

# Personal development has legs

A research survey into the on-going business and personal benefits of personal development training

# PERSONAL DEVELOPMENT HAS LEGS

A research survey into the on-going business and personal benefits  
of personal development training

by

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**The Springboard Women's Development Workbook**  
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**The Navigator Men's Development Workbook**  
Second Edition 2006. Hawthorn Press

**Developing Women through Training.**  
1997 The Springboard Consultancy

**The Assertive Trainer**  
1994 McGraw Hill

**Women Singled Out**  
1995 The Springboard Consultancy

# Thank You

To enable us to receive such a substantial number of questionnaires and to ensure that these came from as wide a range of people as possible, we were completely dependant on other people to put the word around, distribute questionnaires, and to take the trouble to complete and return them. There would be no report or survey findings without the cumulative help of hundreds of people.

Thank you to all our participating clients, the network of licensed trainers and the 600 helpful and altruistic people who replied.

Thank you also to Emma Lowe, who painstakingly processed all the raw data onto the computer. This was a lengthy and often tedious job which Emma tackled with great determination.

Thanks to Tim and Nick at Active Computing for designing the software programme to process the results.

Finally, thank you to Andrea Goodman of swanHR who advised and guided the project right from the beginning and made a considerable contribution at every stage, from advising on the phrasing of the questions to working with the software designer and drafting much of the material in this final report.

Liz Willis and Jenny Daisley  
The Springboard Consultancy Ltd  
January 2006

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# Summary of Research Findings

The main findings of this research are that:

1. The most substantial results from personal development programmes come over a year after the training. Although there are remarkable instant results, organisations need to allow time for the maximum benefits to work their way through.
2. Participants sustain their progress over very long periods of time - up to and beyond ten years after the training, with the peak period for progress being between one and five years. People are maintaining their progress, commitment and activities many years after the initial training. Networking is surprisingly active with 20% of Springboard participants still meeting with the group they met on the course, between 4 to 5 years after the training. An extraordinary 11% of Springboard participants are still meeting with their group over 10 years after their training.
3. Personal development training directly provides tangible business benefits:  
For example:
  - (a) A third of respondents can provide evidence of saving costs at work.
  - (b) Two thirds of respondents can provide evidence of using resources better at work.
  - (c) Three quarters of respondents can provide evidence of their improved problem solving at work.
  - (d) Over two thirds of respondents had taken on more responsibilities at work.
4. The two most highly ranked work aspects where people can provide evidence of improvement, are directly related to change. 80% can provide evidence of being 'More open to change' and 79% can provide evidence of being 'Better at managing change.'
5. We don't have to take their word for it because other people notice these improvements: Over two thirds of respondents said that other people not only noticed, but actually commented on the positive changes in the respondent (following their personal development training) and roughly two thirds said these changes were reflected in their formal appraisals.
6. Managers need to be giving staff more opportunity, recognition and praise: A third of respondents cite a 'Lack of opportunities' and a quarter cite 'Lack of recognition' as the main aspects holding them back now. This confirms other research surveys which identify managers' lack of encouragement and support as a major influence on staff morale.
7. Older participants report greater improvements than younger ones.
8. Black and minority ethnic people report greater improvements than white people.  
For example; 82% Black and minority ethnic people said that the programmes had a positive impact on their work /life balance against 66.5% of white people.  
95% of Black and minority ethnic people said they were now more open to change, against 82% of white people, and 95% of Black and minority ethnic said that they had better communication skills now, against 82.5% of white people. 95% of Black and minority ethnic people reported having a positive attitude after the training, against 86.5% of white people.

# Terminology

There is an enormous difference between conventional 'training' and 'development training'. This research and report is concerned only with 'development training', so it is important to be clear about the broad definitions for this report.

## Training

- (a) Training has a predictable outcome, often easily measurable e.g. computer training, skills training, technical training. The trainer can predict the knowledge and/or abilities that the participant will have at the end of the course.
- (b) The agenda is set by the trainer, whose responsibility is to ensure that all participants experience it.
- (c) Participants can be sent on training either reluctantly or even against their will. As long as they more-or-less participate, they will get something out of the course.
- (d) There can be a 'deficiency' culture, that is, someone is sent on a course because they are seen as being lacking or deficient in some way, and they need to improve.
- (e) Results can be immediately and precisely applicable to the organisations needs. For example, if a middle manager needs to learn how to be interviewed for television, a media skills course is likely to do the trick and the results immediately applied.

## 'Development Training'

- (a) Although general results are predictable, specific outcomes are unpredictable, depending on the agenda that the individual has set her/himself. In addition, there are usually surprising bonus results that the participant had not anticipated. For example: a demotivated employee may set goals for leaving the organisation, only to discover a new interest and motivation in her/his present job.
- (b) In development training, the participant sets his/her own agenda within the broad parameters of the course. The trainer may not even know what issues the participant is working on, so the trainers' role is to provide a process and environment to enable the participant to tackle her/his own issues. In this way, the trainer becomes as much a catalyst as a conveyor of skills or knowledge.
- (c) Participants must be self-nominating. However experienced and skilled the trainer, no-one can force another person to develop themselves - they must want to do it. This is not to say that people cannot be won round, but the energy taken to motivate a disgruntled participant is likely to be at the expense of the other participants, who may be held back.
- (d) There is no deficiency culture in development training. Participants are already fine and doing well. Development training makes this assumption. The job of the development training is to develop the person further - in whatever way the person chooses as being appropriate for them at the time and in their circumstances.

(e) Results will range more widely over the whole spectrum of participants lives. Many results are immediate, with participants reporting results after just one workshop. For example, speaking up at a meeting or handling a difficult situation better. Further results will come to fruition over several years. For example, gaining a degree, setting up a successful business, reaching senior management.

### **In addition:**

Throughout this report, the term '**business**' is used as referring to the organisation, whether it is in the public, private, voluntary or education sector or a self-employed business.

A '**client**' is the employing organisation.

A '**participant**' is an individual who has attended and participated in any of the personal development training programmes covered by this research.

'**Wholistic**' means that material is intended to be delivered and applied to a participants' whole life, not just parts of it. It is sometimes also spelt 'holistic' but we prefer 'wholistic' as it more obviously relates to 'whole' people.



# Purpose of the Research

We have been running various forms of personal and work development training since the early 1980's, so we have worked with a huge variety of client organisations from all sectors and run projects, courses and longer programmes for many thousands of people at all ages and stages of life.

We know, from our regular course evaluation process and from consistent feedback from clients and participants, that personal development training works, frequently exceeding the person's and the client's own expectations and enabling people to progress in their careers and their lives in ways they had never previously imagined.

Despite many years of this proven track record of success with individual participants, we are still frequently asked by prospective clients how the business will benefit from them paying for staff to develop themselves. We have been able to provide a wealth of anecdotal evidence and a veritable avalanche of testimonials but, up until now, have not been able to provide statistical evidence.

By definition, testimonials and anecdotes are from individuals - very welcome indications of the results of the training but not sufficient to claim any general trends.

The purpose of this research was to gather information from a large number of people who had participated in one or more of our development courses over a variety of times - from less than a year ago, to up to and exceeding ten years ago. It is unusual and especially valuable to gain feedback from such a long time after a piece of training.

We wanted to discover the personal benefits of the training to our past participants, but more importantly for their employers, we also wanted to discover the business benefits. So we were specifically looking for tangible evidence of work related skills and results, particularly those benefiting the bottom line.

The purpose of this research was to identify general trends and indicators of personal development training's effectiveness, which would be useful to trainers and clients alike.

# Methodology

The research was conducted with past participants in the UK only. A questionnaire was designed with the help and advice of Andrea Goodman of swanHR.

The primary objective was to discover the business benefits resulting from participation in any of four of our regular personal and work development programmes. Questions were designed to discover measurable, tangible business benefits so we particularly looked for aspects that third parties (such as colleagues and bosses) had observed in the participants as well as the persons' own self-assessment. Additional questions were designed to discover the personal benefits of training.

The draft questionnaire was piloted through a selection of trainers and clients in the public and private sectors in late 2004 and the questionnaire was redesigned as a result of their feedback.

The final version of the questionnaire was distributed to past participants via clients and the network of UK licensed trainers. The survey was completed on paper and on-line.

The questionnaire was also posted on our website, assessable only with a confidential password, so that only bona-fide past participants could access and complete it on-line. The research and questionnaire were also widely publicised in our own regular newsletter 'NewsSplash', inviting past participants to contact us.

Tracking down thousands of people who had been on courses over a fifteen year period was an impossible task. People had changed jobs, changed organisations, and changed names. Employing organisations had been re-organised, been taken over, changed names, been re-organised again and had been disbanded.

Therefore the people we were able to reach are a totally random selection.

Completion of the questionnaire was encouraged by trainers and employers but was ultimately voluntary, so the completed questionnaires are from a self-selected sample of people.

It is impossible to know how many questionnaires were actually distributed in total. Understandably, some employers and some trainers were more determined to track down past participants than others.

As everything was voluntary and unrewarded, we are grateful for any help we were given with distribution, and it is remarkable that we received so many completed questionnaires.

Questionnaires were distributed in February and March 2005 with a deadline of 1 May 2005 for their return.

When people had participated in only one programme, the results to which they referred were obviously related to that programme and conclusions could be drawn. When people had participated in more than one programme, we were not always able to break their results down by programme and so were sometimes unable to draw conclusions about the relative effectiveness of a specific programme. This did not affect the overall results significantly as the vast majority of people had participated in only one programme.

Very occasionally, results made no sense, for example when someone said they were employed but answered the questions relating to self-employment. When this happened, the answers were not included in the totals or the percentages.

We do not claim the survey as conventional academic research. What is significant is that the patterns of the results are consistent enough for us to be confident of the veracity of the general themes that emerge.

# The Programmes Researched

Although these four programmes are very different from each other, with very different content and processes and attended by different groups of people, there are sufficient common denominators between them to enable their results to be compiled together. These similarities are:

- (a) all of them are 'development training' as defined earlier
- (b) all of them are 'wholistic' as defined earlier
- (c) all of them are based on the individual participants' needs, values, skills and aspirations.

When it comes to individual questions, there is sometimes a noticeable difference in results from participants from one particular programme in comparison to another. This is usually because the programmes aims and objectives are different or the emphasis was in a different place. Where this happens, it is noted under 'Variations'.

## THE SPRINGBOARD WOMEN'S DEVELOPMENT PROGRAMME

The Springboard Programme is the three month work and personal development programme for non-management women. Originally commissioned by the BBC, it has been running since May 1989, and covers a diversity of work and personal development topics.

