

NURTURING AND DISCERNING SENIOR LEADERS

A REPORT TO GENERAL SYNOD FROM THE DEVELOPMENT AND

APPOINTMENTS GROUP

INTRODUCTION

1. “Nurturing and Discerning Senior Leaders” seeks to provide stimulation and space for Bishops, Deans and those who have been identified as having potential for future leadership roles, to develop their capacity for leading strategic and transformative change. Given the timing of the work, it has become increasingly integrated with the wider programme of “Renewal and Reform”.
2. This paper reports on the progress of this project and sets out the proposed themes for future work. It is structured as follows:
 - Background
 - Project governance and structure
 - Report on programmes 2015 – 2016
 - Budget
 - Measurement and evaluation
 - Reflections and learning
 - A look ahead

BACKGROUND

3. The project “Nurturing and Discerning Senior Leaders” is based on the report “Talent Management for Future Leaders and Senior Leadership Development for Bishops and Deans: a new approach” (GS 1982). Its aims are faithful to those set out in this report and are set out below:
 - *Ensuring a profoundly prayerful cadre of Bishops and Deans who are confident as leaders and evangelists, releasing energy for mission and growth across the Church as the urgent priority set by the Gospel;*
 - *Enabling Bishops to develop a clear sense of individual and collegial leadership of the Church of England within the College and House of Bishops for the sake of the Church and the nation;*
 - *Ensuring a broad and appropriately equipped pool of candidates with the potential for wider leadership roles in the Church's ministry for the Kingdom of God in the nearer term and for the next generation;*
 - *Developing a sustainable capacity within the organisation of the Church to deliver its mission priorities, with particular emphasis on building and modelling collaborative teams of disciples, lay and ordained;*
 - *Developing the management capabilities of those in accountable roles to ensure that structures and people are overseen with confidence and competence; and*

- *Supporting the formation and development of individuals in the full range of their ministry, their discipleship and life of prayer, so that they are enabled to embrace these challenges.*

4. The project proposal was submitted to the Spending Plans Task Group initially in June 2013. Following further iteration, the final report was presented in June 2014 and money was allocated from the national funds managed by the Church Commissioners. The total project budget for the 2014 – 2017 triennium is £2.387m (which includes some money transferred from the existing departmental budget).
5. The recommendations of the report emerged from a very long period of reflection on the nature of senior ordained leadership and the calling to exercise diaconal and priestly ministry with a widened leadership responsibility amongst Christ’s people and within the Church. It recognised the complexity of the calling to nurture, steward, shape and guide the Church, the body of Christ in its mission and ministry. The report has generated much discussion on the theology and ecclesiology of investing in the development of some groups over others. It is based on the premise that whilst leadership is practised at all levels in the Church and is a gift to be nurtured amongst all those in ministry, certain roles have greater reach and accountability and that as a responsible Church, it is important that people are prepared and equipped for and in this wider responsibility.
6. The report was also, in part, a response to the changing nature of the former “Preferment List”. With the increasing use of advertisement, the list containing several hundred names had ceased to have any meaningful role and was in effect a passive list. Its focus on traditional senior appointments also failed to recognise other posts of wider responsibility (e.g. heads of theological colleges, mission agencies, charities), and the absence of a proper process of identification and development for such roles was arguably an abdication of care for those called to such ministry. The preferment list has now been discontinued, although an Episcopal Readiness list is in place to support the nomination of Bishops.
7. Diversity lies at the heart of the project aspirations and permeates all aspects of approach and programme design. Examples include encouraging greater representation of BAME clergy in leadership appointments, working for a diverse set of nominations (gender, age, ethnicity and church tradition) for the Strategic Leadership Development Programme and the encouragement of diverse teams where a wide range of opinions and ideas are encouraged.
8. The recent Faith and Order Commission (FAOC) report “*Senior Church Leadership: A Resource for Reflection*”, was a timely contribution and a valuable resource for the evolving content of programmes. As outlined by the Bishop of Coventry in the preface to the report, FAOC’s work was a response to much debate about the nature of senior leadership in the Church which often focused on “how best to engage with a perceived ‘secular’ discourse for understanding and developing the ministry of the

Church”. The theme of “faithful improvisation” has been a significant principle underpinning the approach to designing and developing programmes.

9. The discussion and dialogue on the nature of senior leadership generated both by the FAOC report and this project has been considerable and challenging and has deepened the exploration of the nature of all leadership within the Church. A wide range of conversations, including questions and discussions in General Synod, have been a significant influence in the evolving design.
10. This paper is set out in an annual report format to enable this exploration to continue through the discussion at General Synod. It will enable members to see the development of the project during the design and implementation stages, to get a flavour of the programmes that have run and the learning that both individuals and those leading the project have extracted from them, and to consider the themes that have emerged for future attention.

PROJECT GOVERNANCE AND STRUCTURE

11. The Governance structure of the project has developed since the original report in the light of feedback from various quarters. The current structure is set out in Attachment 1. Since the original proposal, the membership of the Archbishops’ Review Group has been widened to include a female episcopal voice, a representative of the elected female representatives to the House of Bishops, a representative of the Strategic Leadership Development Programme and a significant leader in the public thought arena.
12. The Bishop of Truro has taken over the role as Chair of the Development and Appointments Group (DAG) following the resignation of the Bishop of Ely, and an additional professional member of staff has been recruited to the Archbishops’ Advisers for Appointments and Development department (formerly known as the Wash House but now based at Church House). The department has one outstanding professional vacancy.
13. The Archbishops’ Review Group will “validate” the submission to the Spending Plans Task Group for the 2017- 2019 triennium. The Development and Appointments Group has met ten times since June 2014. In addition, the Bishop of Truro works closely with the Bishops leading other work streams of Renewal and Reform, and members of the staff team are members of a staff project group led by the Secretary General.

REPORT ON PROGRAMMES 2015 – 2016

14. The project “Nurturing and Discerning Senior Leaders” covers a number of areas:
 - Learning and development programmes for Bishops and Deans;
 - Induction of Bishops and Deans and Ministerial Development Review;

- The introduction of a structured discernment and development programme for clergy who might be called to wider leadership roles in the future (the Strategic Leadership Development Programme SLDP); and
- Targeted development aimed at individuals from groups who are currently under-represented in wider leadership roles in the Church.

15. Attachment 2 sets out the objectives and content of individual programmes/modules in more detail and the following is a summary of the principles underlying the approach to programme design:

- Leadership development is a process not an event; the programmes are designed to be a catalyst for an on-going development journey, rather than a short-term series of episodic events;
- The approach to the design and the delivery of all modules reflects the principles of adult learning:
 - Participants are all at different points and on different paths on their own journey – some activities will therefore be more/less helpful for each individual;
 - Learning comes from the group – everyone is someone we can learn from and who can learn from us;
 - Learning is inter-personal – it requires safety, dialogue, confidentiality;
 - Learning is owned by individuals – it is an active process which requires engagement and commitment;
 - Learning is change – it requires willingness to shift how we think, feel and behave;
 - Learning requires reflection and integration – quiet space to consolidate learning and make decisions.

Learning and development programmes for Bishops and Deans

“Mini MBA for Cathedral Leadership”

16. This programme was shaped as a direct response to consultation with the cathedral Deans, and was delivered for the first time in March 2015. It was designed to support Deans in their stewardship of cathedrals. A tension between the priestly and corporate leadership of the Dean had led to some early concerns about the programme. However, those who attended were unanimous that exposure to the content of an academic MBA (including marketing, finance, project management and team leadership) was very supportive in enabling them to discharge their considerable accountability for the good stewardship of the commercial running of the cathedrals as major places of worship, as tourist attractions, and as community venues.

17. Sixteen Deans participated in the programme. In the light of the need for economies of scale, ten leaders of the Greater Churches also attended.

18. Following a tendering process, the Cambridge Judge Institute offered a strong academic teaching faculty and were invited to lead this programme. An additional programme has been requested which will be run in June 2016 for a further 20 Deans.

In addition, those who attended in 2015 are keen to continue learning together as a community and have already met for a further module on team effectiveness.

