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Evaluation of the National Leadership Centre

Year One Report

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Executive Summary

Introduction

Ipsos MORI, in partnership with the Institute for Employment Studies, has been appointed by the Cabinet Office to deliver a **process, impact and economic evaluation** of the National Leadership Centre (NLC). This document reports interim findings from the first year of NLC delivery covering activities delivered between autumn 2019 and autumn 2020.

It has not been possible to conduct all the evaluation activities that were planned for Year 1 due to the COVID-19 outbreak and resultant implications on NLC delivery. This first interim findings report therefore focusses on **process and outcome findings**, with some emerging evidence of impact. All findings presented are self-reported by senior leaders who volunteered to participate in the evaluation, rather than observed. The report does not include an economic evaluation of the NLC, but this will be a key focus for Years 2 and 3 of the evaluation.

Year 1 Delivery

The NLC delivers **three core strands of activity**, an overview of which is provided in Figure 1.1. When lockdown restrictions were first introduced in March 2020, the first National Leadership Forum had been delivered and the Leadership Development Programme was part way through delivery. All planned programme and network activities were subsequently paused and most of the NLC team redirected their activities to support public service leaders through the pandemic.

From summer 2020, the NLC team reconvened and started delivery of programme and network activities through **online methods**. This included a series of online webinars available to programme and network participants. The evaluation was also rescoped at this time to focus on Year 1 programme and network activities, with research, engagement and communication activities to be included in future years.

Figure 1.1: National Leadership Centre core areas of activity



Public Sector Leader Network

Made up of 1,200 senior leaders (CEO or equivalent) across the UK public sector – members have access to events, including the annual National Leadership Forum



Leadership Development Programme

12-month programme delivered to 100 of the most senior public sector leaders each year – incorporates three residential modules, psychometric analysis and coaching support



Research, Engagement and Communications

To build the evidence base on public sector leadership and disseminate evidence, case studies and leaders' stories through impactful content and insights

Activities and outputs

Public Sector Leader Network

There are around 1,200 senior public sector leaders in the NLC Network. A key area of activity in Year 1 involved the development and maintenance of a database with details of these leaders – the first of its kind in the UK. An initial mapping exercise was undertaken to inform this, involving engagement with government departments, leadership academies and sector organisations to understand the landscape of services in each sector and the senior leaders within these. Key learning from Year 1 was the importance of keeping the database up-to-date and the resource required to do this effectively.

The first National Leadership Forum was delivered in January 2020 and attended by 357 senior public sector leaders. The event incorporated a range of high-profile speakers including the Head of Amazon UK, the England men's football team manager, the former Head of MI5 and the Cabinet Secretary and Head of the Civil Service. Feedback on the event was very positive and most attendees said it exceeded expectations (Figure 1.2). The range and quality of speakers, opportunities for networking and panel sessions were the most highly rated elements. Recommendations for consideration for future events include creating more structured networking opportunities and hosting events outside London.

Figure 1.2: Feedback on National Leadership Forum 2020

95%

Satisfied with the event
(72% very satisfied)

97%

Likely to recommend
(77% very likely)

87%

Expectations fully met
(64% exceeded)

Base: 104 NLF attendees
Source: NLF2020 Feedback Survey

Other lessons from Year 1 of the Network include the need to be clear and concise in communications with senior leaders and sensitive to the context and pressures they are operating in, with the latter being particularly important during the pandemic. A further lesson is that whilst short online sessions can be an effective means of sharing content, they are not effective at facilitating networking.

Leadership Development Programme

94 senior public sector leaders were recruited to Year 1 of the NLC Leadership Development Programme. The cross-sector nature of the programme was a key selling point for delegates. It was perceived to offer a rare opportunity for them to develop new ideas, perspectives and practices beyond the development opportunities available within their own sectors.

Module 1 was a five-day residential delivered to all programme delegates. It incorporated inputs based on academic theory, case studies, practical exercises and facilitated discussions on themes relating to systems leadership. The feedback on Module 1 was overwhelmingly positive, with most delegates saying it exceeded their expectations (Figure 1.3). The delivery aspects that were most highly

rated were the venue, the calibre of speakers and the commitment and attentiveness of the programme delivery team.

Figure 1.3: Feedback on Module 1 of the Leadership Development Programme



Base: 85 Programme Delegates (out of 97 in total)
Source: Module 1 Feedback Survey

Module 2 was a three-day residential involving a simulation of an emergency situation requiring a cross-sector response. Around one fifth of programme delegates completed this module before delivery was stopped due to the COVID-19 outbreak. The module was generally well received by participants with the course facilitator, coaching elements and overall organisation being particularly highly rated. However, some participants felt that the pace of the module could have been quicker enabling it to have been delivered in a shorter period of time. Most attendees said their expectations of the module had not been met, which a couple of delegates suggested was due to need for greater clarity on the purpose, aims and objectives.

The online elements of programme delivery introduced during the pandemic were generally less well received. Whilst many felt that the content of the online sessions was broadly interesting and useful, the virtual fatigue that many felt from numerous Zoom and MS Teams meetings in their day job meant online delivery was a less attractive option. In addition, being fully 'present' during online sessions was more challenging as there were more distractions, such as emails. The space to regroup, focus and ability to be present was much more difficult for online events. Although they felt there was a potential place for shorter, more focused online sessions, a few programme delegates mentioned feeling 'short changed' that they were not going to have modules 2 and 3 rescheduled to be delivered face to face.

Outcomes

The NLC aims to contribute to improved personal development, networking, collaboration and knowledge and understanding of senior public sector leaders. Whilst Year 1 activities could not be fully delivered as planned, they were found to have made a **positive contribution** towards these outcomes.

Personal development

Year 1 of the Leadership Development Programme made a positive contribution to improving the **self-awareness, confidence and resilience** of delegates. The diagnostics assessment, coaching and opportunity to take time out from day-to-day obligations to think and reflect on their leadership style were key contributing factors to these personal development outcomes.

Those with limited previous experience of psychometric tests, diagnostic assessments or coaching were found to have achieved the **greatest increases in self-awareness**. There were a couple of examples of where these increases were contributing to behaviour change, such as better time management, giving greater autonomy to senior leadership teams and getting less frustrated when dealing with external partners and stakeholders.

The increase in **confidence** amongst programme delegates was manifesting in several ways. Delegates shared examples of feeling more confident to take on additional leadership roles outside their organisation, more confident to delegate more effectively and more confident in their engagements with external partners and stakeholders. There were a couple of examples of where this increased confidence was translating into **organisational benefits**. For example, one participant said the confidence they gained from the programme led them to contact the Chief Executive of another organisation to set up a new cross-system initiative.

The focus on **wellbeing** during Module 1 contributed to increased resilience amongst programme delegates. A couple had made changes to their lifestyle as a result and others had gone on to establish wellbeing initiatives within their organisations based on what they had learned. The **connections** established through the programme also contributed to increased resilience, with a few delegates using WhatsApp groups with other delegates as a source of advice, guidance and support.

Networking and collaboration

The National Leadership Forum was successful in **facilitating new connections** between public sector leaders. Attendees reported making an average of three new contacts at the event, of which they expected to stay in touch with an average of two. It is too early to assess how far this has contributed to intended outcomes for leaders.

The face to face elements of the programme were perceived to have offered **high value networking opportunities**. The cohorts were relatively small, and they spent a lot of time together participating in shared activities (both formal programme activities and social time). This facilitated the development of connections and meaningful relationships. Those who were able to complete both Modules 1 and 2 were found to be more well established as a peer support network with the second residential helping to consolidate the relationships established at Module 1.

The programme contributed to self-reported improvements in the **skills, effectiveness and ability** of leaders to work across organisational and sectoral boundaries. Some participants felt better prepared to deal with the challenges arising from COVID-19 from participation in the programme. In one example, a participant was able to gain valuable insight from peers in another region to inform and support their local multi-agency response.

Year 1 programme delegates **collaborated on establishment of the first NHS Nightingale Hospital in London**. At the planning stages, there were conversations between participants from different sectors including the NHS, military and transport about whether it would be possible, how it should be approached and the logistics of making it happen. The approach taken to establishment of the hospital was partly attributable to the connections made through the programme.

Knowledge and understanding

Year 1 of the programme contributed to an increase in the **skills, knowledge and capabilities** associated with systems leadership, which relates to the ability to work beyond organisational and sectoral boundaries to effect systems-level change. This included improved understanding of other public services, preparedness to meet changes to public services expected over the next ten years and views on the effectiveness of local networks at working as a system. There was less evidence of systems leadership approaches being implemented, with a few delegates reporting a range of **organisational and systemic barriers** to doing this. One suggested that interventions designed to

engage a broader range of people (beyond individual leaders, such as senior leadership teams or wider partners and stakeholders) could be more effective in facilitating systems approaches.

A couple of delegates said the learning gained from participation in Module 2 as having been **invaluable in informing their approach to the pandemic**. A key mechanism for this was the opportunity to role play, which created the opportunity to develop new perspectives and insights into different ways to approach leadership of emergency situations.

Programme delegates were found to have **learned a lot from each other**. The diversity of delegates on the programme facilitated new insights into leadership challenges and approaches from other sectors. There were several examples of where delegates had taken that learning back into their own organisation and implemented changes to address issues such as inclusion, staff engagement and welfare.

Conclusions

The first year of programme and network activities could not be delivered as planned due to COVID-19. However, the evaluation was still able to identify lessons that will be useful in informing future delivery based on feedback from NLC delivery staff, network members and programme delegates. The findings also demonstrate where NLC activity has contributed to a range of outcomes, particularly for programme delegates with regards to their personal development, networks, collaboration and knowledge and skills. This provides a good basis on which to build on in future years of the evaluation, which will have a greater focus on measuring the impact of NLC activities and the economic value of these.

1 Introduction

1.2 Introduction

Ipsos MORI, in partnership with the Institute for Employment Studies, has been appointed by the Cabinet Office to deliver an evaluation of the National Leadership Centre (NLC). The evaluation was commissioned in September 2019 and subsequently paused in March 2020 due to the Covid-19 pandemic and resultant implications on NLC delivery. Work started on rescoping the evaluation in July 2020, with data collection for Year 1 continuing to mid-February 2021. This document represents the first interim report of the findings from the evaluation covering NLC activities delivered between Autumn 2019 and Autumn 2020.

1.3 Background to the National Leadership Centre

The NLC was established in 2018 in response to the recommendations of the **Public Services Leadership Taskforce**¹, which identified the need for a new programme and professional network for top leaders of public services. It aims to support the development of senior public sector leaders through delivery of a leadership development programme and facilitation of a public sector leader network. The NLC also delivers a programme of original research and evaluation to build the evidence base on public sector leadership, as well as communications and engagement activities to turn evidence into impactful content and insights to help leaders improve public services.

1.4 Evaluation Scope and Objectives

The overall aims of the evaluation (as set out in the original brief for the study) are to measure the impact of the NLC in terms of:

- **Direct outcomes** – how far the NLC has produced its intended effects on the knowledge, skills and capabilities of public sector leaders engaging with the programme and wider network.
- **Organisational outcomes** – the degree to which those knowledge, skills and capabilities have translated into action to transform public sector organisations and service delivery, the extent of collaboration with other organisations, and the internal benefits of those actions (e.g. increases in workforce wellbeing or wider efficiency gains).
- **System wide outcomes** – broader improvements in the productivity of the public sector, including (critically) the quality of public services and the outcomes they produce for their users.

In addition to demonstrating impact on key outcome and impact metrics, the work will also incorporate an economic evaluation of the extent to which the NLC is achieving value for money. The impact and economic evaluations are underpinned by a process evaluation, which aims to generate ongoing formative insights to inform the evolving NLC offer. The process evaluation is also intended to support the impact and economic evaluations by generating insights into how and why activities are (or are not) achieving their intended outcomes and impacts.

It has not been possible to conduct all evaluation activities that were planned to take place during Year 1 of the NLC due to COVID-19 outbreak and resultant implications on NLC delivery. This document therefore focuses on **process and outcomes findings from Year 1**, with some emerging evidence and

¹ [Better Public Services: Report by the Public Services Leadership Taskforce \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

examples of impact included throughout. The impact strand of the evaluation will be developed further in Years 2 and 3, along with the economic evaluation strand.

1.5 Report Structure

This document is structured as follows:

- **Chapter 2** sets out the context and rationale for the NLC, including the case for intervention changes and Theory of Change
- **Chapter 3** provides an overview of the evaluation methodology
- **Chapter 4** reports on at Year 1 delivery, activities and outputs
- **Chapter 5** covers outcomes relating to the personal development of senior leaders
- **Chapter 6** covers outcomes relating to networking and collaboration
- **Chapter 7** covers outcomes relating to increased knowledge and understanding
- **Chapter 8** presents our conclusions and next steps for the evaluation
- **Annex A** provides an overview of Year 1 Programme Delivery
- **Annex B** provides an overview of Year 1 Network Delivery
- **Annex C** details the analysis that was undertaken on the quantitative and qualitative data collected
- **Annex D** contains the qualitative coding framework used for interviews with programme delegates
- **Annex E** contains the quantitative and qualitative research tools for Year 1 of the evaluation

2 NLC Context and Delivery

This chapter sets out the policy context and rationale for the NLC, including the original case for intervention. It presents the Theory of Change for the NLC, followed by discussion of subsequent changes in the governance and focus of the NLC, and discussion of the impact of COVID-19 on delivery of activities and the implications of this for the evaluation. The concluding section provides an overview of what was delivered in Year 1 relative to what was planned.

2.1 Policy Context

In March 2018, the **Public Services Leadership Taskforce** was established to advise Government on the role of leadership development in improving productivity and outcomes across public services. The Taskforce sought to understand the challenges faced by senior leaders of public services. It found that public services are more complex than ever and face increasing pressures, for example a growing and ageing population, and preparing for the uncertain consequences of changing social, cultural, economic and technology contexts. It found that the right support was not always available to senior leaders to address these challenges and reach their full potential.

The NLC was established **in response to the Taskforce recommendations**. It started as a joint three-year pilot between the Cabinet Office and HM Treasury with three main strands of activity: 1) a leadership development programme, 2) a public sector leader network and 3) a programme of research and evaluation to build the evidence base on the relationship between public sector leadership and the productivity and performance of public services.

2.2 Strategic and operational context

The National Leadership Centre was established as a **business unit within the Cabinet Office** subject to usual departmental accountability and governance. In addition, an Interim Steering Group was established to represent wider public services in the development of the Centre, supported by a Programme Board and Project Board.

There have been some important changes to the **strategic and operational context** for the NLC since its establishment in 2019. In Summer 2020, the NLC was moved to the Government Skills and Curriculum Unit within the Cabinet Office and subject to a mid-year spending review. This resulted in a change of governance and a reduction in the overall budget available to deliver planned activities, which led to some aspects of NLC delivery being scaled back or stopped altogether. There was also an organisational restructure, which incorporated a change of leadership and changes to staff members in key roles, including the senior lead for the evaluation. Budgetary changes will need to be considered in the economic evaluation of the NLC in coming years.

2.3 Theory of Change

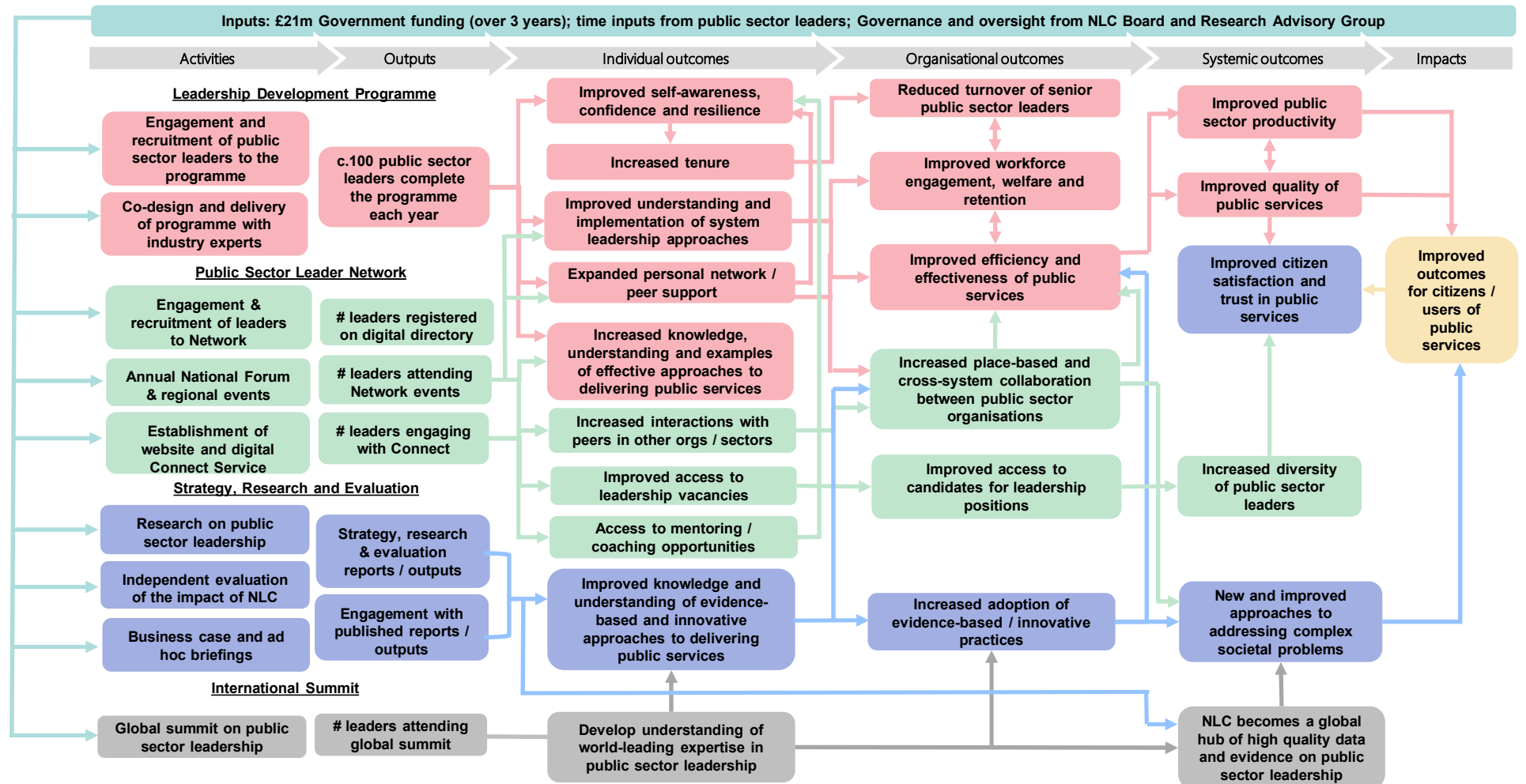
A Theory of Change (ToC) for the NLC was developed during the initial scoping and design phase of the evaluation (see Figure 2.1). This was based on a desk review of background documentation on the purpose, aims and objectives of the NLC and scoping consultations with key stakeholders, including a workshop with NLC staff. At the time, it was noted that there was **limited evidence underpinning the ToC** and the evidence that did exist was predominantly drawn from outside the UK public sector. This was flagged by the NLC Research Advisory Group, who mentioned the need to further develop and test the links between individual, organisational and systemic outcomes.

A key focus for the evaluation, particularly in the first year, was therefore to collect evidence to **test and further develop and refine the ToC**. This involved collecting data on outcomes from individuals who have participated in NLC programme and network activities, as well as on the hypothesised causal pathways / mechanisms between activities / outputs and outcomes at individual and organisational level. The intention was that **the ToC would be revisited and further refined throughout the period of the evaluation** as and when new data and evidence became available – both from the evaluation itself and the wider programme of research being commissioned by the NLC.

The design of Year 1 of the evaluation (including the research tools and approach to primary data collection and analysis) was based on the ToC for the NLC. The findings from Year 1 will be used to inform an **update to the ToC** in Spring 2021. Once updated, this will provide the framework to inform the design of Years 2 and 3 of the evaluation, including the intended outcomes and impact that the evaluation will assess progress against.

Figure 2.1: Theory of Change for the NLC

Rationale: The scale and complexity of demand on public services continues to grow; society is becoming more diverse in its needs; technology is evolving at an accelerated rate; and the UK is striving for improved productivity in an increasingly complex world. The Public Services Leadership Taskforce found that many leaders are struggling with the complexity of the services they lead, whilst experiencing a sense of isolation amid the challenges that come with becoming CEO (or equivalent) of a public sector org for the first time. There is evidence to suggest that bolstering public service leaders makes a difference to service performance. In response, Government has established a new National Leadership Centre to support leaders as they work to improve the public services that they lead.



2.4 Year 1 Delivery

Overview

The NLC delivers three core areas of activity:

- **Leadership Development Programme** – a twelve-month programme targeted at the most senior leaders from across all public services in England. The content is co-designed with sector experts and aims to deliver to 100 senior leaders each year over three residential modules. In addition to the three modules, the programme incorporates psychometric analysis and coaching.
- **Public Sector Leader Network** – open to all 1,200 of the most senior public sector leaders in England (CEO or equivalent), the network provides access to a range of regional and national events, including an annual National Leadership Forum.
- **Research, Engagement and Communications** – to build the evidence base on public sector leadership through conducting and commissioning research and evaluation to support planning and delivery in NLC teams and to inform the public sector leader network. The engagement team delivers critical work with the whole NLC, turning evidence, case studies, and leaders' stories into impactful content and insights to help leaders improve public services.

Implications of COVID on NLC delivery

When lockdown restrictions were first introduced in March 2020, the NLC was part way through delivery of Module 2 of the first year of the Leadership Development Programme. Preparations were also underway for the International Summit of the Network to be delivered in June 2020. All programme activity was subsequently paused and most of the NLC team were dispersed to support the wider Cabinet Office / Government response to the pandemic.

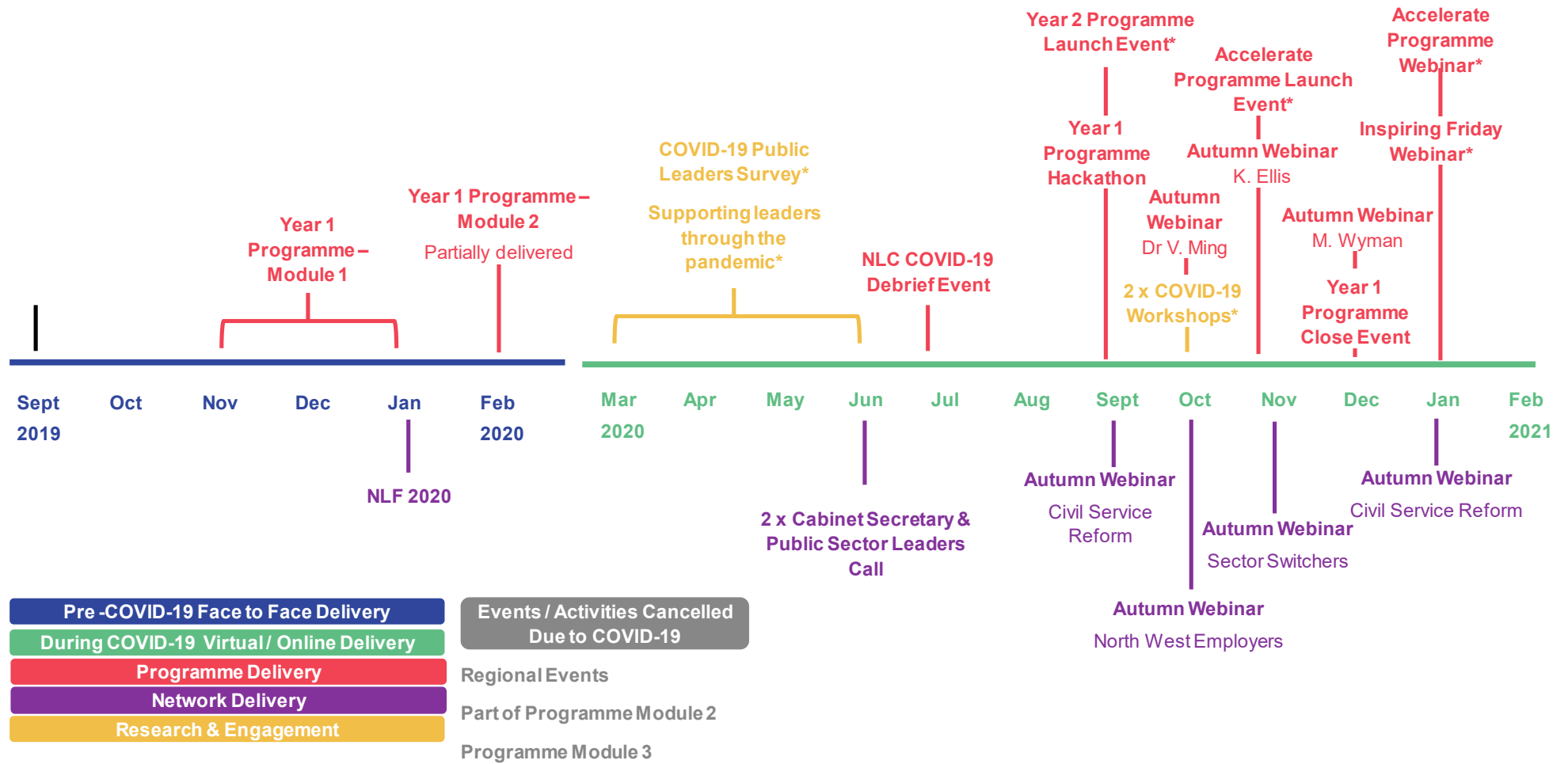
The key activities that were delivered during this time were:

- **Surveys of the NLC network** – this was used to generate real time insights into the experiences of senior public sector leaders during the pandemic.
- **Regional liaison service** – NLC team members took on a liaison role offering network members access to information, guidance and support. This included support with access to information and contacts from central Government.
- **Coaching** – programme delegates were offered access to coaching support during this time, although only a small number took this up.

The activities outlined above were not in scope for the evaluation and are therefore not covered in the current report.

From Summer 2020, the NLC team reconvened and restarted delivery of programme and network activities through online methods. This included a series of online webinars that were available to programme and network delegates. Not all planned activities in the original Theory of Change could go ahead. An overview of the timeline of activities delivered is provided in Figure 2.2 on the next page, with further detail provided in Annexes A and B.

Figure 2.2: NLC Delivery Timeline



* Denotes activities that were not in scope for Year 1 of the evaluation

Implications of COVID for the evaluation

The evaluation began with a **scoping and design phase** delivered between September 2019 and January 2020. This culminated in the development of a first draft Theory of Change for the NLC and a document setting out the key questions to be addressed through each strand of the evaluation, the sources of data and evidence that would be drawn on for each and the approach to analysis, synthesis and reporting.

Following the initial phase of data collection between September 2019 and March 2020, the evaluation was put on hold due to the COVID-19 outbreak and resultant pause on planned NLC activities. It was subsequently rescoped between July and September 2020 to take account of the changes to NLC delivery, including the shift to online provision of Programme and Network activities.

