanted to share the learning within the organisation but it has been difficult – we've just run out of time. And anyway there's no real substitute for experiencing Summer School live – learning second-hand just isn't the same thing (Manager)

I haven't disseminated the learning in a formal way because I discovered that if we kept on mentioning it peoples eyebrows raised and it was 'oh not that stuff again' so we made a pact that actually we wouldn't mention it but we talked about the things that came out of it. One of the key things we agreed was that we'd develop our managers' coaching skills which linked into the debate about listening and enthusing people. We realised that a lot of our managers manage but don't lead and that will have to change – and from the top (Sample delegate)

She and another colleague came back enthused because it was pertinent to the work going on in the department. They wanted to share some of the presentations – the seminar type work – with the wider management group but they have failed to do that so far (Manager)

We tried to create an alumni and out of this came the idea about sharing learning and running the seminars again. That fizzled out so perhaps we should have kept a closer eye (Sample delegate)

I have every intention with another colleague who attended to use the presentation from Summer School to inspire our colleagues but that hadn't been done yet. But the intention is still there. But I have disseminated informally – things such as lean management has been shared and discussed (Sample delegate)

On my return I forwarded my learning outcomes and expressed that senior management should attend any future Summer Schools or Expos. We have driven this from a small department and really need a more formal structure of identifying personnel for such development opportunities (Non-sample delegate)

5.1.2 Dissemination outside organisation

As would be expected delegates found it much easier to disseminate learning within their own organisations rather than spreading messages outside. That said, two key features of those who had shared outcomes from SS were identified. The first was that relationships and understanding between organisations and individuals had improved:

So that's a big responsibility for us and I think we are winning people around to that – there seems to be more maturity around the table when we talk – more of a partnership approach – we're in the same boat together and the sea is getting choppy (Sample delegate)

We've got good relationships with key stakeholders and to a degree some of those are dependent on personal relationships but any competent CEO would be able to come in now and run with where we are – plug and play if you like (Sample delegate)

There's generally more acceptance now from partner organisations about the difficult position that WAG is in. So a lot of the difficult decisions that you might expect to result in complaints don't and that's because of the relationships that have been developed with key people in partner organisations, raising understanding on both sides and seeing things from one another's perspectives, communicating more effectively (Sample delegate)

The second is a much more pragmatic and measurable change in the way the day job is being carried out. Many of the delegates are dependent on relationships and partnerships to be able to undertake their roles effectively and post-SS are seeing opportunities to deliver differently:

So it's increased opportunities to influence and impacts well on the organisation in terms of how I deliver the policy work (Sample delegate)

I'm part of the group that is giving advice and recommendations to the membership organisations about how that need to be developed and changes that need to be made in order to improve the client experience. Perhaps that's not something that I would have got involved in before (Sample delegate)

There was a lot about social capital, engagement and helping communities to come together to help themselves. When we came back we used this to develop thinking on out of hospital

care. We had a common language that allowed us to have transformational conversations, so that we have allowed change to be built from the community up (Sample delegate)

I'm hoping to use the video clips with headteachers at a conference – using Richard Reeves' presentation particularly (Sample delegate)

5.1.3 Maintaining personal/organisational development and learning

One of the other major outcomes from sharing SS messages has been to maintain the enthusiasm for both personal and organisational development and learning. Again, there are a number of forms this has taken. Firstly, the fact that the skills, knowledge and techniques are being used on a frequent basis provided some respondents with sure ground for feeling they would be sustained:

Personally, I thought the Summer School was great and I have certainly being using the stuff that I learnt and because I have been doing so frequently, using it in on daily, weekly basis it is sustainable (Sample delegate)

I do feel that in a new role I would continue to disseminate the learning from Summer School because it's been quite useful to me. It's made a difference in the way I work (Sample delegate)

I still sometimes go back to my book, which I keep on my desk within easy reach, my reflections on the day to see what I wrote down I was going to do and the answer is yes, the majority I have (Sample delegate)

I still have the stickers on my PC to remind myself of things that are important and in times of stress I sit and look at them and take a deep breath and refocus myself everyday and that was something that I would never have done before (Sample delegate)

Further, a firm personal commitment to continuing the learning journey and instigate a culture of continuous improvement and development was reported by some:

I've taken myself out and made time for things in order to ensure that I keep up the learning which has proved to be quite inspiring (Sample delegate)

From my point of view they are perfectly sustainable. They now govern the way that I approach the job and the way I approach managing people. I have got a better set of skills and understanding on how to manage and how to deal with people and if nothing else it sets you up in the right frame of mind which it has certainly done for me and I am not going to forget that (Sample delegate)

Whilst I went to Summer School with an open mind I also went with high expectations of myself and I made sure I was going to maximise the opportunity. This is because I care – about the service we provide, the staff we have, and the people we serve. That's why I got so much out of it, and that's why I'm certain that the changes will be sustained (Sample delegate)

That said, challenges to maintaining and sustaining the learning were identified. The fact that changes made sustainable “depending on what the future throws” (Sample delegate) indicated a candid assessment of the reality check of the day-to-day:

The learning has been sustainable in part. The reality of the work place with cannons being fired all over the place you do a bit of fire fighting – but I keep in the back of my mind – Why are we doing it? Am I adding value? Is it a good use of my time? And make sure we don't fall

into the transactional stuff rather than the transformational. So it is sustainable but you have to tinge that with reality (Sample delegate)

It's hard to sustain the learning given that gap after Summer School and now but we've been on a PSMW two-day intensive management course – as part of this we've been asked to respond within 60 days to the progress that we've made. Something like this for Summer School would be good, and allow people to derive full benefit. Implementation back in the authority is the key and this approach would help to build on the learning (Sample delegate)

5.2 OPTIMISING AND SPREADING THE BENEFITS FROM SUMMER SCHOOL

A significant number of respondents offered views on how the benefits that were clearly derived from SS might be optimised to ensure that the maximum number of people got as much out of the event as possible.

5.2.1 Ensuring the right people attend

In the first instance participants reported that only when the right people were in attendance would the optimum outcome be achieved. Opinion varied on exactly who this group should be constituted of:

In my view this type of event is better suited to our middle managers, because senior managers have already been exposed to the networking opportunities that come from speaking to people outside the organisation. There's three levels of manager if you like here – senior, middle and supervisory, but I think the greatest benefit would be gained in sending middle managers from our organisation (Manager)

Having key managers in key roles attending the event and the networking opportunities that presented is a clear advantage to the individuals and the organisation (Manager)

I've advocated to others the merit of Summer School and given them an insight into what happened. But PSMW and WAG needs to more forceful with higher strategic levels to attend – this would go some significant way to help deliver more effective outcome for 'Public Service Wales' (Sample delegate)

This facility should never stop, it will pay dividends in the long term for Welsh public services and I strongly believe senior managers/CEOs etc should make every effort to attend (Non-sample delegate)

A lot of what was delivered at Summer School would have greater impact if it was delivered to those at the higher echelons of the service. I sat through sessions thinking 'this is great' but I often thought 'you're speaking to the wrong person' (Sample delegate)

The application of the learning will be different depending on where you operate within the organisation. If I was involved in selecting delegates from our organisation, I would like to know a great deal about the purpose and aim of Summer School so that we could match up the jobs and personalities – so that rather than Summer School adding a few appendices to your learning journal, it might mean you have new journals at your disposal (Sample delegate)

As well as the relative seniority of delegates, respondents issued forth on the right number of people to send to SS. Again there was considerable variation, but almost universal agreement that sending enough people to have critical mass and act as “guerrillas for change” (Sample delegate) when they return to the organisation is crucial:

I think if there is only one person attending the learning can be quite limited. I'd encourage organisations to send more than one person (Manager)

As a result of the outcomes we've achieved we'll be sending four members of staff this year (Manager)

Plus the fact there were only two of them attending and there are a lot of managers in the department so it's even more difficult to keep it going because it's not a shared experience (Manager)

I know that there were lots of big organisations there who had got plenty of staff to cover and even organisations that had sent a couple of staff there. In a smaller organisation that's really difficult to do and if you've only got one Chief Officer or a small management team it's really hard to find that week. The smaller organisations really need to be encouraged and supported to send representatives, however you can do that, because there is such a lot to get out of it, but quite how you sell that value to the organisations in the long term? (Sample delegate)

There were only two of us from the authority which causes its own issues because there's no great momentum to change (Sample delegate)

In addition it was noted that it is not only the numbers of people that go to SS but the type of person to go with that is important. Views were positively expressed by those delegates who had gone to SS with their manager: *"it must be frustrating if you haven't gone to Summer School with your line manager like I did because you might not be able to make a range of the changes you'd like to" (Sample delegate); "One thing that's important is to optimise the impact that Summer School can have on organisations. One way to do this would be to send three managers from same team – one senior, one middle and one junior manager. This would give a multiplier effect to the changes, and optimise the impact" (Sample delegate).*

5.2.2 Benefits of achieving critical mass

Overall, it was felt that the benefits of achieving critical mass for the effective sustainability and spread of learning outcomes were self-evident. Primarily this centred on improved communications and working relationships within and between organisations:

Because we'd all been together at Summer School we improved our relationships and our bond – we spoke about things that we wouldn't have done 9-5. Different sessions were attractive to different individuals and collectively we covered everything pretty much that Summer School had to offer (Manager)

One of the managers attended at the same time as her and they needed to work together quite closely on a few things. They between them have both really seemed to grow as a result of it (Manager)

She and another colleague came back enthused because it was pertinent to the work going on in the department (Manager)

As an organisation a group of us went to Summer School and we've brought back a lot of the learning from the event and we still get together and look at how we can shape things this end in line with the things we learnt (Manager)

The biggest impact has been in the networks we have locally. A lot of people went from the region here and when in meetings we give each other time and space to think in the meetings that we hold. This represents quite a difference and rather than people be blinkered in their

thinking we're much more open with one another and not constantly vying to be the expert (Sample delegate)