Leadership Programmes for Bishops

19. By the end of 2016, around 70% of the College of Bishops will have participated in the new modular leadership development programme for Bishops. 18 Bishops have completed the programme for Suffragan Bishops and a further 30 will begin the programme in December 2016 (this is an additional programme offered in response to demand and, very encouragingly, places were filled within days of advertising the dates). 27 Diocesan Bishops are two-thirds through their programme. Importantly, this is just the beginning of an on-going commitment to learning and development for Bishops.
20. Whilst the programme for Deans focuses on the development of specific ‘functional’ skills (e.g. overseeing the cathedral’s finances or developing a marketing strategy), the development programme for Bishops has focused on broader questions of leadership. The content, drawn from a range of disciplines (e.g. finance, economics, psychology and anthropology), has stimulated some fresh and disruptive thinking as Bishops seek to envision, develop and implement strategies for a more hopeful future.
21. The separate programmes have enabled Bishops to explore the particular challenges of ministry as a Diocesan or Suffragan Bishop. The decision to hold separate programmes was made on the basis of enabling them in their distinctive ministries. This has been helpful but the challenge in the next stage is to work with Diocesans and Suffragans together to bring this learning to bear in the dioceses.

Induction of Bishops and Deans and Ministerial Development Review

Induction

22. During this early period of the project, the focus of induction has been on encouraging those new in post to take part in the various programmes. All Diocesan Bishops appointed since the beginning of 2015 (apart from Lichfield which is still in progress) are currently participating in the modular leadership programme and the new Deans will be attending the “Mini-MBA for Cathedral Leadership” in June 2016.
23. Ten newly-appointed Suffragan Bishops attended a three-day induction programme in 2015 which drew together personal development and planning with more “technical” elements. The focus was on the first 12 months in role. In addition, the majority of newly-appointed Suffragans are on the December 2016 modular leadership programme for Suffragan Bishops. The Bishops on DAG also drew new Bishops together for a spiritual retreat at Launde Abbey in 2015 and will do the same in 2016. Newly appointed Diocesan Bishops have been offered transition coaching, including some provision for development work with their staff team.

24. In the next triennium, the focus for induction will shift from engagement through programmes to enabling individuals in the transition phase. Most Deans will have attended the Mini- MBA by the end of 2016 so there will not be the critical mass for another full modular programme.

Ministerial Development Review

25. The original report identified the criticality of effective Ministerial Development Review (MDR) in supporting individuals in developing their vocation and in enabling the Church to understand the needs for learning and development, and the Archbishops' on-going programme for episcopal MDR conversations continues. Early work on further developing MDR schemes has uncovered a desire for deeper theological exploration, including the ecclesiology of MDR. Indeed, MDR would be a fruitful area for "faithful improvisation" as secular organisations are increasingly rethinking their approach to performance appraisal and the Church could make a helpful contribution to this debate. The Development and Appointments Group feel that this is an important point of connection with the wider church and are planning a round table discussion on this issue for the Autumn.

Structured discernment and development programme

Strategic Leadership Development Programme (SLDP)

26. The discernment process for the Strategic Leadership Development Programme began in March 2015 and the first module was run in July 2015; four additional modules will have been delivered by the end of 2016. The programme demonstrates a more intentional and transparent approach to the discernment and development of clergy who may have the potential for wider leadership responsibilities in the future. In addition, it is also an ongoing process of discernment, creating space and structure for participants to listen to the call of God in their ongoing development. Given the nature of the programme, holding together the vocational and the functional has been much more explicit than in the programmes set out above.

27. The objective of the SLDP is to equip those who might be called to make a wider strategic impact for Gospel and Church in the future, so that they might be prepared for these additional responsibilities. As the Church seeks to share the Gospel in the world, those called to a variety of leadership roles need to be able to respond effectively through high quality organisational leadership, team work and fellowship, and strategic management of resources. The response to the programme has been overwhelmingly positive, with participants reporting how helpful the learning has been to their on-going formation, both in terms of exposure to thinking on leadership and in contributing to their growth in their current ministry.

28. The discernment process for the second cohort who will begin the programme in 2016 has recently been completed. The factors used in the discernment process were set out in the original report. 162 clergy have participated in the interviews and psychometrics which has provided the Church with some rich data to review and

explore as it moves forward into developing future programmes. A debt of gratitude is owed to those who have participated in the interviews, which in 2016 has included a significant number of lay panel members in addition to Bishops and other clergy.

29. A particular focus has been to ensure meaningful and helpful feedback to candidates and to ensure that those who are not invited to join the Learning Community are supported. All candidates are invited to have at least two follow-up conversations - one with a consultant who conducted the psychometric profiling, and one with a member of the panel. DAG have been greatly encouraged by feedback from nominees about the care and sensitivity shown in this process.
30. The diversity of the SLDP is an important indicator of the wider health of the Church of England in relation to this issue. A diversity breakdown of those on the programme and taking part in the process is set out in Attachment 3.

Episcopal Readiness

31. The original report also identified the need for an Episcopal Readiness programme. It had been anticipated that this would be based around a seminar-type format but as design work progressed it became increasingly apparent that this programme should be more nuanced and complex, not least because of the expectations it might raise. Given the inclusion of additional programmes for Bishops and Deans in the programme plan, DAG concluded that work with ready-now Bishops should be launched in 2017. This will also enable learning transfer from earlier programmes.

Targeted Development

32. The project has focussed on three areas of targeted development for groups which are currently under-represented in senior leadership positions/senior appointments within the Church. In more detail:

Preparation of women for episcopal ministry

33. An externally-facilitated discussion group was convened for women who had been identified as possible Diocesan Bishops which was facilitated by an experienced executive coach and the agenda was created by the group concerned. Participants felt that this approach would be more helpful than a formal programme. The objective was to enable those for whom a “glass ceiling” had suddenly been removed to find their episcopal voice, to explore the nature of contemporary episcopal ministry, and also to provide a support network for a demanding and public process. In addition, some female candidates for episcopal ministry took advantage of opportunities for interview training. The staff team continued to be available alongside Diocesan Bishops to support individual women as they discerned their calling to the episcopacy and as they went through the nomination processes.
34. This work is part of a much wider jigsaw in the Church of activity focussed on increasing the number of women in senior leadership roles, including the work of the Transformations Group and the “Leading Women” programme.

Positive Action for BAME Clergy

35. The Turning Up the Volume Group was established by the House of Bishops in 2012 with a remit to develop and promote courses of action which will increase the number of BAME clergy in senior appointments. It is chaired by the Bishop of Rochester (a member of DAG). Following a presentation at the College of Bishops in 2015, the group is currently overseeing the production of a “Tool Kit” for dioceses as they work to progress this agenda and this will be issued in summer 2016. In addition, 19 BAME clergy attended a programme developed in partnership with Windsor Leadership in April 2016 aimed at BAME clergy who have the potential to hold senior leadership roles within the Church in the future. Its focus was strengthening existing leadership skills and experiences, and enhancing understanding of the local and national contexts of senior roles within the Church. A follow-up programme took place in June 2016 focussing on the factors and actions that individuals and organisations can take to facilitate BAME development and progression from personal, institutional, and social perspectives. The programme will evolve following feedback from the various events and ongoing dialogue with the participants.
36. Further projects include working with Regional Bishops’ groups and dioceses to help them make best use of the tool kit described above, and continuing to monitor the diversity of applicants for and appointments to senior posts.
37. The work of this group is linked to the wider work of CMEAC. “I too am CofE” (GS Misc 1108) set out the breadth of their agenda and provided an update on their work.

Development for Traditional Catholic clergy

38. The report “Talent and Calling” (GS1650) noted the under-representation of Conservative Evangelicals and Traditional Catholics within senior appointments and this continues to be the case. DAG is currently developing a programme with the Bishops of The Society under the patronage of St Wilfrid and St Hilda to enable Traditional Catholic clergy in exploring the vocation to such roles. This will be run in December 2016. Its focus will be very similar to the programme details set out above for BAME clergy. There may be scope to develop a similar programme for Conservative Evangelical clergy if required and this will be explored in 2017.

Disability

39. The issue of disability has featured very little in the Church’s exploration of diversity within senior leadership. This will be an additional focus for 2017 – 2019 and a further working group will be set up to lead this work.

