ACKNOWLEDGEMENTS

We would like to thank everyone who responded to the Public Management Index survey and the Ashridge Management Index survey, and the people who generously gave their time to be interviewed for this report.

We would also like to thank colleagues Fiona Dent and Judy Curd (Ashridge) and Janet Waters, Kay Evans, Guro Rogstead and Sai Shanmugarajah (National School of Government) for their support throughout the survey.

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Price: £45.00


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FOREWORD

There are important differences between the public and private sectors in terms of their frameworks of accountability (put simply to Ministers and Parliament and to shareholders) and the nature and complexity of their objectives and success factors. But much of government is about delivery and its delivery tasks are increasingly shared between the public, private and third sectors. Moreover, the challenge of delivering high quality, customer-focused services is shared across the sectors. Public services are not businesses but they should certainly be delivered in a business-like way in terms of quality and value for money.

Alongside this appreciation of shared challenges in terms of ‘products and services’ has come a recognition that some of the largest and most difficult leadership and management challenges are to be found in the public sector. The Civil Service and some other parts of the public service have sought to bring in experienced managers from the private sector at senior levels and to adopt relevant best practice wherever it can be found. With this greater interaction has perhaps come better appreciation of the similarities and differences in managing in the public and private sectors.

How do public servants see the state of their organisations today and their roles within them and how far do their private sector counterparts share their attitudes?

To gain some insight into these issues, I am delighted to introduce the first Public Management Index carried out by Ashridge Business School and the National School of Government. Based on the views of almost 1,400 public sector managers, the Index provides a fascinating insight into the issues and challenges facing managers and organisations involved in public service.

Because Ashridge has published a private sector Management Index for a number of years, we can now draw on both to compare the views of managers from the two sectors. As you would expect there are a number of differences, but equally many issues and challenges are the same regardless of the sector the respondents are employed in. ‘Challenging and interesting work’ and the ‘opportunity continually to learn and develop’ are crucial aspects in motivating all of the managers surveyed.

This Index reveals a number of continuing challenges that need addressing, such as leadership development and communication from the top, with only 36% of public sector respondents saying that their organisations were doing enough to develop the next
generation of leaders. At the same time, the findings illustrate a public sector workforce with a strong public values, full of passion, energy and loyalty – with 88% of respondents saying that they intend to stay in the sector.

I do encourage you to delve into this research and hope that you find it - and the comparisons with the results from the private sector index - as interesting and thought provoking as I did.

Sir Richard Mottram GCB
Former Permanent Secretary, Intelligence, Security and Resilience, Cabinet Office
CONTENTS

INTRODUCTION ..........................................................................................................................1

METHODOLOGY .........................................................................................................................3

KEY FINDINGS ............................................................................................................................5

MANAGEMENT AND ORGANISATIONAL CHALLENGES ............................................................10
  Management..............................................................................................................................10
  Leadership .................................................................................................................................12
    Leadership Interview: National Health Service, Wales, and the National
    Leadership and Innovation Agency for Healthcare .................................................................16
  Social and Environmental Responsibility ..................................................................................23
  Diversity ....................................................................................................................................24
    Diversity Interview: Home Office ..........................................................................................25
    Diversity Interview: The Leaders Unltd. programme by the Cabinet Office and
    the National School of Government .......................................................................................29

PERSONAL CHALLENGES ..........................................................................................................33
  The Role of Technology ..............................................................................................................33
  Work/Life Balance ....................................................................................................................35
    Flexible Working Interview: The Foreign and Commonwealth Office .........................37
    Flexible Working Interview: Surrey County Council .........................................................41

ENGAGEMENT ..........................................................................................................................45
  Intention to Stay .......................................................................................................................47

MOTIVATION ...............................................................................................................................48
  Personal Motivation ..................................................................................................................48
  Organisational Motivation ........................................................................................................49
  Motivation Interview: Anonymous Interview, A Government Department .......................52
  Motivation Interview: Cambridgeshire County Council .....................................................54

LEARNING AND DEVELOPMENT .............................................................................................59
  Career Development ...............................................................................................................59
  Learning Trends .......................................................................................................................60
E-learning .................................................................................................. 64
Coaching .................................................................................................... 66

**COMPARISON TO THE PRIVATE SECTOR** ............................................ 73

**CONCLUSIONS AND REFLECTIONS ON THE DATA** ...................... 78
Future Studies ......................................................................................... 82

**APPENDIX I** ...................................................................................... 83

**NOTES** .......................................................................................... 84
INTRODUCTION

This report contains the detailed findings from a Public Management Index survey conducted by Ashridge in partnership with the National School of Government during May and June 2008. The main objective of the survey was to understand more about the issues and challenges managers and leaders in the public sector currently face. The survey was completed by almost 1,400 respondents working in the UK public sector. In addition to the survey responses this report contains details of interviews conducted in public sector organisations around the areas of: Motivation; Flexible Working; Management Development and; Leadership and Diversity. The results from the Public Management Index are also compared to findings from the 2008 Ashridge Management Index, which was completed by approximately 700 respondents working in the private sector.

The Public Management Index (PMI) was inspired by the design of the Ashridge Management Index (AMI), launched in 1994 as part of a continuing programme of research into the real lives of course members, the key managers and leaders studying at Ashridge. Respondents to the AMI work predominately in private sector organisations. Repeated on several occasions (most recently in 2008), the AMI has produced unparalleled insights into the challenges private sector managers face in business life and the rapid changes that are taking place over time.

Ashridge works extensively with global business but also has a strong presence in the public and third sectors and in 2008 it was decided that it would add more value if the PMI was created, a new survey devoted to participants working in public services, to see if there were differences and similarities between managers in different sectors. Therefore, the PMI was launched in a spirit of enquiry, because both Ashridge and the National School of Government (NSG) saw the data gathered as valuable in its own right.

The main objectives of the PMI survey were to:

- Explore how managers and leaders are operating in the public sector;
- Understand more about the issues and challenges managers and leaders in the public sector currently face;
- Provide valuable comparisons between managers and leaders working in different sectors.

The survey provides baseline data on the opinions and attitudes of public sector staff which help identify areas for improvement as well as areas of good practice. The
intention is to follow up this survey in the next two years: to track changes in results. The survey results also offer valuable comparisons with individual organisations own intelligence and survey data on their managers and leaders. Furthermore, findings from the survey will be used to inform future requirements and priorities for executive development and informing Ashridge and NSG faculty in the design and development of learning processes, new programmes and individual sessions.
METHODOLOGY

SURVEY
The PMI survey was aimed at practising leaders and managers from any job role, at any level and in any part of the public sector. An invitation to an online survey was e-mailed to managers who had recently attended programmes at Ashridge and NSG. Paper versions of the survey were also made available and were handed out to participants attending courses at both organisations.

Design
The survey was designed to closely follow the 2008 AMI: to allow comparisons between the public and private sectors. Using a variety of question formats, the survey explored:

- Management and Organisational Challenges
- Personal Challenges
- Engagement
- Motivation
- Learning and Development.

Profile of Respondents
A total of 1,394 respondents working in the UK public sector responded. This group included an even split of males and females, with an age range from under 30 years to over 50 years of age. Respondents were located all over the UK, with almost half based in London, and the majority described themselves as senior or middle management. Just over half of respondents work in a central government department, with around one in ten working for a Local Authority (LA). A full profile of the respondents is provided in Appendix I.

Interpretation of the Data
When interpreting the findings, it is important to remember that as not all public sector employees were invited to complete the survey all results describe individuals’ attitudes and perceptions. Therefore, the results are based on the opinions of public sector employees who took part in the survey and not the entire population of public sector staff.

For all items, comparisons were made between various sub-groups (e.g. based on age, gender, organisation, location, etc.). When any ‘significant’ differences are described in the following text, these are statistically significant. In the report text, charts or tables
where percentages do not add up to 100%, this is due to multiple answers, computer rounding and/or the exclusion of neutral or not stated responses.

**INTERVIEWS**

In addition to the survey we undertook a series of interviews. The aim was to illustrate how various topics such as motivation and diversity are being dealt with in the public sector; to highlight some of the issues and some innovations. The report includes:

- **A leadership** interview with the National Health Service, Wales;
- **Diversity** interviews with the Home Office and the NSG;
- **Flexible working** interviews with the Foreign and Commonwealth Office and Surrey County Council;
- **Motivation** interviews with A Government Department and Cambridgeshire County Council; and a
- **Learning and development** interview with the NSG.
KEY FINDINGS

Key findings from the Public Management (PMI) survey are summarised in this section. The results reveal some encouraging findings, as well as highlighting issues and challenges for public sector organisations and their managers.

MANAGEMENT AND ORGANISATIONAL CHALLENGES

- Overall views towards line management are generally positive: the majority of respondents believe that their immediate line manager is effective (77%) and makes sufficient time for them (71%).

- However, views regarding top leadership are less encouraging: with just over half of respondents (55%) viewing top leadership in their organisation as effective.

- A particular issue with leaders relates to communication: less than half of respondents feel that top leadership spends sufficient time communicating with staff (46%).

- On average, the youngest group of respondents (age 30 years and under) hold the most positive views regarding both communication and time spent with staff: with 60% feeling that top leaders spend sufficient time communicating with staff; and 83% agreeing that their manager makes sufficient time for them.

- Respondents who have been working for their organisation for between six to ten years have a less positive view on the issues of: communication from leadership; and leadership effectiveness. They are also the least satisfied working for their organisation (when compared to those working under five years (typically younger respondents) and those working over ten years (typically more senior managers).

- With regard to decision making, approximately half of respondents (51%) report that they feel more involved in the decision making process than they did three years ago, although a lower percentage (39%) feel that top leadership in their organisation are moving towards a more consultative approach to decision making.

- A particular area of concern is leadership development: only just over one third of managers (36%) who responded believe their organisation is doing enough to develop the next generation of leaders.

- Managers roles are also changing: over recent years there has been a growth of virtual teams and the majority of managers (70%) say that increasingly they
are required to manage cross-functional and virtual teams. However, only just over one third (35%) feel that their organisation provides sufficient support for virtual team-working.

- In addition, as matrix organisations become more popular, the majority of respondents (74%) say that management roles in their organisation are increasingly about influencing people over whom they have no line management responsibility.

- Over 90% of respondents state that it is important that the organisation they work for behaves in a socially and environmentally responsible way. The survey data shows that approximately two thirds of respondents (67%) feel that their organisation is effectively managing its social and environmental impacts.

- Almost nine in ten respondents (88%) believe that diversity and equal opportunities are important in their organisation. Encouragingly, around three quarters of respondents (74%) believe that their organisation is managing its diversity policies effectively.

PERSONAL CHALLENGES

- The majority of respondents (67%) agree that Information Technology and Communications (ITC) has improved communications over the past three years. However, a similar percentage of respondents (70%) report feeling ‘snowed under’ with information, receiving too many e-mails and voice-mails.

- Overall, respondents are very positive regarding their work/life balance: less than one quarter of respondents (24%) report working over 60 hours per week; just over half of respondents report frequently taking work home (53%); well over one half (59%) of employees say that their employers are progressive: encouraging people to work on flexible contracts.

- Almost three-quarters of respondents (73%), say they would sacrifice career opportunities to ensure a better work/life balance.

- Asked whether they feel have to choose between career and family, 42% of managers agree.

ENGiGMENT

- The overall level of engagement is high (80%).

- Engagement levels are particularly high for the youngest age group (under 30 years) and for those working for LA’s.
Over 80% of employees report that they are **proud** to work for their organisation; three quarters of employees (75%) are **satisfied** to be working for their organisation; over two thirds of respondents (70%) would **recommend** their organisation as a good place to work; and almost all employees report being **willing to go the extra mile** (94%).

Respondents’ **intention to stay** in the public sector is high (88%), although intention to stay in current organisation is lower (62%).

**MOTIVATION**

- ‘Challenging/interesting work’ was ranked as the number one factor **motivating individuals** in their work. This was followed by ‘a high basic salary’ and ‘doing work that is of value to society’.
- ‘Challenging/interesting work’ was also ranked as the number one factor participants feel their **organisation** uses to **motivate** them. This was followed by doing work that is of value to society and job security.
- Despite a match between many of the factors respondents listed as personal motivators and factors used by their organisations to motivate them, when they were specifically asked whether the approach taken by their organisations was by and large right in order to motivate them personally only 39% of respondents felt this is the case.

**LEARNING AND DEVELOPMENT**

- Almost all managers agree that ‘career planning is mostly down to me’ (94%) with around one half (51%) claiming they do not receive any support for **career development** from their organisation.
- Learning and development appears to be under-valued as only half of managers surveyed (51%) say that sufficient time is allocated by the organisation for their **individual learning and development**. Only 36% state that sufficient time is allocated to **team learning and development**.
- Organisations are using a variety of learning and development **approaches**. The most popular are in-company courses run by in-company trainers (listed by 85% of respondents) and customised courses run externally (listed by 77% of respondents).
- There are high levels of agreement about the effectiveness of most of the approaches being used, with the exception of electronic learning (e-learning).
• Just over 40% of managers use e-learning for their own learning and development and a slightly higher percentage (47%) say they encourage staff to use it. However, only just over one quarter of respondents (28%) feel that it is an effective training approach in their organisation.

• Coaching appears to be an important part of learning and development. Most managers (64%) say that over the past three years they have spent more time coaching staff. The majority (73%) also feel that their own development would benefit from having a personal coach.

PRIVATE SECTOR COMPARISON
There are some clear differences as well as some obvious similarities between the data collected from private sector managers and leaders for the AMI and that collected for the PMI:

• Views regarding line management were positive for both PMI and AMI respondents.

• Respondents to the AMI were significantly more positive regarding leadership.

• Leadership development is an area of concern for both private and public sector organisations, but particularly for the latter.

• Overall, PMI respondents are significantly more positive regarding their work/life balance than AMI respondents.

• Personal motivators were similar for both sets of respondents: ‘challenging/interesting work’ was ranked as number one by both, high basic salary and ‘opportunity to continually learn and develop skills and knowledge’ were also ranked in the top five factors for both sets of respondents. There were also some interesting differences: ‘doing work that is of value to society’ and ‘job security’ were ranked in the top five by PMI respondents but both of these factors only appear towards bottom of the list for AMI respondents.

• When ranking the factors organisations use to motivate them the main difference, as with personal motivation, was the inclusion of the factor ‘doing work that is of value to society’ by PMI respondents.

CONCLUSIONS
The findings from the PMI survey illustrate a positive picture of how managers and leaders are operating in the public sector. Particularly encouraging areas are:

• Attitudes towards line management
- Work/life balance
- Engagement/intention to stay
- Importance of diversity and equal opportunities.

However, the survey findings also highlighted a number of **issues and challenges**. Particular areas that require attention are:

- Leadership (effectiveness; communication; approach to decision making)
- Leadership development
- Approaches to motivation.

These results offer a strong foundation upon which to enhance the delivery of public service; by maintaining and optimising where organisations are performing well, and addressing the above areas that require attention will create a more effective and efficient public sector.
MANAGEMENT AND ORGANISATIONAL CHALLENGES

This section considers some of the major challenges facing managers at the organisational level. It is organised into the following themes:

- Management
- Leadership
- Social and environmental responsibility
- Diversity.

Management

Figure 1 shows that overall views towards line management are generally positive: the majority of respondents believe that their immediate line manager is effective (77%) and makes sufficient time for them (71%). On average, the youngest group of respondents (age 30 years and under) hold the most positive views, with 83% agreeing that their manager makes sufficient time for them.

