

Survey of the Diploma programme in Leadership

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**Survey of the Diploma programme in
Leadership**

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1 Summary

The aim of this survey of graduates from the KLEO Diploma programme in Leadership is to shed light upon the graduates' competences, their use of the newly earned competences with regard to career mobility, and the need for further education.

The survey is based partly on a quantitative questionnaire survey, and partly on a qualitative interview survey. The questionnaire survey was carried out among 140 graduates. Responses from a total of 87 graduates were received, which equates to a response rate of 62%. The qualitative interview survey was carried out as a focus group interview with 8 selected graduates.

The following is a summary of the most important results of the survey.

The majority of the graduates (85%) are between 40 and 60 years of age. There are more women (60%) than men, and the majority (91%) in total is employed in the public sector, 41% working at pedagogical institutions and 31% in the educational sector. 89% of the graduates had a leadership position of some kind before entering the Diploma programme at KLEO.

Assessment of the programme on aggregate

Generally the graduates express satisfaction or mainly satisfaction with the programme. The quantitative survey shows that 64% of the graduates find the programme satisfactory, while 32% find the programme mainly satisfactory and 4% find it mainly unsatisfactory. The qualitative survey also supports this finding, as the graduates generally stressed that the programme had given them many useful competences.

Professional level and content

Regarding the professional level of the programme, the survey shows that 66% of the graduates have responded that the professional level of the programme is satisfactory, and 34% have responded that the professional level of the programme is mainly satisfactory, whereas none of the graduates have indicated that the professional level is mainly unsatisfactory or unsatisfactory.

The professional content of the programme is by the majority of the graduates assessed as positive. Accordingly the graduates' general assessment of their benefit from the modules is that they gained a very large benefit or a large benefit. Leadership and human resource management is the mandatory module that is assessed most positively. Conversely Leadership and organisation theory is the mandatory module which is assessed least positively. A possible explanation for why Leadership and organisation theory is assessed least positively was provided in the qualitative survey, where the graduates stated that the module, compared to the other modules, was fairly demanding with lots of difficult theory.

The assessments of the benefits from the modules shall be seen in the light of a generally positive assessment of the relevance of the modules. Thus for all the modules (mandatory and optional), a total of between 90% and 100% of the graduates have responded that the modules were very relevant or relevant.

The survey also shows that the graduates generally find that the programme lives up to the aims of the Diploma degree programme described in the curriculum. However, the aim "Develop the ability to formulate oneself orally" is assessed less positively. Here a total of 25% of the gradu-

ates have responded that the programme to a lesser extent or not at all, lives up to the aim that the student will acquire this competence.

Teachers, teaching methods and examination forms

Regarding the teachers, the survey shows that a total of 100% of the graduates assess their theoretical level to be satisfactory or mainly satisfactory. Also there are high levels of satisfaction when it comes to the graduates' assessment of the practical experience of the teachers, and the ability of the teachers to let the work experiences of the participants come into play. Here more than 90% in total have indicated that this is satisfactory or mainly satisfactory.

In four out of five teaching methods more than 90% in total of the graduates state that the teaching methods of the programme are satisfactory or mainly satisfactory. Only the assessment of introductory presentation by students differs somewhat. Here, a total of 83% responded that the teaching method is satisfactory or mainly satisfactory. The focus group shed light on this, as one graduate explained that it is not realistic to have a leading position at work from 7am till 4 pm and then in the evening be expected to perform a presentation qualified for a relevant discussion. The graduate concluded as a consequence that the teachers should have to make the presentations.

Concerning the examination forms, the graduates mainly assess the test and examination forms of the programme to be satisfactory or mainly satisfactory in relation to estimating their achieved knowledge. Regarding individual large written exercise, large written exercise as group work and synopsis with subsequent individual oral examination, a total of over 90% of the graduates have responded that the test and examination forms are satisfactory or mainly satisfactory.

Organisation and facilities

The majority of the graduates assess the practical/administrative aspects of the programme as satisfactory or mainly satisfactory. The relatively high score belongs to information about enrolment and examination deadlines, as a total of 91% have responded that this is satisfactory or mainly satisfactory. In contrast organisation and coordination of practical matters is the practical/administrative aspect the graduates assess least positively. Accordingly, a total of 75% have responded that this is satisfactory or mainly satisfactory, while a total 25% have responded that this is mainly unsatisfactory or unsatisfactory.

Professional and personal benefit

The quantitative survey shows that about half of the graduates find that they - compared with before they started at the programme - to a great extent or to some extent have gained more professional responsibility, have gained more staff responsibility and that their tasks have become of more overriding strategic character. These findings were discussed in the focus group, and the graduates widely agreed that the programme had given them the tools and qualifications to gain these changes in their jobs, but that courage was a big issue connected with those matters and, consequently, could be the reason why "only" half of the graduates answered positively to these questions.

In relation to the influence of the Diploma programme, both the quantitative and the qualitative survey show that the graduates find that the programme has resulted in personal development. In the quantitative survey, a total of 92% have thus responded that the programme has to a great extent or to some extent resulted in personal development, and in the focus group this aspect was one on which the graduates placed great emphasis.

Job change

The graduates' job changes are examined through three perspectives: The graduates' occupation, the graduates' place of work and the sector in which the graduates are employed.

The survey shows that 55% of the graduates are employed in the same occupation as before they started the programme, while 45% are employed in a different occupation than before they started the programme.

In total, 64% of those graduates who are now employed in another occupation find that the programme to a great extent or to some extent has influenced their change of occupation, while in total 36% of the graduates find that the programme to a lesser extent or not at all has influenced their change of occupation.

Regarding the graduates' place of employment, the graduates who were employed in another occupation were asked if their place of employment was the same now as before they started the programme. Here 15% answered yes and 85% answered no. The graduates who answered no were then asked where their place of employment was today. Here, the majority answered by stating a district council/municipality (61%). 15% answered that they are employed in a region and 12% that they are employed in a private business. The remainder of the graduates responded that they are employed in a semi-public and/or self-governing institution (6%), are self-employed (3%) or are employed in another location (3%).

By comparing the graduates' place of employment before and after entering the programme, it is possible to see their predominant job movements. Not surprisingly, the graduates have especially moved from the now closed down county councils either to the newly established regions or district councils/municipalities. Graduates have also moved from district councils/municipalities to private businesses.

To the question, "To what extent has the Diploma programme influenced your change of place of employment?" a total of 60% of the graduates answered to a great extent or to some extent, while a total 39% of the graduates answered to a lesser extent or not at all.

Regarding employment sectors, the graduates who were employed in another occupation were asked if they were employed in the same sector now as before they started the programme. Most of the graduates answered yes (80%), while a smaller group answered no (20%). Those graduates who answered no were asked in what sector they are employed today. Here, 25% of the graduates have answered education, while 13% answered respectively health service, pedagogical institutions, other public occupation, private sector and unemployed.

The graduates who had changed sector were also asked to what extent the Diploma programme had influenced their change of sector. Here, 50% of the graduates answered to a great extent, 13% answered to a lesser extent, and 38% answered not at all.

Network

The quantitative survey shows that the proportion of graduates interested in entering into a formalised network of former fellow students is larger than the proportion of graduates who have retained contact with their former fellow students. Accordingly, in total 54% of the graduates stated that they to a great extent or to some extent are interested in entering into a formalised network of former fellow students, while in total 38% of the graduates stated that they to a great extent or to some extent have retained contact with their former fellow students.

Among the 24 graduates who stated that they not at all have retained contact with their former fellow students, 9 graduates (38%) indicated that they to a great extent or to some extent are interested in entering into a formalised network of former fellow students.

In relation to network, several of the graduates in the focus group requested a session approximately one year after completing the programme, to discuss how the programme has influenced their work during the year.

Advancement

The survey shows that 66% of the graduates responded that their level of occupation is the same today compared with before they started the programme. 28% responded that their level of occupation is higher today compared with before they started the programme, and 6% responded that their level of occupation is lower today compared with before they started the programme.

The survey also shows that most of the graduates (60%) have experienced an increase in income as a result of the programme, while 40% have not experienced a change in income as a result of the programme and none have experienced a decrease in income as a result of the programme.

Need for further education

Both the quantitative and the qualitative survey call attention to the graduates' sense of a need for further education following the completion of the programme.

The quantitative survey thus shows that 78% of the graduates feel that they have a need for further education, whereas the qualitative survey provides a possible explanation for the widespread interest in further education. Accordingly, the graduates in the focus group explained how being in a teaching environment inspired them to seek further knowledge, and one graduate explained that he considers the profession of a leader as being in continuous development that constantly needs to be reinforced by theoretical material.

Moreover the survey shows the fields within which the graduates feel a need for further education. Here, 53% of the graduates responded that communication is the field within which they feel a need for further education. 47% stated leadership and 34% stated psychology. Afterwards came finance and budgeting (both 31%) and public administration (27%), and between 10% and 18% of the graduates stated IT, marketing, educational theory and other.

2 Introduction

2.1 Background and aim of the survey

The Danish Centre of Competences, Leadership, Evaluation and Organisational Development (KLEO) has from 2003 offered the Diploma programme in Leadership in collaboration with the Centre for Higher Education, Copenhagen & North Zealand. The programme consists of 6 modules: Three mandatory modules, two optional modules and a final project. The modules can be taken separately or as a coherent educational programme. The programme is one year's full-time study.

The Diploma programme in Leadership is part of the Danish system for adult education and continuing vocational training. Currently, 11 institutions offer the Diploma programme in Leadership, and the curriculum for the programme applies to all the institutions.

In January 2007 KLEO asked The Danish Evaluation Institute (EVA) to carry out an international benchmarking of its Diploma programme in Leadership. This survey will function as a part of the documentation of the international benchmarking.

The aim of the survey is to provide knowledge about:

- the competences of the graduates,
- the use of the newly earned competences with regard to career mobility
- the need for further education.

The survey is based partly on a quantitative questionnaire survey, and partly on a qualitative interview survey.

2.2 The survey procedure

The quantitative questionnaire survey was carried out as a combined internet-based survey and a postal survey of all 140 graduates of the 2003-curriculum. The questionnaire was first sent electronically, and after the final response deadline, a postal reminder was sent including a paper questionnaire to those graduates who had not responded. The graduates who received the postal questionnaire were still given the opportunity to complete the questionnaire on the internet.

A total of 87 graduates have answered the questionnaire, which equates to a response rate of 62%. This response rate is considered satisfactory, survey method and subject taken into consideration. It is seldom that EVA experiences response rates at a considerable higher level than this in surveys among graduates.

From the quantitative part of the survey, the frequency distributions for the responses to the questions in the questionnaire are presented in the report, as well as cross-comparisons with relevant background variables. It is worth mentioning that the number of respondents in the quantitative study together with the majority of the responses in the two most positive answer categories had a limiting effect on the number of described significant associations between variables. This fact is due to the guideline, for the chisquare test, that the expected frequency should exceed five in each cell of the contingency tables.

In relation to the qualitative interview survey, a focus group interview with 8 graduates was carried out at EVA. The aim of the focus group interview was to give the graduates the opportunity to elaborate on the themes in the questionnaire and at the same time to provide an opportunity to open up for nuances in the graduates' assessments and experiences of the Diploma programme in Leadership.

Comments from the interview feature in the report where EVA has found that these contribute to possible explanations of the results of the questionnaire. The featured comments have been edited, but their original meaning has been maintained. It has been necessary to edit the comments to rectify formulations and, in some cases, to ensure that a particular wording would not disclose the interviewee's identity.

A more thorough account of the method can be found in chapter 6.

2.3 The structure of the report

The report contains 4 chapters, in addition to the summary and this introductory chapter:

- Chapter 3 focuses on the profile of the graduates
- Chapter 4 deals with the graduates' assessment of the Diploma programme
- Chapter 5 deals with the importance of the Diploma programme
- Chapter 6 contains some methodological remarks concerning the survey
- Appendix A contains the survey questionnaire
- Appendix B contains frequency distributions for all the responses to the questions in the questionnaire.

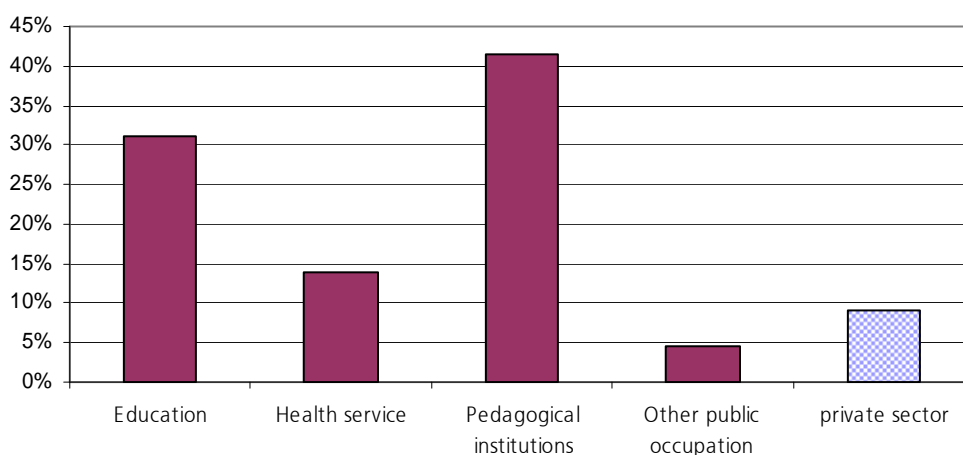
3 Profile of the graduates

In order to reach a better understanding of the results presented in this report, it is crucial to be aware of the character of the respondents. Therefore, the essential background variables of the graduates will shortly be presented and how they are distributed.

3.1 Background profile

In the survey, 60% of the graduates are women and 40% are men. As shown in figure 1 the vast majority of the graduates is employed in the public sector, and is mainly working at pedagogical institutions (41%) or in the education sector (31%).

Figure 1
In what sector were you employed at the start of the Diploma programme? (Q 8) N = 87

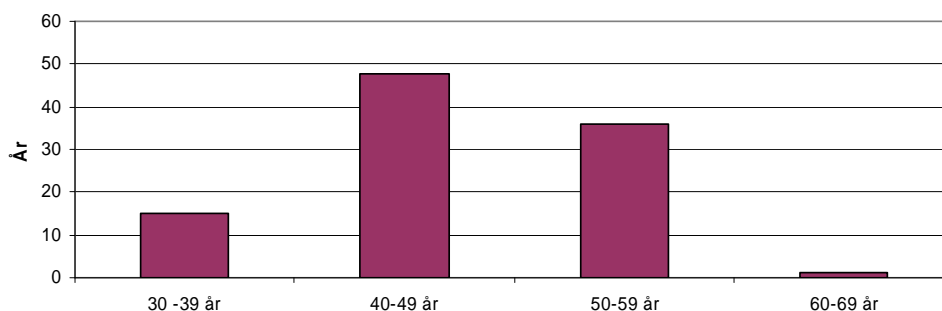


Regarding educational level, the survey shows that 70% of the graduates have attained a medium-cycle higher education/professional bachelor degree prior to commencing their Diploma in leadership. 12% have a short-cycle higher education, 5% a master degree, 2% a bachelor degree while the remaining 7% have other educational backgrounds.

89% of the graduates have some kind of leadership position with varying responsibilities.

