

Work-based Learning Project

Abstract

The relationship between promoting and implementing change, and the obstacles preventing change taking place within the Housing division.

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1. Project Proposal

The overarching goal of the Housing Division is to drive continuous improvement through effective engagement with staff, ensuring both the workforce and the community benefit from enhanced service delivery. Saks (2006) defines employee engagement as the level of commitment employees have toward their division and their willingness to contribute to its success. His research indicates that engaged employees are more likely to drive improvements, directly supporting the Housing Division's goal of continuous improvement.

The division plays an integral role in the well-being of tenants, residents, service users, and businesses across the county, with a dedicated workforce of 159 individuals working across five distinct service areas. These services are critical to shaping the lives of thousands, ranging from providing essential housing services to supporting vulnerable populations such as refugees and the elderly. A summary of each key divisional service is provided in Appendix 1.

The division's performance is evaluated based on key Well-being Objectives (WBOs) and Key Performance Indicators (KPIs), aligning its efforts with broader community goals. These WBOs, which guide and measure the division's success, include:

- WBO 1 Start Well:
  Enabling our children and young people to have the best possible start in live.
- WBO 2 Live & Age Well:
  Enabling our residents to live and age well.
- WBO 3 Prosperous Communities:
  Enabling our communities and environment to be healthy, safe and prosperous.
- WBO 4 Our Council:
  To further modernise and develop as a resilient and efficient Council.

The Housing Division's focus on continuous service improvement directly contributes to the achievement of WBO 4 which is to modernise and develop a more resilient, efficient council. However, realising this potential depends on actively engaging staff, whose insights and ideas are integral for driving change and enhancing service delivery.

The willingness of staff to share innovative ideas is influenced by several motivating and inhibiting factors. Whilst employees are motivated by opportunities for professional development, contributing to better service delivery, and gaining a sense of ownership in shaping the division's future, there are also barriers that discourage engagement. Employees may hesitate to share ideas due to concerns about negative consequences or lack of recognition. Without visible encouragement from management, staff may feel their contributions are undervalued. Employees may also view proposing changes as risky, especially if resources are limited or success is uncertain.

Whilst promoting change can encourage innovation, the practical implementation of new ideas often faces significant obstacles including (but not limited to) limited resources, culture and bureaucracy. Addressing these barriers is essential to ensuring that ideas not only emerge but also become actionable, impactful improvements across the division. Sheth et al. (2000) argue that divisional culture can either support or obstruct innovation. They highlight that deeply rooted values, norms, and practices often generate resistance to change, and overcoming this resistance is key to implementing new ideas.

This project may help towards fostering a sustainable, responsive, and forward-thinking Housing Division capable of addressing the evolving needs of both staff and the communities it serves. Engaged, motivated staff are essential to the division's success, as their ideas and contributions drive service improvement. Without a culture that actively supports idea-sharing, the division risks stagnation, inefficiency, and missed opportunities for better service delivery. Kouzes and Posner (2012) highlight that effective leadership involves developing a shared vision and empowering employees to contribute to divisional goals. For the Housing Division, creating an environment where staff feel encouraged to share ideas is crucial for adapting to the changing needs of the community and ensuring the division remains sustainable and forward-thinking. Furthermore, Kuvaas (2006) argues that workplace inefficiency can reduce employee motivation and impact their commitment to divisional objectives. This increases the risk of missed opportunities for improvement, which in turn negatively affects service quality and overall divisional performance

By breaking down the barriers to idea-sharing and empowering staff to engage in continuous improvement processes, the division can better meet the needs of its staff, community in which is services and technological needs whilst contributing to the strategic goal of modernising and developing a resilient, efficient Council. This initiative will align with the Council's objectives for operational efficiency and resilience, ultimately benefiting the entire community.

This research will explore the factors that encourage or inhibit staff in the Housing Division from contributing innovative ideas for service improvement. The aim is to assess how well the division recognises and implements good practices and to identify the barriers that prevent individuals, teams, and services from effectively supporting enhanced service delivery. The key research objectives include:

- Highlight the key factors hindering positive change and explore the reasons behind such resistance.
- Recognise potential new practices, ideas, and operational methods emerging from staff across various service areas.
- Conduct a critical analysis of communication and engagement strategies, as well as change management theories, exploring their relationships and mutual influence in shaping organisational change.

This research hopes to achieve the following key learning outcomes, these include:

- Identify the common barriers that prevent staff from contributing ideas and propose strategies to address these barriers.
- Develop effective strategies for communication and staff engagement, ensuring that employees feel valued and empowered to share their ideas.
- Strengthen the division's change management strategies, ensuring that they are informed by staff insights and foster a culture of innovation.
- Promote an ongoing commitment to continuous improvement, ensuring that the division remains responsive and adaptable to the needs of its workforce and the community.
- Foster a culture of collaboration, trust, and openness, where staff feel safe to contribute their ideas and are actively supported in the process.

The intended impact of this research will lead to:

- A more engaged workforce will result in increased idea generation and participation in service improvement initiatives, fostering a sense of ownership and commitment to the division's success.
- Encouraging the sharing of innovative ideas and addressing implementation challenges will lead to more efficient processes, better service delivery, and an enhanced ability to respond to community needs.
- As the Housing Division becomes more efficient and responsive, the Council will be better equipped to achieve its modernisation and resilience objectives, boosting its overall effectiveness and reputation.
- This project will contribute to the long-term development of a culture where continuous improvement is embedded in daily operations, ensuring the division consistently seeks new and better ways to serve the community.

This project aims to unlock the potential of staff within the Housing Division by addressing the key factors that influence their engagement and overcoming barriers to implementing innovative ideas. By fostering a culture of continuous improvement and providing staff with the tools and support they need to contribute to service enhancement, the Housing Division will not only align with the Council's modernisation objectives but will also establish a sustainable framework for ongoing innovation in service delivery. This research will hope to ensure that the division is better equipped to meet the needs of its workforce and the community, enhancing its overall effectiveness and service quality.

2. Project Report

2.1 Introduction

The Housing Division's dedication to driving continuous improvement and the crucial role that staff engagement plays in reaching this objective. By actively involving employees, the division not only enhances internal processes but also ensures that both staff and the communities served experience the direct benefits of better service delivery. The success of the division is intrinsically tied to the active participation of its workforce. Staff perspectives, ideas, and insights are crucial in driving meaningful, sustainable change and innovation that can address the evolving needs of the division and the broader community.

Despite the motivation employees have to contribute towards service improvements and advance their career development, several barriers hinder their active participation. Key obstacles include fears of negative repercussions for sharing ideas, a lack of recognition for contributions, and concerns over the perceived risks of proposing changes. Furthermore, challenges such as limited resources, entrenched divisional culture, and bureaucratic processes often act as roadblocks, stifling innovation and impeding the implementation of new ideas.

To unlock the division’s full potential, it is essential to address these barriers head-on. Only by fostering a culture that encourages open dialogue, supports risk-taking, and actively values employee contributions can the division ensure that its innovative ideas lead to tangible, impactful improvements in service delivery. A concerted effort to reduce these obstacles will not only enhance the division’s operational effectiveness but will also empower employees, ensuring that they are an integral part of the ongoing journey towards better serving both staff and the community.

Ultimately, the aim of this research is to foster a more engaged workforce, elevate service delivery, and instil an established commitment to innovation and continuous improvement within the Housing Division. By gaining a deeper understanding of the factors that motivate or hinder staff participation, the research seeks to offer valuable insights for building a Housing Division that is adaptable, forward-thinking, and capable of thriving in a rapidly changing environment. Central to this vision is the promotion of a culture of ongoing improvement that empowers staff to contribute innovative ideas that drive service excellence.

This study will identify the key drivers and barriers influencing staff's willingness to engage in the ideation and implementation of new initiatives. Furthermore, it will explore strategies to overcome these challenges, particularly focusing on enhancing communication, staff engagement, and change management practices. By creating

an environment where employees feel supported, valued, and empowered to participate, the division can unlock its full potential. Removing these barriers will allow the Housing Division to better meet the evolving needs of both its workforce and the communities it serves, whilst also supporting the broader Council goals of modernisation and operational efficiency. This research aspires to provide a roadmap for transforming the Housing Division into a more resilient, efficient, and innovative unit that can respond proactively to the demands of the future.

2.2 Literature Review

This literature review will explore current body of academic knowledge of key concepts related to divisional engagement, innovation, service improvement, and the factors influencing staff participation in change initiatives. This review will also examine different methodologies, to determine what methods are most suitable and effective to yield the best insights for this study.

For instance, employee engagement, is recognised as a vital element in nurturing a culture of continuous improvement. Saks (2006) highlights how engagement boosts employee commitment, enthusiasm, and ultimately, organisational performance. Bakker & Demerouti (2007) suggests that engaged employees tend to be more proactive, take initiative, and actively look for opportunities to enhance work processes, which directly supports the idea of continuous improvement. The Job Demands-Resources (JD-R) model highlights that when employees feel supported and appreciated, they are more inclined to share ideas for improvement and innovation. This also align this with the Gallup Q12 Engagement Model. Gallup (2013) suggests that when employees feel valued and supported, they are more likely to become deeply committed to the organisation's goals, including continuous improvement efforts.

However, the literature also identifies several barriers that can inhibit staff participation in service improvement, particularly resistance to change. Hall & Hord (2001) note that employees who have unresolved personal or managerial concerns about the change process may be reluctant to engage in service improvement efforts, especially if they perceive the changes as a threat to their professional identity or job security. The Concerns-Based Adoption Model (CBAM) outlines various stages of concern that employees may go through when facing change, including awareness, informational, personal, and management-related concerns. In addition, West and Dawson (2012) suggest that employees in the public sector are frequently reluctant to offer ideas for improvement due to fears of political consequences, strict policies, or bureaucratic barriers. Their research indicates that establishing a psychologically safe environment is pivotal for public sector organisations to navigate these barriers and encourage creative problem-solving and service innovation.

Several factors that encourage participation in service improvement, such as intrinsic motivation and meaningful work, are explored by (Steger, Dik, & Duffy, 2012). The Meaningfulness of Work (MW) Theory suggests that when employees view their work as meaningful, they are more motivated to engage in activities that enhance their work environment or services. This theory posits that employees who believe their work has purpose or contributes to a larger goal are more engaged and more likely to offer ideas for improvement, thereby driving innovation in service delivery. This theory suggests that employees who see their work as meaningful or contributing to a larger purpose are more engaged and more likely to propose ideas for improvement, thereby promoting innovation in service delivery. This theory is also relevant to the Housing Division, as a sense of purpose and skill development could help employees see the value in contributing to the division's wider goals. However, the literature does not provide specific evidence on how these motivational factors function within the context of housing services, indicating a gap in understanding the key drivers of employee engagement in this sector.

Effective communication is also emphasised as a crucial element for successful change management. Hiatt (2006) highlights the need for clear communication to build awareness and secure buy-in from employees. Within the Housing Division, this suggests the importance of inclusivity, ensuring that staff are fully informed about the objectives and benefits of change initiatives. The role of communication in promoting collaboration and trust is further supported by Cameron and Green (2015), as well as Moynihan (2008) and Bertelli and Lynn (2009) who suggest that public sector employees may feel disconnected from decision-making processes or view communication from leadership as top-down and one-way, leading to resistance or disengagement during change initiatives. This highlights a significant gap in the literature regarding tailored communication strategies that can effectively engage staff, particularly in highly structured sectors like Housing, Health, and Education.

Whilst fostering innovation is crucial, the literature also points to the challenges of overcoming bureaucratic barriers and rigid structures. Shein (2010) describes how a culture focused on control, standardisation, and hierarchy, which are common in bureaucratic environments, can hinder innovation. In such cultures, employees may hesitate to offer new ideas or challenge existing practices due to fear of negative repercussions. In contrast, a culture of innovation is defined by openness, trust, and flexibility, qualities that are often limited in bureaucratic environments. This is particularly relevant for the Housing Division, where existing processes may restrict creative thinking and the adoption of new ideas. Yet, there is limited research focusing on the specific structural and resource-related barriers to innovation within public sector housing divisions, representing a gap in the literature.

In conclusion, this literature review has explored key concepts related to employee engagement, innovation, service improvement, and the factors influencing staff participation in change initiatives, specifically in the context of public sector

organisations. The review has highlighted the significant role that employee engagement plays in fostering a culture of continuous improvement. However, the review also identifies significant barriers to staff participation in change processes, particularly within bureaucratic public sector environments. The literature highlights that resistance to change can stem from unresolved personal or managerial related concerns, fears of job insecurity, and a lack of psychological safety. Models like the Concerns-Based Adoption Model (CBAM) and research by Hall & Hord (2001) shed light on the different stages of concern employees experience when facing change, which can hinder their willingness to engage in service improvement initiatives. Furthermore, West and Dawson (2012) point to specific challenges within the public sector, such as political ramifications, strict policies, and rigid structures, which can discourage employees from offering ideas for improvement. Creating a psychologically safe environment, as recommended by these authors, is essential for overcoming these barriers and fostering a culture where innovation can thrive.

The review also highlights the role of intrinsic motivation and the Meaningfulness of Work (MW) Theory, which suggests that employees are more likely to engage in service improvement when they perceive their work as meaningful and aligned with a broader purpose (Steger, Dik, & Duffy, 2012). This theory emphasises the importance of employees viewing their work as contributing to the overall divisional as well as organisational goals, a concept that is particularly relevant to the Housing Division. However, a notable gap in the literature exists, as there is limited research on how these motivational factors specifically apply within the context of the housing division, suggesting the need for further investigation in this area.

Another critical element emphasised in the literature is the pivotal role of communication in successful change management processes. Effective communication is widely recognised as essential for facilitating understanding, alignment, and engagement amongst employees during periods of organisational change. A variety of studies suggest that clear, timely, and inclusive communication is key to reducing resistance, building trust, and fostering a sense of ownership are essential for the successful implementation of change initiatives (Hiatt, 2006; Cameron & Green, 2015).

However, despite the general consensus on the importance of communication, there remains a significant gap in the literature regarding the development and application of tailored communication strategies that specifically cater to the unique dynamics of highly structured public sector divisions, such as Housing. In these sectors, where bureaucratic processes, hierarchical structures, and rigid policy frameworks are often prevalent, traditional communication methods may not effectively engage staff or address the complexities of their roles. This gap presents a valuable opportunity for future research, as understanding how to design communication strategies that resonate with employees in these contexts could lead to more effective engagement,

smoother transitions during change processes, and ultimately, more successful outcomes for public sector organisations.

Furthermore, existing literature tends to focus on generic communication practices without taking into account the specific needs and challenges faced by employees in public sector divisions. Future research could explore how tailored communication methods such as organizational culture, the complexity of the changes being implemented, and the varying levels of employee involvement reduce anxiety, and improve the overall effectiveness of change management. By addressing this gap could significantly contribute to more effective, employee-centred change management practices within public sector organisations.

Whilst fostering innovation is essential, the review also explores the challenges posed by bureaucratic structures. This is particularly relevant for public sector organisations including divisions such as Housing, where rigid processes and structures can stifle creativity and hinder the implementation of new ideas. However, the literature reveals a gap in research regarding the specific structural and resource-related barriers to innovation within public sector housing divisions, highlighting the need for further exploration in this area.

Overall, there is considerable research on the role of employee engagement and its influence on innovation and service improvement, the literature identifies several gaps that require further investigation. These gaps include understanding the specific motivational drivers within sectors, developing tailored communication strategies for public sector divisions, and addressing the structural barriers to innovation in bureaucratic environments. Exploring these areas could offer valuable insights into how public sector organisations can more effectively engage their employees, encourage innovation, and promote continuous improvement, ultimately improving service delivery and performance.

This research study is unique in its aim to address these gaps by investigating the specific dynamics of employee engagement, motivation, and change management within the Housing Division. By focusing on the division's distinct challenges, such as resistance to change, limited resources, and hierarchical structures, the study will provide valuable insights into how staff can be better supported and encouraged to contribute to service improvement initiatives. Furthermore, this research will examine the role of communication strategies in facilitating change within a public sector context, an area that remains underrepresented in the literature. The key objective of the study will be to provide valuable insights that will help develop more effective strategies to enhance engagement and innovation, ultimately improving service delivery within the Housing Division.

2.3 Methodologies

It is anticipated that the research study will take around three months to complete and will consist of quantitative and qualitative approaches.

2.3.1 Surveys

The primary objective of conducting surveys is to gather insights from staff regarding their ideas and perspectives on promoting continuous improvement. Participants will receive an email invitation to participate in the survey, which will be conveniently accessible through a link to Microsoft Forms. This online format ensures that staff can complete the survey using either a laptop or a mobile device from any location within the county, promoting accessibility for all.

To facilitate the completion process, the estimated required for participants to finish the survey will be 8 to 12 minutes. Importantly, all responses will remain anonymised to protect participant privacy. The survey will encompass a range of questions focused on ideas, suggestions, potential barrier, benefits, drawbacks, and participant expectations. A blended approach will be utilised, incorporating both quantitative and qualitative questions to provide a comprehensive understanding and insight into staff perspectives, opinions and feelings.

A response rate of approximately 31% is expected, resulting in around 60 completed questionnaires. This data will be analysed and presented into themes and displayed in a tubular format which will provide quantifiable insights.

2.3.2 One to One Interviews (semi-structured)

The purpose of one-to-one interviews is to obtain a deeper qualitative understanding from participants. These interviews will incorporate a blended approach, allowing flexibility in their executions. To maximise efficiency and minimise resource demands, a combination of in-person and virtual meetings will be arranged based on the individual preferences and circumstances. All meetings will be scheduled using Outlook calendars, ensuring that protected time s allocated for the interviews, which can be booked in advance.

Each interview is expected to last approximately 20 to 25 minutes, during which responses will be recorded through detailed interviewer notes or, with consent, via a Microsoft Teams recording. Recognising that some participants may prefer not to have their sessions recorded, the alternative method of taking notes will be applied.

A semi-structured approach to the interview will enable the researcher to strike a balance between structure and flexibility. Allowing researchers to enter interviews with

some predetermined questions that are open-ended and permit elaboration but allows the freedom to deviate to explore unexpected avenues (Dearnley, 2005).