<table>
<thead>
<tr>
<th>The majority of respondents have positive views regarding their immediate line manager:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
</tr>
<tr>
<td>Believe immediate line manager is effective</td>
</tr>
<tr>
<td>Manager makes sufficient time for me</td>
</tr>
</tbody>
</table>

Figure 1: Staff and their line manager

Any less positive comments from respondents relate to changes in line management and, in some case, the impact these changes have. For example:
“I have had four line managers in the past twelve months due to constant 'modifications 'to our team structure. I have raised my concerns about how ineffective I feel I have become, but I feel that I am not taken seriously.”

“I've been under 6 different line managers in a space of 12 months and suffered from very poor line management.”

Figure 2 shows how management roles have been changing:

**Management Roles**

Over two thirds of respondents report that they are required to manage cross functional & virtual teams, however only just over one third feel they have organisational support for this:

<table>
<thead>
<tr>
<th>Management roles: influencing people over whom managers have no authority</th>
<th>% Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>18</td>
</tr>
<tr>
<td>Agree</td>
<td>56</td>
</tr>
<tr>
<td>Disagree</td>
<td>24</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
</tr>
<tr>
<td>%</td>
<td>74%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Influencing people in organisation easy to do</th>
<th>% Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>2</td>
</tr>
<tr>
<td>Agree</td>
<td>33</td>
</tr>
<tr>
<td>Disagree</td>
<td>60</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>5</td>
</tr>
<tr>
<td>%</td>
<td>35%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required to manage people in cross functional &amp; virtual teams</th>
<th>% Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>18</td>
</tr>
<tr>
<td>Agree</td>
<td>52</td>
</tr>
<tr>
<td>Disagree</td>
<td>27</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3</td>
</tr>
<tr>
<td>%</td>
<td>70%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organisational support for virtual team working</th>
<th>% Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>2</td>
</tr>
<tr>
<td>Agree</td>
<td>33</td>
</tr>
<tr>
<td>Disagree</td>
<td>56</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>9</td>
</tr>
<tr>
<td>%</td>
<td>35%</td>
</tr>
</tbody>
</table>

Figure 2: Changing management roles

Over recent years there has been a growth of virtual teams and the majority of managers (70%) say that increasingly they are required to manage cross-functional and virtual teams. Some managers feel that this change has had a positive impact. For example:

“The [organisational change that has had the] best impact has been matrix working and the ability to lead across the organization”

“Far more matrix working and management with cross-cultural teams across the region of Europe and North America [has had a] positive [impact].”
However, only just over one third (35%) feel that their organisation provides sufficient support for virtual team-working. As one manager describes, this:

“doubles the person management role for many including me”

In addition, as matrix organisations become more popular, the majority of respondents (74%) say that management roles in their organisation are increasingly about **influencing** people over whom they have no line management responsibility. While **influencing** is increasingly a necessary skill for success, organisations need to be aware of the challenges this creates for managers as only around one third of respondents (35%) state that influencing people in their organisation is easy to do. One manager summarises this issue:

“Being able to influence where one has no authority is an important skill but there is a danger that too much reliance is placed on individual skills in this area without providing the necessary support structures to enable it to happen as effectively as it should.”

---

**Leadership**

**Leadership Effectiveness**

*Just over half of respondents view top leadership in their organisation as effective:*

![Pie chart showing leadership effectiveness](image)

*Figure 3: Leadership effectiveness*
Figure 3 shows that in contrast to respondents positive views regarding their line manager views regarding top leadership are less encouraging: with just over half of respondents (55%) viewing top leadership in their organisation as effective. Perhaps unsurprisingly top level managers were significantly more positive regarding top leadership (61%) compared to junior/middle managers (52%) and professionals/specialists (48%).

Levels of agreement were also significantly higher for those who have been working for their organisation for less than five years or for more than ten years (57%) than those who have been working for their organisation between six and ten years (49%).

These findings are not surprising. Those who have been working for their organisation for less than five years are typically the younger respondents who, as will be described below, are more positive than other age groups regarding the time top leaders spend communicating with staff. Those who have been working for their organisation for over ten years are typically the more senior staff. In contrast the managers in the middle, those who have been with their organisations for between six to ten years, appear rather neglected. The danger for organisations is that they overlook this important staff group or fail to understand the reasons why they might perceive leaders to be less effective.

Interestingly, there were no significant differences in attitudes towards leadership from respondents from different organisations (i.e. whether they are working for a Central Government department, an Executive Agency or a Local Authority).
Leadership: Communication & Development

Less than half of respondents feel the communication from their leaders is sufficient, & just over one third feel their organisation is doing enough to develop future leaders:

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top leadership spends sufficient time communicating with staff</td>
<td>5</td>
<td>41</td>
<td>44</td>
</tr>
<tr>
<td>% Agree</td>
<td>46%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisation doing enough to develop next generation of leaders</td>
<td>3</td>
<td>33</td>
<td>52</td>
</tr>
<tr>
<td>% Agree</td>
<td>36%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 4: Leadership communication and the next generation of leaders

Figure 4 illustrates a particular issue with leaders relates to communication: less than half of respondents feel that top leadership spends sufficient time communicating with staff (46%). This seems a surprising finding given the mass communication world we live in where the workforce often feels bombarded with information (as will be described in the following section, over two thirds of respondents feel that the growth of Information Technology and Communications (ITC) have improved communications in their organisation over the past three years, but a similar proportion feel that this growth has resulted in them feeling snowed under by electronic-mail (e-mail) and voice-mails).

Communication with staff is an important aspect of good leadership and it assists organisational knowledge. The key to improving communication may be distinguishing between quantity and quality: communication methods also include face to face discussions and if top leaders do not engage with staff but rely on impersonal paper-based or e-mail messages then they are likely to seem distant and remote to the workforce and to most managers beyond the senior team.

Several respondents commented how important it is that communication is not only one way, and emphasised the importance of leaders listening. One manager stated how:
“senior managers do not appear to listen to the concerns of staff”

while another stated the importance of:

“listening to people working at the sharp end”.

There were differences between subgroups for this item, with levels of agreement
highest for those:

- in the youngest age group (60%);
- working in London (51%);
- in top level management positions (51%).

Again, those who have been working for their with organisation less than five years or
over ten years were most positive regarding the time top leadership spends
communicating with staff (49% and 48% respectively), levels of agreement fall to 35%
for those who have been working for their organisation for six to ten years.
Organisations need to be sure that this middle group is not being neglected.

A further area of concern is leadership development. As one manager directly asked:

“Is enough being done to develop the next generation of leaders?”

Another comment illustrates the problems that can arise with long periods of interim
appointments:

“Resignation of our Chief Executive has provided me with an opportunity to step up into a different role
but the length of time it has taken to recruit a replacement has meant a long period of instability under interim
leadership when the organisation could have been enabled to grow rapidly
if a successor had been groomed to take over.”

Figure 4 shows that only just over one third of managers (36%) who responded believe
their organisation is doing enough to develop the next generation of leaders. Those
working outside of London were slightly more positive regarding leadership development
than those working in London (39% and 34% respectively). It is perhaps predictable;
again, that top level management were significantly more positive than junior/middle
management (44% and 33% respectively). Those working for a LA were more positive
(43%) than those working in central government (39%) or for an executive agency
(36%).

This finding is worrying as it indicates that in spite of the current awareness about the
importance of talent management, succession planning and leadership development,
these topics are being neglected. One manager commented that there is a need to:

“Look beyond the Fast Stream and typical civil servant mould for talent development –
value people who deliver”.

Ashridge Business School  http://www.ashridge.org.uk
Some organisations may have a preference to look externally for senior level appointments but it is important to be sure that succession planning and talent management are taken seriously. Buying-in needed talent may send a strong negative message to those already working in the organisation. Internal candidates can feel overlooked for senior roles in favour of someone from outside the public sector. Several managers described the negative effects of bringing in managers from the private sector. For example:

“[the] influx of appointees from the private sector who are not properly inducted and do not understand either the constitution or ethos of the organisation and have a black/white view of public sector bad/private sector good leads to confusion and lowered morale”

“The employment of private sector workers has brought a very negative influence on the organisation. It has brought a lot of dissatisfaction into the organisation rather than a good influence”.

Other managers described the need to look for suitable internal candidates before looking outside of the public sector:

“It is beneficial to pull people in from Private Sector to add value, though it seems we often do not look to our own expertise or that of other government departments. I think it would be useful to have a "government network of excellence" with details of staff expertise and not just use external consultants all the time.”

“It could improve the management skills of senior managers, to introduce a talent management and learning and development support for middle and senior managers rather than bring people in from the private sector who are perceived to be "higher calibre individuals”

**Leadership Interview I: National Health Service, Wales, and the National Leadership and Innovation Agency for Healthcare**

**Background:** The National Health Service (NHS) in Wales is governed by the Welsh Assembly Government (WAG). The National Leadership and Innovation Agency (NLIAH) a fully devolved function, and is funded by and reports to WAG, Department of Health and Social Services. NLIAH is a national strategic resource, responsible for supporting NHS organisations in Wales and to develop effective leadership, innovation and renewal across the workforce. The work programme is delivered through five brands; Care to Lead, Design for Improvement, Design for Partnership, Quip (Quality Improvement) and Workforce Development. Among a broad range of education and development is a programme – described below – to develop board level skills.
**Number of Employees:** There are currently 36 organisations within NHS Wales. Between the period of 2008/10 NHS Wales is planning to reduce the number of service organisations from 36 to eight. NHS Wales currently comprises 133 hospitals and clinics with around 81,000 staff. The NLIAH employs just under 100 staff.

**Location:** Throughout Wales.

**Interviewed:** Jo Carruthers, Deputy Director, Leadership and Organisation Development, NLIAH.

NLIAH sees leadership in a broad sense, believing that leaders exist at all organisational levels and incorporate all professions and disciplines. The Agency’s approach has been to address the detail of healthcare modernisation as well as the latest knowledge in leadership theory. A number of different ways have been developed to deliver leadership knowledge including an innovative approach with the ‘Vital Signs Four Countries Consulting’ programme which matches Welsh chief executives with their peers in Ireland, Scotland and England. A further programme – designed for Board members – has been recently launched: the behavioural based approach is being used to support existing and new organisations as NHS Wales moves forward to its new structure.

This two day programme is available throughout Wales to Local Health Boards and NHS Trusts and is designed for everyone on the Board. Jo Carruthers, Deputy Director at NLIAH, modestly says that an event for a combined group of executive and non-executives is not novel – though it is hard to think of many similar initiatives in either the private or the public sector. However, what is new she says is the fact that they use cameras to capture, and play-back, the second day of the programme when delegates are given the opportunity to do a ‘dry run’ of a Board meeting.

Another innovation is that the delegates, as opposed to the facilitators, are responsible for the feedback. As Jo explains, “these are senior people with significant knowledge and, although we, as a facilitator team, give some guidance about direction and focus the delegates are the best people to analyse and comment on what’s observed on film. In fact they are often tougher on themselves than others would be”.

Once the programme is finished, everyone gets a ‘take-away’, a personal DVD which they can re-run with their mentor or with colleagues. Jo explains that while the feedback sessions are designed to suit all learning styles, in her view the DVD helps embed
lessons learned. It is therefore particularly useful, she says, for ‘reflectors’ who prefer to take time to consider the learning process.

Programme materials include:
- An overview of the role and responsibilities of board members
- A handbook which sets out tools and techniques for different roles (now in its 4th edition) including for example how the role of chairman and chief executive differ
- Guidance on how board members will be supported and appraised to deliver their role.

The first day of the programme includes taught elements and constructive challenge on areas of board responsibilities such as governance, risk management, finance and experimenting with ‘critical questioning’, behaviour and influencing. Jo says that this approach to questioning is at the heart of every successful board: “they need the ability to question, and inquire intellectually. Board members come from a cross section of the community and have a varied and wide understanding of the complex issues facing a Health Board. What we work on with them is the enhanced ability to question, to seek clarity and assurance on board level decisions”.

The second day of the programme is the Board meeting, when the group discuss a set of papers and are filmed. These meetings are role-play but Jo emphasises the strong thread of reality throughout, “the meeting is not an academic exercise but run as a mock Board. There’s no stopping and starting to review learning. We run the session exactly as the Board meeting would be run. What’s different is that we can provide a ‘safe’ environment for learning. We can re-run the film afterwards to review in detail the different aspects of the meeting. The amount of time spent on the feedback is likely to be as long, sometimes more, than for the actual meeting”.

Jo says the impact is extremely powerful, as the experiential element allows individuals to learn the theory on day one and review how they behave on day two. Based on the premise that 96% of behaviour is repeated, even with the cameras recording the session individuals behave as they would in a real Board environment, and the opportunity to observe their own interaction via film is key to the developmental process. She explains that “we try as much as possible to make the meeting come alive; it’s important for instance that the papers provided, although anonymised, are about real situations. It would not work if we used a case study; we want everyone to work with ‘live’ issues so that they can really get close to the examples.” There is valuable learning – see box
below – about the impact of individual behaviour on the rest of the group. Using learning in a context of ‘real’ issues is central to another NHS leadership programme run by Ashridge.

The Power of Video Re-play - A few examples of learning from the feedback sessions:

- Some individuals begin to appreciate that they exhibit no behaviour, which can have a negative impact on colleagues; “although they may have thought up until this point that they were thoroughly involved in the meeting – and certainly this is the case intellectually – their behaviour is so low-key, with no cues in either body-language or facial expression for others. Similar problems can occur of course for individuals who are too expressive and may exhibit their disagreement with someone before even speaking! We want to help them either tone down, or ‘tune up’, to help improve the dynamics and outcomes of the meetings”
- In its most simplistic form, the role play highlights the impact of certain behaviour types for example extroverts, on the group. “While such behaviour can help get discussion started, they may dominate the group which can hinder the contribution of others”, Jo comments
- The difficulties for introverts – such as learning how to engage in the discussions and the skills to influence effectively.

It can be tough to persuade people to spare time to take part in development and it follows that it is likely to be harder to persuade those at board level. Jo acknowledges that this was a hurdle at the start. “Even though the programme is centrally funded, asking a Board, and it does have to be everybody, to commit precious time to learning is challenging. The Boards usually have a development day every other month so, in effect, we were asking for quite a time commitment. We found, however, that if we could put an evidence based case to the chief executive and the chair of the Board, then together they would be advocates for the approach.” It is worth noting the impact of a slow-burn, taking time early on to grow interest; Jo and her colleagues have begun slowly with pilot schemes which help build evidence and demonstrate the value of the programme to others.

A challenge acknowledged from the outset has been the need of individuals with a wide variety of experience and knowledge. Any one Board will have a mixture of experience across its members and development opportunities engaged in by some will be counter balanced by those with “limited, or perhaps no, development experience at all”. It
sounds like mission impossible but Jo explains that this variation can be resolved with a relatively simple approach using:

- pace of learning; and
- a partnership with the learners.

The first issue is pace, something that is rarely formally acknowledged in training design, but Jo is clear that “it’s really important to keep up the pace of the training. Short, 20 minute interactions really help address different styles of learning and different levels of experience. Keep the group busy and the learning is heightened; these individuals work in fast paced environments and long delivery sessions would mean energy and focus is lost”.

Engaging the learners, creating a learning partnership, is the second element for success. Jo describes this as “an approach, well actually a principle that we work to. Right at the outset of the development, we create the learning partnership in two ways: facilitator to learner and learner to learner. Each individual is here to learn and individuals must commit to making it a positive experience for all. We ask participants to speak to the facilitators, rather than have the ‘coffee time’ discussion with other learners, if there is anything they would like changed or that is not working for them.”

