

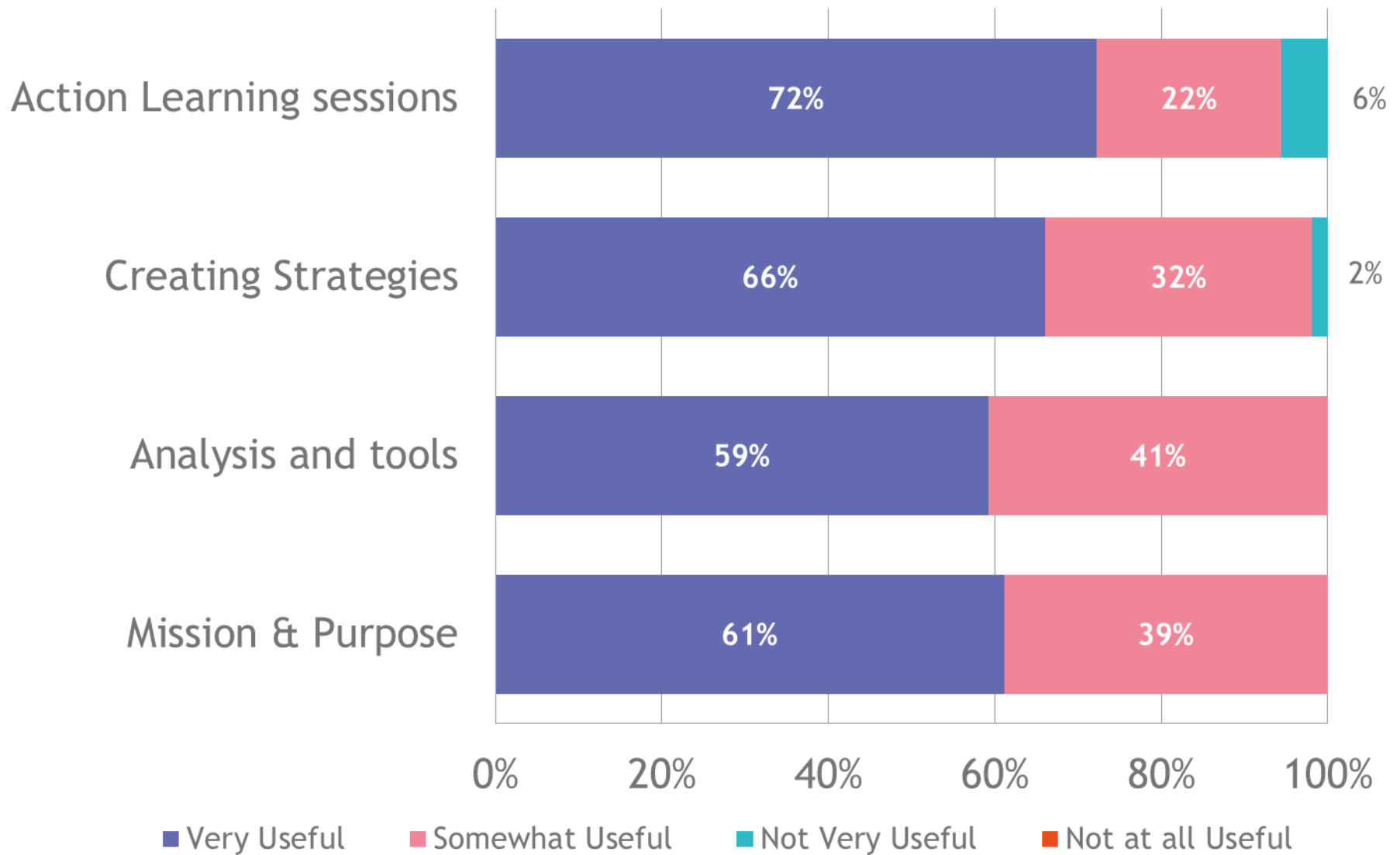


Goldsmiths
UNIVERSITY OF LONDON

Summary of the ADESTE trainee evaluation survey

Which aspects of the programme have been most useful and why?

- Frequent mentions of how theory and practice, case studies and the Ansoff matrix were used well
- Action Learning
- The opportunity to meet new people, share experiences and collaborate within the sector



How has your view of the missions changed over the course of the programme?