The objective of the programme is to enable women to identify their work and personal goals and then to equip them with the confidence and skills to achieve these goals.

The programme takes three months to complete and consists of five key ingredients: four one-day workshops, a 300 page workbook which participants complete between the workshops, the provision of role models as guest speakers, the provision of help and support in between the workshops and the setting up of networks for the duration of the three months.

Over 165,000 women have used the Springboard Programme, in 21 countries worldwide. The Springboard Workbook is available in 16 different editions and 12 languages.

The Springboard Programme has won many awards, most notably a National Training Award and the Lady Platt Award for the most innovative Equal Opportunities training.

Delivery of The Springboard Programme is through the network of 400 licensed Springboard trainers, both freelance and in-house.

## THE NAVIGATOR MEN'S DEVELOPMENT PROGRAMME

The Navigator programme is the brother programme to Springboard, enabling non-management men to identify their work and personal goals and equipping them with the confidence and skills to achieve them.

A leader in the field of men's development, over 5,000 men have participated since its launch in 1999.

The format and ethos of The Navigator Programme are the same as The Springboard Programme. The subject matter is similar but there are some differences in subject matter, vocabulary and process.

Navigator is currently available in the UK and Australia and is delivered thorough a network of licensed trainers both in-house and freelance.

## THE SPRING FORWARD PROGRAMME

The Spring Forward Programme is designed for junior and middle managers. It enables managers to identify their work and personal goals and gives them the focus, confidence, and skills to achieve their goals. It has a greater emphasis on work and career development than the Springboard and Navigator programmes.

Although Spring Forward stands alone, it is often used by existing clients as a follow on programme to Springboard and Navigator.

Spring Forward is a mixed gender programme, consisting of a two day workshop, followed by a one-day workshop three months later. The three month gap enables project work to take place which can be assessed and recognised on the later workshop. The Spring Forward pack includes a CD, a book, a personal journal/workbook and further optional material for the participants' to use.

The Spring Forward Programme was launched in 2001 and up to now, has mostly been attended by women.

## THE SUPERWORKING PROGRAMME

The Superworking Programme is a personal and work development programme for senior staff and top executives. It has a strong emphasis on health and stress management and has a research base. It consists of four one-day workshops over a period of four weeks, with a workbook containing work to be done in between the workshops. Participants work in groups which provide support between the workshops.

Researched and designed in Australia, Superworking was launched in the UK in 2002 and is delivered through a network of licensed facilitators, both freelance and in-house.



# The Respondents

A total of 597 completed and valid questionnaires were received. These 597 people had participated in 613 programmes between them. The great majority had participated in just one programme.

## Q1. Age

The first question asked was the persons' age now, not their age when they participated in the training.



### Women

- 16 - 29 years old - 14%
- 30 - 44 years old - 41%
- 45 - 59 years old - 36%
- 60 - 65 years old - 4%
- 5% of women were over 65 years old

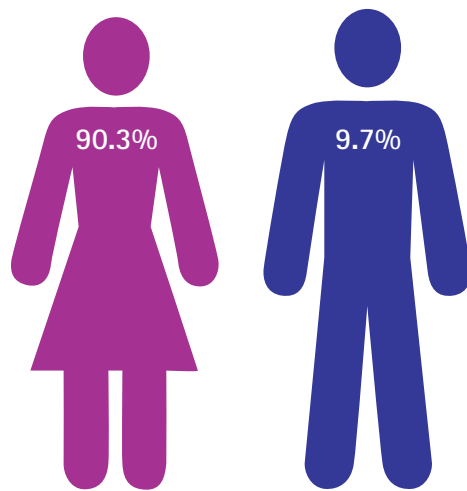


### Men

- 16 - 29 years old - 14%
- 30 - 44 years old - 38%
- 45 - 59 years old - 47%
- 60 - 65 years old - 1%
- 0% of men were over 65 years old

As the length of time since receiving the training varied from less than one year to over ten years, it would be pure speculation about what age people were when they undertook the training. However a general pattern emerges from these results as the vast majority of women (77%) and men (85%) are currently between 30 - 59 years old, whilst respondents between 16 and 29 years old constitute only 14% of respondents. This could confirm the general view that personal and work development programmes are mostly attended by people who have had some life experience and who are ready to reflect and review. The programmes we offer are not designed for very young employees, although some do attend and benefit. It is interesting to note that 9% of women are currently over the age of 60, so we can assume that most of them were at least 50 when they participated in the training.

## Q2. Gender



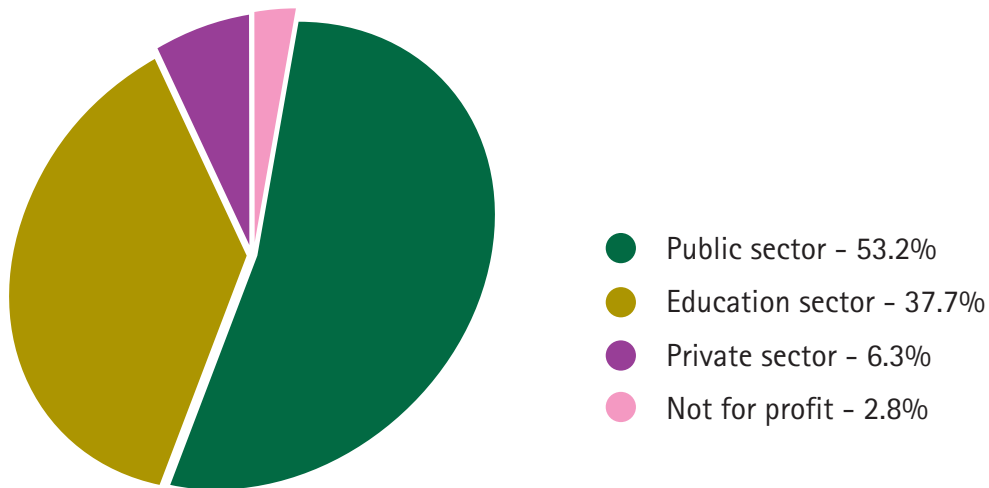
This enormous imbalance is hardly surprising as later questions reveal that most respondents were past participants of the Springboard women's development programme. The other three programmes are much newer programmes and do not have the same number of past participants to draw on.

Although men constitute 9.7% of responses, this means 58 people, so is still a sizable response. Where there are noticeable differences in the responses between the genders, it is noted under 'Variations'.

## The Respondents

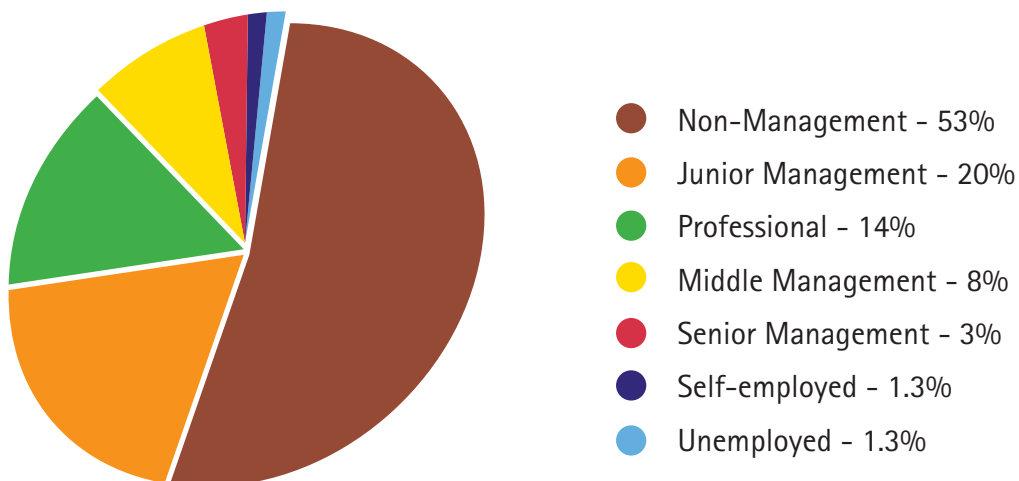
People were asked two questions about their work. Firstly, they were asked about their organisation (and if self-employed, their clients) and secondly, they were asked about the job they were doing when they started the course.

### Q3. The organisation you work for is?



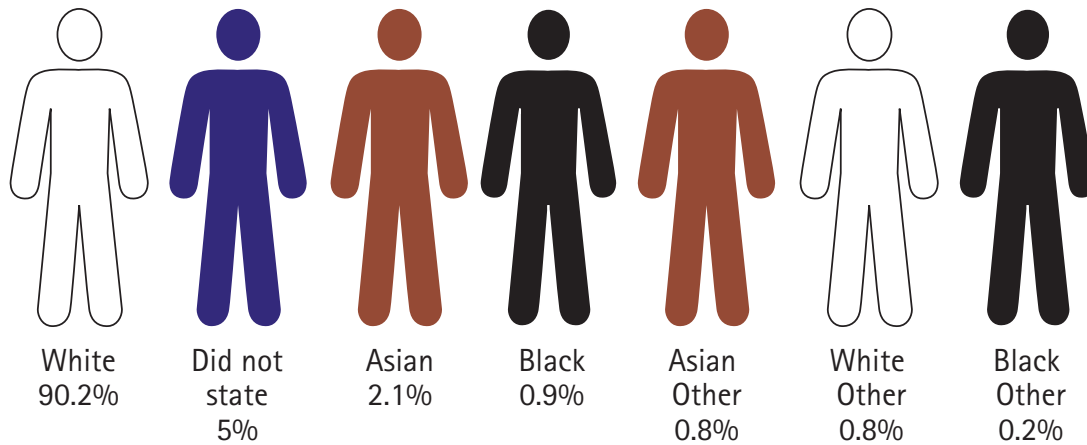
The large response from the education sector can be explained by the large numbers of universities using these programmes for their administration and academic staff. There are no men in the 'Not for profit' sector responses.

### Q3. Which category most accurately describes the job you held when you started the course?



These results mirror the people targeted by our personal and work development programmes. The vast majority of programmes are run through employers, explaining the low percentages of unemployed and self-employed people. The most often used programmes are Springboard and Navigator, both of which are aimed at non-management staff.

## Q13. Your ethnicity



Although the people who identified themselves as being non-white forms a useful percentage of the sample, the sub headings became too small for comparison with the others, so all non-white responses are grouped together under the umbrella category of 'Black Minority Ethnic'.

The responses from the few people who identified themselves as being 'white other' are subsumed into the 'white' category.

The detailed definitions of these ethnicity terms are on the questionnaire (Appendix).