There are other materials available to help Board members, such as ‘Setting the Direction’, a short guide book which sets out in some detail the different roles of chief executives and chairmen, ways to build the performance of the Board and what an effective team looks like.

Currently being used with a number of NHS organisations, the positive impact of those involved in this form of personal development is clear. To be ready for the new structures within NHS Wales, the team is continuously improving and refining the development approach, as lessons are learnt from its wider application. The box below gives a brief sketch of the impact of the programme. It is a template that might be useful for any senior level team to use when reflecting on how effective its members are.
There is no doubt that the programme has been a great success with a positive impact on those involved. Ed Green, who mentors a number of individuals who have attended the programme says that: "This kind of integrated learning helps in a number of ways. During the programme itself and whilst working intensively on their projects, the role of the Just-in-Time (JIT) coach is to be available for short discussions or text/e-mail exchange prior to critical events such as major project reviews or stakeholder interviews – a few minutes ‘rehearsing’ a point of view may suffice. The more fundamental help is to support the ongoing learning throughout the life of the leadership programme and then to work with the participants on applying what they have learned in enhancing their effectiveness and making the right career decisions. Because there is so much change in NHS Wales, I have worked with individuals who have major promotion opportunities, or who face role function changes or even great insecurity due to known restructuring. The leadership programme has ‘stirred people up’, given them new skills, ambition and hopes all within a context of change and uncertainty – having an external, impartial JIT coach can be a useful lifeline."

Mentoring is also offered via NLIAH on a much wider scale across NHS Wales and is open to participants on all NLIAH leadership programmes. The mentor arrangements use technology and ‘just in time’ approaches to connect individuals across long distances.

### Characteristics of NHS Board Members Post-Programme:

1. Better appreciation of own behaviour on other members of the Board. Better knowledge of each other improves the dynamic and success of the Board

2. Awareness of the importance of focussing on how decisions are made, not just on the task in hand; how to make discussions more participative and making sure everyone is able to contribute. Changing the ratio of 80:20 task to process towards a 50:50 ratio is more likely to engage everyone

3. Speed of decision-making is not the only, or the best measure for Board decision-making; complex issues require time for debate and space to reflect on the implications

4. Good facilitation skills by the chairman and chief executive are a key factor for successful Board meetings.
### Decision Making (DM)

*Half of respondents feel more involved in the DM process than they did previously, although a lower percentage feel that leaders are moving towards a more consultative approach to DM:*

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>39</td>
<td>35</td>
<td>14</td>
</tr>
</tbody>
</table>

- **51% Agree**

Feel more involved in DM process than did 3 yrs ago

| 5 | 34 | 45 | 16 |

- **39% Agree**

Top leadership in organisation moved to more consultative DM approach

**Figure 5: Decision making**

Figure 5 shows that with regard to **decision making**, approximately half of respondents (51%) report that they feel more involved in the decision making process than they did three years ago, although a lower percentage (39%) feel that top leadership in their organisation are moving towards a more consultative approach to decision making. Those working in LA’s feel slightly more involved in decision making (60%) than those working in central government (52%). The youngest respondents also feel more involved (72% for those aged under 30 years) than the older respondents (42% for those aged over 51 years). As described previously, this youngest age group responded most positively regarding the amount of time committed to them by line managers, and communication levels from leaders which may explain why they feel more involved in the decision making process.
Social and Environmental Responsibility

Almost all respondents feel passionately that the organisation they work for behaves in a socially & environmentally responsible way & two thirds of respondents feel their organisation is living up to their values:

- **Strongly agree**
- **Agree**
- **Disagree**
- **Strongly disagree**

### Important company work for behaves in socially & environmentally responsible way

- **Strongly agree**: 36
- **Agree**: 58
- **Disagree**: 6
- **Strongly disagree**: 1

**% Agree**: 94%

### Organisation is effectively managing its social & environmental impacts

- **Strongly agree**: 7
- **Agree**: 60
- **Disagree**: 29
- **Strongly disagree**: 4

**% Agree**: 67%

**Figure 6: Social and environmental responsibility**

There has been much media coverage and public debate around the concept of social and environmental responsibility and it is encouraging to see from the survey findings that these issues resonate very strongly with individual values. Figure 6 shows that over 90% of respondents state it is important that the organisation they work for behaves in a socially and environmentally responsible way. Employers therefore need to be sure that they live up to the values of their employees. The data shows that approximately two thirds (67%) of respondents feel that their organisation is effectively managing its social and environmental impacts. This figure is highest for those working in smaller organisations (under 500 employees) (75%), and for those working in LA’s (75%). There are however some instances where the changes made are not properly thought through, as one person commented:

“In pursuing a green agenda without consultation my organisation has removed car park permits for 90% of its workforce. In practice, it just means we all have to pay to park in private car parks. The remaining 10% is the top leadership group.”
Diversity

Almost nine in ten respondents believe diversity & equal opportunity issues are important in their organisation, & over three quarters believe their organisation is managing its diversity policies effectively:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity &amp; equal opportunity issues important in organisation</td>
<td>88%</td>
<td>26</td>
<td>62</td>
<td>10</td>
</tr>
<tr>
<td>Organisation effectively managing its diversity policies</td>
<td>74%</td>
<td>13</td>
<td>61</td>
<td>22</td>
</tr>
</tbody>
</table>

Figure 7: The importance of diversity

As can be seen in Figure 7, almost nine in ten respondents (88%) believe that diversity and equal opportunities are important in their organisation. Encouragingly, around three quarters of respondents (74%) believe that their organisation is managing its diversity policy effectively. Although this figure is high, it is worth noting that levels of agreement are slightly higher for males (76%) than for females (70%). The comment below highlights the value of a major diversity initiative:

“I am part of the Leaders UnLtd programme and it has helped me to develop in a multitude of ways.”

See the end of this section for an interview describing this programme.

The Home Office is part-way through a three year strategy on diversity and this interview is also included below.
Diversity Interview I: Home Office

Background: The Home Office is one of the largest government departments and is responsible for leading the national effort to protect the public from terrorism, crime and anti-social behaviour.

Number of Employees: 30,000 staff work for the Home Office which includes executive agencies - the UK Border Agency, the Identity and Passport Service and the Criminal Records Bureau.

Location: Staff are based at the London Headquarters of the Home Office (in Marsham Street). Other UK sites include the ports, Croydon in the south, and Sheffield, Leeds and Liverpool in the north.

Interviewed: Cheryl Mendes, Head of Diversity Strategy and Performance.

Whichever way you look at diversity most people agree that it is a challenging area. Not only is it a complex issue but it also has a broad scope, covering a wide range of staff groups and considerable skill and insight is required to manage diversity well. Many people dealing with diversity on a daily basis are likely to say more about the problems than about the positive aspects and it is all too easy to focus on the definitions and the detail of diversity. An interview with Cheryl Mendes, a member of the Strategic Diversity Action Team highlights the way that the Home Office has moved beyond such difficulties. The Department is a third of the way through a three-year strategy (announced in May 2007) which outlines ambitious aims both as an employer and as a service provider.

The Five Strategic Aims for the Home Office Board’s Diversity Programme
- Managers at all levels demonstrate effective leadership on equality and diversity
- The potential of under-represented groups developed to create a representative workforce at all levels
- A working environment where staff respect and value each other’s diversity
- Effective Home Office implementation of statutory obligations on equality and diversity
- Services delivered in a way that promotes equality and respects diversity.

Cheryl Mendes explains that whilst the Home Office does have a wide-ranging brief it is important for success to focus on particular areas, “diversity is such a broad topic that
there is a danger of trying to do everything. It is important to focus on the big issues to ensure that we do make progress”. Career progression is one of the current focus areas for the Department and a number of different initiatives are in place. Some of these are available to others working in the public sector (e.g. the Leaders UnLtd programme, which follows this interview); others are in-house initiatives such as the mentoring programme for staff from under-represented groups. “The value of mentoring is that it gives both the mentee and the mentor a different perspective outside their normal frame of reference, thus challenging their way of thinking and bringing new ideas and approaches to both parties. Having spoken with colleagues who have been mentored, in many cases a product of the mentoring has been increased confidence to go for a promotion which they wouldn’t otherwise have done.”

The main objective for the Strategic Diversity Action Team is to create an inclusive environment where everyone is valued. Cheryl explains that the Team exists to “spur the organisation on to achieve an inclusive environment. There is a good deal of support for diversity in the Department. We have Helen Kilpatrick, Director General of the Financial and Commercial Group, as our Diversity Champion at Home Office Board level. It also helps a good deal that our Permanent Secretary, Sir David Normington, is very supportive and interested in what’s happening. Progress is reported quarterly to the Diversity Strategy Programme Board and we also are keen to ensure that good ideas and initiatives are shared widely and we use a quarterly report ‘A Good Practice Guide’ to help with this”.

While many organisations in the public sector these days have aims and objectives for diversity; levels of success vary. The sophisticated measuring framework at the Home Office for instance is an aspect which Cheryl believes has helped the Department considerably and partly explains why it is regarded as a diversity leader. Was it hard to get managers to adopt the measurement system? Cheryl says no, this was not an issue, “maybe we just hit on the right time for this. I think that there was an appetite for diversity anyway and people knew that quite a lot was already going on. In a way the measurement system just provided a clearer framework for reporting on this”. Another factor that has helped the acceptance of measurement is the design. It is not an unwieldy set of detailed statistics, targets and measures but a simple, clear ‘traffic lights’ system that is user-friendly. Each business area is expected to report to the diversity team each quarter, and the team will then validate the data or raise questions. The assessment template used includes the following items:

- Details demonstrating that senior managers have diversity objectives built into their appraisals
Initiatives in place for talent spotting and developing staff from under-represented groups

Action taken to address any diversity and equality issues arising out of staff survey or feedback

Details of how the equality impact of service delivery is measured.

The impact of a measurement system is already clear. “The results each quarter from the ‘traffic lights’ system are already beginning to create some healthy competition between different parts of the Home Office as they can compare their performance with each other”. Of course it is not just a progress report each quarter that will make everyone sit up and take notice; the Team is also using additional PR techniques to help create some healthy competition around diversity issues. The Good Practice Guide mentioned earlier is published every few months and Cheryl explains that “it’s an excellent way to create a mini competition as staff and senior managers notice if their area is not included in one quarter. Alternatively if they are included, then they feel pleased to have won this attention”. A few examples from the Good Practice Guide are noted below:

**Examples of Good Practice:**

- A ‘buddying’ system to match newer managers in the UK Border Agency with more experienced managers
- A ‘diversity week’ was held by the Identity and Passport Service in late 2007, London, Newport, Glasgow and Belfast hosted events
- Staff including senior managers from the UK Borders Agency took part in Sheffield’s Islamic Awareness Week
- A good practice guide to diversity in recruiting senior staff has been developed by staff in the Cabinet Office

The value of internal PR to help promote diversity in this way is often overlooked in diversity programmes. Many programmes focus narrowly on communicating with different diversity groups rather than engaging everyone in the organisation. PR is a powerful tool and used wisely can help build interest. Cheryl says that the Team is also aware of the importance of evaluating projects that are developed, “as this helps us understand what works and if it is not so successful, then why this might be the case”.

At the heart of diversity success is the amount of strategic effort, innovation and senior commitment that is involved. Organisations that achieve most with diversity invariably
are those like the Home Office Team that understand the importance of the culture change required. Some aspects of this are briefly outlined below:

**Changing the Organisational Culture to Support Diversity**

- Is there support at the most senior level for diversity – is there a willingness to take an active role and lead diversity initiatives e.g. diversity champions?
- Is there an action plan with clear targets, aims or objectives? It is important to move beyond a ‘tick box’ approach
- Is there a willingness to measure and regularly report on progress? Annual reports are good for public success but quarterly reports are more likely to inspire everyone in the organisation
- Are there innovative development programmes and initiatives to focus help at certain job levels, or for certain staff groups?
- Is sufficient attention paid to making the business case for diversity e.g. evaluating current initiatives? It is also important to look at the impact that a good reputation for diversity has on recruitment, retention and motivation?

Critics may say the Home Office has an unfair advantage compared with other Departments with regard to diversity. Half of the senior team on the Board are women. And it also has a far higher proportion of different diversity groups than the average. In March 2007, there were 23% ethnic minority staff in the Home Office for instance (compared with a figure of around 4% for the Civil Service generally). These points do help, as having a ‘critical mass’ goes hand in hand with greater awareness of the issues in question. However, success also depends on the general message which Cheryl explains will create a better organisation, she says that “diversity is about treating everyone with respect and once you do that and treat all people equally without favouritism then you have created the best organisation; one where everyone can fulfil their potential”. And she adds that, “in an ideal world, if we are successful, then the Diversity Team shouldn’t be needed any more!”

It is an admirable and ambitious view though how long it will take to achieve this goal is uncertain. For the present however the Diversity Team is working steadily with a variety of innovative ideas under-pinned with a smart measurement system that is creating more interest in diversity. The current situation is best summed up by Sir David Normington, who says, “I am pleased at the progress we have made, but only too conscious that more needs to be done. I am determined we should make further and faster progress and remain personally committed to ensuring we are an organisation...
which values equality and diversity and one in which people are valued, respected and treated fairly.

Finally, Cheryl offers some practical advice, “I believe we all have a part to play in creating a diverse organisation; it is not only about the senior leaders. My advice to line managers is that we can learn a lot from each other if we are open to the different life experiences that colleagues bring to the table. This will not only enrich a team but also the policies that emanate from it.”

### Diversity Interview II: The Leaders Unltd. programme by the Cabinet Office and the National School of Government

**Background:** The Leaders Unltd (Unlimited) programme is one of the main diversity initiatives in the Civil Service and supports the 10-Point Plan for Delivering a Diverse Civil Service. Launched in May 2007 the programme provides leadership skills aimed at staff who are currently under-represented in the Senior Civil Service and Grade 6 level.

**Interviewed:** Lesley Martinson, the National School of Government (NSG). Lesley has been Director of Leaders Unltd for the past 18 months (to August 2008). Her own background is as a learning and development specialist within the Civil Service rather than as a diversity expert.

Part of the vision for the Leaders Unltd programme is to provide staff with key experiences, expertise and a strong set of skills that will enable them to take an equal place among the next generation of leaders in the Civil Service. The ultimate aim of the programme is to enable delegates to operate at a more senior, Deputy Director, level in the Civil Service: to build future leadership capacity and harness untapped talent.

Twenty nine delegates enrolled for the first Leaders Unltd programme and a similar number for the second. The first cohort graduated in October 2008, with 10 of the delegates already promoted to Senior Civil Service (SCS) or Grade 6. The third cohort starts in January 2009 with an expectation of 40 participants.

The programme provides an 18-month development process (with 24 taught or contact days) for each individual. The selection process prior to the programme includes a testimony from the line manager about leadership potential and a one-day assessment and development centre. Once accepted on to the programme a coach is allocated to help individuals with their business project and leadership development plan. They also
have a mentor, and in addition support is provided from their learning set and from their line manager. One mentor describes the personal development in someone they are mentoring: “I have seen really positive changes in the way my mentee speaks, how she holds herself, and in her self belief. Possibilities are opening up for her in terms of jobs and promotions”.

