

Decision Maker	Employment Committee 19 th February 2013
Subject:	Leadership and Management Programme (LAMP)
Report by:	Head of HR, Legal & Performance
Wards Affected	n/a
Key decision (over 250k)	n/a

1. Purpose

To present a review of the Council's Leadership and Management Programme (LAMP) which:

- Evaluates the success of the first year in terms of delegate's perception and the impact experienced back in the work environment
- Explores whether LAMP meets the current and future needs of managers in the transforming organisation

2. Recommendations

- That Members support the continued delivery of the Leadership and Management Programme (LAMP) until the end of its agreed delivery - September 2013 with publicity undertaken in Spring 2013 to encourage those managers who still have an intention to attend whilst the programme is available.
- That members support the planned commissioning of new management training that is informed by our learning and responsive to the emerging needs and aspirations of PCC

3. Background

3.1 Creation of the programme

The LAMP was initially created in response to expressed needs from managers for help and support in the people management aspect of their role. In addition the Employee Engagement Strategy (2011) had demonstrated the organisational benefits of focusing on developing "engaging managers" (who focus their people and give them scope, treat their people as individuals and coach and stretch them). At the time of inception, the transformation agenda had also emerged and there appeared a logical link between this and LAMP (i.e. what help did managers need to achieve the goals of the transformation?). This was explored in terms of the behaviours needed by managers. The following key beliefs formed the core message of the LAMP:

- We need to do 'more with less'. We cannot afford to have employees who are disengaged and unproductive. Transformation aims can best be achieved with a motivated and engaged workforce
- The key influence on an employee's engagement is their local experience and not what happens at a corporate level (i.e. how they are managed day-to-day)

- Managers hold the responsibility to create the right environment for their employees to flourish, To bring their teams with them on the change journey so that organisational change is as fast and painless as possible
- Research consistently shows that employees tend to have higher engagement levels when they are led by managers who demonstrate strong, authentic, role-model leadership. Whilst these attributes appear simple and self-evident, delivering them is extremely difficult. It requires a high degree of emotional intelligence and the ability to consistently make positive choices in increasingly challenging times

3.2 Position within the learning and development (L&D) portfolio

The LAMP filled a gap in the L&D portfolio by offering training to increase Leadership capabilities in the context of PCC and the public sector. Management skills and theories were already being addressed through the introduction of Institute of Leadership and Management (ILM) courses. Additionally there were courses available on managing performance issues. The gap identified, however, was a behavioural one: how to demonstrate strong, authentic, role-model leadership. Whilst "7 Habits of Highly Effective People" has always been a part of the L&D portfolio a more specific, organisational, answer was required in light of the above. L&D were also aware of Service specific Leadership courses being bought in and ensured that there was a significant enough difference to warrant requesting that this programme was "strongly endorsed" by the Senior Management.

4. Key Findings and Recommendations

4.1 General observations

Transformation Agenda

- Undoubtedly, PCC is transforming out of all recognition. Structure, people and policy change, plus the impact of having to do more with less, is having a fundamental impact on day-to-day work.
- Evidence of meaningful, organisation wide, cultural change is more difficult to highlight. Over the last 15 months of LAMP courses, there have been some powerful success stories in pockets of the business where employees report their managers are working with them, and creating the best environments to engage them, in the changing business. However, stories of this kind are in the minority.

Success of LAMP in supporting transformation

- Over half the managers who participated in the follow up evaluation report positive behaviour change based on the LAMP. They are thinking and acting differently
- The impact of this change in behaviour can be clearly seen in the significant rise in satisfaction with 'my manager' in the 2012 Employee Opinion Survey.
- Overall, the vast majority of delegates have found the LAMP workshops to be a rewarding and developmental process.
- It would not be statistically correct to conclude that rising engagement is due to LAMP alone or that pockets of disengagement are due to non-attendance of LAMP: the answer cannot lie solely in training. However, LAMP activities can be recognised as acting as a catalyst for people to take responsibility for their behaviour and operate as a positive role model for transformation in their area.

4.2 Delegate Numbers / Courses run / Costs

Title	Courses run					Delegates attended			
	09/11 - 01/12	02/12 - 03/12	05/12 - 07/12	Training days delivered	Total	09/11 - 01/12	02/12 - 03/12	05/12 - 07/12	Total
YEAR 1 Sept '11 – July '12									
Introduction	9	5	6	40	20	155	77	64	296
Crucial Conversations	9	6	4	38	19	94	60	50	204
Influencing Change	6	6	5	34	17	62	56	42	160
Partnership Working	3	1	2	6	6	36	12	8	56
Project Mgmt	2	1	1	4	4	28	3	3	34
Financial Mgmt	4	3	2	9	9	28	23	9	60
Political Culture	1	1	2	2	4	16	12	11	39

Title	Courses run					Delegates attended				
	09/12 - 01/13	02/13 - 03/13	05/13 - 07/13	Training days delivered	Total	09/12 - 01/13	02/13 - 03/13	05/13 - 07/13	YR2 Total	Grand Total
YEAR 2 Sept '12 – July '13										
Introduction	7			14	7	32			32	328
Crucial Conversations	6			12	6	42			42	246
Influencing Change	4			8	4	32			32	192
Partnership Working	3			3	3	4			4	60
Project Mgmt	0			0	0	0			0	34
Financial Mgmt	2			2	2	5			5	65
Political Culture	0			0	0	0			0	39

