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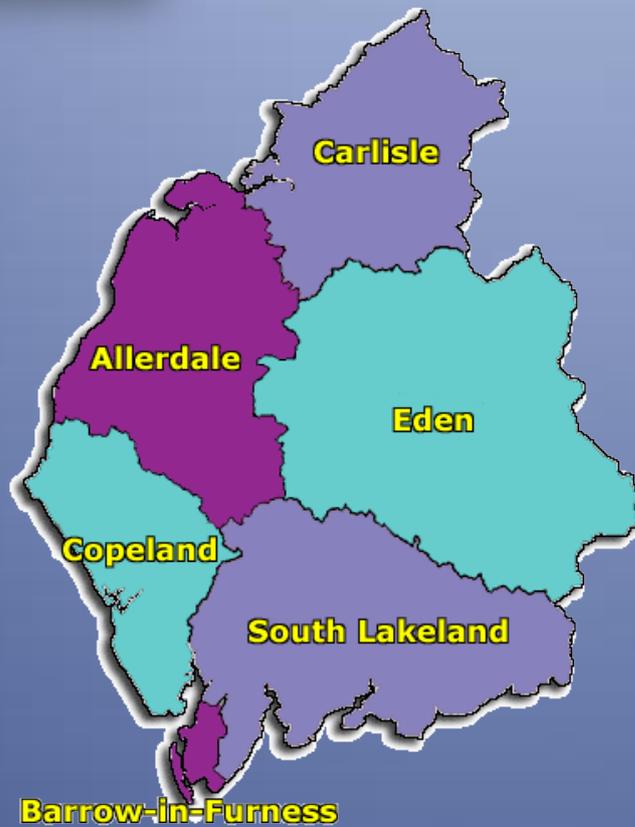
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CPFT: Learning Leaders

Interim Evaluation Report: April 2013

Paul K. Miller, Tom Grimwood, Nicola Relph and Melissa Bargh



Executive Summary.

Background.

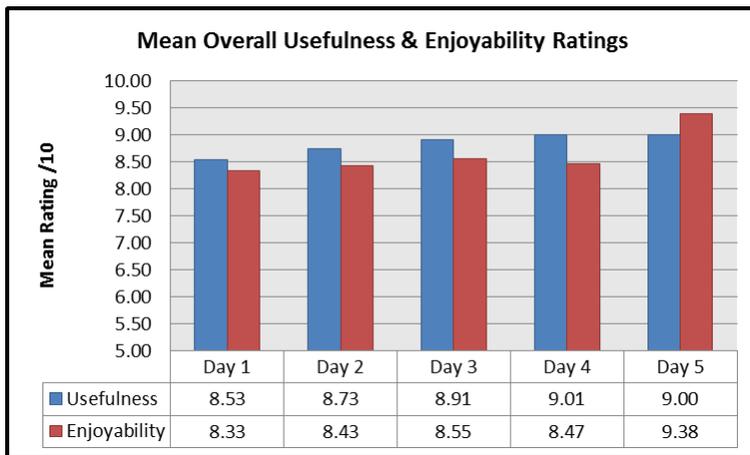
- This report investigates findings arising from participant feedback evaluations of the five taught days, plus in-depth interviews relating to projects, of Cumbria Partnership Foundation Trust's "Leadership Leaders" Programme (henceforth LLP) running from 2012-2013, as part of a broader multi-method evaluation.
- The report summarises both quantitative and qualitative feedback, and synthesises results to provide a more three-dimensional overview.

Methodology.

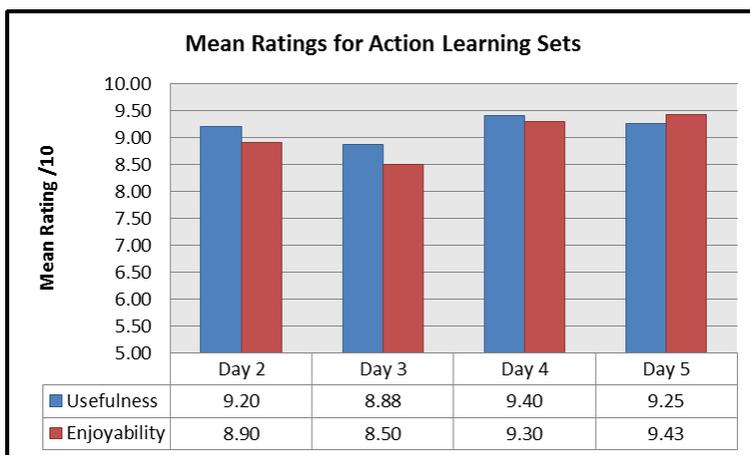
- Employing a mixed-analytic approach to the evaluation data collected, a descriptive statistical approach and a qualitative-thematic dimension are utilised.
- All participants at each of the first five days of the LLP were invited to provide evaluative feedback.
- A total of N=60 evaluations were collected, with the split by-day as follows: On Day 1, N=15 evaluations were collected; on Day 2, N=10; on Day 3, N=16; on Day 4, N=10 and on Day 5, N=9.
- The evaluation form was organised to generate two key forms of feedback data:
 - The quantitative aspect utilised standard 1-10 rating scales, and five-point likert opinion scales.
 - The qualitative afforded participants of an opportunity to provide more detailed feedback.
- Scale data were analysed descriptively by question, by day-of-collection and by Module, and then comparatively to explore similarities and differences in feedback on different days and different Modules.
- A Straussian Grounded Theory approach (Strauss & Corbin, 1998) was used to investigate qualitative contributions, in which responses were initially free-coded, and then grouped into sub-themes and meta-themes.
- Finally, these meta-themes were collected into common evaluative categories.

Evaluation Feedback (Quantitative).

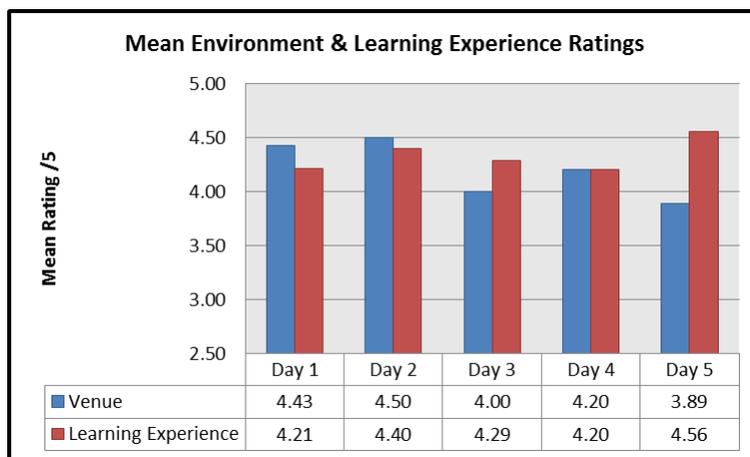
- All sessions across the LLP were received exceptionally well, with mean daily quantitative scores for both interest and usefulness never dropping below eight out of ten.
- There was minimal divergence between usefulness and enjoyability scores for any given day, indicating that sessions were optimally balanced between theoretical and practical materials.



- The mean scores for the action learning sets were marginally higher than the mean overall scores for each day, indicating that these were the participants’ favoured elements of the programme.