All of the graduates are between 30 and 61 years of age, distributed between 15% under the age of 40, 48% between 40 and 49 years old, 36% between 50 and 59 years old and a single percent at the age of 60 or more.

Figure 2
Age (Q 2) N = 86

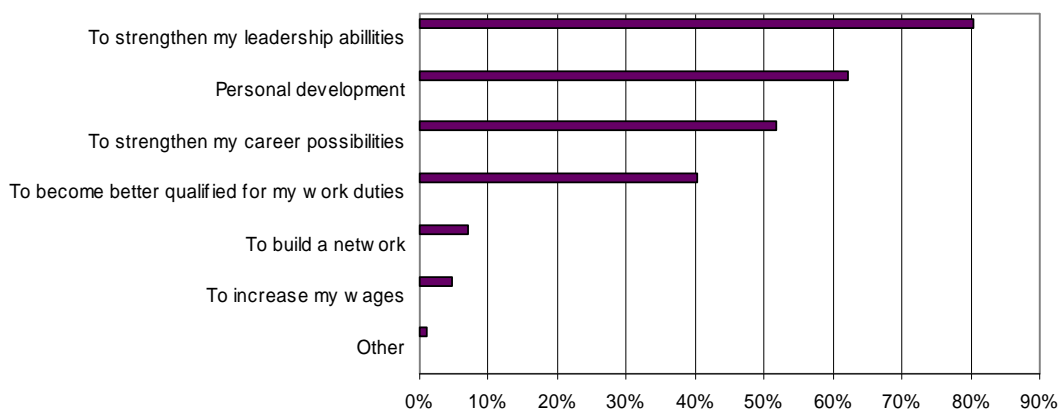


When it comes to the financing of the education, the vast majority (87%) state that their company is paying for the Diploma programme. The time used on the Diploma programme is also for a large proportion (43%) paid for by their company. However, 31% use their spare time for the education while 24% share the expenses for the time used in the Diploma programme with their employer.

3.2 Why a Diploma in Leadership?

The graduates state several different motivational factors why they wanted to take a Diploma in Leadership. As figure 3 illustrates, many of them wish to strengthen their leadership abilities, develop personally and strengthen their career possibilities.

Figure 3
What were your most important motivational factors for starting the Diploma programme? (Q 12) N=87



The majority (61%) state that the idea to begin the programme originated from themselves. 24% report the idea arose in a combination between themselves and their workplace, while 9% stated that the idea was solely their workplace's.

Motivational factors were brought up during the focus group interview. In correspondence with the results from the quantitative survey, the informants emphasised their need to become more qualified as leaders. This qualification need was clarified in two ways: In general the graduates considered the job of a leader as becoming gradually more challenging by the year, recognising a need for leaders who are educated in leadership and not only professionally competent; secondly, some of the graduates expressed a need for obvious tools with which to distinguish themselves from former colleagues and in that way feel more legitimate as leaders.

Like many others, I had the professional education, and at some point I became a leader, and my experience was that it is just not sufficient any more. Staff-relations, mergers and things like that become gradually more complex, so I felt that the programme was a necessity if I wanted to continue being a management executive.

26% of the graduates considered, prior to their enrolment at KLEO, taking the Diploma in Leadership at some other educational institution. However, 95% of the graduates have taken the whole programme at KLEO. The remaining 5% have completed one or more modules at another educational institution. It is however important to keep in mind that the survey was carried out among persons who actually have graduated from the KLEO Diploma programme in Leadership.

4 The graduates' assessment of the programme

This chapter describes the graduates' assessment of the Diploma programme. The chapter is divided into four sections, of which the first describes the graduates' assessment of the programme on aggregate. The second section focuses on the graduates' assessment of the professional level and content of the programme, whereas the third section focuses on the assessment of the teachers, the teaching forms and the examination forms of the programme. Finally, section four deals with the graduates' assessment of the organisation and the facilities of the programme.

4.1 Assessment of the programme on aggregate

The questionnaire survey draws a positive picture of the graduates' assessment of the KLEO Diploma programme in Leadership. An illustration of this can be based on the general picture of satisfaction towards the programme:

Table 1
How do you on aggregate assess the KLEO Diploma programme? (Q 31)

	Frequency	Percent
Satisfactory	54	64
Mainly satisfactory	27	32
Mainly unsatisfactory	3	4
Unsatisfactory	0	0
Total (N)	84	100

Source: *The questionnaire survey of graduates*

Table 1 shows that the vast majority of the graduates assess the programme as satisfactory. There are thus 64% of the graduates who find the programme satisfactory, while 32% find the programme mainly satisfactory and 4% find it mainly unsatisfactory.

In the focus group interview, the graduates elaborated on this overall satisfaction and emphasised that the programme had given them competences such as breadth of overview, ability to see through problems and relations and a more conscious way of communicating with staff and other colleagues.

Behind this general picture of satisfaction towards the programme lies a range of more detailed assessments of the programme. The next section will deal with these assessments of the professional content of the programme.

4.2 Professional level and content

Professional level

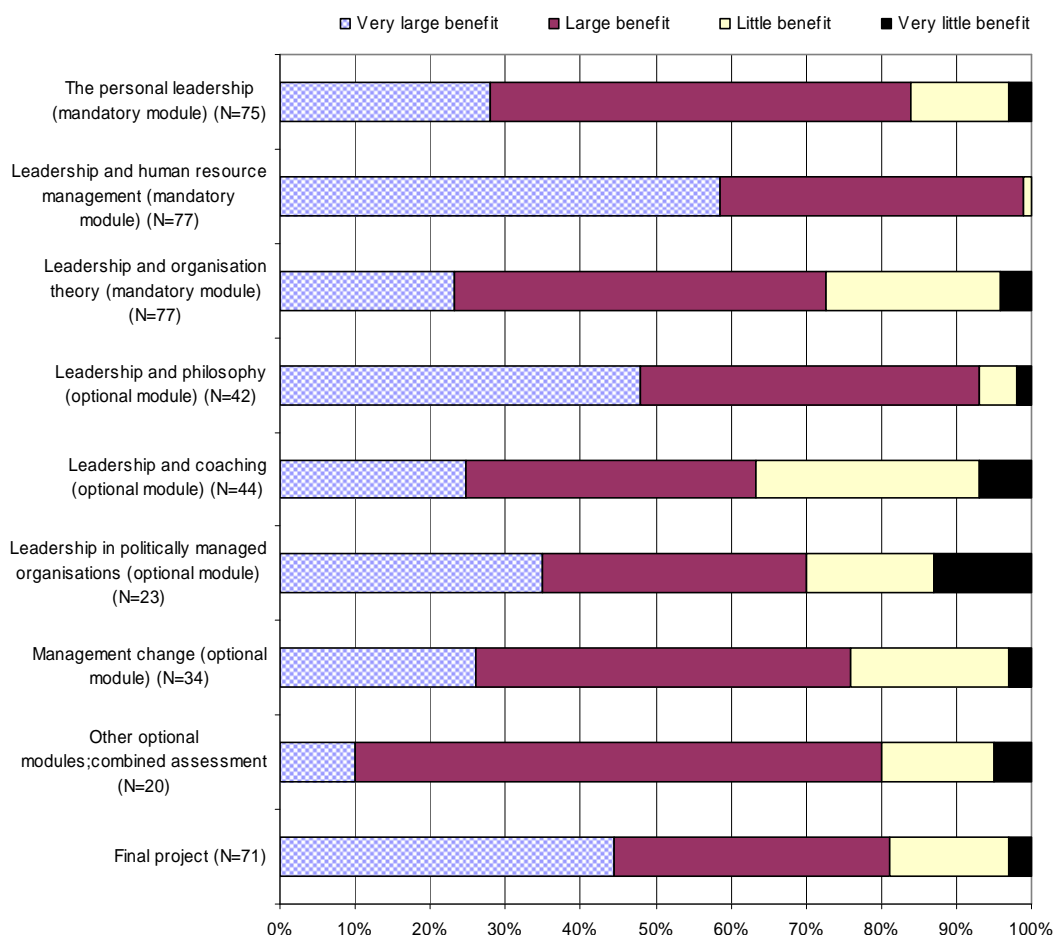
The professional level of the programme is assessed as satisfactory or mainly satisfactory by the graduates. Accordingly, 66% of the graduates have answered that the professional level of the programme is satisfactory and 34% have responded that the professional level of the programme is mainly satisfactory, whereas none of the graduates have responded mainly unsatisfactory or unsatisfactory.

The graduates' positive assessment of the professional level is reflected in their opinion of the professional content.

Professional content

Figure 3 shows the graduates' assessment of their benefit from the three mandatory modules at the programme. Moreover figure 3 shows the graduates' assessment of their benefit from the four optional modules, which KLEO find that most graduates have taken. And finally figure 3 shows the graduates' assessment of their benefit from other optional modules (combined assessment) and their assessment of the final project.

Figure 3
How did you benefit from the modules? (Q 20)



Generally, the graduates' assessment of their benefit from the modules is that they gained a very large benefit or a large benefit. Leadership and human resource management is the module which is assessed most positively. In total, 99% of the graduates have responded that they gained a very large benefit or a large benefit from the module, while only 1% responded that they gained a little benefit. In contrast, Leadership and coaching is the module which is assessed least positively. Accordingly, a total of 64% have responded that they gained a very large benefit or a large benefit from the module, while a total of 36% have responded that they gained little benefit or very little benefit. Among the mandatory modules, it should be mentioned that the module Leadership and organisation theory is the module which is assessed least positively. Here a total of 72% have responded that they gained a very large benefit or a large benefit from the module, while a total of 28% have responded that they gained little benefit or very little benefit.

These assessments must be seen in the light of a generally very positive assessment of the modules' relevance. Thus for all the modules, it can be maintained that a total of between 90% and 100% of the graduates have responded that the module was very relevant or relevant.

In the qualitative study the graduates expressed that the mandatory module Leadership and organisation theory has a special story attached. It is, compared with the other modules, referred to in daily conversation as a demanding module with lots of difficult theory and very high standards. The character of the module was put into word by some of the graduates participating in the focus group interview in the following way:

Leadership and organisation theory was the thing that reminded me most about my days back in school.

It was like opening a big bag of candy, because we were presented with so many schools of thought, and it all came down to choosing – what do you want to know and what don't you want to know right now – because otherwise you were left completely puzzled.

It was the most difficult subject theoretically, and I guess that's because its been so many years since I studied ... I considered myself a complete moron, and tried to write down all the words I would have to look up when I got home, and if I had misspelled them it was even worse ... But then I got to sit next to somebody, and I found out that we all felt the same way. Then suddenly it was OK to be a bit "stupid".

Some of the graduates noticed that "Leadership and organisation theory" is the only mandatory module that is not directly focused on humans, but rather on the theory that can be used to understand them. Typically, the graduates expressed how the subject was hard to navigate through but a really good tool in their further education and professional life henceforth.

As regards the optional modules the graduates were asked to what extent they considered that there were enough optional modules available to tone their programme as desired. Here a total of 85% responded to a great extent or to some extent, while a total of 15% responded to a lesser extent or not at all. The graduates were also in this connexion asked whether the optional modules in which they wanted to enrol were available to them. Here 75% of the graduates responded yes, 24% responded no the module was not established as there were too few enrolled, and only 1% responded no the module was overbooked. Of those who responded no to the above mentioned, 82% (18 graduates) assessed that they nevertheless achieved a satisfactory solution, and 18% (4 graduates) assessed that they did not achieve a satisfactory solution.

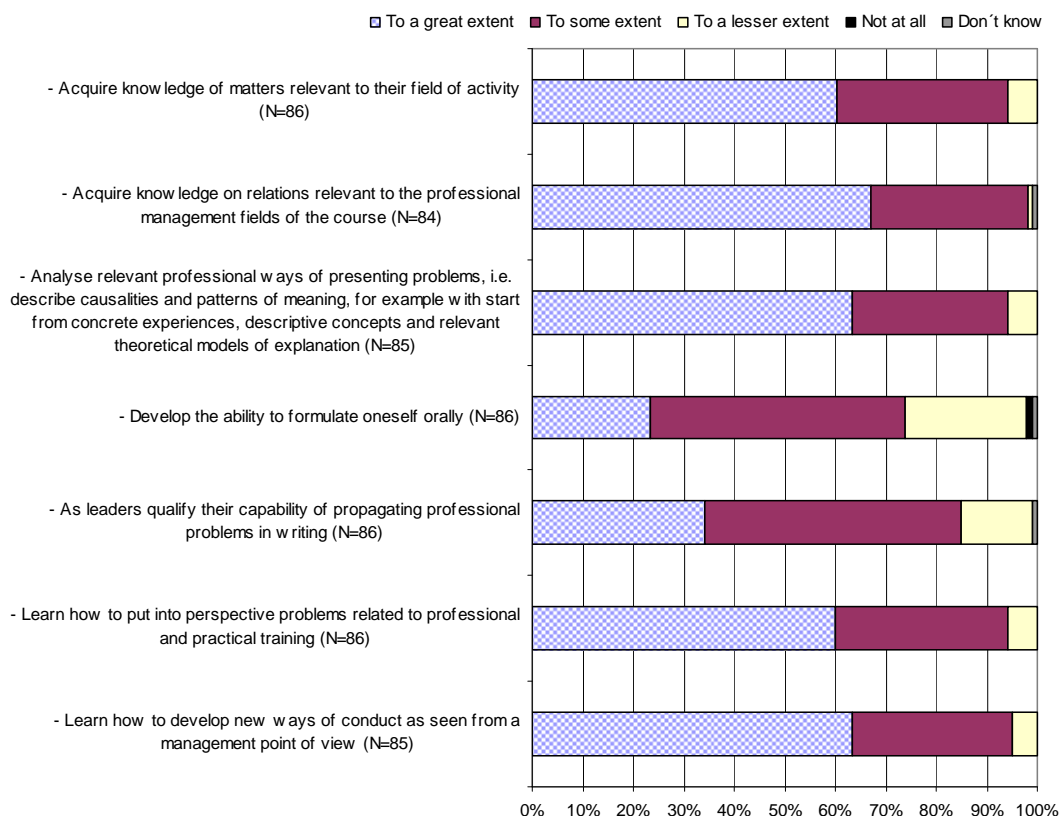
When asked about how they felt not having their first priority of modules met, one of the graduates in the focus group interview expressed his discontent as follows:

As a full-time student, I found it quite problematic that many of the optional modules were not established because there were too few enrolled. So in the beginning, you had a long list of modules you could take, but when it came down to it, there were really only a few to choose from. That was really an anti-climax for me – the things I had been looking forward to becoming absorbed in were really not an option. So somehow I felt a bit taken in by KLEO.

Aims of the programme

In the Curriculum for Diploma of Leadership, the aim of the Diploma degree programme in Leadership is described. The aim of the course is that the students acquire a range of competences. Therefore, it is relevant to investigate the extent to which the graduates consider that the programme lives up to its aim. The graduates' assessment of the extent to which the programme lives up to the aims described in the curriculum appears in figure 5.

Figure 5
To what extent do you consider that the KLEO Diploma programme lives up to the aim that the students will: (Q 29)



The graduates' assessment of the extent to which the programme lives up to the aim of acquiring the various competences is on the whole rather positive. For five of the competences concerned more than a total of 90% believe that the programme to a great extent or to some extent lives up to the aim that the students will acquire these competences. Only the assessment of two competences differs somewhat: Develop the ability to formulate oneself orally, and as leaders qualify their capability of propagating professional problems in writing. For these competence aims, 25% and 14% of the graduates, respectively, assess that the programme to a lesser extent or not at all lives up to the aim that the students will acquire these competences.