The main changes to the evaluation resulting from the rescoping exercise were that:

- **All data collection moved online** – in line with the shift to online delivery of programme and network activities
- **Evaluation activities associated with Modules 2 and 3 and face-to-face network activities were cancelled** – given that these events would no longer be going ahead
- **NLC research, engagement and communications activities were removed from the scope of Year 1** – the intention is that these will be re-introduced in subsequent years of the evaluation
- **The economic evaluation was removed from the scope of Year 1** – it was no longer possible to complete an economic evaluation of Year 1 activities given the reduction in the scope of activities delivered and limited opportunities for data collection. This strand will be reintroduced and form a key element of Years 2 and 3 of the evaluation.

The final substantive change to the scope of the evaluation was that a **Rapid Evidence Assessment (REA)** would be undertaken to inform an update to the draft Theory of Change for the NLC. The REA will identify and review available evidence on the outcomes and impact of public sector leadership development interventions, which will inform an assessment of the types of outcomes that can be expected from NLC activities and assumed causal pathways between activities, outcomes and impact. The REA is being delivered by the Institute for Employment Studies. It started in October 2020 and will be finalised in March 2021.

The research questions for the REA were:

1. What is the evidence for the effectiveness and impact of peer-to-peer learning for senior leaders?
2. What is the evidence for the effectiveness and impact of networking for senior leaders?
3. What are the most effective leadership development delivery methods?
4. What is the evidence of the impact of leadership interventions on the productivity of leaders?
5. The trickle-down effect: to what extent do productivity gains of senior leaders result in productivity gains amongst their direct reports?

3 Methodology

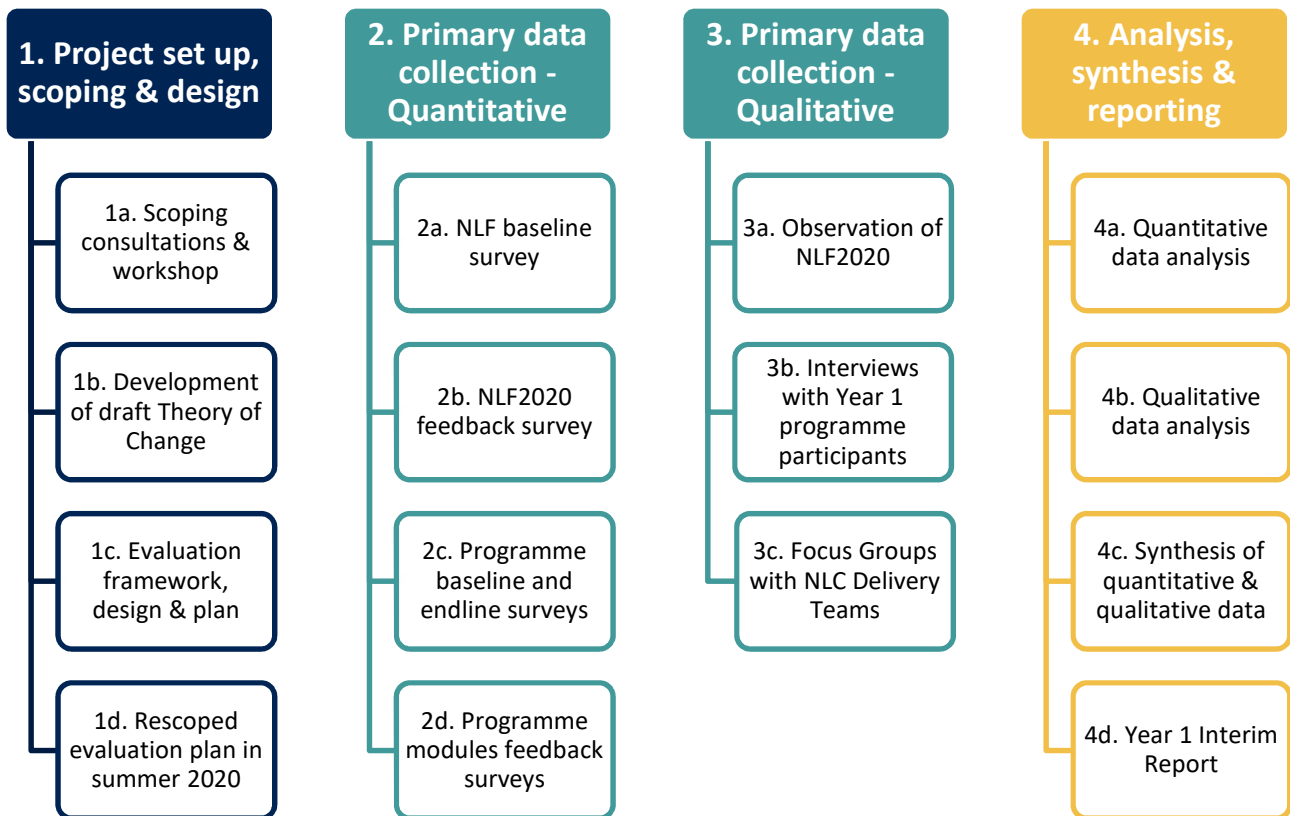
3.1 Overview

As referenced in the previous chapter, it has not been possible to deliver the full range of activities that were planned for Year 1 of the evaluation due to the COVID-19 outbreak and resultant implications on NLC delivery. The work to date has therefore focussed on developing a first draft **Theory of Change** for the NLC and collecting quantitative and qualitative data to inform an assessment of progress towards the **outcomes** set out within this. It has also incorporated a **process evaluation** to capture learning from the first year of NLC delivery in relation to what has worked well, less well and why, and the key contextual factors influencing delivery and outcomes. The latter point has been particularly important given the COVID-19 context.

Whilst it has not been possible to deliver a comprehensive impact evaluation of Year 1 of the NLC due to the limitations noted above, the work to date has identified **emerging evidence and examples of impact** and these have been reported. The impact and economic strands will be a key focus for future years of the evaluation.

Figure 3.1 provides an overview of the evaluation activities conducted to date and the sections that follow provide further detail on the **primary and secondary data collection** that has been undertaken to inform this report. The research tools for the quantitative and qualitative data collection can be found in Annex E. Further details on the approach taken to **analysis and synthesis** of the quantitative and qualitative data collected can be found in a technical note in Annex C.

Figure 3.1: Overview of Year 1 evaluation activities



3.2 Primary Data Collection – Quantitative

Task 2a. NLF registration survey

A **baseline survey** was completed by 289 senior public sector leaders between November 2019 and January 2020, representing approximately one fifth of all public sector leaders in England. The survey was administered online as part of registration for the first Network event (National Leadership Forum), which took place at the end of January 2020.

The survey was designed to baseline network members across a range of key metrics aligned to the outcomes in the Theory of Change for the NLC. The questions were aligned to those included in the programme baseline survey (Task 2c) to enable comparison between programme delegates and the wider Network. The intention was to **re-administer a version of this survey to Network members each year** using the NLF as an annual data collection milestone to enable tracking change over time on key outcome metrics for the Network. However, this has not yet been possible due to the National Leadership Forum 2021 being put on hold until it can be delivered face-to-face rather than virtually.

Task 2b. National Leadership Forum 2020 Feedback Survey

Attendees of the **National Leadership Forum (NLF) 2020** were invited to complete an online survey two days after the event, which was held on 29 January 2020. The survey was administered by Ipsos MORI and collected feedback on process and delivery elements of the NLF. It also included some questions designed to capture anticipated outcomes, such as number of new connections made and intentions to do anything differently as a result of new insights / learning. A total of **104 responses** were received, representing a response rate of **29%**, which is typical for online surveys of this nature.

A **follow-up survey** was intended to be issued to attendees approximately eight weeks after the event to capture data on realised outcomes from the event. However, this was not possible due to the evaluation being paused as a result of the COVID-19 outbreak.

Task 2c. Programme baseline and end line surveys

In advance of starting the leadership development programme, Year 1 delegates were asked to complete a **paper-based survey** designed to baseline them across a range of measures aligned to the outcomes in the NLC Theory of Change. In some cases, outcomes were measured through single direct self-reported measures (such as time spent collaborating with organisations in other sectors) and in others proxy measures were used (such as ratings across a series of attitudinal statements. The rationale for the use of proxy measures was two-fold: 1) the baseline survey was designed in advance of the Theory of Change being developed and so it was not yet clear what outcomes would be measured and 2) some outcomes (such as resilience) lend themselves better to proxy measures rather than direct self-reported measures. The survey was administered on the first day of Module 1, which was delivered to all programme delegates across three cohorts between **November 2019 and January 2020**.

The intention was to re-administer the survey to all programme delegates following completion of the third and final module of the programme (which was intended to take place in summer 2020) to measure change pre/post intervention. However, as Modules 2 and 3 could not be delivered as planned, the end line survey was issued to programme delegates prior to the Year 1 closing event in **December 2021**. The end line survey was administered by the NLC via an **online survey platform**. Where possible, pre-post responses were matched using a unique ID assigned to each programme delegate.

Table 3.1 shows that a high response (97%) was achieved for the baseline survey due to it being **administered in person** on the first day of Module 1. The response rate fell to less than half (43%) for the end line survey. This is not unusual for online surveys where response rates tend to be lower. They are also **self-selecting**, which must be considered in the interpretation of the results as those who chose to complete the online survey (for whatever reason) may be different from those who did not. Baseline and end line surveys could be **matched** for around one third (34%) of programme delegates. The remainder could not be matched due to issues with delegate IDs not being consistent between paper-based and online surveys. A key learning point from Year 1 of the evaluation is to ensure that delegate IDs are consistent across all strands of data collection to enable successful matching.

Table 3.1: Baseline and end line survey response rates / matching

	Date(s) administered	Number of responses	% of all programme delegates (94)
Baseline survey	Cohort 1 – Nov19 Cohort 2 – Dec19 Cohort 3 – Jan20	91	97%
End line survey	All cohorts – Dec20	40	43%
Baseline and End line Surveys that could be matched	-	32	34%

Task 2d. Programme module feedback surveys

The intention was that Year 1 programme delegates would be asked to complete a **paper-based feedback survey** immediately following completion of each of the three modules that make up the leadership development programme. The focus of these surveys was on collecting data to inform the process evaluation, but they also included some questions designed to capture data on individual outcomes to enable tracking change on these over the course of the programme.

Almost all (92%) of those who attended Module 1 completed a feedback survey at the end. These surveys were **administered in person** at the event with dedicated time set aside for this. As Module 2 was only delivered to one cohort of 21 programme delegates, the number of responses was much lower and the response rate was also lower at 81%. Module 3 was not delivered.

Table 3.2: Feedback survey response rates

Activity / Event	No of Attendees	No of Responses	Response Rate
Programme - Module 1 (fully delivered)	94	85	92%
Cohort 1		26	
Cohort 2		28	
Cohort 3		31	
Programme - Module 2 (partially delivered)	21	17	81%
Cohort 1		0	
Cohort 2		0	
Cohort 3		0	
Programme - Module 3 (not delivered)		0	0%

3.3 Primary Data Collection – Qualitative

Task 3a. Observation of the National Leadership Forum

Four members of the Ipsos MORI and IES evaluation team **attended and observed** the first National Leadership Forum on 29 January 2020. The aim was to develop an in-depth understanding of the content and delivery approaches of the event, as well as factors such as levels of engagement and interaction amongst and between attendees. The team observed each of the plenary sessions and most of the panel discussions, except for two which were over-subscribed. They also facilitated a series of **Vox Pop interviews** with attendees during breaks, which were used to produce a short video of the event². A full report of the observation was written up and shared with the NLC to inform discussions and reflections on lessons learned.

Task 3b. Interviews with Year 1 Programme Delegates

A total of **14 qualitative interviews** with Year 1 programme delegates were conducted between December 2020 and February 2021. They each lasted 45-60 minutes and focused on gathering feedback on delegates' views and experiences of the programme and wider NLC activities. They also explored whether engagement with the NLC had any impact on intended individual and / or organisational outcomes aligned to the Theory of Change, as well as any unintended outcomes that were not referenced in the Theory of Change.

The interviewees were **self-selecting** – all Year 1 delegates were given the opportunity to participate and all of those who volunteered were invited to be interviewed. Table 3.3 shows that there was at least one interviewee from each region except East Midlands. There was also at least one interviewee from each of the sectors represented on the programme except the civil service. There was one interview scheduled with a civil servant, but they were unable to attend due to other commitments and so shared written feedback instead. This was combined with the qualitative data collected through the interviews.

² Can be accessed here: <https://vimeo.com/389775874>

Table 3.3 Profile of interviewees

Region	Number interviewed	All delegates
East of England	1	2
East Midlands	0	5
London	2	33
North East	1	6
North West	3	9
South East	1	10
South West	2	13
West Midlands	3	8
Yorkshire & the Humber	1	8
Total	14	94

Sector	Number interviewed	All delegates
Armed Forces	1	8
Civil Service	0	18
Education	4	16
Fire & Rescue Service	3	6
Healthcare	1	22
Housing Association	1	3
Local Government	2	10
Police Service	2	6
Other	0	5
Total	14	94

Task 3c. Focus Groups with NLC staff

A series of **five focus groups** were conducted with NLC delivery staff during January and February 2021. The purpose of the focus groups was to gather feedback and perspectives on the processes involved in the design and delivery of the NLC activities. The sessions explored views on what went well, less well, the underlying factors to success and how the context (including COVID-19) affected delivery.

3.4 Secondary Data Collection and Analysis

Leadership Development Programme Diagnostic Data

The NLC, in partnership with Korn Ferry, delivered a tailored Chief Executive diagnostic assessment to Year 1 programme delegates. The assessment process was administered at the beginning of the programme and based on four individual 'dimensions' – Competencies, Experiences, Traits and Drivers. The assessment collected data around each of these dimensions using a range of methods, which were consolidated into a single view by an assessor team. The NLC shared some key metrics from the diagnostic assessments with the Ipsos MORI evaluation team. The findings were used to provide further detail on the profile of leaders who participated in the programmes.

Monitoring Data

Primary data collection was supplemented by **monitoring data** on activities and outputs delivered by the NLC course of Year 1. This data was collected by the relevant NLC delivery teams and shared with the

Ipsos MORI evaluation team. Supporting information on the **aims and objectives** of NLC activities was also provided. This included information on: what was delivered, the intended audiences, numbers of attendees, session aims and objectives and alignment to key delivery strands in the Theory of Change³.

3.5 Analysis and synthesis

Quantitative Analysis

Descriptive statistics have been used to describe the basic features of secondary data and quantitative survey data with headline summaries presented as percentages in tables, graphs or in text. Where appropriate, percentage change has been presented. Low responses rates or small sample sizes, generally less than 30, should be treated as indicative only. Non-response rates to individual questions within the quantitative surveys (both paper-based and online) were low. Where responses were missing, data has been excluded from the analysis.

As the surveys included a number of Likert Scale response questions, data was ordinal and so non-parametric tests were used. Where pre-post programme survey responses were matched, a Wilcoxon Signed-Rank Test was used to make general inferences. Given the relatively small matched survey data sample size (32), a between-subjects statistical design using a Mann-Whitney U test was also used to explore changes between groups. Significance was determined as p value less than or equal to 0.05 ($p \leq .05$). Where significant differences are referred to in the reporting of the findings, this is the definition that has been used.

The collection of a small number of core outcome metrics through the Module 1 feedback survey enabled comparison of key attitudinal statements at three-time points: pre-programme, post-module 1, and post-programme. In addition, statistical comparisons between common questions asked in the pre-programme survey and the baseline network survey were also undertaken.

Qualitative Analysis

The qualitative data collected through the evaluation was uploaded to Nvivo 12 (qualitative analytical software) and coded against an analytical framework aligned to the NLC Theory of Change and key questions the evaluation was seeking to address. Further details of the analytical approach is provided in Annex C and the coding framework that was used can be found in Annex D.

Triangulation and synthesis

Beyond using robust analytical methods across quantitative and qualitative data sources, our analytical approach was designed to allow for sufficient and effective triangulation of data sources. This involved a detailed examination of findings, themes and patterns across multiple data sources to answer our key research questions and to assess and test the underpinning assumptions of the Theory of Change.

3.6 Limitations

As with any evaluation there were methodological limitations which should be noted, including:

- **Participant self-selection biases** – delegates could decide themselves whether they wanted to complete the surveys or put themselves forward for interviews, meaning that delegates who choose to take part may not be truly representative of the entire population.

³ See Annexes A and B for further detail

- **Low response rate for the post-programme end line survey** – this limited the number of survey responses that could be matched thereby reducing statistical power. This could have been the result of survey fatigue and a change in survey facilitation method - from face to face to online. Response rates may also have been affected by the change in delivery as a result of COVID-19.
- **Data linking** – three different sets of IDs were assigned to senior leaders engaged in NLC activities during the first year. This created challenges in matching data collected at different time points. A key learning point for future years will be to ensure that all delegates are assigned a single unique ID across all elements of data collection to enable successful data linking.
- **Measurement of progress towards outcomes** – all outcomes have been self-reported rather than observed, which may have resulted in an element of bias or subjectivity in reporting. A further limitation is that it has not been possible to measure some outcomes directly and so proxy measures have been used such as ratings on attitudinal statements. This was due to the baseline survey having been developed before the Theory of Change, which meant that the outcomes to be measured had not yet been finalised.
- **Differences between baseline and end line surveys** – some questions could not be matched at baseline and end line due to differences in the way they were asked or the response options. For example, the sector breakdown used to capture data on collaboration was different. A key learning point for future years of the evaluation is that questions in the baseline and end line surveys must be the same to enable matching.
- **Different modes of delivery for programme baseline and end line surveys** – the baseline survey was paper-based and administered to all programme delegates in person. The end line survey was administered online and completed by less than half of delegates, which is likely to have resulted in an element of self-selection bias in the results
- **Lack of counterfactual** – the focus of year 1 was to test and assess the Theory of Change through a pilot evaluation design, meaning that a counterfactual design was not appropriate at this stage. This means we are unable to compare any observed results to those we would expect if the programme had not been implemented. Progress towards intended outcomes were instead explored through pre/post quantitative surveys which were designed to measure change over time and qualitative interviews which explored contributing factors to observed changes.
- **Limited data collection opportunities with the wider Network** – NLC network delivery was substantially curtailed due to COVID-19, which restricted evaluation activities beyond those associated with the NLF (baseline at registration to the event, observation on the day and follow-up survey afterwards). This means data for the Network and Communities element of the Theory of Change is limited.

4 Activities and outputs

Chapter Summary

- There are around 1,200 senior leaders in the wider NLC Senior Leader Network. An initial **mapping exercise** was undertaken to identify which public sector leaders should be included within this. Contact details were subsequently collated from a broad range of sources and inputted to a central database – the first of its kind in England.
- The first **National Leadership Forum** was held in central London in January 2020 and attended by 357 senior public sector leaders. The event incorporated a range of high-profile speakers included the Head of Amazon UK, the England men’s football team manager, the former Head of MI5 and the Cabinet Secretary and Head of the Civil Service. **The feedback on the event was very positive**, with most attendees saying their expectations had been exceeded.
- NLC delivery teams identified a number of lessons from the first year of the Network, including the need to be **clear and concise** in communications with senior leaders and **sensitive** to the context and pressures they are operating in. A further lesson is that whilst short online sessions can be useful for sharing interesting content (if managed well), they are **not effective at facilitating networking**.
- 94 senior public sector leaders were recruited to **Year 1 of the NLC Leadership Development Programme**. Key motivations for engagement were the opportunity to participate in a cross-sector initiative; develop new ideas, perspectives and practices; and strengthen their network.
- The first module was a **five-day residential** where delegates were exposed to academic theory-based inputs, case studies, practical exercises and facilitated discussions on themes relating to systems leadership. **The feedback on Module 1 was overwhelmingly positive**, with most delegates saying it exceeded expectations.
- The second module was a **simulation of an emergency situation**. Whilst overall satisfaction with this module was high, more than half of attendees reported that their **expectations of this were not met** due to a lack of clarity on the aims, objectives and purpose; not enough time to network, discuss and reflect; and not challenging enough for their capabilities.
- **Communication** around the initial postponement and ultimate cancellation of Year 1 programme activities could have been managed better – a few delegates reported feeling cheated that they didn’t get to finish the programme as expected. The online elements of programme delivery introduced during the pandemic were generally less well received by delegates than the much-loved residential elements.

4.1 Introduction

This chapter provides an overview of what was delivered during the first year of the National Leadership Centre (NLC), focussing on Programme and Network activities. It includes consideration of how this compares with what was planned and the reasons for any differences, including contextual factors. The chapter also reports on what worked well, less well and why and some of the key lessons learned from Year 1 delivery.

4.2 Public Sector Leader Network

Recruitment and engagement

An initial mapping exercise was undertaken to identify which senior public sector leaders should be included within the Network. This involved engagement with government departments, leadership academies and sector membership organisations to understand the landscape of services within each sector and the senior leaders within these. It was underpinned by the principle that the NLC should cover as much of the public sector as possible, but that the leaders identified for inclusion should be comparable in terms of the level at which they were operating. An initial list of organisations and roles was identified, and this was iterated over time through ongoing and regular review. There are currently around 1,200 senior leaders included within the Network.

The original and updated criteria for inclusion in the Network are set out in Table 4.1. The criteria relate to the **profile of organisations** whose leaders would be eligible to join the Network.

Table 4.1: Criteria for inclusion in the NLC Network

Original eligibility criteria, November 2019	Updated eligibility criteria, February 2020
Significant funding comes from public finances	Significant funding comes from public finances
Public has significant ownership of the organisation	Public has significant ownership of the organisation
Deliver services to more than 1,000 citizens	Budget / spending of over £10m per annum
Employ more than 100 people	

Contact details for senior leaders whose organisations met the criteria for inclusion in the Network were collated from a broad range of sources. In some cases, they were provided directly by sector stakeholders and in others they had to be collated manually from open online sources. This was identified as an early challenge for the network as there was no existing mailing lists in place, even at a sector level.

A further challenge has been to keep the database of leaders up to date given the level of turnover within senior roles. This was described by one NLC team member as *“trying to pin down a cloud.”* The NLC identify when network members have moved on through out-of-office emails when communications are issued. Changes are also sometimes identified through news items, social media updates, internal civil service announcements or job alerts from different sectors. A formal process has been established to record these changes, which involves team members completing a Google Form setting out the details of the changes and alerting the team responsible for managing the database who then make the relevant changes.

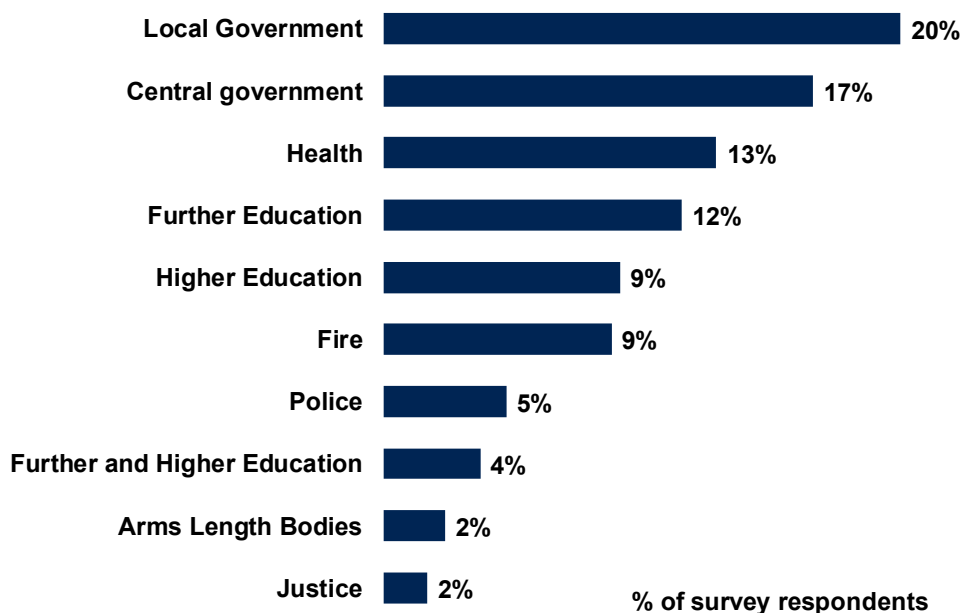
A dedicated person is being appointed to manage the Network database. Key learning points from Year 1 of the Network have been the importance of keeping the database of Network members up-to-date and the resource required to do this effectively. A new post has been created in the team for a dedicated person to lead on this, which is not something that the team initially considered to have been a requirement.

Profile of NLF attendees

Senior leaders from central and local government accounted for around two fifths of those who registered to attend the National Leadership Forum. As referenced above, prior to the NLC there was

no existing database of senior public sector leaders in England and therefore no details available on the profile of those leaders. Around one fifth of Network members signed up to the National Leadership Forum and completed a short survey as part of the registration process. Of these, local and central government representatives accounted for the highest shares (Figure 4.1). The remainder were spread across a range of other sectors.

Figure 4.1: Sector of NLF attendees



Base: 289 NLF Attendees

Chart shows the Top 10 sectors of NLF attendees

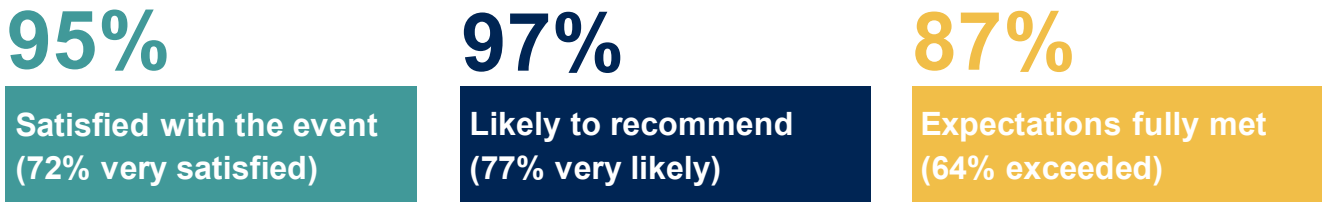
Source: NLF Registration Survey

National Leadership Forum

The first National Leadership Forum was held in central London on 29 January 2020. It was attended by 357 senior public sector leaders. The event was facilitated by a well-known television presenter and keynote speakers included the Head of Amazon UK, the England men's football team manager, the former Head of MI5 and the then Cabinet Secretary and Head of the Civil Service. In addition to the keynote speakers, a number of breakout panel sessions and interactive discussions were held throughout the day which focussed on five capabilities identified by the NLC as being associated with systems leadership: adaptive, connected, ethical, purposeful and questioning.

Feedback from attendees of the NLF was very positive. Almost all those who completed a feedback survey said they were satisfied with the event and likely to recommend. The majority also said that their expectations of the event had been exceeded. The range and quality of speakers was the most highly rated elements of the event, followed by the opportunities for networking and the panel / workshop discussion sessions.