BUDGET

40. Current projections indicate that the project budget of £2.387m will be underspent by approximately £100,000 which reflects the pause on some of the targeted development set out above. Inevitably some areas have been more costly than planned and the decision to focus on the quality of training and learning input has been the single biggest contributor to this. However, savings through redesigning the delivery framework set out in the original report have off-set this. It is important to note that more has been achieved than planned and accommodated in the budget e.g. an extra programme for both Bishops and Deans.
41. Of the total spend, 27% has been spent on the SLDP and the various programmes associated with targeted development. 5% has been spent on Induction, 38% on the leadership programmes, and 30% on staff costs.

REFLECTIONS AND LEARNING

42. The following is a summary of some of the key themes that have emerged from the feedback across the programmes:
 - **Compatibility of confidence in the Church's calling and the willingness to engage and be surprised** – participants across all programmes have shown a vulnerability and willingness to be open-minded and curious, and engage with ideas and practices that might lead to greater flourishing – most reporting a level of personal development that has exceeded their hopes for the programme. There has been an emergent theme of an increased ability to hold the tension between confidence in the Gospel, with uncertainties of social and ecclesial futures. Moreover, there has been a growing enthusiasm to listen deeply and fully engage. This renewed energy for leading in uncertainty is helping to shift the narrative from an anxious one of managing decline to one of new vistas and possibilities;
 - **High-quality thinking and teaching has provided important stimulation and renewed enthusiasm** – engagement with different perspectives taught by impactful educators, facilitators and practitioners – some from surprising places – has challenged and energised participants. The stimulus provided, whether reassuring or uncomfortable, has led to deep reflection and sharpened thinking. Although new thinking has not been absorbed uncritically and difficult conversations have been encouraged, participants across all programmes have commented on the positive culture of the various learning communities and of their passion to share this renewed enthusiasm and confidence with the wider Church and beyond;
 - **Fears allayed about the uncritical use of so-called secular leadership models** – at least 30% of those attending the programmes reported a level of scepticism prior to participating. However, they have reported that, having experienced the programmes, these fears have proved unfounded. They have expressed relief at the exploratory nature of the programmes and the lack of an imposed agenda. They have spoken of their appreciation of the quality of educators and facilitators who recognise that leadership in the Church is nuanced and who have engaged in two-

way learning, rather than impose their ideas. The calibre of the teaching faculty and facilitators has been mentioned repeatedly in the feedback and cited as critical to the value of the programmes. At the same time, participants have valued the level of challenge to some of the Church's accepted ways of thinking and being. In a similar vein, participants have found a greater synergy between theology and secular leadership frames than expected and have found that either they are able to enjoy being 'bi-lingual' and/or, as they suspected, that the most enlightened of so-called secular leadership practices are deeply consistent with – or borne out of – Christian leadership;

- **Increased willingness to 'grasp nettles'** – participants have spoken of an increased courage to confront difficult conversations and take actions individually and collectively, to resolve issues that may previously have felt too difficult to address. The programmes have given them space and new lenses through which to re-frame challenges and to work through how they can approach them with more skill and grace;
- **The value of safe psychological space and fellowship to learn and grow** – the value to the Church of investing in on-going learning and development within supportive learning communities – both in terms of sharing new knowledge and ideas but also in deepening collegiality. Participants have spoken of the risks of loneliness and isolation in ministry and leadership and the experience of exposure to rich content alongside peers has been a deeply spiritual experience for many; the programmes have created a safe psychological space for exploration and vulnerability and many participants have found this profoundly affecting. There are already signs that this is influencing the way in which groups gather, notably the House of Bishops and the College of Bishops. Importantly, it has also made participants thoughtful about how they can use this experience to provide greater support for those they work alongside.

43. There have naturally been 'lessons learned' from the implementation and delivery of the project. These include:

- **The value of giving 'permission' to external thinkers to 'hold up a mirror'** and challenge. Participants have learned to give themselves permission to be equally robust in response. Whilst there was an initial tentativeness on both 'sides', as the programmes have matured so each has become more confident and there have been some rich and fruitful exchanges.
- **Finding the balance between transmission and reflection in programmes.** Early modules, particularly in the Bishops' programmes, have been about exposure to new thinking, and possibly could have included more time to unpack the learning and work out its application in context. The programmes are clearly providing "rich food" through concepts and framework and the catalyst for participants to embark on some transformative work.
- **The opportunity for the Church to be more agile and become a learning organisation in the fullest sense.** Historically, events have been scheduled months even years in advance, but there has been a loosening-up of this approach with learning communities making space to meet at short notice to take advantage of an opportunity to do some more development together.

- **The value of various tools (e.g. psychometrics) to bring greater insights to personal development, as long as they are held lightly, are viewed in the Church's very distinctive context and not seen as ends in themselves.**

MEASUREMENT AND EVALUATION

44. Measuring the impact of the project is essential to understanding the contribution of the learning and as an indication of return on investment. A structured approach to evaluation is being developed, mindful that it is not a science. Members will be well aware of the challenges of correlating leadership development to specific outcomes and indeed, this project is placed as one element of a much wider programme of change. In addition, one of the main objectives of leadership development – behavioural change – requires time for reflection and practice, adjustment and application.

45. The Development and Appointments Group has concluded that the Kirkpatrick Model of evaluating learning and training will provide an informative frame for evaluating this work. This is based on four levels:

- **Reaction** – the degree to which participants find interventions engaging and relevant to context;
- **Learning** – the degree to which participants acquire the skills, confidence and commitment hoped for in the programme design;
- **Behaviour** – a longer-term indicator assessing the degree to which these are applied;
- **Results/Outcomes** – a longer-term indicator assessing the outcomes of application at an individual and organisational level.

46. Attachment 5 sets out the indicators that will be used to measure at each level. Indicators for Levels 1 and 2 are largely based on personal testimony and measure short-term impact and those for Levels 3 and 4 are largely based on the testimony of others and measure longer-term impact. Given that the project is still in its early stages the focus has been on reaction and learning, although there are some early positive signs in relation to the longer term measures. Please note that programme ratings are still being collected and analysed to capture recent modules and more data will be available in the next few months.

A LOOK AHEAD

47. A proposed programme of activity for 2017–2019 has been developed in the light of themes that have emerged from the current programmes and from the evolving Renewal and Reform agenda. This is, at the time of writing, under consideration by the Spending Plans Task Group which meets prior to General Synod. The Bishop of Truro will be able to provide further detail about this at Synod. Given that the implementation stage of the project has been underway for 16 months at the time of writing this paper, the basic principles of the proposals for the next triennium remain the same.

48. Whilst the current funding focuses on enabling the desired step change set out in the initial report the proposals for on-going funding in the next triennium will help ensure

that the learning started in the last eighteen months, and the thinking and energy released by the programmes, does not ‘evaporate’ but instead is consolidated and embedded to enable the hoped for level of transformational change and flourishing.

49. In terms of specific areas of focus in the next triennium:

- **Bishops and Deans:** to maintain momentum started to ensure learning is embedded and translated into action through taking the learning into diocesan/cathedral teams (which will include laity as well as clergy), that is those involved in shaping the mission and ministry of dioceses. This will be in addition to various follow –up events, ensuring provision for those who have not yet participated and for the robust induction of those newly appointed 2017-2019.
- **The Strategic Leadership Development Programme (SLDP):** follow-through the commitment to the funding of a five-year programme for the two cohorts who have started the programme in the current funding period and enable the discernment and development of two additional cohorts during 2017-2019.
- **BAME and other targeted groups:** In light of this mission imperative, commitment to on-going development designed to help increase the potential diversity of those in senior appointments and other leadership roles in the Church.
- In addition, the strategy in the next triennium is about **widening the agenda** to develop the partnership with others within the NCIs who are involved in developing the strategic capacity of dioceses and to share ideas and learning with key “thought leaders” across the Church to identify the links with and stimulate possibilities for the training of others.

