



Evaluating Complex Projects: Scouting at HMP Low Moss

Clyde Scouts and Low Moss Prison

In April 2012, Clyde Regional Scout Council, in partnership with Kelvin Valley District, Girlguiding Dunbartonshire and the Scottish Prison Service established a prison based Scout & Guide Group at HMP Low Moss. The work to support the starting of this new Group was carried out first, as part of the Region's Development Project and since March 2014, the Group has been supported by a part-time member of staff, leading and supporting the volunteer team. Both the Development Project and the subsequent Low Moss-specific project received funding from the Scout Association's Development Grants Board (DGB).

Unsurprisingly the project is attracting considerable attention from both internal and external audiences. Being 'a first' for Scouting in the UK, the DGB wishes to evaluate the performance and impact of the project. This may lead to Scouting supporting the development and sharing of good practice, and to help inform others how this might be rolled out as a wider project across The Scout Association and Girlguiding UK. Therefore an evaluation project is to be undertaken to help inform the future direction of Scouting and Girlguiding in prisons.

Herriot Watt University's School of Management & Languages have agreed to go into partnership with us and fund the majority of the costs of the evaluation project, in the form of a PhD scholarship. The evaluation will be overseen by Professors Umit Bititci and Robert MacIntosh, with the work being carried out by students working towards a PhD in their school. It is proposed that someone be appointed by July to ensure that the full scope of the project can get underway during October 2015. Through Isobel McNab and John Naylor, the DGB's Project Visitors, introductions are possible with members of the senior management team at Inspiring Scotland and Evaluation Support Scotland.

- Robert MacIntosh is Professor of Strategic Management and his research interests lie in the areas of strategy development and organizational change. He takes a particular interest in what people do in the development of strategy and have therefore studied away days and workshops as well as conducting longitudinal studies with a range of FTSE-listed organizations, major public-sector organizations and SMEs. He uses complexity theory, narrative, learning and a range of other processual explanations of how and why strategy and change occur. He is also interested in the role of research methods in improving the relevance of management research and have published on the relevance debate, ethnography and action research.
- Umit Bititci is the Professor of Business Performance at the Heriot Watt University, School of Management and Languages, Edinburgh, UK. He has a unique blend of industrial and academic experience that spans across 35 years. He has dedicated his career to understanding what makes high-performing companies different. He has worked with an international portfolio of companies and public sector organisations. He has led several international research and development projects with a research portfolio c.£20m. He has published c.200 papers and he regularly appears at international conferences and workshops as guest/keynote speaker.



Evaluating Complex Projects – PhD Project

Both public and third sector organizations are increasingly working in partnership arrangements. While it is not apparent that such financial pressures were a motivating force in the Low Moss project, which derived more from the missions of Girlguiding UK and the Scout Association, such pressures are likely to be relevant to other partnership projects which the PhD student may study. So called partnership working can confer many benefits on end users of these services and there are numerous examples of collaborations at the interface between health, social care, housing, education, policing and criminal justice. Whilst there is an established literature on collaboration there is little research on the evaluation of such endeavours, particularly from a public and third sector perspective. Whilst each individual collaborating organization will have an independent set of performance criteria, the nature of shared performance measurement and the process by which such shared performance measures might be developed is not well understood.

Literature on performance measurement of collaboration suggests that the act of collaboration introduces another dimension of complexity by effectively bringing a third (virtual) organisation in to the equation (i.e. two organisations collaborating with their own individual performance measures in effect creates a third organisation with its own performance measures which may at times conflict with the interests and priorities of the two collaborating organisations). The literature also suggests that appropriate managerial routines and review processes need to be introduced to enable organisations to manage this additional level of complexity. However, despite these insights the literature contains very little empirical evidence as to how this can be achieved.

This research seeks to establish a methodology for evaluating complex, inter-organizational projects in ways which allow stakeholders, including funding agencies, to assess the overall effectiveness and value-for-money represented by collaborative working. Whilst the focus of the research would be performance evaluation of complex inter-organisational projects, the integration of project specific performance measures with “business as usual” performance measures of the individual organisations will also be investigated to identify and develop appropriate managerial routines and review processes to enable the collaborating organisations to effectively collaborate.

Project Deliverables

- Report evaluating the effects on implementing Scouting and Girlguiding at HMP Low Moss to be used by the DGB and Scout Association Headquarters, Clyde Region, Scouts Scotland and Girlguiding UK to assess the performance of the project. The report might subsequently be shared externally with potential future partners, should further projects be justified.
- Template for introducing similar Scouting and Girlguiding experiences to other Prisons.
- PhD Thesis - Focused on a transferable methodology for evaluating complex, inter-organizational projects
- Academic publications – Disseminating the results of the thesis to an academic and industry audience

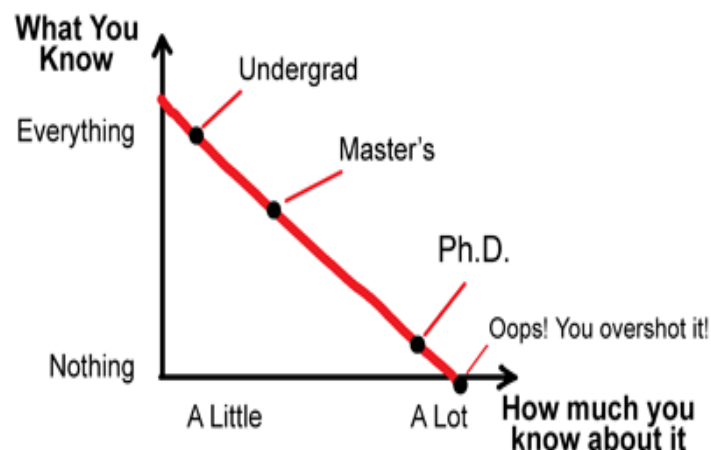
What is a PhD then?