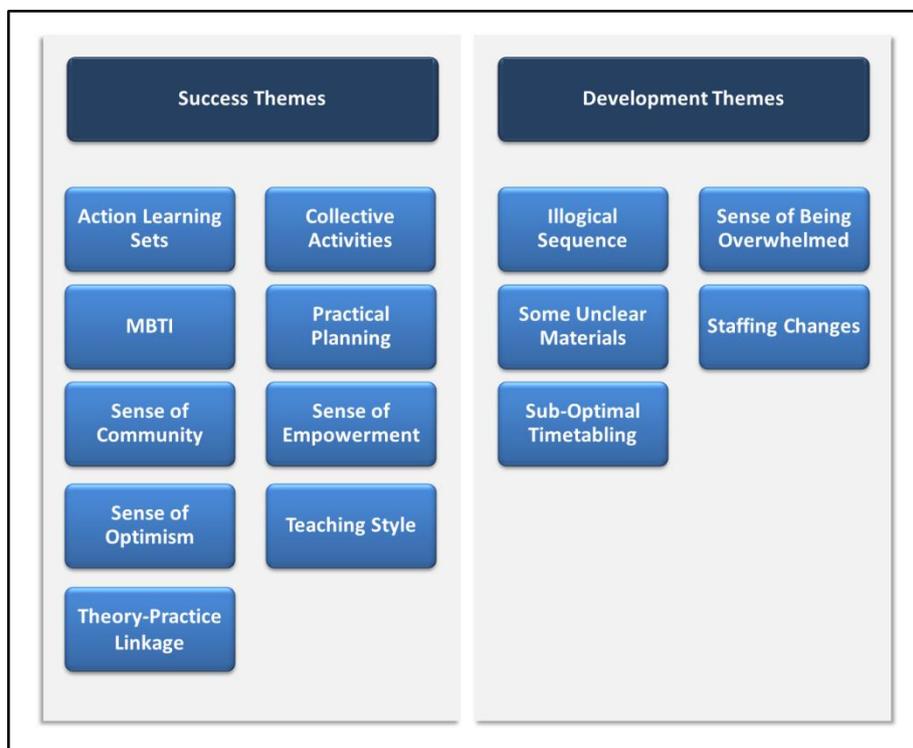
- Mean ratings for both physical environment and learning environment were consistently high, with all sessions receiving average participant scores over four out of five, with only one exception.
- This exception was for the venue/refreshments on Day 5, where the mean rating dipped to 3.89 out of five. It is of note, however, that this score was complemented by the highest mean learning experience score on the same day (a very high 4.56 out of five), indicating that although the physical environment was not quite as well received as on previous days, this did little to dull the participants' enthusiasm for the materials themselves.



Evaluation Feedback (Qualitative).

- Qualitative feedback was similarly affirmative, with success themes outstripping developmental themes in range, frequency and impact-framing.
- The structure of the programme was complimented extensively in terms of the collective activities embedded therein, the practical planning and organisation of the individual days and the overall programme, and teaching and facilitative styles of session leaders.
- Some concerns were raised relating to the degree to which the days of the programme were “spread out” and some participants felt that a few materials from later in the programme would have been helpful at an earlier stage.
- The content of the LLP was also highly praised, with the inclusion of the Myers-Briggs psychometric type indicator, the broad practical applications of the programme at large (especially the “Communities of Practice” session), and the action learning sets being singled out as exceptionally valuable.

- Some participants found slides difficult to read early in the programme, and some would have found pre-session access to the written materials constructive.
- The most striking aspect of the qualitative feedback related to the impacts of the LLP at the personal level.
- A small number of participants felt a little overwhelmed by the range of the materials (though not the level), and by group work with more explicitly assertive peers.
- All participants highlighted that the LLP had given them a strong sense of community and “connectedness,” both within the group but also regarding CPFT itself; the presence of the chair on the first day was cited as particularly valuable in this respect.
- Participants also cited their increased optimism, both about the LLP itself, but more importantly about their professional roles and collective leadership prospects in the light of the LLP. This was taken to stem both from the practicality of the taught materials, and also from the sharing of histories and experiences with peers.
- Finally, and most explicitly, participants found the programme *empowering*. Motivation and confidence were cited as direct outputs of interactive work within the LLP, the nature of the taught materials and the discovery that their more difficult experiences were also shared by others.



Conclusions.

- Core findings are discussed in terms of five main themes:
 - Participant Optimism and Empowerment.
 - Timetabling.
 - Direct and Interactive Learning.
 - Community.
 - Level and Focus of “Pitch.”

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1. Introduction.

This report investigates findings arising from participant feedback evaluations of the five taught days, plus in-depth interviews relating to projects, of Cumbria Partnership Foundation Trust's "Leadership Leaders" Programme (henceforth LLP) running from 2012-2013, as part of a broader multi-method evaluation. The report summarises both quantitative and qualitative feedback, and synthesises results to provide a more three-dimensional overview.

1(i). The Programme.

The LLP was developed around a distinct set of twelve principles and aims. These were to:

- a. Provide an advisory function for the development of the Learning Network- a diverse group of people who wouldn't normally meet, coming together to share and explore ideas/ experience and take up a role in developing learning across the organisation.
- b. Central to the role would be a project in their area of work which would form part of the selection process and clearly makes the link between "learning" and "doing". The project would be something the person is already working on or wanting to develop but requires help, support and skills development. Projects will have a focus on supporting integration and improving the experience of patients and carers. Projects should be chosen with full support of locality management.
- c. Peer networking- LeN "community of practice" e.g. lunchtime meetings and action learning sets to develop local communities of practice.
- d. Champion role- promote and develop the Learning Network across the organisation
- e. Resource for organisational development
- f. Consultative role in developing learning initiatives etc. - can respond to organisational questions as a diverse but reflective & well informed collective
- g. Once established, may also be used to help organisation out on a particular topic e.g. staff well-being, to promote bottom up solutions to problems and peer ownership & engagement.
- h. Develop expertise in the Trust's chosen change methodology.
- i. Take an active part in the Learning network annual conference.

- j. As a group develop methods of embedding a learning culture within the organisation and take a lead in further embedding a reflective approach to the delivery of care across the organisation
- k. The group will be available to respond to organisational questions as a reflective and well informed group
- l. Develop the role of learning leader and work towards the selection of the second cohort in 2013.

The programme comprised five sequentially-ordered one-day modules, each of four or five sessions. These were as follows:

Day	Session 1	Session 2	Session 3	Session 4	Session 5
1	Welcome and Introduction	Learning Models	Communities of Practice	Project Discussion	Leading Change
2	Lifelines	Action Learning Sets: Theoretical Underpinning	Action Learning Sets		
3	Difference and Diversity	DNR	Action Learning Sets		
4	Influencing Styles and MBTI	So, you want to make an Impact?	Action Learning Sets		
5	Leading Learning, Leading Change	Role of a Learning Leader	Action Learning Sets		

Consequently, the intended outcomes for participants are stated as:

- Benefit to the individual at a personal development level and to experience how personal development can expand into organisational change;
- Small bursary (circa £100) to be used for learning activities;
- Links to University of Cumbria;
- Access to coaching and mentoring support;

- Access to a development programme facilitated by Judi Egerton, OD Lead with input from University of Cumbria and other areas of the Trust to include action learning groups. The focus to be on developing the role, acquiring skills, personal development, leadership and consultation to their project. To have an opportunity to form a “think tank” to develop their views as a group and network between localities;
- Seminars with high profile speakers at the “cutting edge” of learning & development/ Knowledge Management;
- Time to attend development activities in negotiation with locality management;
- Potential to join regional/national groups;
- The promotion of learning and development of the learning network and learning initiatives should be of benefit for teams and areas of work. The project should focus on local developments supporting integration.

1(ii). Report Structure.

The remainder of this report is organised around the following structure:

- In the **Methodology** (p.13), the sample, data collection and analytic procedures are outlined.
- In **Participant Feedback** (p.16), the central statistical and qualitative trends emerging from analysis of daily feedback forms on the taught sessions is presented and discussed.
- In the **Conclusions** (p.51), a synthesis of all central themes is advanced, alongside a reflection on how this might direct further research in the programme.

2. Methodology.

This report employs a mixed-analytic approach to the evaluation data collected, utilising a descriptive statistical approach combined with a qualitative-thematic dimension.

2(i). Participants & Procedure.

All participants at each of the first five days of the LLP were invited to provide evaluative feedback. A total of N=60 evaluations were collected, with the split by-day as follows: On Day 1, N=15 evaluations were collected; on Day 2, N=10; on Day 3, N=16; on Day 4, N=10 and on Day 5, N=9.

2(ii). Design.