Following the analysis of the initial survey results, a series of open-ended questions will be developed to align with the findings, allowing the researcher to delve deeper into participants motivation, feelings, and thoughts. Should additional detail be necessary, the researcher will seek approval to obtains relevant contact information to enhance the study's depth. As an insider researcher, several steps will be taken to ensure the integrity and comfort of the interview process:

- Preparation of relevant questions in advance to guide discussions effectively.
- Selection of a comfortable, accessible, and safe environment for interviews.
- Provision of a welcoming atmosphere, including introductions and refreshments.
- Active listening to participants responses, capturing comprehensive notes, and following up on any questions they may have, adhering to best practices.

2.3.3 Focus Groups (semi-structured)

Focus groups, consisting of 3 to 5 participants, aims to harness the interactive dynamics among the core group to enable and promote insightful reflections and discussions that enhance the overall outcomes of the study. These sessions will promote effective brainstorming and provide richer, more valuable data for consideration. Open-ended questions will be used to encourage discussion, formulated following the responses collected from the surveys and one to one interviews.

Focus group sessions will typically last between 30 to 40 minutes, with responses captured through interviewer notes. Invitations will be sent to staff via email, followed by courtesy reminders as the scheduled dates approach. Th advantage of being an insider researcher includes a deep understanding of existing processes, organisational culture, and available services.

Responses from both interviews and focus groups will be thematically analysed to identify key factors influencing feedback. It is important note that while the participation rate may be limited in comparison to the overall workforce of the division, the insights gained will still offer valuable indications of general trends, opinions, and perceptions.

2.3.4 Ethical Approach

Soobrayan (2003) implies that all researchers need to learn to think and reflect upon their project holistically and to see ethics as an integral part of the research, rather than something that is tacked on at the end. To address potential ethical concerns

associated with insider research, the following key principles will be adopted and implemented.

2.3.4a Integrity

Acknowledgement of participants autonomy and cultural differences. Reporting of accurate data, removing any opportunity to omit and manipulate information that may skew results and being detrimental to the study.

2.3.4b Informed Consent

Obtain voluntary informed consent as well as engagement with participant managers for approvals. Clear communication in relation to how participant information will be handled and stored. This will also involve informing participants of the purpose, procedures, potential risks as well as the benefits.

2.3.4c Compliance

Adhere to organisational guidelines and statutory obligations in relation to data protection (GDPR). This is supported by Kitchener (2000) who states that a researcher will need to consult with appropriate agencies, policies, rules and regulation to ensure ethical compliance.

2.3.4d Minimising Harm

The organisation predominantly undertakes its own in-house research and whilst there are several advantages, it is critical to acknowledge the internal ethical considerations associated when conducting insider research.

Utilising staff within the organisation to conduct research is much more cost effective as opposed to buying in such resources. Using in-house resources will have an impact on actual day-to day duties which may compromise service delivery, deadlines, etc. due to additional duties incurred.

Knowledge and awareness of processes, culture, services, and staff are useful insights and tools to have, as they enable the study to become seamless and efficient in the organisation of resources. There is a greater risk of cutting corners including bypassing line management for approval, reduction in the level of communication being offered as well as specifically cherry-picking participants to enhance research outcomes which may skew the data. There is also a tendency to become advocates as opposed to being seen as researchers, allowing bias towards individuals if known to them and therefore already having pre-determined thoughts/outcomes. All of which elevates the risk of the insider researcher mis-interpretating the data including reshaping and/or omitting resulting in a breach of integrity. In addition, due to familiarity, there is more of a focus on perhaps the drama and conversational chat rather than the study and the insider researcher maintaining a neutral stance.

A thematic approach has been used to analyse the captured data, enabling a thorough examination of the key patterns, insights, and trends that emerged. This analysis will not only help uncover areas of strength and success but also identify challenges and opportunities for improvement, offering a robust foundation for informed decision-making and targeted action. Creswell and Plano Clark (2017) endorse this approach, emphasising that qualitative methods such as thematic analysis are instrumental in exploring the context and underlying factors that drive quantitative findings.

In conclusion, the research will provide a pathway to enhance engagement among staff, leading to a more responsive and effective Housing division. By prioritising the voices of employees, the division can tap into the wealth of knowledge that will drive meaningful change, improve service delivery, and benefit the customers. It will also provide recommendations aimed at enhancing continuous service improvement initiatives.

2.4 Findings

This research aims to explore the factors that promote and inhibit staff from suggesting ideas for positive change within the Housing division within Carmarthenshire County Council. The focus of the research is to:

- Understand the relationship between implementing positive change and removing potential inhibitors to change
- Critically analyse communication, engagement and change management theories, exploring their interrelation and mutual influence.
- Identify potential good practices and methods of operation derived from staff across the division.

2.4.1 Staff Survey

Quantitative surveys were chosen as the primary research method for this study as they can be utilised effectively to identify patterns and trends across large sample sizes. By incorporating fixed-response questions, I was able to gather standardised data, which streamlined the process of comparing and statistically analysing responses from different groups.

A significant advantage of quantitative surveys is their ability to handle large sample sizes efficiently. This capacity allows researchers to extrapolate findings to a broader population, improving the reliability and validity of the results. For instance, the Licensing Consultation Analysis Report 2021 utilised surveys to collect data from

more than 2,000 individuals and organisations, providing a comprehensive understanding of stakeholder views.

The use of quantitative surveys is widely documented. For instance, Saunders et al. (2016) note the efficiency of surveys in collecting standardised data, which is important for exploratory and descriptive research. Additionally, Cycyota and Harrison (2006) state that mailed questionnaires are among the well-researched data collection methods within organisational sciences, supporting the effectiveness of this approach.

Reflecting on past surveys conducted across the organisation, it has been evident that the predominant approach has been the development and distribution of quantitative surveys. Whilst these surveys are quicker to administer than qualitative approaches, they often operate more as a "bean counting" exercise, emphasising numerical data at the expense of deeper insights. This approach typically offers a simplified, broad overview of staff, reducing complex experiences to binary terms. As a result, it fails to capture the rich context and nuanced understanding that qualitative data can reveal, limiting its ability to fully reflect the complexity of staff perspectives and experiences. According to Stoecker, R. (2005) there is an over reliance on quantitative surveys in organisational research and emphasises the importance of qualitative data to better understand lived experiences of individuals. Stoecker argues that qualitative methods provide a more holistic picture of the numerical data.

In response to this limitation, the decision was made to incorporate both quantitative and qualitative questions, aiming for a more comprehensive approach to data collection and analysis. By integrating both measurable trends and rich narrative data, this combined methodology supports data triangulation, hopefully enhancing the reliability and depth of the findings. The inclusion of qualitative insights alongside quantitative metrics not only deepens the understanding of staff experiences but also provides a more robust foundation for informed decision-making, ultimately facilitating the successful implementation of change.

A Microsoft Teams Form survey (Appendix 2) was distributed to all 159 staff within the Housing Division after receiving approval from the Head of Service. The survey was sent via email, providing an option to access it through a link or QR code. To encourage maximum participation, the Head of Service prepared a covering email, which was circulated to everyone (Appendix 3). A total of 64 (40%) of staff responded to the survey within the allocated two-week period.

The findings and analysis of the staff survey provide valuable insights into the perspectives and experiences of employees within the Housing Division. By analysing the responses from a diverse group of staff members, the survey aims to identify key factors that influence staff engagement and their willingness to contribute to continuous improvement initiatives. This section will delve into the survey results,

highlighting the themes and trends that emerged from the data, and offer a comprehensive understanding of the current state of staff morale and the potential barriers to effective service delivery.

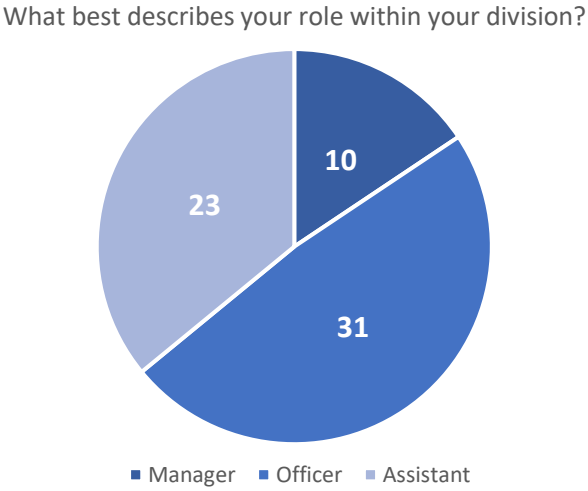
Throughout the survey, a range of qualitative questions were employed, including:

- Question 5 (Appendix 4)
- Question 7 (Appendix 5)
- Question 9 (Appendix 6)
- Question 11 (Appendix 7)
- Question 13 (Appendix 8)
- Question 15 (Appendix 9)
- Question 17 (Appendix 10)
- Question 19 (Appendix 11)
- Question 21 (Appendix 12)
- Question 23 (Appendix 13)
- Question 25 (Appendix 14)
- Question 27 (Appendix 15)
- Question 29 (Appendix 16)
- Question 32 (Appendix 17)
- Question 34 (Appendix 18)

Following completion of the survey, these questions generated a diverse and detailed range of responses, all participant responses have been captured within appendices as outlined above. The responses for all questions have been thoroughly analysed and captured as part of the thematic approach, with the findings presented within the analysis section below.

Section 1: Workforce Demographic

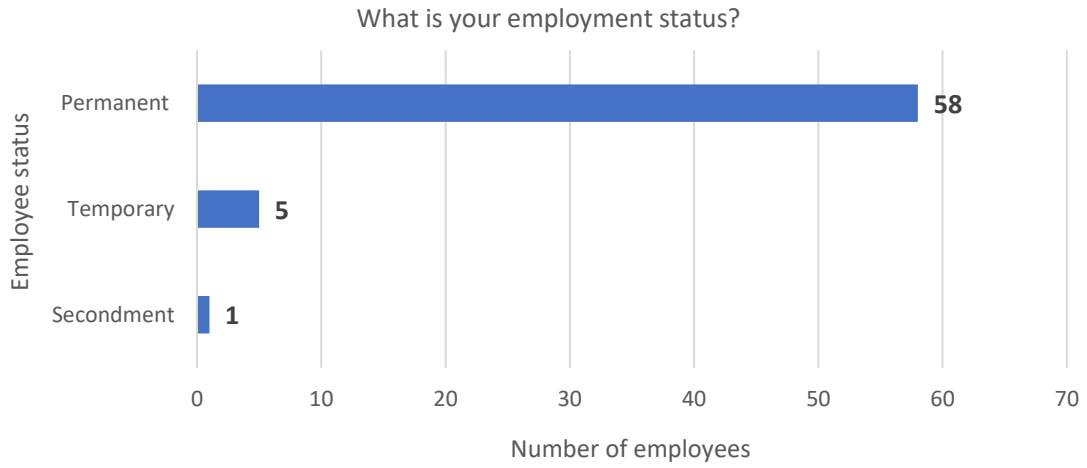
Q1. What best describes your role within your division?



48% (**31**) of respondents classified themselves as *Officers*, closely followed by **36%** (**23**) identifying as *Assistants*, and **16%** (**10**) categorising themselves as *Managers*. This distribution indicates that *Officers* make up the majority of respondents, with *Assistants* forming a significant secondary group, followed by a smaller proportion of *Managers*. As *Officers* occupy a mid-level position within the divisional hierarchy, their perspectives could offer a more balanced and representative view of the overall experience.

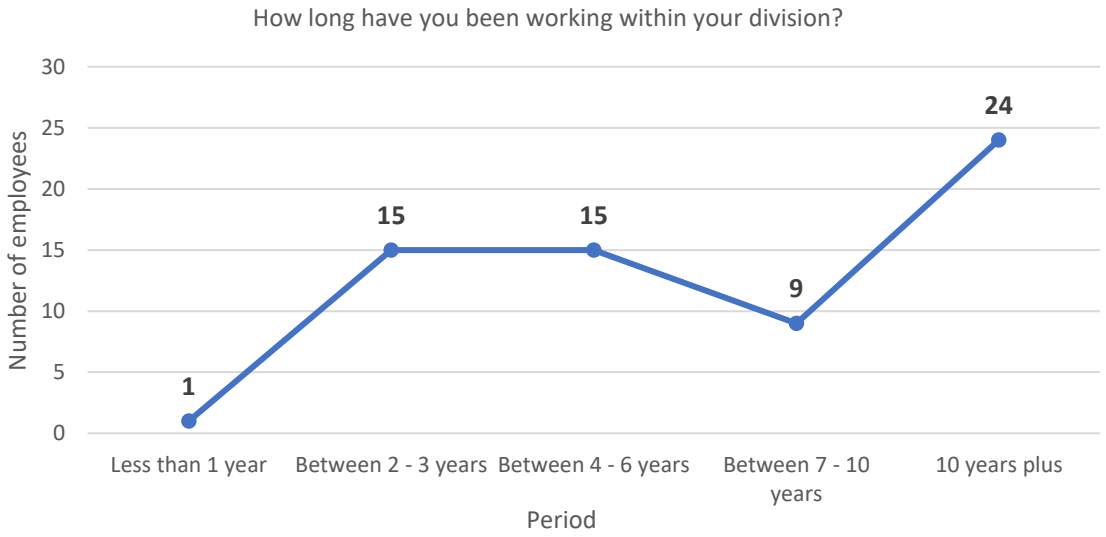
Dillman et al. (2014) on organisational structure and power dynamics, argues that the demographics of survey respondents should align with the divisional hierarchy to ensure a well-rounded understanding of different perspectives within the division. In this context, the significant representation of officers in the survey is valuable, as their mid-level roles enable them to provide more balanced and nuanced perspectives on divisional processes and improvements. This group is well-positioned to identify both the challenges and opportunities faced at different levels, offering a more thorough and representative view of the division as a whole.

Q2. What is your employment status?



An overwhelming **91%** (**58**) of respondents identified their employment status as *Permanent*, representing the vast majority of the group. This was followed by **8%** (**5**) who indicated they were employed on a *Temporary* basis, whilst just **2%** (**1**) classified themselves as being on a *Secondment*. This distribution shows that most employees are permanent, whilst temporary and secondment workers make up a much smaller share. This further enhances the validity of these research findings, as permanent employees are likely to have a deeper and more comprehensive understanding of the workplace dynamics, given their longer tenure and established roles within the division. Typically, permanent employees have a greater commitment to the organisation and a deeper understanding of its practices, structures, and dynamics, which leads to more valuable insights (Harrison & Rainer, 2014).

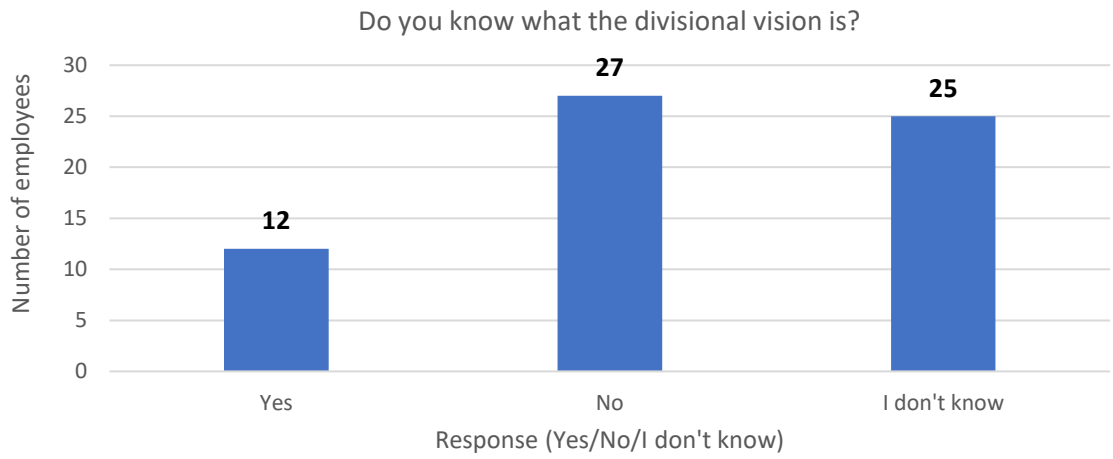
Q3. How long have you been working within your division?



A significant **37%** (**24**) of respondents have been with the authority for over 10 years, all of whom hold permanent positions. Another **23%** (**15**) have worked for 2-3 years, including 10 permanent staff, 4 temporary, and 1 on secondment. Similarly, **23%** (**15**) have been employed for 4-6 years, all of whom are permanent staff. **14%** (**9**) have between 7-10 years of service, all of whom are permanent, whilst **1%** (**1**) have worked for less than 1 year as a temporary employee. This demonstrates a strong presence of long-term, permanent staff across the division, further contributing to the validity of my findings. Baker, D., & Proctor, J. (2016) suggest that extended service is linked to the accumulation of tacit knowledge, which enhances decision-making and may result in higher-quality research. They further state that in longitudinal studies, the duration of service is often a crucial factor influencing the quality of research and its findings.

Section 2: Purpose

Q4. Do you know what the divisional vision is?



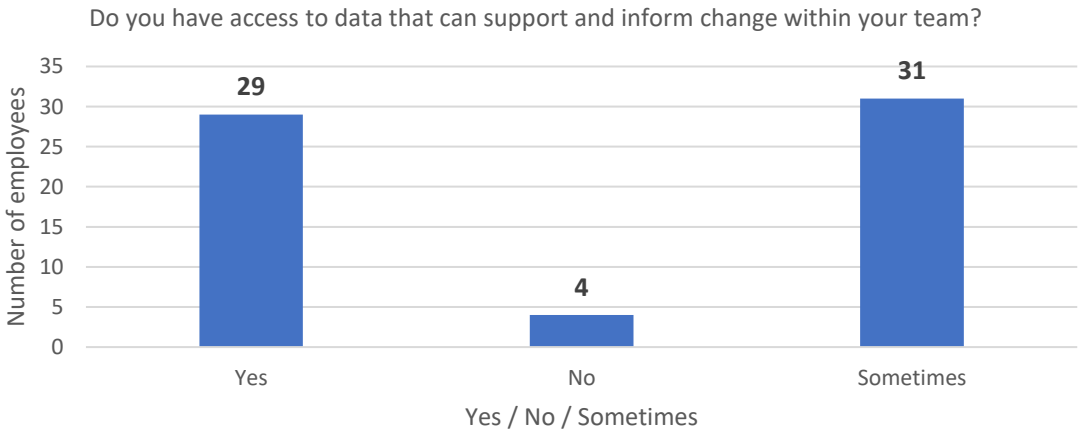
Only **19%** (**12**) of respondents indicated that they are aware of the divisional vision, whilst a significant **81%** (**52**) either stated they were unaware or did not know what the vision is. This demonstrates a clear gap in communication or understanding regarding the divisional vision among most staff. Kouzes and Posner (2012) highlight the crucial role of leaders in effectively communicating the vision to inspire and align employees with the division's goals. Their research suggests that unclear communication or a lack of messaging from leadership can result in confusion, disengagement, and misalignment within the division.