In the focus group interview one of the graduates expresses her thoughts concerning the oral competences in this way:

I am really happy about the words and expressions I've learned at KLEO, but I found it hard to use them in my old environment – both among the staff and the leader team. So I don't feel like I've been trained as such; it's more like I've had a something with which I can develop my competences outside the school.

Furthermore, some interesting considerations appeared during the focus group interview concerning whether the terminology used among the leaders was any use for communication with their staff. The graduates commonly agreed that communication was a subject that required elaboration, concerning both internal communication between the leader team and the staff, but also external public communication. A suggestion from one of the graduates about creating an entire module about communication, met massive support among the rest of the graduates present.

Regarding writing competences, one of the graduates told how she had always seen writing as more of a challenge for the pedagogically educated students, who are more used to talking than writing. It is important to note this comment, since more than 40% of the graduates work in pedagogical institutions.

4.3 Teachers, teaching methods and examination forms

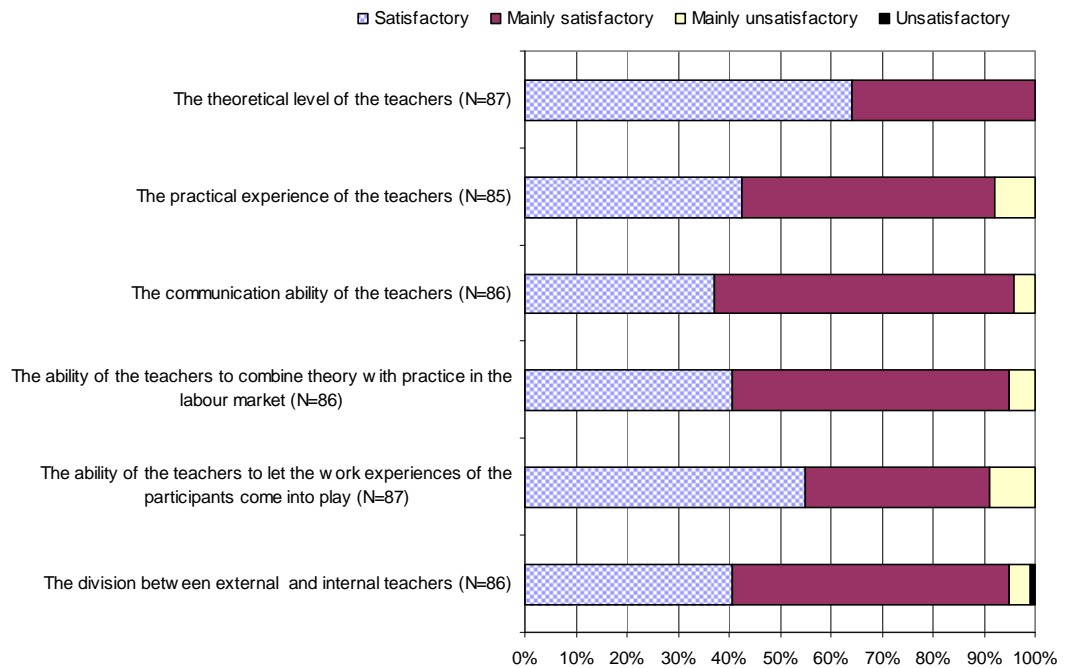
This section focuses on the graduates' assessment of the teachers, the teaching methods and the test and examination forms of the programme.

The teachers

Figure 6 shows the graduates' assessment of the teacher group's professional and pedagogical competences, and the division between external and internal teachers.

Figure 6

How do you assess the KLEO Diploma programme based on the following parameters? (Q 26)



There is greatest satisfaction with the theoretical level of the teachers. Here, 64% of the graduates respond satisfactory and 36% respond mainly satisfactory.

As regards teachers' communication ability, their ability to combine theory with practice in the labour market and the division between external and internal teachers, there is also widespread satisfaction. Accordingly, more than 95% in total have responded satisfactory or mainly satisfactory.

There are also high levels of satisfaction when it comes to the graduates' assessment of the practical experience of the teachers and the ability of the teachers to let the work experiences of the participants come into play. Here more than 90% in total have responded satisfactory or mainly satisfactory. However a group of 8% and 9% of the graduates, respectively, have responded that they are mainly unsatisfied with these parameters.

In the focus group interview, one of the graduates stressed that he would rather have the teacher to involve the practical experience of the students, than their own experience:

I found it interesting when we as students were able to draw upon our practical experience – even though it wasn't mine but one of the other students'. [...] We had this one teacher who spent an enormous amount of time describing a practical experience of his own, which we all agreed was deadly boring! And he just didn't catch on – so what I'm trying to say is that if the teachers want to draw upon their own practical experience, I think they'll have to consider more carefully the kind of group they are teaching.

As the quotation illustrates the involvement of practical experience is an act of balance. Examples are welcomed but they ought to be relevant and precise. This applies to both the experience drawn from the students and the teachers.

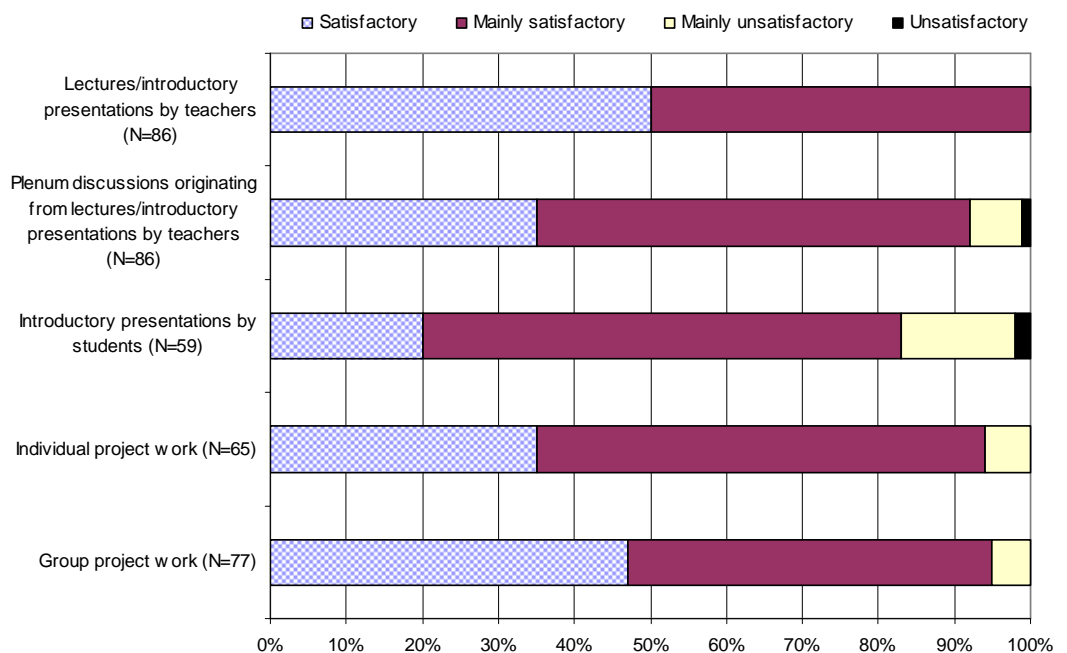
Another aspect of the teaching that the graduates felt strongly about was the combination of teachers, rooted in the private or public sectors. In the focus group interview the graduates agreed that it had a considerable effect on the teaching – both its form and content. On the one hand, teachers from the public sector gave more examples, which the majority of the students could relate to, but, on the other hand, the graduates in the focus group found that the teachers with a background in the private sector added a dynamic dimension to the teaching.

The teaching methods

Figure 7 presents the graduates' assessment of the different teaching methods of the programme.

Figure 7

How do you assess the teaching methods of the KLEO Diploma programme? (Q 27)



In four out of five teaching methods over a total of 90% of the graduates state that the teaching methods of the programme are satisfactory or mainly satisfactory. Concerning introductory presentation by students, however, the assessment is slightly less positive. Here, a total of 83% responded that the teaching form is satisfactory or mainly satisfactory.

It also shows that lectures/introductory presentation by teachers is the teaching method which the graduates find most satisfactory, as 50% have responded satisfactory and 50% have responded mainly satisfactory.

The graduates in the focus group interview were very clear about their preference for presentation by the teacher. One of the graduates put it this way:

It is not realistic to have a management position at work from 7am till 4pm and then in the evening be expected to perform a presentation that is qualified for a relevant discussion. It's simply not realistic. The teachers will have to make those presentations, and sometimes it's ok to discuss the questions they raise in minor groups, but we are principally there to receive input.

In the light of such statements, it should be noted that 30% of the graduates responded not relevant when asked about their assessment of introductory presentations by students. Thus, nearly a third of the graduates have never made or heard a presentation. Furthermore, 24% state that they have not tried working with a project individually. Broadly speaking, the results show that the students have experienced different kinds of teaching methods.

As with the student presentation, the graduates felt strongly against too much group work in the daily teaching.

It bothers me to infinity coming to a course where I presume the teachers are very competent both professionally and concerning communication. If they say something for half an hour and then make me talk to my fellow students for an hour and a half – I find it very unsatisfactory. That kind of discussion is something that we should carry out after the teaching. In class, I expect some input. My weekends are not for chit-chat hour upon hour in group sessions. (Former part-time student)

The graduates were also asked how they assessed the supervision in relation to essay writing in the Diploma programme.

Figure 8
How do you assess the supervision in relation to essay writing in the KLEO Diploma programme? (Q 24)

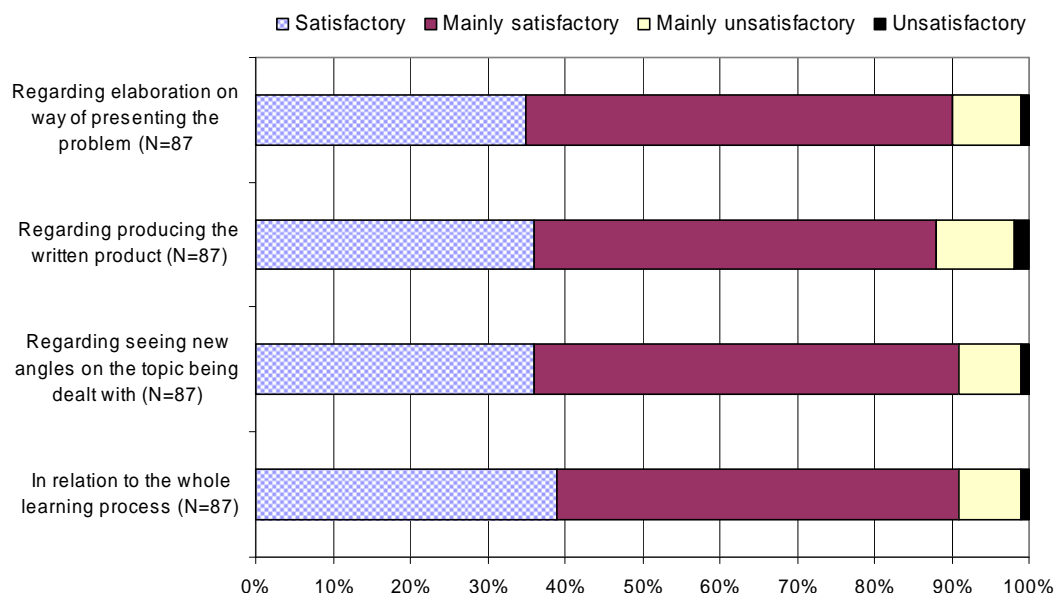
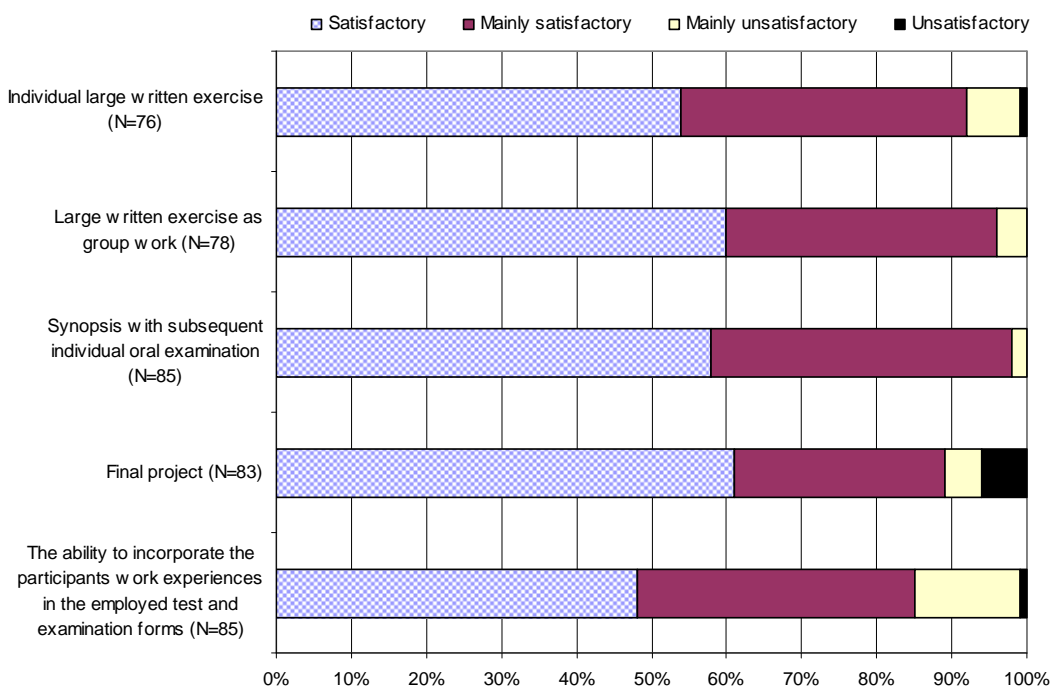


Figure 8 shows that a total of 91% of the graduates responded that they were satisfied or mainly satisfied concerning, respectively, supervision regarding seeing new angles on the topic being dealt with and supervision in relation to the entire learning process. Whereas a total of 9% responded that they were mainly unsatisfied or unsatisfied with these parameters. Concerning supervision regarding elaboration on ways of presenting the problem, a total of 90% of the graduates responded that they were satisfied or mainly satisfied, while a total of 10% responded that they were mainly satisfied or unsatisfied. And concerning supervision regarding producing the written product, a total of 88% responded that they were satisfied or mainly satisfied, while a total of 12% responded that they were mainly satisfied or unsatisfied.

The examination forms

Figure 9 show the graduates' assessment of the test and examination forms of the programme in relation to estimating their achieved knowledge.

Figure 9
How do you assess the test and examination forms of the KLEO Diploma programme in relation to estimating your achieved knowledge? (Q 28)



Generally, the graduates' assess the test and examination forms of the programme as satisfactory or mainly satisfactory in relation to estimating their achieved knowledge. Regarding the individual large written exercise, large written exercise as group work and synopsis with subsequent individual oral examination, over 90% in total have responded satisfactory or mainly satisfactory.