The evaluation form was organised to generate two key forms of feedback data. The quantitative aspect utilised 1-10 rating scales, and also standard Likert scales, requesting the following information:

1. Please indicate on a scale of 1-10 (with 1 not useful/enjoyable at all, and 10 being very useful enjoyable) how you found the following sessions:

Session X.

Useful	1	2	3	4	5	6	7	8	9	10
Enjoyable	1	2	3	4	5	6	7	8	9	10

2. Please tick one of the following options in regard to how you found the venue/lunch that was provided:

Excellent	<input type="checkbox"/>
Very good	<input type="checkbox"/>
Satisfactory	<input type="checkbox"/>
Poor	<input type="checkbox"/>
Very Poor	<input type="checkbox"/>

3. Please give a rating...on your overall learning experience today.

Excellent	<input type="checkbox"/>
Very good	<input type="checkbox"/>
Satisfactory	<input type="checkbox"/>
Poor	<input type="checkbox"/>
Very Poor	<input type="checkbox"/>

The second form of data collection availed participants of an opportunity to provide more detailed qualitative data in line with their session ratings, and also to comment on each day overall.

2(iv). Data Analysis.

Scale data were analysed descriptively by question, by session and by Day-of-collection, and then comparatively to explore differences between feedback on different days and different Modules. A Straussian Grounded Theory approach (Strauss & Corbin, 1998) was used to investigate qualitative contributions, in which responses were initially free-coded, and then grouped into sub-themes and meta-themes. Finally, these meta-themes were collected into common evaluative categories. "Additional information" on evaluations was incorporated into extant categories where appropriate.

It is essential to keep in mind that this latter mode of thematic analysis is designed to display the *range* of themes emergent of the qualitative data, and not accord significance according to frequency of occurrence. From a Straussian point of view, every issue has potential ramifications and it would be myopic to dismiss an innovative idea or suggestion because it is less statistically significant. Indeed, innovation itself is often defined by the fact that it is not widely posited.

3. Participant Feedback.

Key findings are discussed below in four sections. In the first, quantitative feedback is presented in terms of a day-by day summary. For each of the five days, the usefulness and enjoyability of the sessions both individually and collectively are described, alongside likert measurements of satisfaction with the overall learning experience and the environment (venue/refreshments etc.). In the second, statistical syntheses of overall rating for the module are considered. The third section thematically explores qualitative feedback, while the fourth synthesises this for recurrent positive and developmental themes.

3(i). Quantitative Feedback (Summary).

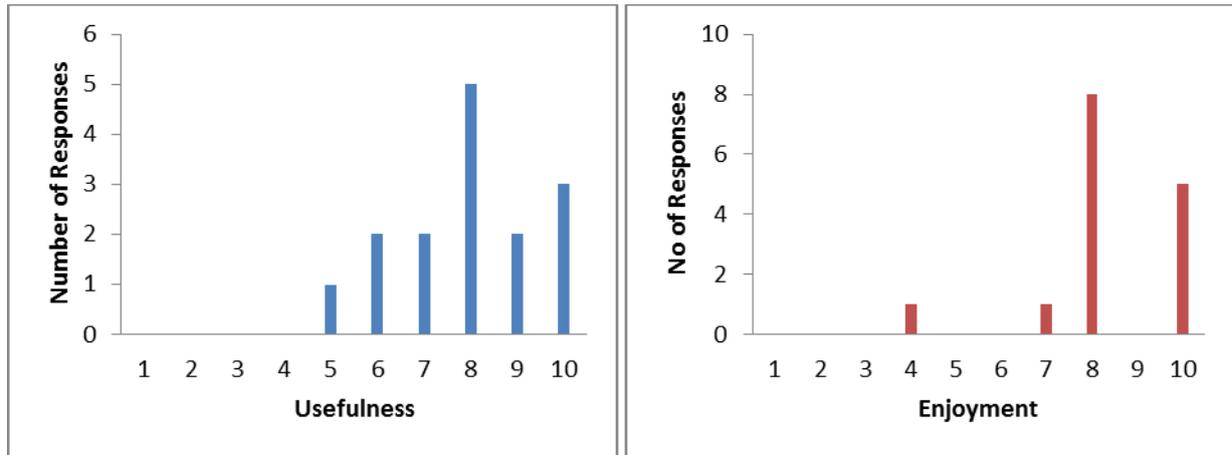
Each day was divided into four or five sessions, with action learning sets representing at least two of these from the second day onwards. For a fuller description of the day-by-day timetabled sessions, and the content thereof, refer to the introductory chapter of this report (page 10). Analysis below is presented by day and by session.

Day One.

Session One: Welcome and Introduction.

The “Welcome and Introduction” session on Day 1 was well-received, with the most commonly allocated score for usefulness being eight out of ten (Figure 1). Moreover, over two thirds of the group scored usefulness at eight *or more* out of ten. There was a larger range for enjoyment scores; one participant provided an outlier score of four out of ten, though the majority of the group again allocated a score of eight or above out of ten.

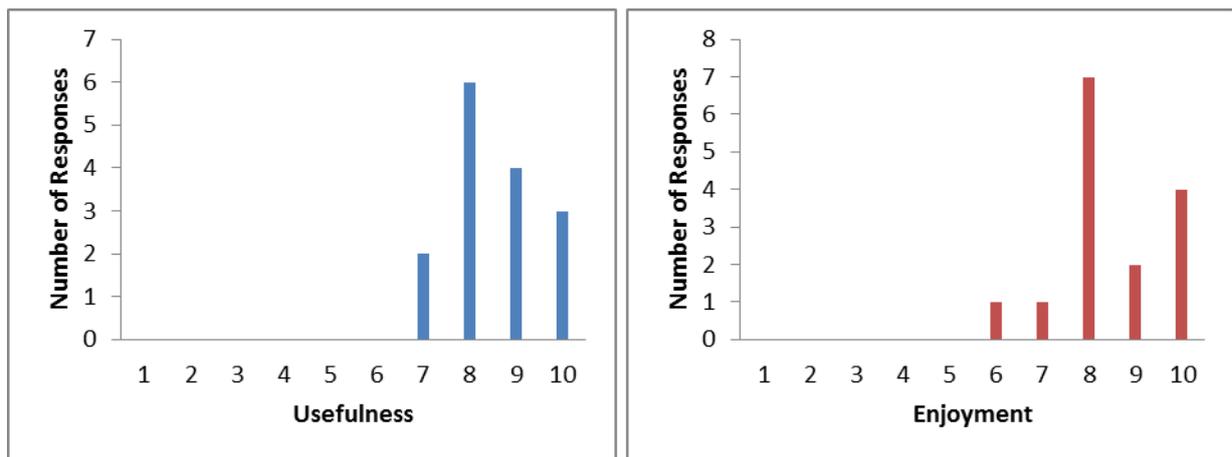
Figure 1: Usefulness and enjoyability of day 1, session 1



Session Two: Learning Models.

A total of 87% of the group scored both the usefulness and enjoyment of this session eight or above out of ten. The lowest score provided was six out of ten, while a much larger proportion allocated full marks.

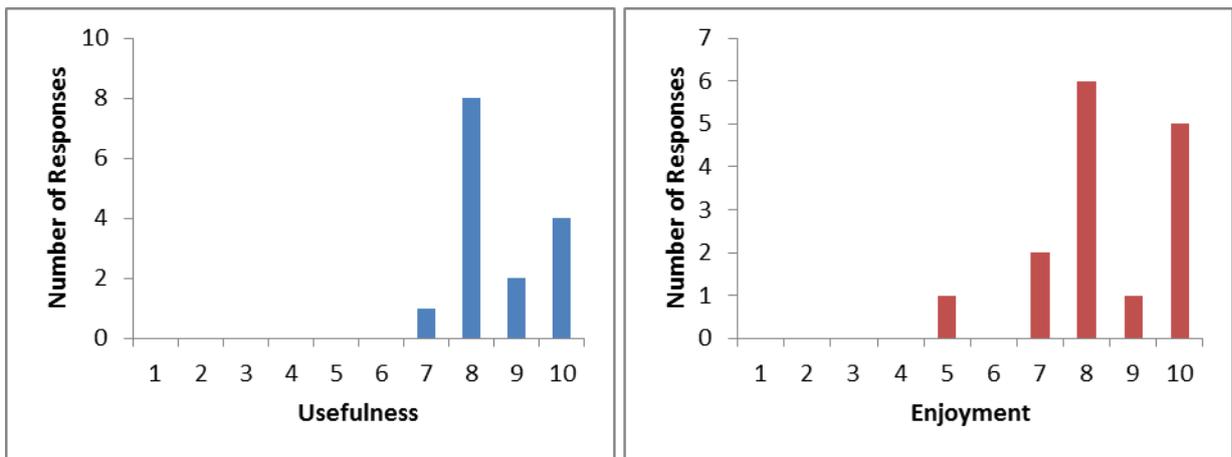
Figure 2: Usefulness and enjoyability of day 1, session 2



Session Three: Communities of Practice.