Q6. Are you clear on the goals and ambition of your team?



Only **56%** (**36**) of respondents reported having a clear understanding of their team's goals and ambitions, whilst a notable **44%** (**28**) either stated they were unaware or did not know what these are. This reveals a significant communication gap and a lack of clarity surrounding the team's objectives for a substantial portion of staff. The research undertaken by to Edmondson, A. (2003), highlights that effective communication and clear understanding of team goals are integral to fostering a learning and ensuing team effectiveness. From a divisional customer perspective Grönroos (2000) explains that divisional performance is closely tied to employees' ability to understand and address customer needs. From a customer perspective, when team goals are unclear, it can disrupt service delivery and reduce customer satisfaction, as employees may not be fully aligned with the division's priorities. The communication gap regarding team goals can negatively affect how employees engage with customers, ultimately influencing the overall customer experience within the division.

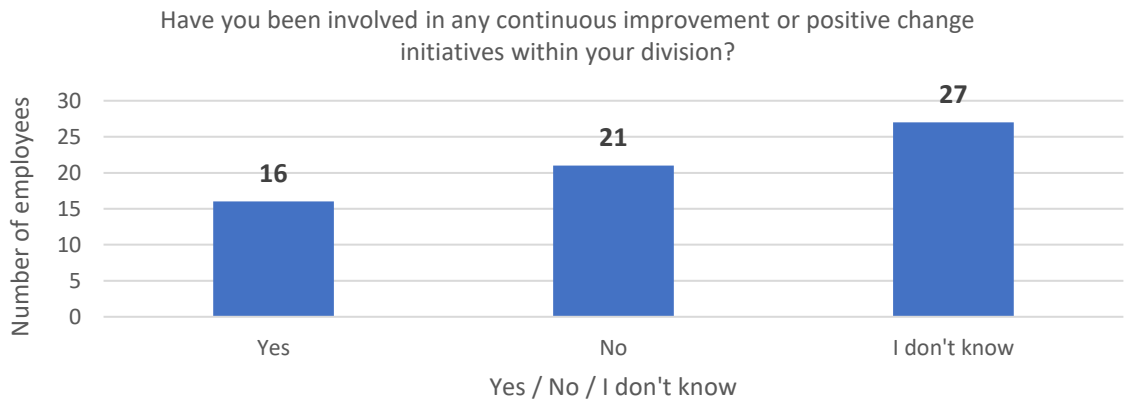
Q8. Do you have access to data that can support and inform change within your team?



A substantial **45%** (**29**) of respondents reported having *consistent access* to data that supports and informs change within the team. However, **48%** (**31**) indicated that data is only *sometimes* available, and a concerning **6%** (**4**) reported having *no access* to data at all. This suggests that either data availability to staff is inconsistent or limited, leading to missed opportunities for innovation and change (Ransbotham and Kiron, 2014), or that data is available but, staff are not aware of it.

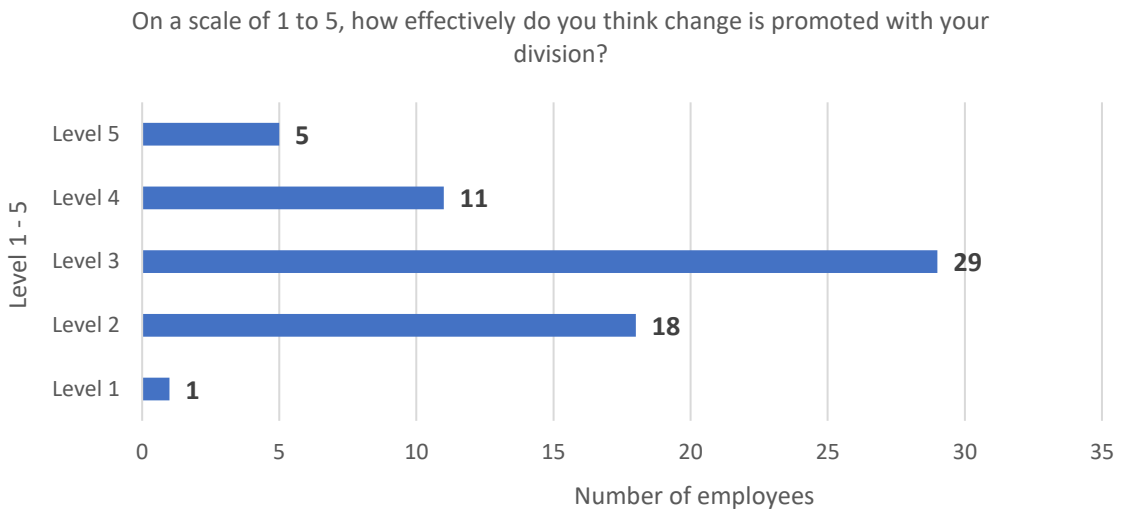
Section 3: Promoting Change

Q10. Have you been involved in any continuous improvement or positive change initiatives within your division?



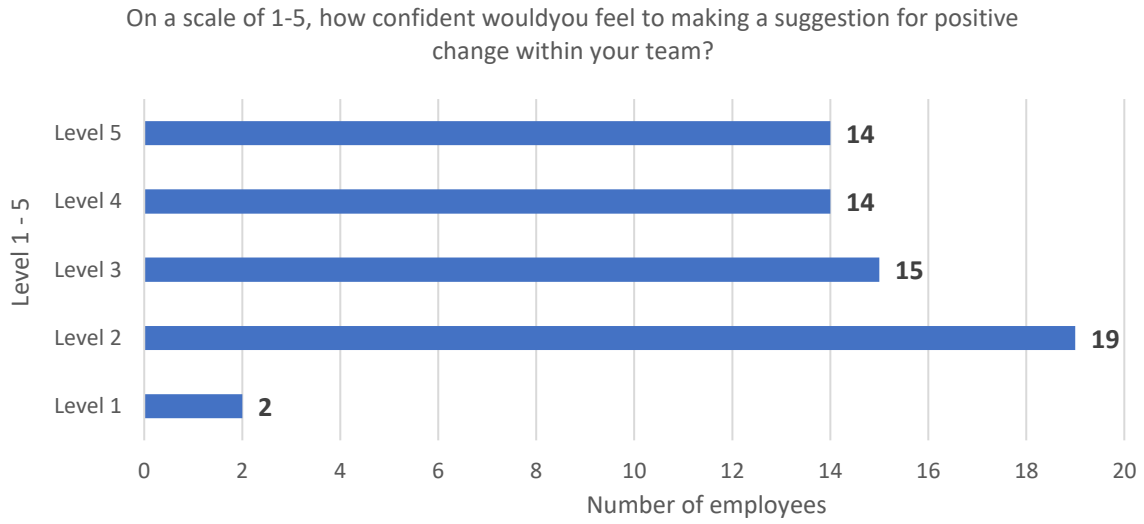
Only **25%** (**16**) of respondents reported having participated in continuous improvement or positive change initiatives within the division, whilst a significant **75%** (**48**) either stated they have *not been involved* or *were unsure*. This indicates a substantial lack of engagement or awareness around initiatives aimed at driving improvement, suggesting a need for greater involvement and communication to foster a culture of continuous development within the division.

Q12. On a scale of 1 to 5, how effectively do you think change is promoted within your division? (1 - not effective at all to 5 - extremely effective)



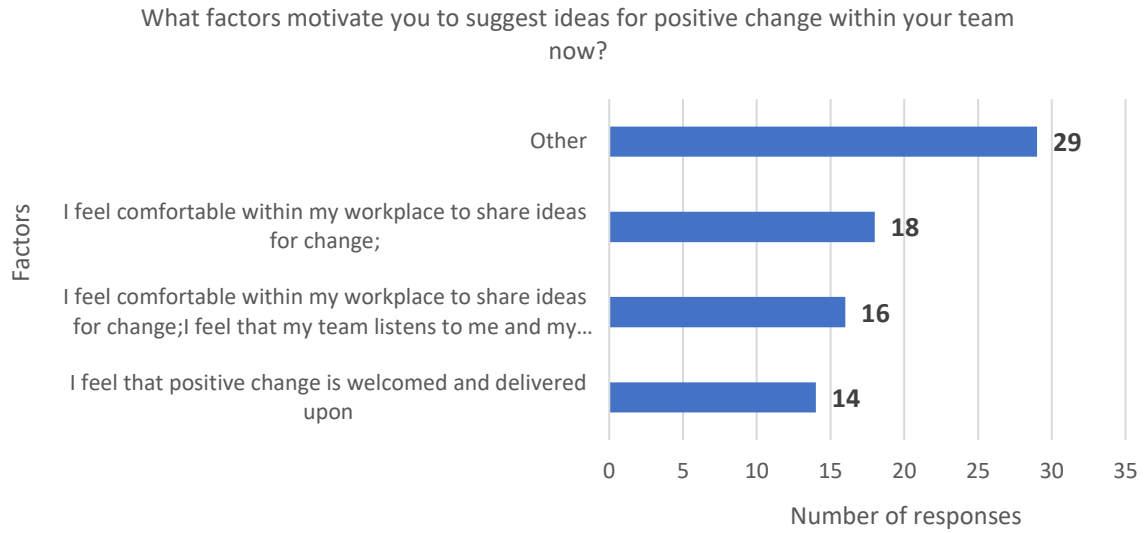
The majority of respondents, **45%** (**29**), rated the effective promotion of change within the division a *Level 3*, indicating a moderate perception of effectiveness. However, only **25%** (**16**) rated it at *Level 4* or *5*, suggesting that a minority perceives change promotion as highly effective. A concerning **30%** (**19**) of respondents rated it *Level 1* or *2*, indicating that they perceive the promotion of change as ineffective. This highlights a clear divide in perceptions of change promotion within the division, suggesting significant room for improvement. The average score level is **2.8** indicating a generally moderate, but not strong, perception of change promotion effectiveness. Fedor, Caldwell and Herold (2007) also highlight that employee commitment to change often weakens when they perceive its implementation as unsuccessful or ineffective.

Q14. On a scale of 1-5, how confident would you feel to making a suggestion for positive change within your team? (1 - not confident at all to 5 - extremely confident)



A significant **23%** (**15**) of respondents rated their confidence in suggesting change within the team as level 3, indicating a moderate level of confidence. However, only **44%** (**28**) gave a rating of 4 or 5, reflecting a smaller group who feel confident in proposing ideas for change. A concerning **30%** (**19**) of respondents rated their confidence at level 1 or 2, suggesting that a substantial portion of the team lacks confidence in suggesting positive change. This highlights a significant barrier to fostering a culture of continuous improvement and innovation within the team. The average score level **2.7** indicating a generally low to moderate level of confidence in making suggestions for change. Miller et al. (2004) suggest that fear of negative consequences, such as criticism or reprimand, can greatly diminish employees' willingness to engage in change processes.

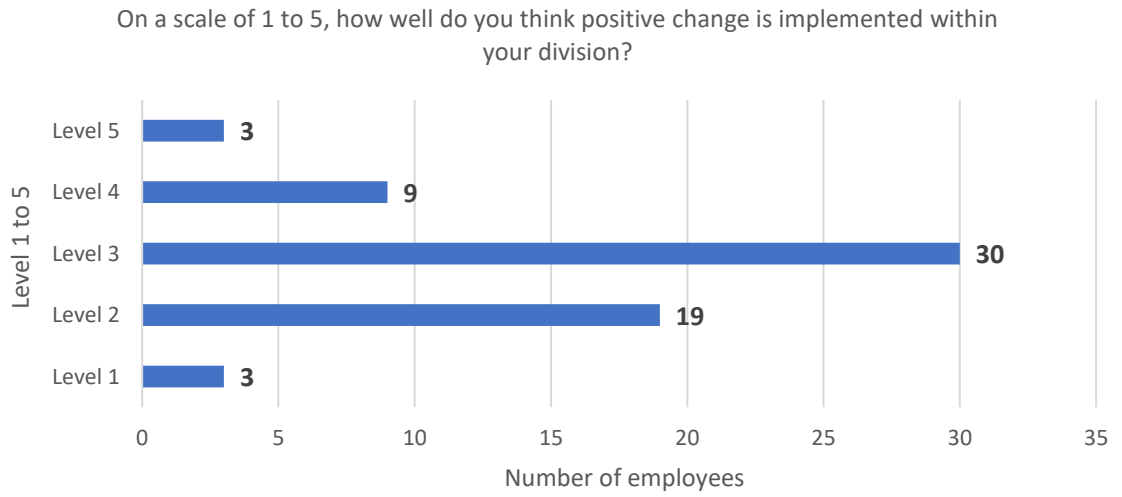
Q16. What factors motivate you to suggest ideas for positive change within your team now? (please select one or more statements that best describes you)



Respondents identified multiple factors that contribute to their comfort in sharing ideas within the workplace, feeling heard, and seeing those ideas acted upon. There are **18** instances where respondents would *comfortably share ideas for change within their workplace*. However, there are **29** instances where responses included the category 'other'. Additional context and elaboration are outlined in Appendix 19.

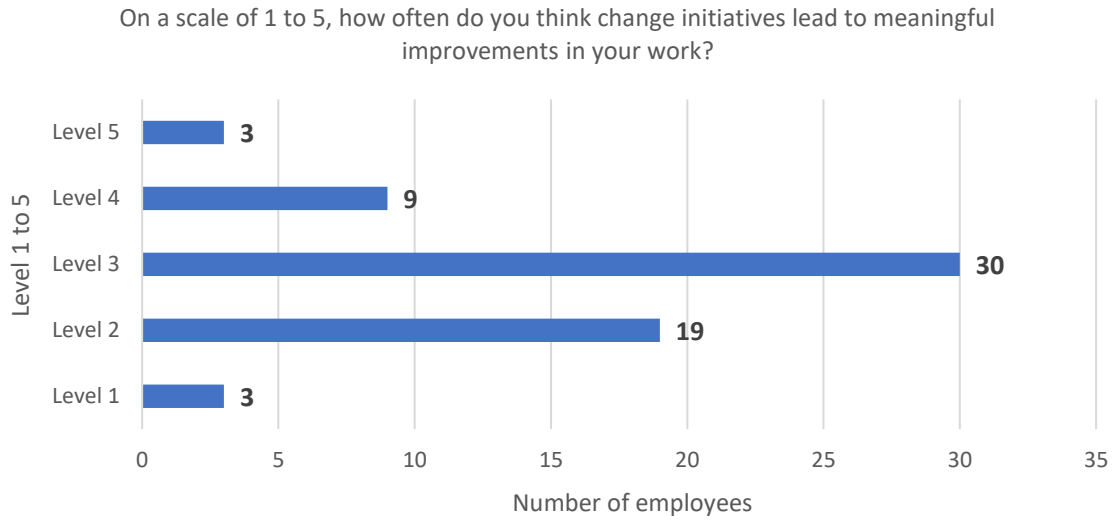
Section 4: Implementing Change

Q18. On a scale of 1 to 5, how well do you think positive change is implemented within your division? (1 - Poorly implemented to 5 - Very well implemented)



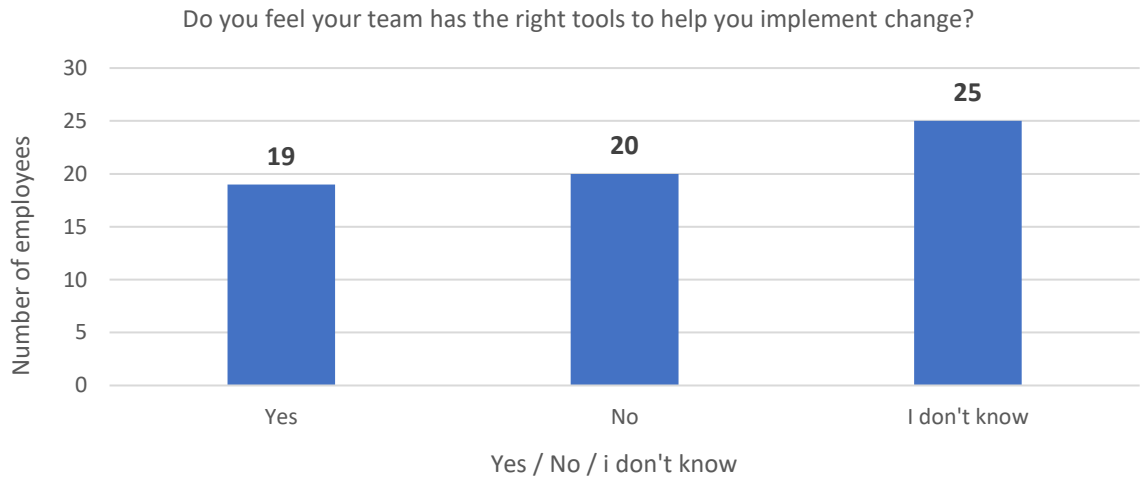
A notable **47%** (**30**) of respondents rated the implementation of positive change within the division as moderate, indicating some level of effectiveness. However, only **19%** (**12**) rated it at *Level 4* or *5*, reflecting a smaller group who feel that positive change is effectively and thoroughly implemented. A concerning **34%** (**22**) of respondents rated the implementation at level 1 or 2, suggesting that a significant portion of the team lacks confidence in the division's ability to implement meaningful change. This indicates a considerable gap in perception, highlighting the need for stronger, more consistent efforts to drive and communicate positive change. The average score level of **2.9** indicates a moderately low perception of the effectiveness of positive change implementation within the division.