OVERSIGHT AND GOVERNANCE

Archbishops' Review Group

Chaired by Lord Green, and includes:

- *Chair of the Archbishops' Council Finance Committee:* Mr John Spence
- *Chair of DAG:* Bishop of Truro
- *Representative from Church Commissioners:* Mr Andrew Mackie
- *Bishops nominated by the Archbishops of Canterbury and York:*
 - Bishop of Hereford
 - Bishop of Liverpool
 - Bishop of Stockport
- *Representative of public thought leadership:* Sir Andrew Dilnot
- *A Dean nominated by the AEC and Dean's Conference:* Dean of Lichfield
- *Learning and Development professional from industry:* Ms Deborah Rowland
- *Representative of the Learning Community:* The Revd Engin Yildirim
- *Representative of the elected representatives to the House of Bishops:* The Ven. Rosemary Lain-Priestley

Accountabilities

- Meets twice a year
- Challenge the strategy, ensures momentum, 'critical advocates'.
- Reviews effectiveness of programmes and talent pool
- Validate future budget for leadership and talent development

Development & Appointments Group

- **4 diocesan bishops:**
 - Bishop of Truro (chair)
 - Bishop of Chester
 - Bishop of Rochester
 - TBC
- **2 suffragan bishops:**
 - Bishop of Southampton
 - TBC
- **2 deans:**
 - Dean of Birmingham
 - Dean of Bristol
- **Representative of the elected female representatives to the House of Bishops:**
 - The Ven. Annette Cooper
- **Diocesan secretary:**
 - Canon Julie Jones

- Recommend future budget 2017 onwards
- Programme design, attendance criteria and evaluation
- Oversight of theological context and Church content
- Validate nominations for the talent programme
- Annual review of talent programme projects and exits

Archbishops' Advisers for Appointments & Development

- **Staff team and external suppliers**
 - *Archbishops' Secretary for Appointments:* Caroline Boddington
 - *Head of Senior Leadership Development:* Lisa Adams
 - *Appointments and Development Adviser:* Brad Cook
 - *Learning Community Programme Lead:* Ben Evans
 - *Senior Leadership Development Executive (vacancy)*

- Project management of the design and implementation of the programmes
- Interface and management of relationship with suppliers
- Budget management
- Evaluation and measures

Overview of the “Mini-MBA for Cathedral Leadership”

Key objectives/content areas covered:

Cathedrals are, in operational terms, effectively small to medium sized enterprises. As such, those who are responsible for running them, principally cathedral deans, need the same essential skills and understanding of a range of business related issues as those expected of a SME’s CEO. In a number of areas addressed in this programme, such as finance, asset management, project management and marketing of a heritage site, cathedral deans have specialist support and are not required to have the detailed skills necessary to be a “front line operator”. However, in common with CEOs, cathedral deans do need a sufficient understanding of the key issues to be able to have effective oversight of all that is happening and to be able to question constructively and hold to account the specialists. This underpins the approach to the design of this programme.

- **Strategic Planning for Cathedrals:** Strategy in social purpose organisations; the responsibility of the dean for developing, determining and implementing the vision, values and strategic priorities of a cathedral. Deep engagement with a wide range of stakeholders, including faith, spiritual and agnostic communities.
- **Accounting and Finance:** The purpose, construction and interaction of the key financial accounts of a cathedral and its operations: balance sheet; statement of financial activities (income and expenditure); and cash flow statement. Diagnosing weaknesses relating to solvency, liquidity and cost- effectiveness. Identifying the material items in the accounts which the church management can influence, if not control. Exploring the areas of accounts which are largely driven by external forces. Measuring the performance of for-profit activities operated by the church and benchmarking and trend analyses. Understanding and working with the tensions between financial performance and social responsibility.
- **Stakeholder Management:** The engagement of Cathedral deans with multiple stakeholders in the running of a cathedral, its operations and specialist projects, including local authorities, heritage funds, staff, volunteers, congregations, chapter, council, local businesses, education and health authorities. Understanding stakeholders, their respective influence networks and motivations for their behaviours and using these insights to manage them better.
- **Project Management:** A framework and practical tools to enable deans to exercise better oversight and management of projects in their own contexts, particularly when there is a requirement for the cathedral to do something outside its routines and processes, e.g. restoration/reconstruction of sites, new development activities, or improvement initiatives. The causes and implications of projects that are not implemented adequately with cost and time overruns, that fail to deliver exactly what was required, or simply fail outright with loss of value and ability to accomplish important objectives.
- **Working with and through others:** The context of people leadership in cathedrals; inheriting a team, working with certain constraints around team composition and working with volunteers who owe no fealty to the dean and are not necessarily bound to their bidding. A look at some common mistakes in the formation of high performance teams, e.g. the more the merrier; the more alike, the more harmony, the more effective; and, “everyone knows how to work in a team”.
- **Managing a heritage site – marketing:** The dean wearing a ‘marketing hat’ to develop a deeper understanding of how the cathedral can better meet the needs and wants of those it aims to serve, or to marshal the resources available to meet those needs. Fundamental concepts, ideas and strategies involved in managing a cathedral’s ‘market’; engaging people with, and enthusing them about, the cathedral’s mission. Fine-tuning the offerings of cathedrals in order to create, deliver and communicate value to the people it aims to serve.
- **Contextualisation to practice:** Review of learning and development of action points that will be implemented by the deans post-programme in their respective cathedrals. Identifying support required to facilitate this, including partnering with at least one member of the cohort to share ideas and support each other following the programme.

Teaching Faculty are all drawn from the Judge Business School, Cambridge:

- Tim Bellis - Fellow in Management Practice (Course Director)
- Professor Christoph Loch - Director of Cambridge Judge Business School and Professor of Management Studies
- Professor Geoff Meeks - Professor of Financial Accounting
- Dr Kishore Sengupta - Reader in Operations Management
- Dr Mark de Rond - Reader in Strategy and Organisation
- Dr Omar Merle - Fellow in Marketing
- Professor Dame Sandra Dawson - KPMG Professor Emeritus
- Dame Fiona Reynolds - Master of Emmanuel College and former Director-General, National Trust
- Dr Ben Hardy - Senior Lecturer in Public Policy and Management (and formerly a researcher in Neuroscience, Endocrinology and Finance at the Judge)

Overview of the Leadership Development Programme for Bishops

Key objectives/content areas covered:

Programme content across all three modules is designed to bring new insights to the Church's ability to respond to the quinquennial goals - the spiritual and numerical growth of the Church of England, including the growth of its capacity to serve the whole community of this country; re-shape or reimagining the Church's ministry for the 21st century and focusing resources where there is both greatest need and greatest opportunity.

Module 1:

Academic insights from finance on human and societal flourishing:

- Applying concepts around value creation, value destruction and resource allocation to support the ministry and mission of the Church;
- Growth as outcome, rather than objective;
- The limitations of hierarchy;
- Fair process and change;
- Reptilian brain vs. team brain and bias in decision-making.

Module 2:

Leadership through the lenses of clinical psychology, organisational psychology, ethnography and social anthropology:

- The leader on the couch: self-awareness, deletions, distortions, connecting with core and managing the shadow side;
- Authenticity in leadership and organisations;
- Models of organisational culture and the implications for leading transformational change;
- Team leadership – purpose, team size, psychology safety and conflict.

Module 3:

Leadership in the Public Square:

- The role of Christianity and the Church of England in a modern liberal democracy;
- Fostering a Church that is more confident in its life, more outward-looking and less self-conscious;
- The evolution of the discipline of innovation and its application to the Church;
- Operationalising our offer to society in practical strategies in dioceses, including measures of impact.

Teaching Faculty:

- Professor Kevin Kaiser - Professor of Management Practice, INSEAD
- Professor Manfred Kets de Vries - Distinguished clinical professor of leadership development and organisational change, INSEAD
- Dr. Mark de Rond - Reader in Strategy & Organisation at Cambridge Judge Business School
- Professor Roger Lehman - Director of the Executive Masters in Consulting & Coaching for Change, INSEAD
- Professor Rob Goffee - Emeritus Professor of Organisational Behaviour at London Business School
- Gordon Hewitt - Professor of Business Administration at the Ross School of Business, University of Michigan
- Georgina Noakes - Executive coach and founder of Brightside Productions
- Sam Gilpin - Organisational psychologist and Global Head of Client Development for YSC
- Jim McNeish - Organisational psychologist and founder of Neish leadership development consultancy
- Dame Fiona Reynolds - Master of Emmanuel College, Cambridge and former Director-General of the National Trust
- Sir Martyn Narey - non-executive board member at the Ministry of Justice, former Chief Executive of Barnardo's and former Director General of the Prison Service
- Baron Maurice Glasman - Labour life peer
- Paula Vennells - CEO Post Office

Diversity breakdown of Learning Community nominations and participants

All information is based on information provided by candidates.