Graduates from cohort one speak very highly about their experiences of the programme, as the following quotes demonstrate: “Leaders Unlimited has provided us with the ladder up to government departments that we would never have had. It has given us exposure and new perspectives of the wider Civil Service, a unique insight and understanding of working with and in the Senior Civil Service”; “My aspirations at the start included knowing the UK needs excellence – we’ve already got a Civil Service that provides 100% but it has to be maintained. I wanted to dismiss mediocrity. The diversity aspect of Leaders Unlimited gives the public service a multi-strand approach and puts diversity into the mainstream – the public service can understand all aspects and shapes the appreciation of the challenges that people and the public face – I hope my participation on this will encourage others that go after me. I am committed to this – I will become a mentor and help to advance and promote this excellent programme. We aspire to be a bridge for the future and want to help and encourage others.”

There is also some evidence that participants have transferred their learning experiences back to their work environment, as one line manager comments: “We operate in a large organisation with quite a unique culture but since attending Leaders Unlimited she has provided real inspiration, brought a new set of principles and by example will help to empower others.”

One of the design innovations in the programme is described as a ‘business critical’ project which everyone is required to undertake. The projects vary and recent examples have focused on culture change, business continuity, reviewing business processes. Another innovation is the tailor-made process which provides each individual with a leadership development plan, which takes account of specific strengths, weaknesses and critical areas for each delegate to develop, utilising data from the assessment and development centre. Small learning sets work together regularly on various issues, and participants come together at three key events during the programme to consider issues around leadership and stepping up to the SCS. One participant describes the positive experience of working in an action learning group: “I’ve found the Action Learning Group experience provided a positive and empathetic environment. We were provided with opportunities to expand ideas productively and to develop a sense of critical
management, how to deliver with people and effectively influence them. It’s been a very personal journey and we have had great support in networking. As a group and as individuals we’re more comfortable and confident in what we say – and we can believe in it.”

A tangible measure of success is that some of those on the current Leaders UnLtd programme (in 2008) have already won promotion before graduation. Gill Rider, Head of the Civil Service Capability Group, has no doubts about the potential of the candidates and the programme. As she told those present at the launch of the first programme, “it is essential that leadership talent in the Civil Service is both recognised and put to use, and the fact that you are all here means that someone has spotted your talent, and invested in you. Ultimately, the more diverse Civil Service organisations become, the better they reflect the communities they serve, and the more creative and productive they are.”

Marketing
The course has been advertised through a variety of channels. Some materials are circulated to HR directors through the usual NSG and Cabinet Office routes of delivery. Presentations have been given by Lesley and her colleagues for various networks (e.g. the Black and Asian network and the disability network). A number of departmental briefings have also been held round the country although Lesley interestingly observes that the low key events have been the most successful: “we have had more people attending a lunchtime event and short presentation rather than when more formal departmental sessions are organised”.

Challenges
As might be expected with any leadership programme there is a significant time commitment required; something which may create problems for the sponsoring organisations. Delegates are expected to attend most events which may be hard when trying to juggle unexpected work commitments or pressure from other colleagues, and Lesley explains that “managers in some departments may have workloads that are so busy that it makes it hard to allow delegates to attend”.

Designing learning and development for different delegates has presented certain challenges for Lesley and her colleagues. Lesley explains that “there are considerable differences between delegates. In the first cohort we have a wide variety of backgrounds including a prison governor, someone from a private office, and the Forestry
Commission. The culture is different in each department and so the experiences of individuals are likely to vary. A gender issue in one area for example is unlikely to be ‘typical’ of what’s happening elsewhere”.

Lesley also describes how there are difficulties in designing for different diversity groups: “one issue has been dealing with disability. You can easily see a wheelchair but of course other issues such as dyslexia and visual disability are less obvious to colleagues. We are conscious of the broad mix of diversity issues and always carefully brief new speakers. For instance the term BME (black and minority ethnic) is broad but can include very specific issues and we try to tailor support such as coaching which isn’t always easy; up until now it has been hard to find Asian coaches”. She also feels that the caring, pastoral role of the tutors involved has really made a difference to delegates’ success.

**The Future**

The assessment and development centres for the third cohort get underway in November 2008. The early success of the Leaders UnLtd programme has increased the number of applications, with an expectation and hope that demand will increase in the future. The programme design is changing. Malcolm Horwill has taken over as programme director, following several years working with the “Preparing for Top Management”, and is looking at ways of bringing participants together for longer key events, and providing more flexibility in the use of coaching and the £4000 bursary each participant receives. Leaders UnLtd now has an alumni who will be asked to support future cohorts.

Ultimately, the programme hopes to build a strong reputation for finding talented people, providing them with the opportunity to demonstrate their potential, and building a Civil Service representative of the community it serves.
PERSONAL CHALLENGES

In addition to the organisational challenges we were also interested to learn more about what is happening for the individual. This section considers some of the major challenges facing managers with regard to their own role and personal lives. There are two main areas of consideration:

- The role of technology
- Work/life balance.

The Role of Technology
Information Technology and Communications (ITC) are playing an increasing role in everyday life, and this is no different in the public sector. There has been a transformation in the way that information is delivered as more, and faster, channels are now available. However, this is increasing the strain on many managers who are at the receiving end.

**Role of Technology**

Around two thirds of respondents feel the growth of ICT has improved communications in their organisation over the past 3 years. However, a similar proportion feel that this growth has resulted in them feeling snowed under by e-mails & voicemails:

- ... improved communications
  - Strongly agree: 3
  - Agree: 14
  - Disagree: 53
  - Strongly disagree: 30
  - Total: 67%

- .... feeling snowed under
  - Strongly agree: 2
  - Agree: 28
  - Disagree: 43
  - Strongly disagree: 27
  - Total: 70%

*Figure 8: The role of technology*
Figure 8 shows respondents views regarding the role of technology in their working life. It is a positive finding that the majority of respondents (67%) agree that ITC has improved communications over the past three years.

However, at the same time a similar percentage of respondents (70%) report feeling ‘snowed under’ with information, receiving too many e-mails and voice-mails. This is particularly true for those respondents aged over 30 years (typically representing higher level managers), whilst just over half of those respondents (54%) under 30 years of age (typically lower level managers) feel ‘snowed under’.

Technology has had a mixed impact on working patterns, as one manager comments:

“IT restructuring has greatly improved my ability to work from home”.

However, another manager describes the flip side of this:

“The growth in mobile IT, touted as a route to flexible working, is becoming a management tool for getting even longer hours from staff for the same pay”.

Working patterns are described in more detail below. Flexible working is being encouraged in certain organisations as the interviews at the end of this section demonstrate - with the Foreign and Commonwealth Office and at Surrey County Council. Both reports highlight the need for a planned approach where flexible working contributes to making the organisation more effective. The quote below illustrates a situation where this obviously is not happening:

“We have a strong organisational culture of supporting flexible working, including home working. But I think it’s going too far; it is becoming increasingly difficult for managers to oblige people to be in the office when operational needs require, especially on Fridays when the office is deserted. It creates additional pressures on those who prefer to keep home and work lives separate.”

In another situation, there is a gap between what is being said publicly and what actually is happening in practice for at least one person:

“There is a duality of messages here – the organisation preaches work life balance but then sets incentives up such that peer pressure encourages overworking and underreporting. I work flexible hours, but then when I try and get time off in lieu I end up generating a reputation of never being in the office, and find that asking the line manager for leave is like Oliver Twist asking for more food! I have focused in recent times on achieving my work life balance and I have had to sacrifice the rapidity of career development as a result. This organisation needs to match the rhetoric it spews on work life balance, or tone down the rhetoric. The change in the last few years has been verbal not substantive.”
Figure 9: Work life balance

Figure 9 illustrates that overall, respondents are very positive regarding their work/life balance: less than one quarter of respondents (24%) report working over 60 hours per week. This figure is significantly higher for those working for LA’s (29%) compared to those working in central government (20%). In addition, and perhaps not surprisingly, levels of agreement were significantly higher for top level management (37%) than for junior/middle management (15%).

Just over half of respondents report frequently taking work home (53%). Again, this figure is significantly higher for those working for LA’s (68%) compared to those working in central government (40%); and as might be expected is significantly higher for top level management (69%) than for junior/middle management (42%). As one manager commented the organisation could do more to:

“discourage the long-hours culture that pervades at Senior Civil Service levels and filters down into Grades 6 and 7.”
It is encouraging to find that well over one half (59%) of employees say that their employers are progressive: encouraging people to work on flexible contracts; and a significantly higher percentage of females agree with this statement than males (62% and 56% respectively). However, there were some comments from managers about negative attitudes from other workers towards those working on flexible contracts. One manager described how they can have a:

"reputation of never being in the office"

and another manager stated the need for:

"part time workers….to prove themselves as committed as full time equivalents”.

Almost three-quarters of respondents (73%), say they would sacrifice career opportunities to ensure a better work/life balance. This is a view held by both men and women. Significantly fewer respondents from the youngest group (age under 30 years) agree with this statement (64%) when compared to the older age groups.

Asked whether they feel have to choose between career and family, 42% of managers agree. This is significantly higher for those in the age group 41-50 years (48%) (who are more likely to have children), and lowest for youngest age group (29%) (who perhaps have not started their family yet). As can be seen from Figure 10, it is for the youngest age group where differences can also be observed between males and females: where over twice as many females (37%) agree that they feel they have to choose between their career and their family than males (16%). For all other age groups there is a similar percentage of males and females agreeing with this statement. It seems likely that men aged 30 or younger have yet to consider the difficulties of combining a career with family responsibilities, whilst this is clearly something women of this age are thinking about.
Figure 10: Responses to PMI career and family (by gender and by age group)

Flexible Working Interview I: The Foreign and Commonwealth Office

Background: The Foreign and Commonwealth Office is a key Department of Government, responsible for service delivery in three main areas – consular activities, trade and investment, and (jointly with the Home Office) visas overseas. It also determines and implements the national approach on foreign policy and diplomacy. The UK has 143 Embassies and High Commissions spread across the globe.

Number of Employees: There are 16,000 staff, most of whom (10,000) are Locally Engaged in countries outside of the UK.

Location: The head office is based at Whitehall, London. World-wide operations are spread across 143 countries (with 260 main offices and around 400 locations).

Interviewed: Keith Luck, Director-General Finance and Sandy Belfitt, Chair of Flexible Working Network.
In the past the approach taken to flexible working in many parts of the public sector might be described as relatively low-key. The 1990s saw few initiatives to exploit the business (and personal) benefits of flexible working. However, it seems that the 21st century is likely to be a time when we witness a significant change in the attitudes and the approach to flexible working. That certainly is the case at the Foreign and Commonwealth Office (FCO). Keith Luck, Director General of Finance at the FCO, is leading the work and he says his appointment last year, with other board level diversity champions, signalled a different starting point: “up until then there had been an interest in flexible working, and we had seen a variety of different changes but most of these however were at the micro level and helped individuals. What really changed last year with the board level champion roles was the message. We wanted to say that flexible working is important, and therefore a senior person was appointed to look at the issues. We want to look for ways to change policy and processes to help with this. It is about creating a workplace where people, and line managers, feel comfortable and more confident with flexibility. So we recognise that we need to change the culture to make it more acceptable for all our people to work flexibly”.

The Flexible Working Network at the FCO is open to individuals interested personally and for their managers. It supports those interested in the topic. Sandy Belfitt chairs the network and although it existed a couple of years before Keith’s appointment, she sees that now the environment has changed. “The network used to offer a place for individuals to meet and we held regular lunchtime events. People would talk through some of the issues, often this would focus on their personal circumstances and although we had some influence we often couldn’t change a great deal. I think that Keith’s appointment as a champion for flexible working has opened doors for the network and made it much more of a business issue. It is not that we were discouraged before but we didn’t have any positive encouragement. Having senior level interest in flexible working has really made a difference and stepped up the pace of change”.

One other aspect which in Keith and Sandy’s view has made a difference is that the campaign has been located outside of HR. This is partly because placing flexible working among the senior team sends a new message. In addition, as Sandy explains, “Because we can discuss the issues directly with senior managers and Keith can take time at board meetings to highlight particular areas that he feels are important, this means that change is happening”. Having a finance director as champion may also offer another benefit, as it increases the likelihood that the overall value of the campaign to the FCO
has tangible, financial measures. Demonstrating the business benefits is something that is critical, otherwise interest in flexible working is likely to fade away.

**The Flexible Working Network includes:**

- A regular newsletter circulated electronically
- Events hosted on a regular basis e.g. lunchtime drop-in events
- Senior level discussions e.g. quarterly review meetings are held with Keith Luck, the board level champion for flexible working
- Role models who are working flexibly in senior roles
- Examples of work-life balance
- An informal help-line/advice service answering individual queries. Sandy says that people often turn to the network to ask for help or when they find that they feel blocked, and she and her colleagues can often work behind the scenes to address the problems raised
- A programme of briefings on flexible working at directorates’ staff meetings
- On-line forum to stimulate discussion and air issues
- A world-wide network representing Posts and London staff, both UK-based and Locally-Employed.

A year is a relatively small space of time for any workforce initiative so it is not so surprising to find that the results from the last staff survey (May 2008) show little change on issues of flexible working from an earlier survey two years previously. However, a closer look at the data indicates that different departments are beginning to change as some areas report considerably more positive results. The EU department is an example of this. High motivation and employee engagement make this department one of the most popular and “they have more applicants than almost anywhere else”. Achieving such change has to have senior level support and Keith acknowledges this: “the director in the EU department is very positive, and has been noticeably pro-active about flexibility. Without his support, it’s unlikely that so much could have changed in such a short space of time”.
Is the FCO authentic about wanting to change the culture? One example is a husband and wife team, Carolyn Davidson and Thomas Carter, who both job-share the appointment as High-Commissioner to the Zambia\textsuperscript{11}. The traditional view, Keith says, was that such a senior job as this could only be held by one person working full-time but now these attitudes are changing. “I think that now we have a few such excellent role models as Carolyn and Thomas around we can all see the difference. The FCO can work differently and that it is possible to work remotely or to work flexibly”. The recent purchase of 5,500 laptops to help enable more staff to work flexibly is one example that this is taken more seriously than might have been the case a few years ago. Keith also acknowledges that over the next few months more needs to be done on publishing clearer guidelines and policies to help staff, and managers, with these issues. Discussions about remote working and sharing restricted information have begun. Another area is changing attitudes about enabling staff to contribute virtually to meetings – in the past there was little willingness to trial such ideas. Now, at senior policy meetings video links are used between staff at the meeting and colleagues elsewhere.

**Components for Successful Flexible Working:**

1. Positive attitudes among line managers and at senior levels. This requires a willingness among managers to change how they manage staff, about how work is ‘packaged’ and how information is ‘delivered’ to others
2. Good communications – between those working flexibly and their boss, but also among the teams that flexible workers are involved with
3. Excellent technology infrastructure
4. A campaign located outside of HR
5. A willingness to explore new ways of working e.g. some FCO meetings now include electronic message-boards so that staff unable to attend in person can contribute; video conferencing is also used at senior meetings that previously required everyone to attend in person
6. Board level involvement – the appointment of a board level champion for flexible working in 2007 has highlighted the business (and diversity) impact
7. Senior role models – the FCO now have people at senior level grades working flexibly, something unlikely two or three years ago
8. A volunteer staff support group, which is encouraged to raise issues to senior management.
It is also evident that the FCO is interested in finding opportunities to create change. Keith says that they know what to aim for, “there are at least two Government Departments who are ahead of us in terms of flexible working and we know that we could, within a year, be close to where they are”. At a recent meeting with senior staff at Hanslope Park (where several hundred staff are based), a discussion was held about office space and different options to match growing staff demands; Keith explains that, “I see this not as it might have been in the past – finding another place with more space – but I’d rather that we see it now as a chance for flexible working. So I’m encouraging the senior team there to look at how they all work and how things might change. Managers have been slow to recognise the power they have, often asking ‘can we do that?’ However, I hope that in future flexible and remote working will be the norm and we’ll look back and think, ‘Did we really used to work like that – all having to go into the office every day for set hours?’ It will seem so alien to us”.