Q20. On a scale of 1 to 5, how often do you think change initiatives lead to meaningful improvements in your work? (1 - Never to 5 - Always)



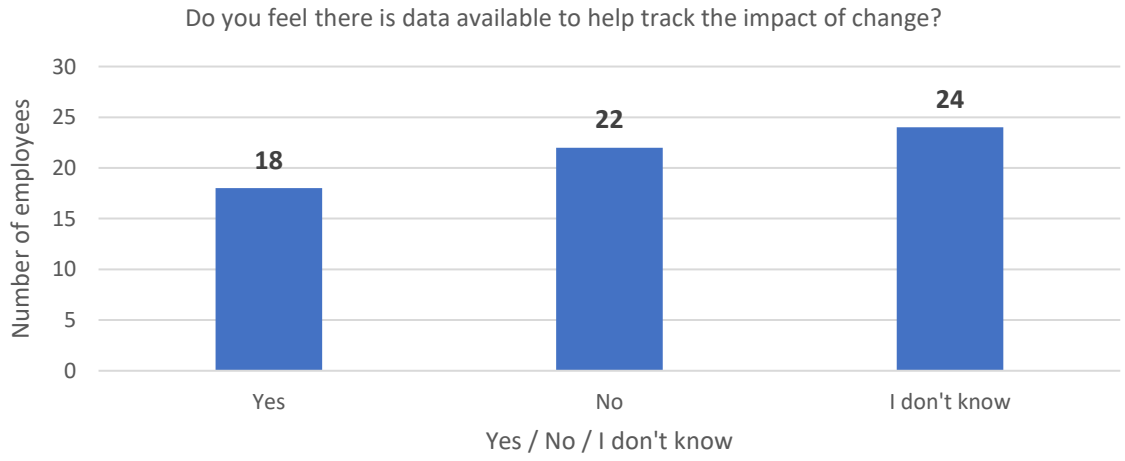
A significant **47%** (**30**) of respondents rated the implementation of positive change as moderate, indicating that while some progress is being made, it is not yet seen as highly effective. However, only **19%** (**12**) rated it at level 4 or 5, signalling that a relatively small group feels change initiatives lead to meaningful and impactful improvements in their work. A concerning **34%** (**22**) of respondents rated the implementation of change at level 1 or 2, suggesting that a large portion of the team perceives these changes as ineffective or not impactful. This highlights a substantial gap in perceptions of the success and value of change initiatives, underscoring the need for more impactful and well-communicated change processes. The average score level of **2.8** indicates a moderate to low perception of the effectiveness of positive change initiatives within the division.

Q22. Do you feel your team has the right tools to help you implement change?



Only **30%** (**19**) of respondents reported having the right tools to help implement change initiatives within the division, whilst a significant **70%** (**45**) either stated they do not have or are unsure. This disparity highlights a significant gap in the resources required for effectively driving change, indicating a substantial challenge for successful implementation within the division. According to Beer, M., & Nohria, N. (2000), organisations who attempt to implement change without the tight tools and support systems will have a higher likelihood of failing. The research undertaken by Robinson, S. P., & Judge, T. A. (2019), also emphasises the need for the right resources as employees will feel unprepared and disengaged, again leading to failure in achieving desired outcomes.

Q24. Do you feel there is data available to help track the impact of change?

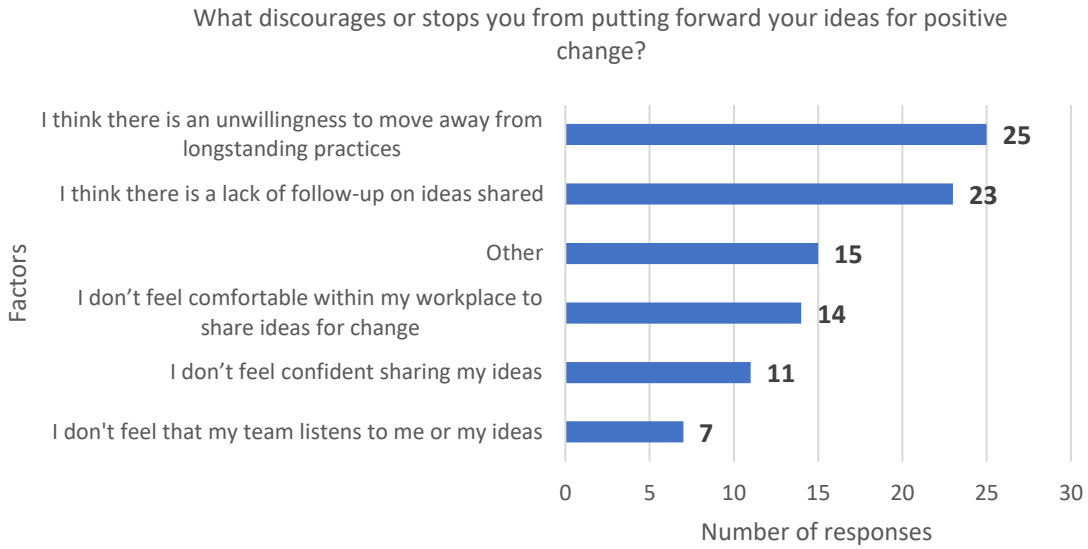


Only 28% (18) of respondents reported having key data available to help track the impact of change, whilst a significant 72% (46) either stated they do not have or are unsure. This discrepancy suggests a lack in the tools and resources needed to

effectively monitor and assess change initiatives within the division. Beer and Nohria (2000) maintain in their Theory E and O of change management that effective divisional change relies on thorough data collection to track progress and implement required adjustments. Without the ability to robustly capture and track data, divisions cannot evaluate the success or impact of change initiatives.

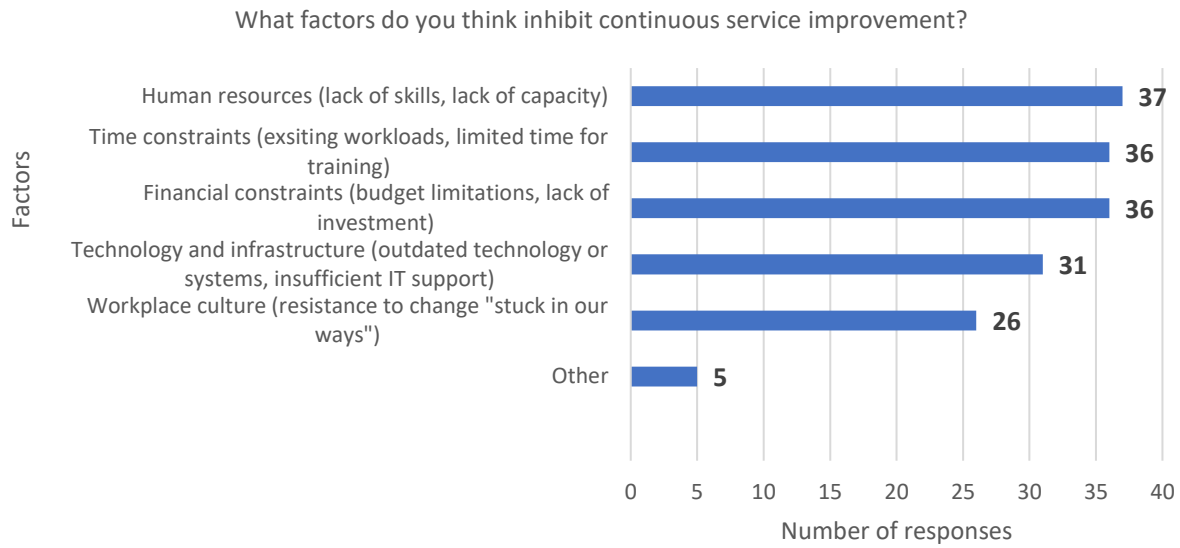
Section 5: Obstacles to Change

Q26. What discourages or stops you from putting forward your ideas for positive change? (Please select one or more statements that best describes you)



Respondents identified multiple factors that contribute as to what discourages or stopped them putting forward ideas. There are **25** instances where respondents feel there is an *unwillingness to move away from longstanding practices*. However, there are **15** instances where responses included the category 'other'. According to Schein (2010) deeply ingrained practices and norms can lead to resistance to change. In organisations with well-established cultures, employees often struggle to suggest changes that disrupt existing routines and traditions. The instances where respondents cite resistance to longstanding practices highlight the influence of divisional culture in shaping how employees respond to change. Additional context and elaboration are outlined in Appendix 20.

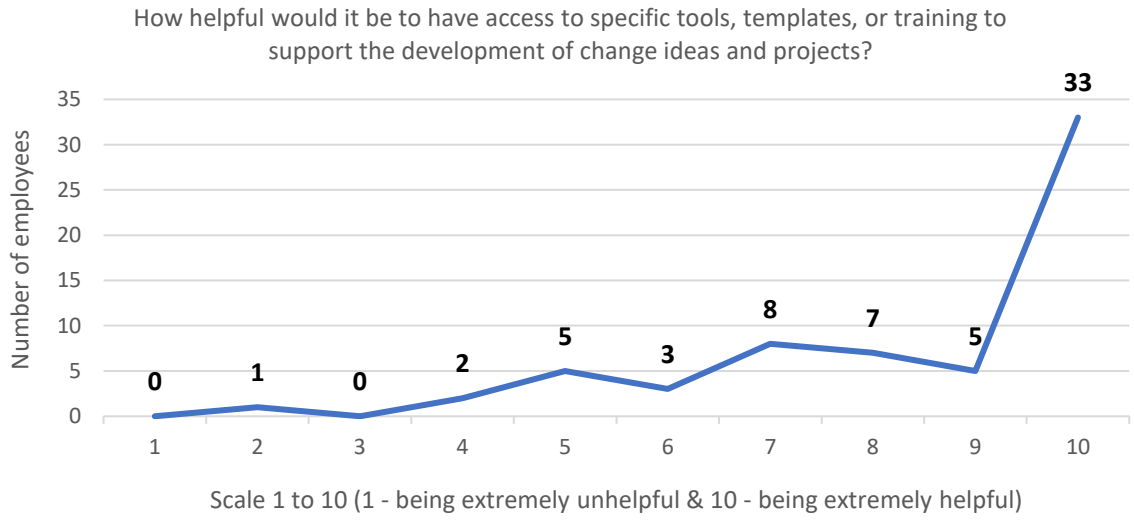
Q28. What factors do you think inhibit continuous service improvement? (please select one or more statements that best describes you)



Respondents identified multiple factors that inhibit continuous service improvement. There are **37** instances where respondents claim that *human resources inhibit improvement*. There are **5** instances where responses included the category 'other'. Additional context and elaboration are outlined in Appendix 21.

Section 6: Suggestions for Improvement

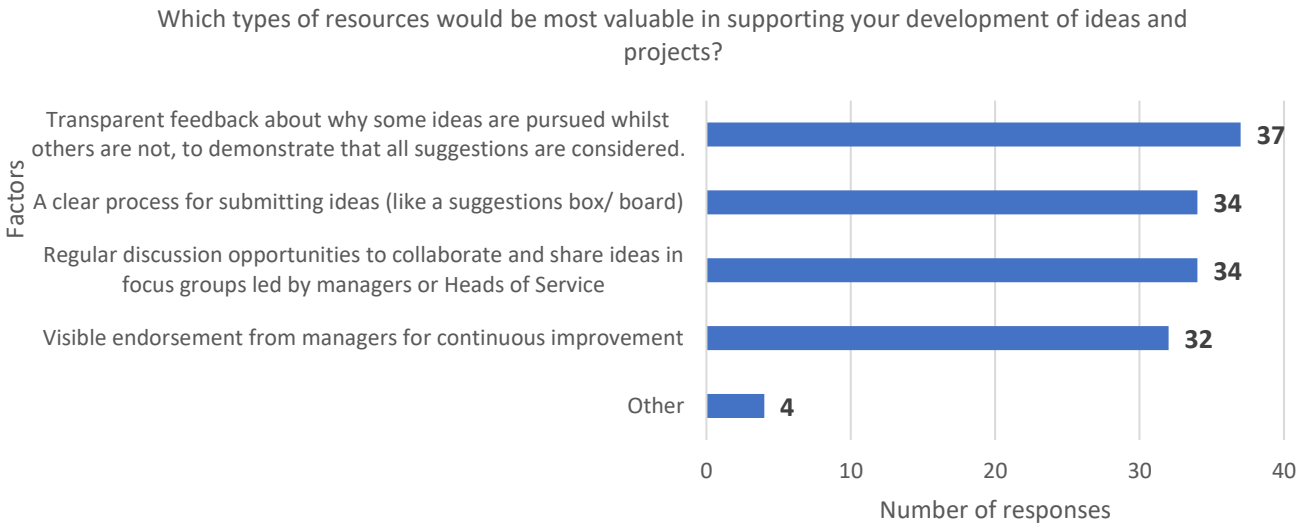
Q30. How helpful would it be to have access to specific tools, templates, or training to support the development of change ideas and projects?



A significant **52%** (**33**) of respondents expressed that access to specific tools, templates, or training would be extremely helpful in facilitating their work and supporting change initiatives. However, nearly half of the respondents provided a mixed review, with opinions ranging from "extremely unhelpful" to "helpful." This disparity highlights a gap in consistency and clarity regarding the effectiveness and utility of the available resources. It suggests that whilst some staff members would greatly benefit from targeted support, others may find the existing resources inadequate or irrelevant to their needs, indicating a need for a more tailored approach to training and tool provision within the division.

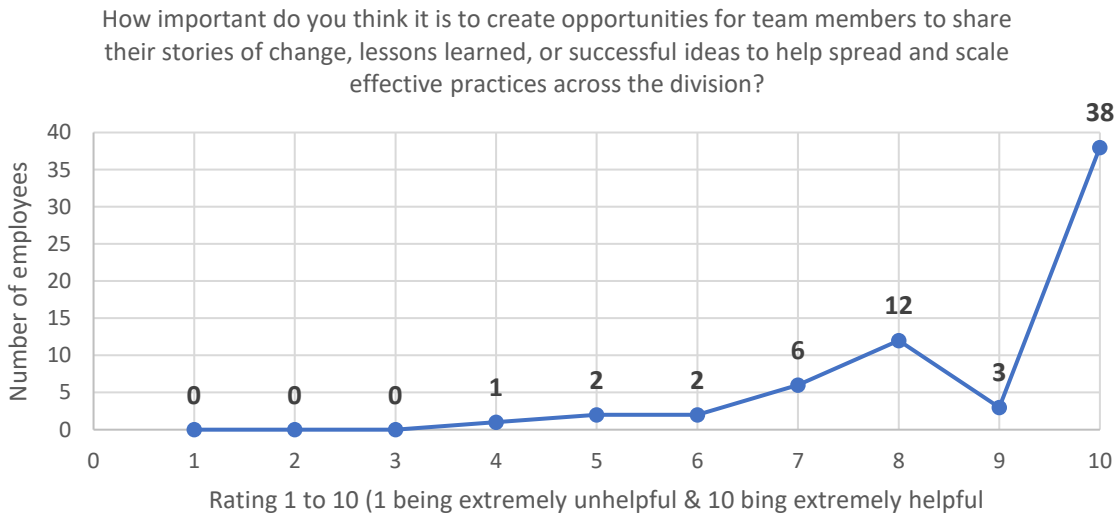
According to Kotter's (1996) 8-step model of change, the provision of appropriate resources and support is critical to overcoming resistance to change and ensuring its successful implementation. Specifically Step 4, communicating the vision, requires change leaders to equip employees with the necessary tools and training to understand and engage with the change process effectively. Moreover, contemporary studies underscore the importance of flexibility and personalisation in training and support during times of change. Morrison and Milliken (2000) discuss the role of organisational silence and how unclear or inadequate resources can contribute to disengagement and reluctance to participate in change, particularly in workplaces where there is a perceived lack of alignment between available resources and employee needs. Furthermore, post-pandemic challenges, particularly in remote working set-ups, have exacerbated the need for adaptable and targeted training. According to Allen et al. (2020), remote work has shifted the dynamics of collaboration, requiring organisations to reconsider how they deliver training and provide tools. Employees working remotely often report feeling disconnected from the change process due to a lack of tailored resources that are specific to their working context. Therefore, this research highlights the importance of developing customised support structures that not only address the varying needs of different employees but also align with the evolved work environment in the post-pandemic era.

Q31. Which types of resources would be most valuable in supporting your development of ideas and projects? (please select one or more statements that best describes you)



Respondents identified multiple types of resources that would be most valuable in supporting the development of ideas and projects. There are **37** instances where respondents feel that *transparent feedback about why some ideas are pursued whilst other are not, to demonstrate that all suggestions are considered*. There are **4** instances where responses included the category 'other'. Additional context and elaboration are outlined in Appendix 22.

Q33. How important do you think it is to create opportunities for team members to share their stories of change, lessons learned, or successful ideas to help spread and scale effective practices across the division?



Majority of respondents, **59%** (**38**), *strongly believe* in the importance of creating opportunities for team members to share stories of change, lessons learned, and

successful ideas. In addition, **33%** (**21**) of respondents rated these opportunities highly (between *7* and *9*), further reinforcing that the majority of employees also see significant value in these activities, though with slightly less urgency. Edmondson (2003) emphasises psychological safety, which enables individuals to share ideas, ask questions, and admit mistakes without fear of negative consequences. When employees feel safe, they are more likely to engage in knowledge sharing and contribute to team learning. The respondents' belief in the value of sharing stories of change highlights how fostering an open environment can boost trust, collaboration, and collective learning within teams.

Q35. Is there anything else you would like to share about your experiences with change in the Housing division?

The feedback (Appendix 23) reveals concerns regarding divisional change, leadership effectiveness, and the implementation process. Despite frequent restructuring, staff feel that changes often fail to lead to lasting improvements, with a lack of evaluation contributing to recurring disruptions. In addition, change is often introduced without considering its broader impact across teams, highlighting a need for better co-ordination in the change process. The division's culture, particularly at senior leadership levels, also hinders progress, with some staff feeling their concerns are dismissed. Effective leadership is repeatedly emphasised, with staff requiring stronger, more supportive managers who listen and engage with staff during periods of change. Lastly, many staff members stressed the importance of understanding the purpose behind changes, suggesting that a clear vision and rationale are essential for successful and meaningful change initiatives.

2.5 One to One Interviews

A series of one-to-one interviews were conducted with 4 individual members of staff across the Housing division. The interviews were facilitated through a Microsoft Teams link (Appendix 24) and transcribed with the explicit consent of the interviewees. To ensure the confidentiality and privacy of participants, all interview notes were anonymised, with a particular emphasis placed on capturing and analysing the feedback provided. This approach safeguarded participants' identities whilst allowing for a thorough examination of the insights gathered.

To minimise the potential bias inherent in insider research, an independent colleague was appointed to conduct the interviews. Standardised open-ended questions were employed to encourage comprehensive responses and ensure consistency across all interviews. Denscombe (2012) emphasises the importance of using structured interview techniques, including open-ended questions, to gather reliable data whilst maintaining consistency and mitigating interviewer bias, thus enhancing the validity of the research. Similarly, Costley (2010) contrasts unstructured and structured interview methods, arguing that structured open-ended interviews provide a controlled

environment while allowing participants to express themselves in depth, ensuring a balance between structure and participant freedom.

Can you provide any specific examples of how change is encouraged (or not) in your team?