Figure 4.2: Overview of feedback on the National Leadership Forum



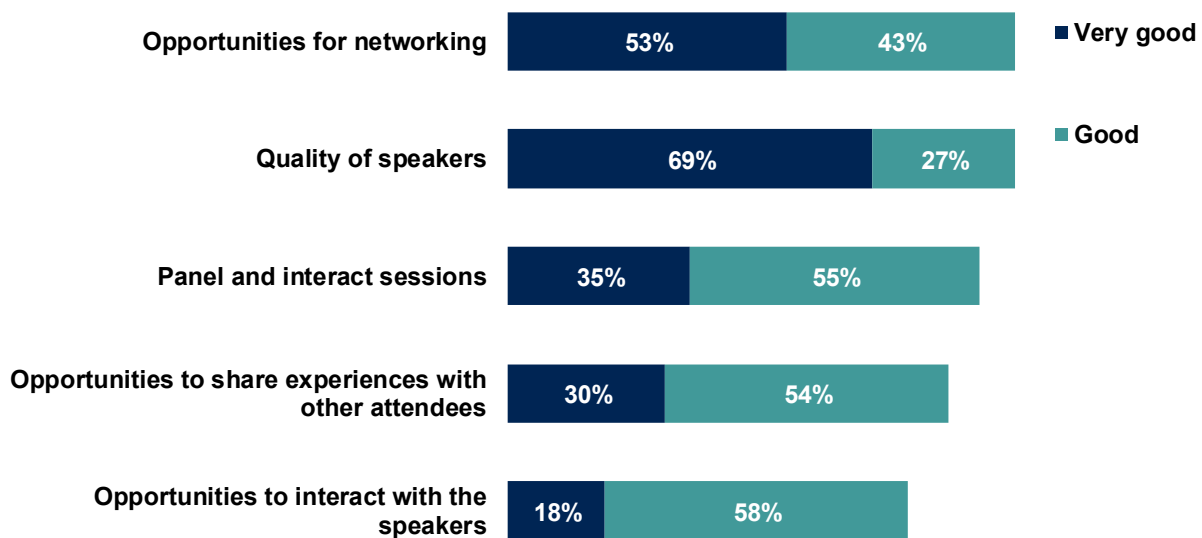
Base: 104 NLF attendees
Source: NLF Feedback Survey

The aspects that were comparatively less highly rated were the opportunities to interact with the speakers, to share experiences with other attendees and the panel discussions. Qualitative feedback from delegates further highlighted the interactive sessions as being least useful elements of the day. The key recommendations for improvement for future events (in order of the frequency with which they were referenced) were to:

- Provide more structured networking opportunities
- Deliver national events outside of London
- Deliver local / regional events
- Make events shorter
- Have more of a focus on real life issues or problems
- Maintain the range and quality of speakers.

The feedback was therefore mixed in terms of recommendations, with some delegates looking for more of the same (e.g. in terms of the range and quality of speakers) and others suggesting a slightly different focus (e.g. more structured networking opportunities or greater focus on real life issues).

Figure 4.3: How would you rate each of the following aspects of the NLF?



Base: 104 survey respondents
Source: NLF2020 Feedback Survey
Responses could be provided on a 5pt scale ranging from Not very good, Not good, Very good or Good

Lessons from Year 1

The NLC Leadership Communities Team identified a number of lessons from delivery of Year 1 of Network activities, which are set out below.

The need to be clear and concise in communications with senior leaders. This involves ensuring that the important messages are upfront and that there are only a few key pieces of information to get across per communication. This enables senior leaders to engage quickly and easily to decide if this is something for them without having to work through a lengthy email, which most don't have time to do.

There is less added value from delivery of regional events. Despite attendees from the NLF requesting more regional / local events, the experience of the NLC to date suggests that there is less of a role for them to add value at a regional level. Senior regional stakeholders typically know each other and so there is less of a draw for them to attend a regional event as it offers limited opportunity for them to expand their existing network.

Short online sessions are effective for sharing interesting content, but not effective at facilitating networking. Over time, the NLC team have improved their ability to deliver high quality virtual / online sessions. Key lessons are to keep these short (ideally 45 minutes) and topical to maintain engagement and to provide different mechanisms for engagement, including through a chat function. However, whilst these sessions are effective for sharing interesting content, they are not effective at facilitating networking. This has been a key factor in informing the decision to postpone the National Leadership Forum to a time when it can be delivered in person rather than virtually.

The need to be sensitive to the context and pressures that senior leaders are operating in. This has been particularly important during the pandemic and a key consideration for the NLC team in their communications with Network members during this period. A key aim has been to not put additional pressure on them or appear insensitive to their context.

Online communities are not an effective means of engaging senior leaders. The NLC team trialled setting up groups of approximately ten senior leaders to participate in facilitated conversations. However, these were not successful in engaging senior leaders and so the concept has since evolved to less structured and more informal meetings between Network members ("Coffee Connect"). The COVID context was found to be one of the reasons the online communities didn't work as leaders had too many competing pressures to engage, as well as the challenges faced in creating a group dynamic through online delivery.

4.3 Leadership Development Programme

Recruitment and engagement

A total of 94 senior leaders were recruited to Year 1 of the NLC Leadership Development Programme. Target quotas were identified at the outset to ensure appropriate representation by sector and region. The NLC programme team approached relevant leadership academy bodies or leads within each sector and worked with them to identify suitable candidates. The approach was different for each sector depending on how well established their talent management pipeline was. Those nominated for participation received a formal invitation from the Cabinet Secretary.

Programme delegates reported a lack of transparency in the recruitment process. More than half interviewed said they had been approached out of the blue and invited to participate. Most were still unclear as to how or why they came to be nominated. The initial communication was reported to have

lacked context and information on the aims and objectives of the programme, which led a few to question whether it was genuine. A further contributing factor was the fact that the NLC was newly established and therefore not recognised by most of those who were approached to participate.

Once delegates established that the invitation was genuine, they were generally happy to participate and privileged to be given the opportunity. A range of motivations were provided for signing up to the programme. These were typically shaped by past experiences, career trajectories, prior training and current / future ambitions. Example reasons and motivations (in order of frequency with which they were reported) included:

- The opportunity to engage in training that was **across multiple sectors** – this was attractive to most leaders as it was considered rare and offered new and different networking and learning opportunities to those available within their own sectors
- The opportunity to develop new ideas, perspectives and practices to **share and feedback within their organisations** – leaders with several years' service ahead of them appeared to have been specifically targeted via intermediaries for this reason
- To **strengthen and expand their existing network** – both personally and professionally, regionally and nationally
- Opportunity for **investment** in their development – the offer of time, space and investment in their development was attractive, particularly as this did not have to come from their own budgets
- To gain a **better understanding of the civil service** – this was raised as a key motivation by a couple of delegates
- **Duty** – one leader considered the engagement in training to improve their leadership capability and capacity as being a duty of all public service senior leaders
- Positive experiences of **Cabinet Office training** – one leader had participated in previous training delivered by the Cabinet Office and was happy to engage based on that experience.

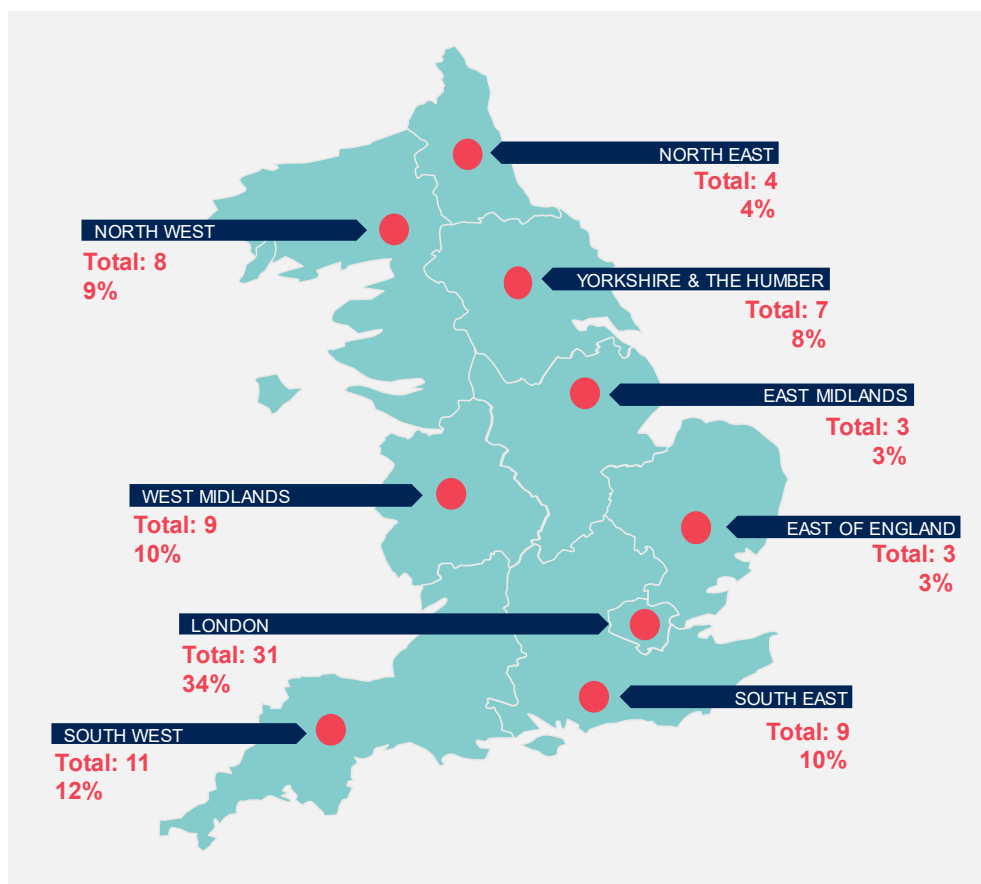
A key selling point for the programme was that it was **cross-sector**, which was referenced by a few delegates as a contributing factor to them wanting to participate.

Profile of Year 1 Programme Delegates

The challenges faced by Year 1 programme delegates were found to be similar to those faced by senior public sector leaders across the wider Network. Prior to participation in the programme, Year 1 delegates were asked to identify the top three challenges they faced. The most frequently noted challenges at this stage were: 1) budgetary / financial pressures, 2) workforce issues and 3) political uncertainty. This was broadly in line with the challenges faced by those senior leaders who registered to attend the National Leadership Forum (who represent around one fifth of the Network as a whole). They referenced financial constraints, funding pressures and / or austerity as the top challenge faced, followed by challenges recruiting and retaining people with the right skills and political pressures / uncertainty. Whilst the two surveys are not directly comparable, as there are likely to be situational effects associated with each, this does suggest that Year 1 delegates were **broadly representative of the wider network** in terms of the challenges faced in their role.

There was representation on the programme from all regions of England, with London and the South West accounting for the highest numbers – combined accounting for almost half of all Year 1 programme delegates.

Figure 4.4: Year 1 Programme Delegates by Region



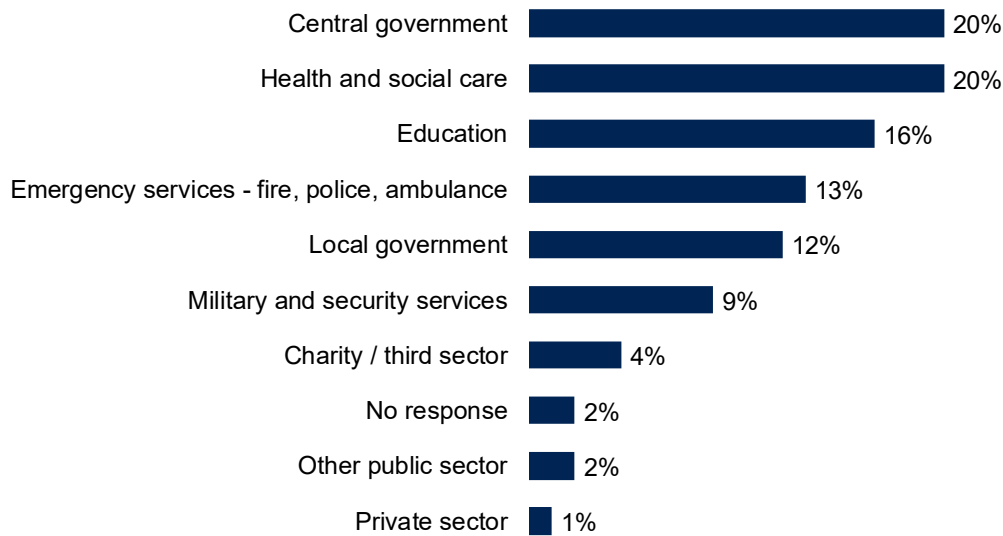
Base: 91 Programme Delegates

Source: Programme Baseline Survey

Information not presented for six Programme Delegates due to: Data missing (4), UK-wide (1) or Northern Ireland (1)

Programme delegates came from a broad range of sectors. A fifth (20%) were from the central Government and a further fifth (20%) were from the health and social care sector (Figure 4.5). The remainder were spread across a range of sectors. This was slightly different to the sector profile of those senior leaders who registered to attend the National Leadership Forum (who represent around one fifth of the Network as a whole). Of those, 20% were from local government, 18% central government, 13% health and 12% from further education.

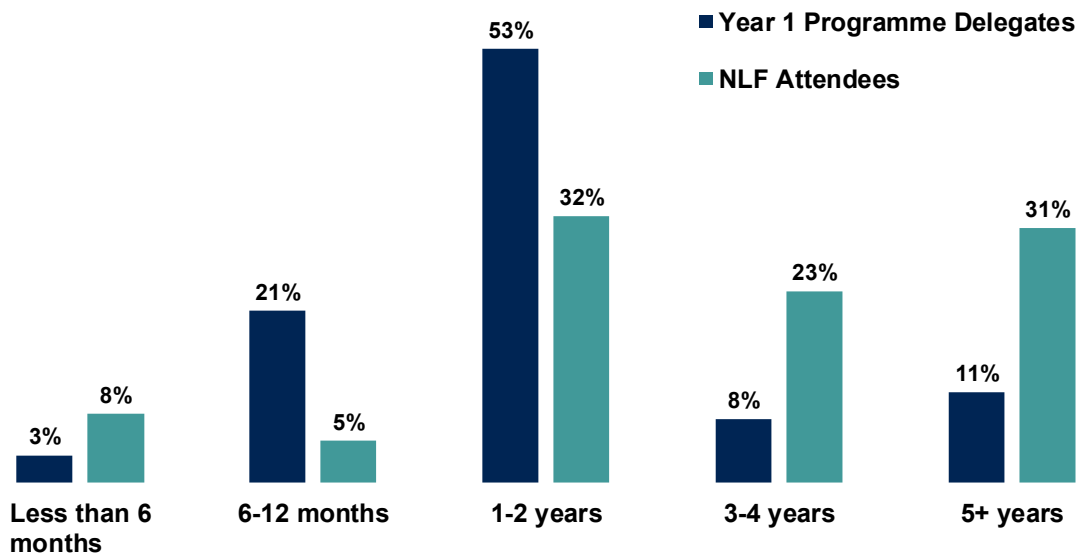
Figure 4.5: Year 1 Programme Delegates by Sector



Base: 91 Programme Delegates
 Source: Programme Baseline Survey

Most Year 1 programme delegates were relatively new to their role. Prior to participation in the programme, over three quarters (77%) had been in their role for less than three years and a quarter (24%) had been in their role for less than a year (Figure 4.6). This was slightly different to the profile of those who completed the baseline Network survey (as part of registration for the National Leadership Forum), less than half (45%) of whom had been in post for less than three years.

Figure 4.6: Length of time in role



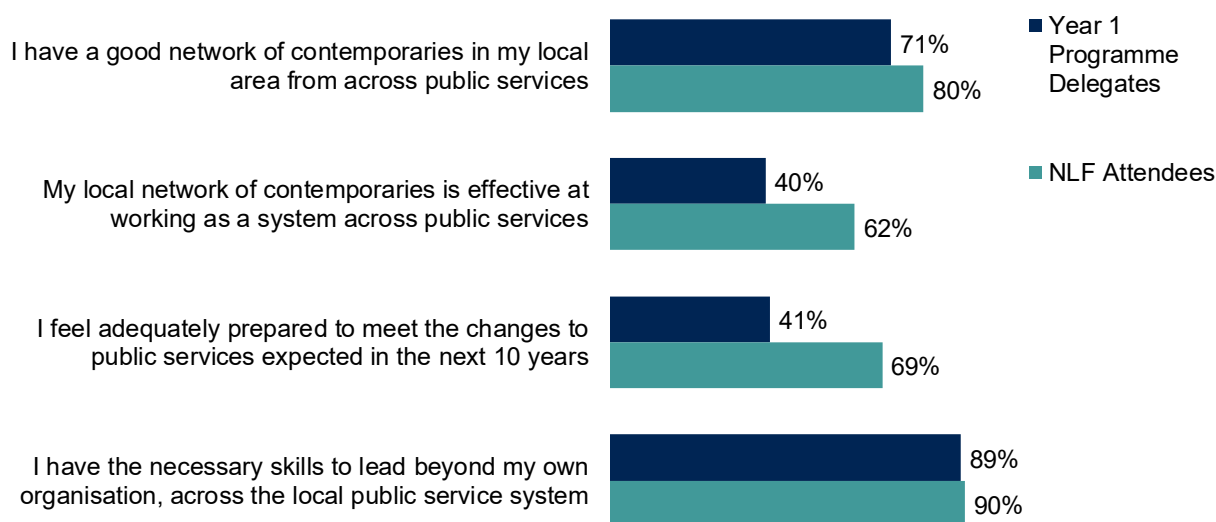
Base: 87 Year 1 Programme Delegates; 275 NLF Attendees
 Sources: Programme Baseline and NLF Baseline Survey, both of which were administered between Nov19 and Jan 21
 Differences were found to be statistically significant at the 0.05 level (based on Mann Whitney U test)
 Figures may not add up to 100% due to rounding

There were significant differences between Year 1 programme delegates and those who registered to attend the National Leadership Forum in terms of their self-reported skills, networks and competencies. Prior to participation in the programme, delegates were significantly less likely to

report that they had a good network of contemporaries locally and that their local network was working as a system (Figure 4.7). Programme delegates were also significantly less likely to report feeling well prepared to meet the changes to public services expected over the next 10 years than those who registered to attend the NLF.

The proportion of programme delegates who felt they had the necessary skills to lead beyond their own organisation was in line with NLF attendees.

Figure 4.7: Comparison of Programme Delegates and NLF Attendees



Base: 91 Year 1 Programme Delegates; 275 NLF Attendees

Percentages relate to net agreement – percentage who 'agreed' or 'strongly agreed' with each statement

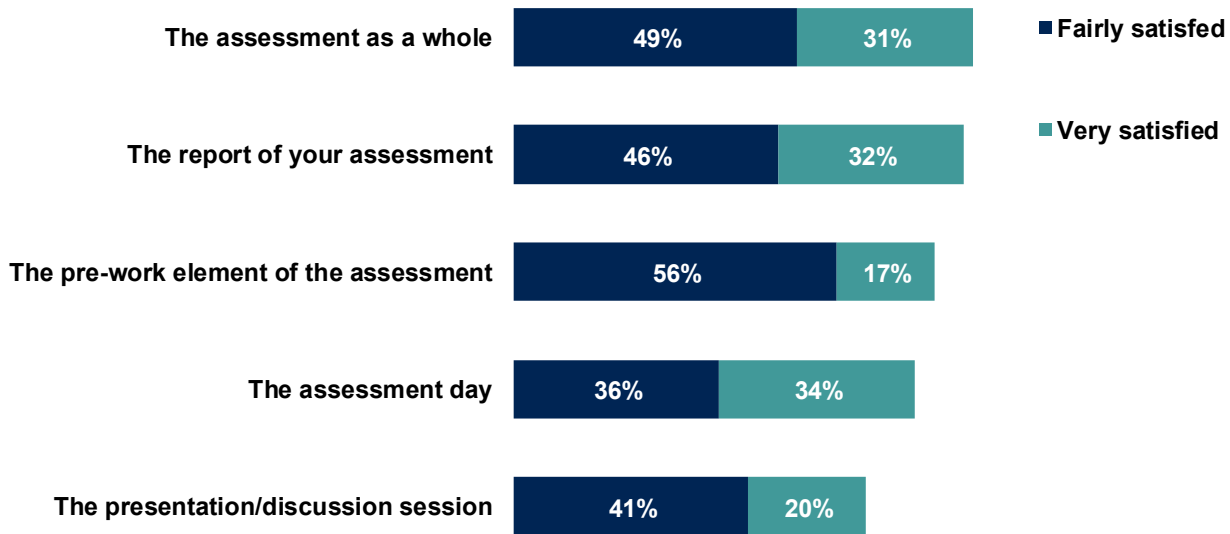
Sources: Programme and NLF Baseline Survey, both of which were administered between Nov19 and Jan20

Differences in the top 3 statements were statistically significant at the 0.05 level (based on Mann Whitney U test)

Leadership Diagnostic Assessment

Prior to participation in the programme, delegates were asked to complete a Leadership Diagnostic Assessment which was administered by an external provider (Korn Ferry). This involved them completing a questionnaire designed to capture data on leadership **experience, competencies, traits and drivers** and then attending an assessment day to discuss the results. They also received a report of the Leadership Diagnostic Assessment and participated in a group presentation / discussion session with other programme delegates on this.

Feedback on the Leadership Diagnostic Assessment was generally positive, although some aspects were less well received than others. Most programme delegates were satisfied with the assessment as a whole and the report they received of the results of this (Figure 4.8). However, they were less satisfied with the pre-work element, the assessment day and presentation / discussion session. This was confirmed in the qualitative interviews with programme delegates, a few of whom likened the assessment day to an interview situation which they found quite stressful. They would have liked more advance warning of the level of commitment required to prepare for and participate in this element of the programme.

Figure 4.8: Satisfaction with elements of Leadership Diagnostic Assessment

Base: 59 Year 1 Programme Delegates (Cohorts 2 and 3)

This question was not included in the feedback survey for Cohort 1 delegates – it was added from Cohort 2 onwards

Sources: Module 1 Process and Outcome Survey

Module 1

The first module of the Leadership Development Programme was a five-day residential delivered within a country hotel. Delegates were asked to arrive on the Sunday afternoon for an introduction to the module and their fellow delegates. The next five days of delivery were themed around the qualities associated with systems leadership: adaptive, connected, ethical, purposeful and questioning. They contained a combination of academic theory-based inputs, case study examples, practical exercises and facilitated discussions. In addition to the main content, there were morning fitness classes available and pre-dinner speakers each evening.

The feedback on Module 1 was overwhelmingly positive. Delegates reported very high levels of satisfaction and likelihood to recommend and the majority said their expectations had been exceeded (Figure 4.9). Some caution needs to be taken in the interpretation of these findings given that the survey was administered in person immediately following completion of the module, which is likely to have resulted in an element of positive bias. However, all of those who participated in a qualitative interview more than a year later also said they had a very positive experience of Module 1.

“Our first residential was amazing, it was really, really good. Having a chance to think and to be stimulated with people from a whole variety of different background sectors was great.” Programme delegate

Figure 4.9: Overall feedback on Module 1**100%****Satisfied with Module 1
(85% very satisfied)****100%****Likely to recommend
(96% very likely)****96%****Expectations fully met
(74% exceeded)***Base: 91 Year 1 Programme Delegates**Sources: Module 1 Feedback survey*

The content of Module 1 was highly rated by senior leaders. All delegates rated the content as relevant in the feedback survey and the majority (58%) rated it as highly relevant. The most highly rated aspects were the opportunity for networking, the session on artificial intelligence and ethics and the overall quality of the speakers. The elements that were least highly rated were the group sessions, where there was a reported lack of structure or facilitation.

The key areas identified for improvement to Module 1 were providing **more structure and facilitation for the group discussions, more reflection time and a greater focus on systems leadership**. The point on more reflection time was also raised in the qualitative interviews with programme delegates, who commented that it was a lot of information to digest and they would have welcomed more opportunity for discussion and reflection on what it meant for them.

Module 2

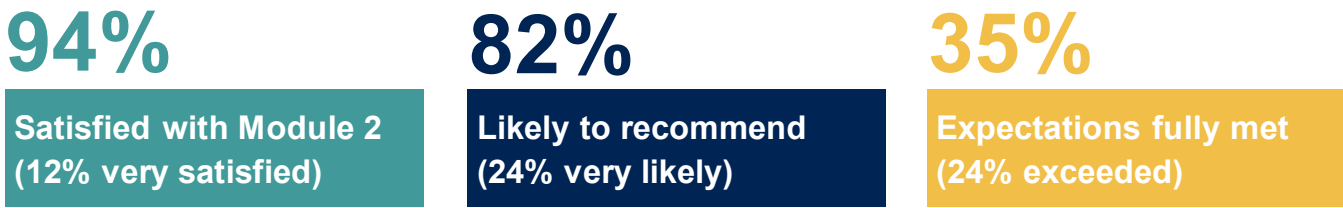
The second module was delivered in partnership with the Emergency Planning College (EPC) – the national centre for UK resilience learning and development. It was a three-day residential, during which delegates were asked to work in small teams to respond to a simulated crisis. The scenario was **complex, destabilising and requiring a multi-agency response**. The exercise was designed to be immersive and delegates had to plan how to react to Ministerial and political pressure, as well as public and media scrutiny. Coaching support was available throughout the module to offer support, guidance and challenge to delegates.

Module 2 could only be delivered to one cohort of programme delegates due to the COVID-19 outbreak and subsequent pause on NLC delivery from March 2020. The feedback from those who did participate was **generally positive**, as shown in Figure 4.10. Overall levels of levels of satisfaction and likelihood to recommend the module were high, although lower proportions of delegates reported being *very satisfied* or *very likely* to recommend relative to Module 1.

There was also an issue around expectations not being met. Less than half (35%) of those who participated in Module 2 said their expectations had been met and just under a quarter (24%) said they had been exceeded. The reasons provided by those who said their expectations had not been met mainly related to:

- Lack of clarity on the aims, objectives and purpose of the module
- Not enough time to network, discuss and reflect as a group
- Not challenging enough for their capabilities
- Would have preferred to focus on a 'real life' challenge rather than a simulation.