In the focus group interview, some of the graduates elaborated on this, telling how they had appreciated working in groups for the exams. In particular, they stressed the importance of discussions in minor groups in relation to formulating and presenting a case:

The process in the group preceding the exam, not just the making of the written product, but the preparation for the oral group examination, was in my experience incredibly rewarding. I experienced strong solidarity within the group in facing challenges, and a highly qualified feed-back from the members in my group.

Especially the module Coaching was discussed during the focus group interview. One of the graduates mentioned her exam (a joint exam with one of the other graduates present) as an example of how the teachers did a poor job in including the work of the students. She felt that the preceding synopsis did not at all form a basis for the discussion.

The last examination form the students tried during the programme was the final project. Regarding this form - consisting of a written product and an oral defence - a total of 89% of the graduates responded that this examination form was satisfactory or mainly satisfactory in relation to estimating their achieved knowledge, whereas a total of 11% assessed that this examination form is mainly unsatisfactory or unsatisfactory in relation to estimating their achieved knowledge.

A closer analysis shows that an important factor for the graduates' assessment of the final project is the gender of the graduates.

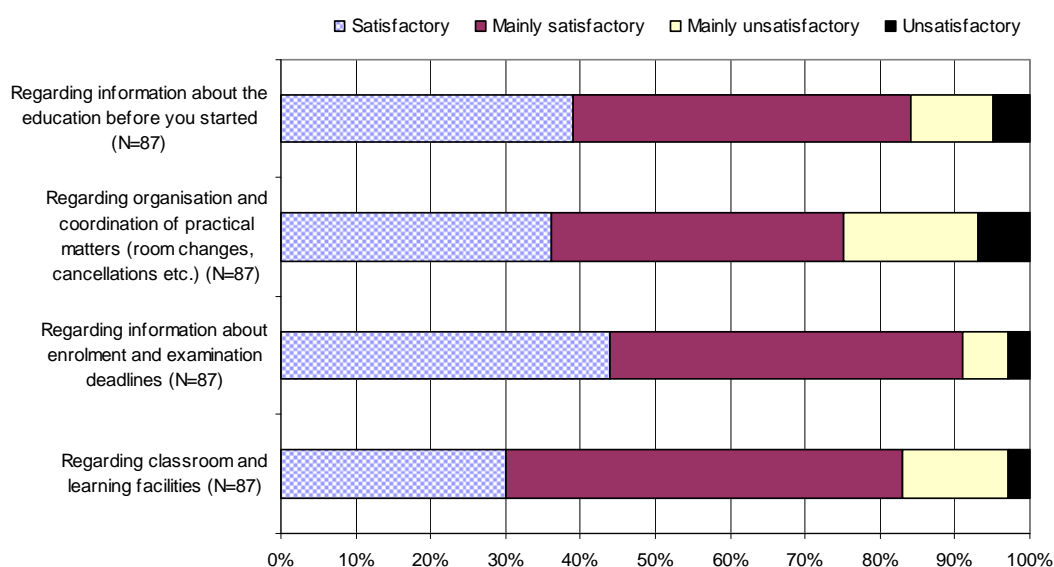
Thus 98% of the women have responded that the final project is satisfactory or mainly satisfactory in relation to estimating their achieved knowledge, while the corresponding rate for men is 74%.

The graduates have assessed the ability to incorporate the participants work experiences in the employed test and examination forms least positively. 85% of the graduates have responded that this was satisfactory or mainly satisfactory. That leaves 15% who have responded that it was mainly unsatisfactory or unsatisfactory.

4.4 Organisation and facilities

In the following, the graduates' assessment of the organisation and the practical/administrative aspects of the programme are presented.

Figure 10
How do you assess the practical/administrative aspects of the KLEO Diploma programme? (Q 25)



The majority of the graduates assess the practical/administrative aspects of the programme as satisfactory or mainly satisfactory. The relative high scorer is information about enrolment and examination deadlines, with a total of 91% having responded satisfactory or mainly satisfactory, while a total of 9% have responded mainly unsatisfactory or unsatisfactory. Conversely, organisation and coordination of practical matters is the practical/administrative aspect the graduates assessed least positively. Accordingly, a total of 75% have responded satisfactory or mainly satisfactory, while a total of 25% have responded mainly unsatisfactory or unsatisfactory.

When asked about the administrative conditions, the graduates participating in the focus group interview had very different perspectives. It seemed that the later the graduation year, the more satisfied the students were about the administrative aspects. These changing responses ought to be seen in the light of the programme's relocation to new premises. The change also influenced the accessibility of food and drinks in the afternoon and at weekends as there is no cantina or the like open after hours at the new location. That was a fact that led to some annoyance among the part-time students.

Another practicality that was brought up during the focus group interview was the variation in swiftness of the teachers to upload documents to the internet.

One of the former fulltime students explained how she felt that her needs for counselling during the transformation from co-worker to leader. She wasn't satisfied with the guidance she was offered at KLEO in that context. Furthermore she complained about the vagueness of the communication from KLEO about which practical services they could expect to be offered by KLEO (for instance whether papers could be stapled at the premises.)

It was very different from my way of running things – I like people to know for sure: What is possible here, what is allowed here – are there few or many rules – are you expected to act upon your own initiative or not. At KLEO I found the information to be very random.

These aspects seem to be especially important to the fulltime students as the part-time students are able to take care of the minor practical matters at work.

Composition of the participants in the programme

The graduates were also asked about the composition of the participants in the programme. Table 2 shows the graduates' responses regarding the occupational background of the participants, whereas table 3 shows the graduates' responses regarding the leadership positions of the participants.

Table 2
How do you assess the composition of the participants of the KLEO Diploma programme regarding the occupational background of the participants? (Q 30)

	Frequency	Percent
There ought to be more participants with the same backgrounds	16	19
There ought to be a greater diversity in the participants' backgrounds	26	30
The composition of the participants is satisfactory	44	51
Total (N)	86	100

Source: The questionnaire survey of graduates

It appears from table 2 that 51% of the graduates find the composition of the participants' occupational background satisfactory, while 30% would like greater diversity in the participants' backgrounds and 19% would like more participants with the same backgrounds.

During the focus group interview there were several reflections upon this. On the one hand, the many students from the public sector had an easy time relating to the practical experiences of each other, but, on the other hand, they missed the dynamism that more employees from the private sector probably would have provided. One of the graduates from a private company made it clear how she often got fed up with studying cases from schools and institutions. She suggested the following:

I think it is a shame that KLEO encloses itself around the public sector. The challenge for KLEO, I think, is to consider what kind of education they want to provide. As I see it, KLEO will have to move in one of two directions: Either it must concentrate on educating leaders for the public sector employment market, or it can continue as an institution educating leaders for both the private and public sectors. If, however, it chooses the latter, it will somehow have to increase its intake of students rooted in the private sector.

Table 3
How do you assess the composition of the participants of the KLEO Diploma programme regarding the leadership positions of the participants? (Q 30)

	Frequency	Percent
There ought to be more participants with the same positions	18	21
There ought to be a greater diversity in the participants' positions	14	17
The composition of the participants is satisfactory	53	62
Total (N)	85	100

Source: The questionnaire survey of graduates

Table 3 shows that 62% of the graduates find the composition of the participants' leadership positions satisfactory. At the same time, 21% of the graduates have responded that there ought to be more participants with the same positions, and 17% have responded that there ought to be greater diversity in the positions of the participants.

5 Importance of the programme

This chapter focuses on the importance of the Diploma programme in Leadership and is divided into five sections. The first section describes the graduates' professional and personal benefit from the programme. The second section deals with the influence of the programmes on the graduates' job changes, whereas the third section deals with the graduates' contact with their former fellow students, and their interest in entering into a formalised network of former fellow students. Section four focuses on the graduates' advancement, and section five describes the graduates' need for further education following completion of the programme.

5.1 Professional and personal benefit

This section will look at the graduates' professional and personal benefit from the Diploma programme.

The influence of the Diploma programmes on the graduates' work

Figure 11 shows the graduates' responses to the questions concerning the extent to which the Diploma programme has influenced their work, compared with before they started the programme.

Figure 11

To what extent has the Diploma programme influenced your work compared with before you started the programme? (Q 32)

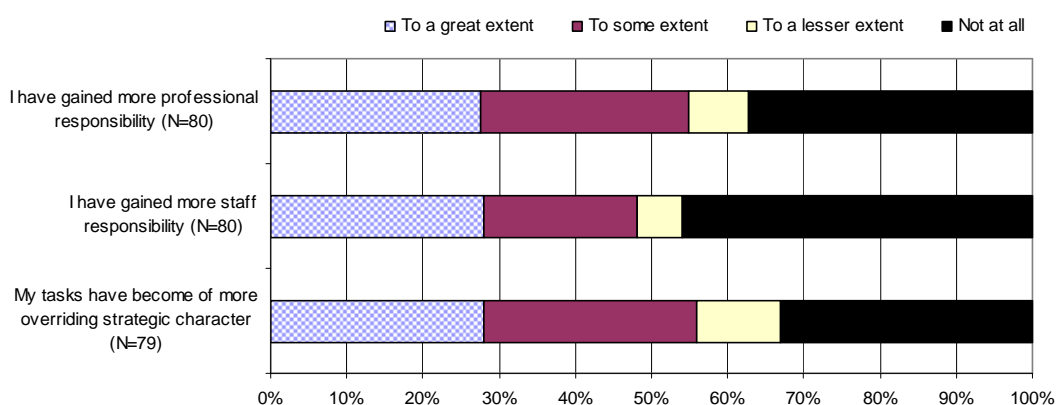


Figure 11 shows that a total of over 50% of the graduates have responded that they compared with before they started at the programme to a great extent or to some extent have gained more professional responsibility and that their tasks have become of more overriding strategic character. As regards the negative answers (to a lesser extent/not at all) the vast majority of the graduates have responded "not at all". More precisely, 38% of the graduates have responded that they have not at all gained more professional responsibility, while 8% have responded that they to a lesser extent have gained more professional responsibility. Meanwhile, 33% responded not at all to the question about to the extent to which their tasks have become of more overriding strategic character, while 11% responded that their tasks to a lesser extent have become of more overriding strategic character.

Concerning the question about the extent to which the graduates have gained more staff responsibility, slightly fewer of the graduates (48% in total) responded to a great extent or to some

extent. Here, more precisely, 28% of the graduates responded to a great extent, 20% responded to some extent, 6% responded to a lesser extent, and again a rather large proportion, 46%, responded not at all.

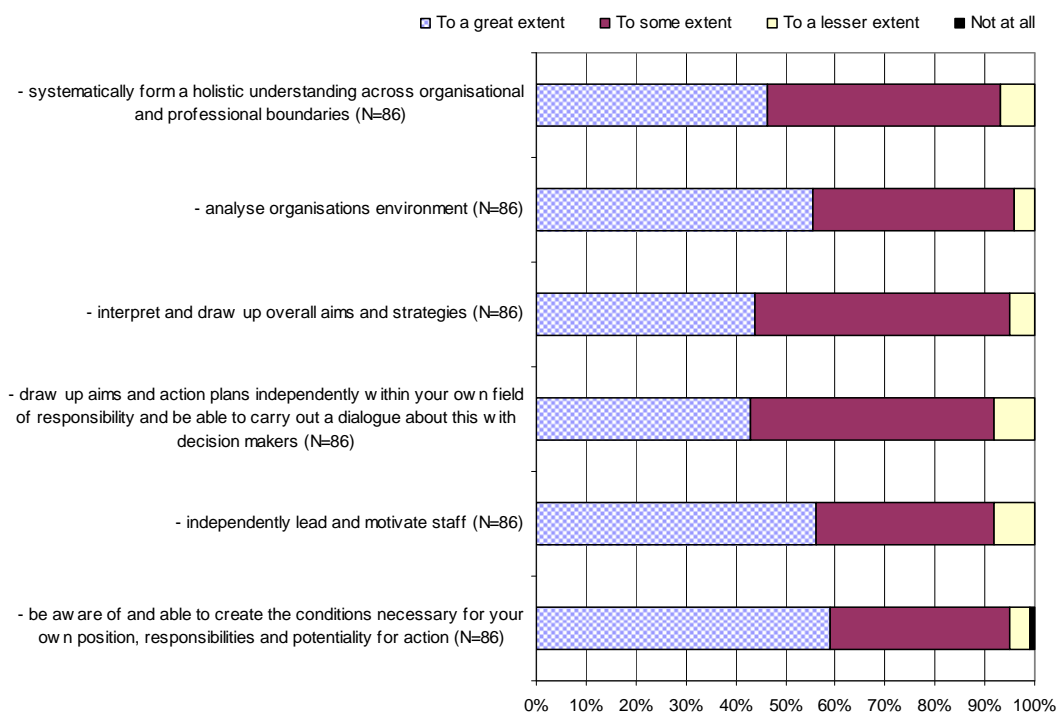
In the focus group interview, the graduates widely agreed that they have gained the tools and qualifications to take a further step as leaders if they wanted to, but that courage was a big issue in those matters.

I believe it is all about not being afraid to do it. If you compare it to taking your driving licence – you have learned how to drive the car: You know the basics, but it really is about having the courage to do it. I am convinced that if I wanted a position superior to the one I have got, I would be just as well qualified for it as anybody else. And I don't think that it is something the programme needs to address more explicitly – because in the end it comes down to you; what you want and where you are in your professional and personal life at the moment.

Professional abilities

In the Curriculum for Diploma of Leadership, the objective of the programme is described. The objective is that the students after completion of the course have acquired a range of different abilities. Figure 12 presents the graduates' assessment of the extent to which the course has provided them with the abilities described in the curriculum.

Figure 12
To what extent do you assess that the Diploma programme has given you the ability to: (Q 43)



The graduates have a generally positive assessment of the extent to which the programme has provided them with the abilities listed in the curriculum. Accordingly, over 90% of the graduates find that the programme to a great extent or to some extent has given them all six abilities. The ability which is assessed most positively is the ability to analyse organisations environment. Here a total of 97% have responded that the programme to a great extent or to some extent has given them this ability. Opposite are the two abilities which are assessed least positively: the ability to draw up aims and action plans independently within your own field of responsibility and be able to carry out a dialogue about these with decision makers; and the ability to independently lead

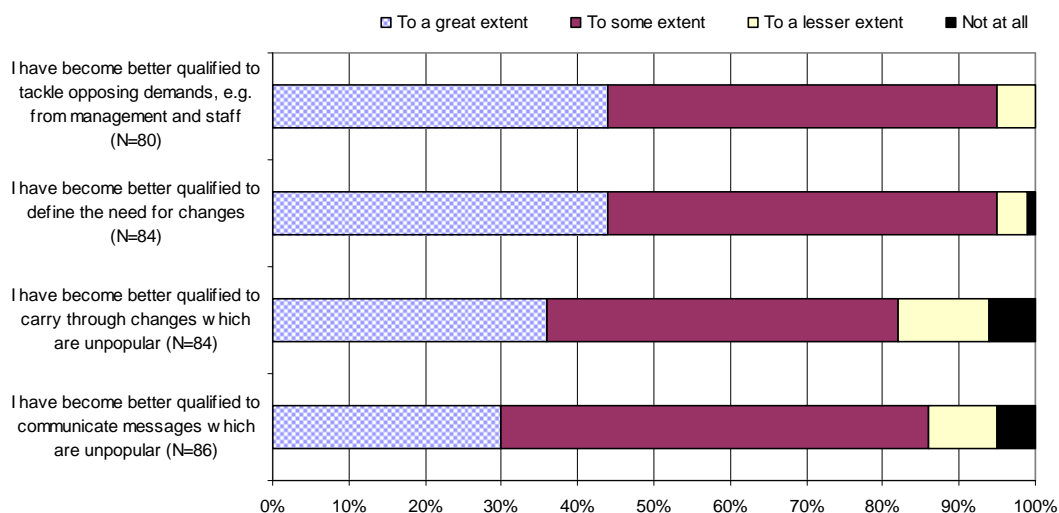
and motivate staff. For both, it appears that a total of 92% of the graduates have responded to a great extent or to some extent.