Flexible Working Interview II: Surrey County Council

**Background:** Surrey County Council is one of the largest Local Authorities in the UK. It is responsible for many public services including around 400 schools and has an annual budget of more than £1 billion. The Council has recently been awarded an Investors in People award.

**Number of Employees:** 23,000 staff work for the Council.

**Location:** Many staff are based at County Hall in Kingston upon Thames and others are located across the county in schools and local offices in Reigate, Chertsey, Leatherhead and Guildford.

**Interviewed:** Rose Younger, Countryside Contracts Manager, Surrey County Council.

Rose Younger at Surrey County Council is a good example of the growing number of people who are using flexible working because it suits her lifestyle. This is a contrast to the early days of flexible working when it often was perceived as something to help women struggling to combine work and family commitments. These days however there are more people like Rose who are using flexible working to match their working hours with their preferred hours of leisure.

Working as Countryside Contracts Manager at the Council, Rose’s job is rarely office-based for long. She spends a good deal of time on the road visiting sites, or attending...
meetings. Her busy schedule might take her anywhere across Surrey, and her recent commitments include meetings about the Basingstoke Canal (in Mytchett – where the meeting was held) and a site visit to Staffhurst Wood near Oxted (right at the other side of the county).

Like many innovations (and though it has been discussed for many years it is still novel in most organisations), flexible working is doing better in certain parts of the Council than others. Is this because particular job roles are more suited to flexible working? Rose thinks that another reason may be about individual managers: “some managers, and I can think of at least three senior people here, are progressive and open to the idea of flexible working. Other managers may be less aware of the benefits for their staff and therefore the impact it can have on staff morale; they don’t see any great advantages for them and therefore may not encourage it in their departments”. This is not unusual in any innovation cycle that while an organisation may generally be supportive, others see the change as not beneficial or as an additional burden on busy managers.

Rose, however, also has experience of what it is like to be the manager. She ran her own business (with an annual turnover of £5 million) and explains that she always has understood the business returns of flexible working. “If someone needed some flexibility in their hours, I was always very willing to discuss this and find ways to help them. In my view this definitely made them feel more valued. I think it did make a difference in morale and when I needed some extra help staff would always be willing to put in that extra effort to help the business and to help me, the employer”.

Rose says that one factor which helps is working for a manager who is sympathetic to the principle of flexible working. It also is important she feels for there to be trust between the manager and the worker, as she explains “my manager has to be confident that I am out doing my job and to feel comfortable that I’m often away from the office”. She believes it is important for her, and for anyone working flexibly, to make sure their working week also includes time with their manager. “It’s good to make sure there’s some time when you are both together in the office and can work as colleagues”. It is also helpful if the manager communicates the “rules” so that everyone in the team appreciates the contribution of those working flexible hours. This need for new or different management skills is a point that’s often overlooked by employers.
And Rose’s own view of flexible working? “Well, I’m fortunate in that I’ve changed my career and now have my dream job – I really enjoy the work I do. But I also have the best hours I could wish for. Sometimes I go to the gym early and then come into the office and stay later than other colleagues. Other days I’m the early bird – I might be here at County Hall by 7.30 a.m. and will then leave earlier in the afternoon. It’s great as not only does it mean that I miss rush hour traffic but sometimes I might be home in time to take a walk which is a lovely way to finish any working day”.

It can be difficult to assess how much attitudes have changed towards flexible working but Rose highlights the more positive environment that now exists. “When I joined the Council in 2003 I did work flexibly but it was unusual. These days a number of my colleagues work non-standard hours.” Is Surrey doing more, less or about the same as other Councils with regard to flexible working? It seems that it’s likely to be more and Rose says that, “someone I know who works for another council in another region describes them as being in the Dark Ages with regard to flexible working”.

Another change she has noticed at Surrey “is about the recruitment information we publish. It’s quite different now as it includes information about flexible working and the variety of different options that might be available to anyone who is interested in this”. Asked whether the younger generation of workers have higher expectations about flexible working, she says that “in my experience it’s probably not about higher expectations but there is certainly a greater awareness about flexible working among all people joining the Council”.

A major initiative at Surrey County Council to promote flexible working was launched in 2006 when Graham White, HR Director, led a ‘Flexible Working Umbrella’ scheme. He also looked at the impact of the scheme and could identify improved levels of productivity and morale, a decline in sickness levels and a four percent reduction in staff turnover. Additional savings also came from office moves and reducing the space required which meant the Council was able to rationalise its’ property portfolio. A series of short case studies outlining business returns among Local Authorities has been

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**Flexible Working at Surrey County Council includes:**

- Compressed working weeks (four day working)
- Nine day fortnights
- Mobile working
- Working from home
published by Project Nomad\textsuperscript{14}, an initiative by Cambridgeshire County Council and others to identify the value of mobile and flexible working.

However, flexible working is still far from universal among LA’s and the Wisework survey\textsuperscript{1} mentioned earlier (of 45 Local Authorities) found it was more likely to be used with certain staff groups. The top three groups are noted below. Among those at the bottom of the list were managers.

- Benefits, Revenue and Taxation staff especially those making home visits such as Benefits Advisers
- Enforcement Services such as Planning, Building Control, Environmental Services, and Trading Standards staff
- Social Care and Social Workers.

But perhaps the last word should come from Rose’s manager, Mike Dawson, who is Head of Countryside at Surrey County Council. He offers some practical advice for managers who have limited or no experience of flexible working: “many of the Countryside staff work unusual hours just because of their roles. My experience shows that if you trust your staff they can be relied on to deliver and beyond the minimum. Of course if you suspect that someone is taking advantage of the flexibility, it is really important to address that early and not allow it to become an issue with others in the team. Overall I am very happy with the way this operates in my team.”
This section describes the findings from items in the PMI survey which can be used to measure employee engagement. Our definition of an engaged employee is one who is:

- Proud
- Satisfied
- Willing to go the extra mile
- Speaks highly of the organisation.

The PMI survey findings relating to employee engagement are high, which is positive as organisations want engaged employees because they drive innovation and move the organisation forward. Figure 11 summarises the key engagement scores from the survey:

The **overall level of engagement** is high (80%). Engagement levels are particularly high for the youngest age group (under 30 year olds); and for those working for LA’s (84%).
Over 80% of employees report that they are **proud** to work for their organisation. This figure is highest for those working for LA’s (88%) and slightly less for those working in central government (80%). It perhaps follows that this figure is also highest for those working in smaller organisations with less than 500 people (88%) compared to those working in organisations with over 5000 people (79%). The youngest age group were particularly positive (90%).

Three quarters of employees (75%) are **satisfied** to be working for their organisation. This figure is highest for those who have been with their organisation for less than five years or more than ten years (79% and 75% respectively), and lowest for those who have been with their organisation for between six to ten years (68%). As describe earlier this latter group are not as happy with the communication levels from leaders and also the effectiveness of their leaders which may explain their lower levels of satisfaction.

Over two thirds of respondents (70%) would **recommend** their organisation as a good place to work. This figure was particularly high for the youngest age group (83%). This finding is particularly encouraging, as the extent to which employees speak positively about an organisation is one of the most effective measures of commitment to an employer and its objectives, and as such is strongly associated with organisational health.

Almost all employees report being **willing to go the extra mile** (94%). This figure is high for all sub-groups but one difference worth noting is that this figure is higher for those working in a smaller organisation (98%), and again the youngest age group were the most positive (98%).
Intention to Stay

Figure 12: Intention to stay

Finally, it can be seen from Figure 12 that respondents’ intention to stay in the public sector is high (88%), although intention to stay in current organisation is lower (62%). For the latter item, significantly more respondents working in central government (67%) report that they intend to stay in their current organisation than those working for LA’s (57%). Unsurprisingly the percentage of respondents intending to stay working in their current organisation increases with age: from 55% for the youngest age group to 66% for the oldest age group.
MOTIVATION

This section focuses on motivation. It is organised into the following sections:

- **Personal motivation** (what motivates individuals in their work)
- **Organisational motivation** (what individuals feel their organisation uses to motivate them).

**Personal Motivation**

Respondents were asked what motivates them in their work. The five key factors noted by respondents are listed in Figure 13, along with the percentage of respondents who rated each factor within their top three:

**Figure 13: Personal motivation**

1. Challenging/Interesting work (73%)
2. High basic salary (31%)
3. Doing work of value to society (27%)
4. Opportunity to continually learn & develop skills & knowledge (25%)
5. Job security (20%)

14. Working in an innovative environment (6%)
15. Working in pleasant environment (6%)
16. Performance related pay/incentive schemes (5%)
17. Regular performance feedback (5%)
18. Working for leading organisation (4%)

Figure 13 shows that ‘challenging and interesting work’ was ranked as the most motivating factor: this was selected in the top three motivating factors by 73% of respondents, and was ranked number one by almost half (46%) of respondents. A ‘high basic salary’ is an important motivating factor for almost one third (31%) of respondents. ‘Doing work that is of value to society’ was also rated as a motivating factor by just over one quarter of respondents (27%). Factors appearing towards the bottom of the list, ranked by around one in twenty respondents or less, include: ‘working for a
leading organisation’; ‘regular performance feedback’; and ‘performance related pay/incentive schemes’.

Interestingly, the top five factors were similar across all sub-groups: with ‘challenging/interesting work’ being ranked as the number one factor across all sub-groups. With much hype concerning the differing needs of younger generations it is perhaps surprising to find similar motivating factors across the different age groups.

**Organisational Motivation**

Respondents were also asked what factors they feel their organisation uses to motivate them. The five key factors noted are listed Figure 14, along with the percentage of respondents who rated each factor within their top three:

<table>
<thead>
<tr>
<th>Most motivating</th>
<th>Least motivating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Challenging/Interesting work (42%)</td>
<td>14. Working in an innovative environment (6%)</td>
</tr>
<tr>
<td>2. Doing work of value to society (40%)</td>
<td>15. Having authority to run ‘own show’ (6%)</td>
</tr>
<tr>
<td>3. Job security (38%)</td>
<td>16. Allowing individuals to have impact on organisation (6%)</td>
</tr>
<tr>
<td>4. Opportunity to continually learn &amp; develop skills &amp; knowledge (34%)</td>
<td>17. Opportunity to use creative abilities (5%)</td>
</tr>
<tr>
<td>5. Performance related pay/incentive schemes (21%)</td>
<td>18. Working for an inspiring manager (2%)</td>
</tr>
</tbody>
</table>

From Figure 14 it can be seen that ‘challenging/interesting work’ was again ranked as the number one motivating factor: this was selected in the top three motivating factors by 42% of respondents, and was ranked number one by 21% of respondents. This factor was closely followed by ‘Doing work that is of value to society’ (in the top three motivating factors for 40% of respondents and ranked number one for 15% of respondents) and ‘Job security’ (in the top three motivating factors for 38% of
respondents and ranked number one for 17% of respondents). Factors appearing towards the bottom of the list, ranked by around one in twenty respondents or less, include: ‘working for an inspiring manager’; and ‘opportunity to use creative abilities’.

It is surprising that ‘working for an inspiring manager’ appears towards the bottom of the list in factors respondents feel their organisation uses to motivate them, when the findings show that the majority of respondents hold positive views towards line managers (as described earlier). High levels of motivation are an essential ingredient for organisational success and line management is an existing successful factor that could be developed by organisations to improve motivation. Little work has been done in this area to date. An example of changing attitudes towards motivation is evident at Cambridgeshire County Council – see the interview at the end of this section.

Again, the top five factors were similar across all sub-groups.

It is encouraging to see from the above two lists that there is much agreement: there is a match for four of the top five factors that managers report being motivated by, and feel that their organisations use to motivate them. There is one mismatch: managers report being motivated by a high basic salary but do not feel that their organisation uses this to motivate them. This perhaps might be expected not to be equally regarded by an employer and an employee. Although respondents do feel that organisations use performance related pay/incentive schemes to motivate them.

Although there is much agreement between what respondents say motivates them, and what they say their organisation uses to motivate them, when explicitly asked whether the approach taken by their organisations was by and large right in order to motivate them personally only 38% of respondents felt this is the case, as shown in Figure 15:
Personal v Organisational Motivation

*Just over one third of public sector respondents believe the approach their organisation takes towards motivation is right:*

It is perhaps not surprising to find that those at top management level were significantly most positive: with 45% agreeing that the approach taken by their organisation to motivate them was correct; whilst this figure was only 32% for junior/middle management. Furthermore, those working in smaller organisations were more positive than those working in larger organisations; with 45% of respondents working in a smaller organisation agreeing that the approach taken by their organisation to motivate them was correct (compared to 34% for those working in large organisations (1001-5000 employees) and 40% for those working in medium (501-1000 employees) and very large organisations (over 5000 employees).

The findings described are contradicting: although there is a match between the factors respondents say motivates them and what they feel their organisation uses to motivate them when explicitly asked, the majority of respondents do not feel that the approach their organisation uses to motivate them is correct. Perhaps staff feel that there is too little focus on what they, as an individual, want in terms of motivation. A number of managers provided comments about what they felt would improve motivation. Example comments include:
“Being treated fairly and with respect. Being valued and acknowledged for my input and given the opportunity to be promoted in a fair and open environment”

“Ensure that people receive appropriate financial reward for the work they do. Accept that various support skills are important, if not essential, to effective management and delivery and not to treat people with these skills (e.g., project/programme management, contract management) as generalists and of less value than the specialists of the business”

“Treat me as an individual”

“We need strong, charismatic leadership”

“Autonomy - being trusted to get on with it by an interested and supportive manager rather than an interfering one”

“Deal more proactively with poor performance, especially at senior level.”

**Motivation Interview I: Anonymous Interview, A Government Department**

**Background:** A government department

**Number of Employees:** The Department has around 1,200 staff

**Location:** Mainly in central London.

One definite advantage for the Department with regard to motivation is the nature of its work. In some parts of the Department, projects are wide-ranging and some project teams change every nine months, whilst topics under development are always those that are at the heart of the government agenda. The content of the work is intellectual, often at the cutting edge of change and the results and recommendations of projects invariably have impact. Any one of these aspects would help with regard to motivating staff but altogether they help create an energetic work environment. Another big plus for the public sector generally is the flow of staff in and out. Anyone working in the department may move on – and in fact are encouraged – to work in other central, local government departments or elsewhere. Likewise the flow of staff into the organisation may also be quite varied.
One of the crucial factors in motivating staff ABC says is fairness. “It’s really important that people feel that their salary is fair. It is not necessarily about high levels of pay but people must feel that they are fairly treated compared to others”. A bonus system is in place, something which has been used since before 2000, and everyone is ranked into three groups: a bottom third, a middle group and a top ten per cent; which impacts on salaries.

It is interesting to note however that the Department explicitly sets high standards for its staff and this may be an aspect that other employers have overlooked. People are at a minimum expected to do a professional job but an additional aspect is whether they are contributing to the bigger picture; helping to promote the values of the Department. Another way of looking at this is whether they “are contributing outside of their job or going the ‘extra mile’”. This might be by leading or at the very least attending staff events or volunteering to help out in different departmental initiatives, “we want managers and staff who can connect to the bigger vision”.