Figure 4.10: Overall feedback on Module 2



Base: 17 Year 1 Programme Delegates (representing 81% of those who participated in the full module)

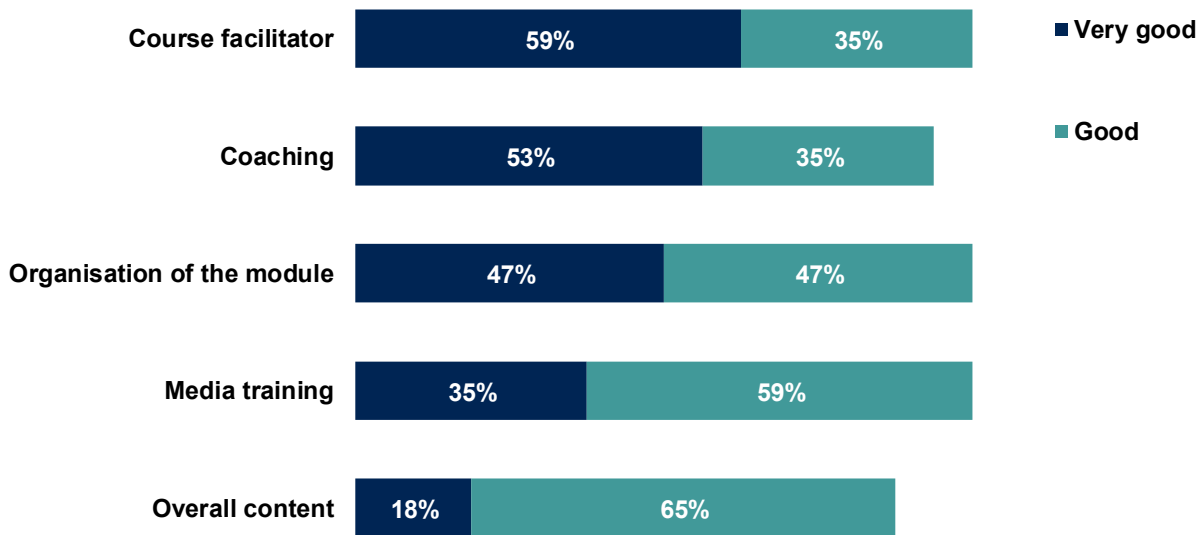
Source: Module 2 Feedback survey

Figures must be treated as indicative only given the small sample size

The course facilitator, coaching and organisation were the highest rated elements, of Module 2 (Figure 4.11). This was confirmed in the qualitative responses provided in the feedback survey, with attendees citing the group working, shared learning and opportunity for feedback as being the most useful aspects of the module. The aspects considered least useful were the exercise / scenario itself, Day 1 (deemed to be too slow) and the overall length of the module. There was a question around how appropriate the content was for the audience, many of whom were highly experienced in leading responses to emergency situations.

“The scenario didn’t work very well. It was too slow. The problem is you’ve got people in the room that are used to working in these gold incidents. They do this day in and day out and it’s not coming through in the same speed that it would if it was really happening out there.” Programme delegate

Figure 4.11: How would you rate each of the following aspects of the module?



Base: 17 (representing 81% of those who participated in the full module)

Source: Module 2 Feedback Survey

Figures must be treated as indicative only given the small sample size

Perceptions of overall programme delivery

What worked well?

The venue for Module 1 was identified as a key mechanism for attracting senior leaders and creating the right environment for them to feel energised. The programme team were deliberate in

their selection of a 'neutral' venue that was inviting and had facilities for delegates to relax and re-energise, such as a swimming pool and leisure facilities. Feedback from delegates suggests that this was a key selling point and that it contributed to them having a positive experience. It was deemed to be particularly important given that they had to travel on a Sunday to attend.

"For a high-level course, you need to make sure the places that are away from home are comfortable, you will get more out of people." Programme delegate

The calibre of the speakers for Module 1 was highlighted as a key success factor. The content was reported by delegates to have been stimulating, thought provoking and highly relevant to the key issues and challenges they were facing. More than half of those interviewed identified the content of Module 1 as a highlight of the programme. The calibre and credibility of the speakers was also considered to have been a contributing factor to attracting senior leaders to give up their time to attend.

"The power of it [was successful]. They were able to attract really interesting people to come along. It was pretty high level, it was Oxford, Harvard and MIT...it was very credible...it was intellectually credible, you would go away and think about it." Programme delegate

Leaders were encouraged to completely unplug from their day-to-day commitments. Those attending Modules 1 and 2 were asked to clear their diaries to focus on participation in the programme and to not check emails or phones outside of break times unless it was an emergency. Whilst a few leaders were initially sceptical about doing this, the consensus was that it contributed to them having a positive experience on the programme.

"It was almost legitimising in my own head that I can detach myself for a week and fully immerse myself in the activities that were taking place. It was very therapeutic, for my own well-being, as well, to have that opportunity to stand back and breathe and really have the opportunity just to reflect on my practice, and, as I mentioned earlier on, to hear the best speakers that I possibly could." Programme delegate

The commitment and attentiveness of the NLC programme team was highlighted as a key success factor in delivery. A couple of those interviewed referenced the organisation of the programme and the support provided by the programme team as having worked well. One mentioned that during the pandemic the team had been particularly helpful in connecting them to people within the wider civil service, which was much appreciated.

What worked less well?

There was a perceived disconnect between different elements of the programme and lack of overarching learning objectives. Initially, different people were responsible for the design and delivery of the three modules. This was perceived by NLC delivery teams to have resulted in a disconnect between each element in terms of ensuring a coherent learner journey for delegates. This was confirmed by the leaders themselves, who reported a general lack of clarity on the overarching aims and learning objectives of the programme as a whole, as well as individual modules. A key learning point for future would be to ensure that these are clearly communicated to delegates prior to participation and that delivery teams working on different elements of the programme are closely aligned.

The online events arranged for programme delegates following cancellation of the modules were less well received. Almost all of those interviewed described the online elements of the programme as being less engaging than the residential elements. A couple felt that the content was very civil service

focussed and therefore of less relevance to them. More broadly, they found it harder to focus on the content given other pressures and they were not conducive to networking.

“Trying to do this type of stuff in 40 minutes doesn’t work, you don’t get the interactivity and depth. It was a valid attempt, but it doesn’t work.” Programme delegate

The communication around the initial postponement and ultimate cancellation of Year 1 activities could have been managed better. A few Year 1 delegates felt cheated that they didn’t get to finish the programme as expected. Following the COVID-19 outbreak, the NLC were unable to cancel delivery of Modules 2 and 3 due to contractual commitments with delivery partners. The initial communication was therefore that these had been postponed. This raised an expectation amongst delegates that they would get to complete the modules face-to-face at a later date and a few were disappointed when they realised that this was not the case. As referenced above, the online sessions were less well received and did not feel like an equivalent offer for some programme delegates who expected to reconvene later in person to complete the programme.

“Our expectation was that we thought that it would get suspended and that we would continue our program post-COVID. We got an email saying the closing ceremony of NLC will be September and it will be virtual and we thought what do you mean? We haven’t completed it yet. It was a real shock to a lot of people.” Programme delegate

4.4 During COVID-19 – Online Offer

Overview of offer

The NLC delivered a **series of online events** between June and December 2020, an overview of which is provided in Annexes A and B. Some events were open to all Network members, which included two calls with the Cabinet Secretary and an online webinar series. Others were open to Year 1 programme delegates only, which include a COVID-19 debrief event and a hackathon designed to support delegates to achieve the objectives for Modules 2 and 3 (which could not be delivered due to COVID-19) through working together to tackle key public sector issues (such as diversity and inclusion or climate change). Year 1 delegates were also invited to attend an online closing event in December 2020. Finally, some events were open to Year 1 and Year 2 programme delegates, which included topical events with a range of guest speakers.

Feedback on online events

As noted in the previous section, qualitative feedback from Year 1 programme delegates on the online elements of delivery was **less positive** than the residential elements of the programme. Whilst many felt that the content of the online sessions was broadly interesting and useful, the **virtual fatigue** that many felt from numerous Zoom and MS Teams meetings in their day job meant online delivery was a less attractive option. In addition, **being fully ‘present’** during online sessions was more challenging as there were more distractions, such as emails. The space to regroup, focus and ability to be present was much more difficult for online events. Although they felt there was a potential place for shorter, more focused online sessions, a number mentioned feeling ‘short changed’ that they were not going to have modules 2 and 3 rescheduled to be delivered face to face.

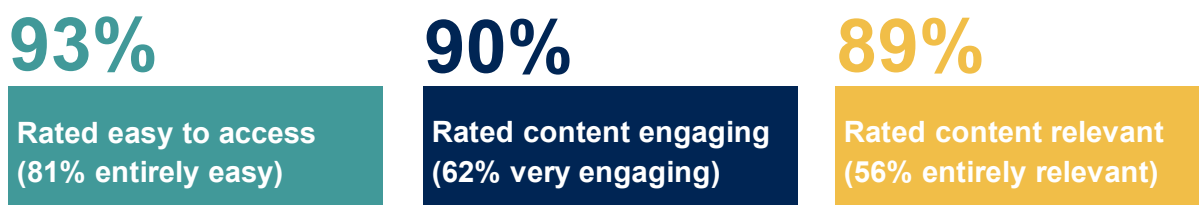
Attendance at the online events for Year 1 delegates was variable; the majority (84%) attended the COVID-19 debrief event, but much lower proportions attending the hackathon (20%) and closing event (39%). A couple of those interviewed said that if online sessions had been booked in for them, rather

than voluntary sign-up, they may have been more inclined to engage. A few said online learning was just not 'for them', but appreciated the efforts made by the NLC.

Feedback forms were issued to attendees of the online events delivered to programme delegates and network members. The findings from these were **generally positive** (Figure 4.12). There may be an element of positive bias in these results given that it was only those who attended the events who completed the feedback surveys, but they do suggest that they were well received. Overall feedback on what worked well included:

- Engaging and informative speakers
- Use of data, insight and academic literature
- Having opportunities to input and reflect
- Inspiring and uplifting content
- Thought provoking sessions
- Short, punchy and accessible sessions.

Figure 4.12: Feedback on online events



Base: 231 survey responses covering 7 online programme events, including the Hackathon and online webinar series

Source: Post-event feedback surveys

The feedback surveys also identified some recommendations to inform future delivery of online events. These included:

- Having key / killer questions to address during sessions
- More time for questions, breakout groups and discussions - having the opportunity to do this with cross sector colleagues is important
- Having examples - putting theory into practice in the public sector
- Bigger breakout groups and considering how best to set up those groups e.g. keeping them the same or changing groups
- Having wider academic reference material for some subject areas
- Increasing the pace of delivery in some instances.

All interviewees praised the **positivity, enthusiasm, knowledge and support** of the NLC programme team during the shift to online delivery. A couple referenced the support provided to broker relationships with wider public sector leaders during this time as having been particularly valuable.

4.5 Intended outcomes

This chapter has reported on the activities and outputs delivered during Year 1 of NLC Leadership Development Programme and Network. As set out in the Theory of Change for the NLC (see Figure 2.1), these were expected to result in a series of outcomes for senior public sector leaders relating to personal

development, networking and collaboration and knowledge and understanding. The next three chapters report on evidence of progress towards these outcomes.

5 Outcomes: Personal development

Chapter Summary

- Year 1 of the NLC Leadership Development Programme was found to have made a positive contribution to improving the **self-awareness, confidence and resilience** of delegates.
- The **diagnostics assessment, coaching** and **opportunity to take time out** from day-to-day obligations to think and reflect on their leadership style were key contributing factors to increased self-awareness.
- The focus on **wellbeing**, particularly during Module 1, was found to have contributed to increased resilience amongst delegates. A couple reported having made changes to their lifestyle as a result and others had established wellbeing initiatives within their own organisations.
- The **networks** established through the programme were found to have contributed to increased resilience, with a few regularly using WhatsApp groups set up with co-participants as a source of advice, guidance and support.
- There is emerging evidence that personal development outcomes from participation in the programme were resulting in **changed behaviour** amongst leaders, such as better time management, improved delegation and improved interactions with external partners.
- There was evidence to suggest that increased confidence was translating into **organisational benefits**. One delegate said the confidence they gained from the programme led them to contact the Chief Executive of another organisation to set up a new cross-system initiative. They have since raised over £9m investment for this and have more plans to collaborate to raise the profile and financial standing of their organisation.
- The evidence to date is inconclusive on whether participation in the programme has contributed to **increased tenure** of senior leaders. It is too early to make a full assessment of this, several had changed jobs since starting the programme and one had accelerated retirements plans as a result of participation.

5.1 Introduction

The NLC aims to improve the **self-awareness, confidence and resilience** of senior leaders participating in the Leadership Development Programme. These outcomes are in turn expected to result in **increased tenure** of senior public sector leaders as they are better able to cope with the demands of their role.

This chapter reports on the extent to which the programme appears to have contributed towards these expected outcomes based on analysis of quantitative and qualitative information collected from Year 1 delegates. For each outcome, a summary of overall progress is provided followed by discussion of contributing factors.

5.2 Improved self-awareness

The NLC Leadership Development Programme has made a positive contribution to improved self-awareness amongst senior public sector leaders.

Self-awareness is widely regarded as one of the core components of emotional intelligence⁴. It relates to the ability to recognise and understand emotions in yourself and others and to use this awareness to manage behaviour and relationships. In a leadership context, it includes understanding of personal strengths, weaknesses and limitations particularly when dealing with ambiguous or stressful situations or in interactions with others⁵.

More than half (56%) of Year 1 programme delegates reported an increase in self-awareness as a result of participating in Module 1. Of those who completed the end line survey, **60%** reported an increase in self-awareness from the programme as a whole. Increased self-awareness was also referenced by almost half of delegates who participated in an interview as a key outcome from participation in the programme.

The three elements of the programme that were found to have contributed to increases in self-awareness were:

- **Diagnostics assessment** – this was referenced by a few interviewees as having generated new insights into their leadership style and aspects of this that they may want to further develop, such as collaboration, dealing with conflict or delegating more effectively. In addition to the assessment itself, a couple of interviewees referenced the value of the group discussions and facilitated exercises around these as being helpful for them in interpreting the results.
- **Coaching** – the coaching sessions were generally well received by programme delegates, with around half of those interviewed citing them as having made a positive contribution to improving their self-awareness.
- **The opportunity to take time out** – Module 1 offered a rare opportunity for senior leaders to take time out from their day-to-day obligations. This time and space facilitated self-reflection, which in turn led to realisation on the part of a couple of those delegates interviewed that they would benefit from making some changes to their working style and approach.

“[The Programme] reaffirms your own self-awareness. That out of office chance to focus on what is important, set an agenda for your organisation and for you personally.” Programme delegate

Those with limited previous experience of participating in psychometric tests, diagnostic assessments or coaching achieved the greatest increases in self-awareness. A couple of interviewees had not previously engaged in these types of activities and therefore got more out of them in terms of increased self-awareness. Conversely, a couple of others said that, although they found those aspects of the programme useful, they considered themselves to already be self-aware. In these cases, the activities reinforced what they already knew rather than generated new insights. This was

⁴ See for example: Travis Bradbury and Jean Greaves (2009), *Emotional Intelligence 2.0*.

⁵ Bremner (2020). *Why is Self-awareness Important for Leadership*. The Myers-Briggs Company.

typically the case for those who had participated in similar activities in the past, or who were currently receiving coaching.

“He [the coach] told me things I knew about myself, but not things that others would have spotted.”

Programme Participant

There was some evidence that improved self-awareness was translating into benefits for individual leaders and their organisations. One participant described how the coaching received through the programme had helped them to realise what was important to them and therefore what they wanted to invest their time in. They had since become much more selective about which meetings they attended. This was freeing up time to focus on what was important to them individually and to their organisation. Another came to the realisation that they needed to delegate more responsibility to their senior team rather than attempting to control all aspects of what they were doing. They have since made a conscious effort to give the team more autonomy, which they believe is resulting in benefits to them (more time) and to the team (feeling empowered).

“I had some personal development as a result of the coaching sessions. There are things I now do differently at work. I’ve been working on pushing decision making to the correct level of the organisation.”

Programme delegate

Another participant used the programme as an opportunity to think about how they were behaving and reacting in certain situations, including when frustrated with central government decision making. Through participation in the programme, they felt they had gained a better understanding and empathy for civil servants. They have since had the opportunity to try out these new behaviours during COVID and felt that they were able to handle situations much better.

“I was able to completely hold it together. I didn’t get frustrated. I unpicked where the civil service was coming from, just unravelled it and made it work locally. I was more efficient. I communicated better.”

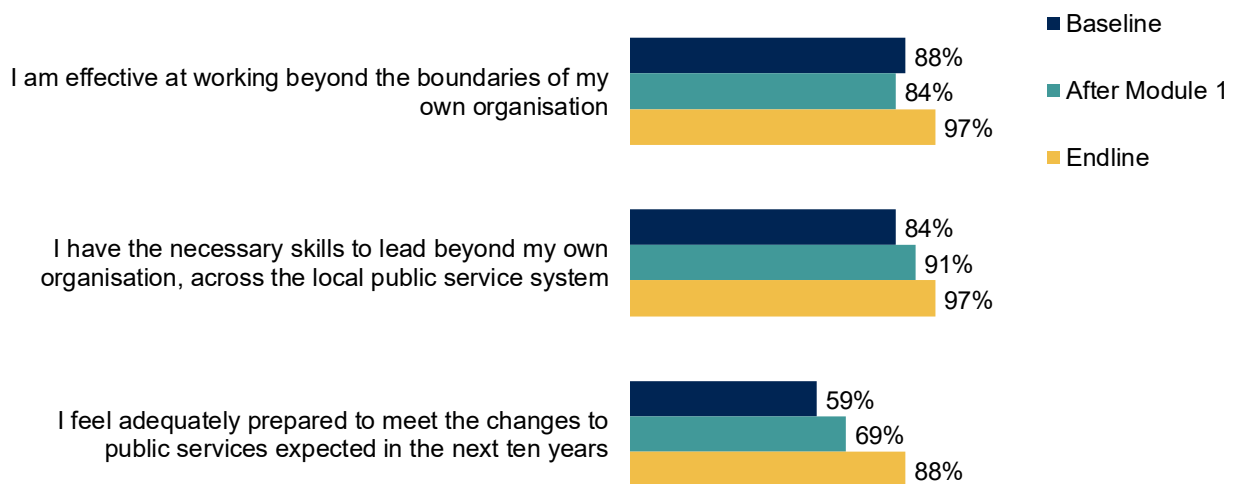
Programme delegate

5.3 Improved confidence

The NLC Leadership Development Programme was found to have contributed to improved confidence amongst delegates and there is some evidence that this is translating into organisational benefits.

There was a significant positive increase across a range of outcome measures relating to confidence pre and post participation in the programme (Figure 5.1). Programme delegates were asked to rate the extent to which they agreed with a series of statements relating to their effectiveness, skills, preparedness and influence. For three of the measures shown, there was an initial increase following completion of Module 1 and a further increase post-completion of the programme.

The exception to this trend was perceived effectiveness at **working beyond the boundaries of their own organisation**, which dipped slightly following Module 1 before increasing again on completion of the programme. However, some caution needs to be taken in interpreting this finding given the small sample size. The key message from this indicator is that most delegates were confident in their ability to do this prior to participating in the programme and this increased to almost all post-completion.

Figure 5.1: Change in outcome measures relating to confidence, Nov-19 – Dec-20

*Base: 32 Programme Delegates who could be matched at baseline, after Module 1 and end line
 Figures relate to net agreement with each statement – percentage who 'Strongly agreed' or 'Agreed'
 Baseline was administered on Day 1 of the Module (Nov19-Jan21); After Module 1 was administered at the end of Day 5 of the Module; End line was administered prior to the closing event in Dec20
 Differences between baseline and end line were all statistically significant at the 0.05 level (based on matched Wilcoxon Signed Rank Test)*

The uplifts observed between baseline and completion of Module 1 can be fairly confidently attributed to the programme. The surveys were administered immediately prior to starting the programme and immediately following completion, with delegates having spent the whole of the intervening time participating in the residential module.

The uplifts between completion of Module 1 and the end of the programme can be less confidently attributed to the NLC. There was around a year between completion of these two measures, during which time delegates were exposed to a wide range of factors that could potentially have influenced them. This included the COVID-19 outbreak and resultant pressure on public services to work collaboratively to support the response, adapt delivery of services in line with COVID-19 restrictions and respond to increased or changed demand.

However, the evidence suggests that the programme at least partially contributed to the overall uplift. Half (50%) of those surveyed at the end line said their confidence had increased as a result of participating in the programme, whilst a third of those who were interviewed post-completion reported increased confidence as a key outcome from participation. These increases in confidence were manifesting in several ways:

- **Confidence in their ability to be a systems leader** – one interviewee talked about how they initially didn't think they had much to bring to the programme. However, through the pre-assessment work, they realised they had a lot to offer in terms of cross-system working, which they were doing in their current role. This boosted confidence in their ability to deliver cross-system leadership, which they felt they were now doing much more effectively.

“The biggest thing was the confidence thing, particularly when it comes to working with all sorts of other people across systems.” Programme delegate

- **Confidence to take on new leadership roles** – two programme delegates had successfully put themselves forward for new leadership roles outside of their organisation (in addition to their main

job role). They both felt that the confidence they gained through participation in the programme had contributed to them feeling able to do this.

“I have the confidence now to put myself out there nationally and take on new Chair roles.”

Programme delegate

- **Confidence to delegate** – one interviewee said that participation in the programme had resulted in a change to their leadership style. They are now much more confident in empowering others. This has been particularly valuable during the pandemic when as an organisation they have had to adapt quickly and be responsive to ongoing changes to the context within which they are operating. Learning from the programme about what makes a ‘good’ leader in terms of delegation has been helpful in informing this.

There is some evidence that the increased confidence of programme delegates is translating into organisational benefits. One programme delegate said that the confidence they gained from participating in the programme led them to contact the Chief Executive of another organisation to express an interest in doing more work together. That subsequently led to them collaborating on the development of a cross-system Integrated Care Academy (ICA) – the first of its kind in the UK. They are confident that this would not have happened if they had not participated in the programme. They have since raised over £9m for the ICA during the period of the pandemic and have more plans to develop similar initiatives to raise the profile and financial standing of their organisation.

Two programme delegates felt that the confidence they gained from the programme was contributing to them having increased credibility with partners and stakeholders. One has an advisory role on a local committee. Prior to participation in the programme, the committee would often not take on board their recommendations immediately. They would seek views from elsewhere before coming to a final decision, which would take time and resource. However, they are now much more likely to accept recommendations straight away. Important decisions are therefore getting made and implemented quicker, which is benefiting the community. In this example, the change was attributed to them having greater confidence and authority in the way they approached their advisory role on the committee. In the other example, one participant said they felt they had more confidence and credibility with CEOs in other organisations locally as a result of having spent time with so many on the course – they now felt much more on a par with them.

5.4 Improved resilience

The Leadership Development Programme has partially contributed to an increase in personal resilience amongst delegates, which has been valuable in equipping them to deal with the challenges faced as a result of the COVID-19 pandemic.

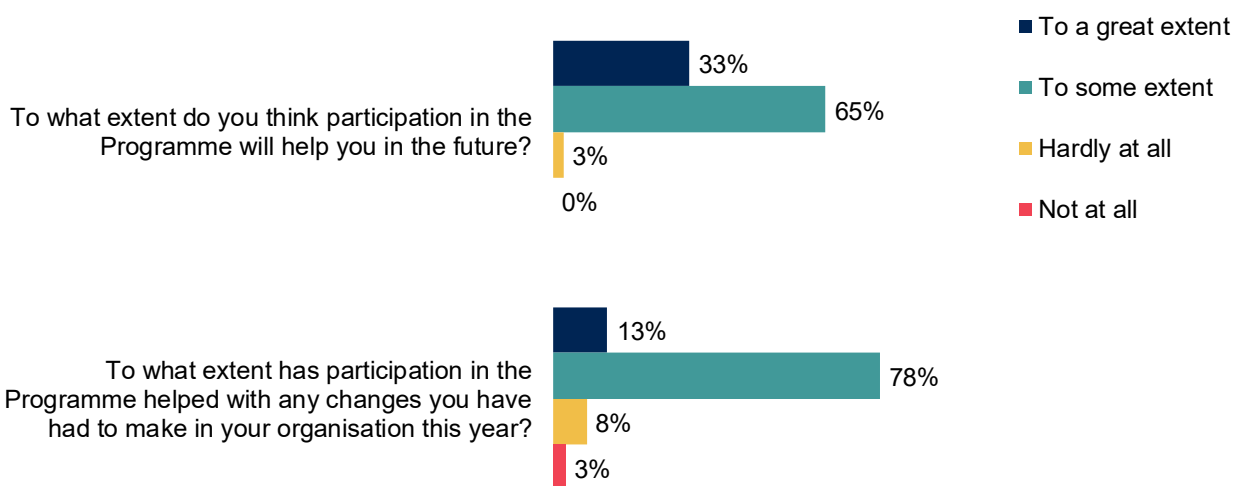
Personal resilience relates to the ability to **remain productive and positive** when faced with stress, uncertainty and change. Resilient leaders are able to view failures as **temporary setbacks** from which they can recover quickly and maintain a positive attitude and a strong sense of opportunity during periods of turbulence⁶. The ability of senior public sector leaders to be resilient has become even more important in the context of COVID-19 and the resultant changes and adaptations they have had to make at an individual, organisation and system level.

⁶ Folkman (2017). *7 ways to become a more resilient leader*. Forbes.

To understand the extent to which the NLC has contributed to improved resilience amongst programme delegates, three proxy measures have been used. The first relates to self-reported preparedness for change. As referenced earlier in this chapter (Figure 5.1), there was a significant positive increase in the proportion of programme delegates who felt **adequately prepared to meet the changes to public services expected in the next 10 years**. There was an increase of almost 30 percentage points on this measure pre and post participation in the programme.

The second two proxies relate to the extent to which leaders report that participation in the programme has **helped them with any changes they have had to make this year** and the extent to which they think participation will **help them in future**. The findings from the end line survey suggest that the programme partially contributed to each of these, but that there were other contributing factors (Figure 5.2). The majority (90%) said that the programme had helped to some extent with changes they have had to make in their organisation this year. Of these, 13% said the NLC had helped to a great extent. Almost all (98%) thought that participation in the programme would help them to some extent in future.

Figure 5.2: Perceptions of the contribution of the NLC Leadership Development Programme



Base: 40 Programme Delegates who completed the end line survey
 Survey was issued in December 2020 prior to the Year 1 closing event
 Figures may not add up to 100% due to rounding – figures in text are based on unrounded data

The wellbeing aspects of the Leadership Development Programme were found to have contributed to an increase in delegates' resilience. A couple of interviewees referenced the heart monitor exercise that they participated in during Module 1 as having raised awareness of the importance of resilience and wellbeing. One interviewee said they had started eating better, doing yoga and going for a run in the morning to help them feel energised throughout the day. They described the programme as having been a 'catalyst' for these changes, particularly the sessions on managing stress and sleep. This brought home the importance of looking after themselves to enable them to deal with the challenges they face in their roles.

"The well-being thing I think surprised us all slightly. I think at this level it's probably more important than we're aware. You can be critical of things like this, but my overwhelming thought was that this was incredibly valuable." Programme delegate

A couple of leaders reported having transferred the wellbeing lessons they had learned on the programme to their organisation. One participant introduced a wellbeing programme to their

organisation, which is focussed on resilience and proactivity rather than responding when people are already ill. This was inspired by the heart rate monitor exercise that they participated in during Module 1 of the programme. Another said they had started a wellbeing vlog for staff and had been talking openly to colleagues about when they were feeling under pressure with the aim of normalising that type of discourse. They attributed this proactive approach to learning from the programme around the importance of looking after their own and others' wellbeing.

"I would like to say that as a result of me being conscious of my own wellbeing and resilience, I will be a better leader for that in terms of being a role model in the organisation." Programme delegate

The networks developed through the programme further contributed to increasing delegates' resilience. Interviewees described the sense of isolation that comes from being the senior leader of an organisation. As one commented: *"there's a sense that at this level that no one will save you, you have to save yourself"*. This can be incredibly lonely and isolating. A few mentioned that the WhatsApp groups that had been established between the cohorts of delegates had contributed to them feeling less isolated and more connected. Examples were provided of where they could go to the group when under pressure for advice, guidance and support.