Other influences on the graduates' leadership abilities

Figure 13 shows the graduates' responses regarding other influences that the Diploma programme has had on their leadership abilities compared with before they started the programme.

Figure 13

What other influence has the Diploma programme had on your leadership abilities compared with before you started the programme? (Q 44)



A total of 95% of the graduates have responded that they to a great extent or to some extent have become better qualified to tackle opposing demands, e.g. from management and staff. A total of 95% have also responded that they to a great extent or to some extent have become better qualified to define the need for changes. Slightly fewer (86% in total) have responded that they to a great extent or to some extent have become better qualified to communicate messages which are unpopular. And a total of 82% have responded that they to a great extent or to some extent have become better qualified to carry through changes which are unpopular.

There is an association between the last two questions and gender. The tendency is that women respond more positively than men. Thus a total of 90% of the women have responded that they to a great extent or to some extent have become better qualified to carry through changes which are unpopular, while a total of 70% of the men have provided the same response. And at total of 92% of the women have responded that they to a great extent or to some extent have become better qualified to communicate messages which are unpopular, whereas a total of 77% of the men have responded the same.

In relation to the influence of the Diploma programmes, the graduates were also asked if the programme had caused difficulties in relation to finding an appropriate role when they returned to their workplace. Here a total of 17% responded to a great extent or to some extent, while a total of 83% responded to a lesser extent or not at all.

When asked at the interview, the two graduates who had studied full-time found that studying full-time could easily lead to complications upon returning to the workplace. The organisational changes that the past year would have allowed could be very hard to absorb, both from the viewpoint of the employer and in terms of one's relationship to other personnel in the organisation.

My institution was way too small to come back to. It was way too familiar for me to elevate myself onto another level of professionalism. I had started up the institution myself,

and there was simply no room for me to develop, even though I was happy about both the place and the staff. (former full-time student)

The part-time students present at the focus group interview, in contrast, did not experience much difficulty finding and defining their role as leaders at their workplace, and expressed their delight in having new strategies and theories to apply to different situations.

I did not find it hard to adjust to my new role; I only felt more competent. (Former part-time student)

The graduates were also asked if the programme had resulted in personal development. Here the vast majority (92% in total) responded to a great extent or to some extent, while 8% responded to a lesser extent or not at all. In the interview, this gain from the programme was something that many of the graduates mentioned in various connections.

Moreover, the graduates were asked if the programme had improved their position in the employment market generally. Here a total of 80% responded to a great extent or to some extent, while a total of 20% responded to a lesser extent or not at all. And finally the graduates were asked if the programme had improved their network. Here a total of 59% responded to a great extent or to some extent, whereas a total of 41% responded to a lesser extent or not at all.

5.2 Job change

In the following section, the influence of the Diploma programme on the graduates' job changes is described. Focus is on the graduates' occupation, the graduates' place of employment and the sector in which the graduates are employed.

The occupation of the graduates

The graduates were asked if they were employed in the same occupation now as before they started the Diploma programme. To this, 55% responded yes and 45% responded no.

The more detailed analysis shows that there is an association between how the graduates have answered this question and the graduates' leadership position when they started the programme. Accordingly, 72% of the graduates who had a senior post when they started the programme have responded that they are employed in the same occupation now as before they started the programme. Whereas the corresponding percentage is 49% for those graduates who had an intermediate leadership position or were professional coordinators without staff responsibility and 25% for those graduates who did not have any of these leadership positions.

The graduates, who responded that they were not employed in the same occupation now as before they started the programme, were asked to what extent the programme had influenced their change of occupation. Table 4 illustrates the answers.

Table 4
To what extent has the Diploma programme influenced your change of occupation? (Q 34)

	Frequency	Percent
To a great extent	18	46
To some extent	7	18
To a lesser extent	5	13
Not at all	9	23
Total (N)	39	100

Source: *The questionnaire survey of graduates*

Table 4 shows that 46% of the graduates find that the programme has to a great extent influenced their change of occupation. 18% find that the programme has to some extent influenced their change of occupation, and 13% find that the programme has to a lesser extent influenced

their change of occupation. While 23% of the graduates find that the programme has not at all influenced their change of occupation.

The graduates' place of employment

The graduates who were employed in another occupation were asked if their place of employment was the same now as before they started the programme. Here 15% responded yes and 85% responded no. The graduates who responded no were then asked where their place of employment was today. Table 5 presents the answers.

Table 5
Where is your place of employment today? (Q 36)

	Frequency	Percent
State	0	0
Region	5	15
District council/municipality	20	61
Interest organisation	0	0
Semi-public and/or self-governing institution	2	6
Private business	4	12
Self-employed	1	3
Other	1	3
Total (N)	33	100

Source: *The questionnaire survey of graduates*

The majority of the graduates who have changed place of employment after they started the programme are today employed in a district council/municipality (61%). 15% are employed in a region and 12% are employed in a private business. The remainder of the graduates are employed in a semi-public and/or self-governing institution (6%), are self-employed (3%) or are employed another place (3%).

In comparison with where the graduates were employed at the start of the programme, it is especially job movements from county council to region and district council/municipality, and job movements from district council/municipality to private business that are most predominant.

To the question, "To what extent has the Diploma programme influenced your change of place of employment?" a total of 60% of the graduates responded to a great extent or to some extent, while a total 39% of the graduates responded to a lesser extent or not at all.

Sector

The graduates who were employed in another occupation were also asked if they were employed in the same sector now as before they started the programme. Most of the graduates responded yes (80%), while a smaller group responded no (20%). Those graduates who responded no were asked in what sector they are employed today. The answers are shown in table 6.

Table 6
In what sector are you employed today? (Q 39)

	Frequency	Percent
Education	2	25
Health service	1	13
Pedagogical institutions	1	13
Other public occupation	1	13
Private sector	1	13
Unemployed	1	13
Other	1	13
Total (N)	8	100

Source: *The questionnaire survey of graduates*

As table 6 shows, the graduates' answers are dispersed almost evenly among the different sectors. 25% of the graduates have responded education, while 13% have responded respectively health service, pedagogical institutions, other public occupation, private sector and unemployed. The graduates who had changed sector were also asked to what extent the Diploma programme had influenced their change of sector. Here 50% (4 graduates) responded to a great extent, 13% (1 graduate) responded to a lesser extent, and 38% (3 graduates) answered not at all.

5.3 Network

This section will focus on the graduates contact with their former fellow students, and their interest in entering into a formalised network of former fellow students.

Figure 14 illustrates the extent to which the graduates have retained contact with their former fellow students and to what extent the graduates are interested in entering into a formalised network of former fellow students.

Figure 14
To what extent have you retained contact with your former fellow students? And To what extent are you interested in entering into a formalised network of former fellow students? (Q 46 & Q 47)

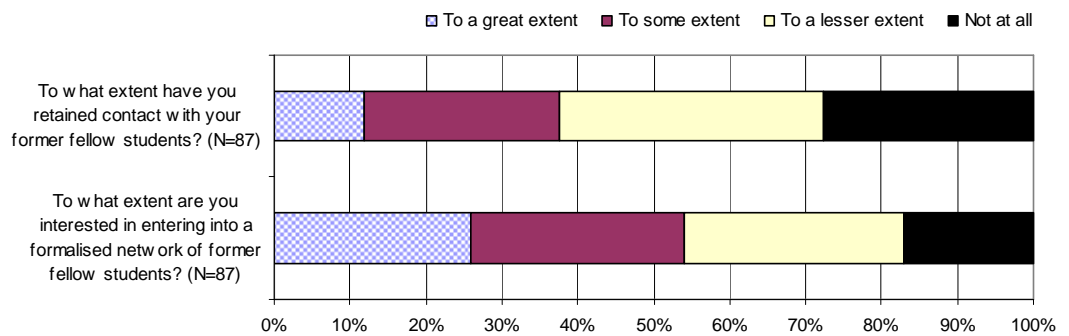


Figure 14 shows that the proportion of graduates interested in entering into a formalised network of former fellow students is larger than the proportion of graduates who have retained contact with their former fellow students. Accordingly, a total of 54% of the graduates stated that they to a great extent or to some extent are interested in entering into a formalised network of former fellow students, while a total of 38% of the graduates stated that they to a great extent or to some extent have retained contact with their former fellow students.

Among the graduates who have not at all retained contact with their former fellow students (24 graduates), 9 graduates indicated that they to a great extent or to some extent are interested in entering into a formalised network of former fellow students.

5.4 Advancement

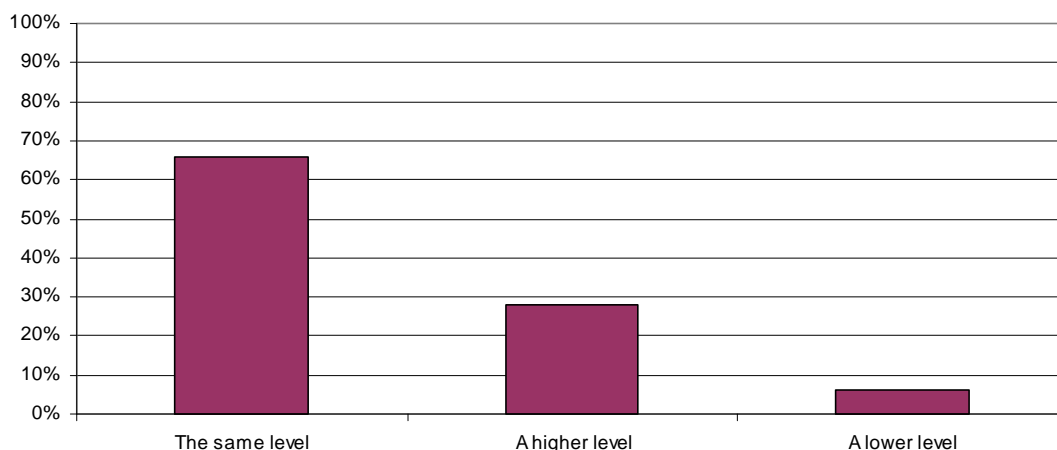
This section presents the graduates' assessment of their level of occupation today compared with before they started the Diploma programme. Furthermore this section presents the graduates' assessment of their changes in income as a result of the programme.

Level of occupation

Figure 15 illustrates the graduates' assessment of their current level of occupation compared with before they started the programme.

Figure 15

At what level is your occupation today compared with before you started the Diploma programme? N=86 (Q 41)



66% of the graduates responded that their level of occupation is the same today compared with before they started the programme. 28% responded that their level of occupation is higher today compared with before, and 6% responded that the level is lower today compared with before they started the programme.

Change of income

Table 7 shows the graduates' assessment of their changes in income as a result of the programme.

Table 7

Have you experienced changes in your income (beyond normal wage adjustment) as result of the Diploma programme? (Q 42)

	Frequency	Percent
Yes, an increase in income	52	60
Yes, a decrease in income	0	0
No, I have not experienced changes in my income	34	40
Total (N)	86	100

Source: *The questionnaire survey of graduates*

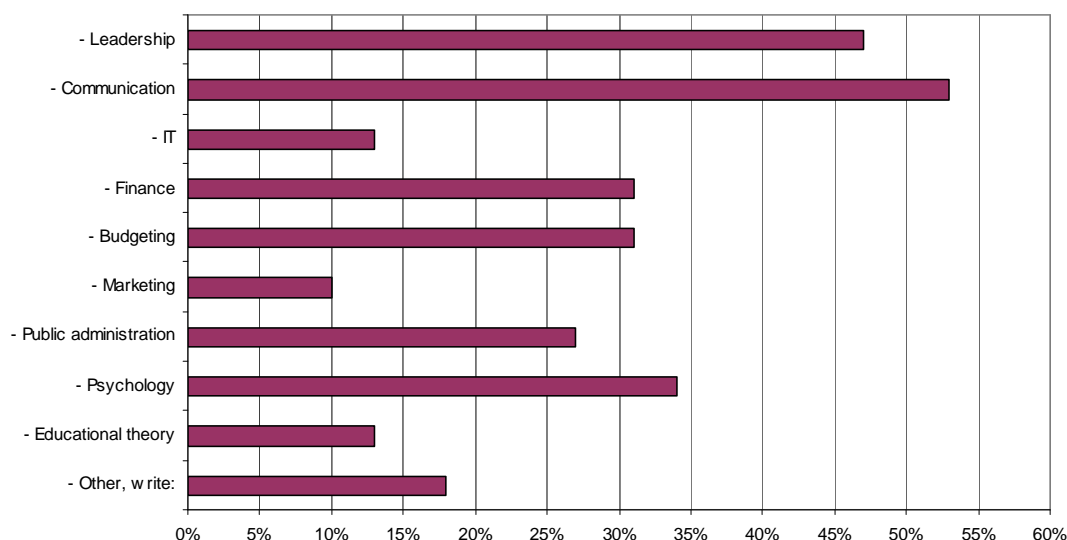
Most of the graduates (60%) have experienced an increase in income as a result of graduating from the programme. 40% have not experienced a change in income as result of the programme and none have experienced a decrease in income as a result of graduating from the programme.

5.5 Need for further education

In the following section, focus is placed on the graduates' need for further education following the completion of the Diploma programme. Moreover the fields within which the graduates feel a need for further education are presented.

To the question, "Do you feel you have a need for further education following the completion of the Diploma programme?" 78% of the graduates responded yes and 22% responded no.

Figure 16
If yes, within which fields? N=68 (Q 49)



Among those graduates who responded that they feel a need for further education, most graduates responded that communication is the field within which they feel a need for further education (53%). In the interview, several of the graduates mentioned this need for being taught in communication without being asked. Following this are the fields of leadership (47%) and psychology (34%). Then follows finance and budgeting (both 31%) and public administration (27%). For the remaining fields between 10% and 18% of the graduates indicated a need for further education.

The figure above indicates how the subjects that the graduates are interested in after taking the Diploma in Leadership, are characterized as being tool subjects that are necessary for a top-leader position. This tendency was elaborated on by the graduates in the interview:

The Diploma programme gives you the competences for what I would call "first-line-leader" with staff responsibility, and you do not have to move very far up the steps of your career ladder before it is all about a different kind of problems – and the competences you will need then are not the ones you get at KLEO.

To that another graduate added that:

I applied for the head teacher post [being vice head teacher before], and I do not think that the Diploma programme has prepared me for being the head teacher. Now I will have to take courses concerning economy and salary grade control and balance score and things like that.

When asked about the widespread interest in further education, the graduates explained how being in a teaching environment inspired them to seek further knowledge.

I don't think I will ever finish acquiring knowledge. I consider the profession of leader as a continuous development that constantly needs to be reinforced by theoretical material of some sort.