Direct Costs of the Programme for Year 1 (with full & actual capacity)

Title	Total costs of external trainer (if £0 - internal delivery)	Cost per delegate	
		with full capacity (16 per course)	actual capacity
Introduction	£22,860	£71.44	£77.23
Crucial Conversations	0	£132 *	£132 *
Influencing Change	0	£132 *	£132 *
Partnership Working	£3,000	£31.25	£53.57
Project Management	0	0	0
Financial Mgmt	£5,400	£47.37	£90
Political Culture	0	0	0
Totals	£31,260	£414.06	£484.80

* Costs of delegate packs (workbooks & CDs to take away & deepen the learning)

Two observations arise from this information:

- i. The numbers of delegates for the period 09/12 – 01/13 are significantly lower than for 09/11-01/12 (the reduction in number of courses is a result of this decrease in number of delegates, not the other way round)
- ii. Cost per delegate is running at £70 (17%) more than anticipated because of drop out/no-show rate and low fill on the courses.

4.3 Evaluation of LAMP

Levels of evaluation

There are four key levels of evaluation and validation that can be undertaken to assess the success of any training intervention:

Level 1	Reaction - the learner's immediate response to their experience on the day
Level 2	Learning - the learner's perception of whether they can do something different as a result of the experience (did they learn what we expected them to learn?)
Level 3	Behaviour - did the learner change their behaviour back in the workplace (did they apply their learning?). This can be by self-assessment or combined with assessment from others (e.g. their manager)
Level 4	Results - what impact has the behaviour change made on achieving individual, team, service, organisational goals?

- The key challenge with this model lies in the difficulty of attributing behaviour change and results solely to the training intervention.
- For Levels 3 and 4, neither positive nor negative results can directly be linked to the training because of the multiple other sources of influence (either working for or against the outcomes of the training). The most that can be claimed is that training is an influence on the results.

Sources of information used

To create a holistic picture of the impact of LAMP and validate findings, information has been drawn from a number of sources:

- Level 1/2 - Evaluation forms completed at the end of each workshop (rate the day)
- Level 2/3 - 'Impact' evaluation forms distributed to each delegate from the first year of the programme (now that time has passed, rate how LAMP has changed your thinking / behaviour)
- Level 2/3 - Two focus groups of volunteers from the first year of the programme
- Level 3/4 - Employee Opinion Survey results from 2010 and 2012 (specific questions included on the 2012 survey which focused directly and indirectly on the effect of LAMP)

Level 1/2: 'Rate the day' results

- At the end of each workshop, learners are asked to give feedback on how they found the session and how they rate their learning
- Overall scores are invited from 0-10 (with 10 being the highest)
- Every course has achieved an overall score of over 8
- These scores and comments contribute directly to continuous improvements made to course content which can be seen in the majority of courses continually increasing their scores
- Additionally the feedback received through these have also contributed to the addition of two new courses - one for support the 360° feedback process and one for the manager as coach.

	Sept 2011 – Jan 2012	Feb – Apr 2012	May – Oct 2012	Overall
Introduction	8.25	9.03	9.26	8.84
Crucial Conversations	8.35	8.22	8.89	8.49
Influencing Change	8.53	8.43	8.32	8.43
Partnership Working	8.00	8.00	8.71	8.24
Project Leadership	7.67	9.33	9.33	8.78

Financial Management	7.84	8.83	8.83	8.5
Political Culture	9.64	N/A	9.75	9.7

Level 2/3: 'Behaviour change back in the workplace' results

This was primarily measured via the results of the impact survey, the focus groups and from the results of the Employee Opinion Survey.

Impact Survey

- At the end of the first year of LAMP, all delegates were sent an evaluation form and invited to consider the impact that LAMP has had on how they think and act in certain key areas with scores from 0 - 3 (with 0 being no difference and 3 being a significant difference). The Heads of Service who had attended were not included in this as they were seen as a separate sample group of key stakeholders who need to evaluate on additional criteria
- 65 impact surveys were returned (response rate of 30%)
- The table below shows the percentage of respondents who scored 2 or above in terms of behaviour change
- The overall percentage of people (across all courses) who indicated that LAMP had changed their behaviour is 53%
- It is worth noting that several qualitative statements were received indicating that a 0 score had been awarded because they felt that they were already acting in this way, and that this did not diminish the value of the training. It served to act as a reminder and to raise confidence that they were "doing the right thing". See Appendix 1

Introduction	%
Invite feedback from others	53%
Receive feedback thoughtfully and non-judgementally	59%
Seek to understand what drives the behaviour of others	57%
Be an effective role-model leader	55%
Be a champion for change	51%
Crucial Conversations	
Challenge own beliefs and assumptions about self and others	58%
Hold difficult and sensitive conversations	66%
Create true dialogue by enabling others to share	51%
Influencing Change	
Drive change at a personal level	57%
Partnership Working	
Build and maintain effective and productive partnerships	44%
Communicate and influence partnerships to performance	53%
Financial Management	
Make a personal contribution to better financial management	30%
Political Culture	
Appreciate the political dimension to leadership	61%
Project Leadership	
Ask questions that encourages strategic thinking and engagement	53%

As discussed earlier, it becomes extremely challenging at this level to draw definitive conclusions. There are multiple reasons why courses that have a minimum 80% satisfaction score would not lead to lasting behaviour change in the workplace.

