



**LEAD**

Lancaster LEAD®

**Evaluation of the LEAD programme:  
a ten-month leadership development  
initiative for SME owner-managers**

Magnus George, March 2013

Institute for **Entrepreneurship**  
and **Enterprise Development**



**Lancaster University**  
MANAGEMENT SCHOOL

Lancaster University  
Management School.



This report is published by Lancaster University Management School. More information on the Lancaster LEAD® programme can be found at [www.lums.lancs.ac.uk/lead](http://www.lums.lancs.ac.uk/lead), along with contact information for the Lancaster LEAD® team.

Alternatively, for more information please write to the report's author at the following address:



*Magnus George*

Head of Strategic Partnerships and Policy  
Institute for Entrepreneurship and Enterprise Development  
Lancaster University Management School  
Lancaster  
LA1 4YX  
Email [m.george@lancaster.ac.uk](mailto:m.george@lancaster.ac.uk)

# Executive Summary

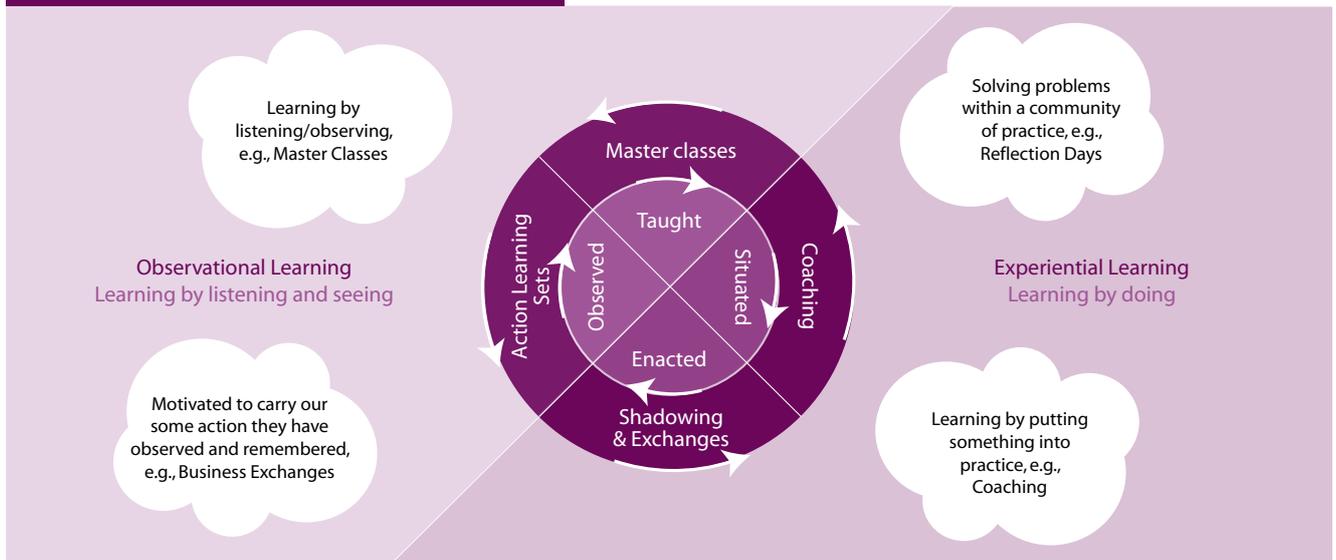
## *The LEAD Programme – working on the business, not in the business*

The Lancaster LEAD® programme is a leadership development programme for small business owner-managers. Business owners who have been on LEAD say that following the programme they:

- Are better leaders who feel more confident in their own abilities
- Have developed a strategic approach to their enterprise
- Are more effective communicators
- Grow their business turnover and employ more people every year
- Improve business productivity

The programme draws heavily on foundational research into management and entrepreneurial learning. People learn in different ways and contingent on the world around them. LEAD's integrated learning model uses different formats to make meaning of a complicated world. Masterclasses, shadowing exchanges, coaching, action learning and experiential events are included in the syllabus. LEAD gives equal priority to experiential learning and reflective practise.

### The Lancaster LEAD® Integrated Learning Model ©



Participants join cohorts of 20-25 like-minded growth-oriented entrepreneurs, committing to a ten-month-long journey. Recruitment involves a rigorous selection and induction processes. Commitment is high and drop-out rates are near-zero. Peer-to-peer learning in strong, trust-based groups boosts owner-manager confidence and underpins purposeful business growth.