Having attended Summer School myself I am more receptive to ideas from colleagues who also attended and I think they find this easier (Sample delegate)

We've had a culture change initiative and this is hard to do across the organisation. Because there were a group of [a number of] people spread across the organisation who went to Summer School, we can all now act as advocates for cultural change. We've met to reflect back on the learning that we garnered and how we could follow through for the organisation as a whole and cascade the learning (Sample delegate)

Some of the other people that went to Summer School have now moved into his team and this has created some momentum around change management. They use a common language to make change happen – this means that when they are discussing how to make decisions and provide services in a different way they all understand the terminology and share a philosophy and approach (Manager)

Whilst the comments above are uniformly positive, a small number of responses seemed to reflect a sense of a lost opportunity despite a good number of people attending. In the quotations below, respondents lament that fact that better recording of sessions and learning materials would have been useful:

Going to SS as a team has been hugely beneficial, but if I was to send another team on subsequent years I would be much clearer and focused in ensuring they provide me with evidence on the benefits (Sample delegate)

I wish we'd written it down, as it's easy to forget (Manager)

We're still a new team but we've been able to reflect on transformational conversations, managing your time well and other things. We had a session to reflect back and cement the learning, but I do think we should have written everything down (Manager)

It is a moot point as to whether delegates who are the sole representative of organisations are more conscientious in keeping records because they cannot rely on anyone else to do this, but it is perhaps worth reflecting upon.

5.2.3 Maintaining networks

The final mechanism through which respondents were able to optimise and sustain the learning from SS was through maintaining their own networks of other delegates. As above there were a series of general comments as to the effectiveness of such networks:

We were put into learning groups on the first day and we shared experiences and reflected at the end of the day – that network group – we still keep in touch. I keep those contacts going (Sample delegate)

And she's got good network contacts who she's been keeping in touch with to discuss ideas and to clarify things in her own mind and to get ideas from other people (Manager)

I'm still feeling the same as I did when I returned. The reason for this is that I've talked to people that have been before and have remained in touch with ones that I met there which has maintained my enthusiasm for what we learned. Going to the global classroom has been very positive in terms of keeping the learning going (Sample delegate)

I think it's often the networks that are developed when you attend this sort of event that are helpful. He is using those networks differently (Manager)

In addition to these, geographically focused groupings emerged. These have proved to be good networks for action as well as sharing:

We've maintained contacts across in the neighbouring health boards. I know she continued links with some web-based learning and networks (Manager)

She's kept in touch with the local colleagues from Summer School (Manager)

Also there's a small group of people who all went to Summer School within the region who've met as a network. We've got together twice and shared experiences and learning (Sample delegate)

Once you've learned things you don't forget. I've met up with colleagues who attended Summer School from this organisation, and regionally. We met as a group – which was organised by a colleague from the [organisation] – and shared learning. They've been positive and as a group we're looking at lean thinking across authorities, sharing methodologies and looking at how we might use them here (Sample delegate)

I came away from the Summer School with some useful contacts which I have followed up on. This led to some interesting partnership working; in particular with the health board (Sample delegate)

Whilst the balance of opinion was very much in favour of such networks, there were two dissenting voices. One delegate remarked on the inherent difficulty that *"keeping the momentum with others after Summer School is hard"* (Sample delegate) and another commented on the fact that outside of the hub of urban Wales maintaining such networks is a much bigger ask:

It's a very good experience to go learn, meet and share. However if you are more city – and Cardiff-centric – the networks can work very effectively. This is much harder when you are out in rural areas – it's been much more difficult for her working where she does (Manager)

6 | RESEARCH FINDINGS: – LEVEL 5: RETURN ON INVESTMENT

6.1 FINANCIAL IMPACTS

Given the theme of SS 2010 and the current financial climate it is unsurprising that there were a number of comments made concerning the need to make savings in budgets. There were both negative and positive views expressed here. On the more negative side respondents identified that there exists an increasing imperative on them to make financial savings, potentially at the expense of the service they manage:

Because of the nature of the needs of some of the service users we have staff that stay in their houses overnight so if that person gets up in the night or is disturbed or distressed there's someone on hand to support them, which is very expensive. One of the things we are looking at is that we stop doing that and we put a camera on the landing instead and we have two or three people at a central point, who if they see someone coming out of a bedroom looking distressed they send someone to support them. Now that sort of things scares a lot of people – it scares me as well – because if they were to fall down the stairs we have to explain what we did and why we did it. Prior to the week at Summer School I would have probably categorically said 'no', but after Summer School realising the extent and nature of what we are facing they are the kind of discussions we'll have to have (Sample delegate)

Originally when we discussed assistive technology it was in the vein of making services better but now it's in the vein of 'how can we do it cheaper?' which changes the philosophy of the debate. That's just one of the things that's being discussed as a way of reducing costs (Sample delegate)

We are always looking to improve but now that's playing second fiddle to 'how do we do things cheaper' and that doesn't always mean we do things better unfortunately. But there's no point in resisting it – that's what's coming (Sample delegate)