## Q14. Do you consider you have a disability that meets the Disability Discrimination Act definition?



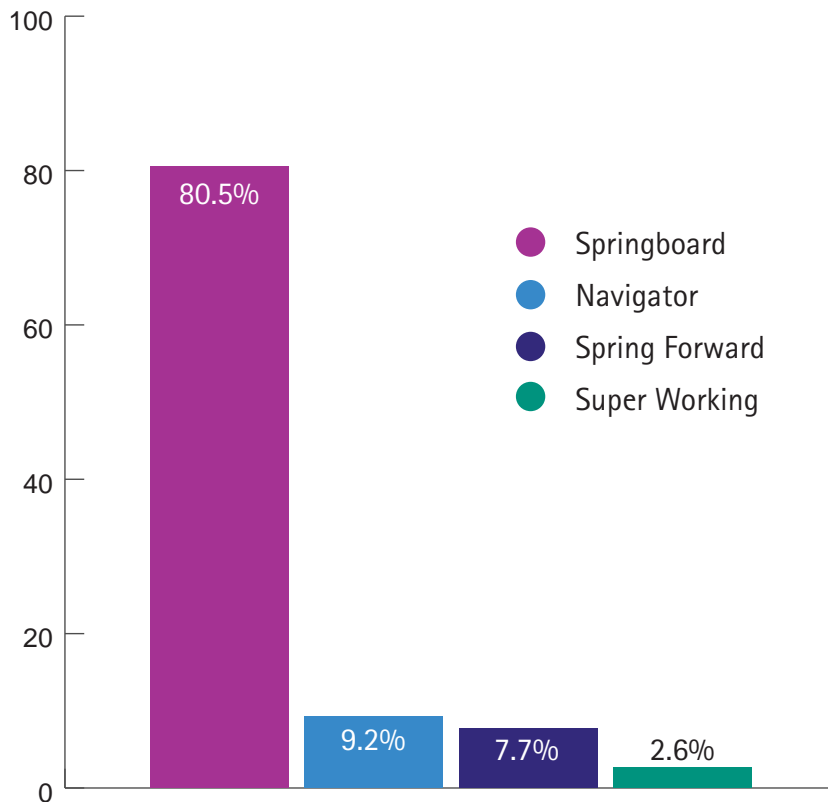
5% consider themselves to have a disability.

The detailed definition of this term is on the questionnaire (Appendix).  
These were mostly women.

In summary, most respondents to this questionnaire are white, able bodied women.



#### Q4. Which programmes have you attended and when?



597 people had attended 613 programmes, so some people had attended more than one programme.

Everyone who attended Navigator were men and 96% of the men in total sample.

Everyone who attended Springboard were women and 92% of the women in the sample.

Everyone who attended Spring Forward were women.

Superworking was attended by both men and women but mostly women.

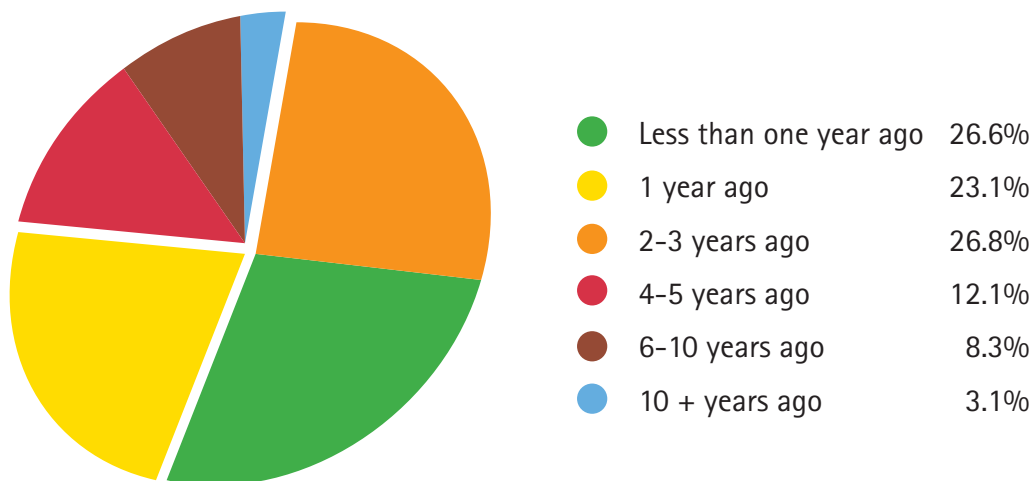
Although Spring Forward and Superworking are mixed gender programmes, Spring Forward is attended mostly by women as it is often used by clients as a follow-on programme to Springboard. The gender imbalance of the Superworking participants is less easy to explain but may confirm the often held belief that women are more interested in personal and work development than men, and so, more likely to enrol on this type of training than men. It is also possible that The Springboard Consultancy is particularly well known for producing women's development courses, so women maybe especially attracted to our mixed gender programmes too.

Respondents were asked when they attended the training. This is a particularly important question as it enabled us to track people's responses through all the remaining questions, depending on the time lapse between now and their original participation.

It is rare, in the training and development field, to obtain detailed feedback from course participants up to and over ten years since the training. As the aims of personal development training are wholistic and dependant on the individuals setting their own agenda, which might take several years to achieve, it is usually impossible to evaluate any long term results.

In this survey, 50.3% of respondents participated in the training over 2 years ago and 11.4% participated over 6 years ago. Firstly it is surprising that they were still motivated to be in touch with us and to contribute to this survey and secondly, this aspect of this research is especially valuable, as it is so rare.

8 people did not state, so these percentages are of the remaining replies.



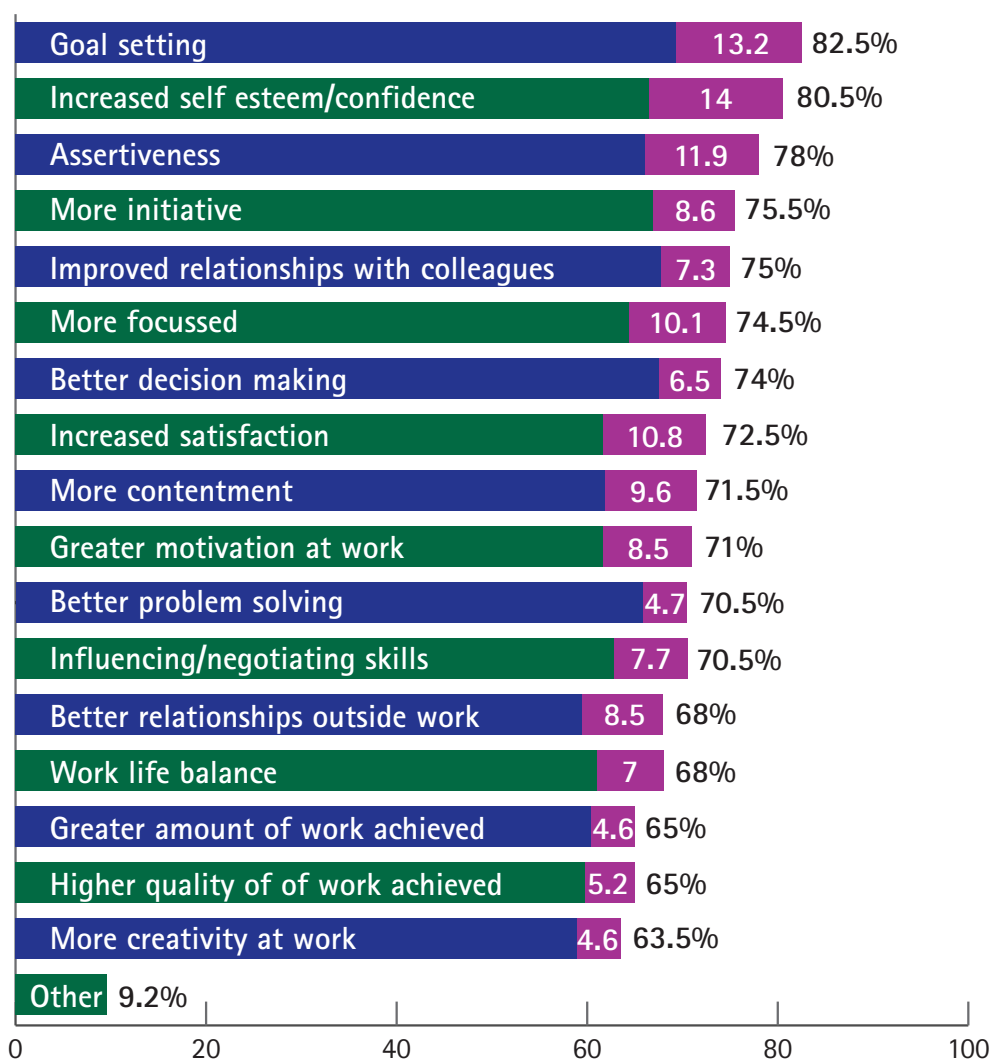
# Self Assessed Results

## Q5. What positive impact have the programmes had on your work/life?

This is a general question to get a broad picture of the range and extent of impact from the personal development programmes experienced.

People were asked to rate each topic 0 - 6 with:  
 0 = don't know    1 = no    6 = definite yes

Each bar shows the total percentage of people giving a positive score to each aspect. The tip of each bar shows the percentage of people scoring 6 - the highest score possible.



## Variations

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### **By age:**

No discernible trend.

### **By gender:**

The difference in reported benefits between men and women is not that great in either category.

### **By job category:**

As a generalisation, Junior management grades report the biggest positive impact with 'Increased self esteem' (84%), 'Assertiveness' (84%), 'Goal setting' (86%), 'More focussed' (83%), and 'Better decision making' (83%) well above the average scores.

### **By employment sector:**

Respondents from the private sector reported higher than average results, especially on 'Goal setting' (84%) and 'Greater motivation at work' (82%) and 'Work/Life balance' (80%).

### **By programme:**

Springboard participants have the highest score (83%) for 'Increased self confidence'.

Superworking lived up to its title with high scores for 'Greater amount' and 'Higher quality of work achieved' (88% and 81% respectively).

### **By length of time since programme:**

Respondents who attended a programme over ten years ago have consistently above average scores.

It maybe that these people are the most enthusiastic people anyway as they took the trouble to return the questionnaire, or it maybe that their enthusiasm is due to the ongoing benefit they have experienced from the training.

For newer courses, Spring Forward and Superworking respondents who did programmes longer ago (2-3 years) also have higher scores. These results suggest that results from personal and work development training might take a while to work through, but have long lasting and sustained effects.