"We have two WhatsApp groups that came out of the group. We have one for the whole of cohort 1, which is mostly well-being related, just to look out for each other a little bit, which I think we all agreed was really important. We got to know each other well and we were all pretty honest that we were running at high max, and that has a detrimental effect on our well-being." Programme delegate

5.5 Increased Tenure

There is no evidence to suggest that the NLC has contributed to increased tenure of public sector leaders, although it is too early to make a full assessment of progress toward this outcome.

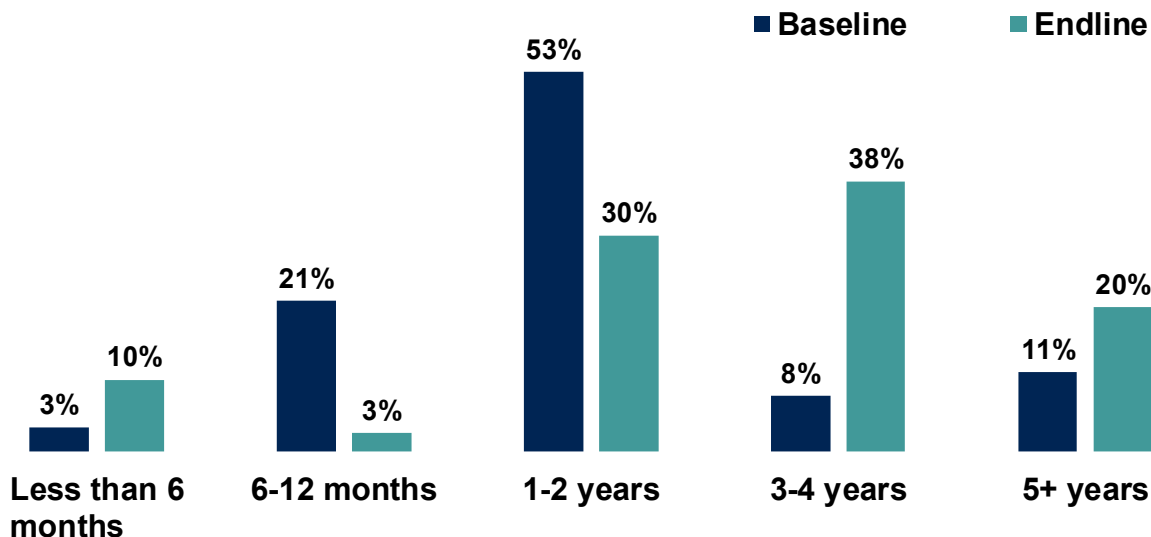
The NLC aims to increase the tenure of senior public sector leaders through participation in the Leadership Development Programme. There is evidence to suggest that access to 'lifelines' during challenging periods and taking time to renew are associated with longevity in position⁷. This suggests that a strengthened peer network combined with improved resilience and wellbeing – both intended outcomes of the programme – could contribute to increased tenure. Longevity of tenure has also been associated with effective systems leadership due to the time it takes for individuals to establish networks, connections and trust⁸.

The evidence to date is **inconclusive** on whether the Leadership Development Programme has contributed to increased tenure of senior public sector leaders. Over three quarters (77%) of Year 1 delegates had been in their role for less than three years when they started on the programme (Figure 5.3). Of those who completed the end line survey, two fifths (43%) had been in their current role for less than three years. This changing in profile of delegates by tenure was partly due to time passing but also due to **five having changed roles since starting on the programme**. Of these, three were promotions, one was the result of a merger and one was a career change.

⁷ Behavioural Insights Team (2018). *Evidence Report: Literature Review and semi-structured interviews to support the establishment of the Centre for Public Service Leadership*.

⁸ Timmons, N. (2015): *The Practice of Systems Leadership: Being Comfortable with Chaos*. The Kinds Fund.

Figure 5.3: How long have you been in your current role?



Base: 87 programme delegates who answered this question in the baseline survey; 40 who completed end line survey
Figures may not add up to 100% due to rounding

One senior leader set a date for retirement following participation in the programme. They had been thinking about this for some time but struggled to find time to give it serious thought and planning. They discussed it with the coach arranged through the programme and worked with them to develop a strategy and plan for doing this effectively and ensuring that the transition was right for their organisation. They found having access to coaching helpful in providing the space to think, plan and talk through the potential pitfalls. They would have set a date for retirement eventually, but access to coaching through the programme expedited this.

6 Outcomes: Networking and collaboration

Chapter Summary

- The networking opportunities at the **National Leadership Forum** were highly rated, with attendees reporting to have made an average of three new contacts at the event of which they expected to stay in touch with two.
- Participation in the Leadership Development Programme was also found to have contributed to senior public sector leaders **expanding their personal and peer support networks**.
- The **residential elements** were key to facilitating the establishment of relationships between delegates. Only one cohort was able to complete Module 2 due to the COVID-19 outbreak. This cohort was found to be **more well established as a peer support network** with the second residential helping to consolidate the relationships established at Module 1.
- There were examples of connections made through the programme having facilitated the expansion of networks **beyond peers on the programme**, such as through introductions or delegates feeling inspired to establish relationships with equivalent leaders locally.
- The programme was found to have contributed to self-reported improvements in the **skills, effectiveness and ability** of leaders to work across organisational and sectoral boundaries.
- A couple of delegates felt better prepared to deal with the challenges arising from COVID-19 from participation in the programme. In one example, a leader was able to gain **valuable insight from peers in another region** to inform and support their local multi-agency response.
- Year 1 programme delegates **collaborated on establishment of the first NHS Nightingale Hospital in London**. At the planning stages, there were conversations between delegates from different sectors including the NHS, military and transport about whether it would be possible, how it should be approached and the logistics of making it happen. The subsequent establishment of the hospital and the approach taken to this was partly attributable to the connections made through the programme.

6.1 Introduction

The NLC aims to **expand the personal network and peer support** available to senior public sector leaders and to **increase interactions** between senior leaders in different organisations and sectors. These outcomes are in turn expected to contribute to **increased place-based and cross-system collaboration** between public sector organisations. This chapter reports on the evidence to date on the contribution of the NLC Programme and Network to these outcomes.

6.2 Expanded personal network and peer support

National Leadership Forum

There is evidence to suggest that attendance at the National Leadership Forum contributed to senior leaders expanding their personal networks.

The networking opportunities at the National Leadership Forum were highly rated by attendees. Almost all (96%) of those completing the feedback survey rated them as good or very good. Most (84%) reported having made **at least one new contact at the event**, with the majority (62%) having made between one and five new contacts (Table 6.1). Attendees made an average of three new contacts from attendance at the event, of which they expected to stay in touch with two.

Some caution needs to be taken in the interpretation of this data given that it relates to **intentions** to stay in touch and there is no data available on the extent to which this happened. However, despite these limitations, the available evidence does suggest that the National Leadership Forum was successful in **facilitating new connections** between senior public sector leaders and that some of these may have developed further after the event.

Table 6.1: How many new contacts did you make at the National Leadership Forum?

No of new contacts made	No of survey respondents	% of survey respondents
0	15	16%
1-5	58	62%
6-10	13	14%
11-15	3	3%
16-20	4	4%
21+	1	1%
Total	94	100%

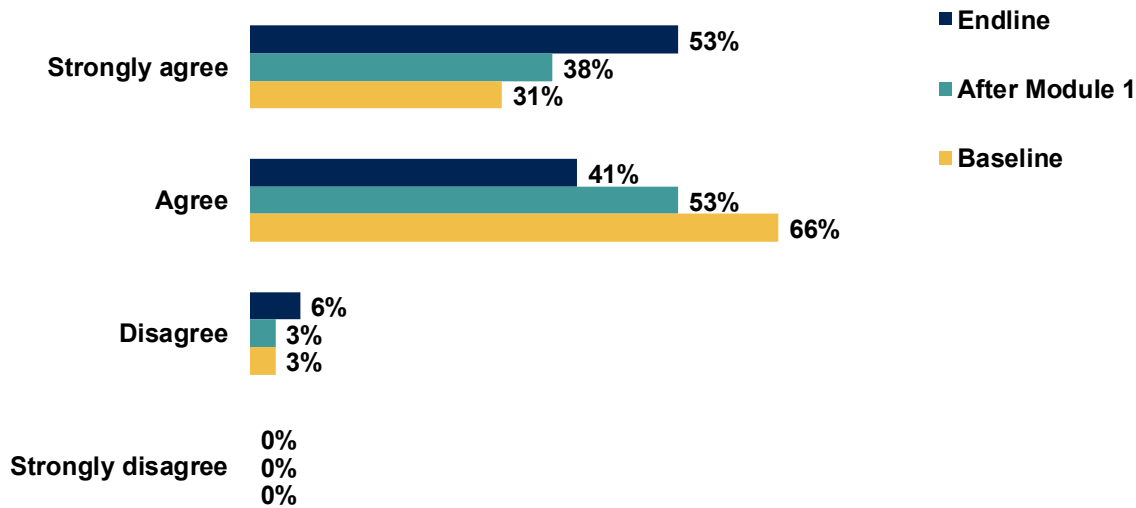
Base: 94 NLF Attendees
Source: NLF2020 Feedback Survey

Leadership Development Programme

There is evidence to suggest that participation in the Leadership Development Programme contributed to senior public sector leaders expanding their personal network and peer support.

Prior to starting on the Leadership Development Programme, almost all (96%) Year 1 delegates agreed or strongly agreed that **they had contemporaries outside their organisation who they could turn to when they needed support**. There is some evidence to suggest that these peer support networks strengthened over the period of their participation in the programme, with the proportion who strongly agreed with this statement increasing following completion of Module 1 and again at the end (Figure 6.1). Whilst these changes are not statistically significant, they do point to an upward trend on this measure.

Figure 6.1: I have contemporaries outside my organisation who I can turn to when I need support

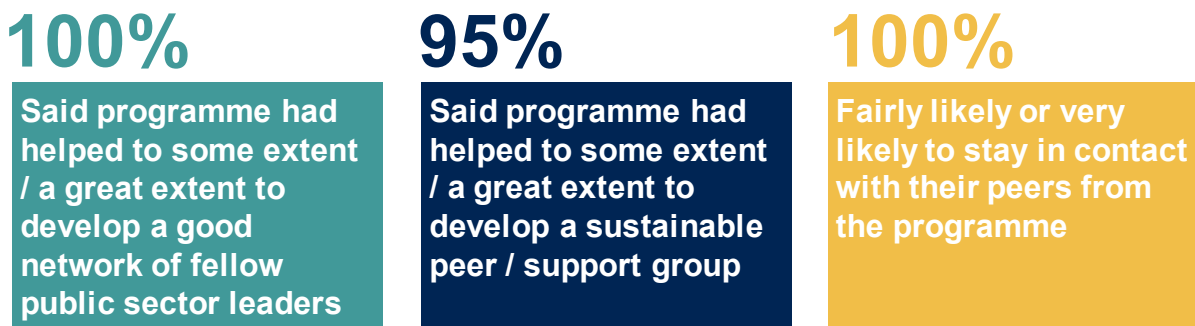


Base: 32 Programme Delegates who could be matched at baseline, after Module 1 and end line
 Differences between each data collection point are not statistically significant
 Figures may not add up to 100% due to rounding

This was confirmed by feedback from delegates at both time points, with 98% of those surveyed after Module 1 saying they had **expanded their network** as a result of participation. This increases to 100% for those surveyed at the end of the programme. The **opportunity to network** was identified (unprompted) by programme delegates as the most useful aspect of Module 1.

There is evidence to suggest that the expanded peer support networks developed through the programme will be sustained. All those who completed the end line survey said that participation in the programme had helped them to develop a good network of fellow public sector leaders and almost all (95%) said it had helped them to develop a sustainable peer / wider support group (Figure 6.2). Moreover, all those who completed the end line survey said they would be fairly or very likely to stay in contact with their peers from the programme.

Figure 6.2: Contribution of programme to development of sustainable peer support network



Base: 40 Programme Delegates
 Source: End line survey

The residential elements of the programme were perceived to have offered high value networking opportunities. The cohorts were relatively small, and they spent a lot of time together participating in

shared activities (both formal programme activities and social time). This facilitated the development of connections and meaningful relationships. Module 1 was referenced by all of those interviewed as having been critical to the initial establishment of relationships with peers on the programme. It was described by one participant as a ‘safe space’ where they could talk about the issues and challenges they were facing with people who understood but who were outside their existing networks. The size of the individual cohorts (30-35 people) was referenced by a couple of interviewees as having helped – they were considered large enough to ensure diversity, but small enough to enable the development of a group dynamic.

Cohort 1 delegates also attended the Module 2 residential and this was found to have helped **consolidate** the relationships established at Module 1. As a result, Cohort 1 delegates were more well established as a peer support network, which was noted and referenced by a couple of delegates from the other cohorts.

“In the last meet we had, we talked to people who were on Cohort 1. It seemed that they had continued the relationships and communication far more than Cohort 3. They'd had two weeks together, which is a lot different to just one week.” Programme delegate

WhatsApp groups have contributed to sustaining some of the relationships and peer support networks established through the residential elements of the programme. A WhatsApp group was established for each cohort of programme delegates. This was found to have been very well used by Cohort 1 delegates, but much less so for Cohorts 2 and 3. Cohort 1 delegates now consider themselves to be fully established as a network and the WhatsApp group has been a key contributing factor to this. They are in touch on a regular basis through the group and have plans to get together in person again once they are able to.

“I think we are a self-sustaining network now and no further support needed.” Programme delegate

Whilst Cohort 2 and 3 delegates were found to have **expanded** their networks as a result of participation in the programme, there was less evidence to suggest that they are using their expanded networks as a **source of peer support**. One participant said that their WhatsApp group was no longer active, and another said that the more time has passed, the more difficult it would be to re-establish the connection with the group. As noted earlier, this was thought to be partly the result of them having spent less time together in person. The pressure on leaders as a result of the pandemic was also referenced by one participant as a contributing factor, although there was acknowledgement that this could have acted as a catalyst to further strengthen their network.

“After Lucknam Park everybody said they'd keep in touch and we set up WhatsApp groups and everything but I have to say, and I'm guilty of this just as much as everybody else, the communication just sort of nosedived. I think that was a result of the pandemic and everybody just became totally immersed in their own problems. Because of the pandemic, we actually should have enhanced the network.” Programme delegate

There were a few examples of where participation in the programme had facilitated the expansion of networks beyond peers on the programme. In one such example, a senior leader set up a meeting with their local fire chief after having met a fire chief on the programme and realised that they could learn a lot from their experiences and perspectives. In another example, one participant asked a peer from the programme to facilitate an introduction to the Chief Executive of a national agency that they were keen to establish a relationship with. In addition to facilitating the introduction, they also provided a useful steer

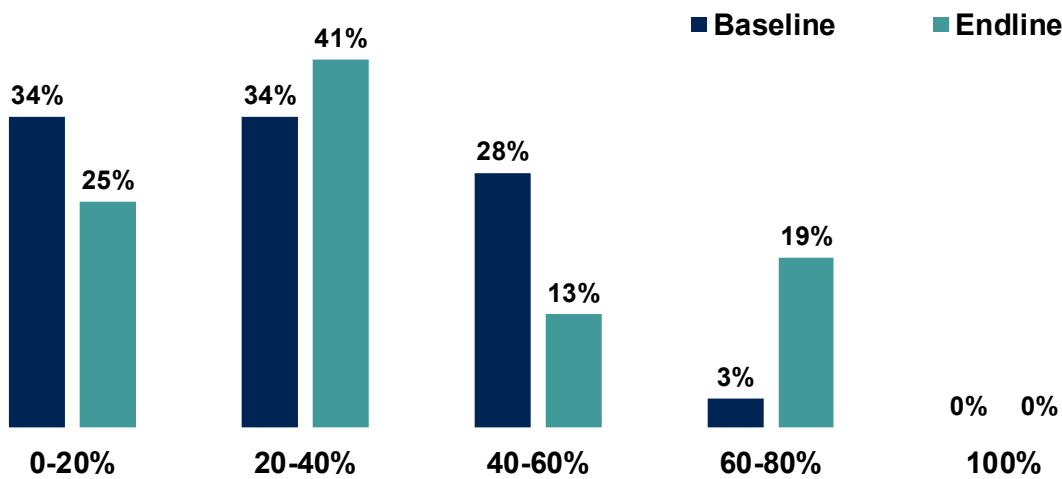
on how to approach the meeting. There were also a couple of examples of where delegates had sourced contacts within central government through peers on the programme.

6.3 Increased collaboration

There is evidence to suggest that participation in the Leadership Development Programme contributed to an increase in cross-sector collaboration amongst delegates, but there were other contributing factors including COVID-19.

There was an increase in the proportion of time that programme delegates reported spending **collaborating with people outside of their sector or industry** pre and post participation in the programme (Figure 6.3). The most notable shift was in the proportion reporting that they spent between 60-80% of their time collaborating outside their sector, which increased from 3% to 19%. Whilst these changes were not statistically significant, they do point to an increase in cross-sector collaboration amongst programme delegates.

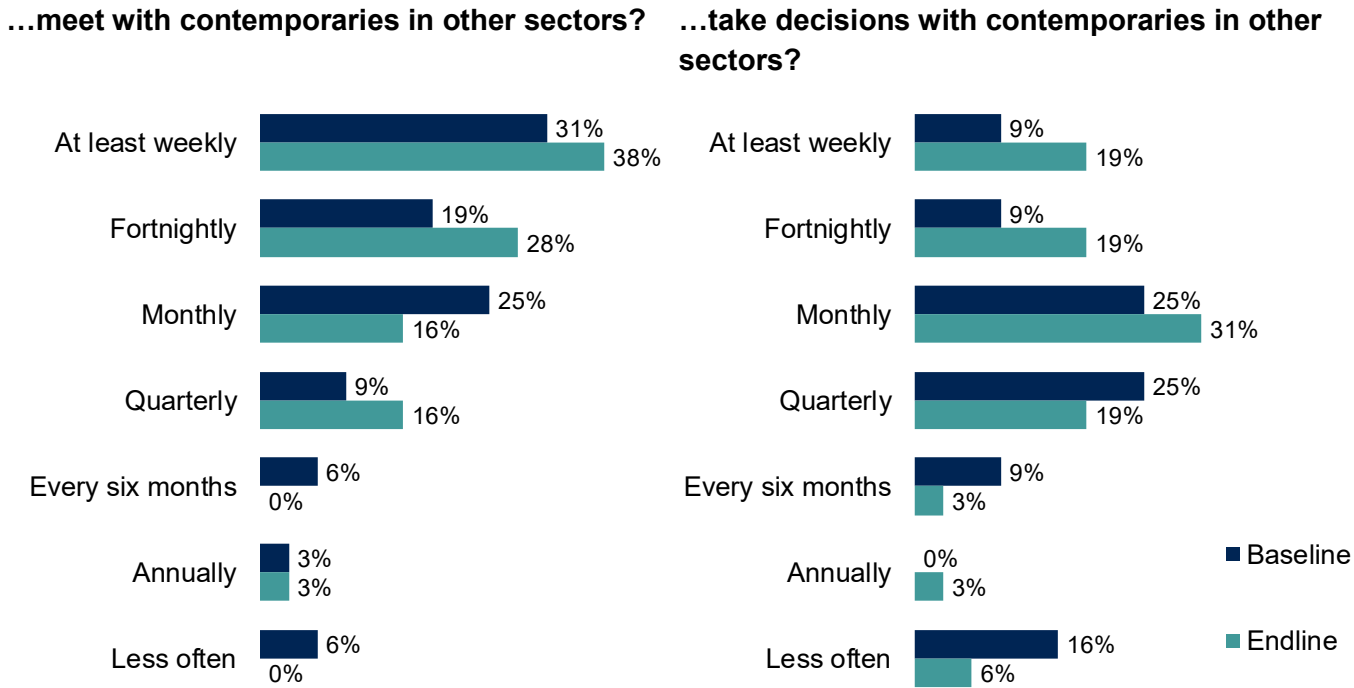
Figure 6.3: Approximately what proportion of your working time do you currently spend collaborating with people outside of your sector or industry?



*Base: 32 Programme Delegates who could be matched at baseline and end line
 Changes observed between the two time points are not statistically significant
 Figures may not add up to 100% due to rounding*

There were statistically significant increases in the frequency with which programme delegates reported **meeting** with contemporaries in other sectors and **taking decisions** with contemporaries in other sectors (Figure 6.4). The most notable increases were in the proportion of delegates reporting meeting and taking decisions with contemporaries in other sectors at least weekly.

Figure 6.4: How often do you personally...



Base: 32 Programme Delegates who could be matched at baseline and end line
 Differences between baseline and end line were statistically significant at the 0.05 level (based on matched Wilcoxon Signed Rank Test)
 Figures may not add up to 100% due to rounding

These increases in cross-sector collaboration cannot be solely attributed to participation in the programme. They must be interpreted in the context of COVID-19 and the resultant changes that public sector leaders have had to make. Most have had to lead major programmes of change within their organisations to support the response, including adapting services to meet increased or changed demand and changing delivery models in line with lockdown restrictions.

The programme was perceived by delegates to have contributed to increased cross-sector collaboration. Of those completing the end line survey, 80% said that the programme had contributed ‘to some extent’ to an increase in the amount of time they spent collaborating with people outside of their sector or industry and 10% said it had contributed ‘to a great extent’.

Response to COVID

The Leadership Development Programme was found to have improved the preparedness of delegates to work across sectoral boundaries in response to COVID-19.

The programme was found to have contributed to self-reported improvements in the **skills, effectiveness and ability** of public sector leaders to work across organisational and sectoral boundaries (Figure 6.5). This was substantiated by qualitative feedback from programme delegates, more than half of whom said they felt better prepared to deal with the challenges arising from COVID as a result of their participation in the programme.

“During the second [residential] meeting in London we talked about Covid and set up a WhatsApp group which has really come into its own since March where we have shared stories, information, support. The networking support has been unbelievable. One CEO was local to me and through this connection we managed to unlock things locally by each putting money in.” Programme delegate

Figure 6.5: To what extent has participating in the NLC Leadership Development Programme helped you to...?



Base: 40 Programme Delegates who completed the end line survey
 Figures may not add up to 100% due to rounding

Another programme participant was able to gain valuable insight from peers on the programme to inform and support their **local multi-agency response**, thereby improving their preparedness.

“We were ready for COVID. London was hit three weeks earlier than we were. I heard about their capability building and got to talk to the right person through programme relationships. This information got fed into our multi-agency group up here. It helped us get ahead of the game. Would I have phoned someone in London anyway? Yes, but probably another [person in my sector]. But I spoke to an NHS Trust person who really understood the speed of escalation. This situational awareness enabled three weeks of practical planning locally. The result was we allowed ourselves to short cut bureaucracy, build extra capacity into healthcare locally and increase mortuary capacity. We knew what questions to ask – for example, how many ventilators have we got? And we knew that we needed to request military assets. It made a big difference to our preparedness.”

Programme delegate

NLC programme delegates were also found to have collaborated on the establishment of the first NHS Nightingale Hospital in London. This was the first of the temporary hospitals set up in response to the COVID-19 pandemic with capacity for up to 4,000 people. At the early planning stages of the hospital, there were several conversations between programme delegates from different sectors including the NHS, military and transport about whether this would be possible, how it should be approached and the logistics of making it happen. This was referenced by two programme delegates

interviewed through the evaluation who were clear that the establishment of the hospital and the approach taken to this was partly attributable to the connections made through the programme.

“What else that I found really helpful? It’s great to have a group of people that you can kick ideas around with, and coming back, who would have thought that being on a course together would have set up the ExCel Nightingale? But people working together made that a reality.” **Programme participant**

A further example of potential cross-sector collaboration between programme delegates in response to COVID-19 relates to a research study. One participant was on a call with partners when the option of commissioning a study into the effects of long COVID-19 on public sector workers was discussed. Through their programme connections, they were aware of another similar study that was already underway in another sector. They have since been able to connect with the researchers at Oxford University who are leading that study to explore options for collaborating.

7 Outcomes: Knowledge and understanding

Chapter Summary

- Module 1 of the programme was found to have contributed to **increased knowledge, understanding and examples** of effective approaches to delivering public services amongst senior leaders. Specific references were made to the session on artificial intelligence and ethics and place-based case studies.
- A couple of delegates said the learning gained from participation in Module 2 had been **invaluable in informing their approach to the pandemic**. A key mechanism for this was the opportunity to role play, which provided new perspectives and insight into different ways to approach leadership of emergency situations.
- Programme delegates were found to have **gained a lot of learning from each other**. The diversity of participants on the programme facilitated new insights into the leadership challenges and approaches within other sectors. There were several examples of where delegates had taken that learning back into their own organisation and implemented changes, including reverse mentoring and approaches to inclusion, staff engagement and welfare.
- There was an increase in the **skills and capabilities associated with systems leadership** amongst Year 1 programme delegates. This included improved understanding of other public services, preparedness to meet the changes to public services expected over the next ten years and views on the effectiveness of local networks at working as a system.
- These changes **cannot be wholly attributed to participation in the programme** given the range of other factors likely to have contributed. This includes the COVID-19 outbreak, which created an impetus for local public services to work together to support the response.
- However, there was evidence that **participation in Module 1 and attendance at the National Leadership Forum** had contributed to improved understanding of systems leadership.
- Senior leaders reported a range of **organisational and systemic barriers** to implementing systems leadership approaches. There was a view amongst some that interventions designed to engage a broader range of people (beyond individual leaders) could be more effective in facilitating this type of change.

7.1 Introduction

The NLC aims to increase the **knowledge and understanding** of effective approaches to delivering public services through delivery of programme and network activities. The NLC also aims to improve understanding and implementation of **systems leadership** approaches amongst senior public sector leaders. This chapter reports on the evidence to date on the contribution of the NLC to these outcomes.

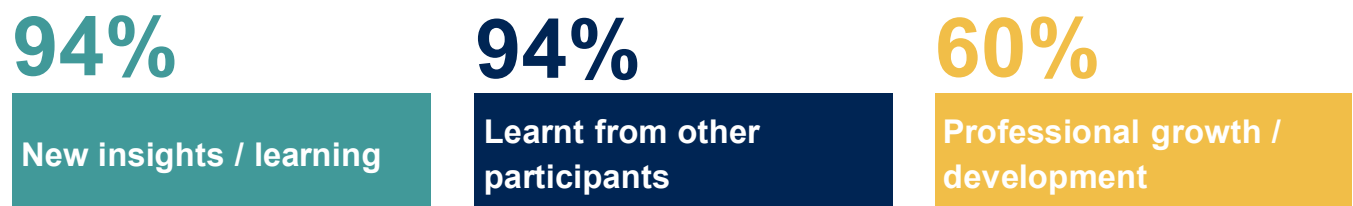
7.2 Effective approaches to delivering public services

Leadership Development Programme

There is evidence to suggest that the Leadership Development Programme contributed to increased knowledge and understanding of effective approaches to delivering public services amongst senior leaders.