- Changes in perception have been overwhelmingly positive, with only a small number of minor critiques from Denmark
- Some noted a deeper understanding of the impact and a more structured process
- A more focused/useful refresher for those with previous experience and knowledge of Audience Development (AD)

How, if at all, have you changed your approach/outlook as a result of taking part?

- The majority of recipients have noted positive changes relating to the advantages of being able to implement a step-by-step approach; being able to instigate organisational changes with an evidence based approach and has generally resulted in an increased self-confidence for individuals.

How has it compared with other training/ professional development you have done for work?

- Most respondents noticed advantages such as building strong networks and communities as well as the more pragmatic/practical and in-depth nature of the workshops
- A relaxed approach which inspired more open learning and confidence

What is distinctive about the ADESTE approach compared to other similar programmes of training?

- Overall the Action Learning aspect
- The style of the programme - theory with practical, and the teacher/participant relationship were flagged as positive and distinctive things.

If you had some advice for trainers of the programme what would it be?

- Denmark: more focus on analysis & more one-on-one
- Italy: more one-on-one and more time on case studies
- Poland: more case studies and more practical exercises
- Spain: an extended programme that allows follow ups on an international level
- UK - explore the international aspect in more depth.

If you had some advice for the designers of the programme what would it be?

- The concept of AD in Italy, Spain and Poland seems more recent when compared with the UK and Denmark, so those respondents needed more help with developing AD plans, more time and more tools needed
- Denmark and UK focused more on the structure of the programme, feedback and newsletters

What do you think was the added value of action learning?

- Learning by doing, learning from others, sharing experiences, meeting new people, seeing things from others' point of view, personal development, problem-solving, self-reflection, debate and analysis

How did you value the use of action learning in the ADESTE programme?

- Some mixed reviews; AL seems to work for different respondents in different ways, depending on their personal and professional backgrounds.
- Overall it was seen by most as a valuable new skill - very challenging and thereby rewarding
- However sometimes the link back to AD itself was a little less clear.

What do you anticipate the lasting impact of the programme will be on you as a practitioner?

- Having the tools to engage and persuade policy makers and partners, using structured, evidence-based thinking.
- Brings values to ideas relating to AD and increases professionalism.
- The programme provides an increased enthusiasm to be able to make a long term difference within an organisation and the sector.

How will it affect the future of your organisation?

- In Denmark, Italy, Poland, Spain; a hope for better processes, better communication, better connection across the sector, building stronger teams and encouraging change
- UK respondents noted considering more advanced implementations, bolstering their current strategies and reminding them to put audiences at the core

How much of an effect do you think it will have on the rest of the sector/ your peers?

- Most respondents noted that it is a little early to say however the general consensus is positive
- The programme is inspiring, and yet not too hard to replicate

Increasingly, we have thought of the ADESTE trainees as “change agents” - would you agree with that term, or would you use another name, if so why?

- Overall 80% agreed (90% Denmark, 92% Italy, 70% Poland, 92% Spain, 50% UK)

Would you recommend the programme to others; if so, what would you say are the benefits?

- Overall 83% "yes" with the remaining respondents having not given a definitive answer or left a blank
- Perceived benefits include; better group dynamics, improved awareness, improved strategy, new methods, cooperation and community, innovation, inspiration, broader thinking and exploring ways of working.

What was missing from the programme?

- Responses were quite varied and often contradictory by the nature of a varied group; some said more time, some said less, some said more practical examples, some said less practical examples
- Overall, more time, more case studies and a course book with further materials appeared to have a common trend.

What could have been left out?

- Of those who said "nothing" or left responses blank: Denmark 70%, Italy 92%, Poland 80%, Spain 72%, UK 100%
- Otherwise, notes included the removal of the longer AL processes and some models.

What made it work well?

- The majority of respondents mentioned the people; both the trainers and their fellow trainees
- Other mentions included the mixture of theory and practice being well balanced.

What do you think future courses should be like?

- Denmark: similar to current but more advances theory and concepts
- Italy: more time, more international discussions, more intensive and more frequent sessions
- Spain: more meetings, more detail, more follow up
- UK: More interaction across the programme, more international relations, more break out sessions

What would you have changed?

- Some varied and contradictory responses including; more time, less time, more practical sessions, more theoretical sessions, more case studies, more technical and analytical sessions.



Goldsmiths
UNIVERSITY OF LONDON