The underlying integrated learning model recognises the importance of distance from the normal work environment, adequate time for genuine reflection, the need for new perspectives, and the value of interacting with peers in a safe place devoid of normal agendas. Participants typically find that taking part in LEAD contributes to a step change in their ability to work strategically on their business, and to free themselves from open-ended involvement in day to day operational matters. Business ownership is often a lonely experience. LEAD creates a high trust network where it is easier to talk openly about the things that owner-managers must deal with, free of normal commercial restrictions.

# Evaluation

Since LEAD was launched in 2004 Lancaster University has retained researchers at Newcastle University to conduct independent evaluation of the programme. This report draws heavily on a full econometric evaluation that was conducted by Newcastle University (Wren and Jones, 2012) and cites data taken directly from that report. The statistics reported here use data obtained from respondents to the 2011 survey of 251 owner-managers who had completed LEAD at Lancaster University between 2004 and 2011. The survey received 110 responses which equates to a 50% response rate. The complete Newcastle report can be accessed at [www.lums.lancs.ac.uk/lead](http://www.lums.lancs.ac.uk/lead).

The principal findings of the evaluation, quoted in full from the executive summary to the Newcastle report, are as follows.

## Participating Individuals and Businesses

- LEAD-supported businesses are high-quality, with 60% of individuals educated to a university first degree level and nearly half of all sales going to national or international markets.
- The mean employment size of the businesses is 20 employees, but some are much larger with sales turnover in excess of £10 million per annum.
- Just over half of the participants came to LEAD with an existing business concern or challenge, and over three-quarters of these report that LEAD equipped them to deal with this concern of challenge either very well or extremely well.
- The participants are satisfied with the programme, with 81% of respondents saying that LEAD met their expectations either very well or extremely well.
- Virtually all participants complete the programme, even though there is a strong time commitment over a period of about 10 months.
- About 40% cent of participants heard of LEAD through previous participants, suggesting positive recommendations.

## Leadership and Intermediate Effects

- Virtually every participant said that LEAD had developed their leadership.
- A third of respondents indicate that LEAD improved their confidence or reinforced an existing belief. Other important effects were to enable the participant to step back and reflect, a better understanding of leadership, new skills / a framework and more effective leadership through better communication or delegation.
- Many participants have undertaken a change in their business structure since joining LEAD, most notably a diversification of their primary business, but also the start-up of a new business or a change in their capital structure.
- Virtually all participants have undertaken changes in management, with over half indicating that they had appointed a business manager since joining LEAD.

## Business Outcomes

- Around half of the survey respondents indicate an increase in sales turnover since joining LEAD. Across all businesses, the mean annual change in sales is £105,000, which corresponds to a growth rate of 3.5% a year in real terms.

- For those experiencing an increase in sales turnover, the mean sales increase is about £360,000 a year, of which £135,000 (37.5%) is attributable to LEAD.
- Around half of the survey respondents report an increase in employment. For those experiencing an increase, the mean employment change is 13 jobs, of which 5.7 jobs are attributable to LEAD. The mean cost of a job created is £4,370 at current prices. Across all businesses, the growth rate in jobs due to LEAD is 3.6% per annum.
- Mean annual employment growth is 16.8% a year.
- Three-quarters say their labour productivity improved and by an average of £8,800 per year. The main reasons for the productivity improvement was from a better use of existing employees and from organisational change.
- Between 80% and 90% of respondents said that changes to sales, employment and productivity depended on LEAD to some extent. Over a quarter say it was to a great extent.
- As an interim calculation LEAD participants have added about £11 million in net sales per annum over 2004-11, of which under reasonable assumptions about £7.5 million a year is attributable to LEAD. As a whole, the programme has added about 300 jobs to the regional economy.
- The annual sales increase of about £7.5 million compares with an annual cost of the LEAD programme of about £415,000, which suggests strong impacts.
- It is evident from the above that the Lancaster LEAD® programme has been effective in helping businesses to grow throughout the past seven years, including during the recession. Anecdotal information from across the LEAD provider network, as well as limited formal research (Henley and Norbury, 2011; Henley et al., 2012), shows a similar pattern. Extrapolating from the Newcastle survey suggests that the entire LEAD alumni are employing an additional workforce of over 2,000 people each year following their participation in the programme.
- A 'rebalanced economy' requires business sector, regional and size diversity. LEAD targets growth-oriented SME owner-managers, an under-appreciated but vital component of the national economy. LEAD demonstrates how universities can unleash growth in many SMEs across sectors that operate below the so-called 'high growth' segment (>20% per annum sustained growth). Such businesses are abundant. Stimulating their growth across the UK will support economic recovery. Evidentially, LEAD facilitates their business, sales, productivity and employment growth.