Some of the graduates had already been contacted by one of the teachers concerning 6 follow-up sessions offering the possibility to discuss how the methods and theory acquired at KLEO work in practise. Several of the other graduates in the interview asked for the same opportunity. They proposed a session about a year after completing the programme. At the session they would want time to discuss how the education has influenced their work during the year. Some suggested a possible formalisation of such a session, which could include a teacher.

6 Methodological remarks

This chapter contains descriptions of the quantitative survey and the qualitative interview, which jointly form the basis of this report. Both the quantitative survey and the qualitative interview were carried out in Danish and subsequently translated into English.

6.1 The quantitative survey

In this section the implementation of the quantitative survey is described.

Procedure

The questionnaire survey was carried out as a combined internet based survey and a postal survey. The questionnaire was produced against the background of the survey's purpose description, the curriculum for the Diploma of Leadership and existing information material. Furthermore, KLEO has commented on the questionnaire.

Before the questionnaire was sent out, it was pilot tested by three graduates. The pilot test was executed by sending the questionnaire to three graduates, who were subsequently contacted by telephone in order to obtain their comments and proposals for improvement. The final questionnaire was put together based on these comments.

The questionnaire was sent electronically to all the graduates of the 2003 curriculum whose emails were successfully procured. The graduates who could not receive the questionnaire by email received a paper version of the questionnaire and a link to the electronic questionnaire.

The graduates who received the questionnaire electronically were, after the final response deadline, sent a postal reminder including a paper questionnaire. Furthermore, a telephonic reminder was carried out for all graduates who had not responded after the final response deadline.

Population and response rate

The survey was carried out as a macro-survey, and the results produced are thus an expression of the values in the whole survey population, and are not encumbered with the uncertainty that normally characterises sample surveys.

The questionnaire was sent to all 140 graduates of the KLEO Diploma programme in Leadership, and a total of 87 graduates have responded. This is a response rate of 62%, which must be assessed as satisfactory compared to similar surveys. 46 graduates have responded via the internet, while 41 have forwarded the answers by post.

A non-response analysis by gender was carried out; see table 8.

Table 8
Distribution of graduates by gender

	Survey population (N=140)	Respondents (N=86)
Men	41%	40%
Women	59%	60%
Total (percent)	100%	100%

The analysis showed that the distribution is not significantly unequal in relation to gender, and that the deviation is completely acceptable. It should be empathised that no guarantee against unequal distributions regarding other parameters can be offered. We have not had the possibility for checking against other parameters, for instance year of graduation, as KLEO's information does not conform entirely to the respondents.

Statistical analysis

The report contains first and foremost a descriptive examination of the data material, but there is also commented on associations between central background variables and analyse variables.

The analyses of association are carried out on the background of contingency tables, where χ^2 and gamma are used as measure of associations. For reasons of clarity only significance associations are commented in the report (significance level = 0,05).

It is worth mentioning that the number of respondents in the quantitative study together with the majority of the responses in the two most positive answer categories had a limiting effect on the number of described significant associations between variables. This fact is due to the guideline, for the chisquare test, that the expected frequency should exceed five in each cell of the contingency tables.

The following background variables are used in the analyses of association:

- Gender
- Age
- Year of graduation
- Highest level of education completed before the programme
- Leadership position at the start of the programme
- Sector employed in at the start of the programme

Assessment of the data material

Because of the tested questionnaire, the relatively high response rate and the low number of unanswered questions, the data material is considered valid. Moreover, the limited use of the category "other" indicates that the questions have generally been exhaustive. It is thus EVA's overall assessment that the data material of the survey is useful and of high quality.

6.2 The qualitative survey

In this section the implementation of the qualitative survey is described.

Procedure

The qualitative survey was carried out as a focus group interview with 8 graduates. The focus group interview was carried out according to an interview guide that was worked out on the basis of the questionnaire and the distribution of the responses to the questions in the questionnaire. During the focus group interview, the interview guide was followed rather stringently, although some questions were asked in a different order and some omitted in order to maintain the timeframe.

Selection and recruitment of graduates

The selection of the graduates was undertaken against the background of respondent information from the quantitative part of the survey. The aim was to recruit graduates of both gender and graduates who were as different as possible regarding year of graduation, assessment of the programme on aggregate and employment sector at the start of the programme.

The recruitment of the participants was carried out through direct application to the selected graduates, but it was only graduates who in the survey had agreed to EVA making contact about participation in the focus group that were recruited.

Assessment of the data material

It is EVA's assessment that the focus group interview has been very suitable for shedding light on the responses provided by the graduates in the questionnaire survey, and also for allowing the graduates the opportunity to elaborate on their assessments and experiences of the programme. It is important to keep in mind the fact that the 8 selected graduates comprise only a small cross-section of the graduates of the programme and, therefore, only account for part of the existing assessments and experiences of the programme.

The 8 graduates have, however, been very heterogeneous in relation to gender, year of graduation, assessment of the programme and employment sector at the start of the programme. This means that the focus group has provided a profile of the assessments and experiences of the programme from graduates who are unlike each other in terms of a range of characteristics. It is, therefore, our assumption that the focus group has provided a nuanced picture of graduate assessments and experiences of the programme.

6.3 Interplay between quantitative and qualitative material

The survey thus consists of both a quantitative survey and a qualitative survey. The intention is, however, to carry out a joint analysis in the report. This is combined with consideration for the fact that there are essential differences between what can be concluded on the basis of quantitative and qualitative material. Consequently, all the chapters have been structured in the same way, commencing with a quantitative description of the distribution of responses to a question in the questionnaire, which provides an overall picture of the whole survey population. Following this, a qualitative section is presented where the relevant quantitative description is elaborated and nuanced, and possible explanations are given.

It must be pointed out that not every question in the quantitative survey is covered in the qualitative survey. This means that, in some instances, it is not possible to offer any qualitative statements about the questions in the quantitative survey.

Appendix A

The survey questionnaire

Background questions

1. What is your gender?

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

2. When were you born?

19_____

**3. When did you commence your Diploma programme in Leadership?
(Write date, month and year)**

**4. When did you complete your Diploma programme in Leadership?
(Write date, month and year)**

5. What was the highest level of education you had completed before the Diploma programme?

Mark one response

Short-cycle higher education	<input type="checkbox"/>
Further adult education	<input type="checkbox"/>
Medium-cycle higher education/ professional bachelor degree	<input type="checkbox"/>
Bachelor degree	<input type="checkbox"/>
Master degree	<input type="checkbox"/>
Other, write: _____ _____	<input type="checkbox"/>

6. Did you have a leadership position when you started the Diploma programme?

Mark one response

Yes, a senior post (e.g. leader of an institution/organisation)	<input type="checkbox"/>
Yes, an intermediate leadership position	<input type="checkbox"/>
Yes, professional coordinator without staff responsibility	<input type="checkbox"/>
No, I did not have any of the above mentioned leadership positions	<input type="checkbox"/>
Other, write: _____ _____	<input type="checkbox"/>

7. Where was your place of employment at the start of the Diploma programme?

Mark one response

State	<input type="checkbox"/>
County council	<input type="checkbox"/>
District council / municipality	<input type="checkbox"/>
Interest organisation	<input type="checkbox"/>
Semi-public and/or self-governing institution	<input type="checkbox"/>
Private business	<input type="checkbox"/>
Self-employed	<input type="checkbox"/>
Other, write: _____ _____	<input type="checkbox"/>

8. In what sector were you employed at the start of the Diploma programme?

Mark one response

Education	<input type="checkbox"/>
Health service	<input type="checkbox"/>
Pedagogical institutions	<input type="checkbox"/>
Other public occupation	<input type="checkbox"/>
Private sector	<input type="checkbox"/>
Unemployed	<input type="checkbox"/>
Other, write: _____ _____	<input type="checkbox"/>

9. Who has paid for your Diploma programme?

Mark one response

Myself	<input type="checkbox"/>
My workplace	<input type="checkbox"/>
A combination of both of the above	<input type="checkbox"/>
Other, write: _____ _____	<input type="checkbox"/>

10. Who has paid for the time used on your Diploma programme?

Mark one response

Myself	<input type="checkbox"/>
My workplace	<input type="checkbox"/>
A combination of both of the above	<input type="checkbox"/>
Other, write: _____ _____	<input type="checkbox"/>

11. Where did the idea to start the Diploma programme originate?

Mark one response

It was my idea	<input type="checkbox"/>
The idea came from my workplace	<input type="checkbox"/>
A combination of both of the above	<input type="checkbox"/>
Other, write: _____ _____	<input type="checkbox"/>

12. What were your most important motivational factors for starting the Diploma programme?

Mark one or more responses

To strengthen my career possibilities	<input type="checkbox"/>
To strengthen my leadership abilities	<input type="checkbox"/>
To become better qualified for my work duties	<input type="checkbox"/>
Personal development	<input type="checkbox"/>
To build a network	<input type="checkbox"/>
To increase my wages	<input type="checkbox"/>
Other, write: _____ _____	<input type="checkbox"/>

13. Did you consider other in-service training or programmes of higher education other than the Diploma programme in Leadership?

Mark one or more responses

No	<input type="checkbox"/>
Yes, a Master degree	<input type="checkbox"/>
Yes, other Diploma programmes	<input type="checkbox"/>
Other, write which: _____ _____	<input type="checkbox"/>

14. Did you consider taking the Diploma programme in Leadership at educational institutions other than KLEO? If yes, which?

Mark one response

No	<input type="checkbox"/>
Yes, write which: _____ _____ _____	<input type="checkbox"/>

15. Why did you choose the KLEO Diploma programme in Leadership?

Mark one or more responses

KLEO was recommended to me	<input type="checkbox"/>
The education was recommended to me (e.g. through former students)	<input type="checkbox"/>
Because of the good reputation of KLEO	<input type="checkbox"/>
Because of the good reputation of the education	<input type="checkbox"/>
Because of the teachers' professional qualifications	<input type="checkbox"/>
Because of the anticipated optional modules of the education	<input type="checkbox"/>
Because of the geographical location of KLEO	<input type="checkbox"/>
Because of the scheduling of the education (time of day)	<input type="checkbox"/>
Because of the scheduling of the education approximately every 14 days	<input type="checkbox"/>
Other reason, which: _____ _____ _____	<input type="checkbox"/>

16. Have you taken the whole Diploma programme in Leadership at KLEO?

Mark one response

No	<input type="checkbox"/>
Yes (if yes, go to question 20)	<input type="checkbox"/>

17. How many modules have you completed at other educational institutions?

Write number: _____

18. At which other educational institutions have you completed modules?

Write which: _____

19. Why did you choose to take parts of your Diploma programme in Leadership at other educational institutions? (If there are 2 or more educational institutions involved, then think of that educational institution which you have written first in your answer to the above question)

Mark one or more responses

The educational institution was recommended to me	<input type="checkbox"/>
The education was recommended to me (e.g. through former students)	<input type="checkbox"/>
Because of the good reputation of the educational institution	<input type="checkbox"/>
Because of the good reputation of the education	<input type="checkbox"/>
Because of the teachers' professional qualifications	<input type="checkbox"/>
Because of the anticipated optional modules of the education	<input type="checkbox"/>
Because of the geographical location of the educational institution	<input type="checkbox"/>
Because of the scheduling of the education (time of day)	<input type="checkbox"/>
Because of the scheduling of the education (e.g. every week)	<input type="checkbox"/>
Other reason, which: _____ _____ _____	<input type="checkbox"/>

Assessment of the KLEO Diploma programme in Leadership

20. How do you assess the relevance of the modules, and how did you benefit?

	Have not taken the module at KLEO	Relevance				Benefit			
		Very irrelevant	Irrelevant	Relevant	Very relevant	Very little benefit	Little benefit	Large benefit	Very large benefit
		<i>Mark one response</i>				<i>Mark one response</i>			
The personal leadership (mandatory module)									
Leadership and human resource management (mandatory module)									
Leadership and organisation theory (mandatory module)									
Leadership and philosophy (optional module)									
Leadership and coaching (optional module)									
Leadership in politically managed organisations (optional module)									
Management change (optional module)									
Other optional modules; combined assessment									
Final Project									

21. To what extent do you consider that there were enough optional modules available on the KLEO Diploma programme to enable you to tone your education as desired?

Mark one response

To a great extent	<input type="checkbox"/>
To some extent	<input type="checkbox"/>
To a lesser extent	<input type="checkbox"/>
Not at all	<input type="checkbox"/>

22. Were the optional modules which you wanted to enrol on available to you at the KLEO Diploma programme?

Mark one response

Yes	<input type="checkbox"/>
No, the module was overbooked	<input type="checkbox"/>
No, the module was not set up as there were too few enrolled	<input type="checkbox"/>

23. If no, did you nevertheless achieve a satisfactory solution?

Mark one response

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

24. How do you assess the supervision in relation to essay writing in the KLEO Diploma programme?

Mark one response in each row

	Satisfactory	Mainly satisfactory	Mainly unsatisfactory	unsatisfactory
Regarding elaboration on way of presenting the problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regarding producing the written product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regarding seeing new angles on the topic being dealt with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In relation to the whole learning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. How do you assess the practical/administrative aspects of the KLEO Diploma programme?

Mark one response in each row

	Satisfactory	Mainly satisfactory	Mainly unsatisfactory	Unsatisfactory
Regarding information about the education before you started	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regarding organisation and coordination of practical matters (room changes, cancellations etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regarding information about enrolment and examination deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regarding classroom and learning facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. How do you assess the KLEO Diploma programme based on the following parameters?

Mark one response in each row

	Satisfactory	Mainly satisfactory	Mainly unsatisfactory	Unsatisfactory
The professional level of the programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The theoretical level of the teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The practical experience of the teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The communication ability of the teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The ability of the teachers to combine theory with practice in the labour market	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The ability of the teachers to let the work experiences of the participants come into play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The division between external and internal teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. How do you assess the teaching methods of the KLEO Diploma programme?

Mark one response in each row

	Satisfactory	Mainly satisfactory	Mainly unsatisfactory	Unsatisfactory	Not relevant
Lectures/introductory presentations by teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plenum discussions originating from lectures/introductory presentations by teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Introductory presentations by students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual project work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group project work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. How do you assess the test and examination forms of the KLEO Diploma programme in relation to estimating your achieved knowledge?

Mark one response in each row

	Satisfactory	Mainly satisfactory	Mainly unsatisfactory	Unsatisfactory	Not relevant
Individual large written exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Large written exercise as group work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synopsis with subsequent individual oral examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The ability to incorporate the participants work experiences in the employed test and examination forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. To what extent do you consider that the KLEO Diploma programme lives up to the aim that the students will:

Mark one response in each row

	To a great extent	To some extent	To a lesser extent	Not at all	Don't know
- Acquire knowledge of matters relevant to their field of activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Acquire knowledge on relations relevant to the professional management fields of the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Analyse relevant professional ways of presenting problems, i.e. describe causalities and patterns of meaning, for example with start from concrete experiences, descriptive concepts and relevant theoretical models of explanation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Develop the ability to formulate oneself orally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- As leaders qualify their capability of propagating professional problems in writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Learn how to put into perspective problems related to professional and practical training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Learn how to develop new ways of conduct as seen from a management point of view	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. How do you assess the composition of the participants of the KLEO Diploma programme?