### **By ethnic group:**

There is a higher percentage of Black and minority ethnic women reporting a positive effect on work/life balance questions and goal setting. For example, 82% of Black and minority ethnic women said the training had had a positive impact on their work/life balance and 95% said the training had had a positive impact on their goal setting. It is not possible to make any substantive claims regarding this, however, the 'Opportunity Now 2002' report found that women from Black and minority ethnic groups had higher aspirations for promotion and were more enthusiastic about training and development. This may have some bearing on the figures.

### **By physical ability:**

Fewer people with disabilities reported positive benefits generally, though a substantial percentage still reported positive benefits.

### **'Other':**

9.2% people added 'other' further positive impacts varying from 'Improved time management' to 'Significant impact on my image' and 'Change of partner'. No discernable theme arises from these 'others' as they are a mixture of work and personal issues.

## Q6. About you personally, since attending the programmes

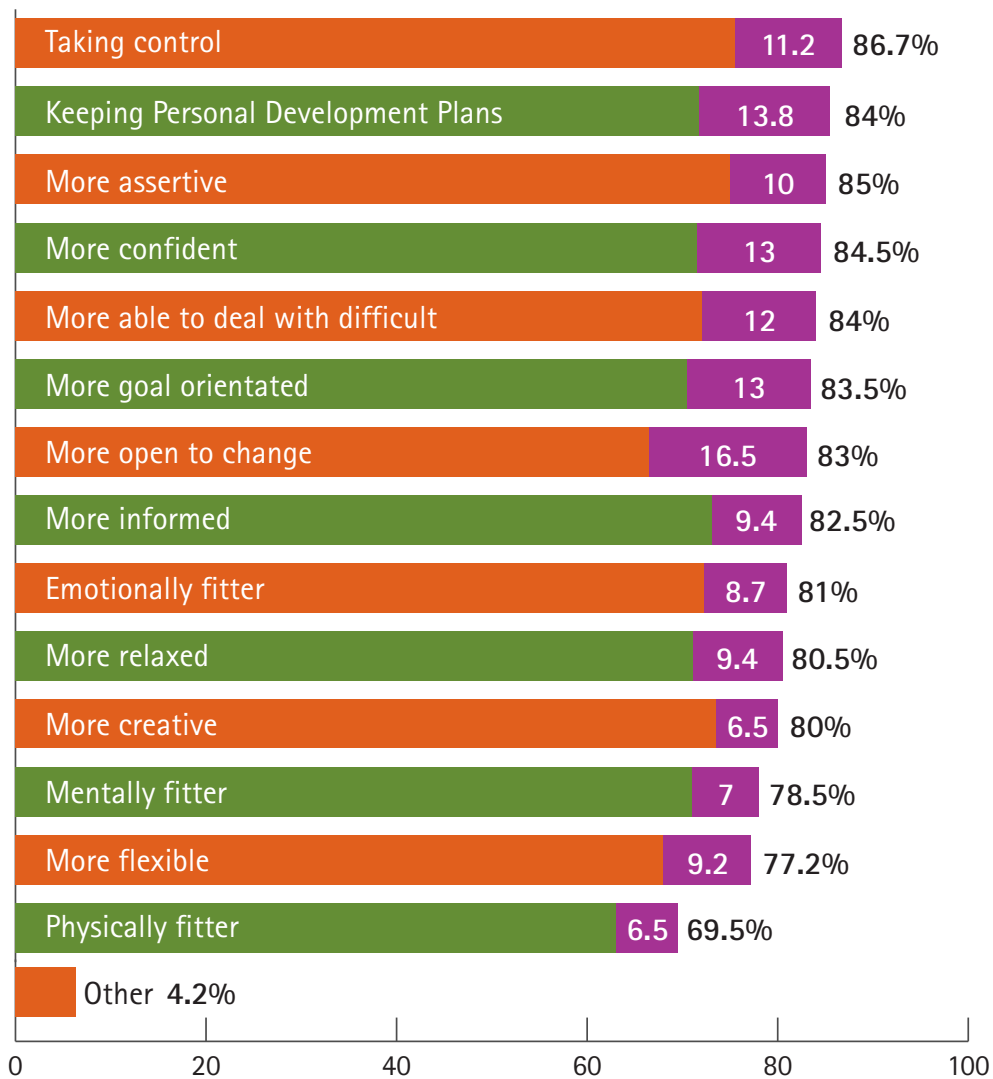
This is a general question to get a broad picture of the range and extent of impact from the personal development programmes experienced.

People were asked to rate each statement 0 - 6 with:

0 = don't know    1 = definite no    6 = definite yes

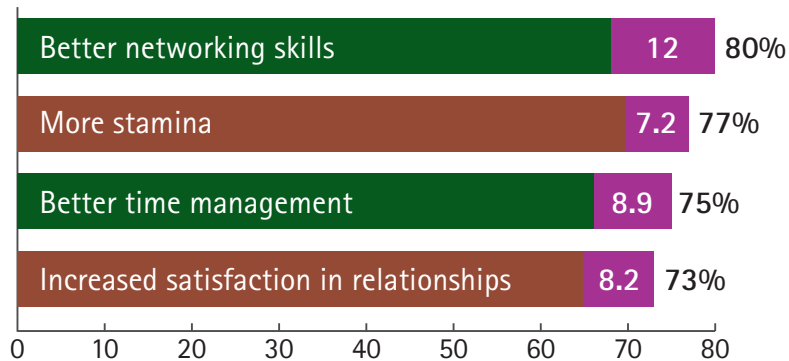
Each bar shows the total percentage of people giving a positive score to each aspect. The tip of each bar shows the percentage of people scoring 6 - the highest score possible.

### Are You...?



'Other': 25 people provided 'Other' benefits, some relating to specific personal circumstances such as 'Coping with a disabled child better after Springboard' and some general benefits around increased optimism and positivity.

## Do you have...?



## Variations

---

### By age:

The 60 – 65 age groups scored higher.

### By gender:

No real difference.

### By job category:

High scores across all categories with junior management again slightly higher.

### By employment sector:

Again private sector participants scoring higher.

### By programme:

Participants from Springboard and Superworking scored fractionally higher.

As expected, 94% of Superworking participants scored being 'More relaxed' positively against the average of 80.5%. This is to be expected as Superworking is largely a stress management programme.

### By length of time since programme:

Looking across the time scale of results there are excellent immediate results from all training, but, interestingly, the results improve after a year has passed and even better results are reported in the 2 – 3 year category.

### By ethnic group:

Again, Black and minority ethnic women scored consistently higher across most categories.

### By physical ability:

No discernible difference.

# Evidence Based Results

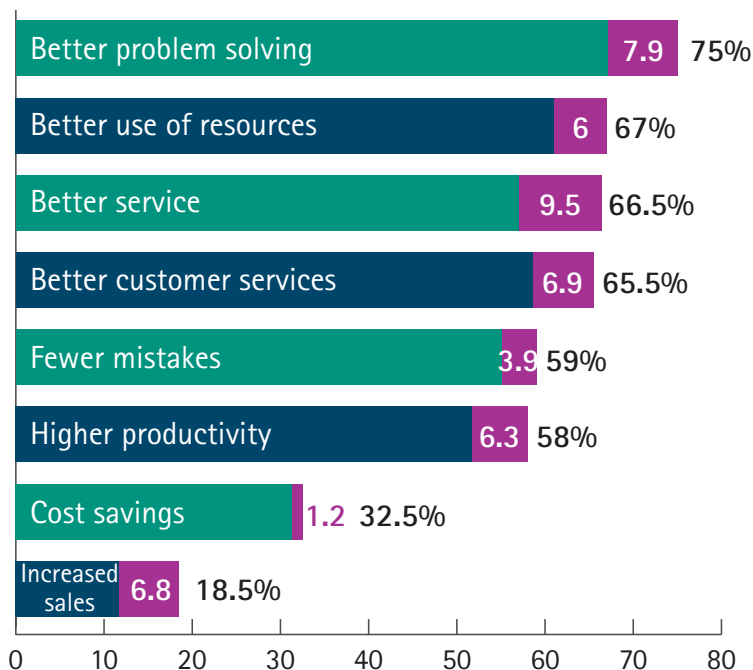
Having asked respondents for their own assessment of their progress, we then asked for evidence of tangible improvements. There are good initial scores all round but greater improvements appear after a year and even greater improvements in the second to third year.

## Q7. Since attending the programme/s how much evidence can you show to your employing organisation (or yourself if self-employed) of the following work aspects?

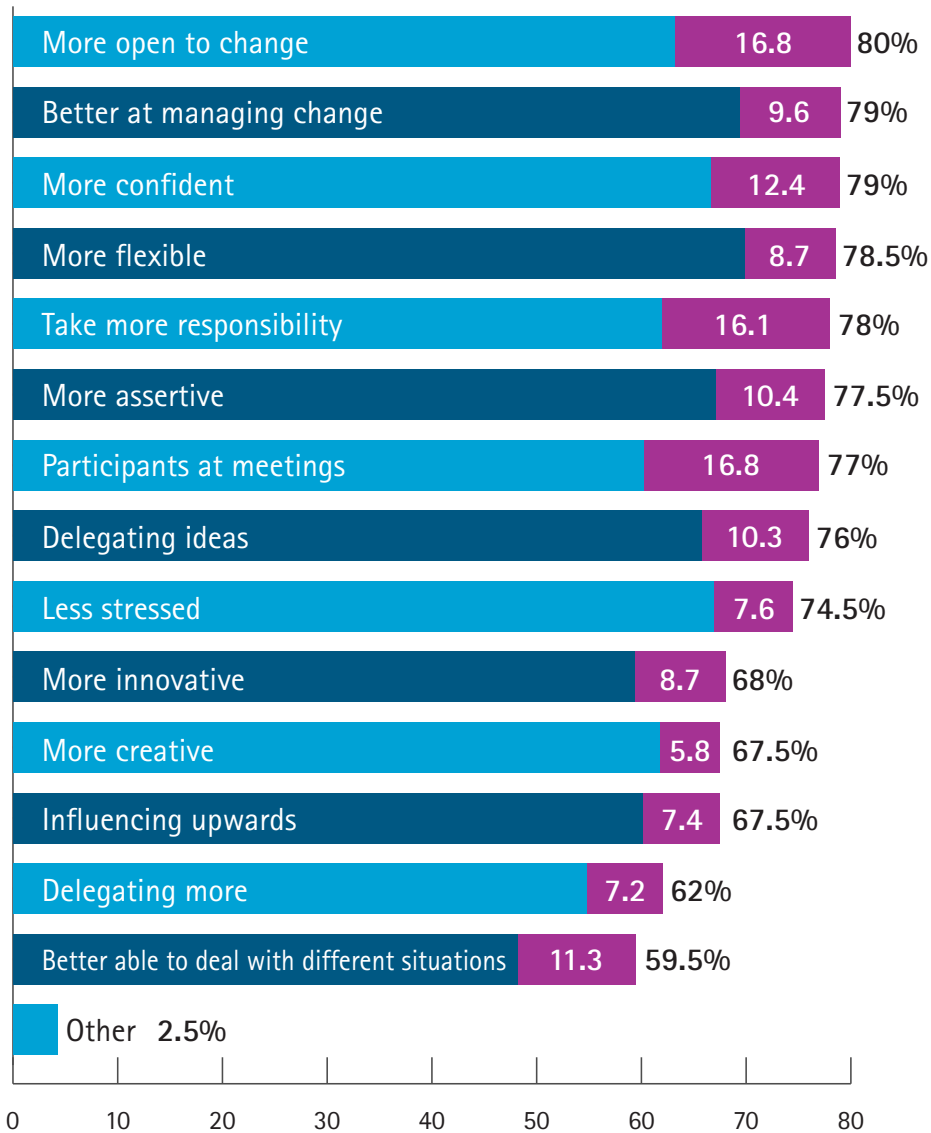
People were asked to consider each question and rate them 0 - 6 where:  
0 = neutral score    1 = no evidence    6 = lots of evidence

Each bar shows the total percentage of people giving a positive score. The tip of each bar shows the percentage of people giving each aspect 6 - the highest score possible. People scoring a 6 are saying that they can provide 'lots of evidence' of each improvement.