Others were able to identify a more positive narrative for service changes and financial savings:

I offered a different financial solution which still allows for a 10% saving to be found and use the money to provide staff and resources which are more focussed on delivering a quality service (Sample delegate)

There have been some financial impacts resulting from the networking as we have been able to follow up on contacts, giving us more opportunities. These contacts have got to give us better financial stability (Sample delegate)

Trying to deliver this [exercise] prior to Lampeter in my previous style would have been frustrating – since I've been to Summer School I'm much more tactful and have conversations in a more informal style. This has realised efficiencies and savings across different agencies when they've come to acknowledge that we can actually work together differently. This has happened even though people are losing their jobs. There are financial implications and savings of this change, but we've not analysed them (Sample delegate)

I could say the people I manage are operating more effectively and that I've managed a contraction of the service perhaps more effectively than I would have done otherwise (Sample delegate)

Financial and other resource benefits of learning at Summer School | Case Studies

We've won a significant tender which means for the first time we'll be operating across two counties. It's a new area of work for us – financial services advice, it's a contract from the financial services agency through an intermediary. It's the first time we've ever gone up against commercial bidders for a tender opportunity like this. It'll mean additional staff. We couldn't have put the bid together as we had done if I hadn't managed to work the relationships with the partner organisations – it's about presentation of the organisation – it also meant picking up and dealing with a lot of organisations that we hadn't dealt with before and getting people to trust us. So that relationship side isn't necessarily different but is enhanced. And that then lead to the success of the tender. From feedback that we had on the tender I know that we had connected with far more organisations and had got commitment from more organisations than any other bidders and that made a difference. It also means it's going to be us delivering that new money guidance service and the benefit that will make to clients is that it'll be delivered in a holistic service that can add value (Sample delegate)

We won a bid to provide a [service]. The SS learning helped me in the process. In the bid we did some things differently, and much was impacted on by SS. In SS I learned a lot about why people hold their attitudes and their responses to change so we thought carefully about team composition, and instead of holding meetings with one agenda we structured them differently to allow people's attitudes (introvert, extrovert) to be safely played out.

The approach was different to what we would have done prior to SS. The learning was helpful in helping to manage the various frictions and contrasting cultures. The different geographical tensions emerged – one county had a good working model but instead of imposing this we subtly managed the change, which allowed for regional variations. It's quite exciting for new recruits to the scheme, in being able to offer a real alternative to the standard model of care. One of the sessions at SS (Otto Scharmer) was very profound in helping us to think through this process – we realised that allowing a space for people to contribute was essential. Providing [this service] is great. People who are nervous about [it] have been reassured by the way we've run things and a number of people have made donations and written letters of support about the service (Sample delegate)

Not all respondents were able to identify directly realised benefits, but were optimistic about the potential for savings into the future:

I have been far more productive in looking at ways to actually fund or find ways of funding and also looking around and seeing where savings can be made and generally being more physically involved rather than saying, it's not my problem (Sample delegate)

[We] have put in a partnership bid to the [funder] and I used some of those skills I've learned in that process because I very much led on one aspect of the bid in terms of design. Keeping people on board instead of competing against one another I think was particularly successful. It's a [programme] which could bring £1 million to the county (Sample delegate)

If we can now celebrate the fact that we have a better service with less, we have to recognise that we had a poorer service when we had more money. I've used demonstration to convince others, and been firm on occasions. I've also suggested that organisation reputation will be damaged if change is not made. I've also had others doing my bidding which is something new. We've invited people to leave a better legacy if they are planning to leave (Sample delegate)

Improved productivity post-Summer School | Case Studies

One of the sections in one of my departments deals with complaints and their target is to respond within 20 days. Whilst this is a reasonable performance indicator, it means that the response is the measure not the quality of the response. This shift in the day-to-day has been quite telling for the staff. So we now bring in leads for each of the departments and brief them – we share not the negative messages, but sharing the problems. There's three stages to this:

- *First is identifying where are we now and why is this not OK – but we short-circuited it by saying we weren't meeting the target*
- *We used case studies to describe both good and poor practice in each of their examples from which emerged a series of fundamentals – e.g. complaints are now graded according to severity and what emerged from that is the proportionate process of investigation is important rather than the absolute timescale. This established a common understanding*
- *We empowered people to get on a design the solutions rather than impose a managerial solution*

For complainants we were looking at whether the quality of responses was good enough – it's been hard to do, but I think there are useful anecdotal bits of evidence that people are getting fuller and more proper responses than being fobbed off. Staff have more time to speak to people which has been helpful for all parties. Workload is up by 30%, and staff have reduced by 30% - being able to deliver under these terms is remarkable, and even more remarkable is that people are happier doing it. I couldn't hand on heart say this wouldn't have happened without Summer School – but it's only 50/50 that it would have happened if I hadn't gone. Would it have happened if someone hadn't been exposed to systems thinking? No. Overall I'd say 80% of what's happened is attributable to learning at Lampeter (Sample delegate)