The large majority of the group (93%) scored the usefulness of session three eight or more out of ten.

Figure 3: Usefulness and enjoyability of day 1, session 3

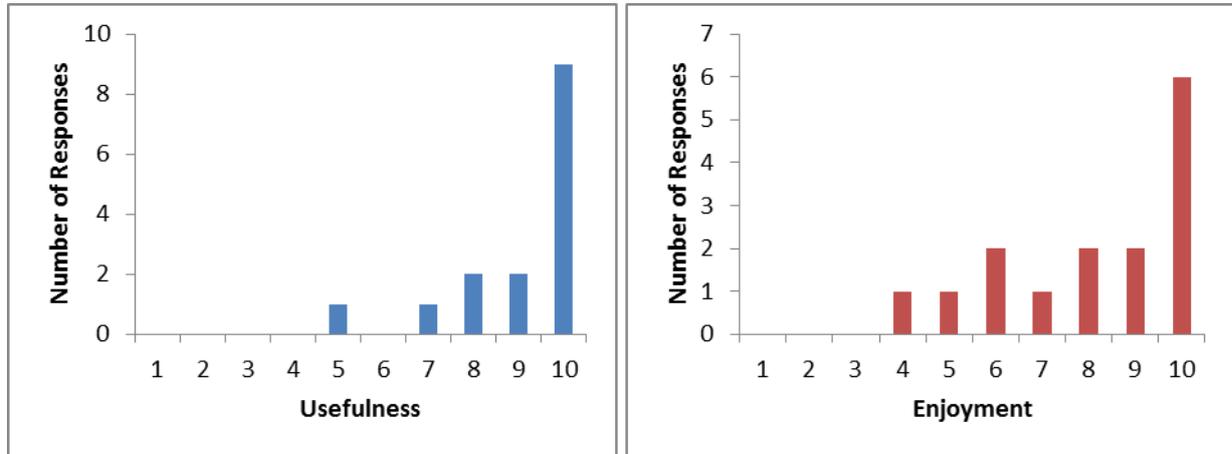


The enjoyment scores were not quite as high, although 80% of the group still scored the session at eight or more out of ten.

Session Four: Project Discussion.

A substantial 60% of the group scored the usefulness of this session ten out of ten. Enjoyment scores were a little more varied, however, though 40% of the group still gave a score of ten and the vast majority scored it at eight or more.

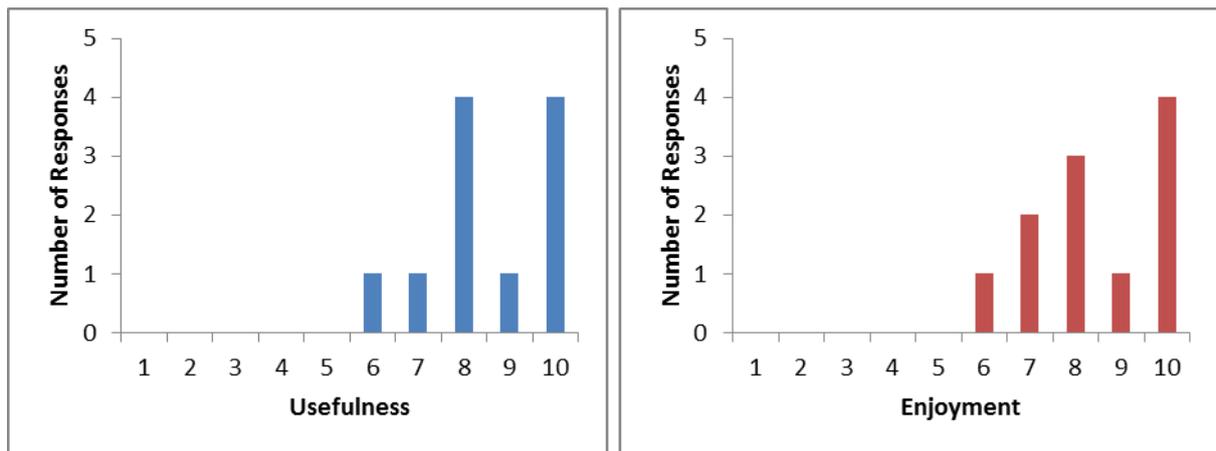
Figure 4: Usefulness and enjoyability of day 1, session 4



Session Five: Leading Change.

In total, 82% of the group scored the usefulness of the session at eight or above out of ten. Enjoyment scores ranged from six to ten; the majority score was ten out of ten (Figure 5).

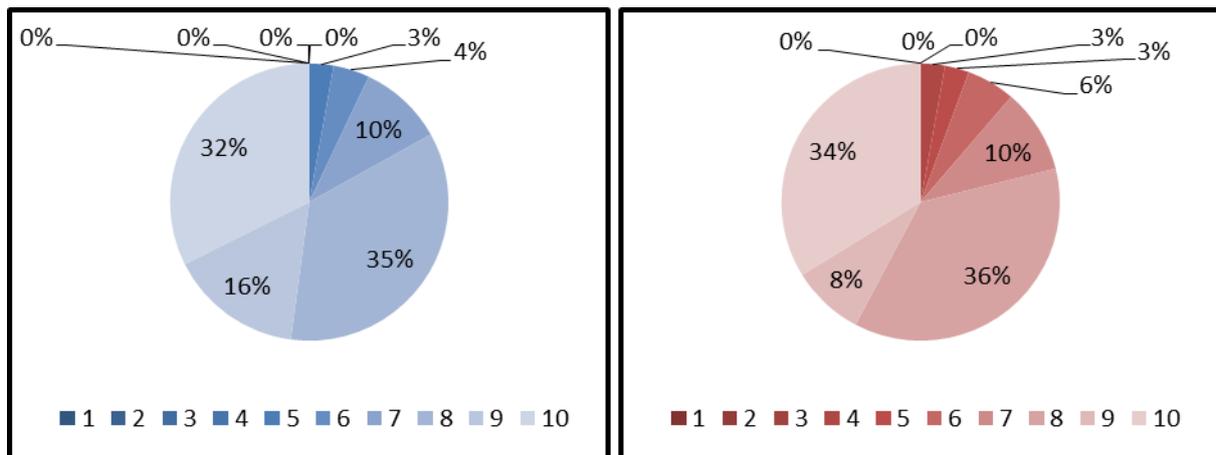
Figure 5: Usefulness and enjoyability of day 1, session 5



Overall “Usefulness” and “Enjoyment.”

The group scored the overall usefulness of Day 1 very highly, with the large majority (83%) giving a score of eight or above out of ten.