# Foreword

Having been involved in the LEAD programme since its development I am delighted to introduce this evaluation report. LEAD has become an important part of our work with businesses and has both drawn on and contributed to our ongoing programme of research into how entrepreneurs learn. Since it was launched in 2004 LEAD has become a significant initiative with delivery by a network of provider organisations across a large part of the United Kingdom. There are already over 1600 LEAD alumni, coming from all sectors. For a single university initiative to have contributed to so many businesses is significant, and we are proud of the way in which we and our network of delivery partners have supported them.

Business owners are keenly aware of how precious their time is. For our part, the LEAD process has given us confidence to be able to explain to them how, if they are truly set on sustained change, it is necessary to commit time to that process of change. The LEAD programme is demanding but, time and again, we see that individual business owners derive great benefits from making that commitment.

University-led business support initiatives of this scale are rare. It has been important to ensure that we commissioned evaluation of the economic impact of this work. This report draws on research done for us by Colin Wren and Jonathan Jones from Newcastle University. They worked independently from us to conduct an arms-length evaluation of LEAD. The results summarised here indicate how effective the LEAD model is as a leadership development intervention that supports economic growth.

I look forward to further roll out of the LEAD programme, and encourage you to read this report in order to see how LEAD might benefit you, your clients or your own business.

*Doctor Eleanor Hamilton*

Associate Dean for Enterprise Engagement and Impact  
Lancaster University Management School



# Introduction

Business leadership is a widely-recognised contributor to the development and success of small and medium-sized enterprises in the United Kingdom. The key role played by owner-managers as leaders of their teams is recognised in the design and delivery of the Lancaster LEAD® programme. The programme was designed by staff working in Lancaster University Management School's Institute for Entrepreneurship and Enterprise Development, and it draws on several decades of research into leadership development and entrepreneurial learning.

LEAD was underpinned by a range of inter-connected research stemming from networked learning and the emerging field of entrepreneurial learning and triggered by some path-breaking research by Cope, Kempster and Hamilton in the early 2000s (Cope, 2001; Cope, 2003; Cope, 2005; Cope and Watts, 2000; Hamilton, 2005; Kempster, 2006). By highlighting the importance of experiential and reflective learning for entrepreneurs they supported the design of LEAD in 2004.

Small business owner-managers exhibit certain key features that distinguish them from managers in larger organisations in regard to their leadership development needs. These include a commonplace sense of loneliness and the absence of trusted confidantes; the lack of both a boss and peer-level co-workers; a tendency to be heavily involved in day-to-day operational minutiae; being time-pressed; uncertainty about their own role and about business strategy; the close intermingling of personal and business life and assets; and the ultimate responsibility for business success or failure and the well-being of their staff. They also generally lack formal management and leadership training. This combination of factors and insights from research underpins the design of LEAD.

LEAD was developed in 2003-04. The pilot programme was commissioned by the Northwest Regional Development Agency. Between October 2004 and March 2006 four cohorts of owner managers, totalling 67 participants completed LEAD. Evaluation of that pilot (Wren and Jones, 2006; IEED, 2007) showed that 90% of participants reported significant increases in profitability, employment or sales turnover. Alongside these findings there were diversifications, acquisitions, innovation, expansion and relocation. Participants

also reported improvements in their awareness of and confidence in their leadership abilities, improved delegation, staff empowerment and the adoption of a strategic business orientation. Crucially, LEAD was seen as an important contributor to these positive changes.

Following these impressive findings LEAD has been rolled out through a network of providers trained and overseen by Lancaster University. These providers have adopted the standard Lancaster LEAD model, ensuring a consistency of approach. Across the North West of England, South West England and throughout Wales there are now over 2,000 LEAD graduates. Aside from Lancaster's continuing provision, LEAD is currently provided by QuoLux LLP in the South West; by Swansea and Bangor universities in Wales; and, from spring 2013, LEAD will be offered inside the M25 by The Work Foundation, part of Lancaster University. As well as delivering LEAD these organisations participate in ongoing research around the programme and its impact, thereby ensuring that LEAD continues to evolve in light of robust evidence. A full list of approved providers and their contact information is found at the end of this report.