Gender:

	Male	Female
Cohort 1 discernment process (n=79)	76% (60)	24% (19)
Cohort 1 participants (n=55)	78% (43)	22% (12)
Cohort 2 discernment process (n=83)	58% (48)	42% (35)
Cohort 2 participants (n=64)	61% (39)	39% (25)

Age:

<i>age on nomination/joining</i>	<40	40-49	50-59	Average age
Cohort 1 discernment process (n=79)	16% (13)	63% (50)	20% (16)	45
Cohort 1 participants (n=55)	11% (8)	71% (38)	18% (9)	45
Cohort 2 discernment process (n=83)	20% (20)	57% (48)	23% (15)	45
Cohort 2 participants (n=64)	27% (17)	56% (36)	17% (11)	44

Ethnic Diversity

The provision of diversity statistics is covered by the Data Protection Act and guidance from the Information Commissioner suggests how data might be anonymised to prevent identification. This includes advice that, as small numbers could lead to identification of particular individuals, the raw number is suppressed when fewer than 5 or 10 individuals. Ethnic origin is one piece of data (amongst others) which is classified by the Data Protection Act as *sensitive* personal data as opposed to just personal data (e.g. gender and age) so with small numbers needs to be handled particularly carefully. Hence the reporting under this heading is presented differently.

Of the two cohorts combined, BAME clergy represent 10% of participants in the learning community.

Church tradition:

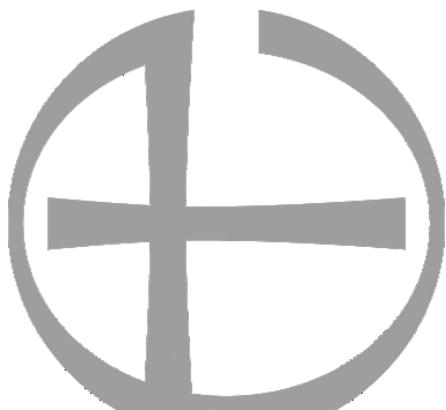
For similar reasons the data on self-defined church traditions for nominees and participants has been combined over the cohorts, and the data for those describing themselves as Conservative Evangelical or Traditional Catholic has been amalgamated.

	Central	Charismatic	Conservative Evangelical and Traditional Catholic	Modern Catholic	Open Evangelical	Other
Cohorts 1 and 2 discernment process (n=162)	17% (27)	9% (15)	7% (11)	22% (36)	30% (48)	15% (25)
Cohorts 1 and 2 participants (n=119)	15% (18)	10% (12)	7% (8)	24% (28)	30% (36)	14% (17)

Strategic Leadership Development Programme

A Learning Community

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A Learning Community:

“We are custodians of the gospel that transforms individuals, nations and societies. We are called by God to respond radically and imaginatively to new contexts.”

The Most Reverend Justin Welby, Archbishop of Canterbury

Contents:

1. What is the Strategic Leadership Development Programme?
2. Who is this for?
3. Discernment Process
4. What does the programme look like?
5. Learning Stream 1: Organisational Leadership
6. Learning Stream 2: Theological Exploration
7. Learning Stream 3: Personal Formation and Spiritual Development
8. Learning Stream 4: Community Transformation
9. Learning Stream 5: Re-imagining Ministry
10. Learning Stream 6: Growing the Church
11. Action Learning Groups
12. Gaining wider experience of strategic leadership
13. MDRs with a Bishop and mentor support
14. What happens after the programme?
15. Reflections from a current SLDP Learning Community member
16. How to find out more



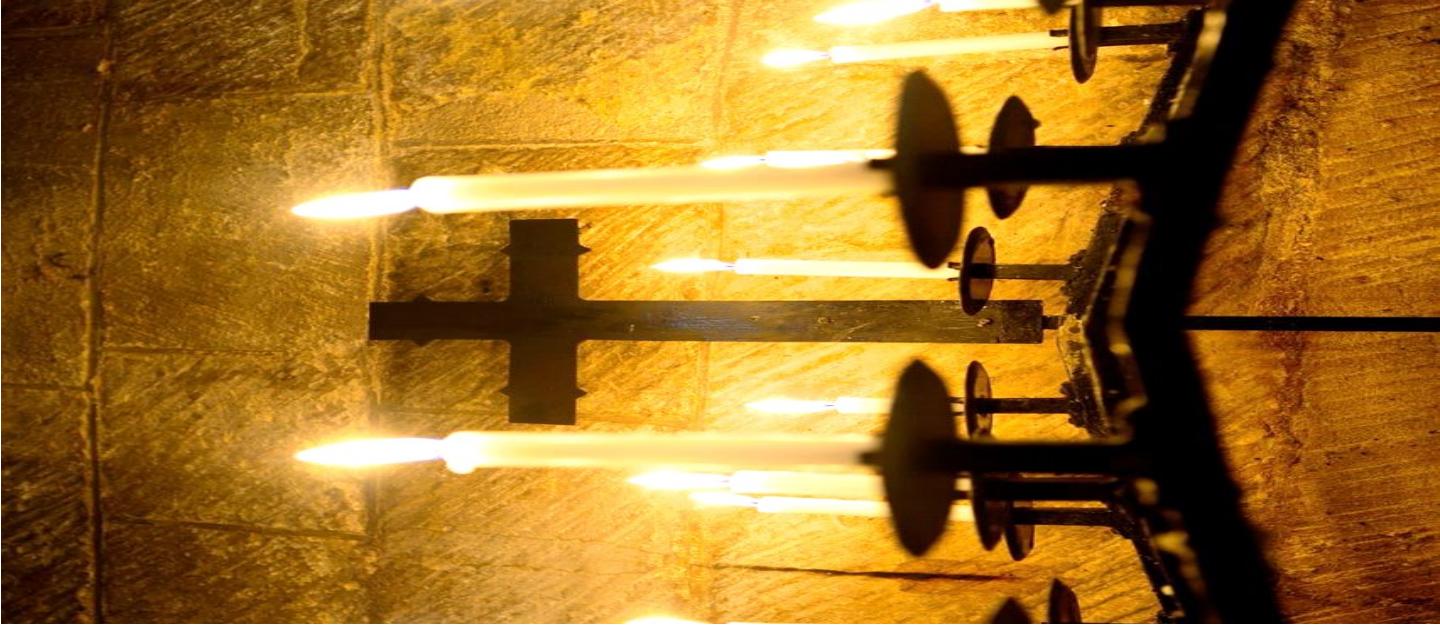
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What is the strategic leadership development programme (SLDP)?

A five year programme designed to support the development of clergy identified as having potential for taking on significantly wider leadership responsibility in the future. The programme is also an ongoing process of discernment, creating space and structure for participants to listen to the call of God in their ongoing ministerial development.

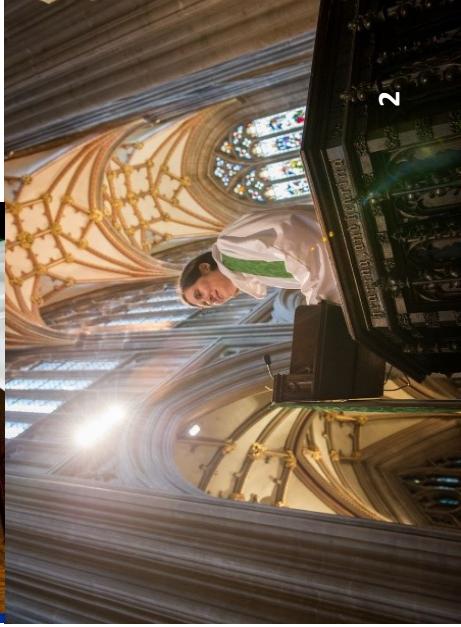
Those who are called to leadership in the Church will always need qualities such as wisdom, prayerfulness and the charisma of discernment and these gifts are exercised in a particular context - "afresh in each generation". As the Church seeks to share the gospel in challenging times those called to lead will also need to be able to respond effectively through high quality organisational leadership, teamwork and fellowship, and strategic management of resources. This leadership development programme is designed to develop leaders who use the wisdom that God so graciously gives us with the maximum effectiveness in the world He longs to save and to be good stewards of the Church.