Figure 6: Overall usefulness (blue) and enjoyability (red) of day 1

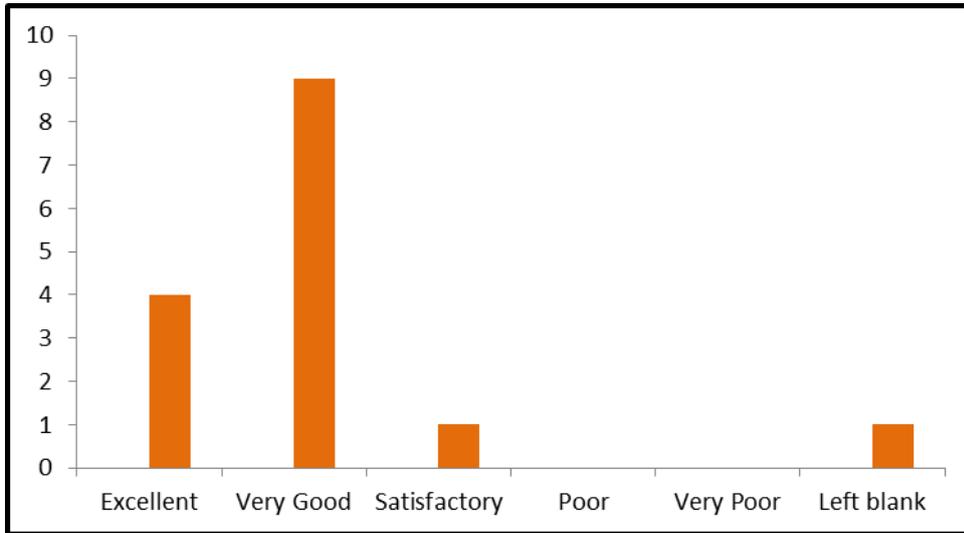


A total of 78% of the group, meanwhile, scored their enjoyment of the day at eight out of ten or above.

Overall Learning Experience.

The overall learning experience of Day 1 was rated almost uniformly as “excellent” or “very good” by participants.

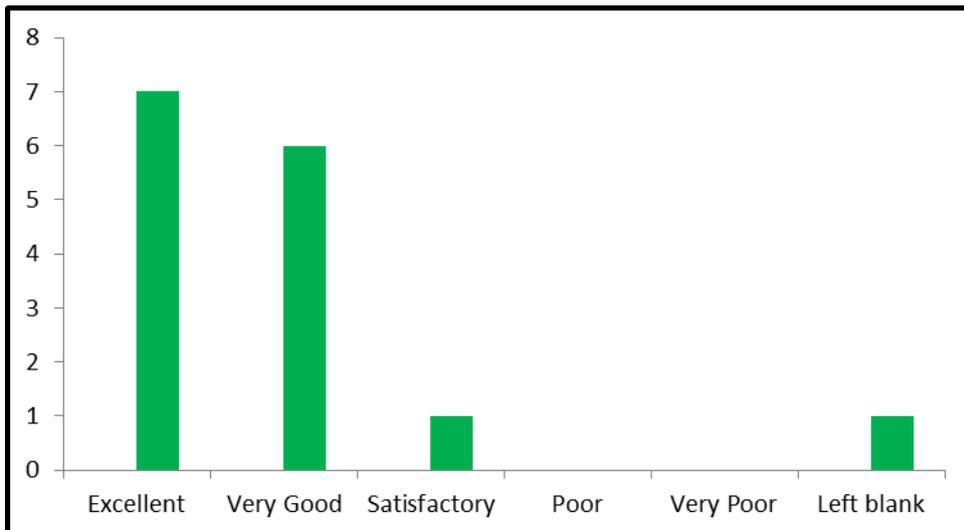
Figure 7: Overall learning experience of day 1



Environment.

The venue and refreshments were very well received by participants indeed (Figure 8).

Figure 8: Environmental ratings for day 1



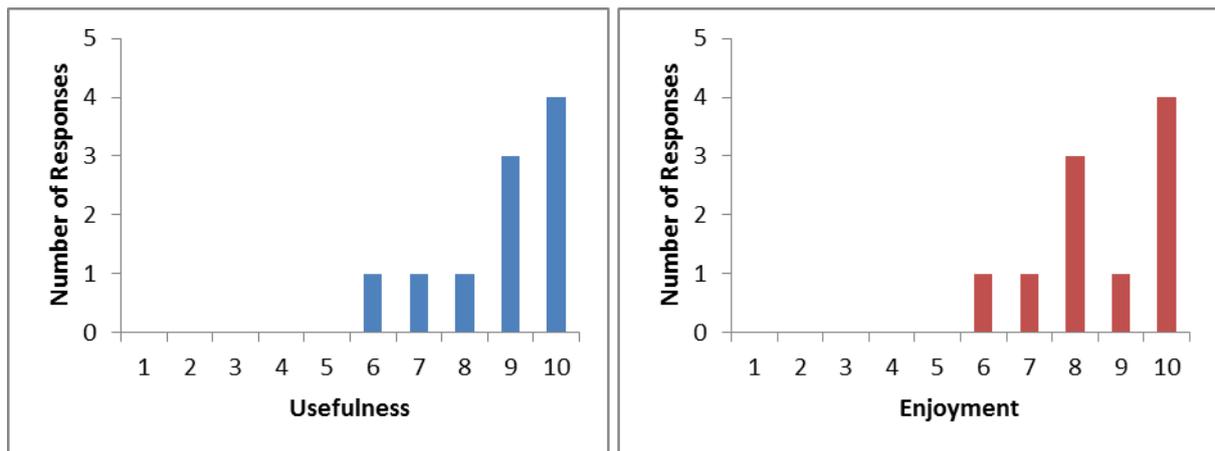
50% of those providing responses gave the Day1 environment an “excellent” rating, and all but one of the remainder viewed the provision as “very good.”

Day Two.

Session One: Lifelines.

A total of 70% of the group scored the usefulness of this session nine or above out of ten. Enjoyment scores were very slightly lower; 50% of the group scored nine or ten.

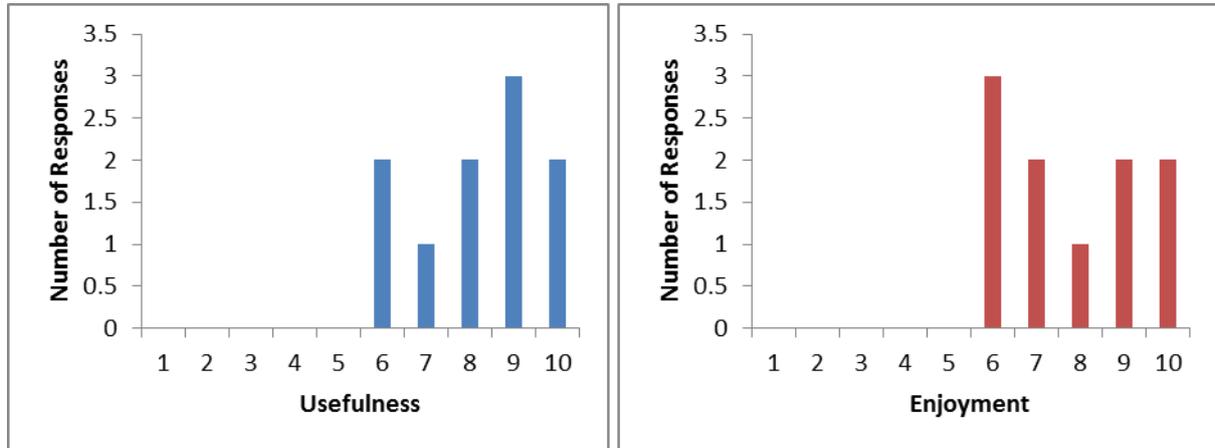
Figure 9: Usefulness and enjoyability of day 2, session 1



Session Two: Action Learning Sets, Theoretical Underpinning.

A total of 70% of the group scored the usefulness of this session eight or above out of ten. However, it appears fewer people enjoyed the session, as only 50% of the group scored eight or above for this measure.