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I'm more performance focused since Summer School – I'm looking to the evidence on flow to push ideas forward. The evidence and reports have supported my managerial style. This has been quite a shift for me. We as a department have been looking to remove waste. This has been aligned with my manager who has been studying for an MSc in Lean Management, and we're now looking to make changes in the same. The fact that we have the same goals and have both listened to what John Seddon's argued has been good. We're analysing the impact of cutting out the waste now – we're having to make cutbacks to our establishment of staff by 2 FTEs (out of 30 FTEs) by 2012. Given that we have reconfigured our delivery we've been able to make these saving, and are confident that we will make further savings. The change would probably have happened but Summer School was very helpful in providing a big picture to help us make the change (Sample delegate)

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We've also done some smaller scale projects working across the group of [professionals] that I manage. Having considered the possible implications for changing our working arrangements we've now managed a change such that they have realised their common skill set and they're now doing assessments for each other. This is something I would never have thought possible. Before Summer School we might have tried this and it probably would have failed. Because Summer School got me to think completely differently and gave me tools, skills, techniques as well as confidence and influencing ability, we've now succeeded and done things that would have previously found their way into the 'too hard' box. We've made efficiency savings and created significant extra capacity for the [professionals] – we haven't measured it in terms of finances as of yet – but we know that length of stay has been reduced, and we seen additional efficiencies in terms of working arrangements. In addition the new culture that has been developed is shared by the staff. This has provided a much better working environment for all (Sample delegate)

6.2 RELEASE OF CAPACITY

Whilst certain respondents were unable to report direct financial impacts of their time at SS, they were able to identify where capacity had been released and services made directly more productive. For some capacity this related to the operational and delivery structure of the organisation: *“The learning from Summer School has informed the systems and capacity problems that we have. The join up between the front door of the hospital and delayed transfers of care and everything in-between has been the subject of our activity. It has tacitly informed and helped deal with issues when I’ve been [in charge]. So for example I’ve moved [patients] to help with capacity problems. On other occasions we used a take-and-transfer method so that people are diagnosed, and then moved on immediately which has helped with winter pressures”* (Sample delegate).

Additionally, this release of capacity has manifested itself in the time that the managers of delegates no longer have to spend supervising their direct reports because of increased skills and capabilities within this group.

More generically these new approaches have given her confidence and she is now much less worried by situations – so circumstances that would have stressed her out no longer do so. This has released my time and has also allowed me to ensure that we are dealing with the right things and prioritise more effectively (Manager)

One suggestion has been for our Chief Executive to treat our six weekly management meetings as more of a workshop, rather than to come to that meeting with an agenda and an update, use it more like a think tank. We come with some issues and problems that you want solutions to and use that managerial capacity that you have. I think it is an untapped resource. We use the people who went to Summer School to tap into the wider managerial experience that is available in the authority (Sample delegate)

6.3 OTHER BENEFITS

Two further issues arose through interviews and questionnaire returns which, whilst not strictly relate to a measurable return on investment, are important in themselves given that they provide insights into how such benefits may be sustained. The first of these issues related to the degree of enthusiasm with which delegates returned to work, as well as the positive atmosphere both their attendance and subsequent dissemination of information, approaches and techniques has had:

In my whole career as a manager I’ve never experienced people returning from a course like this with such enthusiasm to make and manage change (Manager)

She has been an enthusiastic proponent of Summer School since returning and the diversity of people and breadth of opportunity were the best things (Manager)

My approach to work, my attitude, my motivation and the creativity I can produce here, and the drive and direction I can give to others. The authority are getting a much better package in me than they did before, which although was always significant they’ve got that extra 5%-10% which is a good investment of me attending Summer School and to put back into the organisation (Sample delegate)

The week inspires you and gives you the energy to carry on. And that has benefitted the department with regard to the way I’m working (Sample delegate)

As well as the above, respondents noted that delegates returning from SS were much better prepared to challenge orthodox thinking and effect a re-evaluation of current practice. This focused

mainly on the way pressures of the current financial situation was being brought to bear on services:

It is too easy in the current climate to just think we have to save money and we have to shed a load of jobs and we tend to forget that we still have to deliver a service and we are a frontline service in planning and we do have to maintain a quality service. The government's localism agenda is coming along which involves empowering the community to make more decisions and in terms of planning that is going to require more resources rather than less but if you can't have more staff then you certainly need the right people in the right place. And that is the approach I have taken with the structure I have produced. Even if the proposal I am making is not fully implemented it may cause the senior management to think again and think more creatively about the structure we do put in place (Sample delegate)

One of the things I didn't take away from the week was the major impact of the financial situation – putting finance first. We were all from the public sector and we were all aware we are in a difficult time. So the discussions we had over coffee or over a drink about the pressures on the public sector were the finance bits, but it didn't come across as a key theme in the structured part of the week which I think is good because it didn't appear financially driven (Sample delegate)

The overall impact has been to focus much more on who is the customer, and recognise that we need to stop ticking the boxes that hold little value for service users and beneficiaries (Sample delegate)