### Can you show...



## Are you...



The 'Other' comments had no discernible theme.

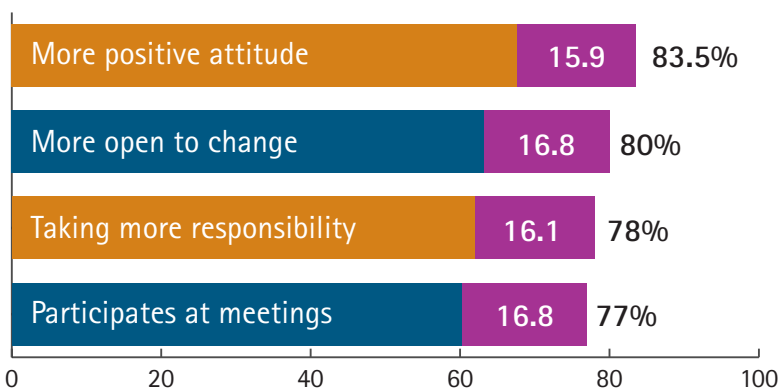


Q7. Continued

Do you have...



There are four most strongly rated items which are where over 75% of respondents said they could provide some evidence of positive changes and include over 15% giving the item a 6 (saying they could provide LOTS of evidence). These are:



## Variations

---

### By age:

The older age ranges reported the most substantial results with results often several percentage points higher than the younger groups.

### By gender:

Overall, men reported greater positive impact across all factors, with the exception of 'Better use of resources'. The highest rating given by men was for 'Better problem solving'. There may well be a gender difference here; do women place greater value on feeling confident and assertive and men on being better problem solvers?

### By job category:

There are high scores across the job categories. 63% of Self-employed people scored for 'Increased sales' and 63% for 'Fewer mistakes'. 67% Senior management scored 'Higher productivity', and 63% for 'Fewer mistakes'. The Junior management category scored the highest averages across the remaining aspects, peaking with 88% saying 'Positive attitude', 87% saying 'Clearer values' and 86% saying 'More confident'.

### By employment sector:

As a generalisation, people in the private sector had higher scores for tangible business results such as 'Increased sales' (50%) and 'Higher productivity' (67%). People in the public, education and not for profit sectors had higher scores in less tangible results such as 'Better communication skills' and 'More creative'. Otherwise there was little or no difference across employment sectors.

### By programme:

Springboard and Navigator have the greatest impact, with the highest scores being from Springboard participants being 'More open to change' (84%) and 'Positive attitude' (83%). Navigator participants report 'Positive attitude' (84%), 'Better decision making', (82%) and 'Better communication skills', (82%).

### By length of time since programme:

Any variations depend on the item being measured. Tangible, measurable things such as 'Increased sales', 'Higher productivity' and 'Better use of resources', increased with the passage of time, peaking in the people who did the training, 5-10 years ago. Less tangible things such as 'Positive attitude', 'Clearer values', and 'More open to change' had instant effects.

### By ethnic group:

Black and minority ethnic women continue to score higher on personal attributes such as positive attitude, assertiveness and confidence.

### By physical ability:

There is very little difference but disabled people reported slightly lower.

It is useful to capture information regarding the positive benefits that personal development had for people with disabilities, and to compare this to non-disabled people. This is to look at whether there are barriers to the transference of learning in this format of training and whether people with disabilities face more difficulties implementing the training in the workplace.

The largest difference reported was a 10% gap. 48% of respondents with a disability stated that the personal development programme had had a positive effect on their productivity levels, whilst 58% of the non-disabled respondents reported the same. In terms of positive attitude and assertiveness a greater percentage of people with disabilities reported a positive effect compared to non-disabled people whilst fewer reported more confidence. 84% of people with disabilities reported that they were taking more responsibility in the workplace compared with 76% of able bodied people.

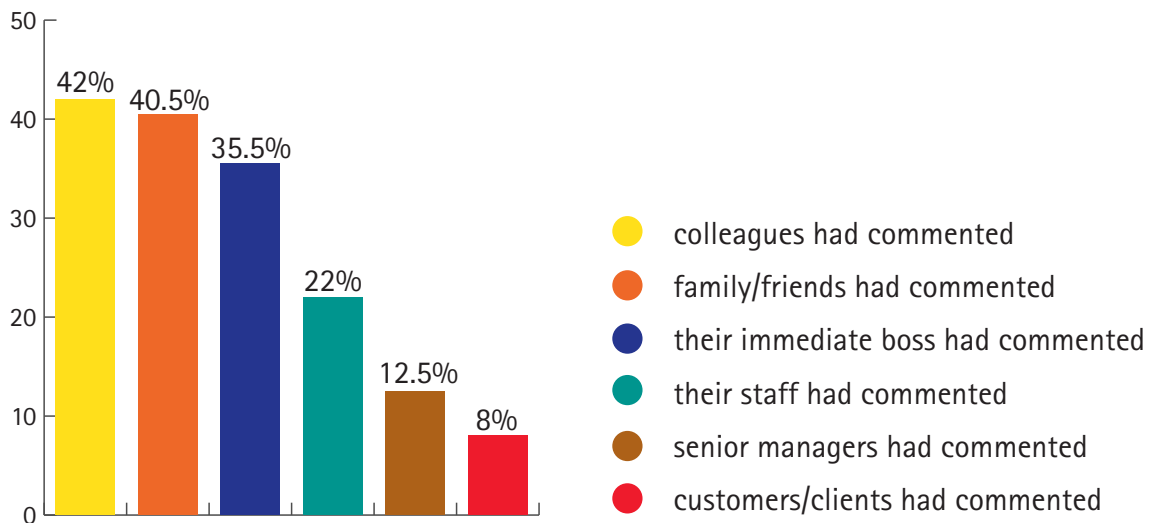
Whilst there are differences in the figures, the data collected from people with disabilities shows an overall positive picture.

**Q8. Which of the following have commented on positive changes in you since you attended the programme?**

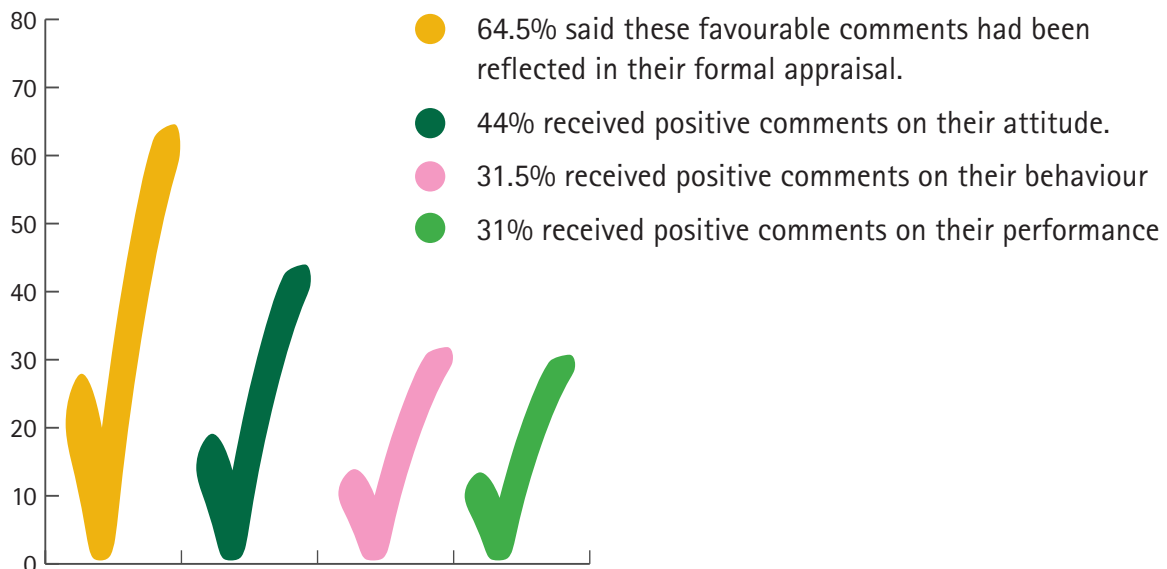
Having discovered the respondents' own assessments of their progress, we asked about third party observations and comments.

We sought external assessment of the participant's changes, so question 8 asks who has actually commented. It is possible that even more people have noticed changes but not actually commented to the individual. People could tick as many boxes as they liked, so totals do not add up to 100%.

Overall - 66.5% said that people had commented on their positive changes.



Changes in women were more often commented on by colleagues, family and friends, whilst changes in men were more often commented on by staff and immediate bosses.



## Variations

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### **By age:**

Older people received more comments from senior management than any other age groups. Is this because they are more senior themselves and have more access to senior managers? Not necessarily.

### **By gender:**

Women were more likely to receive positive comments on all three aspects of attitude, behaviour and performance but men were more likely to have their positive changes reflected in their formal appraisal (66% of men against 63% of women).

### **By job category:**

Hardly surprisingly, the self employed were less likely to receive any comments at all and were more dependent on family/friends for positive feedback.

### **By employment sector:**

No discernable difference between employment sectors until the question regarding formal appraisal where people in the private sector were less likely to have these possible comments reflected in their formal appraisal (52% against an average of 64.5%).