The feedback indicates several key themes regarding communication, team dynamics, and the effectiveness of idea-sharing processes within the division. The comment about being the *"last to hear about any changes" yet being referred to as "the backbone of the division"* (Participant A) reflects a significant disconnect between the leadership and operational teams. The individual expresses frustration over the lack of communication regarding changes, which directly impact their team. The expectation that the team will *"just change"* without proper alignment or prior notice indicates poor change management practices and a lack of transparency, which are critical elements in successful organisational change. According to Northouse (2018), transformational leadership relies on transparent and inclusive communication, which engages employees in decision-making. The disconnect between leadership and operational teams, as described by the participant, indicates a failure in leadership communication, which can erode trust and reduce employee commitment to the change process.

The feedback contrasts the experience of working in a small team with the challenges of being in a larger team, with the former allowing for more direct communication and idea sharing. The respondent values the close-knit, supportive environment of a small team, which promotes better relationships and morale. This observation aligns with research on team dynamics, which highlights that smaller teams tend to have more frequent and open communication, enabling faster decision-making and fostering stronger interpersonal connections. Hackman (2002) discusses how smaller teams can achieve higher levels of cohesion and trust, which are essential for effective collaboration, idea generation, and the implementation of change. The comment that *"there is no such thing as a silly question"* (Participant C) reflects an inclusive culture within smaller teams where individuals feel safe to voice their opinions and concerns. This supports Edmondson's (1999) concept of "psychological safety," where team members feel comfortable expressing ideas without fear of judgment or reprisal. Psychological safety is often higher in small teams, where there is greater familiarity and interpersonal trust.

However, the concern that in a larger team *"our voices get lost and unheard"* (Participant C) suggests that there may be structural or divisional barriers that prevent staff from having their input properly acknowledged in larger team settings. Salas et al. (2015) found that as teams grow, communication can become less efficient, leading to delays in decision-making and deteriorated cohesion. More and perspectives can result in fragmented communication, making it harder to align everyone with the overarching goals of change. This can contribute to frustration, as seen in the

feedback regarding lack of communication, which may exacerbate feelings of disconnection and disengagement among team members.

The feedback about attending *"people management sessions"* (Participant D) and the frustration that these sessions are often based on abstract ratings without context suggests a disconnect between how staff feel engaged and how their input is measured. The comment about the rating system being *"just a number with no context" (Participant D)* underlines a broader issue where feedback mechanisms might feel superficial or disconnected from the actual experiences and needs of staff.

However, the individual highlights the value of participating in this research study, hoping that this will result in meaningful outcomes rather than just data points. This reflects a desire for more tangible and actionable feedback from such engagements, with a focus on addressing real concerns rather than simply measuring performance.

Have you ever been involved in any so called 'continuous improvement' or positive change more generally in this division? If so, could you share more about your role in these initiatives?

Upon reflection, it is recognised that the phrasing of the question above could be considered leading, as it may inadvertently question the legitimacy or validity of the concept being discussed. This could introduce bias and steer respondents toward a particular viewpoint. Such wording could affect the neutrality of the research and the quality of the responses. In future studies, particular attention will be paid to phrase questions more neutrally, avoiding terms like "so-called" that might influence participants' perceptions. Instead, a key focus will be on crafting open-ended questions that allow participants to express their views freely, ensuring that their responses remain objective and truly reflective of their perspectives.

As a good example, an individual has taken a proactive role in developing step-by-step guides and providing accompanying training to both new and existing staff. This initiative shows a strong commitment to supporting colleagues and building resilience within the team. The use of Teams to store these resources indicates an effective, accessible knowledge-sharing system. This approach not only enhances staff competency but also fosters continuity and reduces the risk of knowledge loss due to staff turnover. The individual's experience traveling across the county to support other staff in reaching an agreed level of performance reflects a collaborative and supportive work culture. The success of this approach suggests that it could be scaled across other teams, which could improve overall team resilience and reduce the negative impact of workforce turnover. This insight points to a potential divisional opportunity for creating standardised resources that could benefit all teams, improving operational consistency and efficiency.

Whilst an individual acknowledges the positive impact of some changes, they express frustration with the cyclical nature of divisional change. The comment that *"things tend to go full circle"* (Participant D) *suggests* that, over time, the same issues re-emerge and require repeated efforts to address. This cyclical pattern may contribute to change fatigue and a sense that progress is not sustained or built upon.

The observation that the division sometimes creates *"gaps where things fall into a black hole"* (Participant D) suggests issues in maintaining improvements and coordinating across teams. The feedback across all participants suggests that the division may be prone to initiating large-scale overhauls without first addressing smaller, targeted issues that could have resolved the problem more effectively. This feedback promotes the need for a more strategic and sustained approach to change management, where continuous monitoring and incremental improvements are prioritised over sweeping, disruptive changes.

The feedback reveals an important challenge related to inter-team coordination. The individual highlights that teams sometimes fail to collaborate and join up efforts, which creates gaps in processes and services. This fragmentation can lead to inefficiencies and missed opportunities for improvement. The suggestion that "targeting the gap and closing it" could be more effective than a complete overhaul speaks to the need for a more nuanced, targeted approach to addressing gaps and ensuring ongoing coordination across teams.

The individual expresses a strong sense of duty to contribute to service improvement, even in seemingly small ways. Whether attending meetings, supporting actionable outcomes, or engaging in surveys, the respondent's day-to-day contributions reflect a deep commitment to the division's goals. This mindset indicates that staff members are willing to support positive change as long as there are clear channels for their involvement and meaningful outcomes that result from their contributions.

2.6 Focus Groups

A focus group was conducted with 4 individual members of staff across the Housing division. The session was facilitated through a Microsoft Teams link (Appendix 25) and transcribed with the explicit consent of the interviewees. To ensure the confidentiality and privacy of participants, all interview notes were anonymised, with a particular emphasis placed on capturing and analysing the feedback provided. This approach safeguarded participants' identities whilst allowing for a thorough examination of the insights gathered.

To note, the initial plan was to conduct two focus groups. However, the survey yielded such rich and comprehensive qualitative data that it became evident that additional

focus group sessions may not be necessary. The depth and breadth of the data gathered through the survey have provided a clear, nuanced understanding of the key themes and issues, surpassing initial expectations. As a result, the decision was made to prioritise further analysis of the existing data, ensuring that the findings are thoroughly explored and accurately represented.

What could make the promotion of change more effective?

A key issue raised is the timeliness and quality of communication around changes. Participate A highlights that communication often occurs too late and that there is a need for better inclusivity in the process. This lack of communication, especially when changes directly impact staff, creates a sense of exclusion and can lead to unnecessary uncertainty or resistance. Cameron and Green (2015) emphasise that effective and timely communication is crucial for helping employees understand the change process and its implications. When communication is inadequate or delayed, employees may feel disengaged and unclear about their roles, which can result in uncertainty and resistance. The request to be “included” in the process rather than having changes “happen to us” (Participant C) reflects the desire for involvement and the need for respectful, transparent communication. Lines (2004) suggests that participative communication plays a crucial role in overcoming resistance to change, which aligns with the respondents' desire to feel included in the change process rather than excluded from decisions that directly affect them.

Participant C suggests that face-to-face communication should be prioritised at the beginning of a change initiative, followed by standard communication channels such as emails. The emphasis on face-to-face communication indicates that the respondent values personal interaction and believes it promotes trust and a sense of respect. This method could also contribute to a better understanding of the change, as it provides an opportunity for staff to ask questions, voice concerns, and gain clarity directly from leadership.

Participant D expresses a strong belief that following through on ideas is essential to demonstrating real commitment to change. They suggest that if an idea is implemented, it should be allowed to run as a pilot, and if it fails, it should be seen as a learning opportunity rather than a setback. This reflects a growth mindset, where failure is framed as an integral part of the process and learning. The participant also highlights a disconnect between ground-level staff and senior management. They note that whilst they feel engaged at an operational level, there is a gap in ensuring that ideas are escalated and taken seriously by senior management. The comment about the idea “sitting at Manager level” (Participant D) and not progressing further suggests frustration with the lack of upward visibility for suggestions made at the staff level.

Furthermore, there is a clear call for senior leadership involvement in discussions around ideas. Participant D believes that having the Head of Service actively involved in discussions and promoting ideas at the Senior Management Team (SMT) level would demonstrate willingness from leadership to support change and innovation.

How do you think the Housing division could better foster a culture of innovation and positive change?

Participant A highlights that some members of the team feel as though they are *"still in the stone age,"* sticking to traditional methods despite the ongoing changes happening elsewhere in the division. The suggestion that management needs to address these issues to ensure equality and fairness indicates that the current approach to change is not fully inclusive. There is a strong call for leadership to actively manage these cultural challenges and monitor progress, suggesting that without this effort, the division risks perpetuating a divide between teams and fostering a negative work environment.

In contrast to the resistance noted, the Participant B speaks about working in a small team that is constantly adapting and innovating due to external factors such as legislative changes and funding opportunities. This reflects a more agile approach to change, where the team's ability to innovate is directly linked to the need to keep up with external demands. The small-team dynamic may allow for greater flexibility and responsiveness, which helps the team stay relevant and competitive. Participant B also expresses a positive outlook on the role of change, indicating a commitment to continuous improvement in the face of external challenges. However, this adaptability is contrasted with wider divisional and departmental challenges where change is not as readily embraced, particularly in larger teams. Cameron and Green (2015) highlight that larger teams can often struggle with agility and innovation, as they tend to have more bureaucratic structures that inhibit flexibility and rapid decision-making. This suggests that the more dynamic, small-team model may be a key factor in fostering a culture of innovation, but the division must address the broader challenges in larger teams to ensure a more widespread culture of continuous improvement.

The feedback points to the importance of leadership consistency. When managers lead in a similar way, they can create a unified and supportive environment where staff feel more comfortable sharing ideas and taking risks. However, the suggestion that this practice is not widespread across the division implies that there is variation in leadership styles and managerial support between teams. Participant C discusses how a collaborative and inclusive leadership style helps to empower employees to contribute their ideas and feel valued in the decision-making process. This approach not only improves the quality of decisions but also enhances staff engagement and ownership of the change process.

The feedback also raises the question of why successful change practices and innovations are not more broadly applied across other divisions and departments. Participant C proposes a strategic platform to share best practices to support continuous service improvement. This indicates a need for more cross-departmental collaboration and knowledge-sharing to scale effective change across the organisation. It also highlights a missed opportunity to leverage existing resources and expertise, such as the TIC team, which could be used proactively to support change rather than being brought in only during a crisis. This reflects a reactive approach to problem-solving that may lead to unnecessary tension and heightened emotions among staff.

The final point raised by Participant D is the need for the division and organisation to think in a more digital way. The mention of keeping up in the world of tech and data suggests a gap in the digital skills within the workforce. This reflects a broader concern about digital literacy and the organisation's readiness to leverage technology and data effectively.

2.7 Analysis

The following eight themes provide a more detailed and structured analysis of the data.

2.7.1 Theme 1: Communication

2.7.1a: Vision and goals

The feedback indicates a general lack of awareness of the Divisional vision and the goals of the teams. Key themes include:

Vision

- Providing high-quality, energy-efficient, affordable housing.
- Expanding affordable homes by 2,000 properties.
- Addressing homelessness.
- Reducing vacant properties and boosting the local economy.
- Promoting teamwork, integrity, customer satisfaction, and continuous improvement to enhance community well-being.

Goals

- Increasing quality housing stock.
- Improving private sector housing standards.
- Supporting tenants, landlords, and developers with efficient services.
- Reducing homelessness.

The divisional vision is "XXXXXXXXXXXXXXXXXXXXXXXXXXXXX" whilst some elements are reflected in the responses, they appear fragmented and lacking

coherence. This could stem from inadequate communication from leadership or insufficient emphasis on the vision during team meetings and updates. Such a gap may impede the alignment of staff efforts, undermining the collective drive towards shared goals. According to Cameron, E., and Green, M. (2015), a well understood vision helps employees at all levels within an organisation align their actions with strategic goals to support successful transformational change.

Similarly, the diversity in responses to the goals of teams suggests that staff have a broad understanding of their roles and responsibilities. However, the variation also indicates a need for more unified and clear communication regarding team objectives to ensure everyone is working towards the same goals. Gratton and Erickson (2007) highlight that team alignment is essential for performance. They argue that clear communication helps ensure all team members understand the common goals, promoting collaboration and unity. Without clarity around team objectives, confusion and disunity can arise, which ultimately affects overall performance. This is supported by Locke and Latham's Goal Setting Theory (2002) which emphasises that clear, specific goals are crucial for motivating employees and enhancing performance. The varying understanding of team goals among respondents indicates that inconsistent or unclear communication of objectives could impede goal alignment and progress.

2.7.1b: Consultation and engagement

The feedback reveals several communication challenges within the division, notably a lack of timely updates, especially for remote workers, and inconsistent communication from managers. Staff often feel excluded from the change process, particularly those in frontline roles who are directly affected by the changes. In addition, many report that whilst initial communication about changes is clear, follow-up information is lacking, which hinders successful execution. Some staff also feel that changes are reactive ("knee-jerk") and poorly planned further complicating the change process.

Information flow within teams and across departments appears inconsistent, with one respondent stating that *"some managers communicate better than others - we don't always get told of changes (i.e., new staff, people moving or leaving)."* In addition, communication quality amongst managers is inconsistent. Whilst some effectively inform staff about changes, others fail to provide important updates, especially to remote workers, leaving them out of the loop as one respondent states, *"as I mostly work from home, I am not told a lot of new things."*

Several responses highlight a lack of follow-through in communication, with initial updates being clear but followed by insufficient updates or actions. This can lead to frustration, as some participants feel that changes are rarely completed, and senior management delays or fails to finish what was started, resulting in ongoing discussions without resolution. This points to a recurring issue of inadequate ongoing communication and accountability. According to Beer, M., & Nohria, N. (2000), successful change requires more than just initial communication or encouragement, it

requires continuous support, clear follow-up actions, and reinforcement ensuring change is embedded.

In contrast, there is a clear emphasis on open communication, with phrases such as *"My manager is always open to suggestions"* and *"Team Leader encourages all officers and assistants to come forward with suggestions."* However, it has been noted that *"the way change is promoted varies throughout the year."* There are times when change is actively and thoroughly communicated, followed by periods when it is not.". This inconsistency may stem from frequent staff turnover, including changes at management level, which can disrupt the continuity and effectiveness of change efforts. Chadwick, C., & Rainer, G. (2004) support this by arguing that turnover at various staffing levels often leads to communication gaps and the loss of critical knowledge. They emphasise that when employees, particularly in managerial roles, leave, it can cause substantial disruptions in the flow of communication, undermining the successful execution of change processes.

2.8 Theme 2: Culture

2.8.1a: Status quo

Feedback reveals frustration with unclear authority and reluctance to make decisions, slowing progress and creating inefficiencies. Some team members are receptive to new ideas, whilst others resist change, hindering the implementation of improvements. A lack of buy-in from stakeholders often leads to missed opportunities as a result of insufficient support, with one participant stating, *"It did not go well and whilst the idea was excellent there was a lack of buy-in from others which meant the money invested was wasted and we did not get to implement a really excellent, time and money-saving idea."* There are also mixed attitudes toward change within teams, with some welcoming it whilst others feel discouraged or unsupported, particularly at divisional level.

Fear of change, preference for established processes as one respondent states, *"people are attached to their own processes and will not support changing them,"* and siloed working exacerbate this resistance. Inconsistent support from senior management and conflicting priorities further disrupts the change process. It seems that some employees feel threatened by change, and when excluded from early decision-making, they may resist the change altogether.

There is significant resistance to change from some employees, particularly when changes are not well-communicated or are perceived as unnecessary. One respondent mentions, *"not all change is positive,"* especially if it disrupts established processes. In addition, a participant highlights, *"you can't keep everybody happy all the time, some people just reject change no matter if it's good or bad,"* suggesting that change, whilst potentially positive, often faces backlash from those resistant to it.

However, the broad statement provided by an anonymous participant, claiming that *“people at all levels are generally resistant to change”* does not fully capture the opinions of the entire respondent cohort. Whilst there are specific instances where respondents note that *“people are attached to their own processes”* or that some *“prefer the way things were,”* these views seem to represent isolated pockets rather than the overall attitude. Overall, there does not appear to be an overwhelming sense of resistance to change within the group. According to Ford, J. D., & Ford, L. W. (2009), inadequate communication and the exclusion of key stakeholders, particularly frontline employees are some of the reasons that can attribute resisting change.

2.8.1b: Hierarchy

The feedback suggests mixed responses to leadership involvement in the change process. Whilst some managers encourage suggestions, others are perceived as less responsive. A respondent states, *"I send suggestions to my line manager to decide if it’s a good/not so good suggestion,"* which indicates a reliance on individual discretion rather than a collective approach to decision-making. A more concerning theme arises in the feedback where is stated *"no one listens,"* which reflects frustration with managers not fully engaging with the ideas or concerns raised by team members. However, whilst the team leaders may actively encourage feedback and discussion, broader divisional management commitment to change is questioned. One respondent stated, *"changes are actioned without consultation or seemingly with no consideration for the negative impact it has on personnel and the service,"* which elevates the tension between encouraging change and actualising it at the divisional level.

Feedback highlights structural barriers to change, particularly when team priorities differ, preventing successful implementation. Leadership approaches to change vary, with some seen as supportive and others are criticised for their lack of involvement. Whilst one respondent notes, *"as a team, I feel we have no real say in how it works, we are just made to feel that we have to accept everything that is said." In contrast another* respondent feels that *“Seniors and Team Leads have a positive approach to change.”* Kotter and Schlesinger (2008) highlight strategies such as communication, participation, and involvement to overcome resistance to change. They argue that when employees feel excluded from decision-making or believe their input is undervalued, resistance grows. The feedback indicating feelings of exclusion and dissatisfaction with leadership aligns with this theory, suggesting that fostering greater employee participation and involvement can help reduce resistance and enhance the success of change initiatives.

A common theme is the tension between top-down changes, where staff have little input, and the need for a bottom-up approach. One respondent noted that *“change is implemented regardless of staff agreement”,* leading to feelings of disempowerment and resentment. Another criticises consultations as a *"tick box exercise,"* where staff input is sought but doesn't influence decisions. This creates a sense of ‘tokenism’, resulting in disengagement from staff who feel their input is ignored or undervalued.

