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Foreword



Professor Jane Hendy

Dean of Brunel Business School,
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The Small Business Leadership Programme represents an exciting development within the Brunel Business School. In these challenging and unprecedented times, it is imperative that businesses remain agile, and can develop a responsive approach that will enable survival through the pandemic and beyond. We know this begins with visionary and supportive leadership.

Furthering our commitment to help shape leaders of the future, this programme brought together key expertise from our School's academics through the delivery of targeted learning. We drew on ground-breaking pedagogical theory and cutting-edge business know-how to enable CEOs, directors and managers in SMEs to develop their leadership.

Together, participants cultivated a solution-focused mindset, crucial to building resilience. The course built upon successful entrepreneurship programmes to utilise the power of team learning, as well as building connections and future networks. In so doing, the programme created a sense of togetherness, breaking the isolation that many participants had struggled with. We witnessed the growth of our participants, as they learnt new ways to thrive in the face of adversity, and turned challenges into opportunities for growth.

On behalf of my whole team, I wish to express my gratitude to the Department for Business, Energy and Industrial Strategy for funding this programme, to all our partners for their support, and to all of the participants who dedicated their time and commitment. We know this has made a huge difference to their future success.

Introduction to Programme



Dr Ainurul Rosli

Programme Director,
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At Brunel Business School, we believe in working closely with businesses to facilitate a two-way engagement between our academic experts and business leaders for knowledge exchange. Through our business engagement efforts, we also look to build an ecosystem that connects like-minded leaders, to create a community that explores and learns together as they develop solutions to help their businesses survive, innovate and thrive beyond these difficult economic times.

Over the past year, we have seen how effectively such an ecosystem can work, as the Small Business Leadership Programme (SBLP) brought together more than 153 entrepreneurs, CEOs and directors to learn as well as reflect on their business practices among their peers.

Participating in the SBLP has enabled these leaders to build relationships between their businesses and in the process, create a network they can rely on for peer support and influence.

As this report will show, SBLP participants have been able to enhance their leadership skills significantly. This, coupled with the positive effects of such a peer support network, can only serve them well as they steer their businesses through the impact of Covid-19 and towards sustainable long-term resilience and growth.

Executive Summary

The Small Business Leadership Programme, with its key focus on leadership and peer support, was designed to help businesses enhance their short-term recovery from the impacts of Covid-19 as well as their long-term resilience and growth.

The purpose of this report is to present evidence-based findings that detail the impact that resulted from the version of the programme run by the Brunel Business School, Brunel University London.

The 10-week programme brought together two leading academics in the field of entrepreneurship education and one senior business coach with 153 leaders from small and medium businesses across the UK.

Drawing upon a variety of reporting methods, including feedback forms, end-of-module surveys, qualitative case studies, and quantitative social value reporting, this report outlines the key outcomes achieved by the participants during the course.

The findings are categorised according to cohort to take into account the different challenges faced by each cohort at varying stages of the Covid-19 pandemic.

Whilst maintaining a core focus on leadership and resilience, the programme required an adaptive approach to tailor its content to meet the needs of the participating leaders, as they sought to adapt to the changing impacts of the pandemic.

Based upon our data, it was found that the first and second cohorts attained the biggest shifts in terms of their abilities to adapt in-person working strategies to online, and to find ways to maintain rapport and motivation among staff members during this transition phase.

Later modules, conducted when work from home had become more normalised, saw greater transformations in learning to find opportunities for expansion and collaboration, as participants began to look beyond the constraints that had characterised the business landscape over the past year.

Yet within these differing challenges, the ability of the participants to meet these needs stemmed from the same core principles of leadership, employee engagement, business vision and branding, and planning.

The results reveal that participants across all modules enhanced their leadership skills significantly, and the programme provided tangible benefits. A total of 16 outcomes were identified in relation to the programme.

About the Programme

The 10-week programme aimed to develop robust businesses that can withstand the impacts of the Covid-19 pandemic, and thrive in the future, through transforming participant leadership outcomes into firm level growth outcomes.

Module Summary

Utilising expertise from leading academics and coaches, the programme was structured around developing important aspects of organisational leadership in 7 key areas:

- **Innovation and markets;** unpacking the relationship between innovation, margins, and productivity.
- **Leadership and employee engagement;** developing personal leadership capabilities in examining the productivity benefits of creating a high-performance workplace.
- **Vision, purpose and brand;** developing effective communication styles to describe the business brand and purpose, and honing the vision for the future.
- **Customer outreach and segmentation;** developing a strategic approach to marketing and communication which is tuned in to the needs and behaviour of customers.
- **Operational efficiency;** examining ways in which productivity could improve through the value chain, data analytics and digital tools, as well as the skills and training of the workforce.
- **Finance and financial management;** using reporting systems and establishing a cash flow forecast to help business performance.
- **Action planning and implementation;** creating a practical action plan to implement the learning from the course and provide a clear direction for the immediate future.

Key Themes



Productivity

Identifying how to maximise and leverage existing resources and identify opportunities, streamline methods and processes, and maintain employee engagement while working in new ways.