Almost all programme delegates said they had **gained new insights / learning** and **learnt from other delegates** as a result of participating in the module (Figure 7.1). More than half (60%) also said that they had achieved **professional growth / development** as a result of participation.

Figure 7.1: What did you achieve as a result of participating in this module? (answers prompted)



Base: 85 programme delegates who completed Module 1

Source: Module 1 feedback survey

Answers were prompted: respondents were presented with a list and asked to select all that apply

These findings were confirmed by the qualitative interviews with programme delegates, who said Module 1 was a key contributing factor to increased knowledge, understanding and examples of effective approaches to delivering public services. Specific references were made to:

- **Artificial Intelligence (AI) and ethics** – this was the highest rated session of Module 1 based on the feedback survey and a couple of interviewees referenced the learning they had gained from this. One has since employed someone with expertise in AI and robotics to transform how their organisation handles financial transactions. They were already interested in the use of AI prior to participation in the programme, but this has accelerated their journey towards this. They believe that it will make their organisation more efficient and effective. Another participant said they had recently thought about what they learned about the ethics of algorithms and how they can compound exclusion. This was in the context of the algorithms that were used to assign results to students who were unable to sit exams due to COVID-19.

“It was really fascinating just to make the link and think, ‘We were taught that and look what mistake they made’”. Programme delegate

- **Case studies** – several of the speakers at Module 1 presented case study examples of how they had developed and implemented effective approaches to delivering public services. These were referenced by a couple of programme delegates as having provided tangible and accessible examples of what can be achieved, as well as the mechanisms and approaches to doing this.
- **Reinforcing the learning** – one participant said they kept a book with the notes they took during the module, which they still open from time to time to remind themselves of what they learned. A few others referenced how they regularly thought of the things they had learned and how they can apply them to their role.

A couple of interviewees said the learning gained from participation in Module 2 as having been invaluable in informing their approach to the pandemic. A key mechanism for the learning from this module was the opportunity to role play. Two delegates said this gave them a new perspective and insight into different ways to approach leadership of emergency situations. This has supported their COVID-19 response through having greater empathy for the position of partners. Another participant said that COVID-19 had embedded the learning from Module 2.

A few programme delegates referenced how participation in the programme has enabled them to better navigate the public sector system and gain access to decision makers. One participant said they felt they had gained a much better understanding of who to speak to and at what level in central government, which was enabling them to plan and function more effectively as an organisation. Another said they had gained greater understanding of and access to people who are able to shape policy, which they believed was vital for senior leaders given that they are responsible for operationalising it. They said this was *“what makes the course different from anything I have ever been on.”* Since participating in the programme, they have used some of the contacts gained to influence policy.

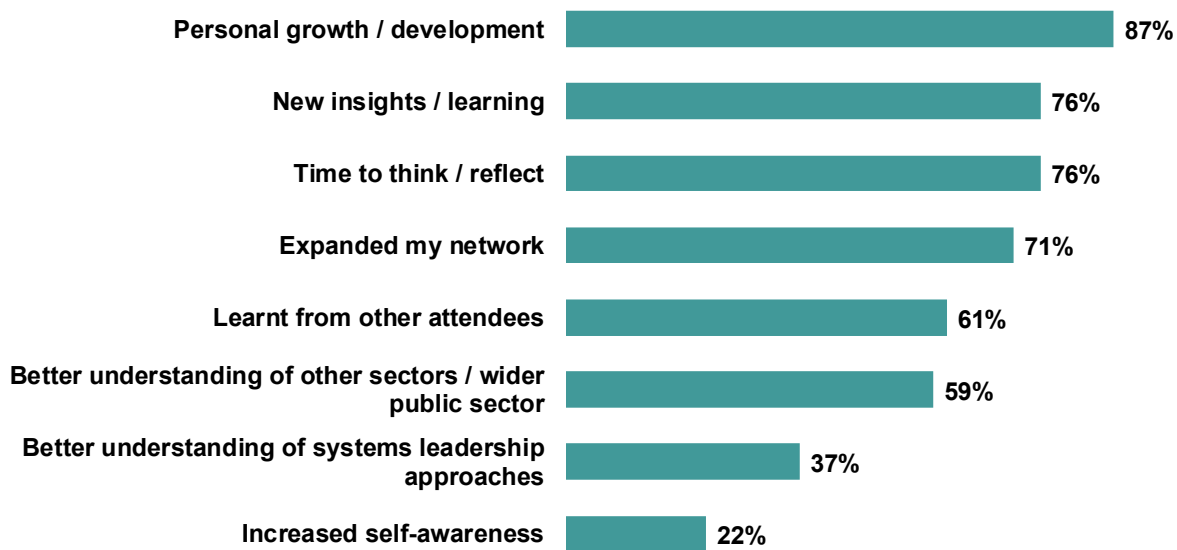
More than half of those interviewed referenced learning gained from conversations with other programme delegates. One participant referenced the diversity of programme delegates as being great for gaining a perspective on leadership challenges from other sectors. Another talked about the richness of the conversations that take place when they are physically together, which has generated lots of useful insights into the challenges and issues other sectors are facing. This has helped them during COVID-19 – they have been able to engage with senior leaders from other sectors more confidently due to having been exposed to them on the course and developed a better understanding of their context.

A couple of delegates referenced examples of where they had implemented learning from other programme delegates within their own organisation. One talked about gaining ‘hints and tips of the trade’ from other delegates. For example, someone on the course had run some ‘listen up’ sessions where senior leaders create the opportunity to ‘listen up’ from the rest of the organisation – they have been inspired to start doing something similar in their own organisation. Another said that some of the innovation and changes they have implemented in their organisation came from learning about what others were doing in their organisations, such as reverse mentoring and approaches to inclusion, staff engagement and welfare. Another talked about how they had learned new approaches to better leading their senior team, such as more effective management of meetings.

Network

The National Leadership Forum contributed to increased knowledge, understanding and examples of effective approaches to delivering public services amongst some attendees.

The majority (87%) of NLF attendees who completed a feedback survey said they had achieved **personal growth / development** from attendance at the event (Figure 7.2). Three quarters (76%) said they had gained **new insights / learning** and **time to think / reflect**. More than half said they **learned from other delegates** (61%) or gained a **better understanding of other sectors / wider public sector** (59%).

Figure 7.2: Which of the following did you achieve as a result of attendance at the event?

Base: 94 NLF attendees
Source: NLF Feedback Survey

7.3 Systems leadership approaches

What is systems leadership?

The World Economic Forum describe systems leadership as a **set of skills and capacities** that individuals or organisations can use to catalyse, enable and support the process of systems-level change⁹. It has been associated with the ability to see the whole system from a range of perspectives, build relationships based on deep listening and networks of trust and collaboration, foster self-reflection, more generative conversations and a collective focus from reactive problem solving to co-creating the future¹⁰. These are traits typically associated with **high levels of emotional intelligence**.

Leadership Development Programme

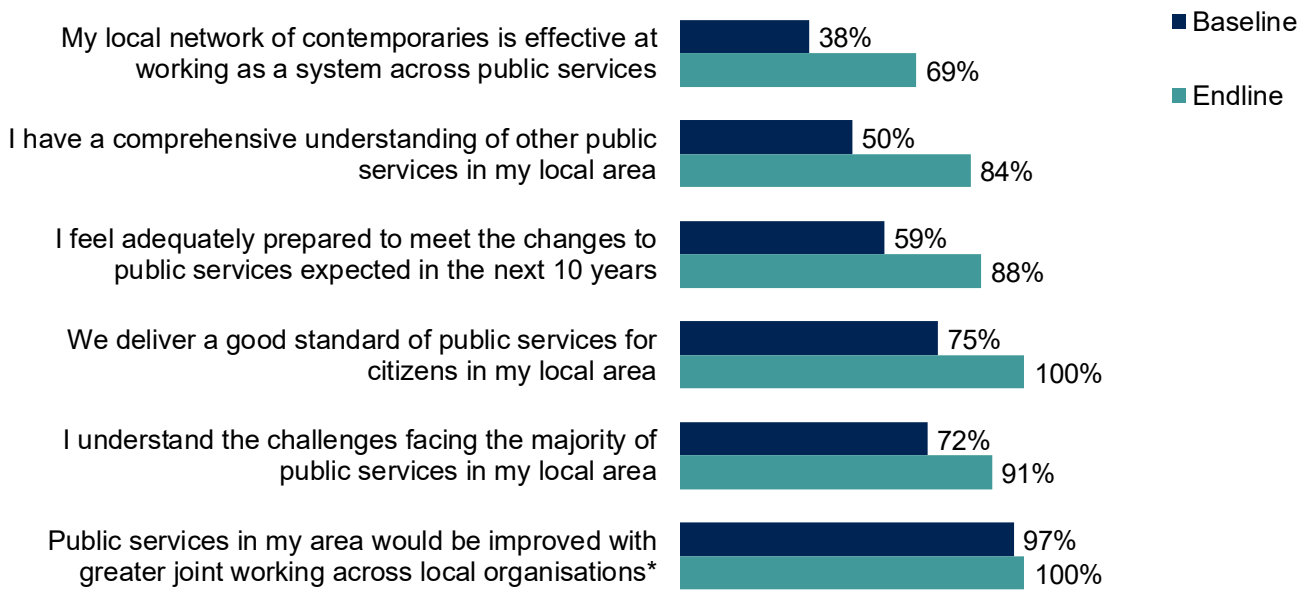
There is some evidence to suggest that the NLC Programme contributed to increased understanding of systems leadership approaches, but delegates identified a range of organisational and systemic barriers to implementing these.

There was a significant positive increase amongst programme delegates across a **range of attitudinal statements relating to systems leadership** pre and post participation in the programme (Figure 7.3). The most substantive increases related to views on the extent to which local networks of contemporaries were effective at working as a system and understanding of other public services in the local area, both of which increased by more than 30 percentage points. There were also substantive increases in the proportion who felt adequately prepared to meet the changes to public services expected over the next ten years and who thought their local area delivered a good standard of public services.

⁹ [What is systems leadership, and how can it change the world? | World Economic Forum \(weforum.org\)](https://www.weforum.org/articles/entry/what-is-systems-leadership-and-how-can-it-change-the-world/)

¹⁰ See for example: https://ssir.org/articles/entry/the_dawn_of_system_leadership

Figure 7.3: Change in attitudinal statement relating to systems leadership



Base: 32 Programme Delegates who could be matched at baseline and end line
 Figures relate to net agreement with each statement – percentage who ‘Strongly agreed’ or ‘Agreed’
 Differences between baseline and end line were all statistically significant at the 0.05 level (based on matched Wilcoxon Signed Rank Test) except those marked *

These findings point to an increase in some of the **skills and capabilities** associated with systems leadership amongst programme delegates, such as improved understanding of other public services and long-term preparedness. However, these changes **cannot be directly attributed to participation in the programme** given the range of other factors that are likely to have contributed. This includes the COVID-19 outbreak, which created an impetus for local public services to work together to support the response, and the fact that they had been in post for an additional 18 months, which could be expected to have contributed to an increased understanding of local public services and improved performance.

However, the evaluation did find some evidence to suggest that participation in Module 1 of the programme contributed to improved understanding of systems leadership. Almost all (95%) of those who completed Module 1 said that they had a better understanding of other sectors / wider public sector as a result (Figure 7.4). Almost two thirds (64%) had a better understanding of systems leadership approaches due to their participation. These figures must be interpreted with caution given that they are self-reported rather than observed outcomes, but they do point to an increase in understanding.

Figure 7.4: Which of the following did you achieve as a result of participating in this module?



Base: 85 programme delegates who completed Module 1
 Source: Module 1 feedback survey
 Answers were prompted: respondents were presented with a list and asked to select all that apply

Qualitative feedback from programme delegates provided further evidence to suggest that some gained an increased understanding of systems leadership approaches and were making progress in implementing these. One participant did not think they were cut out for systems working, but through the coaching session arranged through the programme realised that they actually were and that it very much suited their style of collaborative working. Another said that the cross-sector element of the programme had made the biggest difference to them personally and that they were doing a lot differently as a result, including thinking differently about networking and cross-sector working by putting trust and mutual benefit at the centre of collaborations.

However, delegates also reported a range of organisational and systemic barriers to implementing systems leadership approaches. One said that it was very hard for Chief Executives to go back into their organisations and implement this type of change on their own as it gets *“diluted as it you go down the hierarchy”*. They felt that it would have been more impactful for the NLC to engage with multiple people within an organisation (rather than just the top person) to effect change. Another said that it was very difficult to implement systems approaches in a sector that is not set up for this and where there is an increased focus on top leaders and centralised decision making.

“I really liked the fact it was intellectually stimulating. It made you think about what you were going to do, and it gave you a thirst and a hunger for system working. Now, there's a problem in that the system doesn't want to work in a system, somebody needs to be in charge. The whole way [our sector] is reconstituting is on a singular, who we lean on or who we point to, not a system.” **Programme delegate**

One participant had changed sector since starting on the programme, although remained in public service. From this experience, they had gained new insights into how differently each sector works and how little they understand each other. Based on this, they were sceptical about the extent to which systems working could be achieved. Another felt that, whilst the programme offered the potential to contribute to improved systems leadership, it fell short of achieving that in the first year.

“A better understanding of different sectors is really helpful. Systems leadership is something we all try to do. It's very, very difficult to drive forward. I think there's an opportunity, through this programme, of really developing that but I don't think we got there.” **Programme delegate**

Network

Systems leadership was a key theme of the NLF and over a third a third of attendees reported an improved understanding of this from attendance at event.

There is some evidence to suggest that the National Leadership Forum also partially contributed to improved understanding of systems leadership amongst some senior public sector leaders. A total of 357 senior leaders attended the event. Systems leadership was a theme of each of the keynote and plenary sessions. The event also incorporated three breakout panel discussions on the subject entitled: Systems under Pressure: Emergency Response; Learning and Improving in Complex Systems; and Engaging Users in Systems Working.

Despite this focus on systems leadership in the content for the event, less than half (37%) of those who completed the feedback survey said they had gained a **better understanding of systems leadership** from attendance. However, more than half (59%) said they gained a better understanding of **other sectors / wider public sector** from attendance.

8 Conclusions and next steps

This document has reported interim evaluation findings from the first year of NLC delivery. It has reported on the evidence to date on NLC activities, outputs and outcomes, drawing on data from surveys, interviews, observations and workshops. This final section provides summary conclusions and next steps for the evaluation.

8.1 Conclusions

The first year of NLC delivery could not go ahead as planned due to the COVID-19 outbreak and associated Government restrictions. However, the Leadership Development Programme and Network activities that could be delivered were found to have contributed to a range of outcomes for senior public sector leaders. The evaluation has generated insights into the key mechanisms that have contributed to these outcomes and the contextual factors that have influenced these. It has also identified some useful learning points from the first year of delivery.

Public Sector Leader Network

The NLC successfully establishing a database of over 1,200 of the most senior leaders from across UK public services. An initial mapping exercise was undertaken to inform this, involving engagement with government departments, leadership academies and sector organisations to understand the landscape of services in each sector and the senior leaders within these. It was underpinned by the principle that the NLC should cover as much of the public sector as possible, but that the leaders identified for inclusion should be comparable in terms of the level at which they were operating. The value of the database is in its currency and a key learning point from the first year was the importance of keeping this up-to-date and the resources required to do this effectively.

The National Leadership Forum brought together over 350 of the most senior public sector leaders in the UK. Attendees heard from a range of high-profile speakers and participated in breakout panel and discussions sessions on themes associated with systems leadership. The feedback on the event was very positive, with most attendees reporting that it exceeded expectations. The findings suggest that large scale national events offering access to high quality speakers and opportunities for networking are a successful approach to bringing together senior public sector leaders and facilitating new connections between them. Contributing factors to the success of such events include the calibre of speakers, the relevance of the topics and themes for discussion and ensuring a cross-sector profile of attendees who are at a comparable level and therefore likely to be facing similar issues and challenges.

There is emerging evidence that the National Leadership Forum contributed to intended outcomes for senior leaders. The networking opportunities at the National Leadership Forum were highly rated, with most attendees reporting having made new contacts that they expected to stay in touch with. Attendees also reported improved understanding of effective approaches to delivering public services and systems leadership from the event.

Leadership Development Programme

Senior leaders who participated in the first year of the programme were very positive about their experience. The cross-sector nature of the programme was a key selling point as it was perceived to offer something different to the development opportunities available within their own sectors. This facilitated new learning and insights into leadership challenges and approaches from other sectors and the establishment of expanded peer support networks.

The residential elements of the programme were particularly well received. These offered leaders the opportunity to take time out from their day-to-day commitments to focus on their development. Whilst the online events offered during the pandemic were perceived to be interesting and useful, the virtual fatigue that many were experiencing meant that these were a less attractive option. The ability to regroup, focus and be fully present was also found to be much more difficult for online events.

The programme contributed to a range of outcomes for delegates. Leaders were found to have increased self-awareness, confidence and resilience following participation in the programme. The diagnostics assessment, coaching and opportunity to take time out from day-to-day obligations were key contributing factors to these personal development outcomes. The programme was found to have offered high value networking opportunities for senior leaders. The size of the cohorts (30-35 delegates) and time spent together participating in shared activities (both formal programme activities and social time) were effective in facilitated new relationships. The programme was also found to have contributed to an increase in the skills, knowledge and capabilities of leaders to work across sectoral boundaries, with a number reporting increased cross-sector collaboration following participation in the programme.

The programme contributed to increased collaboration between senior leaders. Almost all Year 1 delegates reported an increase in the time they spent collaborating with other organisations outside their sector or industry and most said that participation in the programme had contributed to this. In one example, a delegate was able to gain valuable insight from peers in another region to inform and support their local multi-agency response to the pandemic. In another, Year 1 programme participants from different sectors, including the NHS, military and transport, were found to have collaborated on establishment of the first NHS Nightingale Hospital in London. Whilst these examples of collaboration during the pandemic may have happened in some form without the programme, they happened in a more efficient, effective and timely manner due to the connections established through the programme.

There was emerging evidence of outcomes for organisations. The evaluation identified a number of examples of where individual outcomes for senior leaders were translating into benefits for their organisations. This was being achieved through behaviour change and the introduction of new initiatives based on learning from the programme. The mechanisms for translating individual outcomes into organisational and system outcomes will be a key area of focus for future years of the evaluation.

8.2 Next steps for the evaluation

The planned next steps for the evaluation are set out below.

Update to the Theory of Change. The evidence collected from the evaluation to date will be used to inform an update to the draft Theory of Change for the NLC which was produced at the scoping and design stage of the evaluation. This will be done in collaboration with the NLC and further informed by the findings from the Rapid Evidence Assessment, the final report of which is due in March 2021. It will also be informed by the latest strategic, policy and operational context of the NLC, which has changed since the original Theory of Change was developed.

Update to the design elements of the impact evaluation. Following the update to the Theory of Change, the design of the evaluation for Years 2 and 3 will be revisited and revised. Options for delivering a more robust impact evaluation will be explored. At this stage, it is envisaged that this will involve a combination of theory-based approaches, such as contribution analysis, as well as quasi-experimental designs, if methodologically feasible, to strengthen the assessment of change on key outcomes of interest and the attribution of these to NLC activities.

Confirmation of approach to economic evaluation. The design of Years 2 and 3 of the evaluation will be informed by the need to deliver an economic evaluation of the NLC, which will assess the extent to which the outcomes and benefits of the NLC justify the costs. As a minimum, it should be possible to deliver a cost-effectiveness analysis of the first three years of delivery of the NLC, which would involve assessing the costs to deliver Programme and Network activities per output / outcome achieved and comparing this to other similar programmes. A cost-benefit analysis will be possible if a quasi-experimental design can be used to assess the impact of the NLC in Year 3.

Design of research tools. The updates to the Theory of Change and design elements of the evaluation will be used to inform an update to the research tools. This will ensure that future quantitative and qualitative data collection is focussed on collecting evidence to enable reporting against the key elements of the Theory of Change, including anticipated outcomes and impacts at individual, organisational and systemic level.

Annex A: Year 1 Programme Delivery

Table 8.1: Year 1 Leadership Development Programme Monitoring Data - September 2019 to January 2021

Delivery Strand	Activity Title / Overview	Description	Delivery Mode	Duration	Target Participants	Number of Participants	Delivery Status	In scope for Year 1 evaluation?
Pre-COVID-19								
Programme & Network	NLC Launch and Reception	Formal launch of the NLC and Year 1 of the programme. Programme delegates exclusively attended the first half of the event, joined by the Board and some of the Network for the drinks reception.	In person	1 Day	Year 1 Programme delegates – All	Unknown	Delivered	Yes
Programme	Pre-engagement: Korn Ferry diagnostics assessment	<p>The assessment comprised:</p> <ul style="list-style-type: none"> ▪ A psychometric test, providing insight into the individual's Traits and Drivers; ▪ A set of scenario-based exercises, which explores the individual's competencies; ▪ Two coaching sessions which supplemented the competency assessment and provided insight into the individual's experience 	In person and online	Pre-programme work	Year 1 Programme delegates – All	Unknown	Delivered	Yes
Programme	Module 1	Module 1 introduced leaders to the five qualities identified by the NLC as being associated with systems leadership.	In person	Residential – 5 days	Year 1 Programme delegates – All	94	Delivered	Yes

Delivery Strand	Activity Title / Overview	Description	Delivery Mode	Duration	Target Participants	Number of Participants	Delivery Status	In scope for Year 1 evaluation?
Programme	Module 2	Module 2 of the Programme focused on crisis leadership and associated skills, including communicating with the media	In person	Residential – 3 Days	Year 1 Programme delegates – Cohort 1	21 full attendees, 3 partial attendees	Delivered	Yes
During COVID-19								
Programme	Module 2	Module 2 of the Programme focused on crisis leadership and associated skills, including communicating with the media	In person	Residential – 3 Days	Year 1 Programme delegates – Cohort 2 & Cohort 3	NA	Cancelled due to COVID-19	N/A
Programme	Module 3		In person	Residential – 3 Days	Year 1 Programme delegates – All	NA	Cancelled due to COVID-19	N/A
Programme	NLC Covid-19 Debrief Event	Event to support leaders with the Covid-19 pandemic and their response as leaders. The opportunity to hear from senior leaders, Patrick Vallance and Jonathan Van-Tam, as well as a panel of 5 Permanent Secretaries	Online / Virtual	Half Day	Year 1 Programme delegates – All	79	Delivered - Adapted delivery	Yes
Programme	Hackathon	Hackathon to tackle a key public sector issue (e.g. diversity and inclusion, climate change). This was to support delegates to achieve the objectives outlined in Module 2 and 3 that had been paused due to Covid-19.	Online / Virtual	Half Day	Year 1 Programme delegates – All	19	Delivered - Adapted delivery	Yes

Delivery Strand	Activity Title / Overview	Description	Delivery Mode	Duration	Target Participants	Number of Participants	Delivery Status	In scope for Year 1 evaluation?
Programme	Accelerate Programme Launch Event	New leadership programme for Deputy-CEO level leaders. This offer is specifically for high-performing leaders from ethnic minority backgrounds who are looking to become CEO in the next 3-5 years. This is the talent pipeline into the main NLC programme.	Online / Virtual	2 Hours	Accelerate Delegates - All	20	Delivered - New programme	No
Programme	Autumn Webinar Series	<ul style="list-style-type: none"> Oct 2020- Dr Vivienne Ming Nov 2020- Karen Ellis Dec 2020 - Mitzi Wyman <p>To account for delays in delivery due to Covid-19, additional events to support the programme delegates' learning were organised and facilitated.</p>	Online / Virtual	3 Hours 1.5 Hours 1.5 Hours	Year 1 & Year 2 Programme delegates – All	99 89 96	Delivered	Yes
Programme	Year 1 Programme Close Event	This event was designed to bring the Year 1 programme to a formal close	Online / Virtual	1.5 Hours	Year 1 Programme delegates – All	37	Delivered	Yes

Annex B: Year 1 Network and Communities Delivery

Table 8.2: Network and Communities Monitoring Data - September 2019 to January 2021

Delivery Strand	Activity Title / Overview	Context	Delivery Mode	Duration	Target Participants	Number of Participants	Delivery Status	In scope for Year 1 evaluation
Pre-COVID-19								
Programme & Network	NLC Launch and Reception	Formal launch of the NLC and Year 1 of the programme. Programme delegates exclusively attended the first half of the event, joined by the Board and some of the Network for the drinks reception.	In person	1 Day	Year 1 Programme delegates – All	Unknown	Delivered	Yes
Network	NLF 2020	First National Leadership Forum targeted at senior public sector leaders (CEO-level). Incorporated a range of high-profile keynote speakers and panel / interactive sessions on themes relating to systems leadership.	In person	1 Day	Whole Network	357	Delivered	Yes
During COVID-19								
Network	Cabinet Secretary and Public Sector Leaders Call		Online / Virtual	1 Hour	Whole Network	80	Delivered	Yes
Network	Cabinet Secretary and Public Sector Leaders Call		Online / Virtual	1 Hour	Whole Network	120+	Delivered	Yes

Network	Autumn Webinar, Civil Service Reform	Online / Virtual	1 Hour	Whole Network	80	Delivered	Yes
Network	Autumn Webinar, Test & Trace with Tom Riordan	Online / Virtual	1 Hour	Whole Network	50	Delivered	Yes
Network	Autumn Webinar, North West Employers	Online / Virtual	1 Hour	Whole Network	29	Delivered	Yes
Network	Autumn Webinar, Sector Switchers	Online / Virtual	3 Hours	Whole Network	8	Delivered	Yes

Annex C: Analytical Framework

Introduction

This document sets out our approach to analysing the Year 1 Evaluation of the NLC data in detail. Table 1.1 lists each data set used and includes accompanying narrative outlining:

1. Our analytical approach and key considerations
2. Whether the data addresses individual and / or organisational outcomes presented in the Theory of Change
3. Whether the data will inform the process and / or impact strands of the evaluation

Table 1.1: Evaluation of the NLC Year 1: Approach to analysis

Data Set	NLC Strand of Delivery	Analytical Approach	Variables explored and alignment to Theory Change	Evaluation Strand
Pre-Post Programme Participant Surveys	Programme	<p>Overview: Key outcome questions and attitudinal statements were included in Pre-Programme participant surveys, which were repeated Post-Programme. This enabled direct comparison across a range of outcome measures pre and post participation in the programme. There were 91 responses pre-programme and 40 post programme. A unique ID was used to match data collected at pre and post at an individual level, resulting in 32 pre-post matched survey data sets.</p> <p>Descriptive statistics: percentages and numbers were used to describe the basic features of the quantitative data and provide headline summaries, which have been presented in tables, graphs or in the main report text. Where appropriate we have also presented percentage change or percentage difference between pre and post measures.</p> <p>Inferential statistics were used to make general inferences about the data. For generalisations to be made, the sample size needed to be large enough to offer sufficient statistical power. Sample size was critical to determining the type of analysis used. As we were only able to match 32 pre-post programme surveys at two-timepoints (pre-post) a within and between-subjects analytical approach was implemented.</p>	<p>Individual Outcomes:</p> <p>Programme</p> <ul style="list-style-type: none"> ▪ Improved self-awareness, confidence and resilience ▪ Increased tenure ▪ Improved understanding and implementation of system leadership approaches ▪ Expanded personal network / peer support ▪ Increased knowledge, understanding and examples of effective approaches to delivering public services <p>Network</p>	Process & Outcome feeding into impact