When individuals apply for another post in the Civil Service their line manager has to endorse the application form and the two most recent performance forms are submitted. ABC describes the best relationship “as one where the manager promotes the individuals, acting very much as an agent. This is not necessarily promoting you to people higher up in the organisation but in general, talking to others across the organisation. It’s someone who’s willing to say ‘here’s an opportunity that would be good for you’ and has the skills to help you develop and use such an opportunity. The best managers are those who take time to give you constructive feedback. They don’t gossip, they are trustworthy and likely react to mistakes in a positive way rather than creating a culture of ‘blame’. An example from my own experience is where when something went wrong I didn’t feel blamed for it, my manager was more concerned to look at how we could resolve the issue”.

Managers are also seen as having a key role in motivating others and those with team responsibilities are given support aimed at improving team motivation. A variety of methods are used including:

- Teams holding regular away day events
- Learning at work team challenges using team exercises
- Regular meetings between staff and managers.

Is there an age difference with regard to motivation? In some respects the values that often are important for people in the public sector such as ‘doing work of value to
society’ apply equally to younger as well as older workers in the Department. Something that’s also evident in our survey findings. However, what does sometimes happen initially is that “some younger staff want more tangible work and so they take a while to become accustomed to working with the amount of ambiguity that our work sometimes creates. Strategy and policy issues and aspects of change are sometimes harder to deal with”.

Another aspect is that motivation can be tougher at times of uncertainty such as re-structuring, “it can sometimes be the case that everyone is dealing with uncertainty but it’s important to listen to the concerns that people have at such times”.

A recent innovation to improve motivation has been the introduction of a personal award scheme where individuals are nominated for ideas that contribute to Department values such as diversity. The award ceremony is a high profile reception attended by senior managers. As ABC explains the award has been popular, ”people are very proud to be nominated and to collect their awards. We’re also fortunate in the fact that our senior team is always willing to take on these events, or any staff event. They understand that it’s more motivating to staff when top leadership are visible and involved in these events. It does make a big difference to staff to know that senior managers attend the award ceremony and that this is reported in our in-house magazine”.

Motivation Interview II: Cambridgeshire County Council

Background: The county council is one of the fastest growing counties in the UK and is responsible for providing services to around 570,000 residents in the County of Cambridgeshire, including the city of Cambridge.

Number of Employees: The Council is the largest employer in the county with over 18,000 staff (including over 11,000 employed in schools).

Location: approximately 1,000 staff are based at Shire Hall in Cambridge, others are based in over 250 schools/sites across the County.

Interviewed: Stephen Moir, Director of People and Policy.

Motivation is a challenge for many County Councils. Financial constraints are likely to create some difficulties, as are the number of different job roles and the variety and
breadth of the jobs involved. Engineers, social workers, financial or IT specialists and managers are all likely to work for the council. However, the basic principles of motivation are likely to be the same and it is perhaps the recognition of this which has helped Cambridgeshire County Council to improve what it does. The Council’s aim is to be an ‘employer of choice’. A particularly tough ambition in a county where there is virtually full employment.

Stephen Moir is Director of People and Policy and has led much of the work on motivation. His previous experience, working for various local and police authorities in Scotland and England, has influenced the approach and design of rewards and recognition. The Council is doing well he believes when it comes to motivation, “whilst we would not wish to be complacent because there’s always room to improve, the feedback we’re getting at present is good. For instance the most recent staff survey we conducted indicates that 73% of staff are satisfied and happy to be working for us. It’s a result that we are pleased with and it’s a higher score than in previous surveys. We also can compare this with other employers and we know that it’s higher than other public sector norms”.

There is a danger that motivation may be defined narrowly in terms of financial rewards. Stephen believes that it is more complex, “yes, pay is important of course but people are also interested in equality. When we ask staff if they consider their salary and benefits to be fair we found that the majority agree with this statement”. Cambridgeshire has recently joined forces with two other progressive Councils to develop an interesting new initiative to look at total reward systems. The broad aim is to outline all benefits available to staff and show the cash value of these in an annual statement. Stephen explains not only is it a good way to demonstrate benefit options, it also shows staff the cash value of these options. “We haven’t done this before and the idea is new to local authorities. We’re piloting the scheme with different groups of staff in each of the local authorities, and my Directorate is taking part at Cambridgeshire.” The findings will be reviewed later in 2008 and the scheme is then likely to be rolled out to all staff.

Benefits available to staff at Cambridgeshire (see box below) include childcare vouchers, and a variety of flexible work options including part-time working and compressed hours. Learning and development opportunities are also a significant benefit in Stephen’s view. “We offer a variety of opportunities from our NVQ centre through to leadership skills development, alongside a partnership with the Trade Unions on ‘Skills for Life’. The average in the public sector is for staff to receive 2 days training each year, here it’s around 6 days a year per full-time equivalent.” It’s something that staff really seem to
appreciate and in the current round (July 2008) of training awards over 350 certificates have been handed out. Hosted by the Chairman of the County Council and the Chief Executive the event is celebrated in a public ceremony to which staff can invite friends and family. Celebrating success in such a public way is unusual and it is a good way to reward staff for their time and commitment to learning. But it also reinforces the value of learning as a benefit; an approach that other employers might make better use of.

One recent innovation has been office hubs known as touch-down centres across the County where staff can work. As well as the structure to help flexibility, PDAs and BlackBerries have been issued to more staff. The Council led Project Nomad a few years ago to promote mobile working and has also sought to develop and actively implement green travel plans, which have helped it recognise the dual environmental and financial possibilities that flexible working can deliver. Stephen points out that greater flexibility can help staff and contributes to the Council’s green agenda. “Someone in my team for example works at a local touch-down centre one day a week which means their walk to work is only a few minutes from the front door. And there’s an added bonus of one less commuter car journey across the County”. Moving the culture beyond traditional 9-5 takes time, as Stephen explains, “it was only in 2005 that we appointed someone at director level who wanted to work part-time. Until that point I don’t think the councillors would have accepted this at senior level, whereas now I can’t imagine that we’d spend time debating this issue.”

**Examples of Staff Benefits at Cambridgeshire County Council:**

- Flexible working options – home working; mobile working; touchdown centres; nine-day fortnights; term-time contracts; compressed hours working and flexible working contracts for staff
- Gym membership discounts, etc. across a variety of local providers in the county
- ‘CamCard’ employee discounts scheme for retail organisations locally and nationally
- Discounted healthcare insurance
- First class learning and development opportunities, including NVQs, academic qualifications, skills-based training and professional qualifications
- Childcare vouchers scheme.
There is a performance led culture at the Council. All team plans are clearly linked to the Council’s strategic plans and managers are expected to hold one-to-one discussions with most staff on a monthly basis. “We also get feedback on the quality of our managers from staff and generally get very positive ratings”. This close focus on communication is also demonstrated by regular cascade team briefings, and a global briefing e-mail at midday every day which is circulated to all staff. It’s a theme also at the highest levels as Mark Lloyd, the Chief Executive, hosts his own blog site for staff to access. Up-to-date with current news and views it’s likely to feature reports and photos from recent staff visits that he makes across the County. Questions are invited and these (together with his replies) are open for everyone to read.

Stephen believes that the role of communication is important but it is often overlooked with regard to motivation. “It’s not only about telling staff what’s available; what their benefits are and what choices they have but I think it’s about managing their expectations. For instance when our new graduate intake join each year I think we need to be clear about the fact that joining the Council will mean constant change. It’s the one thing that we can guarantee them! But once you do that they know what to expect; that’s an important part of motivating people”. Certain managers stand out in terms of how they motivate their teams. Stephen describes one exceptional individual, the Head of Trading Standards, who has “a very pro-active and empowering approach towards their team which helps them deliver what’s required”.

Finally, what about the Council’s wish to be recognised as an ‘employer of choice’? Whilst it’s a great ambition for any employer to aspire to, is it achievable? The evidence so far looks good. There is a good, solid framework of benefits and the Council has moved a long way from the small stock of traditional benefits that most Councils offered in the 1990s. It is early days yet for the piloting of the total rewards system but all the indicators seem positive.

Cambridgeshire County Council has recognised the importance of motivation and is keen to find ways to build a recognition and rewards culture within the workforce. “Recognition in a timely fashion is really, really important”. The role of the line manager is critical and Stephen says, “we try hard to formalise the approaches that improve motivation; a manager saying thank-you to a member of their team for a job well done for example is really important. We also have a Council-wide customer service award which celebrates individuals who deliver outstanding customer service”. Cumbria County Council also use awards. This year, 2008, is the third event to celebrate various aspects of excellence such as team of the year, manager of the year and backroom brilliance.
Stephen goes on to say “we know that it can be all too easy for local authorities to overlook customer service but the aim of the award is to emphasise just how important we think it is. And it isn’t only about what happens externally; many staff also may have customers within the council so our awards also recognise internal customer service”.
LEARNING AND DEVELOPMENT

This section describes learning and development challenges in public sector organisations. It is organised into the following themes:

- Career development
- Learning trends
- E-learning
- Coaching.

Career Development

Just over half of respondents feel that there is little support for career development within their organisation, with almost all respondents believing that career planning is down to them:

<table>
<thead>
<tr>
<th>Statement</th>
<th>% Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career planning mostly down to individual</td>
<td>94%</td>
</tr>
<tr>
<td>Little support for career development in organisation</td>
<td>51%</td>
</tr>
</tbody>
</table>

*Figure 16: Career development*

In terms of career development, it appears that most managers are expected to take responsibility for their own career planning. Although there may be exceptions to this for key groups of staff (e.g. talent management or graduate programmes) the majority of managers must be active in managing their own career. As Figure 16 shows, almost all managers agree that ‘career planning is mostly down to me’ (94%). It is a concern that around one half (51%) of managers claim they do not receive any support for career development from their organisation. Whilst individuals are responsible for directing their...
own careers it is important for an organisation to provide support – for both the individuals’ benefit (to allow managers to see how they can develop their career ambitions within an organisation) as well as the organisations benefit (by creating a pool of potential leaders). It may help to ensure that formal career development is available to all managers rather than elite groups, and that it is transparent and organised.

There were also several comments from managers regarding career progression for specific groups:

“if you are not in London then there is a very low ceiling – it should not be like this particularly in light of communication tools now available”

“Need more chances to progress a career despite part-time work”

“Opportunities for career progression with base outside London are limited for specialist skills”

As described in the Leadership Development section, some organisations may overlook potential candidates already working in the public sector for a senior role in favour of someone from outside the public sector. This means that the career progression can be limited.

Finally, another issue which arose several times throughout the comments in the survey, and within the interviews conducted for this report, relates to ‘fairness’ in terms of pay and career progression. Example comments include:

“We need fair and transparent promotion and HR procedures”

“A more equal pay structure – a two tier system operates due to new blood who are paid much higher rates than traditional civil servants”

“Change of appraisal process this year has lead to a very consistent, but unfair, appraisal process”

“Introduce a fairer system of promotion”.

**Learning Trends**

Managers were also asked about learning trends as reported in this section. Learning and development is changing as the interview with the NSG illustrates (at the end of this section.)
Learning & Development (L&D)

L&D appears to be under-valued:

In my organisation sufficient time is allocated to MY L&D

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>46</td>
<td>36</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

51% Agree

In my organisation sufficient time is allocated to TEAM L&D

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>34</td>
<td>47</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

36% Agree

Figure 17: Individual and team learning and development

Figure 17 suggests that learning and development appears to be under-valued as only half of managers surveyed (51%) say that sufficient time is allocated by the organisation for their individual learning and development. Only 36% state that sufficient time is allocated to team learning and development. An innovative approach to developing the team at Board level is illustrated by the work at the National Health Service in Wales. This interview is published at the end of this section. Another example is noted below:

“We sent around a hundred middle-managers to a one-week training programme in groups of eight drawn from across the business; we also included senior managers in their own group, and then played back the feedback from the training experts to both layers of managers.”

Figure 18 illustrates the variety of learning and development approaches organisations are using:
Responses indicate that the most common approach used for learning and development is in-company courses run in-company: 85% of respondents state that their organisation uses this approach for learning and development. This is followed by customised courses run externally (listed by 77% of respondents).

Some managers commented that they were concerned about the evaluation of training, for example:

“in-house training needs to be properly evaluated – not just ‘happy sheets’ following sessions”

Managers were also asked to describe any other learning and development approaches used and these innovative suggestions were offered:

“I have encouraged a range of secondment and interchange opportunities and have those who undertake them to share their experiences with colleagues”.

“1-2 hour bite size events on a number of topics have proved to be very effective at a time when staff are under pressure and don’t have time for a full day training”.

“shadowing management board...set up to allow Senior Civil Service and feeder grades to get involved and contribute at strategic level into the top of the organisation”
“Visits to relevant related organisations”.

Figure 19 illustrates respondents’ assessment of the effectiveness of each of the approaches used for learning and development by their organisations:

<table>
<thead>
<tr>
<th>L&amp;D Approaches Used: Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Most effective</strong></td>
</tr>
<tr>
<td>1. Customised courses run externally (93%)</td>
</tr>
<tr>
<td>2. Corporate University (90%)</td>
</tr>
<tr>
<td>3. Open enrolment run externally (88%)</td>
</tr>
<tr>
<td>4. Qualification programmes (88%)</td>
</tr>
<tr>
<td>5. In-company courses run in-company (82%)</td>
</tr>
<tr>
<td>6. Internal Coaching (81%)</td>
</tr>
<tr>
<td>7. External Coaching (79%)</td>
</tr>
<tr>
<td>8. Intranet learning portals (52%)</td>
</tr>
<tr>
<td><strong>Least effective</strong></td>
</tr>
</tbody>
</table>

![Figure 19: Learning and development effectiveness](image)

Figure 19 shows that almost all of the approaches are viewed as effective – with over three quarters of respondents rating each approach as effective. The only exception is for ‘Intranet learning portals’ (just over one half of respondents consider this approach effective). E-learning is considered in more detail below.

Table 1 shows each learning and development approach listed by participants alongside the corresponding effectiveness score:
<table>
<thead>
<tr>
<th>Approach</th>
<th>Use</th>
<th>Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-company courses run in-company</td>
<td>Most Used</td>
<td>(5th)</td>
</tr>
<tr>
<td>Open enrolment run externally</td>
<td>(3rd)</td>
<td>(3rd)</td>
</tr>
<tr>
<td>Customised courses run externally</td>
<td>(2nd)</td>
<td>Most effective</td>
</tr>
<tr>
<td>Internal Coaching</td>
<td>(4th)</td>
<td>(5th)</td>
</tr>
<tr>
<td>External Coaching</td>
<td>Least Used</td>
<td>(6th)</td>
</tr>
<tr>
<td>Intranet learning portals</td>
<td>(6th)</td>
<td>Least effective</td>
</tr>
<tr>
<td>Qualification programmes</td>
<td>(5th)</td>
<td>(3rd)</td>
</tr>
<tr>
<td>Corporate University</td>
<td>(7th)</td>
<td>(2nd)</td>
</tr>
</tbody>
</table>

*Table 1: Learning and development approaches and effectiveness*

Although Table 1 shows does not show an exact match between learning and development approaches used and views regarding their effectiveness. However, Figure 19 showed high levels of effectiveness with the exception of e-learning. Intranet learning portals are seen as least effective but are also only used by just over half of organisations (as reported by respondents).

Several managers commented on the need to provide training for all employees, not just those in senior roles, which reflects the earlier comment that it may help to ensure that formal career development is available to all managers. For example:

“There has been a lot of leadership development for Heads of Department and I think this should be extended to the next level of managers who are trying to develop their leadership skills”.