Resilience

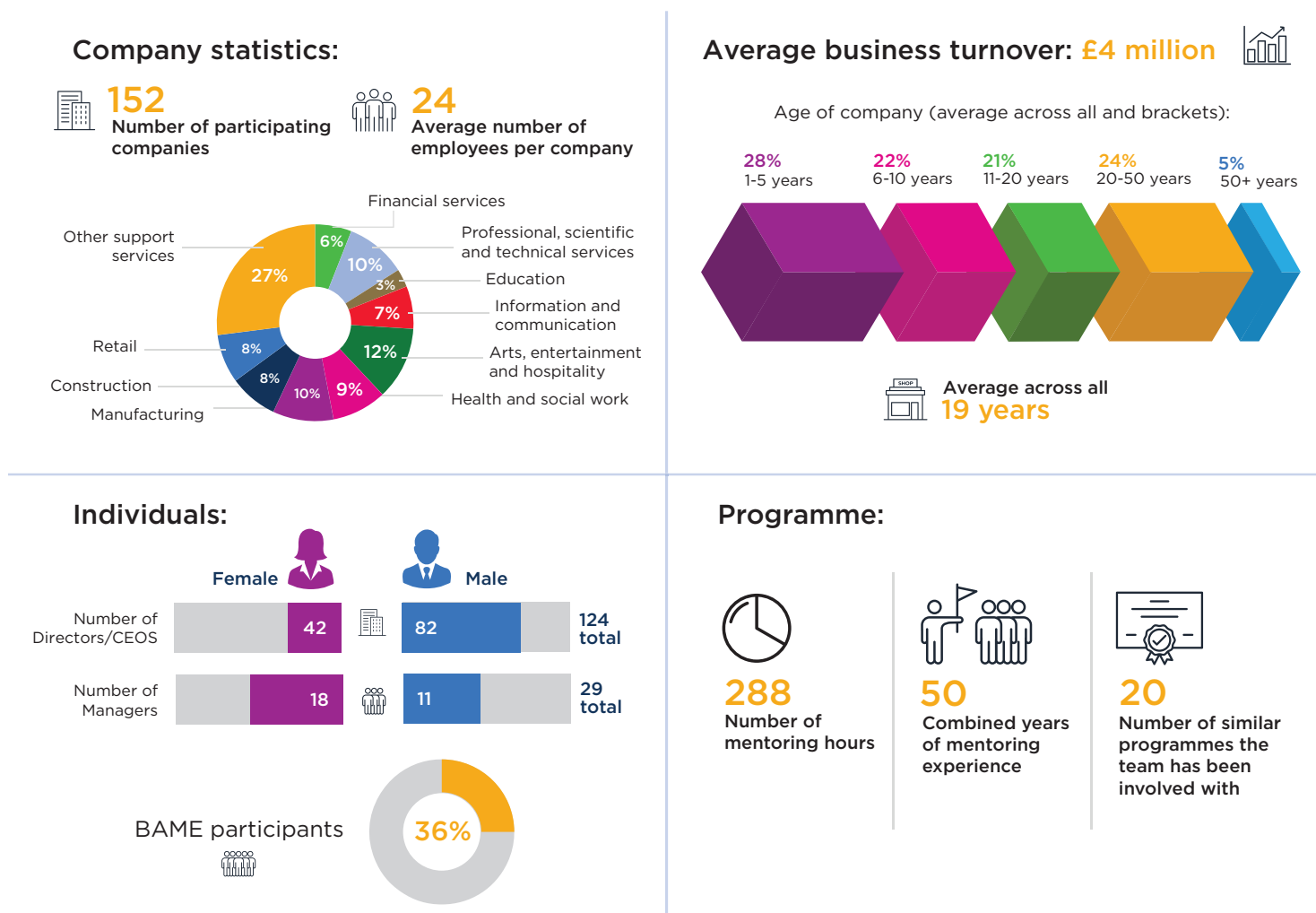
Building the personal resilience of the entrepreneur through leadership and mindset development, business models and crisis management training, ensures the business can withstand shocks, cope and recover from a crisis, adapt and remain competitive.



Sustainability

Aligning the business vision and purpose with a responsible business model that is able to maintain its relevance and create positive impact in a world faced with social and environmental challenges.

Figure 1: Breakdown of participating company information



Programme Delivery

Through weekly 90-minute digital training sessions, the programme provided participants with an innovative learning approach which combined frameworks and theoretical knowledge with a peer learning group, where individuals utilised the team learning method to share knowledge and experiences with their cohort.

The sessions for each week followed a similar structure, which could be adapted to meet the needs of the cohort. The structure, which sought to identify the problems or opportunities and utilise knowledge sharing and theories to bridge these gaps, is detailed below:

Duration of exercise	Focus/learning outcome
10 minutes	Welcome, module rationale and objectives
20 minutes	Problem/ opportunity identification (5 minutes per participant together or in breakout rooms)
30 minutes	Knowledge and resource sharing, and discussion of frameworks
15 minutes	Application of frameworks and/or team learning to problems/opportunities
15 minutes	Reflecting and feeding back on session. Positioning the module in relation to the overall programme, signposting next module

Stakeholder Analysis

A total of 153 individuals representing 152 companies were invited to partake in the programme out of a total of 490 applications. The participants were divided into 7 cohorts, based upon their needs analysis and their industry, to maximise the benefits of the team learning approach. A full breakdown can be seen below:

Table 1: Breakdown of business leaders

		Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	Cohort 7
No. of participants	Male	14	14	15	11	13	13	13
	Female	12	12	3	7	7	7	12
	Total	26	26	18	18	20	20	25
Directors/ CEOs	Male	14	11	14	8	11	11	13
	Female	7	7	3	5	5	5	10
Managers	Male	0	3	1	3	2	2	0
	Female	5	5	0	2	2	2	2
BAME	Male	4	9	1	2	3	4	7
	Female	3	4	0	2	0	1	1
Industry	Financial services	2	1	1	1	1	2	2
	Arts, entertainment and hospitality	1	6	1	3	1	3	2
	Health and social work	3	2	0	1	3	1	3
	Manufacturing	5	2	1	1	2	2	0
	Construction	3	0	4	1	3	1	7
	Retail	3	3	3	0	0	1	1
	Professional, scientific and technical	3	1	2	2	3	1	0
	Education	1	1	0	1	1	0	2
	Other support services	5	9	5	5	4	6	4
	Information and communication	0	1	1	2	2	3	3

Literature Review

Small and medium-sized enterprises are the livewire of the UK economy. They are increasingly worried about the country's weak economic outlook (Albonico et al. 2020)¹ with concerns about defaulting on loans, worries about their ability to retain employees, and doubts in their ability to sustain their supply chains expectations of reducing headcount in the aftermath of the pandemic and postponing growth projects.

Similar work found that SMEs faced (i) cost and finance-related challenges, (ii) disruption of activities, and (iii) existential difficulties (Zutshi et al. 2021)². These findings give rise to the need to train SME leaders facing the Covid-19 crisis so they could become resilient, productive and sustainable.

Interventions designed to support SMEs are favourites among policymakers, given the role SMEs play in business growth, assuming that market failures and institutional constraints impede SME growth (Bager 2021)³. Business support interventions include formalization and business environments, exports, value chains and clusters, training and technical assistance, and access to credit and innovation (Keogh-Brown et al. 2020)⁴.

There are two schools of thought in business support intervention literature. The first focuses on indirect support, which addresses constraints to SMEs accessing credit, while the second addresses the impact of direct business support on SMEs.

The literature evidences that specific training programmes which are practice-based with real-world-experience business mentors contribute to staff's employability and to a firm's productivity (Novelli & Spina 2021⁵; Pereyra et al. 2021⁶); resilience (Marzano, 2018, Sin 2019⁸) and sustainability (Kremel 2017⁹, Dahlstrom & Talmage 2018¹⁰).

In this view, SMEs need government support to break through the challenges and improve their prospects for investments and productivity.

Therefore, in this programme, we looked at the impact of a business support training programme where SMEs are a limited pool of skilled labour, limited innovation capability, and coordination failures.

As such, the SBLP training programme was designed to develop leadership skills in resilience, productivity and sustainability based on the assumption of market failures that limit firm growth are related to the lack of skills in the workforce.

Project Outcomes



Choosing the Project's Outcomes

The impact of the project was assessed through the lens of social value, which takes into account a diverse array of beneficial outcomes, such as the wellbeing of individuals and communities, the enhancement of social capital and environmental benefits, among other factors.