6.4 VALUE FOR MONEY

Finally, a number of respondents identified that they felt SS 2010 represented very good value for money, and represented a positive return on their investment of time and opportunity cost:

Summer School is excellent value for money and I would advocate strongly for others to go (Sample delegate)

The investment of losing three members of staff for a week was invaluable. The organisation has benefitted from our ability to make change and to be more considerate in doing so in the way we manage and change the services we provide (Sample delegate)

It's value for money and very high quality – to optimise the impact I would have loved to take the whole senior management team! (Sample delegate)

I'm now going to take a paper to the executive team asking for another 20 colleagues to go this year, even though there is a charge. We are not able to construct this as a business case – but that's not the point. That's far too transactional a form of approach for such transformational outcomes (Sample delegate)

Summer School is a very cost-effective way of bringing people together and learn something jointly. It's a compact way of delivering condensed learning. We're sending people on management courses and qualifications costing thousands of pounds, but I think those colleagues of mine going from management into senior management would benefit from it hugely and we're planning to send people again this year (Sample delegate)

7 | CONCLUSIONS

On the basis of the evidence collected, Summer School 2010 offered a challenging, stimulating and supportive learning environment for delegates which has had tangible impacts for individuals, their organisations and the citizens they serve. Feedback about the event was almost universally positive, and the vast majority of delegates came away from the week refreshed, re-skilled and better able to face the challenges of leading in difficult times. Across both baseline and review periods, the 80 interviews and 112 questionnaire responses described in detail how the experience of attending Summer School had positive effects – ranging from changes in managerial approach and behaviour through to capacity release programmes across organisations.

OUTCOMES BY LEVEL

Level 1 – Impact on participants

Interviewees praised a number of things about Summer School. Many could readily and easily identify differences in their behaviour, attitude, approach, and overall management style which had resulted in positive changes – for them as individuals and also for the teams that they manage. These personal changes were often inspired by being exposed to different way of working and thinking, which for some delegates represented a fundamental challenge to their established *modus operandi*.

An increase in confidence and a sense of feeling greater empowerment as an agent of change was also frequently identified by respondents. Whether this took the form of enhanced self-belief or having more confidence in the ‘how-to’ of leading others and doing different things, participants saw this as one of the most important outcomes from Summer School. Often these changes were spoken of in evolutionary rather than revolutionary terms, but the overall sense from the evidence is of a cohort of people who will sustain the changes made.

Furthermore, respondents focused on the opportunity Summer School had given them to have time away to be exposed to new thinking and to be challenged within a positive and unique environment. They regarded the quality of speakers and the range of networks and contacts as some of Summer School’s key selling points. Chief among the outcomes from this opportunity to leave the workplace has been the ability to use time much more effectively on their return to work. New networks established post-Summer School have also been useful in breaking down boundaries between organisations, especially across regions.

Levels 2 and 3 – Outcomes for citizens and organisational effectiveness

Given the clear impact identified under Level 1, both delegates and their managers were able to point to a range of better outcomes that had been achieved after Summer School. Various defined, these included an overall sense of Summer School’s role in producing better managers and leaders for the public services in Wales. This took a number of forms, and included utilising a set of new skills, tools and techniques to overcome previously immovable obstacles to change.

For others and their organisations, Summer School acted as a catalyst to make the changes that had been in the pipeline for some time. After the event respondents noted that there were no longer any legitimate reasons as to why programmes of change couldn’t be delivered. In addition to being able to manage change differently, delegates and managers remarked on more efficient and

productive working post Summer School. This in part was due to lessons learned about the financial and resource implications of change, and focused on overcoming cultural and behavioural barriers.

Some delegates however found it more difficult than others to see explicit and direct links from Summer School to the workplace. That is not to say that they didn't derive much benefit from the event, but rather that they found the process of mapping the specific application of ideas and learning back into work-based programmes a more challenging one.

Level 4 – Sustainability and spread of impacts

Respondents were able to report ways in which positive learning outcomes from SS had been sustained and spread – by both themselves as individual advocates, across their organisations, and – in a couple of more isolated examples – between organisations within a region.

In terms of sharing and building on the learning, plans for dissemination within organisation were described in considerable detail and in the majority of cases this work had been undertaken. For some this had been through 'formal' channels – like seminars, board papers and other methods – and for others more informal, opportunistic and conversational forms had sufficed. Much less work had been undertaken to disseminate outside individuals' organisations. Regardless of this, maintaining personal and organisational development programmes was cited as a valid proxy for a sustained level of learning post-Summer School.

Considerable evidence was also provided on optimising and spreading the benefits from Summer School to others. This feedback took two forms. Firstly a good deal of information was given about how – from an organisational point of view – the potential benefits of Summer School could be maximised. This included ensuring the right people attend – whether as teams, or alongside more senior colleagues. As evidence of this, many respondents described benefits which could only have been achieved by sending the right delegates to the event.