This summary report draws on a fuller econometric evaluation that was conducted by Newcastle University (Wren and Jones, 2012). The statistics use data obtained from respondents to the 2011 Newcastle survey of 251 owner-managers who had completed LEAD at Lancaster University between 2004 and 2011, as well as baseline information that is routinely collected from participants at the start of each LEAD cohort. The survey received 110 responses which, allowing for attrition, equates to a 50% response rate. The complete Newcastle report, including the methodology used and unabridged findings, can be accessed at [www.lums.lancs.ac.uk/lead](http://www.lums.lancs.ac.uk/lead).

# Components of the LEAD Programme

The Lancaster LEAD® programme is an expression of what is known in Lancaster as the Integrated Learning Model. This model recognises that while different people tend to favour certain styles of learning and teaching, and specific types of content are typically delivered in certain formats, there is great value in combining these to provoke learning. Research has shown the dominance of experiential learning among entrepreneurs (Cope, 2001; Cope, 2005). Their preference for learning through personal experience has been linked to the potential role of reflection as mechanism to significantly improve upon the quality and long-term value of that learning (Cope, 2003). Research also suggests that entrepreneurial learning can be activated in social practice (Hamilton et al., 2011).

There are six main elements of LEAD . Each cohort is led by a facilitator who provides continuity of support and provokes delegates to actively develop their own reflective styles.

- 1. Overnight Experiential:** An initial two-day overnight residential retreat designed to bond the cohort and start to build trust in the peer network. It allows participants to explore their own leadership context, style and behaviour, and provides a personal development plan to work with for the duration of LEAD.
- 2. Master classes:** Ten half-day sessions designed to stimulate thinking and awareness in areas of leadership and business growth. There are two themes. Business Growth master classes meet the skills needs of SMEs, focusing on operations, marketing, financial planning, employment law and strategy. Leadership master classes are given by 'inspiring speakers' who recount their own experiences.
- 3. Coaching:** Participants work with an experienced, professional business coach in a series of one-to-one sessions. A solutions-based approach is adopted to encourage individuals to do or look at something differently to facilitate business change, and for this to be deployed to best advantage in their own businesses.
- 4. Action Learning Sets:** Six sessions in facilitated subgroups of six to eight peers who meet to discuss personal business issues or challenges in a trusting environment. Listening and questioning techniques are used to share experiences, to learn from each other and establish actions to resolve issues.
- 5. Shadowing & Exchange:** A programme of shadowing and exchange is implemented halfway through the programme. Working in pairs, these extend the observation process and test learning. In shadowing participants observe and reflect on the behaviour of their partner in their place of work. In subsequent exchanges participants attend the business of their partner and conduct a mini-consultancy project on an agreed subject.
- 6. Online Forum:** To support the learning and the peer network delegates are able to communicate with one another whilst they are away from the University, through an online forum. Delegates share what they have learnt at master classes, discuss issues from action learning sets, arrange exchanges and call upon advice from their fellow delegates. They are also able to access master class presentations and undertake reading.

## Who Participated in LEAD?

Several characteristics indicate that LEAD participants have high quality ventures. Baseline data showed that the primary motivation for entering business ownership was desire for independence, followed by seeing an opportunity, desire for flexibility and in order to achieve recognition. Financial motivations were secondary, and so-called 'push' factors, such as redundancy or unemployment, had a low level of effect.

Other indicators of business dynamism include a good level of profitability and high re-investment rates. Projected future growth, innovation and increased employment were forecast by a high proportion of participants. Despite their small average size, it was found that 44% of all sales were to national or international markets. Exporting featured in turnover of 37% of businesses.

### The top ten reasons given for deciding to join LEAD were:

1. To become a better manager
2. To improve management in their organisation
3. To grow the business
4. To Increase profits
5. To improve decision-making abilities
6. To increase sales turnover
7. To improve efficacy of decisions
8. To increase their influence on the business
9. To improve employer-employee relations
10. To delegate more responsibility

This set of motivations is clearly relevant across business sectors, and LEAD attracts owner-managers from a diverse range of industries.