### **By programme:**

Navigator participants who have only just finished the programme had slightly lower scores. Springboard participants received the most positive comments on their performance. Everyone did well on a 'Positive attitude' with Spring Forward participants receiving an above average score of 49%.

### **By length of time since the programme:**

The length of time ago that the person had completed the programme did not seem to affect the level of positive comments received.

### **By ethnic group:**

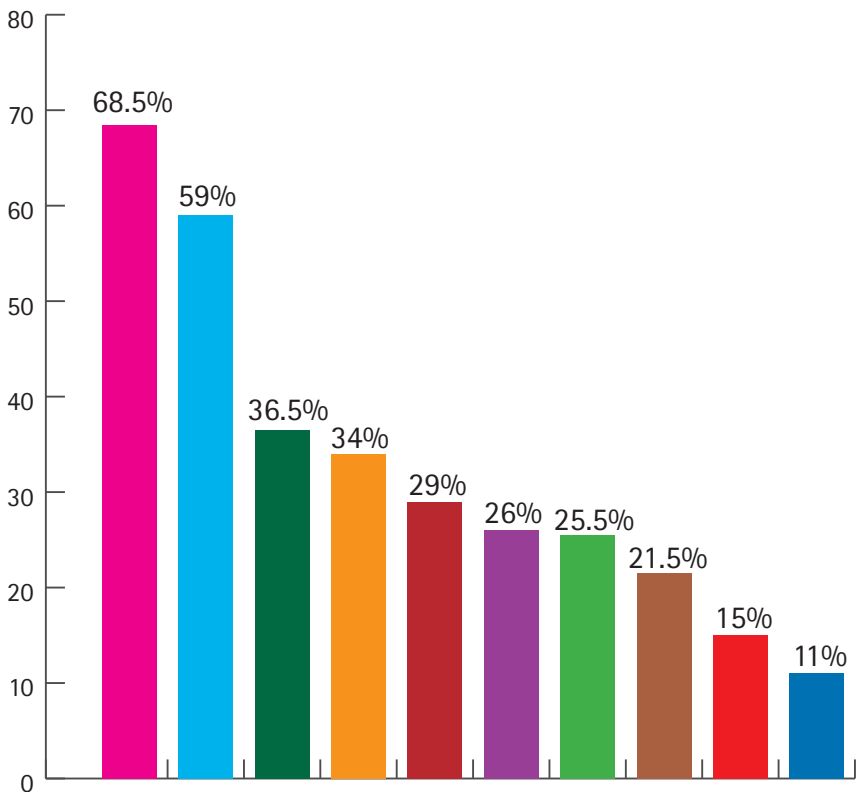
Black and minority ethnic women had received considerably more comments from customers/clients than any other group.

### **By physical ability:**

Disabled people were less likely to have favourable comments reflected in their formal appraisal.

**Q9. As a direct or indirect result of participating in the programme:**

We were interested to discover the real tangible changes that participants believe the training has made to their lives.



- Taken on more responsibilities with a view to increased satisfaction in the job.
- Taken on more responsibilities with a view to future promotion.
- Promoted or had job re-graded.
- Enrolled on a course to get a professional qualification.
- Received a performance related pay increase or bonus
- Moved job or gone into full time education.
- Moved to a different job at the same grade, one more suited to their talents.
- Achieved a professional qualification
- Become self employed
- Already self employed and had increased turnover and/or profits

The most frequently cited result is to take on additional responsibilities, either to gain more job satisfaction (68.5%) or with a view to promotion (59%).

## Variations

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### By age:

Older people of 60+ were much more likely to become self employed (14.5%) (maybe during retirement?) whilst people of 16-29 were more likely to have enrolled on a course to get a professional qualification (40%).

### Gender:

Whereas similar percentages of men and women received promotion or job regrading (36% men and 37% women), men were more likely (33%) to have received a performance related pay increase or bonus than women (25%). This gender gap is of concern and it is interesting to speculate on why it is there. Are men more likely to ask for a pay increase? Are men more often rewarded for improved performance than women? Are men more likely to be in the sort of jobs that are eligible for performance related pay?

Women were more likely to have achieved a professional qualification as a result of participation in the programme (24%) than men (20%) and were also more likely to have enrolled on a course to get a professional qualification (35%) than men (25%).

### By job category:

No differences.

### By employment sector:

Private sector employees were far more likely to have performance related pay. (Maybe this is because they are more likely to have employers offering performance related pay).

### By programme:

Springboard (27%) and Navigator (29%) participants were more likely to get a performance related pay increase or bonus, whilst Springboard participants (38%) led the way with being promoted or having their job regraded.

### Length of time since programme:

Most of these longer term results begin to show when a year has passed since the persons' participation in a programme. This reinforces the need to encourage client organisations to give such programmes time before evaluating. Whilst immediate evaluations or 'happy sheets' will give good immediate results, the whole story and more profound results come over a year later.

### Ethnic group:

36% of Black and minority ethnic people moved to different jobs at the same grade, compared to 18% for white people. This is a big difference and we can only speculate on the reasons. Were promotions not so available to these people? Were they moving sideways with the view to extend their experience?

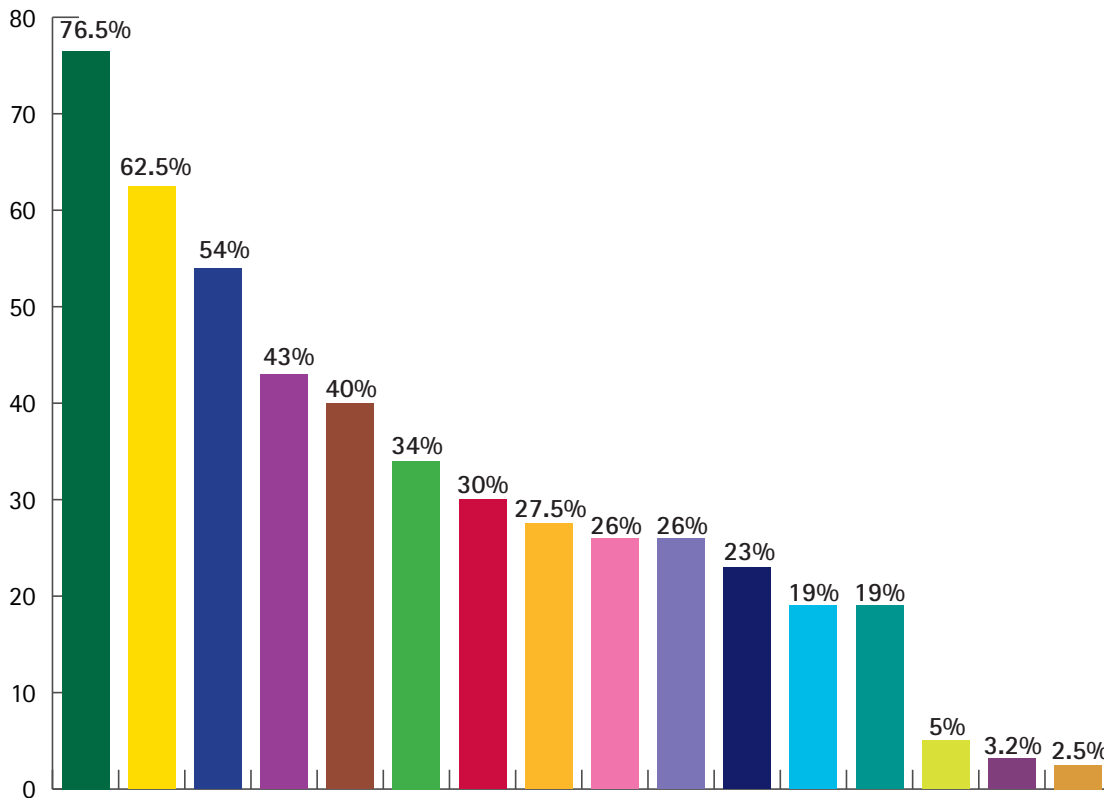
### By physical ability:

Disabled people were more likely to have enrolled on a course (42%) than able bodied people (36%)

# Looking To The Future

We assume that people's development is ongoing, so these final questions were to discover what they are doing to further develop themselves.

## Q10. Other than going on training courses, how do you work on your own development?



- Taking action on my own initiative
- Self motivated goal setting
- Reading
- Using training materials and packages
- Appraisal/personal development plans
- Networking
- Coaching/mentoring from my manager
- Further education
- Still meet with Springboard group
- Still meet with Spring Forward group
- Coaching/mentoring from someone else
- Evening classes
- Still meet with Navigator group
- Secondments
- Belonging to a development group
- Still meet with Superworking group

## Variations

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### By age:

No differences.

### By gender:

Despite common reference to 'the old boys' network', in this sample, women are networking slightly more (37%) than men (31%). Of course this result depends on their interpretation of the term 'networking'. It may be that men are already doing it and don't attach the label to the activity, whilst women are networking more consciously.

Approximately the same percentage of men (31%) and women (29%) were receiving coaching from their immediate managers, whilst 19% of men and 27% of women received coaching from someone else.

### By programme:

Springboard and Spring Forward participants are more active in pursuing their own development than average. 36% of Spring Forward people are doing evening classes, 51% are using training materials and packages, 19% belong to a development group and 26% are still meeting.

26% of Springboard participants are also meeting - often many years later. 33% are undertaking further education, and 32% are getting coaching and mentoring from their own managers.

It is particularly encouraging to see such high levels of self motivation right across the board particularly from women on the Springboard and Spring Forward programmes.

As expected, Superworking participants are at more senior levels and so score low on further education (6%), evening classes (6%) and getting coaching/mentoring from their managers (13%) but high on 'Action on my own initiative' (100%) and 'Self motivated goal setting' (88%).

Everyone is reading! 62% of Springboard, 44% of Navigator, 62% of Spring Forward, and 69% of Superworking participants are reading for their development.

### Length of time since course:

It is staggering to see the amount of commitment and activity in which these people are engaged, many years after participating in the training. There appears to be no drop off of activity, quite the contrary, for many of the activities, there is increasing activity as the years pass, with the greatest activity being shown by the people who did a Springboard programme over ten years ago.

Not surprisingly, meeting up with the group that people did the programme with is most frequent with the 'less than 1 year' people and slowly tails off but it is very surprising that 20% of them are still meeting between 4-5 years on. And that an amazing 11% are still meeting over ten years later.

30% of Spring Forward participants are still meeting after a year, but interestingly 25% of Spring Forward participants are also still meeting with a Springboard group more than 2 years on. This confirms that many participants are using Spring Forward as a follow-on programme to Springboard.