Following the framework articulated in the Social Return on Investment Guide¹¹ developed by the UK government's Cabinet Office and revised by social value practitioners and industry experts, this report seeks to measure the value of the programme by utilising financial proxies to showcase the overall value generated.

Of crucial importance, the financial proxies utilise money as an accepted unit of account to articulate the wider value generated by the project, as well as generating a final cost/benefit ratio, rather than seeking to imply that money is the only avenue through which impact can be achieved.

In order to ensure stakeholder participation in the impact evaluation process, the outcomes of the programme were determined by tracking the engagement of a random sample of 50 stakeholders¹², utilising their initial application form as a baseline to

assess their challenges and desired outcomes, as well as feedback forms that were distributed at the end of each session. These data points were also complimented with both audio and visual recordings of the participant sessions, which were thematically coded by two researchers.

In order to ensure the rigor of the codes, each researcher worked independently to provide their own coding structures, which were then united into one coding structure in consultation with the entire research team.

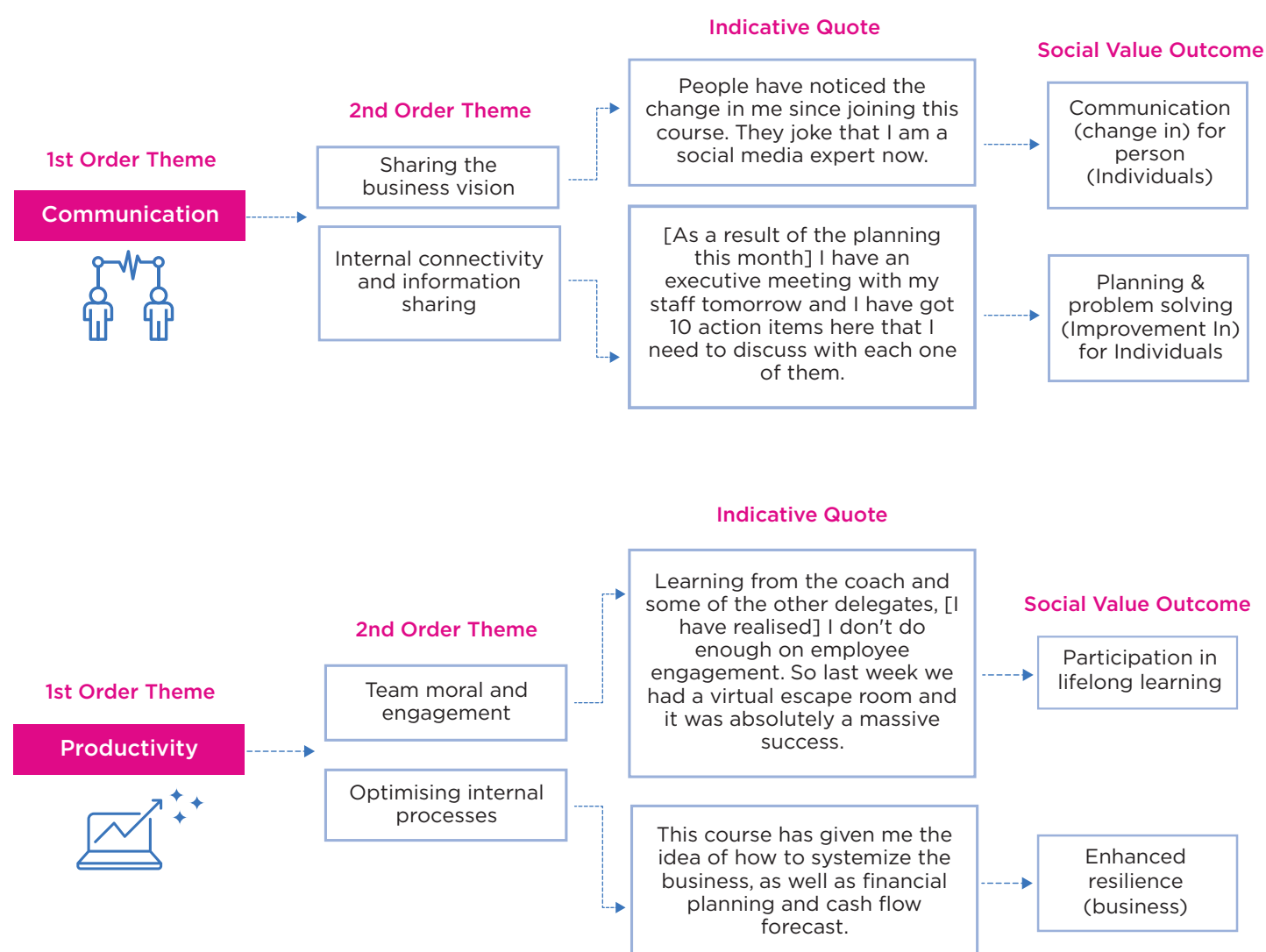
These findings were then used to map the participants' journeys against more prescriptive measures using the Unit Cost Database¹³, the Global Value Exchange¹⁴, HACT¹⁵ and the Sustainable Development Goals¹⁶ to create a social value map of the programme. The resulting outcome tree that arose from this process is presented in the following pages.