Above all, the SLDP is a **Learning Community** - where participants journey together in their development through shared learning experiences, prayer and fellowship.



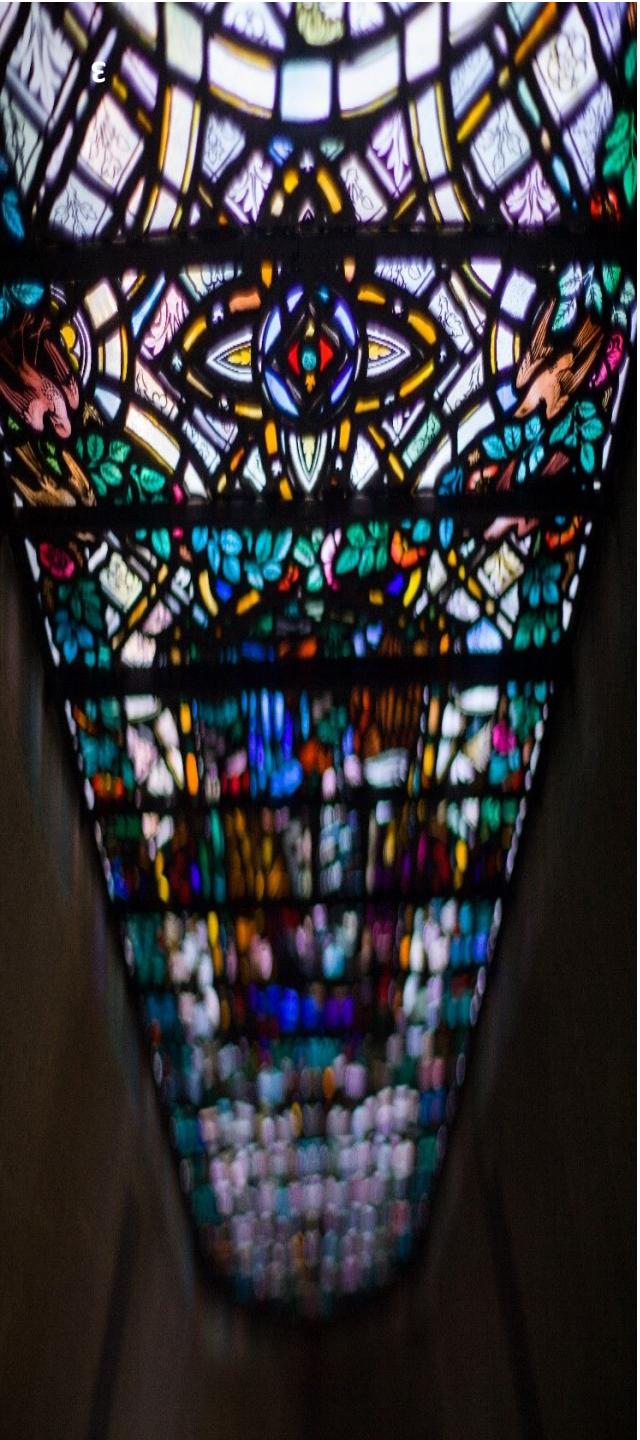
Who is this for?

Diocesan Bishops are encouraged to nominate people who they believe are 5 to 10 years away from taking on roles of wider strategic responsibility. The SLDP will both stretch and support participants equipping them with the knowledge, wisdom, and resilience needed to lead in ever-changing contexts. It will provide proper preparation for wider leadership responsibility to be held within a clear Christian context of development of personal spirituality and prayer.



Whilst some Learning Community participants may be being called to undertake the ministry of Bishop or Dean in the future, the hope is that through participating in this programme clergy will be equipped to take on greater leadership responsibilities in a variety of contexts. For example, as the head of a para church network, the Principal of a Theological College, as the CEO of a charity, or in a pioneer leadership role yet to be identified.

In addition, as a programme of ongoing discernment, joining the SLDP Learning Community does not “guarantee” participants appointment to any particular post and participation in the programme is not intended to be the only route to senior leadership within the Church.



identifying the right people to participate in the programme is a process of discernment involving Bishops, potential participants, and members of the wider Church.

In consultation with their staff teams, Diocesan Bishops nominate people they believe to be suitable for the programme. Nominees are invited to attend a presentation about the discernment process and what joining the SLDP is something that will be of benefit to them at this point in their ministry. If nominees would then like to continue exploring the possibility of joining the SLDP they are invited to complete a “Reflections Form” detailing how they hope to grow during the programme, what they can contribute to the community, and how participation fits into their vocational journey. This form is then reviewed by the Developments and Appointments Group (DAG).

Nominees who are invited to continue in the discernment process attend a discernment panel which includes a panel interview and a psychometric assessment designed to help identify whether joining the Learning Community at this point in time will help the individual to grow and develop in their ministry. Following the discernment panels the DAG agree who should be invited to join the SLDP Learning Community.

All those who attend a discernment panel will have the opportunity of a feedback conversation with an Occupational Psychology Consultant involved in the assessments and a member of the discernment panel. The intention is that all those who take part in the initial discernment process will be able to grow in their ministry through the feedback received, whether or not they go on to join the SLDP Learning Community.

least likely places) as He is clearly active in it all!!

“Trust that God is in it ahead of you and look for His fingerprints in every conversation, discernment and input (especially in the

DISCERNMENT PROCESS

What does the programme look like?

5 years - 6 interlinked learning streams - up to 50 discernment journeys

Each year's cohort is anticipated to comprise of up to 50 members. As a Learning Community participants will be on the programme together for 5 years and attend a number of residential modules based on 6 interlinked learning streams. These learning streams run across the whole programme and provide a focus for participants discernment journeys. In addition, participants also join an Action Learning Group to support their ongoing learning and development, and have the opportunity to attend a spiritual retreat with other community members.

Please note: below *in italics* is the anticipated time commitment per year for participation in the organised Learning Community Events. The programme is designed to support participants ongoing learning and development throughout the 5 years and actual time spent on programme activities will vary depending on an individual's current context and capacity for devoting themselves to their development alongside current responsibilities.

Year 1: Discernment process. Modules on Organisational Leadership / Personal Formation.
Anticipated time commitment – 7 days

Year 2: Modules on Strategy and Growth, Personal Formation, and Theological Exploration. Action Learning Group formation.
Anticipated time commitment – 11 days

Year 3: Spiritual retreat. Modules on Organisational Leadership / Community Transformation. Exploration of strategic projects and joining a senior leadership team.
Anticipated time commitment – 10 days

Year 4: Contribution to a strategic project / participation on a senior leadership team. Spiritual retreat to encourage contemplation on entering the final year.
Minimum time commitment – 9 days*

Year 5: Completion of strategic project / senior leadership experience. Final residential module. Invited to join alumni network.
Minimum time commitment – 8 days*

Organisational Leadership

Expected Learning Outcomes

- Developing an ability lead in a context of increasing complexity with the confidence to experiment, grow and change in response to the challenges of leadership
- Being better able to articulate what good organisational leadership in the twenty first century Church looks like
- Having a greater understanding of how to respond in different situations / to different types of people and how to empower others effectively
- Developing a leadership style and approach applicable to current and future ministerial contexts

Learning Stream 1: Learning how to lead in complex environments and in collaboration with different personalities.