Mark one response in each row

	There ought to be more participants with the same back-grounds/positions	There ought to be a greater diversity in the participants' back-grounds/positions	The composition of the participants is satisfactory
Regarding the occupational back-grounds of the participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regarding the leadership positions of the participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. How do you on aggregate assess the KLEO Diploma programme?

Mark one response

Satisfactory	<input type="checkbox"/>
Mainly satisfactory	<input type="checkbox"/>
Mainly unsatisfactory	<input type="checkbox"/>
Unsatisfactory	<input type="checkbox"/>

Importance of the Diploma programme in Leadership

32. To what extent has the Diploma programme influenced your work compared with before you started the programme?

Mark one response in each row

	To a great extent	To some extent	To a lesser extent	Not at all	Don't know
I have gained more professional responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have gained more staff responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My tasks have become of more overriding strategic character	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33. Are you employed in the same occupation now as before you started the Diploma programme?

Mark one response

Yes (if yes, go to question 41)	<input type="checkbox"/>
No	<input type="checkbox"/>

34. To what extent has the Diploma programme influenced your change of occupation?

Mark one response

To a great extent	<input type="checkbox"/>
To some extent	<input type="checkbox"/>
To a lesser extent	<input type="checkbox"/>
Not at all	<input type="checkbox"/>

35. Is your place of employment the same now as before you started the Diploma programme?

Mark one response

Yes (if yes, go to question 38)	<input type="checkbox"/>
No	<input type="checkbox"/>

36. Where is your place of employment today?

Mark one response

State	<input type="checkbox"/>
Region	<input type="checkbox"/>
District council / municipality	<input type="checkbox"/>
Interest organisation	<input type="checkbox"/>
Semi-public and/or self-governing institution	<input type="checkbox"/>
Private business	<input type="checkbox"/>
Self-employed	<input type="checkbox"/>
Other, write: _____ _____ _____	<input type="checkbox"/>

37. To what extent has the Diploma programme influenced your change of place of employment?

Mark one response

To a great extent	<input type="checkbox"/>
To some extent	<input type="checkbox"/>
To a lesser extent	<input type="checkbox"/>
Not at all	<input type="checkbox"/>

38. Are you employed in the same sector as before you started at the Diploma programme?

Mark one response

Yes (if yes, go to question 41)	<input type="checkbox"/>
No	<input type="checkbox"/>

39. In what sector are you employed today?

Mark one response

Education	<input type="checkbox"/>
Health service	<input type="checkbox"/>
Pedagogical institutions	<input type="checkbox"/>
Other public occupation	<input type="checkbox"/>
Private sector	<input type="checkbox"/>
Unemployed	<input type="checkbox"/>
Other, write: _____	<input type="checkbox"/>

40. To what extent has the Diploma programme influenced your change of sector?

Mark one response

To a great extent	<input type="checkbox"/>
To some extent	<input type="checkbox"/>
To a lesser extent	<input type="checkbox"/>
Not at all	<input type="checkbox"/>

41. At what level is your occupation today compared with before you started the Diploma programme?

Mark one response

A lower level	<input type="checkbox"/>
A higher level	<input type="checkbox"/>
The same level	<input type="checkbox"/>

42. Have you experienced changes in your income (beyond normal wage adjustment) as result of the Diploma programme?

Mark one response

Yes, an increase in income	<input type="checkbox"/>
Yes, a decrease in income	<input type="checkbox"/>
No, I have not experienced changes in my income	<input type="checkbox"/>

43. To what extent do you assess that the Diploma programme has given you the ability to:

Mark one response in each row

	To a great extent	To some extent	To a lesser extent	Not at all	Don't know
- systematically form a holistic understanding across organisational and professional boundaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- analyse organisations environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- interpret and draw up overall aims and strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- draw up aims and action plans independently within your own field of responsibility and be able to carry out a dialogue about this with decision makers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- independently lead and motivate staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- be aware of and able to create the conditions necessary for your own position, responsibilities and potentiality for action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

44. What other influence has the Diploma programme had on your leadership abilities compared with before you started at the programme?

Mark one response in each row

	To a great extent	To some extent	To a lesser extent	Not at all	Don't know
I have become better qualified to tackle opposing demands, e.g. from management and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have become better qualified to define the need for changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have become better qualified to carry through changes which are unpopular	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have become better qualified to communicate messages which are unpopular	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

45. To what extent has the Diploma programme influenced you concerning the following parameters?

Mark one response in each row

	To a great extent	To some extent	To a lesser extent	Not at all	Not relevant
Has caused difficulties in relation to finding an appropriate role when you came back to your place of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has resulted in your personal development (in addition to leadership abilities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has improved your position in the labour market generally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has improved your network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

46. To what extent have you retained contact with your former fellow students?

Mark one response

To a great extent	<input type="checkbox"/>
To some extent	<input type="checkbox"/>
To a lesser extent	<input type="checkbox"/>
Not at all	<input type="checkbox"/>

47. To what extent are you interested in entering into a formalised network of former fellow students?

Mark one response

To a great extent	<input type="checkbox"/>
To some extent	<input type="checkbox"/>
To a lesser extent	<input type="checkbox"/>
Not at all	<input type="checkbox"/>

Need for further education

48. Do you feel that you have a need for further education following the completion of the Diploma programme?

Mark one response

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

49. If yes, within which fields?

Mark one or more responses

- Leadership	<input type="checkbox"/>
- Communication	<input type="checkbox"/>
- IT	<input type="checkbox"/>
- Finance	<input type="checkbox"/>
- Budgeting	<input type="checkbox"/>
- Marketing	<input type="checkbox"/>
- Public administration	<input type="checkbox"/>
- Psychology	<input type="checkbox"/>
- Educational theory	<input type="checkbox"/>
Other, write: _____ _____	<input type="checkbox"/>

Proposal for improvements

50. Have you any concrete proposals for how the Diploma programme can be improved and strengthened?

Other

51. As a follow-up to this questionnaire survey, EVA intends to carry out a focus group interview with graduates. The focus group interview will take place in Copenhagen and will last about 2 hours. May Eva contact you in relation to this interview?

Mark one response

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

52. If yes, please provide the following information:

Name:

Telephone number:

E-mail address:

THANK YOU FOR YOUR HELP

Appendix B

Frequency distributions

Frequency distributions for all the responses to the questions in the questionnaire.

1. What is your gender?

	Frequency	Percent
Male	34	40
Female	52	60
Total (valid)	86	100
Not answered	1	
Total	87	

2. What is your age?

	Frequency	Valid Percent
30 - 39 years	13	15
40 - 49 years	41	48
50 - 59 years	31	36
60 – 69 years	1	1
Total (valid)	86	100
Not answered	1	
Total	87	

3. When did you commence your Diploma programme in Leadership?

	Frequency	Valid Percent
2002	12	14
2003	34	41
2004	21	25
2005	14	17
2006	2	2
Total (valid)	83	100
Not answered	4	
Total	87	

4. When did you complete your Diploma programme in Leadership?

	Frequency	Valid Percent
2004	2	2
2005	19	23
2006	42	51
2007	20	24
Total (valid)	83	100
Not answered	4	
Total	87	

5. What was the highest level of education you had completed before the Diploma programme?

	Frequency	Percent
Short-cycle higher education	10	12
Further adult education	4	5
Medium-cycle higher education/ professional bachelor degree	60	70
Bachelor degree	2	2
Master degree	4	5
Other, write:	6	7
Total (valid)	86	100
Not answered	1	
Total	87	

5b. What was the highest level of education you had completed before the Diploma programme? Other

	Frequency	Percent
4 year psychotherapeutic education	1	17
Diploma in leadership	1	17
HRD	1	17
Office	1	17
Medical secretary	1	17
Teacher	1	17
Total (valid)	6	100
irrelevant	81	
Total	87	

6. Did you have a leadership position when you started the Diploma programme?

	Frequency	Percent
Yes, a senior post (e.g. leader of an institution/organisation)	36	41
Yes, an intermediate leadership position	37	43
Yes, professional coordinator without staff responsibility	4	5
No, I did not have any of the above mentioned leadership positions	8	9
Other, write:	2	2
Total	87	100

6b. Did you have a leadership position when you started the Diploma programme? Other

	Frequency	Percent
Human Resource consultant	1	50
In a trade union	1	50
Irrelevant	85	
Total	87	

7. Where was your place of employment at the start of the Diploma programme?

	Frequency	Percent
State	2	2
County council	8	9
District council / municipality	64	75
Interest organisation	0	0
Semi-public and/or self-governing institution	1	1
Private business	8	9
Self-employed	0	0
Other, write:	2	2
Total (valid)	85	100
Not answered	2	
Total	87	

7b. Where was your place of employment at the start of the Diploma programme?

Other

	Frequency	Percent
H:S	2	100
Irrelevant	85	
Total	87	

8. In what sector were you employed at the start of the Diploma programme?

	Frequency	Percent
Education	27	31
Health service	12	14
Pedagogical institutions	36	41
Other public occupation	4	5
Private sector	8	9
Unemployed	0	0
Other, write:	0	0
Total	87	100

9. Who has paid for your Diploma programme?

	Frequency	Percent
Myself	2	2
My workplace	75	87
A combination of both of the above	3	4
Other, write:	6	7
Total (valid)	86	100
Not answered	1	
Total	87	

9b. Who has paid for your Diploma programme? Other

	Frequency	Percent
The administration of family and labour market, Local authorities of Copenhagen, FAF	1	20
The administration, not my institution	1	20
The local authorities	1	20
Local authorities of Copenhagen	1	20
Educational funds from the county	1	20
Total (valid)	5	100
Not answered	1	
Irrelevant	81	
Total	87	

10. Who has paid for the time used on your Diploma programme?

	Frequency	Percent
Myself	26	31
My workplace	36	43
A combination of both of the above	20	24
Other, write:	2	2
Total (valid)	84	100
Not answered	3	
Total	87	

10b. Who has paid for the time used on your Diploma programme? Other

	Frequency	Percent
FAF	1	100
Irrelevant	85	
Not answered	1	
Total	87	

11. Where did the idea to start the Diploma programme originate?

	Frequency	Percent
It was my idea	52	61
The idea came from my workplace	8	9
A combination of both of the above	21	24
Other, write:	5	6
Total (valid)	86	100
Not answered	1	
Total	87	

11b. Where did the idea to start the Diploma programme originate? Other

	Frequency	Percent
My boss	1	17
A demand from my company	1	17
From the pedagogical consultant in the community	1	17
Name written (deleted owing to anonymity)	1	17
The local public office of Bispebjerg	1	17
My and a consultant from KLBO's idea	1	17
Total (valid)	6	100
Irrelevant	81	
Total	87	

12. What were your most important motivational factors for starting the Diploma programme?

	Frequency	Percent
To strengthen my career possibilities	45	52
To strengthen my leadership abilities	70	80
To become better qualified for my work duties	35	40
Personal development	54	62
To build a network	6	7
To increase my wages	4	5
Other, write:	1	1

* Pct. Of positive answers in relation to the total number of answers to the question

12b. What were your most important motivational factors for starting the Diploma programme? Other

	Frequency	Percent
I was bored	1	100
Irrelevant	86	
Total	87	

13. Did you consider other in-service training or programmes of higher education other than the Diploma programme in Leadership?

	Frequency	Percent
No	51	59
Yes, a Master degree	26	30
Yes, other Diploma programmes	7	8
Other, write which:	7	8

* Pct. Of positive answers in relation to the total number of answers to the question

13b. Did you consider other in-service training or programmes of higher education other than the Diploma programme in Leadership? Other

	Frequency	Percent
cand. pæd.	1	14
coach	1	14
Yes, parts of a master	1	14
MBA	1	14
MPA	1	14
Diploma in pedagogical area	1	14
Diploma in health	1	14
Total (valid)	7	100
Irrelevant	80	
Total	87	

14. Did you consider taking the Diploma programme in Leadership at educational institutions other than KLEO? If yes, which?

	Frequency	Percent
No	64	74
Yes, write which:	22	26
Total (valid)	86	100
Not answered	1	
Total	87	

14b. Did you consider taking the Diploma programme in Leadership at educational institutions other than KLEO? If yes, which?

	Frequency	Percent
CBA	1	5
CBS	1	5
CVU Roskilde	1	5
DFH	1	5
Forvaltningshøjskolen	8	40
Gladsaxe	1	5
Gladsaxe Seminarium	1	5
Handelshøjskolen	1	5
If there had been one closer to my home	1	5
At Soc.Pæd. Educational institutions	1	5
Skovlunde Dag – og aften seminarium	1	5
STORK	1	5
The diploma in leadership within the health care department	1	5
Total (valid)	20	100
Irrelevant	64	
Not answered	3	
Total	87	

15. Why did you choose the KLEO Diploma programme in Leadership?

	Frequency	Percent
KLEO was recommended to me	26	30
The education was recommended to me (e.g. through former students)	11	13
Because of the good reputation of KLEO	9	10
Because of the good reputation of the education	4	5
Because of the teachers' professional qualifications	4	5
Because of the anticipated optional modules of the education	8	9
Because of the geographical location of KLEO	17	20
Because of the scheduling of the education (time of day)	6	7
Because of the scheduling of the education approximately every 14 days	1	1
Other reason, which:	32	37

* Pct. Of positive answers in relation to the total number of answers to the question

15b. Why did you choose the KLEO Diploma programme in Leadership? Other

	Frequency	Percent
Employers arrangement with KLEO	1	3
That the programme typically runs over a period of three years	1	3
Decided by the local authorities, employer	1	3
A class was made specifically for employees at H:S	3	10
A cooperation between my company and KLEO	1	3
Special arrangements had been made for employees at Frederiksborg Amt	2	6
It was applicable to the rest of my course	1	3
At the time being it was the one that Københavns kommune recommended and to witch they offered financial support	2	6
It was an approved education	1	3
A colleague was about to start at KLEO and I went along	1	3
The diploma programme in the Health Care Department in Frederiksborg Amt was temporarily closed	1	3
Arrangements with the local authorities	1	3
Had no other options at the time being	1	3
After reading several homepages offering diploma programs I found KLEO to be the best	1	3
I thought I had no other options	1	3
Name written (deleted owing to anonymity)	1	3
KLEO was the first to offer the programme, even before it was approved	1	3
Choice of the local authorities	1	3
Saturday-classes	1	3
The local authorities in my community made arrangements with KLEO	4	13
The prospects of studying full-time	1	3
Test-project in Hillerød Kommune	1	3
Flyers were sent to my company and we had an introduction	1	3
By coincidence	1	3

16. Have you taken the whole Diploma programme in Leadership at KLEO?

	Frequency	Percent
No	4	5
Yes	83	95
Total	87	100

17. How many modules have you completed at other educational institutions?

	Frequency	Percent
1 module	1	25
4 modules	1	25
Not answered	2	50
Total (valid)	4	100
Irrelevant	83	
Total	87	

18. At which other educational institutions have you completed modules?

	Frequency	Percent
DFH	1	25
Forvaltningshøjskolen	1	25
Not answered	2	50
Total (valid)	4	100
Irrelevant	83	
Total	87	

19. Why did you choose to take parts of your Diploma programme in Leadership at other educational institutions?

	Frequency	Percent
The educational institution was recommended to me	0	0
The education was recommended to me (e.g. through former students)	1	25
Because of the good reputation of the educational institution	0	0
Because of the good reputation of the education	0	0
Because of the teachers' professional qualifications	0	0
Because of the anticipated optional modules of the education	1	25
Because of the geographical location of the educational institution	1	25
Because of the scheduling of the education (time of day)	1	25
Because of the scheduling of the education (e.g. every week)	2	50
Other reason, which:	0	0

NB; n = 4

* Pct. Of positive answers in relation to the total number of answers to the question

20. How do you assess the relevance of the modules, and how did you benefit?

Relevance	Have not taken the module at KLEO	Very irrelevant	Irrelevant	Relevant	Very relevant	Percent/N
The personal leadership (mandatory module)	2	5	0	32	61	100/82
Leadership and human resource management (mandatory module)	1	4	0	17	78	100/83
Leadership and organisation theory (mandatory module)	1	2	2	35	59	100/82
Leadership and philosophy (optional module)	21	4	4	36	36	100/56
Leadership and coaching (optional module)	18	5	2	32	43	100/56
Leadership in politically managed organisations (optional module)	32	0	3	22	43	100/37
Management change (optional module)	26	0	0	36	38	100/50
Other optional modules; combined assessment	36	3	3	39	18	100/33
Final Project	4	4	4	32	56	100/78

20. How do you assess the relevance of the modules, and how did you benefit?

Benefit	Have not taken the module at KLEO	Very little benefit	Little benefit	Large benefit	Very large benefit	Percent/N
The personal leadership (mandatory module)	2	3	13	55	27	100/77
Leadership and human resource management (mandatory module)	1	0	1	40	58	100/78
Leadership and organisation theory (mandatory module)	1	4	23	49	23	100/78
Leadership and philosophy (optional module)	22	2	4	35	37	100/54
Leadership and coaching (optional module)	19	6	24	32	20	100/54
Leadership in politically managed organisations (optional module)	34	9	11	23	23	100/35
Management change (optional module)	28	2	15	36	19	100/47
Other optional modules; combined assessment	38	3	9	44	6	100/32
Final Project	4	3	15	35	43	100/74

21. To what extent do you consider that there were enough optional modules available on the KLEO Diploma programme to enable you to tone your education as desired?