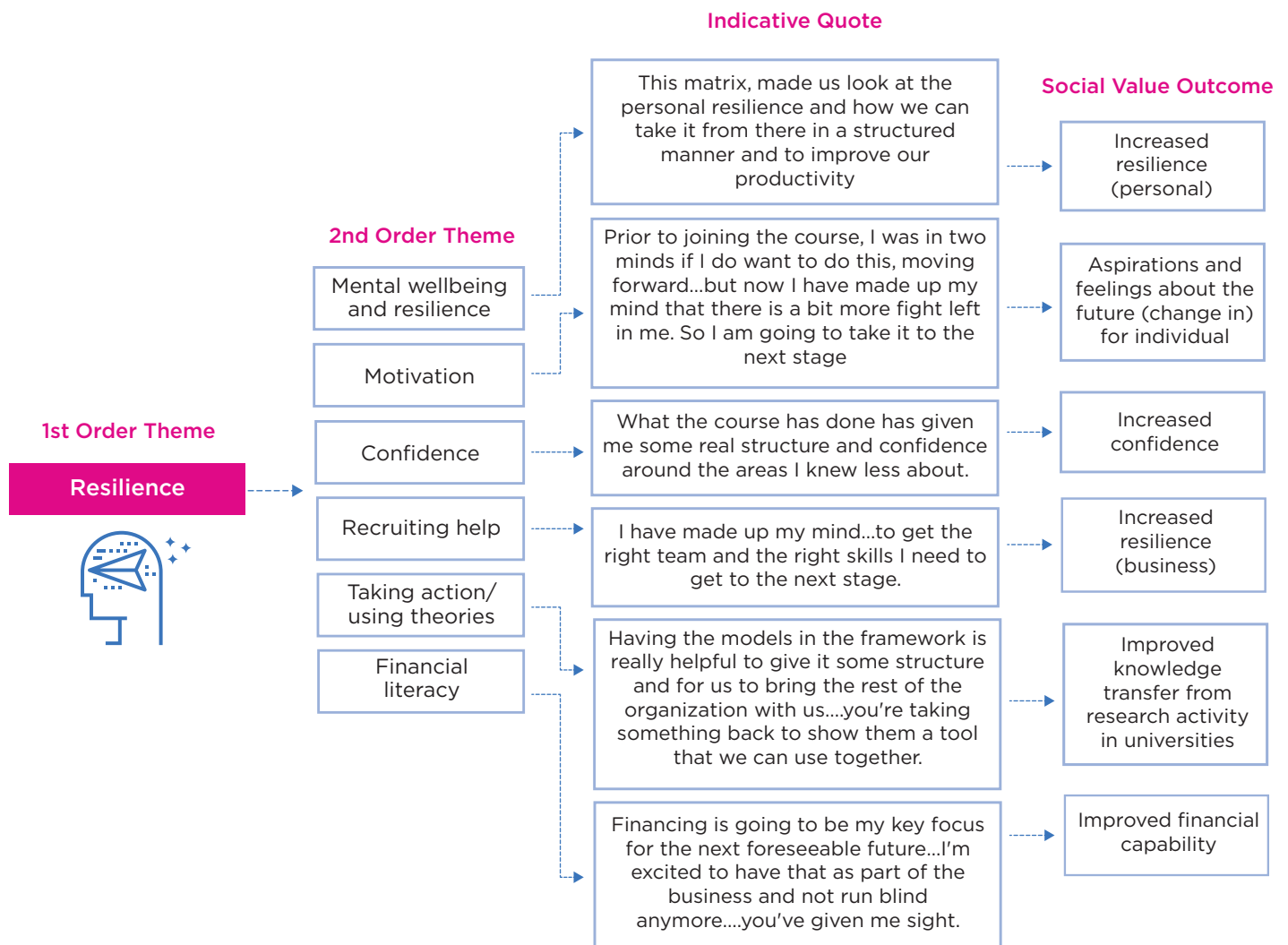
Choosing the Project's Outcomes

The table below shows the result of the data analysis for the module transcripts from each week, as well as the participants end of module evaluations. The data analysis revealed seven 1st order themes, which were broken down into numerous 2nd order themes. These themes were then connected to an indicative quote to provide direct evidence of specific learning outcomes from the