Qualitative findings (focus groups and email responses)

The full reports from the focus groups which focussed on Strengths, Weakness and Improvements for the Programme can be found in Appendix 2. Overall, the key themes related to:

Themes of Strengths

- Quality of trainers and creation of safe environment
- Networking with other managers
- Developing a shared language and set of expectations across the organisation
- Increase in confidence with having difficult conversations and managing change
- Awareness of personal impact

Themes of Weaknesses

- Mandatory gave me a negative perception
- Lack of interest/support from manager (no follow up or participation in the 360)
- Readiness of the organisation for 360° appraisal
- Perceived lack of support from Senior Management as Not all Heads of Service (HOS) or SDB have attended Therefore no change in behaviour in the managers above me

Themes for Improvements

- Needs to be endorsed by HOS / SDB make sure everyone goes - look at marketing
- Connected better to PCC policies (e.g. 360 as part of PDR)
- Senior managers need to attend and role model the behaviours

Level 3/4: Employee Opinion Survey (engagement index)

- The overall score for engagement has risen from 686 to 713 within the two years that the LAMP programme started with only the sub-set score of Recognition and Reward falling (this section doesn't have any direct link to LAMP)
- The areas with the most significant increases since 2010 are on how people are managed locally. This is the result of sustained intervention provided in these areas.

There is a separate report to this committee on the Employee Opinion Survey results.

Appendix 3 contains a discussion of the findings and exploration of the challenges faced.

5. Conclusion

- The Employee Opinion Survey shows that managers are being perceived as showing many more of the qualities that are associated with good and engaging leadership. As around half of PCC's managers have experienced the LAMP, it is reasonable to propose that it has been acting as a catalyst for personal behavioural change
- The answer to cultural change however does not lie solely in LAMP or any other training delivered in isolation. Well designed and delivered training that forms an integral part of the overall organisational plan can then support the organisation to meet its biggest aims.
- For many attendees, LAMP has acted as a catalyst for reflection and subsequent personal change - perhaps due to one of the fundamental LAMP beliefs that "no one person will change this organisation, but each manager can fundamentally change their part of it and the experience of their teams"
- Delegates perceive there is a disconnect between the ideas proposed in LAMP and the way things really happen in PCC. This causes some to question whether LAMP is truly part of transformational change or if it is supported by senior managers. Many different factors have contributed to this current situation and should be learned from for any future programmes
- PCC has changed significantly since the creation of LAMP and there are undoubtedly new challenges emerging for managers (e.g. with mobile and flexible working) that are not specifically supported by LAMP. Emerging needs of managers can be supported by

quality management training, but this needs to be part of the overall change strategy and created in partnership with CTB and HR.

- Content changes continue to be made to the courses based on the evaluation feedback

6. Equality impact assessment (EIA)

n/a

7. Legal Implications

There are no legal implications arising from the recommendations contained within the report

8 Head of finance's comments

There are no direct financial implications arising from the recommendations contained within the report.

Signed Jon Bell

Head of HR, Legal and Performance

Appendices

Appendix 1 – Qualitative statements from Impact Survey

Appendix 2 – Feedback from focus groups

Appendix 3 – Discussion of findings and exploration of challenges

Appendix 4 – Kotter's work on Change

Appendix 1

1 - please find my feedback re LAMP courses I attended. I have scored 0 on a lot of things because I was doing these before the course so the course hasn't changed my thinking or behaviour BUT I did find it a very useful and timely refresher to reflect on these things.
2 - I would like to add that I really enjoyed all the courses and got a lot out of them.
3 - course affected me. I really enjoyed it and it has made a massive difference to how I think and behave. This is both in my personal life as well as work. I have used it to totally take control of behaviours I could not seem to influence before and an example is that I have just returned from a holiday when for the first time in my life I decided I was not going to be afraid of the flight and actually enjoyed it when normally I would be in tears and petrified. I believe that is because of the course and how it has changed how I think and how I challenge behaviours in myself I would have just accepted before.
4 - The whole of the programme has been informative and useful but learning that behaviours can be changed has been an eye-opener to me. I cannot recommend it highly enough.
5 - You'll see quite a few 0's on my form and this is mainly about the groupings. One of the bits of feedback I gave was that the amount you got out of the first two sessions depended very much on the people in your group. I think this needs to be addressed in subsequent courses but could be a logistical nightmare for you guys. Having said that, it was very good to have a wide range of services in each group. If a little more focus was given to who was in the groups, you might have some ready made learning circles forming.. that you could recall to review learning?
6 - The LAMP training for me was refreshing areas with techniques to develop my management style with the current climate which is very difficult.
7 - I printed it off to send to you but I found the questions difficult to answer. When it ask if 'as a result of the training' did I use the skill that we were taught in LAMP. I have always strived to use those skill way before I did the LAMP courses therefore I wrote no next to all of them. This did not make any sense on your form and look as though I did not use those skills. If you rewrite the questionnaire differently I will complete it.
8 - I found the courses too long and there was a lot of time wasted on the LAMP 1 discussing questions to ask for the 360 exercise. The whole course was generally a recap for me and as I am using these skills most of the time anyway. I have also already done NVQ 4 in management.
9 - I wonder if should have been targeted higher up the line of management in PCC rather than those who are doing it day in and day out.
10 - I must say there is resistance to 360 feedback, some people fear it will be used against them, others simply refuse.
11 - Just so you know, the 1 scores don't mean it wasn't that helpful, just that I was stronger in those areas already but there was some development obtained
12 - Please do not read my scoring as negative, more that I had graduated only a few months before undertaking the LAMP with an MBA, so much had been covered.
13 - I have completed the feedback form, but I only managed to attend two of the sessions, and had to postpone the third because we were going live on crucial project that had slipped. For this reason I wasn't able to get the best out of the courses or follow up on some of the learning actions.
14 - I have attached the feedback form, but would also like to say that I found the LAMP programme very useful. I particularly like the handouts (the books/CD's provided) as there is some very helpful information within these handouts