“There is opportunity to learn and develop but little time due to priorities and little budget for external courses and conferences unless you are a member of the senior management team”.

**E-learning**

As described, e-learning is the one exception to the overall positive assessment of learning: specifically intranet learning portals. Only just over one half of managers (52%) thought this to be an effective approach. Figure 20 shows some additional questions from the survey concerning e-learning:
Figure 20 shows that just over 40% of managers use e-learning for their own learning and development and a slightly higher percentage (47%) say they encourage staff to use it. However, only just over one quarter of respondents (28%) feel that it is an effective training approach in their organisation.

Respondents refer to the need to combine e-learning with other forms of more interactive, perhaps face to face, learning. For example:

“e-learning is only effective as part of a wider range of learning and development opportunities.
If [e-learning is] the only provision it is inadequate”.

“I believe that people learn best from each other, sharing experiences and testing out new ideas on peers.
E-learning doesn’t give that peer to peer interaction.
Also, when working all day on a PC to then use it for learning is too much PC work”.

Managers also described how e-learning should be recognised – in terms of time dedicated to it, and support from managers and leaders. For example:

“[need] time and specific encouragement to use e-learning programmes given by manager”
Coaching

Coaching appears to be an important part of learning and development. As described above, more respondents list internal coaching as an approach their organisation uses (58%) than external coaching (33%), and both of these approaches are considered by respondents to be effective (81% and 79% respectively). Figure 21 shows some additional questions from the survey regarding coaching:

From Figure 21 it can be seen that most managers (64%) say that over the past three years they have spent more time coaching staff. The majority (73%) also feel that their own development would benefit from having a personal coach. This figure is slightly higher for females (78%) than for males (71%); and is also significantly higher for the youngest age groups (79% for under 30 year olds and 76% for 41-50 year olds). There are some individual (and some organisations) that discourage coaching as shown in the following example:
“I have recently sought mentoring to support my career development and a senior manager has agreed to provide this. However, my own manager was not encouraging of this and disallowed some learning opportunities on account of how much time this would entail.”

Coaching at its best is effective as described below but there are some less effective programmes illustrated by the second quote below which has mistakenly blurred the independence that a coach must have.

“We have used a team coach to transform the collective performance of Operations Directors from good to outstanding”.

“I work in an organisation that has gone over the top in terms of coaching, and these people now exercise power over people's careers – removing the incentive to be totally open with them.”

**Learning and Development Interview I – The National School of Government**

**Background:** The National School of Government was created in 2005. The School, formerly Civil Service College then CMPS, was part of the Cabinet Office but had been an executive agency.

**Number of Employees:** There are over 400 faculty and associates.

**Location:** Staff are divided between London (Whitehall), Scotland and Sunningdale, Ascot where most residential training events take place.

**Interviewed:** Janet Waters, Deputy Director of Organisational Capability and Carol Pedley, Team Leader, Management Development, the NSG.

The contribution of the NSG has been steadfast over the years in helping develop the skills of those working in the public sector. Formerly known as the Civil Service College it designed most leadership, finance and strategy programmes for many earlier generations of civil servants. In addition to open programmes (over 400 courses are run at Sunningdale each year), Janet Waters and her colleagues work closely with different government departments to design bespoke programmes and services for groups of staff. Sometimes this is focused on the management team, other times it is learning and development for a specific staff group or for everyone working in an organisation. Recent projects include work for the Financial Services Authority, the Department for Work and Pensions and DEFRA, the Department for Environment, Food and Rural Affairs.
What has remained constant is the commitment to learning and development, Janet explains, “learning and development is high everywhere on the agenda in the public sector. However, what we do notice is that the language is changing and more often these days we hear the phrase ‘organisational development’ rather than ‘learning and development’”. Carol Pedley, a senior programme director at NSG agrees, saying that “this reflects perhaps the emphasis in the sector on change and which means that links between change and organisational development are more relevant rather than using the phrase ‘learning and development’”. Is it though simply a case of old wine in new bottles? Janet acknowledges that this might be true to a certain degree but she explains an important difference is the emphasis on developing the organisation – and not only the individual – which is something now recognised as a key element in building better skills across the public sector.

Of course it is one thing for people to attend a programme (or to learn on-line) and spend time absorbing the latest theories or having time to reflect and experiment with different ideas. What has always been harder is helping individuals transfer that learning once they get back to their job and the day-to-day demands and pressures. One important factor that helps, or hinders, the transfer of learning is the role of the line manager. Someone who is supportive and interested can make all the difference. Kay Evans works in the Centre for Strategic Leadership at the NSG and has considerable experience of this over the 20 years she has worked both in the public and the private sector. She says that “line managers are ideally placed to support the transfer of learning by creating opportunities for learners to practice and share their new skills and by encouraging them to demonstrate their new behaviour”. Some managers do create the time to do this but often they are not the majority of a management team. Ensuring that this becomes standard behaviour for every manager in the organisation can be a tough challenge.

Programmes which have been designed and developed recently have used different approaches. Janet explains that it is not necessarily about novel teaching methods but rather about a more holistic approach to learning; for instance providing skills at an earlier point in the career cycle. Once upon a time Fast Stream candidates would have been allocated a work placement in a Minister’s office and that alone would have been thought to be sufficient to build their early career as leaders. “In recent years”, Janet explains, “careers are managed to ensure that they move beyond the intellectual office environment and gain a more rounded experience which includes people skills. We find
that spending time in operational and managing a small team of staff who are delivering services gives them more confidence, and skills to achieve more”.

A new programme, ‘SCS Base Camp’, for new entrants to the Senior Civil Service (the SCS), on leadership illustrates some of the ways that delivery is changing and key aspects of how it is delivered are provided below, followed by a brief description of each aspect:

**SCS Base Camp Programme delivery includes:**
- An earlier injection of leadership skills for the senior cadre
- Providing a leadership framework
- A shorter programme (of three days)
- Providing practical skills
- Involvement from senior managers and leaders.

**An earlier injection of leadership skills:**
The Base Camp programme provides a leadership induction course for staff recently appointed – or promoted – to senior levels. Previously, individuals would not be likely to attend such a programme until later in their leadership career, when perhaps they had been in post over a year. One senior manager recently reflected on his own earlier experience saying it was very much ‘sink or swim’ with limited training events provided at a later rather than earlier stage of the leadership journey. This tough approach held back some of the women pioneers in the public sector, civil servants such as Dame Alison Munro and Evelyn Sharpe were successful but in their early careers received little in the way of leadership training and development.

**Providing a leadership framework:**
The programme, and other leadership events, is clearly linked to the overall Leadership Model, illustrated in Figure 22 at the end of this section, so that managers will understand this bigger picture and share a common language about leadership. Janet says that, “we’ve always been good at providing individual development but there is a recognition in the past few years about the fact that the organisational, broader view is important”. She adds that, "it’s really important to help senior people work across the different silos that exist in the public sector. We’ve always been conscious of the need to broaden the thinking of our leadership team but over the past few years it is clear that unless this happens we will find it hard to deliver the levels of change and efficiency that are needed in the public sector”. This point is reflected in the experience of two of the
delegates quoted below who attended Base Camp in 2008. “We should no longer see ourselves as working just for our home department – we now share the responsibility for shaping and driving the whole public service”. John Barrett, Deputy Director of Policy and Research at the Department for International Development. “It was liberating to have time to think about the privilege of being a leader in the Civil Service. It’s too easy for us all to focus on our individual roles and responsibilities, rather than the part we all play in delivering a great public service”. Customer Services Director, Jobcentre Plus in the North-East.

- **Shorter programmes:**
  Another significant change is timing and the Base Camp programme is a short, large-scale, sharp injection of training which happens in three days. This bite-sized learning – compared to one and two-week leadership events – is popular both with participants and with their line managers. Janet says, “I have received excellent feedback from several participants who were impressed to hear core messages from senior leaders and were able to build networks”.

- **Providing practical skills:**
  The emphasis throughout the Base Camp programme is on transferable skills. Theory remains important but as Carol points out, “we want to be sure that managers acquire learning that is relevant for them once they are back in their work environment”.

- **Involvement from senior managers:**
  Top civil servants including Gill Rider and Sir Gus O’Donnell take part in delivering the programme. This is not simply ‘meet and greet’ sessions where senior managers drop in for a short period of time. One session on a recent programme was a lively debate which focused on how delegates intended to behave differently once they were back at work. And each programme is led by a senior civil servant, e.g. Sir David Pepper, Director of GCHQ (Government Communications Head Quarters) hosted the second, February 2008, Base Camp for 65 delegates. Talking about the varied input from a range of different Civil Service leaders, Sir David stated that “the contrast between the speakers did not undermine the consistency of key messages ... I realised that what delegates would hear and see was that while we all rely upon the same set of fundamental principles as we strove to be effective leaders, we each implement in our own way. There is no single model for a leader: individual personalities and contexts will produce different effects. Nevertheless, some things are invariable – authenticity, vision, communication, and constant learning”.
The above are particular changes that Janet believes are important for the public sector but they are also likely to be of value for any organisation wanting to review their approach to training.

Looking Towards the Future

Two additional changes are likely to alter the future landscape of learning and development. The first of these is a project on employee engagement which is still at an early stage. Across the Civil Service most areas have developed staff surveys to gauge the level of employee engagement. Up until now these generally are run every two to three years, but they have been organised independently for the most part, using different surveys which are measuring slightly different aspects of employee engagement. That will change with a project (pilot schemes are in hand for 2008) led by HR Director Jane Carwardine to develop a single methodology. Both Carol and Janet agree that a single public sector-wide survey will be valuable, not least by making it simpler for different departments to benchmark their own results with others. A positive, or negative, attitude towards learning and development is usually reflected in the survey results; and a department for instance which announces a moratorium on training activities invariably is one where staff are likely to feel de-motivated.

The second aspect is revitalising the HR profession. The Professional Skills for Government (PSG) initiative (launched a few years ago) took a radical approach by identifying core professional skills that senior government officials were expected to possess. (The emphasis was on a number of key skills such as people management and finance). This was coupled with a willingness to bring in ‘new blood’ from the private sector. These individuals had expertise that could help improve and develop each profession. Jo Carruthers (see the NHS Wales interview on leadership, including in this section) has a private sector background. Clare Chapman (at the Department of Health) and Jane Carwardine (Identity and Passport Service), respectively HR Directors at Tesco and Coca-Cola, are among a number of key players bringing fresh ideas and expertise into the public sector. It is an exciting time and their views undoubtedly will challenge many shibboleths and established areas of learning and development over the next few years. Not least is the fact that without a history about ‘the way that things are done around here’ which so often stifles innovation and change, they are likely to ask the invaluable, obvious questions such as ‘why do we do learning and development this way?’ and ‘why don’t we do it that way?’

There are still challenges for the future, such as a recognition by everyone about the value of learning and development. Both Carol and Janet observe that although these
days there is a firm commitment at the most senior levels there are areas (and managers) where this is less evident. Another issue is balancing the need for providing leadership skills with other general management skills, “too much focus on one aspect can be at the expense of the other”, Janet explains, “for example you can’t have leadership without basic management skills. We need both and so we are always concerned to make sure we provide skills for every aspect of the manager’s role”.

![Figure 22: Senior Civil Service Leadership Model](http://www.ashridge.org.uk)
COMPARISON TO THE PRIVATE SECTOR

Ashridge Business School has run a Management Index survey (AMI) since 1994, with the most recent survey being published in 2008\(^8\).

Profile of Respondents
The AMI was completed by 785 respondents, with 708 working in private sector organisations\(^9\). The profile of the AMI respondents is similar to the profile of PMI respondents in many ways (e.g. age; length of time in organisation; number people reporting to manager; number of people working in organisation). However, just under half of respondents to the AMI are based outside of the UK. A further difference is in the gender divide: whilst the PMI had approximately even numbers of males and females responding the AMI gender divide was 25:75 women to men respondents. In addition, AMI respondents were made up of slightly more senior managers.

Key Findings
Table 2 illustrates the key differences between the AMI and the PMI findings:
<table>
<thead>
<tr>
<th>Survey Item</th>
<th>% agree</th>
<th>Difference%^20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently work more than 60 hours per week</td>
<td>52</td>
<td>28</td>
</tr>
<tr>
<td>People encouraged to work on flexible contracts</td>
<td>39</td>
<td>20</td>
</tr>
<tr>
<td>Top leadership in organisation is effective</td>
<td>74</td>
<td>19</td>
</tr>
<tr>
<td>Feel more involved in decision-making process than did 3 years ago</td>
<td>69</td>
<td>18</td>
</tr>
<tr>
<td>Organisations approach to motivation right</td>
<td>55</td>
<td>16</td>
</tr>
<tr>
<td>Growth of ITC improved communications in organisation over past 3 years</td>
<td>80</td>
<td>13</td>
</tr>
<tr>
<td>Career planning mostly down to me</td>
<td>81</td>
<td>13</td>
</tr>
<tr>
<td>Increasingly required to manage people in cross functional and virtual teams</td>
<td>82</td>
<td>12</td>
</tr>
<tr>
<td>Organisation doing enough to develop next generation of leaders</td>
<td>48</td>
<td>12</td>
</tr>
<tr>
<td>Organisation provides sufficient support for virtual team-working</td>
<td>46</td>
<td>11</td>
</tr>
<tr>
<td>Little support for career development within organisation</td>
<td>40</td>
<td>11</td>
</tr>
<tr>
<td>Frequently take work home</td>
<td>63</td>
<td>10</td>
</tr>
</tbody>
</table>

*Table 2: Survey items with biggest difference between AMI and PMI responses*
Table 3 illustrates similarities between the AMI and the PMI findings:

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>% agree</th>
<th>Difference %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management roles in organisation increasingly about influencing people</td>
<td>74</td>
<td>0</td>
</tr>
<tr>
<td>whom managers have no authority</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>Important organisation behaving in socially and environmentally responsible</td>
<td>94</td>
<td>0</td>
</tr>
<tr>
<td>way</td>
<td>94</td>
<td></td>
</tr>
<tr>
<td>Would sacrifice career opportunities to ensure better work/life balance</td>
<td>73</td>
<td>0</td>
</tr>
<tr>
<td>Feel have to choose between career and family</td>
<td>41</td>
<td>1</td>
</tr>
<tr>
<td>Manager makes sufficient time for me</td>
<td>69</td>
<td>2</td>
</tr>
<tr>
<td>Believe top leadership in organisation spends sufficient time</td>
<td>49</td>
<td>3</td>
</tr>
<tr>
<td>communicating with staff</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Believe immediate manager is effective</td>
<td>80</td>
<td>3</td>
</tr>
<tr>
<td>Growth of ITC means often ‘snowed under’ with information</td>
<td>73</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>70</td>
<td></td>
</tr>
</tbody>
</table>

Table 3: Survey items with the least difference between AMI and PMI responses

Whilst views regarding line management were positive for both PMI and AMI respondents, respondents to the AMI were significantly more positive regarding leadership: with 74% of AMI managers agreeing that top leaders in their organisation are effective (compared to 55% of PMI managers).

Any discussion about leadership in the UK invariably turns to the question of how different leadership is in the private sector compared to the public sector. One of the senior managers involved in the survey believes that the differences have been overstated and in his view:

“a good leader is a good leader whatever sector they are working in. We believe that the essential tools we need [in this organisation] to provide leaders with are the ability to inspire and motivate their staff; it’s also important to empower them and give them space to try out their leadership abilities”.