data. The quotes were then used to determine which social value outcomes were applied to the programme for the purposes of the social value calculations. As such, this table maps the change of the individuals who participated in the SBLP programme, linking the activities of the SBLP programme to key outcomes found in social value databases.

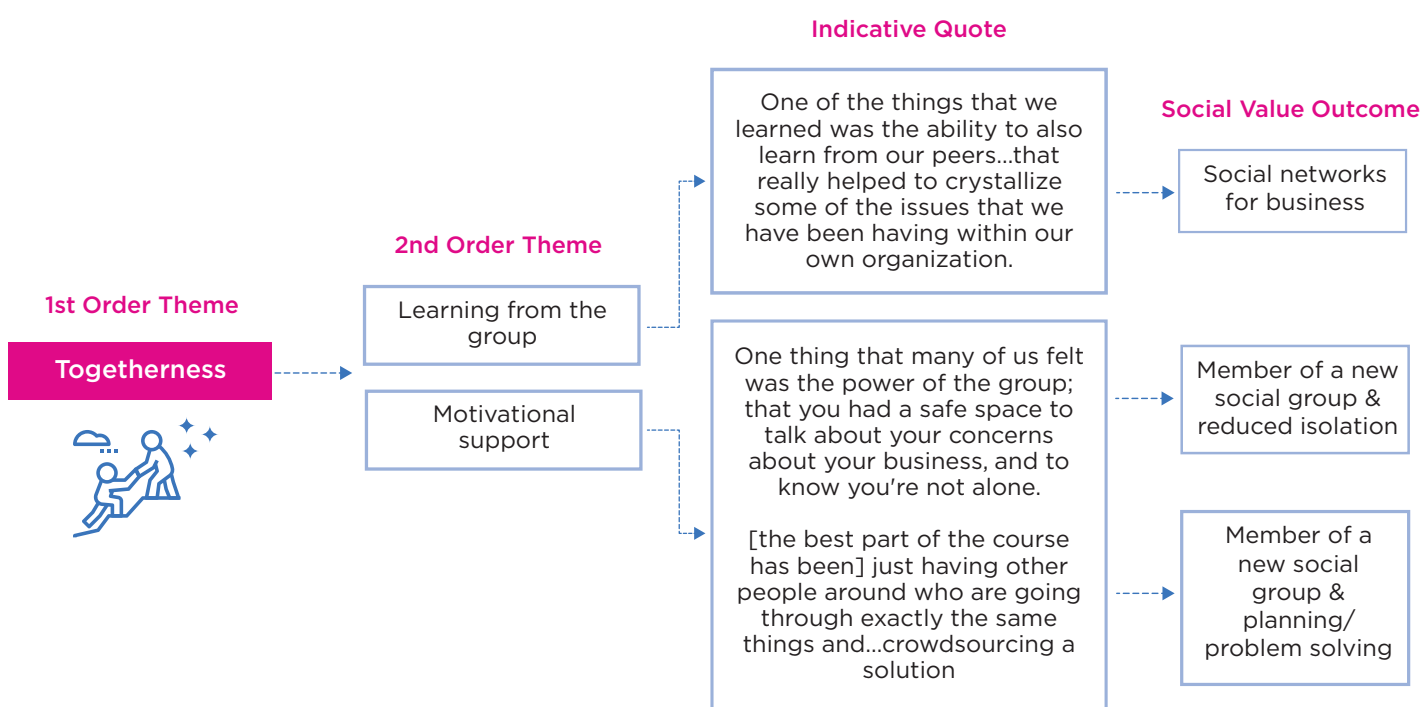
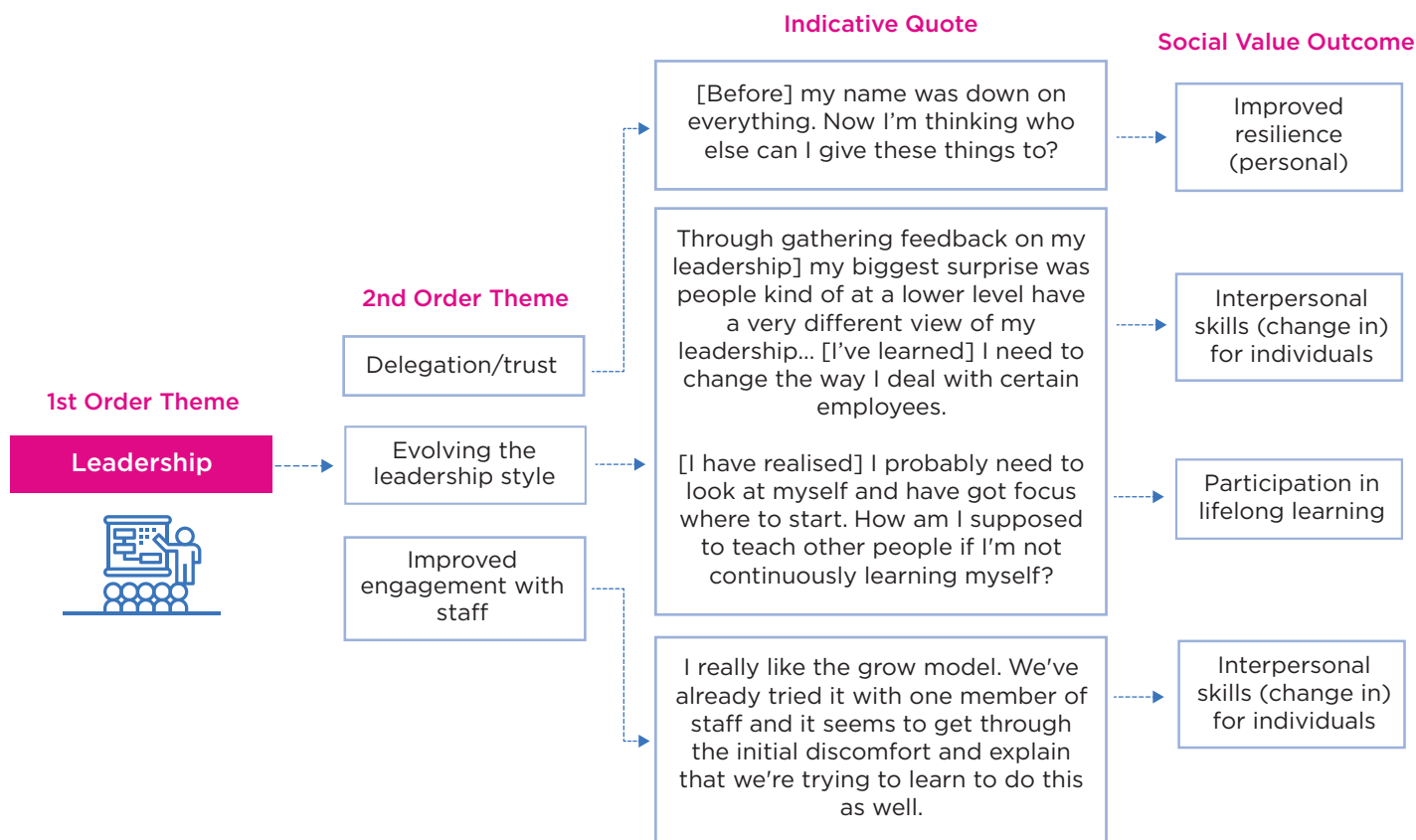
Figure 2: Outcome Tree