16 - Thinking about the 0 to 3 scoring system for the extent to which LAMP has made a difference to thought and actions you may get unclear/skewed results depending on the personal baseline that each respondent applies.

For example if there is a low score (0 or 1) for an answer it could be for at least two reasons

1. LAMP was ineffective in raising a low baseline (confidence/ability)
2. LAMP was good/excellent but the individual's personal baseline (confidence/ability) in that aspect was already so high that LAMP made little difference

And similarly higher scores will be affected by how low an individual's perceived baseline was in that area before they started an aspect of LAMP.

The answer would probably be for the individual to score their baseline confidence/ability (pre-LAMP) in each area first and then the difference after; I see you have a low response to the questionnaire so practically issuing another is unlikely to be fruitful and could be counter-productive.

17 - I've completed the form, however am aware that I've marked a number as small difference. This is because I already met these criteria however the programme helped reinforce these areas.

Appendix 2: Focus Groups – Raw data (collated into Strengths, Weaknesses, Feelings and improvements)

Strengths

- Variety of trainers internal/ external
- Felt safe with trainers
- Good quality trainers/ specialists
- Tools discussed on programme e.g. Crucial Conversations
- Good training resources
- Cross section of people attending from business – helped understand other departments/ what they did/ their problems/ good opportunity to network/ developed opportunities to shadow/ used as opportunity to resolve problems
- Got different perspectives from business/ opportunity to discuss
- Opportunity to be completely honest and open in safe environment
- Trust in L&D team
- Having colleagues attend means shared language and built a strong management team that could relate to each other
- I now look at myself more and my (impact of) behaviour/ am more honest with and about myself
- I am aware of how I can influence my team
- 7 habits/ impacted on my behaviour
- Opportunity for reflective practice
- Overall the trainers were good
- Makes you think about what you do and how you do it
- Opportunity to bring services together/ share experiences well/ understand others challenges and problems/ share different points of view
- Interesting to hear different ways of dealing with situations from people with different experience
- Some good tools and techniques for managing change
- Recognise elements of programme in self and others
- Able to use tools in the workplace and pass on to others
- Opportunity to network
- Now deal with conversations better/ in 1-2-1's I encourage the other person more now/ I check my behaviour more now
- Applied skills to managing other teams as well as own/ applying skills with team where little knowledge of what they do
- Encourage others to be bothered about their own development
- Changed how we view transformation/ can now sell to others/ more fun and positive about transformation (*true for one team but not for others*)
- Bespoke and relevant to PCC
- Trainers style in facilitating discussion
- Run and facilitated well
- Crucial Conversations and Influencer as resources
- Interacting with other members from different services
- Course materials and hand-outs were excellent
- Very relevant to transformation
- DVD's made good points quickly
- Made me reflect
- Had a big impact on me

Weaknesses

- Occasionally mix not right/ too many from one service for example
- Some told it was mandatory
- Lots of material to cover/ too much material
- Very intense/ lots of info to retain
- Cost of Crucial Conversation packs
- On first day, thought I was in wrong job
- Crucial Conversations and Influencer very cheesy
- Some told it was mandatory/ leads to anti feeling
- Lack of response from some managers to the 360 request
- Temperature of some of the training rooms
- Some managers who need it are not on it
- Not all senior managers are on board/ may not understand it as not attended. Difficult to find time to attend workshops
- Some videos a bit Americanised/ cheesy/ easy to miss message
- Marketing of programme/ that is it PCC specific
- Expectations (poor) V Reality (positive)
- Little follow-up with managers/ not discussed in appraisals
- Culture/ climate not ready for 360/ not prepared
- Randomness over who attends/ chosen or told
- Senior managers/ HOD's should attend and lead/ lack of buy-in/ no change
- Not sure of expectations of PCC managers
- Learning may not last from core courses/ review sessions needed
- Confusion about compulsory or not
- Prior learning not recognised – felt sheep dip
- Introduction and Crucial conversations did not seem like 2 days of material/ could be a day (not a consistent experience)
- Managers who work together should have attended at the same time/ collaboration
- Trainer in Introduction too anecdotal/ too many stories/ strung out
- Failure to complete 360/ not embraced
- Organisation not connected to LaMP
- Video's Americanised/ wade through to pull out a couple of points/ question relevance