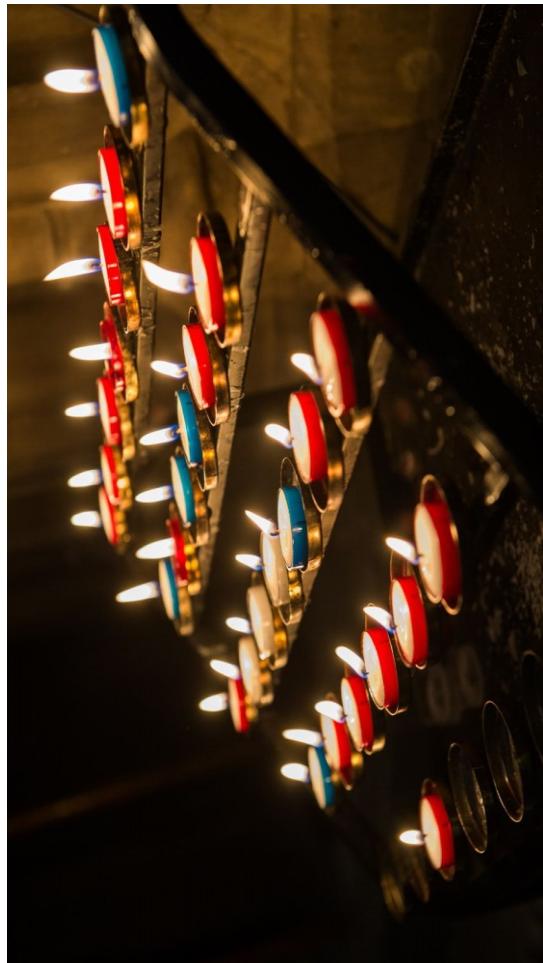
“really excellent; thought provoking and challenging. I was able to revisit some previous learning, as well as gain new insights. Also, just being with the other members of the community was great.”

Theological Exploration

Expected Learning Outcomes

- Having a deeper grasp of issues facing the Church and society and developing appropriate theological responses
- Building upon existing knowledge through structured engagement with leading theologians and peers
- A continued exploration of theological learning developing an academically robust and inspired vision of God, His church and the world

**Learning Stream 2:
Engaging with leading theologians on issues
facing the Church and society. Deepening your
own theological reflection.**



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Personal Formation & Spiritual Development

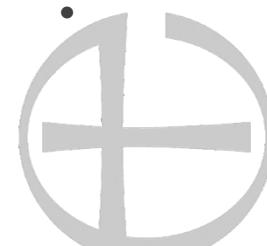
Expected Learning Outcomes

- An improved understanding of your strengths and weaknesses, and how your personality type impacts your leadership style
- Having a clearer picture of who you are as a leader and the sort of positions you are being called too
- A greater appreciation of the breadth of spiritual traditions within the Church of England and how to draw upon them for the benefit of your ministry
- A reinvigorated / reimagined prayer life and an increased ability to resource spiritual rootedness and growth

Learning Stream 3: Developing yourself to lead as a mature disciple of Christ; faithfully, prayerfully, and with emotional intelligence.



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“We have laughed, prayed, wept and discussed together and I have been moved to change by hearing the responses of fellow participants”



Community Transformation

Expected Learning Outcomes

- Having an improved understanding of what “community” looks like in the twenty first century and the opportunities for mission
- An increased confidence in seeing the Kingdom of God realised amidst a complex and multicultural society
- A reinvigorated view of how the gospel can be proclaimed in your current and future ministries

Learning Stream 4: Learning how to lead in the proclamation of the gospel in and for local communities. Challenging unjust structures in society.



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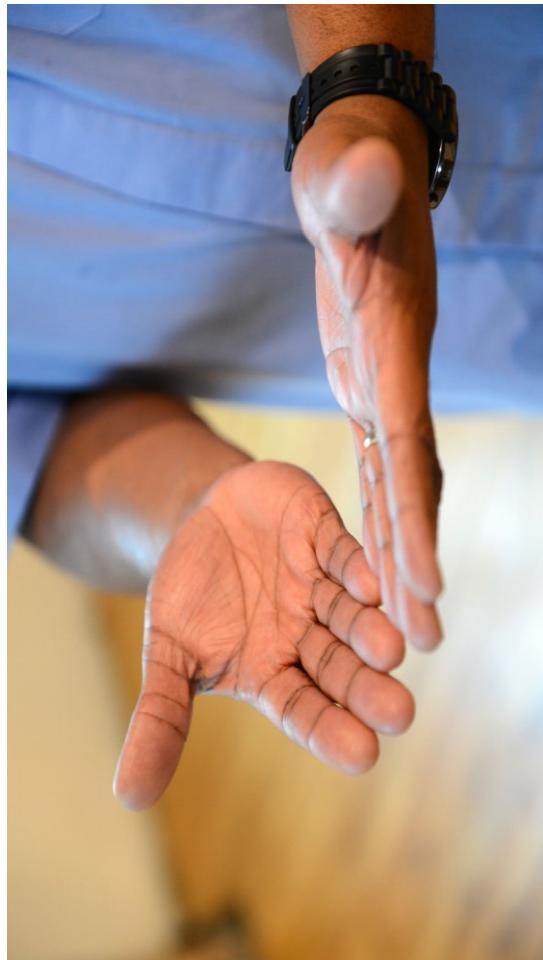
Re-imagining Ministry

Expected Learning Outcomes

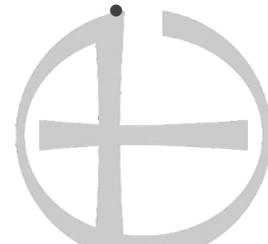
- Having a renewed vision and hope of how ordained ministry can best serve the Church and wider society
- Building upon existing experience of leading in The Church of England in order to remain faithful to calling in new contexts
- Being able to reflect more deeply on current ministerial practice and to begin to identify what shape future ministry may take

• Being better equipped to proclaim the gospel afresh in new contexts – becoming adept in leading true innovation for the Kingdom of God

**Learning Stream 5:
Looking afresh at what it means to be
ordained to the office of priest in the
Church of God.**



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Growing the Church

Expected Learning Outcomes

- A better grasp on what affects church growth in different contexts
- A developed understanding of how to lead the Church in spiritual and numerical growth and confidence in applying concepts to reality
- A renewed vision for how to lead for growth in obedience to Christ

**Learning Stream 6:
Engaging with the challenges of growing the Church
at a national and local level. Seeing churches grow
in both spiritual maturity and numerically.**



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*“an intense and extremely rich learning experience – it’s already made a
big difference for me”*

Action learning groups:

Meaningful learning takes place in all sorts of ways and not just during taught modules. To support the learning and development of all on the SLDP, participants will join an Action Learning Groups. These groups will typically have between 6 and 10 members and are designed to encourage the transfer of learning from the taught modules, to help members tackle problems together, to learn from failure as well as success, and to support the generation of new ideas.

Participation in an Action Learning Group is also intended to encourage the development of a true “Learning Community” – one that looks to each other for both stretch and support, and where participants deepen their commitment to each other and the Church through prayer and fellowship.

“True preaching of Christ springs out of action and leads into action”

Bishop JE Lesslie Newbigin



Gaining wider experience of strategic leadership:

As participants progress through the programme the focus will switch from taught modules to providing opportunities to widen experience of strategic leadership within the Church and the world. This will typically be achieved through leading on a project of strategic importance and/or joining a senior leadership team for an agreed period of time. These experiences are an important part of the SLDP and participants will be encouraged in to make the most of these opportunities through their ongoing participation in an Action Learning Group.

Where possible, participants will be matched with projects which reflect both their personal interests and the particular needs of the Church – at a local, Diocesan or national level.

Participating in a senior leadership team may mean joining a Bishop's Staff Team but it could also involve joining a leadership team in a different context such as a theological college. The particular arrangements made will look to take into account existing experience as well as considering the type of leadership team that will fit best with the current and/or anticipated future ministerial context.

MDRs with a Bishop and mentor support:

To support ongoing ministerial development, Learning Community members will have their MDR with their Bishop* during their time on the programme. Typically this will start in Year 2 or 3 of the programme depending on local MDR arrangements.

This MDR will have a specific emphasis on how participation in the programme has supported your development, challenges that are currently being faced, and where members believe God may now be calling them.

In addition, if Learning Community members do not already have a mentor, the finding of a suitable person to undertake this role will be encouraged to help participants reflect on the programme and consider how to make use of what is being learnt - both now and in the future. The intention is for mentors to be used as an additional support alongside Spiritual Directors, and not in any way as a replacement.