Choosing the Project's Outcomes



Choosing the Project's Outcomes



Choosing the Project's Outcomes

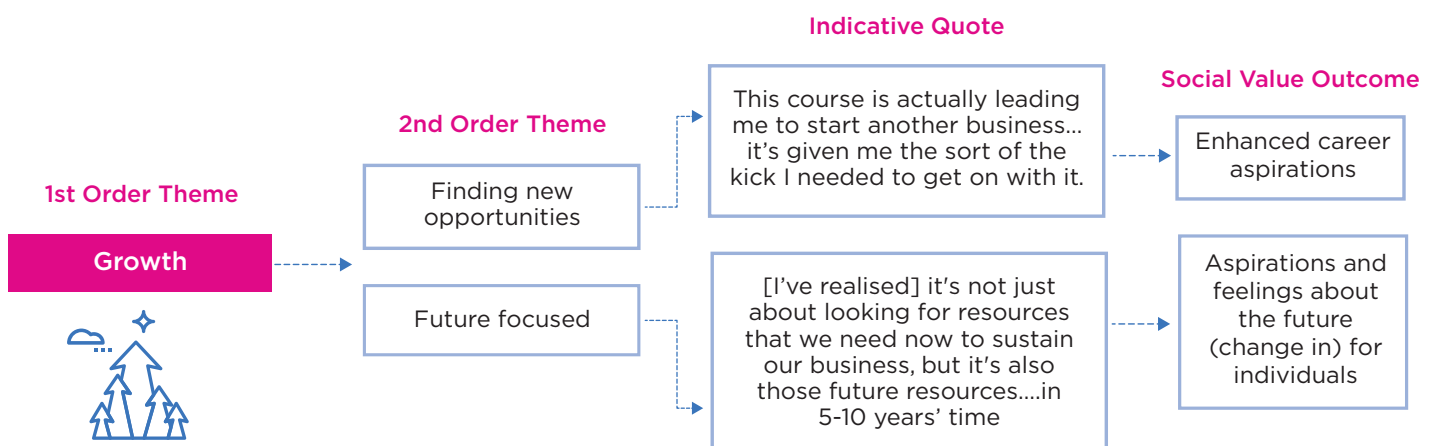
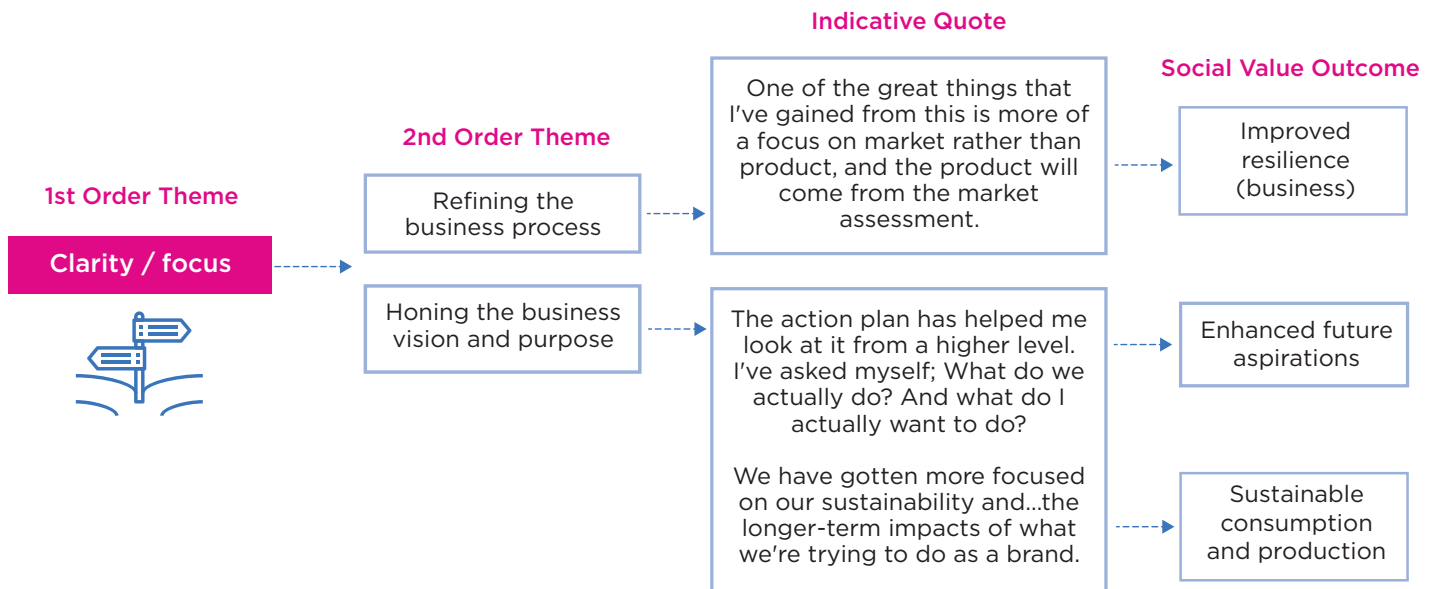
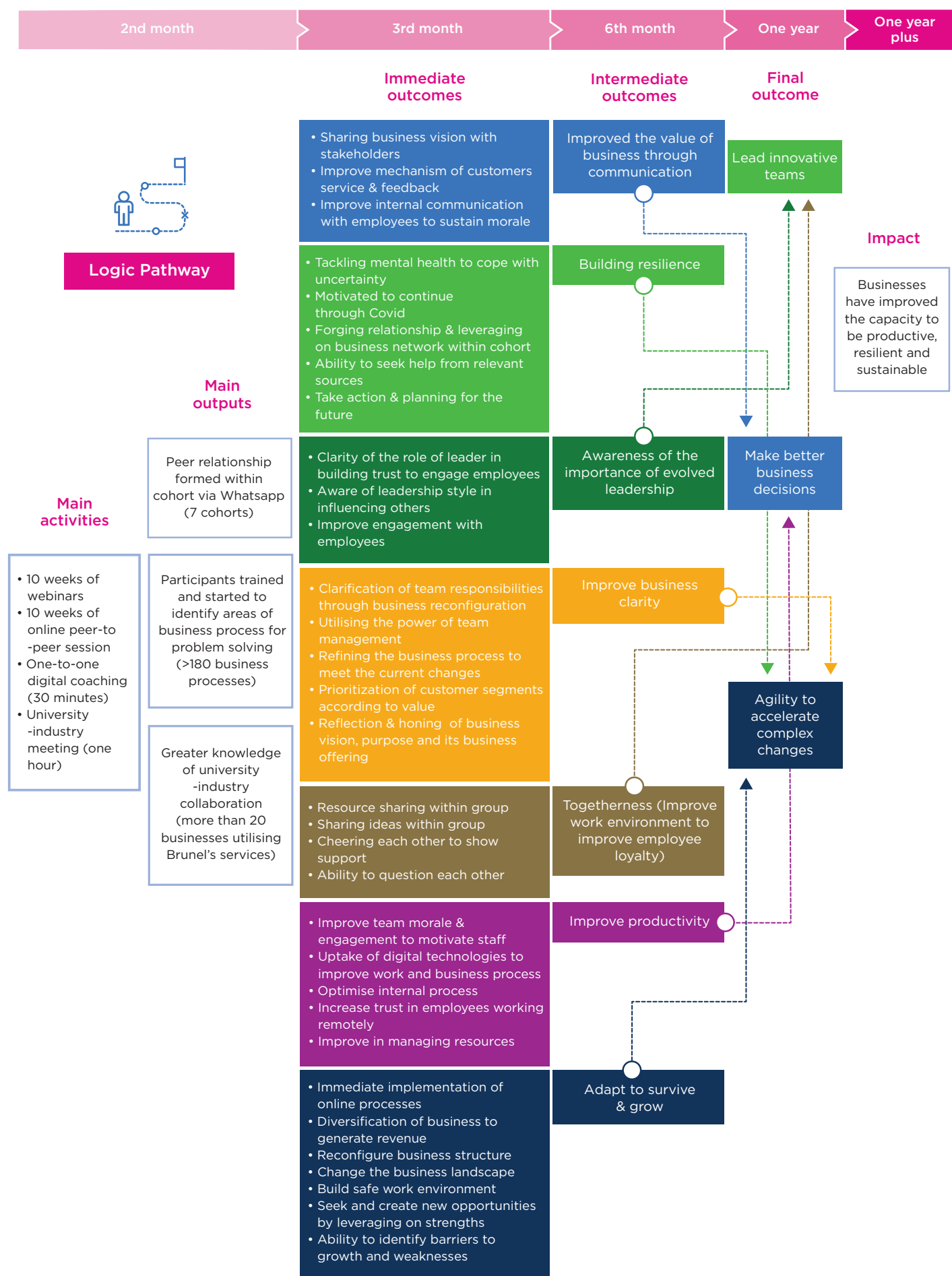


Figure 3: Chain of events to achieve the programme outcomes.



Evaluating Outcomes

Through the application of the impact measures to each participant in the selected sample, and proportionately scaling these findings across the wider data set¹⁹, the social value calculations revealed a **total aggregate economic value of £2,229,535 across the seven cohorts**. The below table highlights the number of people in each cohort that achieved a particular outcome, in addition to the total economic value achieved per cohort, to highlight the differing levels of impact attained by the programme's participants.