Improvements

- Suitable groups of similar levels
- Hand out resource pack before for pre-reading (Crucial Conversations)
- Spread course over a longer period and make sessions shorter
- Design an in-house Crucial Conversations module
- Should be made compulsory
- Should not just be for managers
- Allow non-managers to attend some modules – possibly aspiring managers
- Post-course support e.g. 360/ sell benefits
- Improve marketing of programme
- Connect LaMP and 360 more to PDR
- Pre & post LaMP assessment
- Cut down on some videos
- Review Introduction – more tools and theories and less reflection – pre-course work
- Senior manager to open Introduction and connect to PCC vision of future
- Senior managers to attend modules and role-model behaviours
- Some re-design to make more relevant/ reduce amount of DVD content
- Introduction to include – PCC strategy, Vision, The journey & background
- Focus on what PCC managers need now
- Consider 360 process

- Some pre-programme assessment to identify needs
- Introduce some new tools not same old

Feelings

- Felt useful but not given much thought to application
- Felt well organised, trainers professional
- Good to meet managers from other services
- Sense of achievement from completing activities in the course
- Hated it – wanted to behave like a naughty child
- Empowered and enabled
- Feel good
- Reassured

Feelings (out of 10)

Ranking	No of workshops attended
7	3
4	3
5	2
7	3
1	1
4	3
7	3
8	3
9	3
8	3

Appendix 3 - Discussion of findings and exploration of challenges

Discussion of findings

The evaluation results show that delegates perceive the courses as being valuable and enjoyable on the day and that just over half of delegates who responded reported behaviour change across key areas. For the remaining managers, their perception was that the training has not led to a change in behaviour and the majority of such managers have offered one or other of these two reasons.

- Some felt they were already operating at a high level and there were no significant changes to be made
- Some reported the behaviour change was not needed for “them” – and that the problem is needed by other managers and so the training had no impact

Another explanation could be that the training needs to be improved and by those improvements, greater impact will occur back in the workplace. However, with a minimum overall average score of 8.24/10 already being achieved, it is questionable as to the amount of change that could now be leveraged by content amendment. It is also true that training is regularly reviewed and updated as a result of evaluation and so new initiatives to make any marked impact on this level of evaluation will not easily be identified.

- It is worth noting that the American influence of the “Crucial Conversations” and “Influencing Change” courses was raised by the Heads of Service in the piloting stage. It was concluded, however, that the topics covered were much needed across PCC and it addressed challenges encountered by managers. Our evaluations also proved it to be a market leader at this time.
- Training does not take place in a vacuum, it is never the single source that will change behaviour, it is arguably more sensible to explore the other sources of influence that may result in 47% of delegates reporting none or only a slight behaviour change such as their own and others motivation and skill
- As this is such a wide and complex area, it has been explored using a qualitative / anecdotal approach as follows:

Using real stories gathered from discussions and feedback, two different types of experience have emerged which start to explain the difference in results - Person A and Person B are representative of these anecdotes.

Person A

- Found the LAMP unsatisfying and reports no behavioural change as a result
- Told they had to go on the programme, but there was no discussion with their line manager as to what could be gained by attending
- Their line manager has attended the programme, but said very little about it. The manager has not asked for feedback, nor has any particular change in behaviour been observed
- Their senior managers have not attended the programme.
- There was another senior manager on the training, but they 'dipped' in and out of sessions as they had other meetings to attend and spent a good deal of time on their blackberry
- After the course, there was no discussion with their manager as to key learning or how the ideas could be embedded into the workplace

- Had intentions to complete their 360 exercise, but busy workloads have made this feel an impossible challenge
- Although budget cuts are felt acutely, does not feel particularly engaged in the transformation of PCC as it feels like something that is happening 'out there' with very little impact on day to day work
- Left the training thinking that the key messages were idealistic ideas and certainly not really the way change is managed in PCC
- Remains unsure as to whether the programme is genuinely supported and endorsed by senior management, because of the disconnect between training and reality

Person B

- Found LAMP an enjoyable and valuable experience and reports behaviour change across key areas
- Even though their workload is busy, they were encouraged to participate by their line manager, who had already attended and reported it be a valuable experience
- Had been asked to give feedback as part of the manager's 360 exercise and had already observed some changes in their manager's approach based on that feedback
- Found the workshops thought provoking and challenging and questioned their own assumptions and behaviour
- Learned some new theories, but primarily found that the training gave them more confidence to continue doing the 'right thing'.
- Completed the training feeling far more confident in how to create positive and engaging cultures, how to turn around poor performance and how to create lasting cultural change
- Their senior manager has attended LAMP and already works in a way that embodies the key messages
- Completed their own 360 after the Introduction and worked with their manager to identify some personal objectives
- Already felt engaged with the transformation of PCC, but after the training felt that they could make more of a personal contribution

Although Person B's experience is pointing to a healthier culture, it still arguably falls short of the ideal for an organisation needing to deliver such deep transformation. In this environment:

- Training would be created based on a coherent, joined up plan - adding value to organisational plans and approaches
- The key messages of programme are then not just 'nice ideas in the training room' but genuinely form the fabric of the organisation
- Training is then correctly positioned as a reminder and enabler of 'how we do things round here' rather than ideas that are disconnected from real culture

This environment can be described by Person C to illustrate the differences:

Person C

- Has the opportunity to participate in training that is well designed, delivered, re-enforces defined organisational approaches and gives managers the technical skills to be able to fully participate in transforming the organisation
- Perceives that the organisation manages change excellently. Whenever a change emerges, time is taken to explain the rationale and vision. Potential barriers are

identified and the team are always given the opportunity to ask questions and raise concerns and they feel that their voice is heard and valued