* In some Dioceses MDRs may be with a Suffragan or Area Bishop

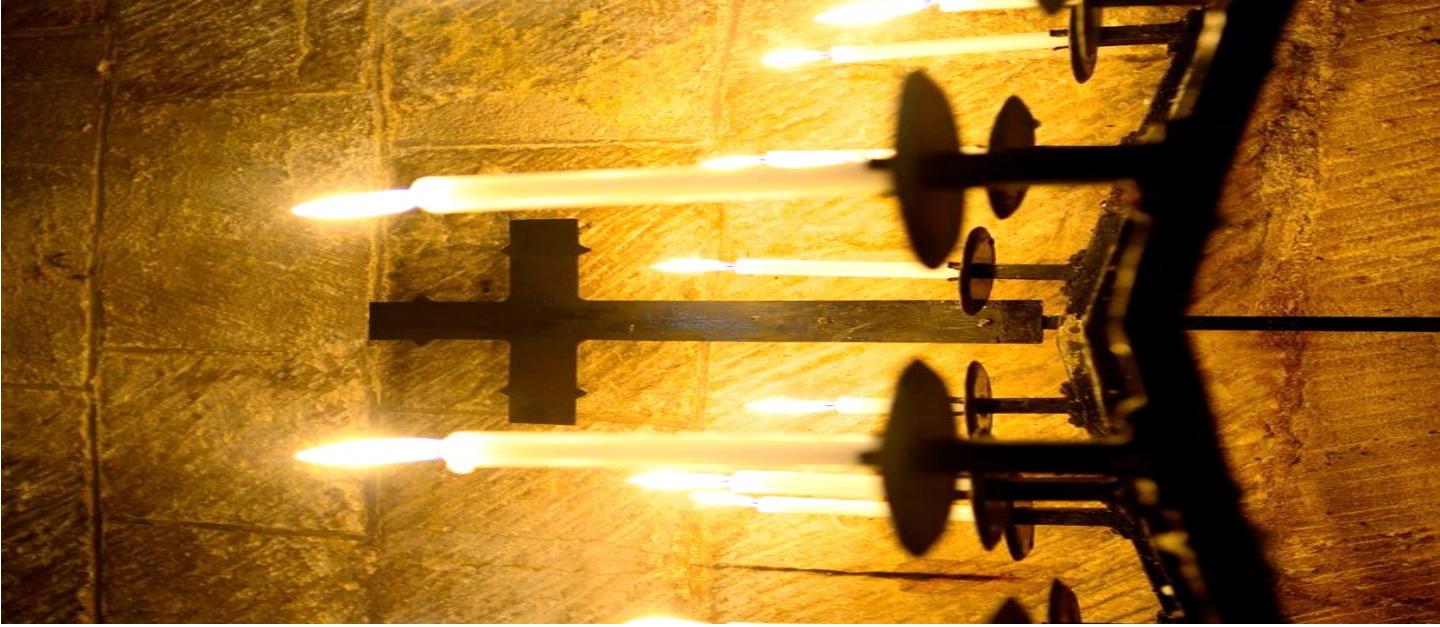


What happens after the programme?

After the programme, Learning Community members will be invited to join the alumni network where they will continue to assist and support each other and attend occasional alumni events. The alumni network is a way of continuing to build community together and find ongoing support from peers as new challenges are undertaken.

Where appropriate, Action Learning Groups may continue to meet and/or Learning Community alumni will be used to assist and develop later cohorts on the SLDP.

Whilst the formal programme comes to an end after 5 years, we hope all who have participated in the programme will continue to grow and develop and that their learning will be used for the benefit of the Church and the world.



Reflections from current SLDP Learning Community Members:

“My own experience of both the discernment process and being part of the learning community has been hugely encouraging, deeply challenging and wonderfully disruptive. The discernment process felt like a desire to genuinely follow the Spirit’s leading, and gave great hope in what was to come. Those expectations have been exceeded in two key ways: the faith/holiness of learning community participants and the quality/thoughtfulness of input...I am renewed in hope that God is active: on the margins, in the centre, and often in unexpected ways”

“It has been so good to be part of this - I'm just sorry that I didn't do this years ago! The models and insights offered have been very helpful, but also grounded in practice and in the reality of church.”

“There has been a really good atmosphere in the group. Regardless of the individual settings we find ourselves in, the strong sense of commitment to the mission of the church has been tangible. We all face the same reality and it was both challenging and exciting to explore the future together. I have also really enjoyed the social time over meals and drinks, as we clergy don't often get the opportunity to meet and talk in depth.”

How to find out more:

Discreement Process:

Brad Cook

brad.cook@churchofengland.org

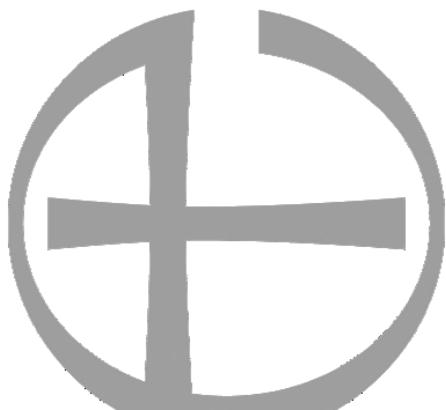
020 7898 1878

Learning Community Programme:

Ben Evans

ben.evans@churchofengland.org

020 7898 1880



MEASUREMENT USING THE KIRKPATRICK MODEL OF EVALUATION

Level : 'REACTION' – *measurement of the extent to which the development is engaging, impactful and relevant to role and context*

Programme evaluation samples (where 1 is low value and 5 is high value):

- Mini-MBA for Cathedral Leadership*: Content 4.9, Delivery 4.5; Recommend to others = 100%; Participants signed up to follow-up module = 94%
- New Bishop Induction Programme*: Overall quality = 4.7 Quality of personal development = 4.9
- Strategic Leadership Development Programme*: Module 1: 4.2 Module 2: 4.5 Module 3: 4.3 Module 4:6

Sample of participant feedback comments from across programmes:

"Hugely stimulating as well as disturbing as the Holy Spirit is - of our too comfortable ways of thinking. I think of the New Testament word 'dynamics' from which we get both 'dynamic' and 'dynamite'.

"All sessions had been carefully researched by the teachers, so they were relevant and had authenticity for our contexts".

"This has been, by a country mile, the most impressive course I have undertaken in over 30 years of ordained ministry. Fears that 'management speak' would be untranslatable to the world of the Church and theology were unfounded".

"The input was well chosen as a syllabus, accurately identifying the areas in which I (and others, I believe) need development".

"...I described the three days as "stretching". It has indeed been a challenging and stimulating process. In my original telephone call (to assess need) I asked for quality external input from different perspectives. I may even have used the phrase, "surprise us". You certainly did! (and I am most grateful)".

"...deep, searching and inspirational and is precisely what I need to keep me engaged, stretched and effective".

"This quality of training fills me with hope for the future".

"...My experience of the programme is one of great spiritual depth and forethought which seeks to help us shun the anxiety prevalent in leadership, and instead help us to be centered on God's grace and abundance...".

"The models and insights offered were very helpful, but grounded in practice and in the reality of church".

Level 2: 'LEARNING' – *measurement of acquisition of new skills, knowledge, attitudes, confidence and commitments*

Sample of programme follow-up evaluation, including comments from across programmes:

- Strategic Leadership Development Programme*: % of knowledge level increase reported : At least 10% = 40%; At least 20% = 50%; At least 30% = 10%
- Sample of post-programme comments*:
 - *"It has reinforced certain habits and challenged others and given me new ways of understanding my role..."*
 - *"Opened up whole vistas for me".*
 - *"The mark of effective leadership development is that it changes your thinking – the concepts taught in this module will stay with me for the rest of my life".*
 - *"I have come to see that many of the settled management ideas I have absorbed are, in fact, very insecurely based and the programme has encouraged me to reflect critically on the way I am currently leading".*
 - *"The programme has led to a deep sense of engagement around the increasing complexity of ministry".*
 - *"I have found that I have had greater confidence (a year on) in harmonising theology and business - this means seeing good business solutions that support our theological imperatives".*

Level 3: 'BEHAVIOUR' – *the measurement of degree to which learning is applied and Level 4: 'OUTCOMES' – measurement of results and expected outcomes - will be evaluated using longitudinal studies to identify longer-term outcomes for the Church that can be directly linked to knowledge/content/frameworks taught in the programmes. An important element will be the testimony (wider teams etc.) of others as to the impact, rather than simply the views of the participants.*