2.8.1c: Bureaucracy

Whilst there is a positive attitude toward submitting ideas, there is also frustration surrounding the actual implementation of change. Some respondents express a lack of confidence that change will happen in a reasonable timeframe, citing *"political and bureaucratic interference"* that often halts progress. According to Buchanan, D. A., & Badham, R. J. (2008), both power dynamics and political processes within bureaucratic organisations influence the ability to manage change.

2.9 Theme 3: Collaboration

Collaboration for idea generation and refinement was a recurring theme, with many employees valuing group discussions for instant feedback and idea expansion. However, whilst staff are encouraged to share ideas, opportunities for doing so are limited. Team meetings often prioritise operational issues, leaving little room for new ideas. Whilst some employees feel comfortable suggesting changes within smaller teams, they hesitate at the divisional level due to concerns about criticism or negative reactions. Instances of ignored suggestions and poor follow-through further discourage participation.

Despite some teams embracing change and valuing input, there is a lack of formal channels for submitting ideas, particularly those requiring divisional approval. This gap creates frustration, as one respondent asked, *"happy to share my ideas, but where?"* Whilst local teams may welcome change, broader divisional support is often lacking.

Employees support change, especially when it enhances efficiency and service delivery, with smaller teams adopting new ideas more readily. However, there is a call for balance between innovation and stability to ensure high-quality service delivery. Suggested improvements include dedicated time for idea-sharing, structured platforms for submission, and transparent feedback on why ideas are accepted or rejected.

Employees advocate for more involvement in decision-making, particularly in areas that directly affect their work. In addition, concerns about policy enforcement were raised, with staff urging clear action on policy breaches to support effective change management. Ultimately, whilst enthusiasm for change exists, it seems a lack of formal structures, feedback, and leadership support limits its impact.

Collaboration is seen as vital for refining ideas, with some teams participating in focus groups. Long-term support from senior leadership is also identified as crucial for successful change. According to Higgs, M., & Rowland, D. (2005), effective change requires collaboration across all levels within an organisation. To enhance the impact

of collaboration, it is crucial to extend the process beyond internal teams and actively engage external stakeholders. By incorporating external perspectives can tap into diverse expertise, gain fresh insights, and foster innovation. This broader input can only enrich decision-making processes and help align change initiatives with the needs and expectations of those outside the immediate organisation.

2.10 Theme 4: Safe space

Respondents highlighted the supportive, non-blaming culture in their teams, which nurtures the piloting of new ideas. One participant noted, *"we know that sometimes ideas sound good but don't work in practice, so we allow people to try things and adjust if needed."* This environment of mutual trust and flexibility encourages staff to share ideas without fear of failure. Feedback such as *"we have mutual trust"* indicates that teams can rely on each other to adapt and improve service delivery when change is needed.

There were also suggestions for improving communication, particularly through more relevant and frequent content in staff newsletters. Whilst some respondents felt that success stories from other teams were valuable, they also noted that these stories often lacked relevance to their specific teams. A suggestion to tailor newsletters to focus on team-specific content or broadly applicable lessons could enhance engagement.

A need for regular updates from other teams to promote cross-functional understanding was also mentioned. Respondents suggested that updates could help align staff with the broader goals of the division and organisation, promoting a more collaborative environment. In addition, several respondents proposed creating online forums or noticeboards for sharing lessons learned and success stories, enabling staff to exchange insights and best practices. One participant suggested, *"staff leading projects can link with others who have delivered change initiatives successfully for advice and guidance."*

The feedback also emphasised the need for a culture that supports open feedback and idea-sharing without judgment. Respondents stressed the importance of creating a safe environment where staff feel comfortable sharing experiences and receiving constructive feedback. A participant noted the importance of a system that is *“encouraged by management”* and open to *“constructive challenge,”* ensuring mutual respect. This is supported by Kegan, R., & Lahey, L. L. (2001) who advocate for organisations to create environments to enable employees to feel secure in making mistakes and engaging in the process of change without fear of judgement.

Finally, respondents called for better follow-up on submitted ideas. There was frustration over a perceived lack of action after ideas were shared, with one participant stating, *“If ideas were listened to in a structured way, with lessons learned and*

changes made, it wouldn't feel like lip service." To address this, many suggested implementing a formal system to track ideas, ensuring transparency and accountability. This would make staff feel their contributions are valued and considered.

2.11 Theme 5: Data analytics and system integration

Feedback highlights challenges around data accessibility and system integration within the division. Many employees seem to struggle to find the information they need, with one noting, *"I would like to think that information is available, but I would not know where to look for it."* Whilst some employees recognise the value of accessible data, such as housing need data, they also express frustration with delays in obtaining it. Some rely on other teams, such as Council Tax and Housing Benefit, leading to time delays that hinder fast-paced decision-making in areas like housing.

However, new tools like Power BI have improved data accessibility, but a broader desire for better systems and a more comprehensive view of data remains. For example, one employee expressed the need for a process management system to obtain data more efficiently. Many respondents also called for a deeper understanding of the data that impacts service delivery 'make-up of the household', such as rents, repairs, and household allowances, to better inform holistic decisions.

Despite the availability of some systems for tracking performance, employees point out limitations, particularly with easily measurable data, which may overlook qualitative aspects like staff morale. Some also highlighted the challenge of assessing the full impact of changes, with one noting, *"I don't believe as a team we have any way of tracking the impact of change." It seems r*apid implementation of changes often leaves little room for follow-up evaluation, which some feel is essential for assessing effectiveness. The lack of integration between data systems across departments is also a key barrier to measuring change, with one respondent suggesting, "Cross-collaborative systems are key to measuring tangible change, but we're a way off yet."

Whilst new tools and systems show promise, there are significant challenges around data accessibility, integration, and the ability to track the outcomes of change initiatives. The need for a more comprehensive, streamlined approach to data management and better systems integration is clear. According to Davenport, T. H., & Harris, J. G. (2007), organisations that fail to leverage data analytics are at a disadvantage in making strategic decisions and driving effective change. Both Haffke, I., Kalgovas, B., & Benlian, A. (2016) support this by emphasising that poor data infrastructure and lack of integration between systems are key challenges that are impacting on sufficient data-driven decision-making processes.

2.12 Theme 6: Lack of resources

Respondents generally feel they have access to the necessary tools to perform their roles, with one participant noting, *"our management has access to many tools and if we don't have something we need, we can find it when required."* However, concerns about outdated software were expressed, with one respondent stating, *"we don't enjoy the best software systems,"* suggesting the need for modernisation to better support change initiatives.

Strong leadership was appreciated, with one respondent highlighting, *" my Team Leader is vocal and at the forefront of everything."* Regular meetings and appraisals further encourage and promote open communication, allowing staff to contribute ideas for consideration. However, one participant stated, *"we need more training in planning skills and understanding change."*

Staffing shortages were a recurring challenge, with participants noting the strain on teams due to vacancies and turnover. One respondent emphasised, *"capacity is the challenge, with more work than we can manage within a small team."* This limits the ability to take on additional projects or implement change effectively. In addition, budget constraints were cited as a barrier to implementing new ideas, with one participant noting, *"there is not always enough money in our budgets to implement new ideas."*

Finally, balancing day-to-day operations with change efforts was a key concern. As one participant noted, *"everyone is incredibly busy doing 'the day job' and not enough time is set aside to implement change,"* reinforcing the difficulty of prioritising change in a busy work environment. According to Hughes, M. (2011), the lack of resources including people, processes, budgets and time can impact the implementation of change. Hughes states that organisations regularly neglect to effectively allocate sufficient resources.

2.13 Theme 7: Non-commitment

Despite a strong emphasis on continuous improvement, suggested changes often fail to materialise, primarily due to lack of follow-through or insufficient support. Employees have been involved in secondments and working groups aimed at improving other areas, such as the repairs team, which has contributed to broader organisational improvements. However, many respondents highlighted a recurring issue that whilst change is discussed positively, it is rarely implemented. One participant shared, *"change is listened to, even positively received, but rarely happens."* This gap between discussion and action leads to frustration and disengagement amongst team members.

A key concern is the slow pace of change implementation. Respondents expressed frustration over delays, with comments like, *“positive changes take a long time to come to fruition.”* Many also noted that changes are often initiated as a reactive response to events but lack proper follow-through. This perception of slow or ineffective execution diminishes confidence in the change process.

A common frustration is the failure to follow through on shared ideas. One respondent stated, *“ideas are suggested but not followed through,”* which impacts morale. Another pointed to a disconnect between management decisions and operational-level needs, noting, *“managers have an idea but won’t deviate from their stance or listen to the team.”* This highlights a lack of alignment between management and staff, leading to feelings of being unheard.

Furthermore, many respondents feel senior management struggles with follow-through, with decisions often left incomplete. This resonates with the research of Buchanan & Badham (2008) and Cameron & Green (2015), who note that poor communication and lack of employee involvement leads to ineffective change management and disengagement.

2.14 Theme 8: Review

It is also important to note the frustration expressed by staff around the absence of clear, measurable outcomes following changes. According to Johnson, G., Scholes, K., & Whittington, R. (2008), the lack of evaluation as part on change initiatives will result in missed opportunities for learning and improvement. They state that ongoing regular reviews and feedback to assess progress ill support successful outcomes. As one respondent notes, *"some do and that positive change benefits those locally within teams as opposed to adopting across all service areas."* This highlights the perception that whilst change may benefit certain teams, the division does not always see the widespread benefits. The lack of follow-through on larger changes are supported by a participant who states *"things within my control which can be implemented are normally executed well and improvements are seen. But the bigger changes needed which I do not have control over are continuously talked about but again not implemented,"* emphasising a gap between discussion and action.

In contrast, some participants report that changes are actively evaluated to assess their impact. One respondent mentions, *"we evaluate how changes are going to impact our service before bringing them in, so they are most likely to succeed,"* suggesting that some measures are taken to anticipate and mitigate potential challenges.

3. Conclusion

It is crucial to highlight the significance of addressing a query raised at the outset of the survey, especially when a participant expressed concerns regarding anonymity. These concerns were appropriately addressed, which, in turn, encouraged the participant to reassure colleagues within the office that ethical practices were being robustly followed. Whilst the number of responses didn't quite meet expectations, the quality of the data collected far surpassed initial assumptions, providing invaluable insights through its rich qualitative context.

In conclusion, the research conducted within the Housing division has provided valuable insights into the factors that promote and inhibit staff from suggesting ideas for positive change. By understanding the relationship between implementing positive change and removing potential inhibitors, the division can foster a culture of continuous improvement. The findings highlight the importance of effective communication, engagement, and change management theories in shaping organisational change.

Whilst the division demonstrates a general openness to change, significant barriers to effective implementation remain. Feedback highlights key challenges, including resistance to change, lack of follow-through on ideas, ineffective leadership, and communication breakdowns. Despite staff enthusiasm for improvement, the failure to act on suggestions and the slow, often poorly executed implementation of changes create frustration and hinder progress. Furthermore, issues such as insufficient staffing, outdated systems, and a lack of coordination across teams exacerbate the difficulties in driving lasting change.

The feedback suggests that recent changes have often worsened working conditions, leading to increased workloads and heightened scrutiny, which has contributed to resistance and resentment amongst staff. There is also a clear call for change initiatives to be underpinned by a clear purpose and rationale, ensuring that employees understand the reasons behind changes and feel that they are being implemented with their well-being in mind. Addressing these concerns will require a more thoughtful, coordinated, and empathetic approach to change management, with an emphasis on effective leadership and staff engagement.

Prioritising the voices of employees and fostering a supportive, inclusive environment within the Housing Division is crucial for unlocking the full potential of its workforce. By actively engaging staff, the division can harness the wealth of knowledge, skills, and experience that exists within the teams. This approach will drive meaningful, sustainable change, enhancing service delivery and directly benefiting the wider communities and customers.

The recommendations presented are aimed at strengthening continuous service improvement, ensuring that the Housing Division not only meets the evolving needs of its workforce, but also delivers exceptional, high-quality services to the community. By addressing both internal and external needs, the division will be better positioned to foster a culture of innovation, collaboration, and efficiency, ultimately achieving greater organisational success and positive community impact.

4. Recommendations

The following recommendations are designed to strengthen continuous service improvement initiatives within the Housing division, with a focus on actively engaging and empowering staff to drive the division's success. Key recommendations include:

- Clarify the purpose of change and ensure future change initiatives are guided and supported by a clear vision.
- Improve communication channels within the Housing division to ensure that all staff are aware of the divisional vision and respective team goals.
- Establish and implement cross-team collaboration to enable the sharing of ideas, key learning and good practices.
- Develop on-line forums/platforms to share knowledge, etc locally within teams and services as well as at a divisional and departmental level.
- Increase management support to encourage staff to share innovative ideas without fear of perceived risks.
- Establish a mechanism or governance structure to formally capture ideas for consideration and provide a robust response where its transparent and constructive.
- Allocate sufficient resources to implement new ideas and overcome bureaucratic obstacles.
- Provide training and development opportunities to help staff understand and engage with change management processes.
- Provide training and development opportunities to upskill around existing and innovative digital technologies.
- Create a supportive environment where staff feel empowered to voice their ideas and contribute to operational improvements.
- A clear commitment and active role from senior management levels to support change is essential for improving culture in order to embrace improvement.
- Ensure that contributions to service improvement no matter how small are acknowledged and valued, leading to a culture where staff feel genuinely invested in the division's success.
- Regularly celebrate successful improvement initiatives and highlight the impact of staff contributions to reinforce the value of continuous improvement.

- Empower managers to advocate for their teams, ensuring that issues raised by staff are taken seriously and addressed at the senior management level.
- Monitor and evaluate the impact of changes regularly to ensure they are leading to desired outcomes and that they are built upon to achieve continuous improvement.
- Create a suite of standardised resources (guides, training materials, knowledge bases) that can be accessed by all teams, ensuring consistency in service delivery and reducing the learning curve for new or transferring staff.
- Encourage team members who have successfully developed resources or training to share their methods and tools across the division.
- Organise post-feedback discussions to evaluate the impact of feedback on actual work practices, ensuring continuous learning and improvement.
- Support the testing of new ideas through pilot programmes, allowing space to prove or refine their impact before full-scale implementation.
- Provide early notifications of upcoming changes and involve staff from the outset, reducing uncertainty and resistance.
- Ensure that change initiatives are introduced as collaborative processes.
- Manage and address cultural barriers that hinder change, ensuring a more inclusive and unified approach across teams.

5. E1 Ethics Form

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Y Drindod Dewi Sant
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PG2 / E1 FORM

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

1	Full Name:		Nicola Jones			
2	Tick all boxes that apply:		Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☐	Taught Postgraduate Student	☒	Postgraduate Research Student	☐

3	Institute/Academic Discipline/Centre:	Wales Academy for Professional Practice and Applied Research Institute of Management and Health
4	Campus:	Carmarthen
5	E-mail address:	NicJones@carmarthenshire.gov.uk
6	Contact Telephone Number:	07379271040
	For students:	
7	Student Number:	1815692
8	Programme of Study:	MA in Professional Practice
9	Director of Studies/Supervisor:	

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SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual) (Approval process for WAPPAR – Tutor > Institute Ethics Representative) Complete once approved by WAPPAR.		YES	☒	NO	☐
					Date	
2	If Yes, please indicate source of approval (and date where known): ***Approval in principle must be obtained from the relevant source prior to seeking ethical approval***	Research Degrees Committee	☐			
		Institute Research Committee	☐			
		Other (write in)	☒			

SECTION C: Internal and External Ethical Guidance Materials

	Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.	
1	**UWTSD Research Ethics & Integrity Code of Practice**	☒
2	**UWTSD Research Data Management Policy**	☒
3	**Corporate Equality and Diversity Policy** **Strategic Equality Plan** **Handling Personal Data Policy**	☒

SECTION D: External Collaborative Research Activity

If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

1	Institution	N/A				
2	Contact person name					
3	Contact person e-mail address					
4	Is your research externally funded?		YES	☐	NO	☒
5	Are you in receipt of a KESS scholarship?		YES	☐	NO	☒
6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☒
7		Employed	YES	☐	NO	☒
8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If YES then the permission question below does not need to be answered.	YES	☐	NO	☒

9	Has permission to undertake the research been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☒

Where research activity is carried out in collaboration with an external organisation

10	Does this organisation have its own ethics approval system?	YES	☐	NO	☐
	If Yes, please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).				

SECTION E: Details of Research Activity

1	Indicative title:	The relationship between promoting and implementing change, and the obstacles preventing change taking place within the Housing and Public Protection division.		
2	Proposed start date:	March 2024	Proposed end date:	Approximately February / March 2025
	Introduction to the Research (maximum 300 words per section) **Ensure that you write for a Non-Specialist Audience when outlining your response to the points below:**			
3	**Purpose of Research Activity** **Background** As a Project and Programmes Officer working in the Communities department within Carmarthenshire County Council, this role has a departmental remit both leading and supporting the delivery and implementation of transformational projects. A clear objective has been set by the directorate to identify and implement change through robust engagement with staff in order to promote continuous service improvement, benefiting both the workforce and the customer. **Purpose** The purpose of the research is to explore and understand the correlation between recognising and identifying good practices and innovative ideas, as well as the obstacles inhibiting teams, services, and individuals from effectively fulfilling their roles to support improved service delivery within the Housing and Public Protection division. **Previous Research and Policy** As the insider researcher, the aim is to evaluate how empowering staff through collaboration can effectively foster innovation and drive change. Innovation is recognised as a crucial competency in the 21st century, contributing to growth across various sectors (Barak & Usher, 2019; Damanpour, 2014; Lindfors & Hilmola, 2016; Shepard, 2019; Short & Keller-Bell, 2019; Wagner, 2015). Additionally, Adair (2009) highlights several key benefits of overcoming barriers to generating new ideas. By consolidating these key readings, the study seeks to delve into how innovation occurs and identify factors hindering its implementation. This research study aims to provide valuable insights into promoting continuous service improvement moving forward.			