Data Set	NLC Strand of Delivery	Analytical Approach	Variables explored and alignment to Theory Change	Evaluation Strand
		<p>The within subjects approach only measured change amongst those delegates who could be matched pre and post participation in the programme (32). The between subjects approach measuring change between all those who completed the baseline survey (91) and all those who completed the end line survey (40). The majority of the significant difference scores were comparable across the two approaches, providing some further weight to the results.</p> <p>As survey questions compromised mainly of Likert Scale responses data was not normally distributed, meaning that Wilcoxon Signed Rank (within-subject) and the Mann Whitney U (between subject) non-parametric statistical tests were undertaken using SPSS. Statistical significance was set at $p \leq .05$.</p> <p>Five attitudinal statements aligned to key outcome metrics were also assessed in the post-Module 1 process survey. They were:</p> <ul style="list-style-type: none"> • I am effective at working beyond the boundaries of my own organisation • I have the necessary skills to lead beyond my own organisation, across the local public service system • I feel adequately prepared to meet the changes to public services expected in the next 10 years • I have contemporaries outside my organisation who I can turn to when I need support • I feel able to input into or influence central government decision making <p>This enabled exploratory analysis of these five self-reported attitudinal statements at three timepoints, which was done in addition to the Pre-Post statistical tests outlined above. A Friedman Test was undertaken followed by a post hoc test (Wilcoxon Signed Rank tests with a Bonferroni correction being applied with the later used to reduce the risk of type 1 error) to determine where differences occurred.</p>	<ul style="list-style-type: none"> ▪ Increased interactions with peers in other orgs / sectors ▪ Access to mentoring / coaching opportunities ▪ Improved access to leadership vacancies <p><u>Organisational Outcomes:</u></p> <p>Programme</p> <ul style="list-style-type: none"> ▪ Reduced turnover of senior public sector leaders ▪ Improved workforce engagement, welfare and retention ▪ Improved efficiency and effectiveness of public services <p>Network</p> <ul style="list-style-type: none"> ▪ Increased place-based and cross-system collaboration between public sector organisations ▪ Access to mentoring / coaching opportunities ▪ Improved access to leadership vacancies 	

Data Set	NLC Strand of Delivery	Analytical Approach	Variables explored and alignment to Theory Change	Evaluation Strand
		<p>Also note there were a number of outcome-based questions that were only asked Post-Programme. In these cases only descriptive statistics were used.</p> <p>Thematic analysis was used to analyse data collected through open ended questions in the surveys. This involved an initial review of the data to identify key and emerging themes and then the development and application of a coding framework, which was developed iteratively as the data was code. The final stage involved refining the coding framework, for example by combining some categories. In cases where there were more than 50 qualitative responses, percentages were calculated to demonstrate how widespread the issues and themes emerging were.</p>		
<p>Process survey questions administered after Module 1 and Module 2, Key questions in the Post-Programme survey</p>	<p>Programme</p>	<p>Overview: Process questions administered after Module 1, Module 2 and integrated into the Post-Programme survey allowed for the exploration of key delivery elements that worked well / less well and provided insights and recommendations for future delivery. There were 88 responses to the process survey for Module 1, 17 for Module 2 (only one cohort completed this before NLC activities were paused due to COVID-19) and 40 Post Programme. Data from Module 2 must be treated with caution as the sample size is very low.</p> <p>Descriptive statistics: Percentages and numbers were used to describe the basic features of the quantitative data and provide headline summaries of what worked well / less well and key recommendations and thoughts for future delivery. Data is presented in tables, graphs or in the main report text.</p> <p>Inferential statistics: The small number of responses collected after Module 2 due to COVID-19 prevents any statistical comparison between Module 1 and Module 2. In addition, the process questions from the Post-Programme survey were refined to account for changes in delivery has result of COVID-19 also limiting meaningful statistical comparisons to be made with Module 1.</p> <p>Thematic analysis was used to analyse data collected through open ended questions in the surveys. Thematic analysis is a method of examining data to gain meaningful comprehension of participant</p>	<p><u>Activities and Outputs:</u></p> <p>Programme</p> <ul style="list-style-type: none"> ▪ Engagement and recruitment of public sector leaders to the programme ▪ Co-design and delivery of programme with industry experts ▪ c .100 public sector leaders complete the programme each year <p>Network</p> <ul style="list-style-type: none"> ▪ Engagement & recruitment of leaders to Network - # leaders registered on digital directory ▪ Annual National Forum & regional events - # 	<p>Process</p>

Data Set	NLC Strand of Delivery	Analytical Approach	Variables explored and alignment to Theory Change	Evaluation Strand
		<p>perspectives, based on identification of patterns. A combined inductive and deductive approach was used for the identification of key themes, while using a broad framework aligned to the relevant elements of the existing Theory of Change, which allowed us to test and explore of key elements of the existing Theory of Change, while also providing the flex to identify new and emerging themes that sit outside of this.</p>	<p>leaders attending Network events</p> <p><u>Individual Outcomes:</u></p> <p>Programme</p> <ul style="list-style-type: none"> ▪ Improved self-awareness, confidence and resilience ▪ Increased tenure ▪ Improved understanding and implementation of system leadership approaches ▪ Expanded personal network / peer support ▪ Increased knowledge, understanding and examples of effective approaches to delivering public services <p>Network</p> <ul style="list-style-type: none"> ▪ Increased interactions with peers in other orgs / sectors ▪ Access to mentoring / coaching opportunities 	
<p>Short Feedback Surveys - Designed by the NLC in collaboration</p>	<p>Programme</p>	<p>Overview: A series of short quantitative and qualitative questions designed to provide quick turnaround feedback to delivery teams on the online events that were delivered during COVID-19.</p> <p>Descriptive statistics: Percentages and count were used.</p> <p>Inferential statistics: Given the nature and style of the short feedback questions there is limited usefulness in completing inferential statistics to feed into this evaluation. However, they provide some</p>	<p>Delivery of key programme and network events</p>	<p>Process – light touch</p>

Data Set	NLC Strand of Delivery	Analytical Approach	Variables explored and alignment to Theory Change	Evaluation Strand
with Ipsos MORI		<p>useful descriptive insights that have been integrated into the narrative of this report.</p> <p>Thematic analysis was used to analyse data collected through open ended questions in the surveys. Thematic analysis is a method of examining data to gain meaningful comprehension of participant perspectives, based on identification of patterns. A combined inductive and deductive approach was used for the identification of key themes, while using a broad framework aligned to the relevant elements of the existing Theory of Change, which allowed us to test and explore of key elements of the existing Theory of Change, while also providing the flex to identify new and emerging themes that sit outside of this.</p> <p>Once the qualitative data had been coded by theme, percentages were assigned to codes to demonstrate how widespread key issues raised were. This was only done for those open-ended questions where there were more than 50 responses.</p>		
Korn Ferry Diagnostics Data	Programme	<p>Overview: We have used this data to develop a descriptive profile of year 1 programme delegates using percentage, count, mean and median scores where appropriate.</p> <p>Inferential statistics Given the limited information we have received from Korn Ferry highlighting the analytical processes undertaken this data set has only been used for descriptive purposes.</p>	Key delivery component of the programme	Process
Interviews with Year 1 Programme Delegates	Programme & Network	<p>Overview: we interviewed 14 Year 1 Programme Delegates. A thematic analysis approach was used to analyse the qualitative data collected. A thematic framework (code frame) aligned to the Theory of Change was developed to guide analysis, which was both deductive and inductive in nature. Our approach incorporated two interrelated but distinct phases:</p> <ol style="list-style-type: none"> 1. The data management stage, where we coded, sorted and synthesised the raw data into a thematic framework in NVivo, and; 	<p>Activities and Outputs:</p> <p>Programme</p> <ul style="list-style-type: none"> ▪ Engagement and recruitment of public sector leaders to the programme ▪ Co-design and delivery of programme with industry experts ▪ c .100 public sector leaders complete the programme each year 	Process & Outcome feeding into impact

Data Set	NLC Strand of Delivery	Analytical Approach	Variables explored and alignment to Theory Change	Evaluation Strand
		<p>2. At the interpretation stage, we interrogated data using a content analysis approach to map and draw out key themes and patterns.</p> <p>Data is presented at a thematic level with quotes used as illustrative examples and context.</p>	<p>Network</p> <ul style="list-style-type: none"> ▪ Engagement & recruitment of leaders to Network ▪ Annual National Forum & regional events <p><u>Individual Outcomes:</u></p> <p>Programme</p> <ul style="list-style-type: none"> ▪ Improved self-awareness, confidence and resilience ▪ Increased tenure ▪ Improved understanding and implementation of system leadership approaches ▪ Expanded personal network / peer support ▪ Increased knowledge, understanding and examples of effective approaches to delivering public services <p>Network</p> <ul style="list-style-type: none"> ▪ Increased interactions with peers in other orgs / sectors ▪ Access to mentoring / coaching opportunities ▪ Improved access to leadership vacancies <p><u>Organisational Outcomes:</u></p>	

Data Set	NLC Strand of Delivery	Analytical Approach	Variables explored and alignment to Theory Change	Evaluation Strand
			<p>Programme</p> <ul style="list-style-type: none"> ▪ Reduced turnover of senior public sector leaders ▪ Improved workforce engagement, welfare and retention ▪ Improved efficiency and effectiveness of public services <p>Network</p> <ul style="list-style-type: none"> ▪ Increased place-based and cross-system collaboration between public sector organisations ▪ Access to mentoring / coaching opportunities ▪ Improved access to leadership vacancies 	
<p>Network Baseline Survey</p>	<p>Network & Programme</p>	<p>Overview: A total of 290 baseline surveys were completed by Network members in Year 1 (survey was linked to the NLF2020 registration process). This data was used to provide a descriptive profile of year 1 Network members with descriptive data being presented as percentages and numbers.</p> <p>There were 6 attitudinal statements in the Baseline survey and 4 questions regarding sector and length of time in work, which were directly comparable to the Pre-Programme survey. This allowed for a Mann Whitney U (between subjects) statistical test to be applied to</p>	<p>Individual Outcomes:</p> <p>Programme</p> <ul style="list-style-type: none"> ▪ Improved self-awareness, confidence and resilience ▪ Increased tenure ▪ Improved understanding and implementation of system leadership approaches 	<p>Process</p>

Data Set	NLC Strand of Delivery	Analytical Approach	Variables explored and alignment to Theory Change	Evaluation Strand
		<p>determine whether there were any differences in those senior Leaders sign-up to the programme and the wider network.</p> <p>In addition, the 6 attitudinal statements were re-administered to those who attended the NLF2020. Although the timeframes between the Baseline and NLF2020 survey were reasonably short we felt it would be useful to understand if any change had occurred. Due to issues with wider network unique IDs we were unable to match responses meaning that a between subjects Mann Whitney U statistical test was used to analyse the data. In other words, the average responses to those questions in the feedback survey were compared with the averages at baseline. As mentioned above data was not normally distributed and non-parametric tests were used. Statistical significance was set at $p \leq .05$.</p>	<ul style="list-style-type: none"> ▪ Expanded personal network / peer support ▪ Increased knowledge, understanding and examples of effective approaches to delivering public services <p>Network</p> <ul style="list-style-type: none"> ▪ Increased interactions with peers in other orgs / sectors 	
<p>NLF Feedback Survey</p>	<p>Network</p>	<p>Overview: a total of 104 responses were received to the survey, which was issued to attendees of the NLF2020 a few days after the event. The survey gathered feedback on process and delivery aspects of the NLF, as well as early indications of progress towards intended outcomes.</p> <p>Descriptive statistics: Percentages and numbers were used to describe the basic features of the quantitative data and provide headline summaries of what worked well / less well and key recommendations and thoughts for future delivery. Data is presented in tables, graphs or in the main report text.</p> <p>Thematic analysis was used to analyse data collected through open ended questions in the surveys. Thematic analysis is a method of examining data to gain meaningful comprehension of participant perspectives, based on identification of patterns. A combined inductive and deductive approach was used for the identification of key themes, while using a broad framework aligned to the relevant elements of the existing Theory of Change, which allowed us to test and explore of key elements of the existing Theory of Change, while also providing the flex to identify new and emerging themes that sit outside of this.</p>	<p><u>Activities and Outputs:</u></p> <p>Network</p> <ul style="list-style-type: none"> ▪ Engagement & recruitment of leaders to Network - # leaders registered on digital directory <p><u>Individual Outcomes:</u></p> <p>Programme</p> <ul style="list-style-type: none"> ▪ Improved self-awareness, confidence and resilience ▪ Increased tenure ▪ Improved understanding and implementation of system leadership approaches ▪ Expanded personal network / peer support ▪ Increased knowledge, understanding and 	<p>Process & Outcome feeding into impact</p>

Data Set	NLC Strand of Delivery	Analytical Approach	Variables explored and alignment to Theory Change	Evaluation Strand
			<p>examples of effective approaches to delivering public services</p> <p>Network</p> <ul style="list-style-type: none"> Increased interactions with peers in other orgs / sectors 	
<p>Observation Note from NLF</p>	<p>Network</p>	<p>Overview: Four members of the evaluation team attended and observed the NLF2020. A moderation meeting was held after the event to discuss and agree on the headline messages / themes from the observation. Individual team members then wrote up their notes and these were synthesised into an event-level report which was shared with the NLC. The note was drawn on to inform the Year 1 report.</p>	<p><u>Activities and Outputs:</u></p> <p>Network</p> <ul style="list-style-type: none"> Engagement & recruitment of leaders to Network - # leaders registered on digital directory <p><u>Individual Outcomes:</u></p> <p>Programme</p> <ul style="list-style-type: none"> Improved self-awareness, confidence and resilience Increased tenure Improved understanding and implementation of system leadership approaches Expanded personal network / peer support Increased knowledge, understanding and examples of effective approaches to delivering public services 	<p>Process</p>

Data Set	NLC Strand of Delivery	Analytical Approach	Variables explored and alignment to Theory Change	Evaluation Strand
			<p>Network</p> <ul style="list-style-type: none"> Increased interactions with peers in other orgs / sectors 	
<p>NLC Monitoring Data and supporting information - Owned by the NLC</p>	<p>Programme and Network</p>	<p>Monitoring data on the profile of Year 1 programme delegates by region and sector was shared by the NLC to enable comparison between delegates and the wider Network. Details were also provided on Programme and Network events delivered and the numbers attending these (detailed in Annexes A and B).</p> <p>Additional supporting information, such as the aims and objectives of Programme and Network events, was also shared by the NLC to enable reporting on the number and range of activities delivered and the volume and profile of delegates engaging in these.</p>	<p>Activities and Outputs:</p> <p>Programme</p> <ul style="list-style-type: none"> Engagement and recruitment of public sector leaders to the programme Co-design and delivery of programme with industry experts c .100 public sector leaders complete the programme each year <p>Network</p> <ul style="list-style-type: none"> Engagement & recruitment of leaders to Network - # leaders registered on digital directory Annual National Forum & regional events - # leaders attending Network events Establishment of website and digital Connect Service - # leaders engaging with Connect 	<p>Process</p>

Annex D: Qualitative Coding Framework

Node	Sub-node
Programme delivery	<ul style="list-style-type: none"> • Recruitment and engagement • Motivations for engagement • Relevance • What worked well? • What worked less well? • Lessons and recommendations • Contextual factors (including COVID-19)
Network delivery	<ul style="list-style-type: none"> • Recruitment and engagement • What worked well? • What worked less well? • Lessons and recommendations • Contextual factors (including COVID-19)
Outcome 1: Self-awareness, confidence and resilience	<ul style="list-style-type: none"> • Evidence for <ul style="list-style-type: none"> - Confidence - Resilience - Self-awareness • Evidence against <ul style="list-style-type: none"> - Confidence - Resilience - Self-awareness • Mechanisms
Outcome 2: Increased tenure	<ul style="list-style-type: none"> • Evidence for • Evidence against • Mechanisms
Outcome 3: Personal Network	<ul style="list-style-type: none"> • Evidence for • Evidence against

Node	Sub-node
	<ul style="list-style-type: none"> • Mechanisms
<p>Outcome 4: Interactions with organisations in other sectors</p>	<ul style="list-style-type: none"> • Evidence for • Evidence against • Mechanisms
<p>Outcome 5: Collaboration</p>	<ul style="list-style-type: none"> • Evidence for • Evidence against • Mechanisms
<p>Outcome 6: Systems leadership</p>	<ul style="list-style-type: none"> • Evidence for • Evidence against • Mechanisms
<p>Outcome 7: Knowledge and learning about wider public services</p>	<ul style="list-style-type: none"> • Evidence for • Evidence against • Mechanisms
<p>Other outcomes</p>	<ul style="list-style-type: none"> • Evidence for • Evidence against • Mechanisms
<p>Organisational impacts</p>	<ul style="list-style-type: none"> • Evidence for • Evidence against • Mechanisms

Annex E: Year 1 Research Tools

1 – Baseline Survey of Programme Delegates: delivered in paper format / in person

Please answer the questions based on your experience over the past year.

The following questions are about your relationships with contemporaries **outside** your organisation. By contemporaries we mean **people in a similar role** and / or at a **similar level of seniority** to you.

Q1 To what extent do you agree with each of the following statements:

PLEASE TICK ✓ ONE BOX ONLY FOR EACH ROW

	Strongly Agree	Agree	Disagree	Strongly Disagree
I have a good network of contemporaries in my local area from across public services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am effective at working beyond the boundaries of my own organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have the necessary skills to lead beyond my own organisation, across the local public service system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My local network of contemporaries is effective at working as a system across public services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public services in my area would be improved with greater joint working across local organisations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We deliver a good standard of public services for citizens in my area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a comprehensive understanding of other public services in my local area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the challenges facing the majority of public services in my local area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel adequately prepared to meet the changes to public services expected in the next ten years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have contemporaries outside my organisation who I can turn to when I need support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel able to input into or influence central government decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q2 Approximately what proportion of your working time do you currently spend collaborating with people outside of your sector or industry?

PLEASE TICK ✓ ONE BOX ONLY

0-20%	20-40%	40-60%	60-80%	100%
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q3 How often do you personally...

PLEASE TICK ✓ ONE BOX ONLY FOR EACH ROW

	At least weekly	Fortnightly	Monthly	Quarterly	Every six months	Annually	Less often
Meet with contemporaries in other sectors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take decisions with contemporaries in other sectors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q4 How often do you or your organisation...

PLEASE TICK ✓ ONE BOX ONLY FOR EACH ROW

	Never	Rarely	Sometimes	Often	Always
Jointly deliver services to the public with other sectors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share resources (staff, budgets, etc) with organisations in other sectors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q5 Over the last year, how often have you collaborated with the following sectors to deliver tangible outputs or results?

PLEASE TICK ✓ ONE BOX ONLY FOR EACH ROW	At least weekly	Fortnightly	Monthly	Quarterly	Once every six months	Once in the year	Not at all
Emergency Services - Fire, Police, Ambulance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Further & Higher Education - Colleges, Universities, Training providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health & Social Care - e.g. hospitals, GP surgeries, care providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Justice - Courts, Prisons, Legal Aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Military & Security Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Local Government - e.g. housing, transport, arts and leisure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Central government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charity / Third Sector organisations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private Sector organisations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

About you

Q6 How long have you been in your current job?

PLEASE ENTER TIME IN YEARS AND MONTHS:

Q7 How long do you expect to stay in...

PLEASE TICK ✓ ONE BOX ONLY FOR EACH ROW

	Less than 6 months	6-12 months	1-2 years	3-4 years	5+ years
... your current job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the public sector?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q8 What are the top three challenges / barriers you currently face in doing your job effectively?

PLEASE BE AS SPECIFIC AS YOU CAN

1	
2	
3	

Q9 What are the top three things do you most want to get out of participating in this programme?

PLEASE TICK ✓ THREE BOXES

- | | |
|--|--|
| <input type="checkbox"/> Expand my network | <input type="checkbox"/> Personal growth / development |
| <input type="checkbox"/> Improved performance as a leader | <input type="checkbox"/> Increased confidence |
| <input type="checkbox"/> New insights / learning | <input type="checkbox"/> Time to think / reflect |
| <input type="checkbox"/> To learn from other participants | <input type="checkbox"/> Increased self-awareness |
| <input type="checkbox"/> Professional growth / development | <input type="checkbox"/> Career development / progression |
| <input type="checkbox"/> Better understanding of systems leadership approaches | <input type="checkbox"/> Better understanding of other sectors / wider public sector |
| <input type="checkbox"/> Other | <input style="width: 700px; height: 20px;" type="text"/> |

Q10 What age are you?

PLEASE TICK ✓ ONE BOX ONLY

<input type="checkbox"/> 20 – 24 years	<input type="checkbox"/> 45 – 49 years
<input type="checkbox"/> 25 – 29 years	<input type="checkbox"/> 50 – 54 years
<input type="checkbox"/> 30 – 34 years	<input type="checkbox"/> 55 – 59 years

<input type="checkbox"/> 35 – 39 years	<input type="checkbox"/> 60 – 64 years
<input type="checkbox"/> 40 – 44 years	<input type="checkbox"/> 65+ years

Q11 Which of the following best describes the sector that you currently work in?

PLEASE TICK ✓ ONE BOX ONLY

Emergency Services - Fire, Police, Ambulance	<input type="checkbox"/>
Further & Higher Education - Colleges, Universities, Training providers	<input type="checkbox"/>
Health & Social Care - e.g. Hospitals, GP surgeries, Care providers	<input type="checkbox"/>
Justice - Courts, Prisons, Legal Aid	<input type="checkbox"/>
Military & Security Services	<input type="checkbox"/>
Other Local Government - e.g. housing, transport, arts and leisure	<input type="checkbox"/>
Central government	<input type="checkbox"/>
Charity / Third Sector organisations	<input type="checkbox"/>
Schools	<input type="checkbox"/>
Private Sector	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>

Q12 Which region do you work in?

PLEASE TICK ✓ ONE BOX ONLY

<input type="checkbox"/> North East	<input type="checkbox"/> East of England
<input type="checkbox"/> North West	<input type="checkbox"/> London
<input type="checkbox"/> Yorkshire and the Humber	<input type="checkbox"/> South East
<input type="checkbox"/> East Midlands	<input type="checkbox"/> South West
<input type="checkbox"/> West Midlands	

Q13 Would you say that the areas you work in are...

PLEASE TICK ✓ ONE BOX ONLY

Predominantly urban	<input type="checkbox"/>
Predominantly rural	<input type="checkbox"/>
An equal mix of urban / rural	<input type="checkbox"/>

Thank you for taking the time to complete this survey. Please hand it to Hannah Datema at the National Leadership Centre when you arrive at the Main Conference Room.

2 – End line Survey of NLC Programme Delegates: delivered online

Please answer the questions based on your experience over the past year.

The following questions are about your relationships with contemporaries outside your organisation and your experiences and perceptions of the NLC Leadership Development Programme. Please note that by contemporaries we mean people in a similar role and / or at a similar level of seniority to you.

Impact related questions

Q1: To what extent do you agree with each of the following statements:

Scale: Strongly Agree; Agree; Disagree; Strongly Disagree

- We deliver a good standard of public services for citizens in my area
- I have a comprehensive understanding of other public services in my local area
- I understand the challenges facing the majority of public services in my local area
- Public services in my area would be improved with greater joint working across local organisations
- I have a good network of contemporaries in my local area from across public services
- I am effective at working beyond the boundaries of my own organisation
- I have the necessary skills to lead beyond my own organisation, across the local public service system
- My local network of contemporaries is effective at working as a system across public services
- I feel adequately prepared to meet the changes to public services expected in the next ten years
- I have contemporaries outside my organisation who I can turn to when I need support
- I feel able to input into or influence central government decision-making

Q2: Approximately what proportion of your working time do you currently spend collaborating with people outside of your sector or industry?

Scale: 0-20% 20-40% 40-60% 60-80% 100%

Q3: How often do you personally:

Scale: At least weekly; Fortnightly; Monthly; Quarterly; Every six months; Annually; Less often

- Meet with contemporaries in other sectors
- Take decisions with contemporaries in other sectors

Q4: How often do you or your organisation:

Scale: Never; Rarely; Sometimes; Often; Always

- Jointly deliver services to the public with other sectors
- Share resources (staff, budgets, etc) with organisations in other sectors

Q5: Over the last year, how often have you collaborated with the following sectors to deliver tangible outputs or results?

Scale: At least weekly; Fortnightly; Monthly; Quarterly; Once every six months; Once in the year; Not at all

- Police Service
- Fire & Rescue Service
- Ambulance Service
- Education - further education
- Education - higher education
- Education - schools
- Health Care
- Local Government
- Charity Sector / Third Sector / Civil Society
- Private Sector
- Housing Association
- Civil Service
- Government agencies and other public bodies
- Armed Forces
- Other (specify)

Q6: To what extent has participation in the NLC Leadership Development Programme resulted in an increase in the amount of time you spend collaborating with people outside of your sector or industry?

Scale: To a great extent, To some extent, Hardly at all, Not at all, Don't know

Q7: What did you gain from participating in the NLC Leadership Development Programme? (please tick all that apply)

- Expanded my network
- Improved performance as a leader
- New insights / learning
- To learn from other participants
- Professional growth / development
- Better understanding of systems leadership approaches
- Personal growth / development
- Increased confidence
- Time to think / reflect
- Increased self-awareness
- Career development / progression
- Better understanding of other sectors / wider public sector
- Other (please specify)
- None of the above

Q8: To what extent has participating in the NLC Leadership Development Programme helped you to:

Scale: To a great extent, To some extent, Hardly at all, Not at all, Don't know

- Develop a good network of contemporaries from across the public sector
- Work effectively beyond the boundaries of your organisations
- Deliver a good standard of public services
- Develop the skills necessary to lead beyond your organisation
- Improve joint working across local organisations
- Develop a sustainable peer / wider support group
- Understand the challenges facing the majority of public services in the local area
- Input into or influence central government decision-making
- Address or tackle the key challenges currently faced in your job / organisation

Q9: What are the top three challenges or barriers you currently face in doing your job effectively?

- 1.
- 2.
- 3.

Q10: Have these challenges or barriers changed over the last 12 months?

Scale: Yes; No; DK

FILTER IF CHALLENGES OR BARRIERS HAVE CHANGED:

Q11: Can you say in what ways they have changed and what the main drivers of these changes have been?

Open Text

ASK ALL:

Q12: Over the past year, many organisations have had to make major changes to the way they operate. To what extent has your participation in the NLC Leadership Development Programme helped with any changes you have had to make?

Scale: To a great extent, To some extent, Hardly at all, Not at all, Don't know

Q13: To what extent do you think your participation in the NLC Leadership Development Programme will help you in the future?