- Understands what is happening with the transformation at a corporate level, but more importantly for them, their personal contribution is clear
- Perceives local decisions as being in harmony with the organisational vision
- Has confidence in the leadership of senior managers because they are seen to be acting decisively and with integrity. The espoused culture of the organisation is always seen in the day-to-day actions of senior managers and so trust is high
- Perceives that their line manager creates a positive and fair culture and leads the team with consistent integrity
- From programme they learned the mechanics of how the organisation creates its positive and engaging culture and the research models that support the method
- From observation of senior managers participating in the course, it was clear that they had defined the 'big ideas' of the programme and that they were in full support of the programme.
- Became consciously aware of many skills demonstrated by managers and leaders and became far more confident in flexing their own skills

Exploration of challenges

It is worth examining the causes of the perception that senior managers do not support the LAMP as it appeared to have such a significant impact on delegate's experience.

The LAMP was launched on an extremely tight deadline (the September start date was publicised in the June cascade) and although every effort was made to engage senior managers, the timescale did not lend itself to a partnership approach to creation.

To enable the programme to launch to time:

- HR defined the ethos and key messages plus the basic structure of the programme
- HR met with groups of experts (officers, managers, Heads of Service) to shape the content of the optional modules
- Heads of Service from the Better Performing Workforce plus a range of managers and experts were invited to the pilot courses to review content (significant changes were made to courses based on feedback from this stage including the removal of one of the core modules)
- The Head of Service group supported the presentation of LAMP at SDB and CTB. The conclusion after discussion at CTB was that the LAMP should be strongly endorsed for all PCC managers. A number of Heads of Service declared it to be compulsory for managers in their area.

Even though the LAMP proposals went to both SDB and CTB and gained endorsement, it is possible that senior managers felt that they were not sufficiently involved in the creation of the programme or that they were involved too late, leading to personal challenges in endorsing it.

The initial deadline pressures have resulted in some best practice concepts that are discussed in LAMP (in order to help delegates understand how to deliver successful change in their areas), are not then easily recognised by them as being part of

organisational language or practice. For example, in the introduction there is extensive discussion about Kotter's approach to change which is based on worldwide research (for more information about Kotter's work please see Appendix 4). There are stages and concepts used and this can lead to the observation "I don't see our Transformation being managed like that". "Role-model leadership" is also discussed and what this looks like in terms of behaviours demonstrated and for some the observation is that "my manager doesn't do that". For these delegates, the disconnects have led to some doubt in the endorsement and quality of the training.

LAMP statistics have been regularly reported to CTB, though there have not been any specific activities to engage their interest and promote support for the programme. Activities of this nature are now being planned within HR (for example, presenting case studies of managers successfully using the Influencer model to improve their results, providing targeted briefings etc.) and it is hoped that this will promote interest and involvement.

Appendix 4 – Kotter’s Change model (www.kotterinternational.com)

STEP 1: Create a Sense of Urgency

Help others feel a gut-level determination to move and win, *now*

In their rush to make a plan and take action, most companies ignore this step —indeed close to 50% of the companies that fail to make needed change make their mistakes at the very beginning. Leaders may underestimate how hard it is to drive people out of their comfort zones, or overestimate how successfully they have already done so, or simply lack the patience necessary to develop appropriate urgency.

Leaders who understand the importance of a sense of urgency are good at taking the pulse of their company and determining whether the state of the organisation is:

Complacency - Complacency can occur whether your organisation is at the top of their market or facing bankruptcy. It's a state where people fail to react to signs that action must be taken, telling themselves and each other, "Everything is fine."

False urgency - People are busy, working-working-working, but their actions don't result in helping the business succeed in their primary goal. This leads to unproductive results, and eventually, burnout.

True urgency - People are clearly focused on making real progress every single day. Urgent behaviour is driven by a belief that the world contains great opportunities and great hazards. It inspires a gut-level determination to move, and win, now.

There are some tried and true ways companies go about creating true urgency. Usually the urge is to skip to the doing rather than spend the required time it takes to get a significant number of employees urgent. Here are the most common ways companies fail and succeed at establishing true urgency:

Guaranteed to Fail: The problem in failed change initiatives is rarely that the case for change is poorly thought out, or not supported with sufficient facts. A solid business case that has a theoretically "compelling" rationale only appeals to people's head and not their heart.

Guaranteed to Succeed: Leaders who know what they are doing will "aim for the heart." They will connect to the deepest values of their people and inspire them to greatness. They will make the business case come alive with human experience, engage the senses, create messages that are simple and imaginative, and call people to aspire.

STEP 2: Creating the Guiding Coalition

Putting together a group with enough power to lead the change

No one person, no matter how competent, is capable of single-handedly:

- developing the right vision,
- communicating it to vast numbers of people,
- eliminating all of the key obstacles,
- generating short term wins,
- leading and managing dozens of change projects, and
- anchoring new approaches deep in an organisation's culture.

Putting together the right coalition of people to lead a change initiative is critical to its success. That coalition must have the right composition, a significant level of trust, and a shared objective.

The Importance of Teams to Decision Making

In a rapidly changing world, complex organisations are forced to make decisions more quickly and with less certainty than they would like and with greater sacrifice than they would prefer. It is clear that teams of leaders and managers, acting in concert, are the only effective entities that can make productive decisions under these circumstances.