A postal survey in November 2011 was sent to the 251 people who had completed LEAD with Lancaster by that time. Of these 42 were excluded from the analysis due to being no longer contactable. This does not though necessarily always indicate business failure, as the following example from the full survey report shows. One participant who declined to complete the questionnaire wrote saying (Wren and Jones, 2012):

"Wow, LEAD seems so long ago now but what an important 'life changing' experience it was. Following LEAD I left the family business... set up a coaching business... did that for a year... Worked with Balfour Beatty for almost 3 years as Manufacturing Director and latterly a 'Senior Change Agent' within the business... leaving BB I set up my own business designing and selling specialist construction equipment globally. I soon managed to sell 60% of that business to my largest US client for a sum significant enough to cause me to relocate myself and family to St Louis, Missouri, where I am now Director of Fleet Maintenance and Manufacturing for my previous client, and also continue to run the equipment design and sales organization. I don't think any of the above would have been quite so possible without the skills and learning provided by LEAD" (Wren and Jones, 2012).

The estimated business closure rate is estimated as being between 7% and 13% which is considered to be low, especially in light of the 2008 recession.

A total of 110 completed survey forms were received by the research team, giving a response rate of almost 53%. Tests between responding and non-responding LEAD delegates found no systematic differences between the two groups, and the respondents are described a representative of the entire Lancaster LEAD alumni.

Respondent characteristics are shown in the following table. Baseline data showed that almost 60% of businesses were in services. Sectors represented by participants are agriculture (3%), construction (4%), manufacturing (19%), transport and wholesale (9%), retail (8%), financial services (6%) and other services (52%). In terms of staff number the business were predominantly of up to fifty employees, as shown in table 1. Almost one quarter are micro businesses, defined as employing up to five people, and the majority are small businesses, with up to fifty employees. The mean employment size was 20 employees and the mean sales turnover was £1.29m, with respondents owning slightly larger firms than non-respondents in terms of both jobs and sales. Annual baseline sales turnover ranged from under £50,000 to over £10 million, with 55% of businesses having turnover of between £100,000 and £1 million.

**Table 1: Baseline Characteristics of Survey Respondents: Businesses**

<b>Business characteristics</b>	<b>Survey respondents (%)</b>	<b>Non-respondents (%)</b>
<b>Legal status:</b>		
Sole trader	5.1	3.6
Partnership	2.0	8.3
Co-operative	0	1.2
Private limited company	87.8	83.3
Public limited company	5.1	3.6
Social enterprise	8.3	3.6
Franchise	0.9	0
<b>Activity:*</b>		
Agriculture (SIC 1 - 7)	2.9	2.8
Construction (15 - 17)	3.9	2.8
Manufacturing (20 - 39)	18.6	13.9
Transport / wholesale (40 - 52)	8.8	6.5
Retail (53 - 59)	7.8	13.0
Financial services (60 - 67)	5.9	6.5
Other services (70 - 89)	52.0	63.9
<b>Employment size:**</b>		
1 - 5	23.6	24.2
6 - 10	25.6	30.6
11 - 20	22.4	30.6
21 - 50	22.4	12.1
51 - 100	2.0	0.8
101 - 250	2.0	0.8
> 250	2.0	0.8
<b>Mean employment size:</b>	<b>23.9 jobs</b>	<b>16.3 jobs</b>
<b>Annual sales turnover:</b>		
< £50,000	6.3	0
£50,001 - £100,000	6.3	3.9
£100,001 - £250,000	19.8	18.4
£250,001 - £500,000	13.5	31.1
£500,001 - £1 million	21.8	25.3
£1m - £2m	12.5	14.6
£2m - £5m	11.4	5.8
£5m - £10m	2.1	0.9
> £10 million	6.3	0
<b>Mean turnover size:</b>	<b>£1,779,000</b>	<b>£826,000</b>

**Notes:** Details at time of commencement in LEAD and known for virtually all survey respondents and non-respondents. Non-respondents are 251 LEAD participants less those that did not complete questionnaire.

\*SIC 2-digit codes not shown where there are no LEAD cases.

\*\*Some individuals report a zero employment size, so that these cases are set to unity.

Sources: Initial Contact Forms, Application Forms, Baseline Questionnaires and Questionnaire.