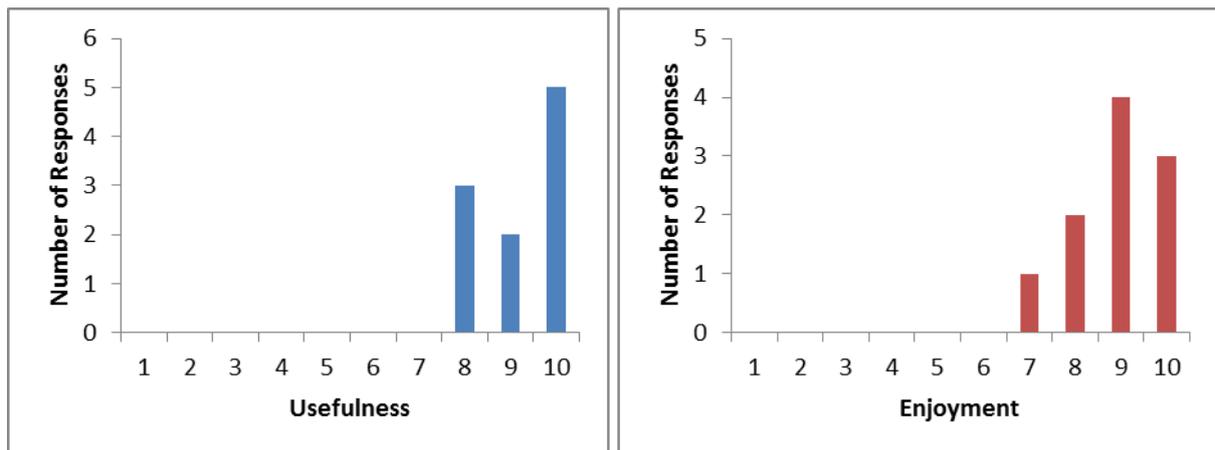
Figure 10: Usefulness and enjoyability of day 2, session 2



Sessions Three and Four: Action Learning Sets.

The Actions Learning Sets on day 2 were very well received, with 50% of participants rating them at 10/10 for usefulness and 70% awarding 9/10 or above for enjoyability (Figure 11).

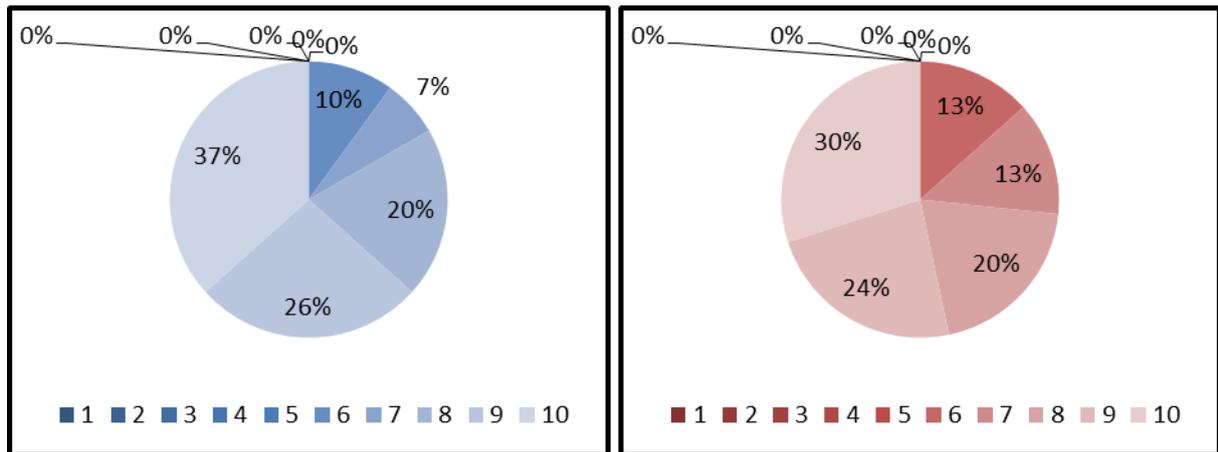
Figure 11: Usefulness and enjoyability of day 2, sessions 3 and 4



Overall “Usefulness” and “Enjoyment.”

A total of 83% of the group scored the overall usefulness of Day 2 at eight or above out of ten.

Figure 12: Overall usefulness (blue) and enjoyability (red) of day 2

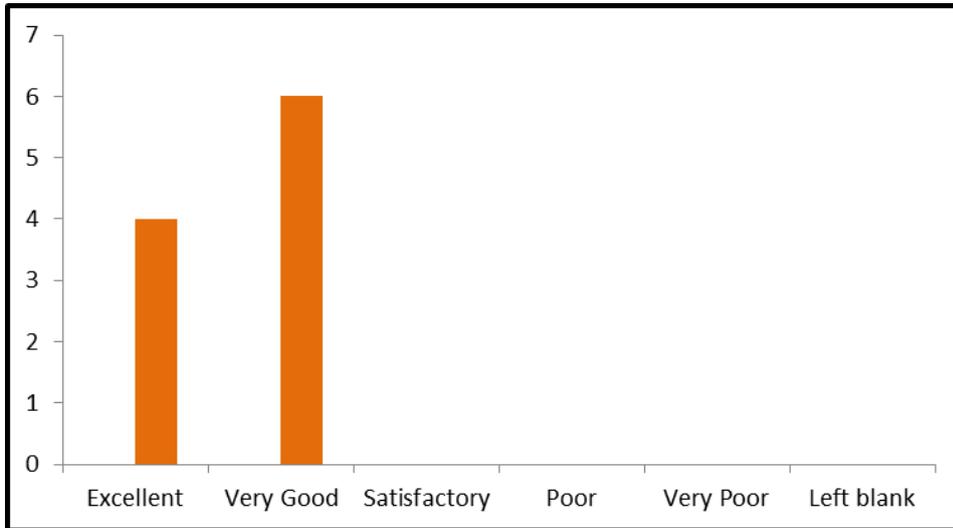


Enjoyment scores were slightly lower, but still high, with 74% of the group scoring eight or above.

Overall Learning Experience.

Ratings for the Day 2 overall learning experience were exclusively “excellent” (40%) and “very good” (60%).

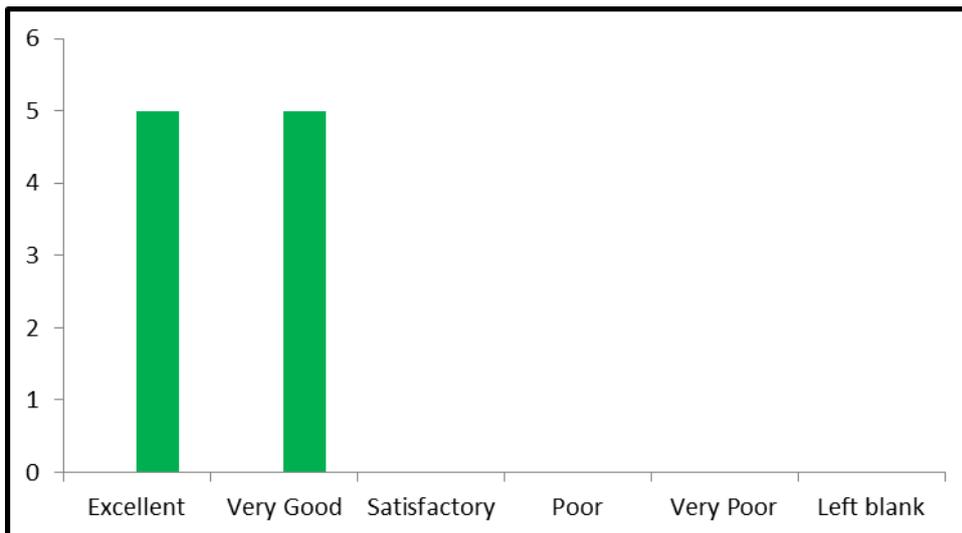
Figure 13: Overall learning experience of day 2



Environment.

Environment ratings mirrored, and superseded, the satisfaction scores for learning experience.