It is essential that the team develop a level of trust in one another. This is the glue that makes the team function well. In today's world, team building has to happen quickly. Typically, this occurs in an off-site with carefully facilitated activities that allows for team members to make connections between both hearts and minds.

Constructing the right team and then combining a level of trust with a shared goal in which the team believes can result in a guiding coalition that has the capacity to make needed change happen despite all of the forces of inertia.

The Four Qualities of an Effective Guiding Coalition

In putting together a Guiding Coalition, the team as a whole should reflect:

- **Position Power:** Enough key players should be on board so that those left out cannot block progress.
- **Expertise:** All relevant points of view should be represented so that informed intelligent decisions can be made.
- **Credibility:** The group should be seen and respected by those in the firm so that the group's pronouncements will be taken seriously by other employees.
- **Leadership:** The group should have enough proven leaders to be able to drive the change process.

STEP 3: Developing a Change Vision

Clarify how the future will be different from the past

A clear vision serves three important purposes. First, it simplifies hundreds or thousands of more detailed decisions. Second, it motivates people to take action in the right direction even if the first steps are painful. Third, it helps to coordinate the actions of different people in a remarkably fast and efficient way. A clear and powerful vision will do far more than an authoritarian decree or micromanagement can ever hope to accomplish.

Many visions are deceptively mundane. Often the vision is part of a larger system that includes strategies, plans and budgets. However, the vision is the glue that holds these things together and makes sense of them both for the mind and the heart. A good vision can demand sacrifices in order to create a better future for all of the enterprise's stakeholders.

Such visions must be seen as strategically feasible. To be effective, a vision must take into account the current realities of the enterprise, but also set forth goals that are truly ambitious. Great leaders know how to make these ambitious goals look doable. When a vision is undergirded with a strong, credible strategy, it becomes evident to the stakeholders that the vision is not a pipe dream.

A vision must provide real guidance. It must be focused, flexible and easy to communicate. It must both inspire action and guide that action. It should be a touchstone for making relevant decisions, but not be so constricting as to reduce the possibility of

empowering action. Finally, it must be communicable. If it cannot be explained quickly in a way that makes intuitive sense, it becomes useless.

Thus, effective visions have six key characteristics. They are:

- **Imaginable:** They convey a clear picture of what the future will look like.
- **Desirable:** They appeal to the long-term interest of those who have a stake in the enterprise.
- **Feasible:** They contain realistic and attainable goals.
- **Focused:** They are clear enough to provide guidance in decision making.
- **Flexible:** They allow individual initiative and alternative responses in light of changing conditions.
- **Communicable:** They are easy to communicate and can be explained quickly.

STEP 4: Communicating the Vision for Buy-in **Ensuring that as many people as possible understand and accept the vision**

Gaining an understanding and commitment to a new direction is never an easy task, especially in complex organisations. Under-communication and inconsistency are rampant. Both create stalled transformations.

Most companies under-communicate their visions by at least a factor of 10. A single memo announcing the transformation or even a series of speeches by the CEO and the executive team are never enough. To be effective, the vision must be communicated in hour-by-hour activities. The vision will be referred to in emails, in meetings, in presentations – it will be communicated anywhere and everywhere.

Executives will use every effective communication channel possible to broadcast the vision. They turn boring and unread company newsletters into lively articles about the vision. Ritualistic and tedious quarterly meetings are turned into exciting discussions about transformation. Generic education programs are thrown out and replaced with sessions that focus on business problems and the new vision.

In communicating the vision for the transformation, there are some things to keep in mind. The vision should be:

- **Simple:** No techno babble or jargon.
- **Vivid:** A verbal picture is worth a thousand words – use metaphor, analogy, and example.
- **Repeatable:** Ideas should be able to be spread by anyone to anyone.
- **Invitational:** Two-way communication is always more powerful than one-way communication.

In pursuit of simplicity, fewer words are better. Consider the following:

Version 1: Our goal is to reduce our mean time to repair parameters so that they are perceptually lower than all major competitors inside the United States and out. In a similar vein, we have targeted new product development cycle times, order process times, and other customer-relevant processes for change.

Version 2: We are going to become faster than anyone in our industry at satisfying customer needs.

Actions Speak Louder Than Words

Even more important than what is said is what is done. Leaders who transform their

organisations “walk the talk.” They seek to become a living example of the new corporate culture that the vision aspires to. Nothing undermines a communication program more quickly than inconsistent actions by leadership. Nothing speaks as powerfully as someone who is backing up their words with behaviour. When an entire team of senior management starts behaving differently and embodies the change they want to see, it sends a powerful message to the entire organisation. These actions increase motivation, inspire confidence and decrease cynicism.

STEP 5: Empowering Broad-Based Action

Removing as many barriers as possible and unleashing people to do their best work

Structural Barriers

Many times the internal structures of companies are at odds with the change vision. An organisation that claims to want to be customer focused finds its structures fragment resources and responsibilities for products and services. Companies that claim to want to create more local responsiveness have layers of management that second guess and criticize regional decisions. Companies that claim to want to increase productivity and become a low-cost producer have huge staff groups that constantly initiate costly procedures and programs. The list is endless.

Many times, these are the most difficult barriers to get past because they are part of the internal structure of the company. Realigning incentives and performance appraisals to reflect the change vision can have a profound effect on the ability to accomplish the change vision.