# Outcomes of LEAD

## Outcomes for Individual Owner-managers

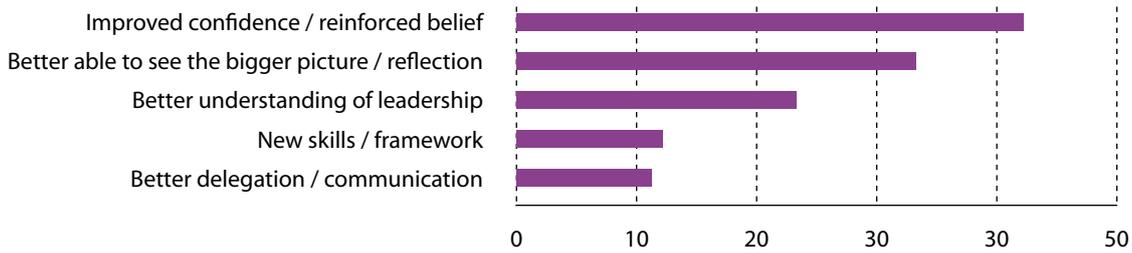
A little over half of respondents (59 of 110) reported facing a clear business issue of challenge prior to joining LEAD, with 86% of those (51 instances) considering the issues either important or very important. Of those with a clear business issue, 46 individuals (78%) reported that LEAD helped them address this either very well or extremely well.

Regarding their overall perceptions of how well LEAD had met their expectations 87% of responses indicated that the programme did this very well or extremely well. Another indication of perceived value is that approximately 40% of participants first learn of LEAD from previous delegates, suggesting positive referrals. Additionally, completion and attendance rates are extremely high despite the time commitment and duration of the programme.

In terms of the various elements of the programme, respondents were asked to allocate an impact rating on how each contributed to their developing leadership attributes. The systemic peer interaction element scored most highly in this regard, followed by the overnight experiential. Given that LEAD is built upon understanding of the isolated nature of entrepreneurship and the tendency for owner-managers to lack trusted peers these findings show that the programme addresses these deficits. All other aspects of the syllabus score better than neutral in terms of positive impact on leadership.

Responding to an open question about how LEAD had improved them as leaders almost every person expressed that LEAD had done this for them. After categorising the replies the most common effects were on boosting confidence and self-belief, with 38% of respondents giving replies of this nature (figure 1). The next most common response type indicated an improved ability to step back and work more strategically. A LEAD catch phrase is that participants develop better abilities to work 'on the business, not in the business'. A key objective of LEAD has been to legitimise owner-managers spending time working in a 'strategic space' (Jones et al., 2007) and this finding shows that this goal is being well met, with 30% of respondents reporting this outcome.

Figure 1: Number of respondents reporting primary leadership improvements



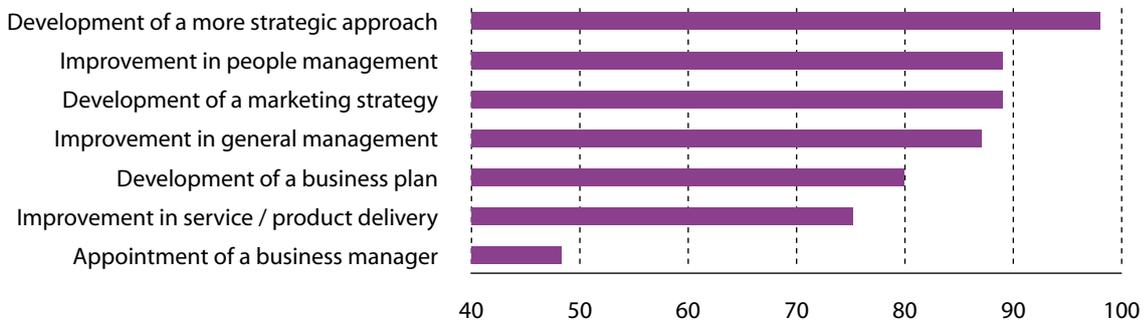
Overall we conclude that participants derive a high level of desired outcomes from their LEAD experiences, based on their stated top ten motivations for participation (p.9).

### Outcomes for their Businesses

Before presenting changes to business outcomes in terms of sales, profit and employment it is possible to show how LEAD impacted upon intermediate facets of businesses. These relate to changes in management and operations.