4	**Research Question** To understand the correlation between recognising and identifying good practices and innovative ideas, as well as the obstacles inhibiting teams, services, and individuals from effectively fulfilling their roles to support improved service delivery within the Housing and Public Protection division.
5	**Aims of Research Activity** The aims of the research will be to: • Identify: - potential new good practices, ideas and methods of operation derived from staff across the division. - key factors preventing positive change from taking place. • Critically analyse both communication and engagement and change management theories, exploring their interrelation and mutual influence. • Understand the relationship between implementing positive change and removing potential inhibiters to change.
6	**Objectives of Research Activity** The objective of this research is to discover innovative ideas and operational methods within the workplace, whilst also determining the obstacles that could impede change. It aims to explore the most effective ways to implement change within the division. Ultimately, the goal is to provide staff with a supportive environment to exchange ideas and effective practices, eliminate hindrances, and remove barriers. This approach aims to actively encourage continuous improvement in service delivery whilst ensuring that the workforce is engaged throughout the process.
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here but should instead describe how you intend to collect the data necessary for you to complete your project.
7	**Methodological Approach:** This study will centre on individuals' experiences, primarily embracing a subjectivist ontology and interpretivist in epistemology. There is also a necessity to identify trends using quantitative data. As a result, a mixed-method approach will be adopted, incorporating both quantitative elements (surveys) and qualitative components (interviews, focus groups). **Participants:** The Housing and Public Protection division has a total of 475 staff situated within 7 key service areas including: • Consumer and Business Affairs • Care and Support • Investment and Development • Housing • Housing Hwb • Contracts and Service Development • Business Transformation and Programmes To ensure clarity for all participants, a comprehensive briefing will be provided, outlining the study's remit including aims and objectives, of which will clearly outline the specific information to be gathered from staff.

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4	**Research Question** To understand the correlation between recognising and identifying good practices and innovative ideas, as well as the obstacles inhibiting teams, services, and individuals from effectively fulfilling their roles to support improved service delivery within the Housing and Public Protection division.
5	**Aims of Research Activity** The aims of the research will be to: • Identify: - potential new good practices, ideas and methods of operation derived from staff across the division. - key factors preventing positive change from taking place. • Critically analyse both communication and engagement and change management theories, exploring their interrelation and mutual influence. • Understand the relationship between implementing positive change and removing potential inhibiters to change.
6	**Objectives of Research Activity** The objective of this research is to discover innovative ideas and operational methods within the workplace, whilst also determining the obstacles that could impede change. It aims to explore the most effective ways to implement change within the division. Ultimately, the goal is to provide staff with a supportive environment to exchange ideas and effective practices, eliminate hindrances, and remove barriers. This approach aims to actively encourage continuous improvement in service delivery whilst ensuring that the workforce is engaged throughout the process.
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here but should instead describe how you intend to collect the data necessary for you to complete your project.
7	**Methodological Approach:** This study will centre on individuals' experiences, primarily embracing a subjectivist ontology and interpretivist in epistemology. There is also a necessity to identify trends using quantitative data. As a result, a mixed-method approach will be adopted, incorporating both quantitative elements (surveys) and qualitative components (interviews, focus groups). **Participants:** The Housing and Public Protection division has a total of 475 staff situated within 7 key service areas including: • Consumer and Business Affairs • Care and Support • Investment and Development • Housing • Housing Hwb • Contracts and Service Development • Business Transformation and Programmes To ensure clarity for all participants, a comprehensive briefing will be provided, outlining the study's remit including aims and objectives, of which will clearly outline the specific information to be gathered from staff.

	• Omit any intention of acting bias towards individuals if known to them and therefore already having pre-determined thoughts/outcomes. • Alleviate the risk of mis-interpretating the data including reshaping and/or omitting resulting in a breach of integrity. • Maintain a neutral stance when familiar with participants, ensuring clear boundaries to remove opportunities to participate in drama and conversational chat. **Analysis** Surveys: Responses will be evaluated based on percentages, while staff satisfaction will be assessed utilising a scale value. The data will then be organised into themes and presented via a variety of graphs and charts for clarity and ease of understanding. Interviews and Focus Groups: Responses will undergo thematic analysis to systematically identify any key factors that may influence feedback. It is important to note that the proportion of participants supporting the study is very limited in comparison to the overall workforce number of the division, therefore the outcomes will be indicative.
	Location of research activity Identify all locations where research activity will take place.
8	Suitable locations will be based within the researcher's organisation located between 3 Spilman Street, Carmarthen, SA31 1LE and Ty Elwyn, Llanelli, SA15 3AP. All surveys via Microsoft Forms will be issued via email.
	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research then please state this.
9	N/A

10	Use of documentation not in the public domain: Are any documents **NOT** publicly available?	**NO**	☐
		YES	☒
11	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. There may be documents utilised throughout this study such as policies and procedures as well as frameworks and/or reports of which are held internally not within the public domain. As the insider researcher, access to these documents will be relatively easy and will be referenced within the document with the option to include appendices where appropriate to do so.		

	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015? well-being-of-future-generations-wales-act-2015-the-essentials.pdf (gov.wales)	**YES**	**NO**

12	A prosperous Wales	☒	☐
13	A resilient Wales	☐	☒
14	A healthier Wales	☐	☒
15	A more equal Wales	☐	☒
16	A Wales of cohesive communities	☐	☒
17	A Wales of vibrant culture and thriving Welsh language	☐	☒
18	A globally responsible Wales	☐	☒
19	If YES to any of the above, please give details:		
	Developing a workforce to work collaboratively and cohesively through sharing good practices and innovative ideas to promote continuous service improvement to support service delivery to customers, communities, etc. (this box should expand as you type)		

SECTION F: Scope of Research Activity

	Will the research activity include:	**YES**	**NO**
1	Use of a questionnaire or similar research instrument?	☒	☐
2	Use of interviews?	☒	☐
3	Use of focus groups?	☒	☐
4	Use of participant diaries?	☒	☐
5	Use of video or audio recording?	☒	☐
6	Use of computer-generated log files?	☐	☒
7	Participant observation with their knowledge?	☐	☒
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.	☐	☒

	Details of any other primary data collection method: (this box should expand as you type)		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

If there are no participants then do not complete this section, but go directly to section H.

	Who are the intended participants:	**YES**	**NO**
1	Students or staff at the University?	☐	☒
2	Adults (over the age of 18 and competent to give consent)?	☒	☐
3	Vulnerable adults?	☐	☒
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☐	☒
5	Prisoners?	☐	☒
6	Young offenders?	☐	☒
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☐
8	People engaged in illegal activities?	☐	☒
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.	☐	☒
	Details of any other participant groups: (this box should expand as you type)		

	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
10	How many participants are expected?	Surveys: Over 400 participants with the hope that responses will be statistically viable. Interviews: 5-8 participants per session.
11	Who will the participants be?	Service Managers and Leads Staff will include: • Consumer and Business Affairs • Care and Support • Investment and Development • Housing • Housing Hwb • Contracts and Service Development • Business Transformation and Programmes

12	How will you identify the participants?	The insider researcher will ensure buy-in from senior managers who will cascade one message to staff which will include the importance of the study and potential outcomes. However, all participation will be on a voluntary basis.

	Information for participants:	YES	NO	N/A
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
14	Will you tell participants that their participation is voluntary?	☒	☐	☐
15	Will you obtain written consent for participation?	☐	☒	☐
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
17	If the research is observational, will you ask participants for their consent to being observed?	☐	☐	☒
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
22	If NO to any of above questions, please give an explanation			
	(this box should expand as you type)			

	Information for participants:	YES	NO	N/A
24	Will participants be paid?	☐	☒	☐
25	Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
28	If YES to any question, please provide full details			
	(this box should expand as you type)			

SECTION H: Anticipated Risks

	Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.		
1	**Full risk assessment completed and appended?**	**Yes**	☐
		No	☒
2	**Risks to participants** For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information		
	Risk to participants: • Identification of participants name or job role. • Disclosing participant information. • Miscommunication and lack of communication and transparency. • Participant Integrity.	*How you will mitigate the risk to participants:* • All participant names and any other identifying information will be redacted from all research documents. • Adhere to GDPR guidelines and utilise internal resources to further support should there be any additional concern. • Two-way communication will be implemented with clear aims and objectives and full transparency throughout the study. Escalation process will be developed and accompanied by robust governance arrangements. Full transparency through the process will be implemented (e.g. interviews can stop at any time, withdrawal mechanism, HR advice and support, etc). • Acknowledge participants autonomy, cultural differences throughout the research process.	
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities		
	The insider researcher does not for see any potential issues, but should they arise, they will be addressed in accordance with the organisation's policies and codes of practice. The insider researcher will be adopting a positive approach to formulating questions and is not expecting any negativity or shame.		
4	**Risks to the investigator** For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest		
	Risk to the investigator: As an insider researcher, there is risk of being biased (conflict of interest)	*How you will mitigate the risk to the investigator:* Key questions clearly aligning to the research will be developed in order to mitigate any unfair bias or the opportunity lead and skew the capturing of participant responses. In addition, the insider will mitigate the risk of cherry-picking	

		certain participants by arranging volunteers and/or nominations.
5	**University/institutional risks** For example: adverse publicity, financial loss, data protection	
	Risk to the University: Impact on resources due to undertaking work that sits outside current job remit (day-to-day duties). Mishandling of data (e.g. notes, survey outcomes, etc) can result in unnecessary harm to individuals. Reputational damage to the insider researcher if the study was not to be fully completed and/or outcomes not actioned.	*How you will mitigate the risk to the University:* Clarity on aims and objective of the study as time that is invested now may help to save in the future (e.g. review of processes to maximise efficiencies, etc). All documentation is to be kept within a secure location on the work device with device to be locked when unattended. No ad-hoc paperwork to capture information pertaining to the study which will mitigate the risk of falling in the wrong hands. Commitment to the study is paramount which is supported by an instruction and objective set by the Head of Service. Failure to complete and undertake actions/recommendations to support change will be non-negotiable.
6	**Environmental risks** For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: No such issues are anticipated.	*How you will mitigate the risk to environment:*

	Disclosure and Barring Service			
	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	**YES**	**NO**	**N/A**
7	Does your research require you to hold a current DBS Certificate?	☐	☒	☐
8	If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.			

SECTION I: Feedback, Consent and Confidentiality

1	**Feedback** What de-briefing and feedback will be provided to participants, how will this be done and when?
	The insider researcher will circulate an introductory email to all in relation to the survey, 1:2:1 interview and focus group participants, informing them of their ability to request access to the results. Furthermore, the findings including actions will be delivered to the Senior Management Team meeting and escalated to the Departmental Management Team meeting. To support the research journey, a summary of the results will be circulated to staff with appropriate actions and timeframes, ensuring the data captured is effectively utilised and put into practice to support continuous service improvement.
2	**Informed consent**

	Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
	The purpose of the research will be clearly articulated to participants as part of the introduction to the survey as well as at each 1:2:1 interview and focus group. In addition, a management email will be circulated prior to the survey reaffirming the key processes and practices in order to ensure all participants are comfortable and well informed to support with the uptake of responses. During 1:2:1 interviews and focus groups there will be a heavy reliance on participant volunteers, of which informed consent will be obtained through the acceptance of the meeting request and in addition a verbal confirmation of consent at the start of the session. It is important to note that participants have the right to withdraw from the research study at any point.
3	**Confidentiality / Anonymity** Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
	Surveys: The use of Microsoft Forms will be used to develop the surveys of which all responses will be anonymous. Interviews: A cross section of participants will be anonymised throughout the process and represented in the findings as Participant A, B, C, etc. All identifiable data such as specific job roles will be redacted to support anonymity.

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	**YES**	**NO**
1	***"Personal data"*** *means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.*	☐	☒
	If YES, provide a description of the data and explain why this data needs to be collected:		
2			
	Does it involve special category data (as defined by the GDPR)?	**YES**	**NO**
3	***"Special category data"*** *means sensitive personal data consisting of information as to the data subjects' –* *(a) racial or ethnic origin,* *(b) political opinions,* *(c) religious beliefs or other beliefs of a similar nature,* *(d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992),* *(e) physical or mental health or condition,* *(f) sexual life,* *(g) genetics,* *(h) biometric data (as used for ID purposes),*	☐	☒
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4	*(this box should expand as you type)*		

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (i.e. in paper form)?	☐	☒
6	University computers?	☐	☒
7	Private company computers?	☒	☐
8	Home or other personal computers?	☐	☒
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☒
10	"Cloud" storage or websites?	☒	☐
11	Other – specify:	☐	☒
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		
	All data will be kept within the organisation's databases such as SharePoint which is permission based. Access to the organisation's work laptop will require a username and password which will be specific to the insider researcher. In addition, all systems and software are protected by the organisation's firewall. The data generated by the research will be anonymised before saving to protected folders, ensuring full compliance with GDPR.		

	Data Protection		
	Will the research activity involve any of the following activities:	YES	NO
13	Electronic transfer of data in any form?	☒	☐
14	Sharing of data with others at the University outside of the immediate research team?	☐	☒
15	Sharing of data with other organisations?	☐	☒
16	Export of data outside the UK or importing of data from outside the UK?	☐	☒
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
18	Publication of data that might allow identification of individuals?	☐	☒
19	Use of data management system?	☒	☐
20	Data archiving?	☐	☒
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	This study will utilise the organisation's database primarily for the use of standard storage purposes which will include the Council File Plan and SharePoint (cloud storage). The insider researcher will have access to these folders/files via the work laptop. Robust restrictions will be placed on the key files/folders, ensuring the data is secure. Data transfer may occur through the use of Microsoft forms, but all data will be anonymised. In addition, all surveys circulated will be included as part of a large email distribution list of which the names will be blind copied in order for staff to not see who it will be circulated to.		
22	List all who will have access to the data generated by the research activity:		
	The insider researcher only.		

23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	The insider researcher only.		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	The data produced by this research will be stored on the organisation's secure IT system, which is password-protected. The stored data will be anonymised and utilised solely for the outlined research purposes. Following the completion of analysis, all data will be destroyed.		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. (*Most relevant to academic staff*)		
	N/A		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	**YES**	☒
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	**YES**	☒

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SECTION K: Declaration

	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
1	**Signature of applicant:**	N Jones	**Date:** 15/03/2024

For STUDENT Submissions:

2	Director of Studies/Supervisor:		**Date:**
3	Signature:		

For STAFF Submissions:

4	Academic Director/ Assistant Dean:		**Date:**
5	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed **ALL RELEVANT** sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (**where appropriate**)
☐	I have attached a full risk assessment (where appropriate) *ONLY TICK IF YOU HAVE* ***ATTACHED A FULL RISK ASSESSMENT***
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

RESEARCH STUDENTS AND STAFF ONLY
All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.
You will be informed of the outcome of your claim by email; therefore it is important that you check your University and personal email accounts regularly.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

This form is available electronically from the Academic Office web pages:
https://www.uwtsd.ac.uk/academic-office/appendices-and-forms/

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Appendix 1

Overview of the main services within the Housing Division

1. **Housing "Hwb" Services** - delivering front-line preventative services around housing advice, options, homelessness, pre-accommodation support and housing support management and provision. It also leads on identifying housing needs, the allocation of homes and the provision of services for Ukraine and general refugee re-settlement.

2. **Housing Services** - delivering focussed services for over 9,000 council tenants covering rental income, estate, tenancy and leasehold management, tenant engagement, temporary accommodation, private rented sector standards and energy efficiency, social lettings agency, empty private sector homes and management of Traveller sites.

3. **Care and Support Services** - delivering front line services to our seven in-house care homes, day support and 21 older person housing schemes.

4. **Development and Investment Services** - delivering more affordable homes across the county through our Housing Regeneration and Development Delivery Plan, creating more homes for rent and sale and stimulating economic growth in the county. Developing our new "standard" for Council homes which focus on decarbonisation and creating affordable warmth for tenants. Developing and delivering care home, specialist housing and older person housing investment programmes.

5. **Contracts and Service Development Services** - delivering a collaborative approach, and link in with departmental and corporate initiatives, to Divisional work-force planning, developing and delivering on new services (e.g. leading on implementation on new Rented Homes Act, website development) and procuring and implementing new key service contracts e.g. Housing and Public Protection IT systems.

Appendix 2

Housing Division
Staff Engagement Survey
November 2024

This questionnaire is designed to better understand innovation to support continuous improvement within the Housing division.

Your insights will help me explore various aspects of how staff interact with their roles, contribute to improvement efforts, and navigate challenges in their workplace environment. This survey will cover topics such as your experiences with workplace processes, your involvement in change initiatives, and how ideas are shared within teams.

The questionnaire should take no more than 10-12 minutes to complete.

An honest recount of your experiences and insights will be integral to this research. Your candid feedback is greatly appreciated.

Your responses will be kept confidential and will only be used for research purposes.

Section 1: Workforce Demographic

1. What best describes your role within your division?

- ◯ Manager
- ◯ Officer
- ◯ Assistant

2. What is your employment status?

- ◯ Permanent
- ◯ Temporary
- ◯ Secondment
- ◯ Graduate
- ◯ Apprentice

3. How long have you been working within your division?

- ◯ Less than 1 year
- ◯ between 1-3 years
- ◯ between 4-6 years
- ◯ between 7-10 years
- ◯ 10 years plus

Section 2: Purpose

4. Do you know what the divisional vision is?

- ◯ Yes
- ◯ No
- ◯ Idon't know

5. If you have answered **Yes** to **Question 4** above, please describe...

6. Are you clear on the goals and ambition of your team?

- ◯ Yes
- ◯ No
- ◯ Idon't know

7. If you have answered **Yes** to **Question 6** above, please describe...

8. Do you have access to data that can support and inform change within your team?

- ◯ Yes
- ◯ Sometimes
- ◯ No

9. If you have answered **No/Sometimes** to **Question 8** above, please describe...

Section 3: Promoting Change

Continuous improvement (the ongoing effort to improve service delivery through monitoring key processes, practices, policies, and collaborative working)

10. Have you been involved in any continuous improvement or positive change initiatives within your division?

- ◯ Yes
- ◯ No
- ◯ I don't know

11. If you have answered **Yes** to **Question 10** above, please describe...

12. On a scale of 1 to 5, how effectively do you think change is promoted within your division? *(1 - not effective at all to 5 - extremely effective)*

1	2	3	4	5

13. Following on from **Question 12** above, please provide your feedback

14. On a scale of 1-5, how confident would you feel to making a suggestion for positive change within your team?
(1 - not effective at all to 5 - extremely effective)

1	2	3	4	5

15. Following on from **Question 14** above, please provide your feedback

16. What factors motivate you to suggest ideas for positive change within your team now? *(please select one or more statements that best describes you)*

- [ ] I feel comfortable within my workplace to share ideas for change
- [ ] I feel that my team listens to me and my ideas
- [ ] I feel that positive change is welcomed and delivered upon
- [ ] I feel self-motivated to advocate for positive change, regardless of the factors listed above
- [ ] Other

17. Following on from **Question 16** above, please provide any feedback

Section 4: Implementing Change

18. On a scale of 1 to 5, how well do you think positive change is implemented within your division? *(1 - Poorly implemented to 5 - Very well implemented)*

1	2	3	4	5

19. Following on from **Question 18** above, please provide your feedback

20. On a scale of 1 to 5, how often do you think change initiatives lead to meaningful improvements in your work? *(1 - Never to 5 - Always)*

1	2	3	4	5

21. Following on from **Question 20** above, please provide your feedback

22. Do you feel your team has the right tools to help you implement change?

- ◯ Yes
- ◯ No
- ◯ Idon't know

23. Following on from **Question 22** above please provide your feedback

24. Do you feel there is data available to help track the impact of change?

- ◯ Yes
- ◯ No
- ◯ Idon't know

25. Following on from **Question 24** above please provide your feedback

Section 5: Obstacles to Change

26. What discourages or stops you from putting forward your ideas for positive change? *(please select one or more statements that best describes you)*

- ☐ I don't feel confident sharing my ideas
- ☐ I don't feel that my team listens to me or my ideas
- ☐ I don't feel comfortable within my workplace to share ideas for change
- ☐ I think there is a lack of follow-up on ideas shared
- ☐ I think there is an unwillingness to move away from longstanding practices
- ☐ Other

27. Following on from **Question 26** above, please provide your feedback

28. What factors do you think inhibit continuous service improvement? *(please select one or more statements that best describes you)*

- ☐ Financial constraints (budget limitations, lack of investment)
- ☐ Time constraints (existing workloads, limited time for training)
- ☐ Human resources (lack of skills, lack of capacity)
- ☐ Technology and infrastructure (outdated technology or systems, insufficient IT support)
- ☐ Workplace culture (resistance to change, "stuck in our ways")
- ☐ Other

29. Following on from **Question 28** above, please provide your feedback

Section 6: Suggestions for Improvement

30. How helpful would it be to have access to specific tools, templates, or training to support the development of change ideas and projects?