Leadership development is an area of concern for both private and public sector organisations, but particularly for the latter: although less than half of AMI respondents (48%) report enough is being done by their organisation to develop the next generation of leaders, the percentage of PMI managers agreeing with this statement is significantly lower (36%).
A significantly higher percentage of AMI respondents report feeling more involved in decision making than they did three years ago (69% of AMI respondents compared to 51% of PMI respondents).

Managers in both private sector and public sector organisations report that they are increasingly required to manage cross-functional and virtual teams (this figure is significantly higher for AMI managers (82%) than PMI managers (70%)). However, less than half of respondents to each survey feel that their organisation provides sufficient support for virtual team-working. Interestingly, as matrix organisations become more popular in the public sector, the percentage of respondents agreeing that management roles in their organisation are increasingly about influencing people over whom they have no line management responsibility is the same for both public sector and private sector respondents (74%).

Significantly more AMI respondents agree that ITC has improved communications over the past three years (80% of AMI respondents compared to 67% of PMI respondents). However, a similar percentage of respondents from both surveys report feeling ‘snowed under’ with information, receiving too many e-mails and voice-mails.

Overall, PMI respondents are significantly more positive regarding their work/life balance than AMI respondents: with twice as many AMI respondents agreeing that they work more than a 60 hour week; and a higher percentage of AMI respondents agreeing that they frequently take work home. Furthermore, significantly more respondents working in the public sector report that that their organisation encourages people to work on flexible contracts (59% of PMI respondents compared to 39% of AMI respondents). However, a similar percentage of respondents from both sectors report they would sacrifice career opportunities to ensure a better work/life balance and feel have to choose between career and family.

The majority of both PMI and AMI respondents agree that career planning is down to individual. However, this figure is significantly higher for PMI respondents. In addition, significantly more public sector managers agree that they do not receive any support for career development from their organisation.

In terms of personal motivation, the factor ranked as most motivating is the same for both public and private sector managers: ‘challenging/interesting work’. There were some further similarities: ‘high basic salary’ and ‘opportunity to continually learn and develop skills and knowledge’ were also ranked in the top five factors for both sets of
respondents. However, there were also some interesting differences: ‘doing work that is of value to society’ and ‘job security’ were ranked in the top five by PMI respondents but both of these factors only appear towards bottom of the list for AMI respondents.

In terms of organisational motivation, four of the five factors listed by AMI respondents were also listed in the top five for the PMI respondents. The main difference, as with personal motivation, was the inclusion of the factor ‘doing work that is of value to society’ by PMI respondents.

Finally, it is interesting to observe that although significantly more AMI respondents believe the approach their organisation takes towards motivation is right compared to PMI respondents, an exploration of the data indicates a greater match between factors that managers report being motivated by and that their organisations use these to motivate them for public sector respondents.
CONCLUSIONS AND REFLECTIONS ON THE DATA

The findings from the PMI survey illustrate a positive picture of how managers and leaders are operating in the public sector. Particularly **encouraging areas** are:

- Attitudes towards line management
- Work/life balance
- Engagement/intention to stay
- Importance of diversity and equal opportunities.

However, the survey findings also highlighted a number of **issues and challenges**. Particular areas that require attention are:

- Leadership (effectiveness; communication; approach to decision making)
- Leadership development
- Approaches to motivation.

The results of the PMI appear to vindicate Sir Gus O’Donnell’s\(^2\) focus upon improving leadership in the Senior Civil Service and to influence leadership development in the wider public sector. The very high levels of engagement, satisfaction, pride and dedication reported by respondents are highly reminiscent of Sir Gus’ “4Ps” approach, namely the importance of: Pace, Passion, Professionalism and Pride. These results seem to offer a strong foundation upon which to enhance our delivery of public service.

However, there is a strong suggestion that senior leaders are still perceived as being too remote and that they are not sufficiently inclusive in winning staff engagement. This is exacerbated by a perception that not enough is being done to assure future leadership provision and generally poor perception of the support available for individual career development. This carries the danger that public sector organisations are under using the talent (and, perhaps, the data) that are potentially available to them.

The data suggests that older respondents are less satisfied with leadership communication than younger staff. If age is associated with length of service, this infers that those who have been around longer are those less satisfied – thus it is unlikely that the effect is due to a lack of understanding about available communication channels and more likely that this is the result of a build up of disappointment or frustration.

Several people at the launch of the Executive Summary of this report commented on the data showing greater reported satisfaction with managers’ communication and time
spent with staff versus satisfaction with leaders’ performance in these areas. Many were of the opinion that this was only to be expected, given that immediate managers were organisationally closer to staff than leaders.

However, this explanation prompts further questions. Is leadership being seen as essentially the province of senior staff? does the excuse of ‘organisational distance’ absolve senior leaders from the need to ‘bridge the gap’ between themselves and their staff: surely, this is a key duty of the leadership role?

Perhaps the clue lies with the comments that; “senior managers do not appear to listen to the concerns of staff”; and that peoples’ expectations included leaders “listening to people working at the sharp end”. Clearly, no-one in the highest reaches of an organisation can listen to all staff all the time: there are not enough hours in the day. But that is probably not what people want – it is more likely that they want an organisational climate in which they feel that they matter and that their concerns matter to those at the top i.e. a climate that helps them to make sense of their duties and efforts. Obviously they get some of this from their immediate managers but, equally clearly, this is not enough.

Some respondents feel that this is not helped by constant changes of managers and leaders: “I’ve been under 6 different line managers in a space of 12 months and suffered from very poor line management”, or by the appointment of people who do not appear to appreciate the public service ethic: “the employment of private sector workers has brought a very negative influence on the organisation. It has brought a lot of dissatisfaction into the organisation rather than a good influence”. They appear to believe that it is one thing to bring in new ideas and add value: that it is quite another to impose what was seen as an alien culture.

It is just this type of sensitivity to prevailing values that is the guiding aim in the work that the National School undertakes with other countries’ administrations, whether it is dealing with leadership issues, or other public sector concerns.

It is interesting to reflect on the fact that people do seem much more positive about the credibility and accessibility of their immediate line managers. This offers the hope that poor communication and low involvement may be more the result of unhelpful organisational structures or competing priorities than the result of lack of personal competence at the top. This does not mean that the public sector can afford to be complacent: unless it can build willingness to tackle the issues and reform its
organisations in effective ways, the leadership difficulties and disadvantages can only get worse.

There is a good deal of support for the view that the work of the public services is steadily increasing in demand and complexity. This is partly because departments and agencies need to employ matrix management in large internal projects, and partly because the delivery of outcomes consistent with increasing public value usually relies upon several agencies working together. This leads us to conclude that reliance upon the traditional approach of authority, hierarchy and command is less likely to be valued in the future. Instead, there will be a greater demand for involvement, influence, collaboration and distributed leadership.

The data suggest that whereas some people work very long hours and take work home, there are many who see work/life balance as more important than career opportunities. These are important concerns: many respondents report that they have to choose between career and family. Obviously, many ambitious individuals, and those that feel a strong sense of personal responsibility, will regularly and willingly ‘go the extra mile’, but it is important that these decisions are matters of personal choice. Though it seems that there is some way to go in supporting such choices, one hopeful sign is that a majority of respondents felt that their organisation was prepared to support flexible working.

Regarding work motivation, it is very clear that public servants are driven by interesting work, the chance to serve society, the opportunity to extend their skills, and job security. With the possible exception of the last element in the list (performance related pay/incentive schemes), public sector managements have the wherewithal to offer a good deal to their employees. However, when it comes to financial remuneration, things seem less satisfactory. Whereas public servants value a high basic salary, human resource management seems to put a good deal of faith in performance related pay. This is potentially problematic: not only is it still not clear whether performance related pay schemes deliver better performance in the public sector but, in addition, such approaches may seem insulting to people whose primary motivations centre around the work itself and making a contribution to the public good.

The results show that respondents place a good deal of importance upon social and environmental responsibility and diversity. Clearly we must take these issues very seriously and offer thought leadership by promoting initiatives in sustainable development and by providing opportunities to traditionally disadvantaged groups and
those with special needs. In fact, the public service has acted as an early pioneer in programmes of development for women leaders and for minority groups22.

There is a significant challenge to all who are attempting to enhance leadership capacity in the finding that many respondents feel that not enough time is devoted to either individual or team development. Clearly, we need to continually develop and refine leadership ideas, programmes and dialogues for those in the public sector. There are several challenges to be faced. As an example, e-learning is generally regarded by its proponents as an accessible and cost-effective option. However, the PMI data suggest that it is not highly valued, and, therefore, the public sector has someway to go in fully making use of virtual learning technology in a way that delivers equivalent or greater benefits to other forms of development. In the data, personal coaching is regarded very highly and this presents a challenge because professional coaching can be very expensive to deliver. Thus, it is unlikely to be offered widely, being more likely to be restricted to more senior staff, making little impact on the need to develop leadership at all levels of the public service.

There are some clear differences as well as some obvious similarities between the data collected for the AMI and that collected for the PMI. This partly reflects differences in attitudes and approaches in the two sectors but also points to some differences in the nature of the challenges faced by managers. Some of the systemic issues the public sector is expected to tackle are especially complex and challenging and the PMI tells us there is a demand for really effective top leadership to grip them. These data tell us there is a continuing need to invest in leadership development but they also suggest that good leadership is manifest in the many positive messages around loyalty, engagement and satisfaction with working practices.

There are no startling surprises emerging from the data so it is reassuring to note that the public sector has already initiated a number of activities that might have an impact on results from future studies. The importance of employee engagement and its particular impact on the ability to deliver high public value will be recognised through the administration of a large scale engagement survey across the Civil Service in 2009. Also, as we register the importance of influencing others over whom one has no direct control and the difficulty respondents are having with this, it is reassuring to observe that the consortium of public sector learning and development academies known as the Public Service Leaders Alliance (PSLA) has already committed to working more collaboratively to deliver new cross-system leadership development to improve capability in this area.
Specifically in the Civil Service, the HR Directors’ Senior Leadership Steering Group has focused its efforts on embedding and accelerating the SCS Leadership Model by integrating it into corporate processes, SCS induction and performance management. With ‘SCS Basecamp’ now well established and the ‘Model’ integrated into SCS performance assessment, there is a drive to move to the next phase.

The challenge is to develop greater capacity to collaborate and use the network of public sector leadership development experts to accelerate development across the Civil Service system. The core aim is to create and drive a coherent programme of activities across government departments, the corporate centre of the Civil Service and the National School of Government. Future studies may provide a way of measuring how successful these are.

**Future Studies**

Finally, in addition to following up the survey in the next two years: to track changes in results, future studies will explore both public sector and private sector managers views in more detail specifically focusing on what ‘effective leadership’ is; leadership development opportunities; and organisational approaches to motivation.
### APPENDIX I

#### PROFILE OF PUBLIC MANAGEMENT INDEX (PMI) RESPONDENTS (n=1,394)

<table>
<thead>
<tr>
<th>Age Group (years)</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>30 or under</td>
<td>8</td>
</tr>
<tr>
<td>31-40</td>
<td>23</td>
</tr>
<tr>
<td>41-50</td>
<td>43</td>
</tr>
<tr>
<td>51 and over</td>
<td>26</td>
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</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>52</td>
</tr>
<tr>
<td>Female</td>
<td>48</td>
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<table>
<thead>
<tr>
<th>Work Pattern</th>
<th>%</th>
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<tbody>
<tr>
<td>Full time</td>
<td>95</td>
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<tr>
<td>Part time</td>
<td>5</td>
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<table>
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<tr>
<th>Where based in UK</th>
<th>%</th>
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<tbody>
<tr>
<td>London</td>
<td>46</td>
</tr>
<tr>
<td>Outside London</td>
<td>54</td>
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<table>
<thead>
<tr>
<th>Role</th>
<th>%</th>
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<tbody>
<tr>
<td>Policy</td>
<td>28</td>
</tr>
<tr>
<td>Operational delivery</td>
<td>25</td>
</tr>
<tr>
<td>Generalist</td>
<td>14</td>
</tr>
<tr>
<td>Corporate services delivery</td>
<td>33</td>
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<table>
<thead>
<tr>
<th>Length of time with organisation</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>39</td>
</tr>
<tr>
<td>6 - 10 years</td>
<td>22</td>
</tr>
<tr>
<td>More than 10 years</td>
<td>40</td>
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<table>
<thead>
<tr>
<th>Managerial level</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Top</td>
<td>40</td>
</tr>
<tr>
<td>Junior/Middle</td>
<td>12</td>
</tr>
<tr>
<td>Professional/specialist</td>
<td>48</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total annual compensation last year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under £40,000</td>
<td>37</td>
</tr>
<tr>
<td>£40,000 - £60,000</td>
<td>42</td>
</tr>
<tr>
<td>Over £60,000</td>
<td>21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organisation</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Government department</td>
<td>53</td>
</tr>
<tr>
<td>Executive agency</td>
<td>14</td>
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<tr>
<td>Local authority</td>
<td>11</td>
</tr>
<tr>
<td>Other</td>
<td>22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of people employed by organisation</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>500 or less (small)</td>
<td>17</td>
</tr>
<tr>
<td>501 - 1,000 (medium)</td>
<td>11</td>
</tr>
<tr>
<td>1,001 - 5,000 (large)</td>
<td>31</td>
</tr>
<tr>
<td>Over 5,000</td>
<td>41</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of people reporting directly to you</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 or less</td>
<td>73</td>
</tr>
<tr>
<td>More than 5</td>
<td>26</td>
</tr>
</tbody>
</table>

Ashridge Business School  http://www.ashridge.org.uk
NOTES

1 Details about Ashridge and The National School of Government are provided at the end of this report.

2 A Chi-square test was used to test for statistical differences. This is a test of association between independent groups which tests whether variables are associated or whether they are independent of each other. One example of its use in this report would be to see whether a respondent’s gender was independent of their agreement regarding a diversity question.

3 The Action Learning for Innovation and Improvement Programme is run by Ashridge for the NHS Institute for Innovation and Improvement.


15 The department and person interview are anonymised.

16 The Fast Stream is a graduate entry route for the Senior Civil Service.


18 A copy of the full AMI report can be obtained from Eileen Mullins (e-mail: eileen.mullins@ashridge.org.uk tel: +44 (0) 1442 841178); price £45 including postage and packing.

19 All details of the AMI in the present report refer to the responses from the 708 participants working in the private sector.

20 All differences are statistically significant.

21 Head of the UK Civil Service and Cabinet Secretary.

22 e.g. The portfolio of women’s leadership programmes and Leaders UnLtd. (NSG).
ABOUT ASHRIDGE
Ashridge is one of the world’s leading business schools, being ranked number one in the UK in the latest Financial Times rankings for tailored executive education (May 2008). Through its Public Leadership Centre, it works with a range of public and voluntary sector organisations in the UK and overseas including the Foreign and Commonwealth Office, the Ministry of Defence and the Home Office. It is one of a handful of schools to be accredited by The Association to Advance Collegiate Schools of Business (AACSB); The European Quality Improvement System (EQUIS) and the Association of MBAs (AMBA).
Visit www.ashridge.org.uk for more information.

ABOUT NATIONAL SCHOOL OF GOVERNMENT
The National School of Government is the centre of excellence for innovation in learning and development in support of public service transformation and became a separate government department in 2007. It strives to ensure the highest professional and academic standards in organisational and people development. The Centre for Strategic Leadership sits at the heart of the National School with a remit to improve strategic leadership across public services for the benefit of citizens through training, consultancy, fostering networks of senior people and research.
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