Respondents reported a number of significant changes to overall business management since undertaking LEAD (figure 2). Foremost among these is their development of a more strategic approach to their business. Other common changes are shown in the following table. A change in at least one category was reported by 108 of the 110 respondents, with the majority attributing at least some of this change to LEAD.

Figure 2: Respondents reporting change in management to at least some extent by category



### Impact on Sales Turnover

Asked about their perception of changes in sales turnover since LEAD, 55% of respondents said that they had experienced an increase in sales. A further 21% reported no change in sales. For the 59 businesses that reported an increase in sales, a total of 52 (88%) attributed at least part of this to LEAD. The annual mean sales increase for businesses that reported sales growth was £360,000. This was on baseline mean sales of £1.8m. Additionality due to LEAD is estimated at a mean annual sales increase of £135,000.

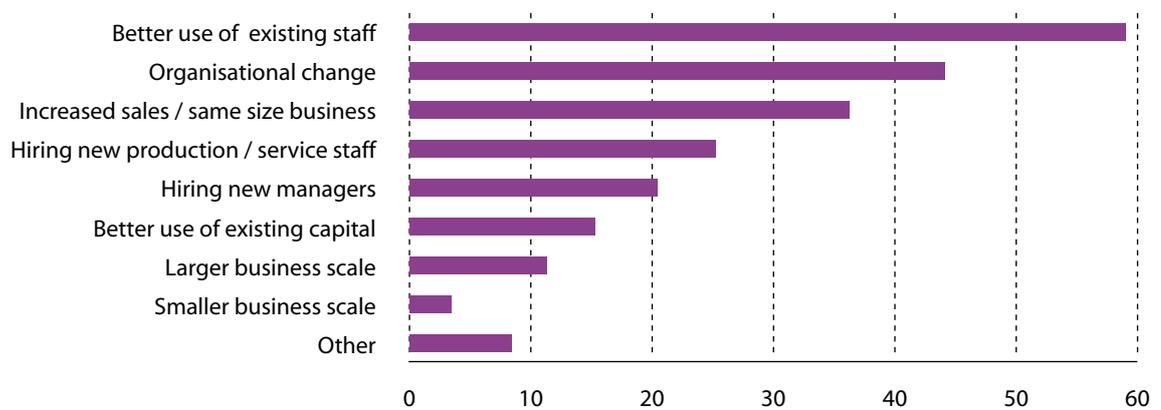
### Impact on Employment

A total of 53 of the 110 respondents reported increasing their employment since starting the programme. The mean reported increase in jobs was 13, based on a baseline employment of 24. The additionality estimate suggests that, on average, 5.7 jobs are attributable to LEAD.

### Impact on Productivity

Evidence was also collected on productivity, which is here defined as average sales per employee. Productivity increases were reported from a large percentage of businesses (72 of 110). Figure 3 shows reasons that were identified for productivity improvements.

Figure 3: Businesses reporting reason for productivity increase (n=10)



In aggregate we conclude that LEAD is a major contributor to improved self-confidence among owner-managers. The programme helps them to develop a clearer sense of strategic vision for their businesses. The LEAD process supports them to introduce and implement many of the purposeful procedural aspects that are required to grow a business. Significant positive business impacts are reported by participants across a range of key performance indicators (table 2).

Table 2: Summary of Business Effects

All cohorts	Sales turnover (annual sales)	Employment (number of jobs)	Productivity (sales per employee per annum)
<b>Since participation in LEAD (110 responses):</b>			
Decreased	26	31	9
Stayed the same	21	25	15
Increased	59	53	72
Difficult to know / non-response	4	1	14
<b>Of those experiencing increase:</b>			
Mean	£360,000	13.4	£8,800
Standard deviation	£425,000	24.0	£5,700
<b>'Additionality':</b>			
Not at all	11.9%	17.0%	11.1%
To some extent	57.6%	54.7%	56.9%
To a great extent	28.8%	26.4%	30.6%
Wholly	1.7%	1.9%	1.4%
<b>Mean increase by cohort:</b>			
Cohorts 1-4	£396,000	23.3	£9,200
Cohorts 5-6	£297,000	23.6	£9,900
Cohorts 7-9	£486,000	10.5	£7,700
Cohorts 10-13	£288,000	8.6	£8,900

# Conclusions

LEAD is a ten-month leadership and management development intervention for SME owner-managers. It was developed in the Institute for Entrepreneurship in 2003 and piloted in 2004. Derived from research into entrepreneurial learning, LEAD's integrated learning model addresses varied learning styles. The syllabus combines masterclasses, shadowing exchanges, coaching, action learning and experiential events.