Level 5 – Return on investment

Most respondents were very clear that there had been a positive return on the investment of sending delegates to Summer School. As above this return was described by different participants in different ways. For some, there were very direct financial and resource implications of the event. This included being able to reprogram services to release time – of managers, colleagues and direct reports – to achieve a more productive and efficient working relationship. For others this change was somewhat more implicit such that outcomes 'may' have been related to changes in delegates post-Summer School, but these variables needed to be seen within the context of the complicated set of circumstances in which delegates work.

As such on the basis of this evaluation it is not possible to provide a simple and somewhat crude 'bottom line' figure as to the overall benefit of the event (in £) set against the cost (both actual and opportunity) of staging Summer School: respondents rightly argued that this would actual miss the point of holding developmental events such as this, and undermine the range of other non-financial benefits that Summer School provides. That said, the majority of respondents considered that Summer School offered significant value for money; they would advocate strongly for their organisations to send others as delegates, as well as return to the event themselves in subsequent years.

OTHER COMMENTS – POTENTIAL FOR IMPROVING SUMMER SCHOOL

Delegates often struggled to highlight any negative aspects of Summer School. Some participants identified constructive suggestions for the way in which they felt Summer School could be improved. These are provided below, in no particular order.

Follow up on learning

Summer School can raise more questions than it gives answers to but she now has a bit of a space to think through this and reflect. For many people who are back to the day job straight away it can be much harder to implement the learning – PSMW might need to reflect on this (Manager)

Follow up plans should be more rigourously part of the programme (Manager)

It's a very good experience to go learn, meet and share. However if you are more city- and Cardiff-centric the networks can work very effectively. This is much harder when you are out in rural areas – it's been much harder for Charlotte working where she does (Manager)

I made the effort to go to the global classroom which involved finding space and time to log on. We were contacted by Summer School members to contribute – you had to agree and listen to a seminar and ask questions in real time. The first thing we did was log on from the organisation but the firewalls were too resistant. We did find that we could join in from another organisation and found a range of people in the room from Summer School that we'd not met previously. It was wonderful and powerful to share a sense of continuing development. The group is not formal but those people are there – it felt like a further step to reaffirm the learning from Summer School and continue the development. Some people said they were too busy which was quite annoying because Summer School challenged thinking that you should just be busy for its own sake. It would be worth emphasising the need to set up networks after the event – and maybe PSMW has a role in doing this (Sample delegate)

Also it is important to say that having discussions with the evaluation team is also beneficial because it refocuses your attention. This continuous dialogue since Summer School has finished has been beneficial (Sample delegate)

Implications of charging

I hope that the charge won't put people off. I think there's real merit in sending a cohort of people and I can't help but think that the cost would mean that organisations were much less likely to send a group of people (Manager)

I would like to see more places available but it may just come down to the money, I don't know. If you run the course on a six monthly basis rather than an annual one I think you would fill it both times. I can't stress enough the very positive experience I had (Sample delegate)

It is a shame we now have to pay to attend the Summer School as with current financial constraints we are unsure whether we can attend this year (Non-sample delegate)

Getting the right mix of people

I can see it is a developmental thing but I wasn't sure that the audience of the last Summer School were all at the right level to make an impact. You would discuss something at Summer School with someone and then these people would have to go back to have a conversation with someone, who then would have to another conversation with someone further up to

actually make a difference. I think that was the only negative but otherwise I think it was really useful (Sample delegate)

The people at Summer School can be respectful but not always testing – I tried to expose myself to different people from different sectors, and get outside my closeted world but this was not the approach taken by everyone. I'm not necessarily advocating that people should be tested for their suitability before going, and there were clearly people experiencing epiphanies all round me. But PSMW might do better to understand the stage of management development whilst ensuring that there is still a good mix of people, provide a slightly more targeted learning experience (Sample delegate)

Over-representation of certain sectors

I think her comments at the time were that it felt very dominated by people from the health sector and so may be that became a little too dominant in the discussion groups and may be it didn't allow for wider discussion sessions in other service sectors but other than that the positive feedback as been very constructive and very positive (Manager)

PSMW need to make sure that they get the right balance of people at Summer School. I think there was an NHS bias in the people who attended Summer School and this had the effect of skewing discussions somewhat (Manager)

Access to facilities

I really enjoyed Summer School. I think it was a really valuable course to go on, I found it quite intensive. I did struggle at time with my dyslexia with certain aspects of it because I was writing lots of notes and I struggled getting them into a format that I could use but I found it really, really useful and really, really developmental from a personal point of view. Access to printers was an issue for me, I did assume, which was my error, with it being a University that access to IT would be easy but the situation was resolved, people were very accommodating. By Wednesday, I did lose some of the potential learning because I was trying to manage what I had learnt on the Monday and Tuesday, if that makes sense. Next time I would put the printer in the boot (Sample delegate)

Focus on a project

I think the impact is more for me than the organisation I would think. If there was something more tangible to work on, if we were given a project or asked to tackle particular things which need to be done from a cohort from within Summer School then I would find that really useful. It would test the theory and would keep the contact with some of the people that were there. If there were 20 people there within the same area and you then followed up with what are you going to do as a group, I think that would be quite powerful and would sustain the learning and development and actually get some results for the people and organisations I guess (Sample delegate)