0	1	2	3	4	5	6	7	8	9	10

Not helpful Extremely helpful

31. Which types of resources would be most valuable in supporting your development of ideas and projects? *(please select one or more statements that best describes you)*

- [ ] A clear process for submitting ideas (like a suggestions box/ board)
- [ ] Visible endorsement from managers for continuous improvement
- [ ] Transparent feedback about why some ideas are pursued whilst others are not, to demonstrate that all suggestions are considered.
- [ ] Regular discussion opportunities to collaborate and share ideas in focus groups led by managers or Heads of Service
- [ ] Other

32. Following on from **Question 31** above, please provide feedback

33. How important do you think it is to create opportunities for team members to share their stories of change, lessons learned, or successful ideas to help spread and scale effective practices across teams?

0	1	2	3	4	5	6	7	8	9	10

Not important Extremely important

34. What would make it easier for you to share your experiences, successes, or lessons learned with other teams?

35. Is there anything else you would like to share about your experiences with change in the Housing division?

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

Microsoft Forms

Appendix 3

Housing Division Staff Engagement Survey 2024

AT

Andrea Thomas (Communities)

To ○ Aimee Booth; ○ Jonathan Morgan; ○ Heike Clarke; ○ Shaun M Lewis; ○ Jade Evans; ○ Rachel M Davies; ○ Gareth Williams; ○ Rachel Parkinson; ○ Les James; ○ Jonathan May; ○ Angela Bowen; ○ Caroline Davies; ○ Kay L Howells; ● Chris Flattery; **+150 others**

Cc ○ Nicola Jones (Project Officer); ○ Aimee Booth; ○ Jonathan Morgan

Hi all, please see email below sent on behalf of Jonathan Morgan, Head of Housing…

Prynhawn da pawb, Mae Nicola Jones yn cynnal astudiaeth ymchwil seiliedig ar waith fel rhan o'i chymhwyster, sy'n canolbwyntio ar ddeall y berthynas rhwng hyrwyddo a gweithredu newid, a'r rhwystrau sy'n atal newid rhag digwydd o fewn yr Adran Dai. Er mwyn ei chefnogi i gasglu data ystyrlon a fydd yn llywio ei hastudiaethau a gwelliannau posibl wrth symud ymlaen, gofynnwn yn garedig i chi gymryd ychydig funudau i gwblhau'r arolwg isod (cliciwch naill ai ar y ddolen neu'r cod QR). Mae ar gael yn Gymraeg ac yn Saesneg ar liniadur neu ddyfais symudol er mwyn sicrhau hygyrchedd i bawb.	Good afternoon all, Nicola Jones is conducting a work-based research study as part of her qualification, focused on understanding the relationship between promoting and implementing change, and the obstacles preventing change taking place within the Housing division. To support her gathering meaningful data that will inform both her studies and potential improvements moving forward, we kindly ask that you take a few minutes to complete the survey below (please click either the link or QR code). It is available in both Welsh and English via a laptop or mobile device to ensure accessibility for all.
Link	**Link**
Mae eich adborth yn amhrisiadwy a bydd yn chwarae rhan allweddol wrth lunio newid cadarnhaol yn ein hadran. Sylwch, bydd eich ymatebion yn **ddienw** ac yn **gyfrinachol** ac yn cael eu defnyddio at ddibenion ymchwil yn unig. Bydd yr arolwg hwn yn dod i ben ddydd **Mawrth 26 Tachwedd 2024.** Diolch am eich amser a'ch cefnogaeth.	Your feedback is invaluable and will play a key role in shaping positive change in our division. Please note, your responses will be **anonymous** and **confidential**, and will only be used for research purposes. This survey will close end of play on **Tuesday 26th November 2024**. Thank you for your time and support.

Many thanks,
Jonathan

Jonathan Morgan
Pennaeth Tai | Head of Housing
Adran Cymunedau | Department of Communities

Rhif Ffon | Telephone: 07546 999108
E-bost | Email: jmorgan@sirgar.gov.uk | jmorgan@carmarthenshire.gov.uk

Mae croeso I chi gysylltu â ni yn Gymraeg neu Saesneg | You are welcome to contact us in Welsh or English

Cyngor Sir Gâr
Carmarthenshire
County Council

Appendix 4

Question 5: If you have answered Yes to Question 4 above, please describe...

Anonymous participant responses include:

“To be the best Housing services department in the country, providing the best quality, energy efficient properties to our contract holders/tenants.”

“To provide 2000 additional affordable homes, good quality homes, at affordable rents and prices are essential to enable local people and families on low-income levels to live in homes in their community of choice.”

“I'm sure it's something about working well and caring about people but it is a bit meaningless, and I am not sure what the point is when each team has their own outcomes to achieve so they have a vision of how it should be.”
“To provide good quality affordable housing.”

“Investing in Council homes, providing affordable housing for people and ending homelessness, reducing the number of empty homes and boosting the local economy.”

“It is what we want to achieve and the direction we are taking to achieve it.”
“To work as one team, to act with integrity, focus on our customers, strive for excellence, take personal responsibility and listen to improve.”

"Provide the best housing service by working together to deliver excellent services that will improve the health and well-being of the people of Carmarthenshire.”
"To provide sufficient, safe, fit for purpose accommodation and related services, to those in need and in receipt of it.”

“We used to have it at the end of our email signature. Not sure what it is now.”
“Better homes for our tenants.”
“Keep people safe and well in their own homes.”

Appendix 5

Question 7: If you have answered Yes to Question 6 above, please describe...

Anonymous participant responses include:

"To sell houses"
“To increase the amount of good quality housing stock across the county.”
“To ensure that they carry out their duties efficiently and effectively to portray the council in a positive light.”
“To raise the standards of the private sector housing.”
“To provide support to private rented tenants/landlords and developers”
“To assist the delivery of new affordable homes.”
“Look after the interests of Refugees with a particular focus on moving as many from Hosted arrangements to the private sector in order avoid taking from council resources wherever possible.”
“Have positive outcomes and get the job done - there should be a difference in people's lives at the end of it”
“To provide good quality affordable housing.”
“To support those who need us”
“Delivering transformational change projects that will deliver cost effective, efficient and improved services to our customers”
“Reduce homelessness”
“To deliver gold standard support and advice in relation to Infection Prevention and Control to our County Care Homes. To provide first class IPC training to CCC Dom care workers and care home staff.”
“To resolve and prevent the homelessness of the residents of Carmarthenshire.”
“To ensure our clients are able to integrate into the community and to support the people who host them”
"Provide the best housing service by working together to deliver excellent services that will improve the health and well-being of the people of Carmarthenshire”
"To prevent the ASB within allocated patches”
“To provide safe, secure, efficient and affordable homes for residents in housing need”
“To deliver on the actions within our long-term strategic plans”
“Relieve people's homelessness”.
“To deliver emergency temporary accommodation to applicants in a considered and efficient manner. To continually review and improve efficiency to deliver service.”
“Working with council tenants to maximise income, maintain tenancies and reduce arrears.”
"To identify and reach out to owners of Empty Properties, highlighting what financial assistances is available and try to bring them back into use.”
“Process grants and monitor schedules of work with associated interim payments.”
“Deal with any complaints associated with empty properties."
“Provide homes and the necessary support to maintain tenants within their homes.”
“Maximise rental income”
“Maintaining contract holders within their own homes”
“For our tenants to live well”

Appendix 6

Question 9: If you have answered No/Sometimes to Question 8 above, please describe...

Anonymous participant responses include:

“I would like to think that information is available, but i would not know where to look for it.”
“Our housing need data helps guide us to provide what is needed and where it is needed in the county.”
“Some mangers communicate better than others - we don't always get told of changes, i.e. new staff, people moving or leaving”
“Reports from Civica are not fit for purpose”
"Heavy reliance on other teams to provide accurate information – Council Tax, Housing Benefit, Universal Credit, etc”
“Timeframes to get information back is not compatible with the fast passed nature of housing and impacts assessments and safeguarding for clients and security for staff"
"I do not have access to data on Civica - i am restricted.”
“I would like a process management system to obtain data from my team as currently we only hold the returns and outcomes which i feel is not enough"
“As I mostly WFH, I am not told a lot of new things.”
“I sometimes have relevant data that could be used to support change, such as caseloads, timeframes etc”
“Data is held by specific individuals that is sometimes difficult to access. Data requests sometimes need to be made to the performance team that can take time to get hold of. recent access to Power Bi has been helpful”
“Reliance on other teams to provide data (not at your fingertips).”
“Not readily available. This needs to be requested and is sometimes received a bit too late”
“Not always at our fingertips but it can be requested. It would be nice to have an understanding of the bigger picture, rents, repairs, care, allowances, support, etc (the make-up of the household) to help better inform decision making.”

Appendix 7

Question 9: If you have answered No/Sometimes to Question 8 above, please describe...

Anonymous participant responses include:

"I have been invited to attend a session, but it hasn't been scheduled yet."
"It would not be a formal Improvement Project but as we are a comparatively new team our duties change and improve as we glean from; experience, situational, and process changes. We review what we do and why we do it and eliminate non-essential tasks, partly as a result of the team now being much smaller than was previously the case. We collectively review our approaches, and the manager does it on an individual basis monthly also. "
"It was harder to do than I would have liked as the lack of clarity on chain of command can make decisions difficult and people are often reluctant to take a decision. Some people are very open to new ideas or ways of working and some are much less so."
"I help in the selection of the new IT system for Housing"
"I was able to suggest changes to how my section was structured, these were trialled & are now being used by other areas"
"The introduction of a new rostering system in Home Care, supporting the disaggregation of Housing Repairs from the Environment Department into Communities and the improvement work that has continued within the division."
"We continuously strive to improve our service."
"Trialling a new EntitledTo programme to work with homeless applicants on their finances and support needs."
"It did not go well and whilst the idea was excellent there was a lack of buy in from others which meant the money invested was wasted and we did not get to implement a really excellent, time and money saving idea."
"I have been seconded to help with other departments to support the improvements needed in the repairs team. "
"I have been involved in work groups to improve our service."
"Currently taking part in a full review of the teams processes"
"I think so, but nothing ever came of it."

Appendix 8

Question 13: Following on from Question 12 above, please provide your feedback

Anonymous participant responses include:

"CCC is always looking to improve its services and make it a more streamlined, efficient service, which is ever changing and improving what it does, providing staff with the tools to do this."
"I believe change is implemented when necessary. There can be some resistance when discussing change regarding working environments, agile working, and digitalising processes."
"We receive emails regarding any changes within the division."
"Changes are promoted at Team level via awareness sessions allowing feedback."
"Unsure if change is promoted, however I have heard suggestions on change within the team & division."
"There are new policies and procedures being introduced on a regular basis, to improve and implement change."
"As I'm not in a permanent role, visibility of division wide issues tends to be something that happens on the periphery - I'm very focused on achieving team goals."
"We are told we will be improving but it does not seem to happen. To effect real change sometimes difficult decisions, need to be made but there seems a reluctance to make them and carry them out."
"We continuously encourage good ideas."
"There is still a fear of change, it is not always explained why we are changing"
"There is an appetite to review and improve services within the division as evidenced by the introduction of new technology and revised working practices"
"We do have to be flexible and adaptable to changes particularly where infectious disease is concerned as at times, it is difficult to predict what illnesses may be circulating, and we have to be open minded to changes in legislation etc."
"There is not always ongoing support from senior management team to fully implement new ideas." "There appears to be a reluctance to take difficult decisions and so sometimes, sadly, things to do not progress as they ought."
"There is a reluctance to change from some quarters of the team, as it moves people out of their comfort zone. people still like to work in silos and not collaboratively."
"Certain departments promote change whereby i see other departments very reluctant to."
"I feel it's a mixed bag where some changes have had a positive impact whilst others sow discord and lack of clarity on roles and responsibilities."
"We have very little communication from the Housing manager and feel that he leads in a very autocratic way."
"Idea of change is discussed, implementing change seems to be far quicker in certain teams than others"
"Change can occur naturally over time due to staffing changes or legislative requirements. Where this is the case, change seems to occur organically and isn't

seen as a step-change. Where change is introduced through (for example) a realignment then this is a managed process where the reasons are outlined, opportunities are presented to feedback and then the change is implemented"
"Conflicting demands/priorities are rarely reconciled- e.g. efficiency vs transparency/accountability. People at all levels are generally resistant to change, but change is too often imposed. Some changes are made that recreate old roles/processes and this creates cynicism, and increases resistance"
"I think change can often be seen as a negative thing and sometimes only initiated when things are going wrong. If there was more focus on continuous improvement and striving for excellence change might be viewed differently"
"Change has been promoted by management quite frequently as the demands of the service are increasing."
"The issue is, whilst change is needed, it rarely is carried through as senior management drag their feet and never complete through to the end. We just keep going around in circles talking about it but rarely does any action complete. Middle managers not given the authority to make the changes needed despite being more than capable of doing so."
"Continuous change for improvement is discussed within team meetings and amongst staff. We are encouraged to contribute our thoughts and ideas which are acted upon."
"Restructures are big noise to start with, then disappear from sight. It is unclear, who does what in other teams, anymore. It is also unclear what other teams do, within the division."
"The way change is promoted varies throughout the year. They may be times when change is thoroughly promoted and then other times when it is not."
"I have not been working in my current role long enough to comment."
"Communication is good at the start, but we are not informed or updated further down the line to confirm if aims and outcomes have been met."
"Initially, good ideas are shared, and we are encouraged to get behind them but unfortunately, these aren't always followed through."
"Doesn't happen often or if it does then I'm not aware of it. Perhaps better communication to help understand the wider intention of the division."
"Not sure when it occurs"
"We are encouraged but that's as far as it goes, it then lacks follow through of any actions."

Appendix 9

Question 13: Following on from Question 12 above, please provide your feedback

Anonymous participant responses include:

"My manager is always open to any suggestions to improve the service or make what we do easier and more efficient, we regularly discuss operations and how we can improve on things."
"Purely down to what I believe would be positive change, may not be how management sees it."
"My team leader would listen and absorb any suggestions before making the decision."
"Feedback is encouraged."
"Team Leader takes on suggestions however, managers tend to ignore such suggestions"
"My boss encourages us to come forward with ideas."
"We routinely put forward change recommendations which are frequently accepted."
"In my team we can change, and we do as we see changes in the needs of those who need our services"
"My Team Leader is always asking for any ideas to be put forward and encourages all officers and assistance to come forward with suggestions."
"We have a few members that "like the way things were" , it can put a damper on things"
"I feel confident in expressing my opinions and suggestions improvements to the way services are delivered. I also feel supported to do so and that any improvements suggested will be considered and where appropriate acted upon."
"Feel confident providing feedback, not confident of change happening in a reasonable timeframe. Political and bureaucratic interference often grinds change to a halt."
"I feel that I could quite freely provide my opinion on positive change or to share ideas as I know they would be taken on board. We are not made to feel inadequate if we present an idea."
"My team and I have the same vision and goals; they all want the best for the team, and they have a flexibility and ability to change as circumstances require changes and new ways of working. They embrace new ways of working if they will make service delivery better."
"I don't anymore. i used to make suggestions but was ignored and they were dismissed with no feedback, or my ideas were taken but no praise or further input"
"I feel my opinions are no longer valued."
"My line manager is involved and takes everything on board"
"I feel the manager has no time for myself and colleagues, and just treats us all as a number. He has dismissed or ignored suggestions in the past. Therefore, I feel very despondent about being part of this team now."
"Ideas and viewpoints not always listened to"
"If change is needed, it can be raised for discussion/consideration. Doesn't mean anything will happen but that should not stop any suggestions from coming forward."

“See 13 for some of this. Otherwise, people are attached to their own processes etc and will not support changing them (a kind of ownership, I guess) Often people are too busy to take on board change, leading to a lack of support for proposals”
“Within my small team i would feel fairly confident in making suggestions but in the wider team i would be less confident and think this might be perceived in a negative way or as a criticism.”
“Not very confident as I lack experience compared to my colleagues.”
“Very confident at suggesting change, even coming up with innovative ideas. However, too often the change doesn't transpire, feels like it's in one ear and out the other until we hit crisis point by which no planning has been achieved and change is then rushed.”
“My team are friendly and positive I wouldn't hesitate to make a suggestion”
“Within the team, we are definitely listened to, with a great team lead.”
“Whilst I am comfortable within the workplace, I feel I am still learning my role and would not be fully confident to make suggestions for change.”
“My colleagues are very approachable and open to suggestions of change or improvements”
“I'm encouraged to suggest ideas, but these aren't followed through for further scrutiny, which means nothing is taken forward to support change.”
“There's not always the opportunity to share ideas as team meetings are more often consumed with operational issues.”
“Lack of opportunity”
“Never really on the agenda”