Participants join cohorts of 15-25 like-minded business owners, committing to a ten-month-long journey. Recruits cover all business sectors and exhibit a strong growth orientation.

LEAD is developing a national footprint (table 3). In addition to delivery at Lancaster, QuoLux LLP is an approved LEAD provider which covers the South West of England. Swansea and Bangor Universities deliver LEAD to Welsh businesses. The Work Foundation will launch LEAD in London in 2013. Alumni already exceed 1,600 and further roll-out is planned.

The entire LEAD alumni employ in excess of an estimated 30,000, equivalent to a major corporation. Covering all sectors, and geographically widely dispersed, these businesses are creating new jobs in scale. LEAD contributes to the unleashing of latent growth potential in a vital part of the UK economy. A conservative estimate suggests that LEAD companies employ an additional 3,315 staff each year. Newcastle data show that approximately 68% of sales growth is attributed to LEAD by survey respondents. Therefore, LEAD directly enables employment growth of 2,200 people annually across participating companies.

LEAD has prompted the development of GOLD, our non-executive board simulation and Top Team, our programme for senior managers in SMEs. LEAD alumni dominate recruitment to our Entrepreneurs in Residence scheme.

LEAD's national profile includes showcasing in policy papers (MacLeod and Clarke, 2009; BIS, 2012). LEAD was a key part of the bid which saw LUMS win the 2012 award of 'Times Higher Education Business School of the Year'.<sup>2</sup>

2. <http://news.lancs.ac.uk/Web/News/Pages/Success-for-LUMS-at-the-THE-awards.aspx>

Table 3: Summary of Key LEAD Statistics

**Overview of LEAD across the United Kingdom**

SME owner-managers per cohort	15-25
Total LEAD alumni across England and Wales	> 1,600 and rising
Trained LEAD providers	17 (including Work Foundation)
Total value of all LEAD activity	c. £20m
Total cash value to Lancaster University	c. £2m
LEAD alumni employ in total	> 30,000 FTE
LEAD alumni combined turnover	> £1bn

**Independent Evaluation (Wren and Jones, 2012) shows (110 replies from 209 LU LEAD alumni)**

Feature	Mean value
Baseline mean turnover	£1.29m
Baseline mean employees	20
Combined turnover	£270m
Total employment	4,180
Post-LEAD mean annual turnover growth rate	13.8%
Post-LEAD mean annual employment growth	16.8%
Profit increase	70% of businesses
Turnover increase	55% of businesses
Employment increase	49% of businesses
Productivity increase	65% of businesses

# LEAD Providers

The following institutions belong to the network of approved Lancaster LEAD® providers. With provision currently located in Lancaster, London, Cheltenham, Swansea and Bangor it is possible for businesses from across much of the UK to find a LEAD course within travelling distance.

## North West England

LEAD is headquartered in the Institute for Entrepreneurship and Enterprise Development, Lancaster University Management School. Full programme information, recruitment criteria, research reports, case studies and video podcasts can be found at [www.lums.lancs.ac.uk/lead](http://www.lums.lancs.ac.uk/lead).

## London

Businesses located inside the M25 wishing to learn more about LEAD should contact The Work Foundation's LEAD Manager via the Work Foundation web site for programme information at [www.theworkfoundation.com/Aboutus/LEAD-London](http://www.theworkfoundation.com/Aboutus/LEAD-London).

## South West England

LEAD is delivered in Cheltenham to businesses from across the South West by QuoLux LLP, an independent business run by a Lancaster alumnus, Stewart Barnes. Programme information and joining instructions can be found at [www.quolux.co.uk](http://www.quolux.co.uk).

## Wales

LEAD Wales is run by Swansea University under contract to the Welsh Assembly Government. The LEAD Wales team can be contacted via their dual language web site at <http://leadwales.co.uk>. Their partners at Bangor University provide LEAD in North Wales.

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Lancaster University Management School  
Lancaster, LA1 4YX, UK.  
Tel: 01524 510703  
[www.lums.lancs.ac.uk/lead](http://www.lums.lancs.ac.uk/lead)

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