Figure 14: Environmental ratings for day 2



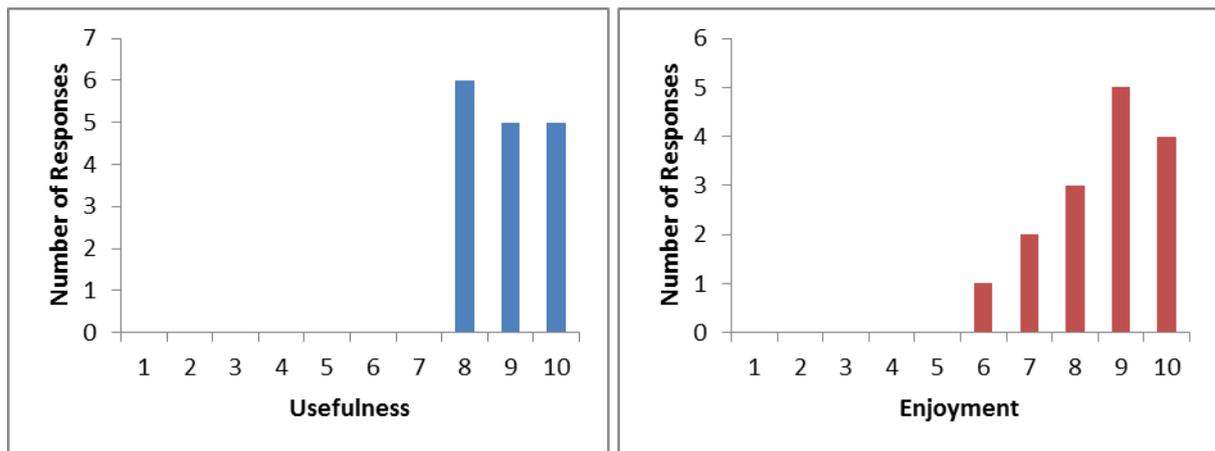
Participants allocated the Day 2 venue and refreshments scores equally split between “excellent” and “very good.”

Day Three

Session One: Difference and Diversity

All participants scored the usefulness of this session at eight or above out of ten. A total of 80% of the group also felt the enjoyment of the session to be eight or more out of ten.

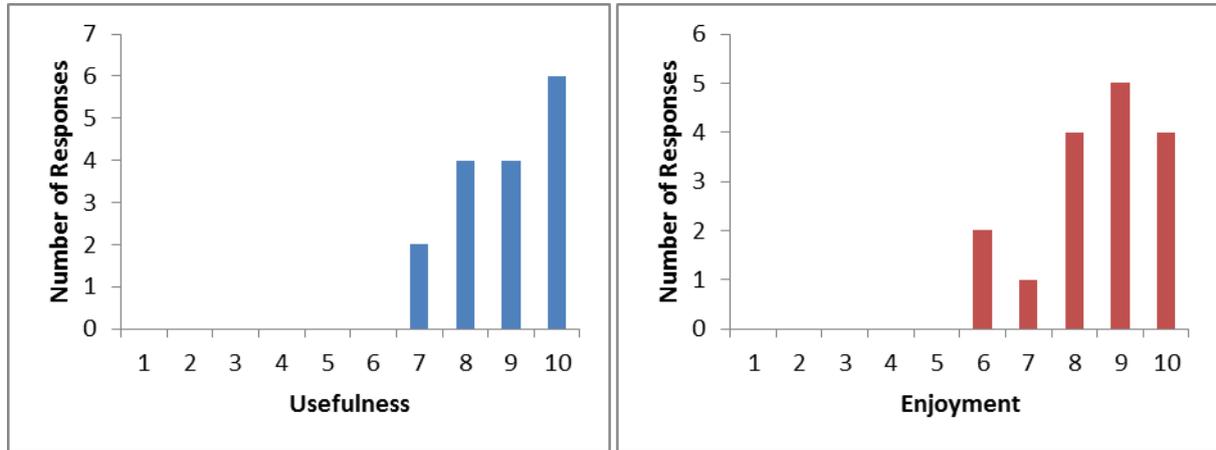
Figure 15: Usefulness and enjoyability of day 3, session 1



Sessions Three and Four: Action Learning Sets / Lifelines.

The Day 3 action learning sets, although not as well received as those on day 2, were still rated very highly for usefulness and almost as highly for enjoyability.

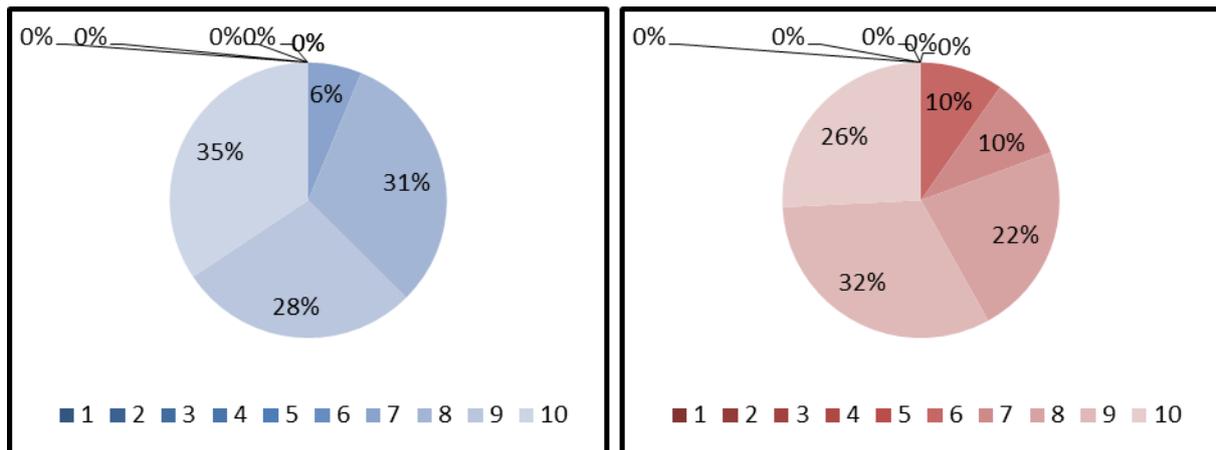
Figure 16: Usefulness and enjoyability of day 3, sessions 3 and 4



Overall “Usefulness” and “Enjoyment.”

Overall, the group viewed Day 3 as very useful, with a substantial 94% scoring the day at eight or more out of ten.

Figure 17: Overall usefulness (blue) and enjoyability (red) of day 3

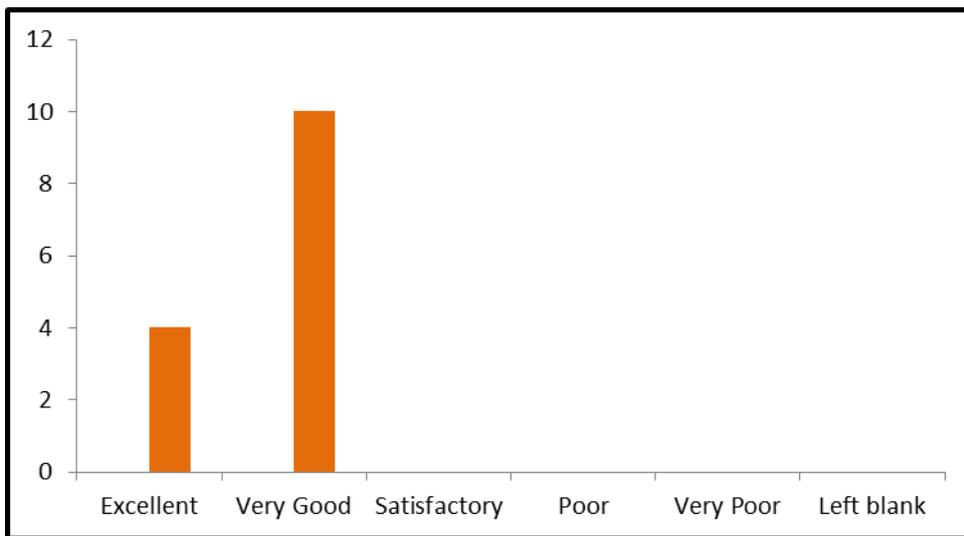


The group also rated the day as enjoyable, with 80% giving a score of eight or more for this measure.

Overall Learning Experience.

Ratings for the Day 3 overall learning experience were once again exclusively “excellent” and “very good”.