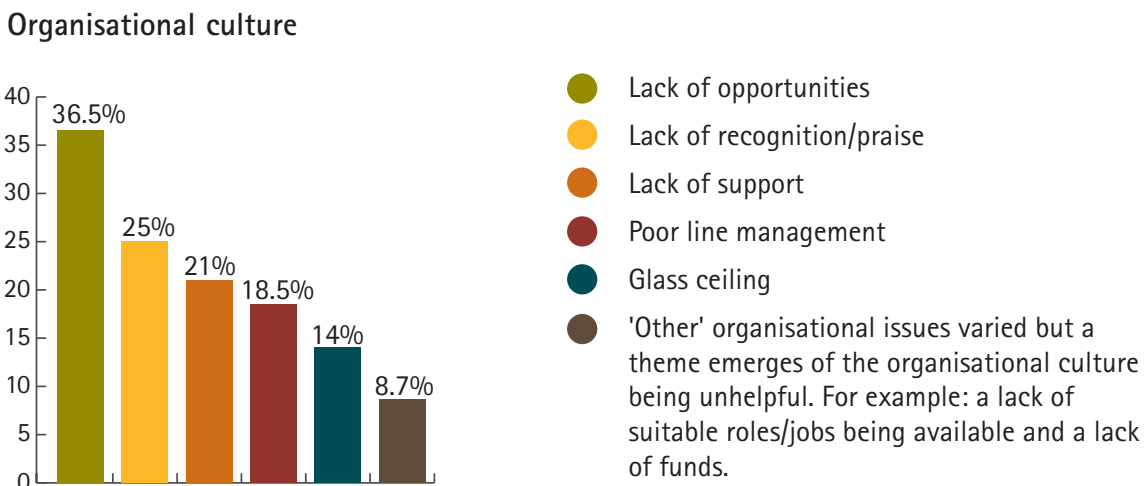
### By physical ability:

No differences.



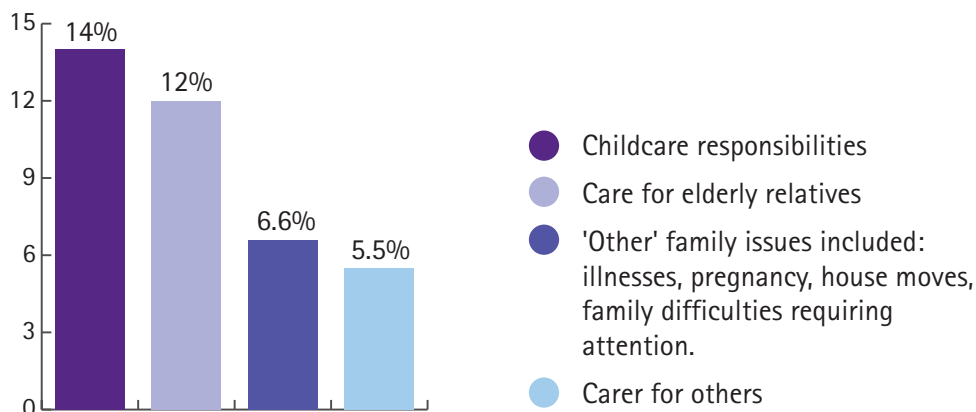
**Q11. What if anything, do you think is holding you back now?**

We were interested to discover what participants now regarded as the hurdles to their further development. An encouraging 26.5% said nothing was holding them back.



This raises serious issues for people managing staff. A shocking 25% of our respondents say that a 'lack of recognition/praise' is actually holding them back, while 21% say that a 'lack of support' is holding them back. This echoes recent research conducted by the Common Purpose organisation in which 92% of Junior and Middle managers wished they had more support or training. And 87% of all managers wished they had more support and training when they face new challenges. 33% admitted that they felt like this on several occasions. *'These responses show that executives think employers should provide relevant training and support at every level. The priority should be given to those in junior to middle management who are likely to be feeling the highest level of fear in facing challenges. Empowering them will unleash their potential and prepare them for the tougher challenges that await them further on in their careers.'* (Courage at Work, published by Common Purpose, March 2005)

## Family circumstances



## Variations

### By age:

The under 29's are less likely (7%) to regard the glass ceiling as holding them back, less likely (6%) to have childcare responsibilities and very unlikely (1%) to have elder care responsibilities. Childcare responsibilities holding people back peaks between the ages of 30-44 (26%).

### By gender:

Women, and particularly Black and minority ethnic women, are more likely to cite lack of resources as holding them back, (13% and 18% respectively)

15% of women say the glass ceiling is holding them back and so do 13% of men. More women (19%) than men (9%) say child care responsibilities are holding them back but more men (15%) than women (9%) say care for elderly relatives is holding them back.

### By job category:

Self employed people are more likely to say that nothing is holding them back (50%). Middle managers clearly do not find a 'Need to set goals' (4%) or 'Having a lack of personal motivation' (2%) as hurdles to their own development, although they are most likely to be too busy (35%).

### By employment sector:

47% Not for Profit employees cite being too busy as a hurdle in comparison to the average of 28.5% The private sector experience a lack of resources the least (8%) and Not for Profit, not surprisingly, experience a lack of resources the most (29%)

Not for Profit employees had the least difficulty with lack of confidence (6%) and lack of support (6%).

### By programme:

Superworking participants are much less likely (6%) to say that the glass ceiling is holding them back and more likely (31%) to say nothing is holding them back. This is hardly surprising as Superworking participants are already in senior management levels.

### By ethnic group:

Fewer Black and minority ethnic women (9%) say a lack of personal motivation is holding them back compared to white women (12%) and white people generally (11%). More Black and minority ethnic women (18%) say a lack of resources is holding them back.

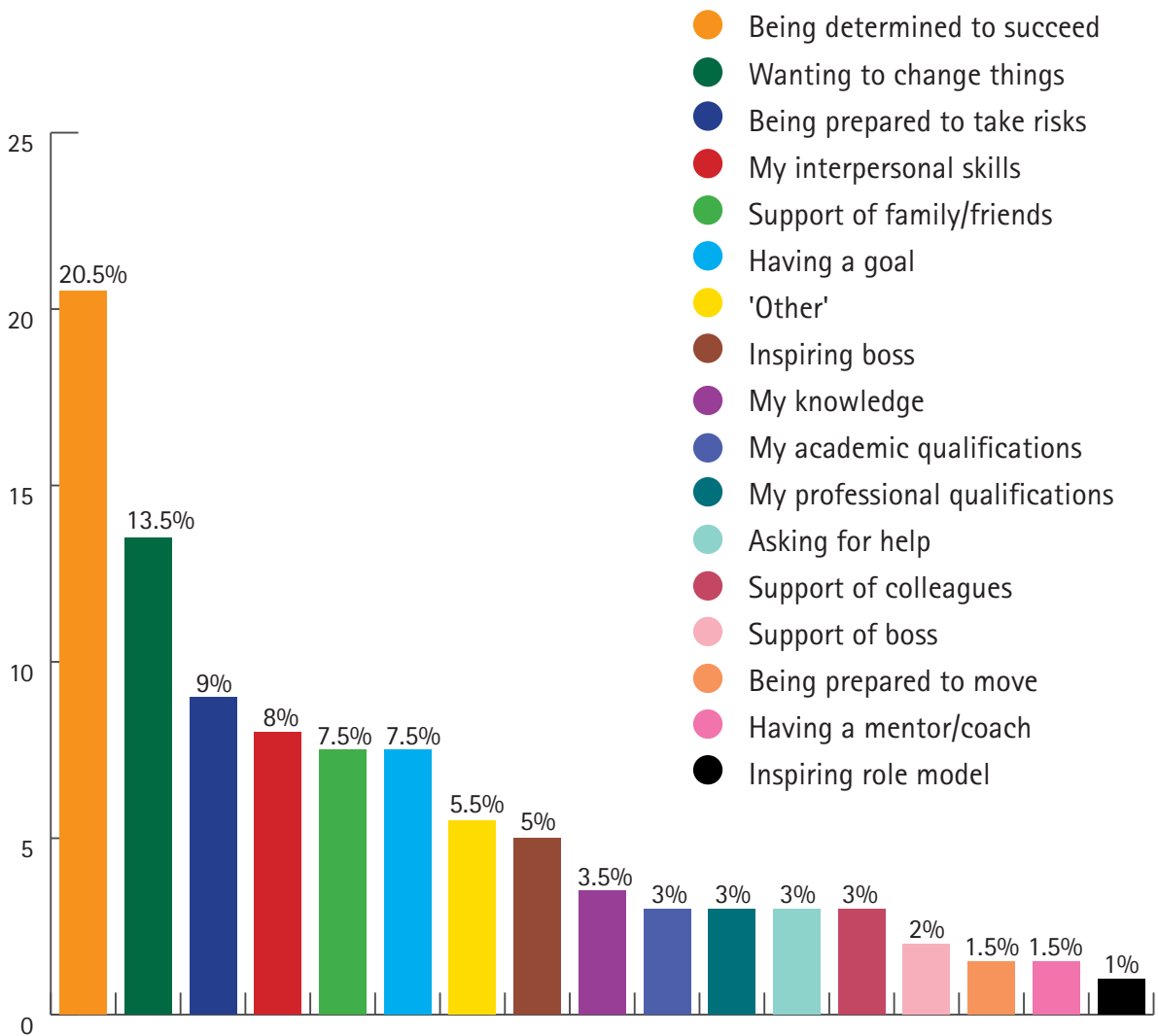
### By physical ability:

Fewer disabled people say a lack of personal motivation is holding them back (6%) compared to 12% for non-disabled people. Maybe disabled people are more used to motivating themselves?

# The Secret of Success

## Q12. What is the secret of your success?

Finally, by way of a summary, we asked participants to select just one aspect as being the secret to their success.



Two personal drivers stand out as being the most commonly stated secrets to success: 'Being determined to succeed' (20.5%) and 'Wanting to change things' (13.5%).

The 'Other' secrets of success were mostly personal attributes and attitudes such as: sense of humour, willingness to change, ability to make decisions and positive attitude.

The objective of personal and work development training is to enable participants to set their own goals and to equip them with the skills and determination to achieve these goals. By the very nature of development training (see Terminology) the course and the trainer do not tell people what to do but concentrate on building up peoples' successful qualities and attributes. If 20.5% of our respondents say that 'being determined to succeed' is the most important aspect to their success, with a further 13.5% saying that 'wanting to change things' is theirs, then the training has done it's job, as these people will most likely be motivated sufficiently to gain the other tools and experiences needed to achieve their overall goals.