A PhD is less like hacking through the jungle with a machete, and more like crawling around on the ground with a magnifying glass - less major discovery of new lands, more painstakingly detailed investigation of familiar ones. More realistically, it is a demonstration of research competence, in particular:

- Mastery of your subject
- Research insight
- Respect for the discipline
- Capacity for independent research
- Ability to communicate results and relate them to the broader discourse

It involves you doing a substantial chunk of research, writing it up and then discussing it with other academics. You have at least two supervisors (or more) to help and advise you, but in theory the PhD is something for which you take the initiative, and so it is a demonstration of your ability to do proper research independently. The process is rarely smooth; along the way you are likely to learn a great deal about how not to do research as well as about how to do it effectively. At a sordidly practical level, the PhD suggests that you are good enough at research to be appointable to a university post. A PhD is highly advisable for a career as an academic, or helpful for a career as a researcher in industry. PhDs are recognized around the world and tend to have pretty good quality control, a PhD from one country will be recognized in another without too much snobbery.

What You Know vs How much you know about it



(Adapted extract from: Petre, M. & Rugg, G. (2010) *The Unwritten Rules of PhD Research*. OUP: London)

What is on offer?

This is particular case not an open call for projects, it is a specific and clearly delimited PhD proposal jointly between the department and Clyde Scouts which the successful candidates will be expected to carry out. These PhD projects will include: aim and objectives, theoretical and contextual literature, and data collection plan (including access to data). Furthermore, you are expected to teach (or equivalent) for approximately 100 hours over the academic year and contribute to the life of the department.

Fully funded three year full-time PhD Scholarship, this includes: PhD fees (£4,052 per year for 3 years); £13,900 (per year with expected annual inflation increases) maintenance allowance which is tax and national insurance exempt and is expected to cover normal living expenses; £2250 over the course of study to contribute towards conference attendance, and additional funding may be available for research training.

Research training is central to the PhD process and any training necessary to undertake a PhD will be delivered through a variety of means including attendance at SML and Heriot-Watt courses, supervised and directed training, external courses as appropriate.

Why does the department offer these Scholarships?

In 2014/15 Business Management offered a significant number of PhD scholarships as part of a drive to meet the University's objective of a 50% increase in PhD population. The School of Management has invested heavily in providing these scholarships and we have registered more students this session than graduated in the entirety of the last six years. We plan to fund a number departmental scholarships next session. The doctoral scholarships play an important part in covering teaching needs in BM, support research and staff development.

How do I spend three years?

PhD	Evaluation Project	Teaching	Publishing	Funding
1 Plan it! <ul style="list-style-type: none"> • Chapters 1-3 	Project framework agreed, data collection, initial report.	Tutorials Marking	Literature Review Paper(s) Conceptual Paper	You just got a £60k package!
2 Do it! <ul style="list-style-type: none"> • Collect Data • Chapters 4 & 5 	Dissemination to Scouting, Girlguiding & other interested parties.	Tutorials Marking Occasional lectures	Working Paper on findings 'Secondary' findings paper Bits you cut	Conference travel... Training money
3 Finish it! <ul style="list-style-type: none"> • Chapter 6 • Viva • Graduate (We stop feeding you after 3 years)		Lectures Marking Course administration Supervision	Main Paper	Secondary research grant

What do I need to be considered?

Amongst other things we are looking for someone who:

- has the realistic expectation to achieve (or received) a 1st Class Honours degree or a distinction at MSc level, in any academic discipline
- wants to undertake a prolonged period of research
- wants to work closely with the Scout Association
- could contribute to the life of the department
- has an aptitude to teach
- can work independently with good time management skills
- bright, witty and would make a good colleague!

What is the application process?

The application process is coordinated by Gary Bainbridge of Clyde Scouts and Robert MacIntosh of Heriot-Watt University

Stage	Description	Date
Expression of intent	Submit <ul style="list-style-type: none">• Statement of approximately 1000 words of intent as to why you would like to do this PhD, why you would make a good PhD student and what you could bring to the project• Full CV	By 16 th July
Shortlisting	Applicants are assessed on the strength of current grades, quality of Statement and reference. If successful, candidates proceed to Selection and will then have to make a formal application via the University's online application system.	By 1 st August
Selection	Applicants will be invited to give a 10 minute presentation on how they would conduct the project. This is followed by about 20 minutes of discussion with the panel.	August
Offer	Offer will be made to the successful candidate	August 2015
Matriculation	PhD Students should be in the department for the Monday of 'Freshers' Week 2015' to register, take part in the induction process and find out about their teaching duties.	Monday, 7 th September 2015

What do I do next?

Well, simply follow the application process above and submit your 'Expression of Intent' to Gary.Bainbridge@clydescouts.org.uk