APPENDIX I | Methodological approach and principal outcomes

	LEVEL 1: Participant Impact	LEVEL 2: Delivery of outcome, impact on citizen	LEVEL 3: Organisational effectiveness	LEVEL 4: Sustainability and spread of changes delivered	LEVEL 5: Return on investment
<p>1. Participants</p> <p><i>Stratified sample (n=50, or 25% of those invited) in-depth interviews undertaken at baseline and review (6 months post Summer School) – all others (n=150) evaluated at baseline and review via online survey</i></p>	<p>Primary research to derive:</p> <ul style="list-style-type: none"> ○ Evidence of behavioural change ○ Views of participants on future programme development 	<p>Primary research to derive:</p> <ul style="list-style-type: none"> ○ Perception of success of outcome ○ Evaluation of specific learning including expected and unexpected consequences 		<p>Primary research to derive:</p> <ul style="list-style-type: none"> ○ Sustainability of outcome: <ul style="list-style-type: none"> Operational, political, technical, cultural acceptance within organisation ○ Spread of outcome: <ul style="list-style-type: none"> Learning and sharing across similar organisations 	<p>Primary research to derive:</p> <ul style="list-style-type: none"> ○ Better use of resources ○ Actual value of delivery (if possible) ○ Cultural values, and role of the organisation ○ Outcome for citizens
<p>2. Sponsors</p> <p><i>Interviews (n=50) or survey (n=150) to line managers of the participants mirroring the approach taken above at both baseline and review periods</i></p>		<p>Primary research to derive:</p> <ul style="list-style-type: none"> ○ Evidence of success through measurable targets, service outcomes and/or behavioural change 	<p>Primary research to derive:</p> <ul style="list-style-type: none"> ○ Perception of success in developing effective behaviours and ascertaining the impact of the outcome ○ Before and after analysis of participant, and wider impact of outcome on organisation 		

APPENDIX II | Project Gantt chart

		M0	Apr-10	10-May-10	17-May-10	24-May-10	31-May-10	07-Jun-10	14-Jun-10	21-Jun-10	28-Jun-10	05-Jul-10	12-Jul-10	19-Jul-10	26-Jul-10	02-Aug-10	09-Aug-10	16-Aug-10	23-Aug-10	Jan-11	Feb-11	Mar-10
			M1	M2			M3			M4			M5			M10	M11	M12				
Phase 0	Project Management, Communication and Quality Assurance [March 2010-Feb 2011]																					
WP0.1	Project co-ordination, Internal Project Team meetings and quality assurance																					
Phase 1	Pre and during Summer School consultancy work with PSMW [March-June 2010]																					
WP1.1	Meetings with client to determine appropriate sample and measures																					
WP1.1.1	Pre-Summer School meetings																					
WP1.2	Research with Top 200																					
WP1.2.1	Baseline transactional/transformational questionnaire																					
WP1.3	Research with and Aspiring Top 200 'Others'																					
WP1.3.1	Telephone interviews with 10 (5 Aspiring Top 200 and 5 'Other' participants)																					
WP1.4	Attendance at Summer School																					
WP1.4.1	Viewing sessions, informal discussions with participants, discussion groups with facilitators																					
Phase 2	Baseline research with participants and sponsors [June-July 2010]																					
WP2.1	Research with Top 200 and Aspiring Top 200																					
WP2.1.1	Telephone interviews with all Top 200 and Aspiring Top 200 (n=25) Summer School participants																					
WP2.2	Research with 'Others'																					
WP2.2.1	Telephone interviews with sample (up to n=25) of 'Other' Summer School participants																					
WP2.2.2	Online questionnaire for all line managers of participants in 2.2.1																					
WP2.2.3	Online questionnaire for remaining (n=160) 'Other' Summer School participants																					
WP2.2.4	Online questionnaire for all line managers of participants in 2.2.3																					
WP2.3	Analysis																					
WP2.3.1	Data analysis and contextualisation																					
WP2.3.2	Interim Report																					
Phase 3	Review research with participants and sponsors [January-February 2011]																					
WP3.1	Research with Top 200																					
WP3.1.1	Review transactional/transformational questionnaire																					
WP3.2	Research with Top 200 and Aspiring Top 200																					
WP3.2.1	Telephone interviews with all Top 200 and Aspiring Top 200 (n=25) Summer School participants																					
WP3.3	Research with 'Others'																					
WP3.3.1	Telephone interviews with sample (up to n=25) of 'Other' Summer School participants																					
WP3.3.2	Telephone interviews with line managers of participant sample in 3.3.1																					
WP3.3.3	Online questionnaire for remaining (n=160) 'Other' Summer School participants																					
WP3.3.4	Online questionnaire for all line managers of participants in 3.3.3																					
WP3.4	Analysis																					
WP3.4.1	Data analysis and contextualisation																					
Phase 4	Final reporting and presentation [February 2011]																					
DE4.1	Preparation of Final Report																					
WP4.1	Presentation to key stakeholders																					

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