	Frequency	Percent
To a great extent	27	31
To some extent	47	54
To a lesser extent	10	11
Not at all	3	3
Total	87	100

22. Were the optional modules which you wanted to enrol on available to you at the KLEO Diploma programme?

	Frequency	Percent
Yes	65	75
No, the module was overbooked	1	1
No, the module was not set up as there were too few enrolled	21	24
Total	87	100

23. If no, did you nevertheless achieve a satisfactory solution?

	Frequency	Percent
Yes	18	82
No	4	18
Total (valid)	22	100
Irrelevant	65	
Total	87	

24. How do you assess the supervision in relation to essay writing in the KLEO Diploma programme?

	Satisfactory	Mainly satisfactory	Mainly unsatisfactory	Unsatisfactory	Percent/N
Regarding elaboration on way of presenting the problem	35	55	9	1	100/87
Regarding producing the written product	36	52	10	2	100/87
Regarding seeing new angles on the topic being dealt with	36	55	8	1	100/87
In relation to the whole learning process	39	52	8	1	100/87

25. How do you assess the practical/administrative aspects of the KLEO Diploma programme?

	Satisfactory	Mainly satisfactory	Mainly unsatisfactory	Unsatisfactory	Percent/N
Regarding information about the education before you started	39	45	11	5	100/87
Regarding organisation and coordination of practical matters (room changes, cancellations etc.)	36	39	18	7	100/87
Regarding information about enrolment and examination deadlines	44	47	6	3	100/87
Regarding classroom and learning facilities	30	53	14	3	100/87

26. How do you assess the KLEO Diploma programme based on the following parameters?

	Satisfactory	Mainly satisfactory	Mainly unsatisfactory	Unsatisfactory	Percent/N
The professional level of the programme	66	34	0	0	100/87
The theoretical level of the teachers	64	36	0	0	100/87
The practical experience of the teachers	42	49	8	0	100/85
The communication ability of the teachers	37	59	4	0	100/86
The ability of the teachers to combine theory with practice in the labour market	41	55	5	0	100/86
The ability of the teachers to let the work experiences of the participants come into play	55	36	9	0	100/87
The division between external and internal teachers	41	55	4	1	100/86

27. How do you assess the teaching methods of the KLEO Diploma programme?

	Satisfactory	Mainly satisfactory	Mainly unsatisfactory	Unsatisfactory	Not relevant
Lectures/introductory presentations by teachers	50	50	0	0	0
Plenum discussions originating from lectures/introductory presentations by teachers	35	57	7	1	0
Introductory pre-presentations by students	14	44	11	1	30
Individual project work	27	44	5	0	24
Group project work	41	43	5	0	12

28. How do you assess the test and examination forms of the KLEO Diploma programme in relation to estimating your achieved knowledge?

	Satisfactory	Mainly satisfactory	Mainly unsatisfactory	Unsatisfactory	Not relevant	Percent/N
Individual large written exercise	48	34	6	1	11	100/85
Large written exercise as group work	55	33	4	0	8	100/85
Synopsis with subsequent individual oral examination	57	40	2	0	1	100/86
Final project	60	27	5	6	2	100/85
The ability to incorporate the participants work experiences in the employed test and examination forms	48	37	14	1	0	100/85

29. To what extent do you consider that the KLEO Diploma programme lives up to the aim that the students will:

	To a great extent	To some extent	To a lesser extent	Not at all	Don't know	Percent/N
Acquire knowledge of matters relevant to their field of activity	61	34	6	0	0	100/86
Acquire knowledge on relations relevant to the professional management fields of the course	67	31	1	0	1	100/84
Analyse relevant professional ways of presenting problems, i.e. describe causalities and patterns of meaning, for example with start from concrete experiences, descriptive concepts and relevant theoretical models of explanation	64	31	6	0	0	100/85
Develop the ability to formulate oneself orally	23	50	24	1	1	100/86
As leaders qualify their capability of propagating professional problems in writing	34	51	14	0	1	100/86
Learn how to put into perspective problems related to professional and practical training	61	34	6	0	0	100/86
Learn how to develop new ways of conduct as seen from a management point of view	64	32	5	0	0	100/85

30. How do you assess the composition of the participants of the KLEO Diploma programme?*

	There ought to be more participants with the same backgrounds/positions	There ought to be a greater diversity in the participants' backgrounds/positions	The composition of the participants is satisfactory	Percent/N
Regarding the occupational backgrounds of the participants	19	30	51	100/86
Regarding the leadership positions of the participants	21	17	62	100/85

31. How do you on aggregate assess the KLEO Diploma programme?

	Frequency	Percent
Satisfactory	54	64
Mainly satisfactory	27	32
Mainly unsatisfactory	3	4
Total (valid)	84	100
Not answered	3	
Total	87	

32. To what extent has the Diploma programme influenced your work compared with before you started the programme?

	To a great extent	To some extent	To a lesser extent	Not at all	Don't know	Percent/N
I have gained more professional responsibility	26	26	7	35	7	100/86
I have gained more staff responsibility	26	19	6	43	7	100/86
My tasks have become of more overriding strategic character	26	26	11	30	8	100/86

33. Are you employed in the same occupation now as before you started the Diploma programme?

	Frequency	Percent
Yes	48	55
No	39	45
Total	87	100

34. To what extent has the Diploma programme influenced your change of occupation?

	Frequency	Percent
To a great extent	18	46
To some extent	7	18
To a lesser extent	5	13
Not at all	9	23
Total (valid)	39	100
Irrelevant	48	
Total	87	

35. Is your place of employment the same now as before you started the Diploma programme?

	Frequency	Percent
Yes	6	15
No	33	85
Total (valid)	39	100
Irrelevant	48	
Total	87	

36. Where is your place of employment today?

	Frequency	Percent
State	0	0
Region	5	15
District council / municipality	20	61
Interest organization	0	0
Semi-public and/or self-governing institution	2	6
Private business	4	12
Self-employed	1	3
Other, write:	1	3
Total (valid)	33	100
Irrelevant	54	
Total	87	

36b. Where is your place of employment today? Other

	Frequency	Percent
Unemployed	1	100
Irrelevant	86	
Total	87	

37. To what extent has the Diploma programme influenced your change of place of employment

	Frequency	Percent
To a great extent	13	39
To some extent	7	21
To a lesser extent	6	18
Not at all	7	21
Total (valid)	33	100
Irrelevant	54	
Total	87	

38. Are you employed in the same sector as before you started at the Diploma programme?

	Frequency	Percent
Yes	31	80
No	8	21
Total (valid)	39	100
Irrelevant	48	
Total	87	

39. In what sector are you employed today?

	Frequency	Percent
Education	2	25
Health service	1	13
Pedagogical institutions	1	13
Other public occupation	1	13
Private sector	1	13
Unemployed	1	13
Other, write:	1	13
Total (valid)	8	100
Irrelevant	77	
Fill in error	2	
Total	87	

39b. In what sector are you employed today? Other

	Frequency	Percent
Human resource development	1	100
Irrelevant	86	
Total	87	

40. To what extent has the Diploma programme influenced your change of sector?

	Frequency	Percent
To a great extent	4	50
To a lesser extent	1	13
Not at all	3	38
Total (valid)	8	100
Irrelevant	77	
Fill in error	2	
Total	87	

41. At what level is your occupation today compared with before you started the Diploma programme?

	Frequency	Percent
A lower level	5	6
A higher level	24	28
The same level	57	66
Total (valid)	86	100
Not answered	1	
Total	87	

42. Have you experienced changes in your income (beyond normal wage adjustment) as result of the Diploma programme?

	Frequency	Percent
Yes, an increase in income	52	60
Yes, a decrease in income	0	0
No, I have not experienced changes in my income	34	40
Total (valid)	86	100
Not answered	1	
Total	87	

43. To what extent do you assess that the Diploma programme has given you the ability to:

	To a great extent	To some extent	To a lesser extent	Not at all	Don't know	Per-cent/N
Systematically form a holistic understanding across organisational and professional boundaries	46	46	7	0	1	100/87
Analyse organisations environment	55	40	3	0	1	100/87
Interpret and draw up overall aims and strategies	43	51	5	0	1	100/87
Draw up aims and action plans independently within your own field of responsibility and be able to carry out a dialogue about this with decision makers	43	48	8	0	1	100/87
Independently lead and motivate staff	55	36	8	0	1	100/87
Be aware of and able to create the conditions necessary for your own position, responsibilities and potentiality for action.	59	36	3	3	1	100/87

44. What other influence has the Diploma programme had on your leadership abilities compared with before you started at the programme?

	To a great extent	To some extent	To a lesser extent	Not at all	Don't know	Per-cent/N
I have become better qualified to tackle opposing demands, e.g. from management and staff	40	47	5	0	8	100/87
I have become better qualified to define the need for changes	43	50	4	1	2	100/86
I have become better qualified to carry through changes which are unpopular	35	45	12	6	3	100/87
I have become better qualified to communicate messages which are unpopular	30	55	9	5	1	100/87

45. To what extent has the Diploma programme influenced you concerning the following parameters?

	To a great extent	To some extent	To a lesser extent	Not at all	Not relevant	Percent/N
Has caused difficulties in relation to finding an appropriate role when you came back to your place of work	5	10	8	64	13	100/87
Has resulted in your personal development (in addition to leadership abilities)	60	32	6	2	0	100/87
Has improved your position in the labour market generally	33	43	10	8	6	100/87
Has improved your network	15	41	25	14	5	100/87

46. To what extent have you retained contact with your former fellow students?

	Frequency	Percent
To a great extent	10	12
To some extent	23	26
To a lesser extent	30	35
Not at all	24	28
Total	87	100

47. To what extent are you interested in entering into a formalised network of former fellow students?

	Frequency	Percent
To a great extent	23	26
To some extent	24	28
To a lesser extent	25	29
Not at all	15	17
Total	87	100

48. Do you feel that you have a need for further education following the completion of the Diploma programme?

	Frequency	Percent
Yes	68	78
No	19	22
Total	87	100

49. If yes, within which fields?*

	Frequency	Percent
- Leadership	32	47
- Communication	36	53
- IT	9	13
- Finance	21	31
- Budgeting	21	31
- Marketing	7	10
- Public administration	18	27
- Psychology	23	34
- Educational theory	9	13
Other, write:	12	18

* Pct. Of positive answers in relation to the total number of answers to the question

49b. if yes, within which fields? Other

	Frequency	Percent
Coach	1	8
Coaching	1	8
Coaching	1	8
Its more a question of inclination than a need for further education,	1	8
Philosophy	1	8
Quality-development	1	8
Leadership in politically managed organizations witch was not established while I were there. It should be mandatory!!	1	8
New theories about leadership such as LEAN/ Blue Ocean etc.	1	8
Am considering a master	1	8
Proces leadership/ Facilitating	1	8
Text analysis and communication	1	8
A Wish to continue the studies	1	8
Total (valid)	12	100
Irrelevant	75	
Total	87	

50. Have you any concrete proposals for how the Diploma programme can be improved and strengthened?

More participants (5 -10) from the same context, in the same class the first three obligatory modules

Minor network-groups. More involvement of the practical experience of the participants

It's in the managerial departments something is wrong, at least if things are still the same as when I went there.

A more widespread participation, with more participants from the private sector might be advantageous.

An assistant teacher with practical experience as leader for the practical modules might be of good use in the obligatory modules - as a support/counselor for the primary teachers.

Professionally the education reach a high level, witch is relevant if in a management post. It is, though, important to have participants from both the private and public sector.

More participants from the private sector

Working in a politically managed organisation, I would wish for more modules on politic and society

Generally the teachers have been very competent. Those who have not displayed that kind of quality lack the practical experience. It hampers the common understanding of the problems that ties op the participants.

Stronger branding would be preferable - in that way the companies will know what they are in for

Clear and precise information about witch kind of exam is relevant, and how it is going to pass off, from the very beginning of each module. Small classes are preferable: Rather one teacher ands 12 participant than two for 25 participants.

I have participated in a special course for Frederiksborg Amt, and are very pleased. Nice that KLEO moved to the new premises - it made a big difference.

Include a module on Economy-/budgetary control. I find it will strengthen the education at KLEO to include a module (maybe even obligatory) about the budget.

I went through a fast course which was really good. I finished in a year and a half, but as far as I'm informed it was changed into two years. I have always been working in the private sector, so my experience at KLEO was that the school continues to focus on the public sector. I would suggest to focus more on participants from the private sector. This questionnaire is a year after my graduation from KLEO - but I suppose there is a reason for that.

All over I think it was a fabulous course of education, with very few minor imperfections not worth mentioning

To critically revise the teachers

Make some good master-educations

A wider span considering subjects. More participants from private companies. More focus on the practical situations experienced by the participants.

To go through more overall theory - and in that way aim for a better general idea

The module "videnskabsteori" should be placed before the major written assignment, preferably as a week-course or a 2/3 days seminar

I think the structure is ideal

A general idea about the composition of participants regarding full-/ part-time students, to help plan the education consciously in connection to that - either to mix and separate the two kinds of participants according to the goal of the module. In advance plan and use the opportunities that arise being a group of fulltime students.

Clear-cut and thorough tutoring in how to write an assignment. Higher demands to the participants about participation in the class - background provided by the read material. More cases involving the participants.

Greater homogeneity concerning the teachers weighting of theory and practice

Possibly the education could be divided into two groups: The ones with a managerial post and those without such a post.