Outcome	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	Cohort 7
Enhanced interpersonal skills	13	14	14	14	14	4	8
Improved financial capability	21	9	14	14	14	14	19
Improved problem solving	23	16	16	16	16	7	11
Enhanced communication skills	17	16	11	14	14	4	8
Reduced isolation	21	12	16	12	16	14	15
Increased resilience (personal)	23	16	16	16	16	18	23
Increased resilience (business)	17	12	16	16	16	18	19
Participation in lifelong learning	21	16	16	16	16	18	23
High confidence	21	16	16	14	16	18	23
Member of a new social group	23	14	16	14	16	18	23
Belong to community	23	14	16	14	16	18	23
Social networks for business	10	16	14	14	16	18	23
Enhanced future aspirations	17	16	16	16	14	18	19
Improved knowledge transfer from universities	14	9	5	12	9	18	15
Sustainable consumption and production	21	16	16	14	16	18	15
Total value	£377,475	£38,357	£283,060	£257,229	£273,354	£298,305	£358,756

The data highlights a high degree of overlap between personal resilience and business resilience, with 90% of those achieving personal resilience also increasing the resilience of their businesses. This provides evidence to support the core principle of the programme which posits that business resilience can be attained by improving the resilience of its leader(s). A high overlap can also be observed between outcomes

such as community belonging and social network for business, indicating the strength of the per-to-peer learning environment and the ability to translate new connections into business contacts. Similar outcome percentages are reported across all cohorts, with slightly discrepancies in the first cohort, which indicates a refinement of the course teaching and implementation past the pilot stage.

Calculating the ROI

To determine the return on invested, the figure derived from the social value calculations was then compared to the cost of running the programme to determine a return on investment (ROI) ratio of **£4.4 for every £1 invested**, based upon a total cost of £505,284.44.



While each project's ROI must be appraised on its own merits, considering the programme's methodology of delivery, data collection and analysis, rendering direct comparisons with other projects challenging, the Central Government HM Treasury Green Book²⁰ provides guidance which serves to contextualise this project's ROI against both government and industry expectations in terms of value creation.

In order to appraise a project's viability to generate value, the government advocates using benefit-cost ratios (BCR). During the future planning of social value outcomes, **the guidance posits that a BCR close to 1:1 is a risk.**

This is because if the programme's foreseeable outcomes generate a value which would place it close to a 1:1

Benefit Cost Ratio, it would only take a few of those outcomes not being achieved to throw the BCR into negative figures.

On the contrary, the further away a project is from a 1:1 ratio the more likely the project is to generate more value for the economy than was invested and to be deemed a success. **The 1:4.4 ratio of this programme is therefore a strong indicator that it generated significant value, and resulted in significant impact to the participating individuals and their respective businesses.**

This, however, remains only one way of showcasing the learning journey of the programme's participants. The next pages are dedicated to three case studies in order to provide further grounding for the programme's impact.

Case Studies



Case Study 1: Productivity

From the humble beginnings of a single small office in North London to an established solicitors' firm with a reputation for integrity and tenacity, Case Study 1 provides specialist legal advice whilst delivering exceptional value for money to their clients.



“The digital transformation also contributed to their environmental ethos, which aims to encourage sustainability throughout their business.”

As a business with a passion for working within their local community and giving back to some of their most marginalised members, Covid-19 provided challenges to the firm through the removal of in-person working arrangements.

The company began their journey on the programme seeking to rethink their working strategies to enable them to meet the needs of their clients whilst working remotely.

With the visionary leadership of their founder, the company rose to the challenge by investing in their digital infrastructure, with the implementation of a new case management and accounts system, in addition to retraining staff to assist lawyers in working from home.

Such shifts allowed the company to replace their paper files with digital files, take client appointments virtually and have regulatory audits conducted electronically.

By rethinking some of the processes that had formed the backbone of their daily activities, the company was able to boost their productivity, both in terms of their staff output which rose by 10% on the subsequent year, and reducing their printing costs.

The digital transformation also contributed to their environmental ethos, which aims to encourage sustainability throughout their business.

Case Study 2: Resilience

Case Study 2 specialises in producing sustainable merchandise that enable brands or companies to express their philosophy.



“By focusing on the themes of agility and resilience in the face of adversity, the company implemented a new business strategy which leveraged local suppliers in each region in which they operated.”

While sustainability was already embedded within the very core of their business practices, from the elimination of plastics in their business, to ensuring the end-of-life cycle of their products and using low emission couriers to deliver their products, the Covid-19 pandemic posed challenges that would require the firm to pivot their business strategy.

After the cessation of in-person conferences and events during periods of national lockdown decimated the demand for merchandise, the industry leader required a way to retain demand for their products and ensure their economic survival.

By working closely with the programme coaches, and drawing wisdom from the strategies of other participating businesses, Case Study 2 shifted their operations to deliver PPE to their customer base, helping them to meet the urgent need for protective equipment during the public health crisis.

But perhaps more fundamentally, the pandemic forced the company to rethink the geographical location of their suppliers, owing to their prior reliance on China which had halted much of its manufacturing efforts during the crisis.

By focusing on the themes of agility and resilience in the face of adversity, the company implemented a new business strategy which leveraged local suppliers in each region in which they operated. Such actions not only ensured that they were able to cope with the shifting challenges under Covid, but also furthered the company's commitment to reducing their net emissions.

By approaching the company's strategy with their wider vision in mind, Case Study 2 were able to turn seemingly insurmountable challenges into actions which strengthened both their future resilience and their core aims.

Case Study 3: Sustainability

Case study 3 is a car service who have built an established reputation for providing transport to residents within the local area.



“The pandemic revealed the fragility of their current business strategy, and a need to make their business more sustainable, both in response to the immediate onset of the pandemic and in terms of their long-term financial stability.”

Whilst their business had mainly consisted of impromptu telephone bookings made by their small group of loyal customers, they faced challenges when the onset of the national lockdown left many of the customers with little need or opportunity to travel.

The pandemic revealed the fragility of their current business strategy, and a need to make their business more sustainable, both in response to the immediate onset of the pandemic and in terms of their long-term financial stability.

As a result of their dedication to take action, they were able to rethink their approach, changing their focus from servicing individual customers to delivering their services on a B2B basis.

As such they turned the challenges faced during the pandemic into an opportunity to gain contacts with organisations who wanted to secure transport for key workers during the national lockdown, such as transporting NHS staff to and from hospitals.

In addition, through their involvement with the programme, the company's founder was made aware of the plethora of external resources that were available for small and medium enterprises, gaining crucial access to advice and support which they will be seeking to leverage for their future success.

Lessons Learnt

Based upon the outcomes evidenced, the core strength of the programme was found in its practice-based approach. The combination of academic expertise and industry experience provided an effective method to support businesses in translating theory into practical action.

As a key shift from similar programmes run by the team which took place in specific locations, the online delivery opened up access to participants both beyond the geographical reach of Brunel's Business School, and also provided the opportunity to include people who might have been unable to balance other commitments, such as caring responsibilities. In one case, even Covid-19 did not prevent attendance; instead the use of digital technologies allowed for an individual's participation during their stay in hospital.

Based upon the team experience developed across the seven individual cohorts, the size of the cohorts were optimised to include no more than 20 participants, which allowed for the development of strong business connectivity both between the facilitators and attendees, and among attendees. It was found that cohorts which comprised 25+ participants provided challenges in this regard, and moving forwards cohorts will be kept below these levels to ensure that the project provides the maximum benefits for the participants.