## Variations

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### By age:

No differences.

### By gender:

Men rated aspects such as 'inspiring boss', 'wanting to change things', 'academic qualification', 'professional qualifications' and 'having a goal', as being significantly more important than women did, whilst women regarded 'support of boss' and 'my interpersonal skills' as more important than men. Both genders regarded the determination to succeed as the most important aspect overall. No men at all ticked 'Inspiring role model' or 'Support of the Boss'.

### By job category:

No differences.

### By employment sector:

No differences.

### By programme:

No differences.

### By ethnic group:

No differences.

### By physical ability:

Disabled people regarded a determination to succeed as more important (32%) than non-disabled people (21%).

# Appendix

## WORK AND PERSONAL DEVELOPMENT TRAINING SURVEY

You have this questionnaire because, at some point, you participated in one or more of our work / personal programmes. We now need your help, as we are conducting a major piece of research to identify the business benefits of these programmes. This is unprecedented research and will be immensely valuable to us, organisations and trainers around the world.

Please take a few minutes to complete this questionnaire and return it to us. Your immediate thoughts and feelings are likely to be the most accurate. It is completely anonymous and all replies will be treated in the strictest confidence.

Thank you

### SOME BACKGROUND INFORMATION ABOUT YOU

Please tick the relevant boxes.

1. Age:                      16 – 29       30 – 44       45 – 59       60 – 65       Over 65

2. Gender:      Female       Male

3. About Your Work:

The organisation you work for is (If self-employed, which sectors are your clients in?):

Private Sector       Public Sector       Not for Profit Sector       Education Sector

Which category most accurately describes the job you held when you started the course: -

Non-management	<input type="checkbox"/>	Junior management / Supervisory	<input type="checkbox"/>
Middle management	<input type="checkbox"/>	Senior management	<input type="checkbox"/>
Professional	<input type="checkbox"/>	Self-Employed	<input type="checkbox"/>
Unemployed	<input type="checkbox"/>		

4. SPRINGBOARD CONSULTANCY Programmes:

Which programme/s have you attended and when?

	Less than 1 year	1 year ago	2 – 3	4 – 5	5 – 10	10+ years
Springboard (SB)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Navigator (NAV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spring Forward (SF)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Superworking (SW)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. What positive impact have the programmes had on your work / life?

For each of the items below, on a scale of 1 – 6 where 1 = little impact and 6 = significant impact, place a number in the column referring to the programme you attended: -

	SB	NAV	SF	SW
Work / life balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal setting for work / life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greater motivation at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greater amount of work achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Higher quality of work achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Influencing and negotiating skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assertiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More creativity at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improved relationships with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better relationships outside work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased self-esteem / self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased satisfaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More contentment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More focussed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please be specific	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. About you personally, since attending the programme/s: -

Please tick the appropriate box where 1 = definite no and 6 = definite yes and 0 = don't know.

Are you?	No 1	2	3	4	5	Yes 6	0
More creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More open to change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More relaxed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More goal-orientated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More informed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More assertive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotionally fitter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physically fitter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentally fitter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More flexible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keeping personal development plans moving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More able to deal with difficult situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Appendix

Do you have: -	1	2	3	4	5	6	0
Increased satisfaction in relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better networking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better time-management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More stamina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please be specific							

**7. Since attending the programme/s, how much evidence can you show to your employing organisation (or yourself if self-employed) of the following work aspects: -**

Please tick the appropriate box where 1 = no evidence and 6 = lots of evidence and 0 = don't know.

Can you show: -	No evidence				Lots of evidence		
	1	2	3	4	5	6	0
Better customer services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased sales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cost savings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High productivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fewer mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better use of resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have: -	1	2	3	4	5	6	0
Improved people management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improved resource management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improved team working	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clearer values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improved time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased profile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are you: -	1	2	3	4	5	6	0
More open to change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Less stressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delegating more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking more responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More innovative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Influencing upwards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More assertive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More flexible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better managing change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better able to deal with difficult situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please be specific							

8. Which of the following have commented on positive changes in you since you attended the programme?  
Please tick as many as appropriate: -

- Staff
- Colleagues
- Immediate boss
- Senior managers
- Customers / clients
- Family / friends
- No-one

Was this about your ...

- Attitude
- Behaviour
- Performance

Has this been reflected in your formal appraisal?

- Yes
- No

9. As a direct or indirect result of participating in the programmes: -

- |   | YES                      | NO                       |
|---|--------------------------|--------------------------|
| Have you received a performance related pay increase or bonus?                              | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you been promoted or had a job re-grading?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you taken on additional responsibilities in your role with a view to future promotion? | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you taken on more responsibilities with the view to increased satisfaction in the job? | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you moved to a different job in the same grade, one more suited to your talents?       | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you moved jobs or gone into full-time education since the programme?                   | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you become self-employed?  | <input type="checkbox"/> | <input type="checkbox"/> |
| If you were already self-employed, have you increased your turnover or profits?             | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you achieved a professional qualification?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you enrolled on a course to get a professional qualification?                          | <input type="checkbox"/> | <input type="checkbox"/> |



## Appendix

### 10. Other than going on training courses, how do you work on your own development?

Please tick as many as appropriate: -

- |  |                          |
|--|--------------------------|
| Coaching / mentoring from my manager     | <input type="checkbox"/> |
| Coaching / mentoring from someone else   | <input type="checkbox"/> |
| Self-motivated goal setting              | <input type="checkbox"/> |
| Taking action on my own initiative       | <input type="checkbox"/> |
| Belonging to a development group         | <input type="checkbox"/> |
| Using training materials and packages    | <input type="checkbox"/> |
| Undertaking further education            | <input type="checkbox"/> |
| Doing an evening class                   | <input type="checkbox"/> |
| Secondments                              | <input type="checkbox"/> |
| Reading                                  | <input type="checkbox"/> |
| Appraisal / personal development plan    | <input type="checkbox"/> |
| I still meet with a Springboard group    | <input type="checkbox"/> |
| I still meet with a Navigator group      | <input type="checkbox"/> |
| I still meet with a Spring Forward group | <input type="checkbox"/> |
| I still meet with a Superworking group   | <input type="checkbox"/> |
| Networking                               | <input type="checkbox"/> |
| Other, please be specific                | <input type="checkbox"/> |
- 

### 11. What, if anything, do you think is holding you back now?

Please tick as many as appropriate: -

- |  |                          |
|--|--------------------------|
| Nothing  | <input type="checkbox"/> |
| <b>Personal</b>                                  |                          |
| Need to set goals or gain direction              | <input type="checkbox"/> |
| Lack of coaching or mentoring                    | <input type="checkbox"/> |
| Lack of personal motivation                      | <input type="checkbox"/> |
| Too busy   | <input type="checkbox"/> |
| Lack of resources                                | <input type="checkbox"/> |
| Lack of confidence                               | <input type="checkbox"/> |
| Need specific skills – please give details below | <input type="checkbox"/> |
- 

Other, please be specific

---

#### Organisational Culture

- |                              |                          |
|------------------------------|--------------------------|
| Lack of opportunities        | <input type="checkbox"/> |
| Lack of support              | <input type="checkbox"/> |
| Lack of recognition / praise | <input type="checkbox"/> |
| Glass ceiling                | <input type="checkbox"/> |
| Poor line management         | <input type="checkbox"/> |
| Other, please be specific    | <input type="checkbox"/> |
-

**Family Circumstances**

- Child care responsibilities
  - Care for elderly relatives
  - Carer for others
  - Other, please be specific
- 

12. What is the secret of your success? Please identify the ONE factor that has been most significant in your development at work. Please tick ONE box only.

- Being prepared to take risks
  - Inspiring boss
  - Inspiring role model
  - Having a mentor/coach
  - My academic qualifications
  - My professional qualifications
  - Having a goal
  - Being determined to succeed
  - Support of family/friends
  - Support of colleagues
  - Support of boss
  - Being prepared to move to another part of the country / world
  - Asking for help
  - Wanting to change things
  - My knowledge
  - My interpersonal skills
  - Other, please be specific
-

## Appendix

### 13. Please give us some further information about yourself: -

#### YOUR ETHNICITY: -

Please tick appropriate box.

- |       |                          |  |
|-------|--------------------------|--|
| ASIAN | <input type="checkbox"/> | Persons who were born in, or whose forebears were born in India / Pakistan / Bangladesh / China  |
| OTHER | <input type="checkbox"/> | Persons whose ethnic origins may be described as Asian but not listed in the categories above. This category can also be used if you regard yourself as of mixed descent |
| BLACK | <input type="checkbox"/> | Black persons who were born in or whose forebears were born in Africa / Caribbean  |
| OTHER | <input type="checkbox"/> | Persons whose ethnic origins may be described Black but not listed in the categories above. This category can also be used if you regard yourself as of mixed descent    |
| WHITE | <input type="checkbox"/> | Persons who were born in, or whose forebears were born in theUK / Republic of Ireland / other European countries   |
| OTHER | <input type="checkbox"/> | Persons whose ethnic origins may be described as white but not listed in the categories above.   |

### 14. Your Level Of Physical Disability: -

Do you consider yourself to have a disability that meets the Disability Discrimination Act definition? (A physical or mental impairment which has a substantial and adverse, long-term effect on your ability to carry out normal day to day activities).

- Yes   
No

Thank you very much for completing this questionnaire.

It will be enormously helpful to us and influence our work for years to come.

Please return, by post, to The Springboard Consultancy Ltd, Holwell, East Down, Barnstaple, North Devon, EX31 4NZ or e-mail to [office@springboardconsultancy.com](mailto:office@springboardconsultancy.com) or return to the trainer who gave this to you.

If you'd like to be informed when the final report of the results from this survey is ready, please send us your contact details and we'll let you know.

E-mail: [office@springboardconsultancy.com](mailto:office@springboardconsultancy.com)

Telephone: 01271 850 828

Fax: 01271 850 130

## THE SPRINGBOARD CONSULTANCY LTD

The Springboard Consultancy is one of the UK's leading personal and work development training consultancies and probably the UK's leading consultancy in women's development training.

The Springboard Consultancy Ltd. has a long and distinguished track record of working with a wide variety of client organisations across all employment sectors, from large multi-nationals to small women's voluntary groups.

We are especially well known as the creators and developers of new forms of training which we subsequently license other trainers to deliver. Through this extensive international network of licensed trainers, we have been able to reach over 170,000 people in 21 countries.

The Springboard Consultancy founders and directors, Liz Willis and Jenny Daisley, were both awarded the 'European Women of Achievement Award' in 2000.

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