Management information systems can also have a big impact on the successful implementation of a change vision. Up-to-date competitive information and market analysis, and the ability to communicate powerfully and effectively throughout the company in a cost effective way can speed up feedback loops and provide information necessary for people to do their jobs more efficiently.

Troublesome Supervisors

Another barrier to effective change can be troublesome supervisors. Often these managers have dozens of interrelated habits that add up to a style of management that inhibits change. They may not actively undermine the effort, but they are simply not “wired” to go along with what the change requires. Often enthusiastic change agents refuse to confront these people. While that approach can work in the early stages of a change initiative, by Step 5 it becomes a real problem. Easy solutions to this problem don’t exist. Sometimes managers will concoct elaborate strategies or attempt manipulation to deal with these people. If done skillfully this only slows the process and, if exposed, looks terrible – sleazy, cruel and unfair – and undermines the entire effort. Typically, the best solution is honest dialogue.

STEP 6: Generating Short-term Wins

Creating visible, unambiguous success as soon as possible

For leaders in the middle of a long-term change effort, short-term wins are essential. Running a change effort without attention to short-term performance is extremely risky. The Guiding Coalition becomes a critical force in identifying significant improvements that can happen between six and 18 months. Getting these wins helps ensure the overall

change initiative's success. Research shows that companies that experience significant short-term wins by fourteen and twenty-six months after the change initiative begins are much more likely to complete the transformation.

Realizing these improvements is a challenge. In any change initiative, agendas get delayed, there is a desire to ensure that customers are not affected, political forces are at work – all of which slow the ability to perform as promised. However, short-term wins are essential.

To ensure success, short term wins must be both visible and unambiguous. The wins must also be clearly related to the change effort. Such wins provide evidence that the sacrifices that people are making are paying off. This increases the sense of urgency and the optimism of those who are making the effort to change. These wins also serve to reward the change agents by providing positive feedback that boosts morale and motivation. The wins also serve the practical purpose of helping to fine tune the vision and the strategies. The guiding coalition gets important information that allows them to course-correct.

Short-term wins also tend to undermine the credibility of cynics and self-serving resisters. Clear improvements in performance make it difficult for people to block the needed change. Likewise, these wins will garner critical support from those higher than the folks leading the change (bosses, board, and shareholders). Finally, short-term wins have a way of building momentum that turns neutral people into supporters, and reluctant supporters into active helpers.

Planning not Praying

Short-term wins rarely simply happen. They are usually the result of careful planning and effort. Why don't people plan for these? Often they are overwhelmed with the tasks of the change effort and simply take their eye off this particular ball. In other cases, people don't even try because they believe that you can't produce major change and short-term performance results. Finally, the lack of short-term wins can often be traced back to insufficient management expertise on the Guiding Coalition or a lack of commitment by key managers to the change initiative.

Pressure to Perform

Clearly the need to get short-term wins adds a great deal of pressure to an organisation in the midst of a transformation effort. However, when done skilfully, the need to create short-wins can actually increase the sense of true urgency and actually accomplishing these goals does much to cement the change initiative.

STEP 7: Don't Let Up!

Consolidating gains and producing more change

Resistance is always waiting in the wings to re-assert itself. Even if you are successful in the early stages, you may just drive resisters underground where they wait for an opportunity to emerge when you least expect it. They may celebrate with you and then suggest taking a break to savour the victory.

The consequences of letting up can be very dangerous. Whenever you let up before the job is done, critical momentum can be lost and regression may soon follow. The new behaviours and practices must be driven into the culture to ensure long-term success. Once regression begins, rebuilding momentum is a daunting task.

In a successful major change initiative, by step 7 you will begin to see:

- More projects being added
- Additional people being brought in to help with the changes
- Senior leadership focused on giving clarity to an aligned vision and shared purpose
- Employees empowered at all levels to lead projects
- Reduced interdependencies between areas
- Constant effort to keep urgency high
- Consistent show of proof that the new way is working

A Long Road

Leadership is invaluable in surviving Step 7. Instead of declaring victory and moving on, these transformational leaders will launch more and more projects to drive the change deeper into the organisation. They will also take the time to ensure that all the new practices are firmly grounded in the organisation's culture. Managers, by their nature, think in shorter timeframes. It is up to leaders to steer the course for the long-term. Without sufficient and consistent leadership, the change will stall, and succeeding in a rapidly changing world becomes highly problematic.

STEP 8: Make It Stick

Anchoring new approaches in the culture for sustained change

New practices must grow deep roots in order to remain firmly planted in the culture. Culture is composed of norms of behaviour and shared values. These social forces are incredibly strong. Every individual that joins an organisation is indoctrinated into its culture, generally without even realizing it. Its inertia is maintained by the collective group of employees over years and years. Changes – whether consistent or inconsistent with the old culture – are difficult to ingrain.

This is why cultural change comes in Step 8, not Step 1. Some general rules about cultural change include:

- Cultural change comes last, not first
- You must be able to prove that the new way is superior to the old
- The success must be visible and well communicated
- You will lose some people in the process
- You must reinforce new norms and values with incentives and rewards – including promotions
- Reinforce the culture with every new employee

Tradition is a powerful force. We keep change in place by creating a new, supportive and sufficiently strong organisational culture. A Guiding Coalition alone cannot root change in place no matter how strong they are. It takes the majority of the organisation truly embracing the new culture for there to be any chance of success in the long term.