Scale: To a great extent, To some extent, Hardly at all, Not at all, Don't know

Q14: Please can you explain your answer?

Open Text

Process-related questions

Q15: Overall, how satisfied were you with the NLC Leadership Development Programme?

Scale: Very satisfied; Fairly satisfied; Fairly dissatisfied; Very dissatisfied

Q16: Please can you tell us more about your answer? What are your reasons for being satisfied or dissatisfied with the Programme?

Open Text

Q17: How likely would you be to recommend the programme to others?

Scale: Very likely; Fairly likely; Fairly unlikely; Very unlikely

Q18: What were the two most useful aspects of the programme? Please provide a brief explanation.

Open Text

Q19: What were the two least useful aspects of the programme? Please provide a brief explanation.

Open Text

Q20: Outside of the programme, how likely would you be to attend future activities delivered by the NLC?

Scale: Very likely; Fairly likely; Fairly unlikely; Very unlikely

Q21: How helpful was the NLC Leadership Development Programme in supporting you to deal with COVID-19 related challenges?

Scale: Very helpful; Helpful; Not helpful; Not at all helpful

Q22: How useful have the WhatsApp groups facilitated by the NLC been in supporting you over the last 12 months?

Scale: Very useful; Useful; A little bit useful; Not at all useful

Q23: How likely are you to stay in contact with your peers from the Leadership Development Programme?

Scale: Very likely; Likely; Not likely; Not at all Likely

Q24: Do you have any recommendations on how this programme, or any other activity delivered by the NLC, could be further developed or improved in the future?

Open text

Q25: What support (if any) would you like from the NLC in future as alumni of the Leadership Development Programme?

Open text

About you

Q26. How long have you been in your current job?

Scale: Less than 6 months; 6-12 months; 1-2 years; 3-4 years; 5+ years

ROUTING QUESTIONS – ONLY FOR THOSE WHO HAVE BEEN IN THEIR ROLE FOR LESS THAN 12 MONTHS

Q27. IF LESS THAN 6 MONTHS OR 6-12 MONTHS What is your current job role?

Open text

Q28. IF LESS THAN 6 MONTHS OR 6-12 MONTHS What sector is your current job role in?

Open text

Q29. IF LESS THAN 6 MONTHS OR 6-12 MONTHS Please can you tell us your reasons for changing jobs?

Open text

3 – Module 1 Feedback Survey: Delivered in paper format in person

Please answer the questions based on your experience of Module 1 of the National Leadership Centre Programme.

Q1 Overall, how satisfied were you with Module 1 of the National Leadership Centre Programme?

PLEASE TICK ✓ ONE BOX ONLY

Very satisfied Fairly satisfied Fairly dissatisfied Very dissatisfied

Q2 If dissatisfied, can you say why were you dissatisfied?

Q3 How likely would you be to recommend the module to others?

PLEASE TICK ✓ ONE BOX ONLY

Very likely Fairly likely Fairly unlikely Very unlikely

Q4 Outside of this Programme, how likely would you be to attend other activities delivered by the National Leadership Centre (e.g. the National Leadership Forum)?

PLEASE TICK ✓ ONE BOX ONLY

Very likely Fairly likely Fairly unlikely Very unlikely

Q5 To what extent were your expectations of the module met?

PLEASE TICK ✓ ONE BOX ONLY

Expectations were greatly exceeded Expectations were exceeded Expectations were fully met Expectations were partly met Expectations were not at all met

Q6 If expectations were not fully met, can you say in what way they were not fully met?

PLEASE BE AS SPECIFIC AS YOU CAN:

Q7 Overall, how relevant was the content of the module to you?

PLEASE TICK ✓ ONE BOX ONLY

Highly relevant

Relevant

Not relevant

Not at all Relevant

Q8 What were the two MOST useful aspects of the module? Why were these the most useful?

PLEASE BE AS SPECIFIC AS YOU CAN

1

2

Q9 What were the two LEAST useful aspects of the module? Why were these the least useful?

PLEASE BE AS SPECIFIC AS YOU CAN

1	
2	

Q10 Was there anything missing from the module that you would have liked to have been included?

PLEASE BE AS SPECIFIC AS YOU CAN:	
--	--

Q11 Overall, how would you rate the organisation of the module?

PLEASE TICK ✓ ONE BOX ONLY

Very good	Fairly good	Fairly poor	Very poor
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q12 Do you have any suggestions as to how the organisation of the module could have been improved?

PLEASE BE AS SPECIFIC AS YOU CAN:	
--	--

Q13 To what extent do you agree with each of the following statements:

PLEASE TICK ✓ ONE BOX ONLY FOR EACH ROW

	Strongly Agree	Agree	Disagree	Strongly Disagree
I am effective at working beyond the boundaries of my own organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have the necessary skills to lead beyond my own organisation, across the local public service system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel adequately prepared to meet the changes to public services expected in the next ten years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have contemporaries outside my organisation who I can turn to when I need support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel able to input into or influence central government decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q14 Which, if any, of the following did you achieve as a result of participating in this module?

PLEASE TICK ✓ ALL THAT APPLY

Expanded my network	<input type="checkbox"/>
Personal growth / development	<input type="checkbox"/>
Improved performance as a leader	<input type="checkbox"/>
Increased confidence	<input type="checkbox"/>
New insights / learning	<input type="checkbox"/>
Time to think / reflect	<input type="checkbox"/>
Learnt from other participants	<input type="checkbox"/>
Increased self-awareness	<input type="checkbox"/>
Professional growth / development	<input type="checkbox"/>
Better understanding of systems leadership approaches	<input type="checkbox"/>
Career development / progression	<input type="checkbox"/>
Better understanding of other sectors / wider public sector	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>

Q15 Thinking about the Korn Ferry assessment that you were asked to engage with as part of the Programme, how satisfied were you with each of the following:

PLEASE TICK ✓ ONE BOX ONLY FOR EACH ROW

	Very Satisfied	Fairly satisfied	Fairly dissatisfied	Very dissatisfied
The assessment as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The pre-work element of the assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The assessment day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The report of your assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The presentation / discussion session on the findings (delivered on Day 1 of the module)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q16 Do you have any additional thoughts / comments on the Korn Ferry assessment that you would like to share?

PLEASE BE AS SPECIFIC AS YOU CAN:

Q17 Finally, do you have any recommendations as to how this module, or other modules delivered by the NLC, could be further developed or improved in future?

PLEASE BE AS SPECIFIC AS YOU CAN:

4 – Module 2 Feedback Survey: Delivered in paper format in person

Please answer the questions based on your experience of Module 2 of the Leadership Development Programme.

Q1 Overall, how satisfied were you with Module 2 of the Leadership Development Programme?

PLEASE TICK ✓ ONE BOX ONLY

Very satisfied

Fairly satisfied

Fairly dissatisfied

Very dissatisfied

Q2 If dissatisfied, can you say why were you dissatisfied?

PLEASE BE AS SPECIFIC AS YOU CAN:

Q3 How likely would you be to recommend the module to others?

PLEASE TICK ✓ ONE BOX ONLY

Very likely

Fairly likely

Fairly unlikely

Very unlikely

Q4 To what extent were your expectations of the module met?

PLEASE TICK ✓ ONE BOX ONLY

Expectations were greatly exceeded

Expectations were exceeded

Expectations were fully met

Expectations were partly met

Expectations were not at all met

Q5 If your expectations were not fully met, can you say in what way they were not fully met?

PLEASE BE AS SPECIFIC AS YOU CAN:

Q6 How would you rate each of the following aspects of the module?

PLEASE TICK ✓ ONE BOX ONLY FOR EACH ROW

	Very good	Good	Poor	Very poor
Overall content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course facilitator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organisation of the module	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q7 Which two aspects of the module did you find MOST useful? Why were these the most useful?

PLEASE BE AS SPECIFIC AS YOU CAN

1	
2	

Q8 Which two aspects of the module did you find LEAST useful? Why were these the least useful?

PLEASE BE AS SPECIFIC AS YOU CAN

1	
2	

Q9 To what extent do you agree with each of the following statements:

PLEASE TICK ✓ ONE BOX ONLY FOR EACH ROW

	Strongly Agree	Agree	Disagree	Strongly Disagree
I am effective at working beyond the boundaries of my own organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have the necessary skills to lead beyond my own organisation, across the local public service system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel adequately prepared to meet the changes to public services expected in the next ten years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have contemporaries outside my organisation who I can turn to when I need support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel able to input into or influence central government decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q10 Which, if any, of the following did you achieve as a result of participating in this module?

PLEASE TICK ✓ ALL THAT APPLY

Better understanding of systems leadership approaches	<input type="checkbox"/>
Increased confidence in systems level leadership	<input type="checkbox"/>
Personal growth / development	<input type="checkbox"/>
Improved performance as a leader	<input type="checkbox"/>
New insights / learning	<input type="checkbox"/>
Time to think / reflect	<input type="checkbox"/>
Learnt from other participants	<input type="checkbox"/>
Increased self-awareness	<input type="checkbox"/>
Professional growth / development	<input type="checkbox"/>
Increased confidence in ability to work effectively with others	<input type="checkbox"/>
Increased confidence in ability to make joint decisions	<input type="checkbox"/>
Better understanding of other sectors / wider public sector	<input type="checkbox"/>
Improved strategic awareness	<input type="checkbox"/>
Tested / tried new ways of working	<input type="checkbox"/>
Tested / tried new behaviours	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>

Q11 Do you have any recommendations as to how this module, or other modules delivered by the NLC, could be further developed or improved in future?

PLEASE BE AS SPECIFIC AS YOU CAN:

Q12 How would you rate each of the following aspects of the hotel that Module 2 was delivered in?

PLEASE TICK ✓ ONE BOX ONLY FOR EACH ROW

	Very Good	Good	Poor	Very Poor
Reception / front of house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check-in process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cleanliness of your room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comfort of your room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information provided in your room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cleanliness of public areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Variety of food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service provided by hospitality staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leisure facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suitability of the hotel for Module 2 activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q13 Do you have any other comments on the hotel that you would like to share?

PLEASE BE AS SPECIFIC AS YOU CAN:

Topic Guide for Qualitative Interviews with Year 1 Programme Delegates

Section 1: About the leader (3 min)

1. Please could you provide a brief overview of your organisation and your role?

- *Organisation: size, geographical coverage, purpose*
- *Individual: remit, responsibilities, time in role*

2. Can I check / confirm that to date you have engaged in [INSERT NLC ACTIVITIES IF KNOWN]? Is that correct?

Section 2: Reasons for initial engagement / expectations (5 min)

Interviewer Note: Questions 4 and 5 – how and why Senior Leaders got involved with the NLC and the programme are the main focus of this section. Please ensure you do not spend any more than 5 minutes on this section.

3. How did you first hear about the NLC?

- *Probe around: informal networks / word of mouth or official sources*
- *What were your initial perceptions of the NLC? What did you think it was there to do? How clearly was this communicated?*

4. How did you get involved with the NLC? What was the process?

- *Were you approached directly and invited to participate? If so, by whom?*
- *Did you have to go through a formal application / assessment stage?*
- *What worked well / less well in terms of the process for engagement and recruitment to the NLC Leadership Development Programme?*
- *What worked well / less well in terms of the process for engagement and recruitment to wider NLC activities (refer back to those they have participated in)?*

5. What were your reasons/motivations for first getting involved with the NLC?

- *What did you expect / hope to get from this?*
- *Probe for: differences between the Leadership Development Programme and broader NLC activities*

Section 3: Perceptions of delivery and engagement (5 – 10 min)

6. Overall, how relevant do you think the programme was to your organisation and your role? Why?

- *Probe on: applicability / appropriateness / engagement*

7. Which aspects of NLC delivery do you think have worked particularly well and why?

- *Probe on:*
 - o *The Leadership Development Programme modules that they participated in*
 - o *Wider NLC activities that they engaged with, including those delivered in response to COVID*

8. Are there any aspects of NLC delivery that you think worked less well? Why? How could these have been improved?

- *Probe for:*
 - o *The Leadership Development Programme modules that they participated in*
 - o *Wider NLC activities that they engaged with, including those delivered in response to COVID*

9. IF NOT ALREADY COVERED: What do you think the NLC could do to further develop or improve its Leadership Development Programme or wider offer for Network members?

10. What role (if any) would you like the NLC to play in supporting you now that you have completed the programme?

Section 4: Impact – Senior Leader (10 – 15 min)

Interviewer Note: The questions in this section are designed to collect information on outcomes at the individual level. Please refer to the NLC Theory of Change.

11. What, if anything, have you learned or gained from participating in the NLC Leadership Development Programme?

Leave this Q open for the interviewee to answer without prompting, but be alert to the outcomes referenced in the current Theory of Change which are listed below. We are particularly interested in capturing what has changed at an individual level since engaging in the programme and the extent to which the programme has contributed to any changes. If mentioned, probe for examples and explore the factors driving change e.g. the programme / other / multiple factors.

- *Improved self-awareness, confidence and resilience*
- *Stayed in your job longer than you may otherwise have done (increased tenure)*
- *Improved understanding and implementation of system leadership approaches*
- *Expanded personal network / peer support –*
 - o *If referenced ensure you cover: Were these new contacts made as a result of being on the programme? What difference, if any, has this made to you, your organisation, and your ability to solve problems?*
 - o *If NOT referenced ask: Since joining the programme have you established any new contacts / expanded your network? Were these new contacts made as a*

result of being on the NLC programme? What difference, if any, has this made to you, your organisation, and your ability to solve problems?

- *Increased knowledge, understanding and examples of effective approaches to delivering public services*
- *Increased interactions with peers in other orgs / sectors*

We also want to capture anything that is not currently referenced in the TOC – this will be valuable information for informing the next iteration of this

12. For each outcome referenced at Q11 interviewer to ask participants to explain which elements of the NLC TOC offer contributed to this and why?

- *Probe on: Leadership Development modules that they participated in, the NLC Network events that they attended / engaged with, the WhatsApp groups that they are part of, or anything else they have participated in*
- *Did any other factors contribute to what you have learned / gained whilst on the Programme? For example, any other training or support you engaged with during this time?*

13. Have you personally changed or done anything differently based on what you have learned / gained from engagement with the NLC?

Leave this Q open for the interviewee to answer without prompting, but be alert to the types of changes we might expect based on the TOC which include:

- *Taken action to identify / address skills or training needs, such as seek out coaching / mentoring or further training*
- *Collaborated more with individuals across the public sector – probe for within / out of their sector or region, whether new collaborations have been developed or existing collaborations have been strengthened*
- *Improved relationships with colleagues, direct reports and / or wider partners or stakeholders*

For any changes referenced, probe on the extent to which engagement with the NLC has directly contributed to this and the role of other factors, including context (such as COVID).

- *What have been the key enablers / barriers to change?*
- *If they have not changed or done anything differently, why not?*

13. Do you intend to make changes or do things differently in future based on what you have learned / gained from engagement with the NLC?

- *If yes, what do you intend to change or do differently? When do you intend to do this?*
- *What are the enablers / barriers to this change?*

14. Has engaging with the NLC helped you address any individual / organisational challenges? If so, what/how?

- *Which challenges? If wider societal challenges (climate change, COVID, etc) come up organically then probe further as to how engagement with the NLC has helped address these.*

Section 5: Impact – Organisation (10 min)

Interviewer Note: this section explores how / if outcomes for programme participants have translated into outcomes for their organisation.

15. What, if anything has your organisation gained from your participation on the NLC programme?

This Q is key to understanding the extent to which individual gains from participation in the programme ‘trickle-down’ to others in the organisation – a key assumption underpinning the NLC business case.

- *How have these wider benefits to the organisation been realised? For example, have you become more effective in your role? Have you shared the learning from engagement with the NLC within your organisation?*
- *If no, why not? What have been the barriers to the realisation of benefits for your organisation?*
- *Probe on: the potential impact of wider NLC activities outside of the programme on their organisation. What are these activities and how have they impacted on their organisation.*

16. Have you made any changes to processes within your organisation as a direct result of your engagement with the NLC?

- *If yes, what changes have you made? What led to these changes? What were the enablers / barriers to these changes?*
- *How far would you attribute these changes to the NLC? Which specific aspects of the NLC offer contributed to you making these changes? What was the role of other factors?*
- *If you have not made changes, why not? What have been the barriers to change?*

17. Are you planning to make any changes to processes within your organisation in future as a direct result of your engagement with the NLC?

- *If yes, what changes are you intending to make? When are you intending to make them? What are the enablers / barriers to making these changes?*
- *If no, why not? What are the barriers to future change?*

18. What has been / will be the impact of the changes you have made or are planning to make on your organisation following your engagement with the NLC?

Leave this Q open for the interviewee to answer without prompting, but be alert to the types of changes we might expect based on the TOC which include:

- Improved workforce engagement, welfare and retention*
- Improved efficiency and effectiveness*
- Increased place-based and cross-system collaboration between public sector organisations*
- Increased adoption of evidence-based / innovative practices*
- Anything else not referenced above?*

How will you measure those changes?

Section 6: Wrap-up (3 min)

- 19. Is there anything else that you would like to say about your experience of engaging with the NLC that we have not already covered?**
- 20. Do you have any final remarks / comments that you would like to share with the evaluation team/the NLC programme team?**

THANK AND CLOSE

5 – Baseline Network Survey – delivered online (as a condition of registration for NLF2020)

The responses to the following questions will be treated anonymously. Ipsos MORI will process the responses to produce aggregated results.

The next question refers to your relationships with contemporaries outside your organisation. By contemporaries we mean people in a similar role and/or at a similar level of seniority to you.

Q3 To what extent do you agree with each of the following statements:

PLEASE TICK ✓ ONE BOX ONLY FOR EACH ROW	Strongly Agree	Agree	Disagree	Strongly Disagree
I have contemporaries outside my organisation who I can turn to when I need support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a good network of contemporaries in my local area from across public services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My local network of contemporaries is effective at working as a system across public services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel adequately prepared to meet the changes to public services expected in the next ten years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel able to input into or influence central government decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have the necessary skills to lead beyond my own organisation, across the local public service system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q4 How long have you been in your current job?

PLEASE ENTER TIME IN YEARS AND MONTHS:	
--	--

Q5 How long do you expect to stay in...

PLEASE TICK ✓ ONE BOX ONLY FOR EACH ROW	Less than 6 months	6-12 months	1-2 years	3-4 years	5+ years
... your current job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the public sector?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q6 What are the top three challenges / barriers you currently face in doing your job effectively?

PLEASE BE AS SPECIFIC AS YOU CAN

1	
2	
3	

Q6 What makes you proud to work in public service?

PLEASE ANSWER IN TEN WORDS OR LESS

6 – Feedback Survey for NLF Attendees: Delivered online

General perceptions

1. Overall, how satisfied were you with the National Leadership Forum?

- a) Very satisfied
- b) Fairly satisfied
- c) Fairly dissatisfied
- d) Very dissatisfied

FILTER: If responded 1c) or 1d):

2. Can you say why you were dissatisfied? Please be as specific as you can.

OPEN RESPONSE

ASK ALL:

3. How likely would you be to recommend the National Leadership Forum to your contemporaries in other organisations?

- a) Very likely
- b) Fairly likely
- c) Fairly unlikely
- d) Very unlikely

4. How likely would you be to attend other events delivered by the National Leadership Centre?

- a) Very likely
- b) Fairly likely
- c) Fairly unlikely
- d) Very unlikely

5. To what extent were your expectations of the event met?

- a) Expectations were greatly exceeded
- b) Expectations were exceeded
- c) Expectations were fully met
- d) Expectations were partly met
- e) Expectations were not at all met

FILTER: If responded 5d) or 5e):

6. Can you say in what way your expectations were not fully met? Please be as specific as you can.

OPEN RESPONSE

ASK ALL:

7. To what extent do you agree with the following statements about the National Leadership Centre (NLC)?

- a) I have a good understanding of the NLC's aims and objectives
- b) I have a good understanding of the NLC's offer
- c) I have a good understanding of how the NLC can support me

Response options: Agree strongly / Agree / Disagree / Disagree strongly

8. Are you aware of the upcoming programme of NLC local events that are planned?

- a) Yes
- b) No
- c) Not sure

FILTER IF RESPONDED 8a)

9. Are you planning to attend any of the upcoming NLC local events that are planned?

- a) Yes
- b) No
- c) Not sure

Content and delivery

10. Overall, how relevant was the content of the National Leadership Forum to you?

- a) Highly relevant
- b) Relevant
- c) Not relevant
- d) Not at all relevant

11. How would you rate each of the following aspects of the event:

- a) Quality of speakers
- b) Opportunities to interact with the speakers
- c) Opportunities for networking
- d) Opportunities to share experiences with other attendees
- e) Panel and interact sessions

Rotate above categories for each respondent

Response options: Very good / Good / Poor / Very poor

12. What were the two MOST useful elements of the event? Why were these the most useful? Please be as specific as you can.

TWO x OPEN TEXT BOXES

13. What were the two LEAST useful elements of the event? Why were these the least useful? Please be as specific as you can.

TWO x OPEN TEXT BOXES

Impact

14. Which, if any, of the following did you achieve as a result of attendance at the National Leadership Forum? Please tick all that apply.

- a) Expanded my network
- b) Personal growth / development
- c) New insights / learning
- d) Time to think / reflect
- e) Learnt from other attendees
- f) Increased self-awareness
- g) Professional growth / development
- h) Better understanding of systems leadership approaches
- i) Career development / progression
- j) Better understanding of other sectors / wider public sector
- k) Other (please specify – OPEN RESPONSE BOX)

Do not rotate above categories – ordering should remain consistent

15. How many new contacts did you make at the National Leadership Forum?

OPEN RESPONSE – NUMERICAL

FILTER: If response to Q15 is 1 or more:

16. Of the new contacts you made at the event, how many do you think you will stay in touch with?

OPEN RESPONSE – NUMERICAL – MUST BE <= RESPONSE TO Q11

ASK ALL:

17. How likely are you to do anything differently as a result of what you learned at the event?

- a) Very likely
- b) Fairly likely

- c) Fairly unlikely
- d) Very unlikely

FILTER: If responded 17a) or 17b)

18. What do you think you will do differently as a result of what you learned at the event?

OPEN RESPONSE

ASK ALL:

19. To what extent do you agree with the following statements:

- a) I am effective at working beyond the boundaries of my own organisation
- b) I have the necessary skills to lead beyond my own organisation, across the local public service system
- c) I feel adequately prepared to meet the changes to public services expected in the next ten years
- d) I have contemporaries outside my organisation who I can turn to when I need support
- e) I feel able to input into or influence central government decision-making

Do not rotate above statements – ordering should remain consistent

Response options: Strongly agree / Agree / Disagree / Strongly disagree

Organisation of event

20. Overall, how would you rate the organisation of the National Leadership Forum?

- a) Very good
- b) Good
- c) Poor
- d) Very poor

FILTER: If responded 18c) or 18d):

21. Can you say why you felt the organisation of the event was poor? What could have been improved? Please be as specific as you can.

OPEN RESPONSE

ASK ALL:

22. How would you rate each of the following aspects of the organisation of the event?

- a) Sign-up / registration process

- b) Pre-event communications
- c) Information received on arrival
- d) Supporting technology
- e) Format of the day
- f) Facilitation of the event
- g) Quality of the venue
- h) Quality of the catering

Rotate above categories for each respondent

Response options: Very good / Good / Poor / Very poor / Not applicable

23. Do you have any recommendations as to how future events delivered by the National Leadership Centre could be further developed or improved?

OPEN TEXT BOX

ONLY ASK THIS SECTION TO NON-PROGRAMME PARTICIPANTS

About You

24. Approximately what proportion of your working time do you currently spend collaborating with people outside of your sector or industry?

PLEASE TICK ✓ ONE BOX ONLY

0-19%	20-39%	40-59%	60-79%	80-100%
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. How often do you personally...

PLEASE TICK ✓ ONE BOX ONLY FOR EACH ROW

	At least weekly	Fortnightly	Monthly	Quarterly	Every six months	Annually	Less often
Meet with contemporaries in other sectors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take decisions with contemporaries in other sectors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. How often do you or your organisation...

PLEASE TICK ✓ ONE BOX ONLY FOR EACH ROW

	Never	Rarely	Sometimes	Often	Always
Jointly deliver services to the public with other sectors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share resources (staff, budgets, etc) with organisations in other sectors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. Over the last year, how often have you collaborated with the following sectors to deliver tangible outputs or results?

PLEASE TICK ✓ ONE BOX ONLY FOR EACH ROW

	At least weekly	Fortnightly	Monthly	Quarterly	Once every six months	Once in the year	Not at all
Emergency Services - Fire, Police, Ambulance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Further & Higher Education - Colleges, Universities, Training providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health & Social Care - e.g. hospitals, GP surgeries, care providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Justice - Courts, Prisons, Legal Aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Military & Security Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Local Government - e.g. housing, transport, arts and leisure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Central government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charity / Third Sector organisations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private Sector organisations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Our standards and accreditations

Ipsos MORI's standards and accreditations provide our clients with the peace of mind that they can always depend on us to deliver reliable, sustainable findings. Our focus on quality and continuous improvement means we have embedded a "right first time" approach throughout our organisation.



ISO 20252

This is the international market research specific standard that supersedes BS 7911/MRQSA and incorporates IQCS (Interviewer Quality Control Scheme). It covers the five stages of a Market Research project. Ipsos MORI was the first company in the world to gain this accreditation.



Market Research Society (MRS) Company Partnership

By being an MRS Company Partner, Ipsos MORI endorses and supports the core MRS brand values of professionalism, research excellence and business effectiveness, and commits to comply with the MRS Code of Conduct throughout the organisation. We were the first company to sign up to the requirements and self-regulation of the MRS Code. More than 350 companies have followed our lead.



ISO 9001

This is the international general company standard with a focus on continual improvement through quality management systems. In 1994, we became one of the early adopters of the ISO 9001 business standard.



ISO 27001

This is the international standard for information security, designed to ensure the selection of adequate and proportionate security controls. Ipsos MORI was the first research company in the UK to be awarded this in August 2008.



The UK General Data Protection Regulation (GDPR) and the UK Data Protection Act (DPA) 2018

Ipsos MORI is required to comply with the UK GDPR and the UK DPA. It covers the processing of personal data and the protection of privacy.



HMG Cyber Essentials

This is a government-backed scheme and a key deliverable of the UK's National Cyber Security Programme. Ipsos MORI was assessment-validated for Cyber Essentials certification in 2016. Cyber Essentials defines a set of controls which, when properly implemented, provide organisations with basic protection from the most prevalent forms of threat coming from the internet.



Fair Data

Ipsos MORI is signed up as a "Fair Data" company, agreeing to adhere to 10 core principles. The principles support and complement other standards such as ISOs, and the requirements of Data Protection legislation.

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About Ipsos MORI Public Affairs

Ipsos MORI Public Affairs works closely with national governments, local public services and the not-for-profit sector. Its c.200 research staff focus on public service and policy issues. Each has expertise in a particular part of the public sector, ensuring we have a detailed understanding of specific sectors and policy challenges. Combined with our methods and communications expertise, this helps ensure that our research makes a difference for decision makers and communities.

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