It was also found that cohorts were strengthened by the diverse mix of different industries in the peer groups, allowing for better cross fertilisation of knowledge between industries, rather than seeking to create groups based upon similarities. Cohorts which highlighted the biggest differences among participants were met with favourable response.

Based upon feedback from the participants, the course was also taken into consideration for the new Help To Grow Management Programme to also include digital adoption, which was a key area of interest among participants as they sought to shift many processes online. Individual sessions times were increased to allow participants more space to workshop their strategies with their peer groups in response to the content.

We have every confidence that the insights gained from the implementation of the first seven cohorts will greatly improve the efficiency of further business support programme.

Endnotes

1 Albonico, M., Mladenov, Z., & Sharma, R. (2020). How the COVID-19 crisis is affecting UK small and medium-size enterprises. *McKinsey*.

2 Zutshi, A., Mendy, J., Sharma, G. D., Thomas, A., & Sarker, T. (2021). From Challenges to Creativity: Enhancing SMEs' Resilience in the Context of COVID-19. *Sustainability*, 13(12), 6542.

3 Bager, T. E. 2021. The Short-term bias in policy programs for small businesses: Exploring discontinuation of a successful growth program. *Journal of Small Business and Enterprise Development*.

4 Keogh-Brown, M.R., Jensen, H.T., Edmunds, W.J. and Smith, R.D., 2020. The impact of Covid-19, associated behaviours and policies on the UK economy: A computable general equilibrium model. *SSM-population health*, 12, p.100651.

5 Novelli, E., & Spina, C. (2021). When do Entrepreneurs Benefit from Acting Like Scientists? A Field Experiment in the UK. *Working Paper: University of London*.

6 Pereyra, M., Aboal, D., & Rovira, F. (2021). How effective are training and mentorship programs for entrepreneurs at promoting entrepreneurial activity? An impact evaluation. *SN Business & Economics*, 1(7), 1-21.

7 Marzano, F. (2018). We are the people: the innovative social model for sustainable communities: the economy for people: #trust# resilience# openness. *Bachelor's Degree Thesis; LUISS Guido Carli*.

8 Sin, S. M. I. (2019). Building resilience through the application of an incident management methodology: a Singaporean context (*Doctoral dissertation, Southern Cross University*).

9 Kremel, A. (2017). Heterogeneity in the level and handling of the Liability of Newness: Female and immigrant entrepreneurs' need for and use of business advisory service. *Doctoral dissertation, Mälardalens högskola*.

10 Dahlstrom, T.R. and Talmage, C.A., 2018. Entrepreneurial skills for sustainable small business: An exploratory study of SCORE, with comparison. *Community Development*, 49 (4), pp.450-468.

11 The SROI Network. 2012. A Guide to Social Return on Investment. The SROI Network (online). Available at <https://socialvalueuk.org/wp-content/uploads/2016/03/The%20Guide%20to%20Social%20Return%20on%20Investment%202015.pdf>

12 The sample was generated using googles random number generator (RNG). The sample was taken against the entire dataset, rather than restricting it to a certain amount of participants per cohort, making it an entirely random sample. As such, there are small variations in the representation of cohorts.

13 Unit Cost Database mainly focuses on economic and fiscal impact created. Visit <http://www.neweconomymanchester.com/our-work/research-evaluation-cost-benefit-analysis/cost-benefit-analysis/unit-cost-database> for more information.

14 The Global Value Exchange primarily focuses on social outcomes Visit <http://www.globalvaluexchange.org/> for more information.

15 Using the Global Value Exchange, you can access specialist tools such as HACT version 4 (HACTv4), where a portion of our outcomes were taken from. Visit <http://www.globalvaluexchange.org/> to find out more.

16 Read the full Sustainable Development Goals and their indicators at <https://sdgs.un.org/goals>.

17 As a result of the need to evidence outcomes in specific ways, not all could or should be connected to a financial proxy. In this case, three outcomes - social networks for business, active citizenship and business resilience - were not connected to financial proxies due to the lack of available data on the specificities of the impact these created. These outcomes, though not reflected in this calculation, hint to further impact created by the programme.

18 Factors were taken into consideration which sought to account for whether participants had attended similar courses or had access to similar course materials through other staff members who might have been concurrently attending a different course through the Small Business Charter, as well as whether there had been any negative consequences for attendance such as the increased pressure it placed upon people's time commitments, among other factors.

19 When utilising data from the chosen sample, a further 10% was taken off when applying the impact measures across the entire data set to prevent overclaiming. As such, even if a specific outcome was applied to 100% of the sample data, reductions were made to account for plausible differences between outcomes achieved by the sample population and the total dataset. This was in addition to the application of the impact measures, which further prevented overclaiming.

20 Read the full HM Treasury Green Book at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/685903/The_Green_Book.pdf [or whatever I reference]

Appendix

Table 2: List of outcomes, an explanation of the impact created and corresponding data sources.

Outcome	Impact	Data Source
1. Enhanced interpersonal skills	Individual has enhanced interpersonal skills as a result of attending a course	Global Value Exchange
2. Improved financial capability	Improved financial capability, literacy and management, and understanding of legal matters for individuals	Global Value Exchange
4. Improved planning and problem solving	Individual is equipped with basic practical skills required in everyday life as a result of attending training/course	Global Value Exchange
5. Enhanced communication skills	Improvement in communication skills for the purpose of social good	Global Value Exchange
6. Reduced isolation	Individual feels less isolated and is able to build new relationships with like-minded people.	Global Value Exchange
7. Increased resilience (personal)	Participant reports a sense of having control over their own destiny and ability to make decisions	Global Value Exchange
8. Increased resilience (business)	Participant reports they feel their business is more resilient and able to cope with future challenges.	Global Value Exchange
9. Participation in lifelong learning	Individual has the capability to develop skills for participation in productive and valued activities in society	Global Value Exchange
10. High confidence	Individual aged over 50 feels more confident and self-assured	HACTv413
11. Member of a new social group	Individual feels less isolated and is able to improve communication skills and build new relationships with like-minded people.	HACTv4
12. Belong to community	Individual feels welcomed and safe within a given community (not necessarily a geographical one)	Global Value Exchange
13. Social networks for business	Individual has valuable networks which can enhance their business and feels they are a welcomed member of network/group	Unit Cost Database
14. Enhanced future aspirations	Individual has an increased peace of mind and feels more optimistic about the future	Global Value Exchange
15. Improved knowledge transfer from university research	Strengthen the influence of publications and research on communities, through individual stakeholder engagement	Global Value Exchange
16. Sustainable consumption and production	Encourage companies to adopt sustainable practices and to integrate sustainability information into their reporting cycle.	Sustainable Development Goals

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