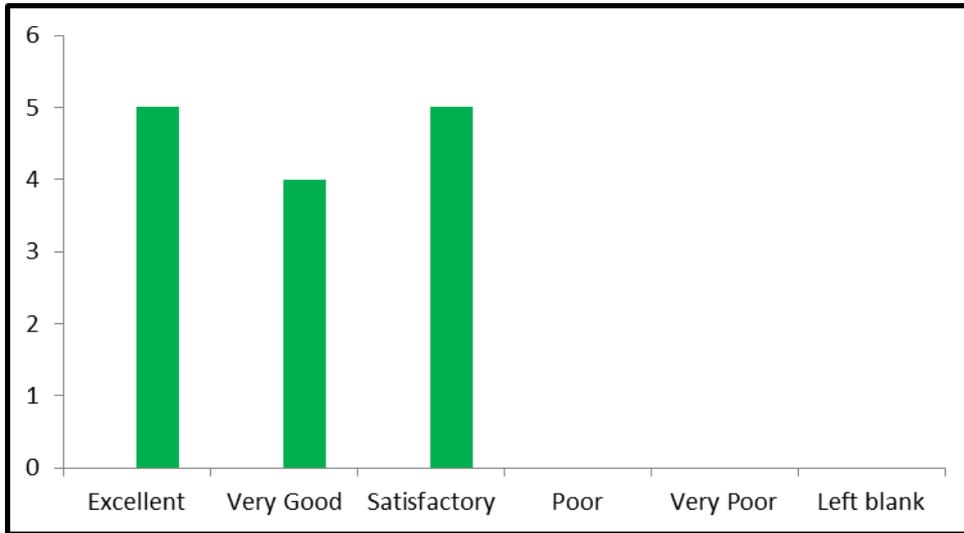
Figure 18: Overall learning experience of day 3



Environment.

The ratings for the Day 3 environment were, however, more distributed, with approximately equal numbers of participants scoring the venue and refreshments as “excellent,” “very good” and “satisfactory” (Figure 19).

Figure 19: Environmental ratings for day 3

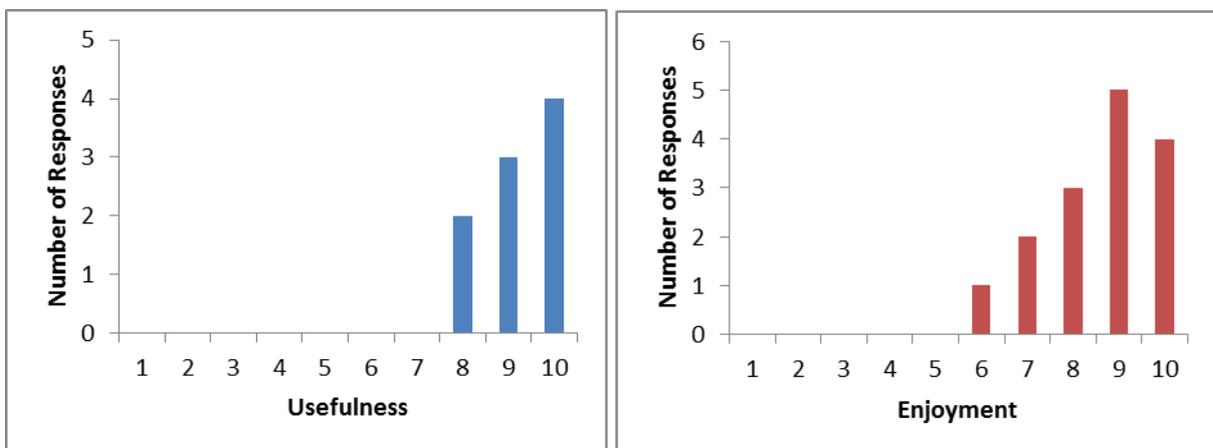


Day Four

Session One: Influencing Styles and MBTI.

The entire group scored the usefulness of this session eight or more out of ten. Enjoyment scores ranged from six to ten, with the majority of the group (33%) giving a score of nine.

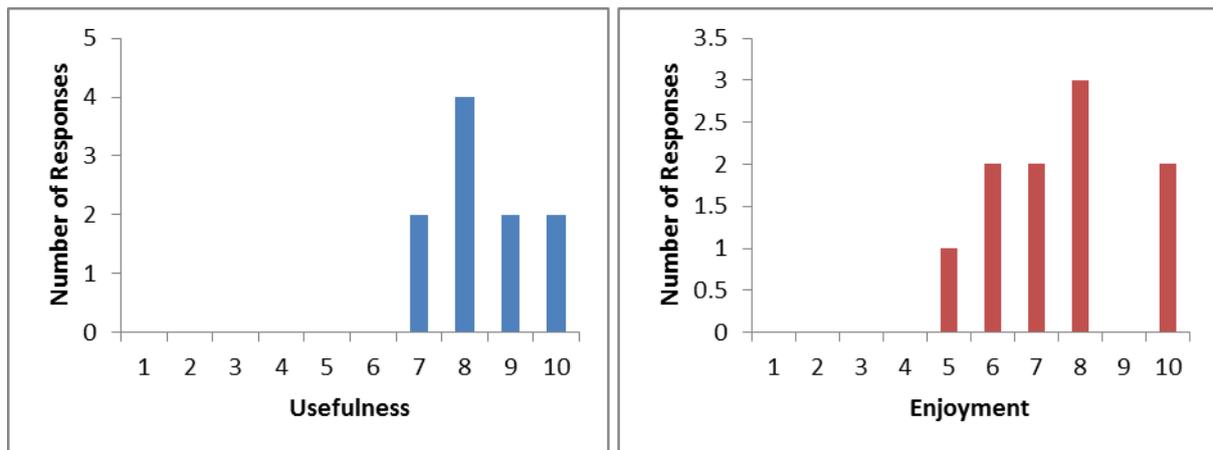
Figure 20: Usefulness and enjoyability of day 4, session 1



Session Two: So, you want to make an Impact?

80% of the group scored the usefulness of this session at eight or more out of ten. However, enjoyment scores were slightly lower, ranging from five to ten with a mode of eight.

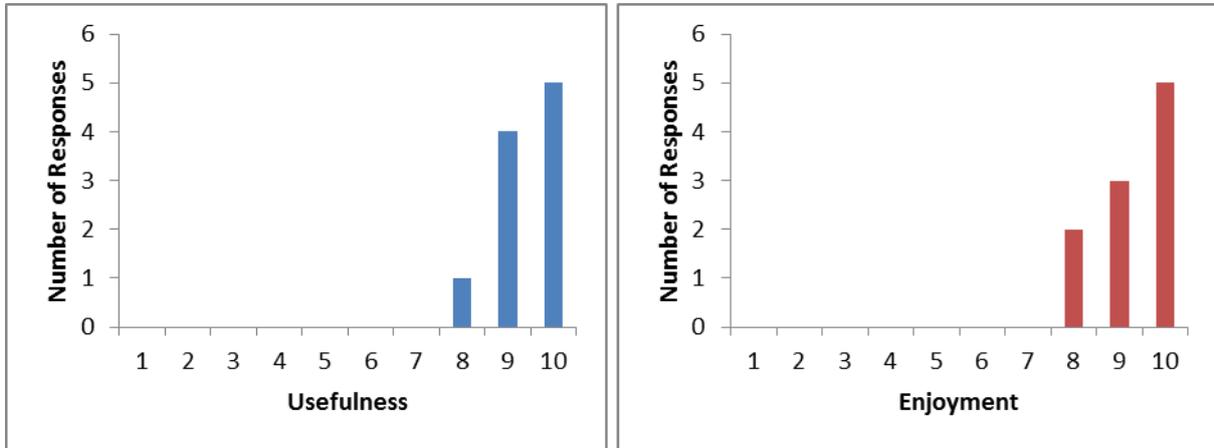
Figure 21: Usefulness and enjoyability of day 4, session 2



Sessions Three and Four: Action Learning Sets.

The day 4 Action Learning Sets were extremely well-received, with all participants scoring above eight for both usefulness and enjoyment, and a majority giving both full marks.

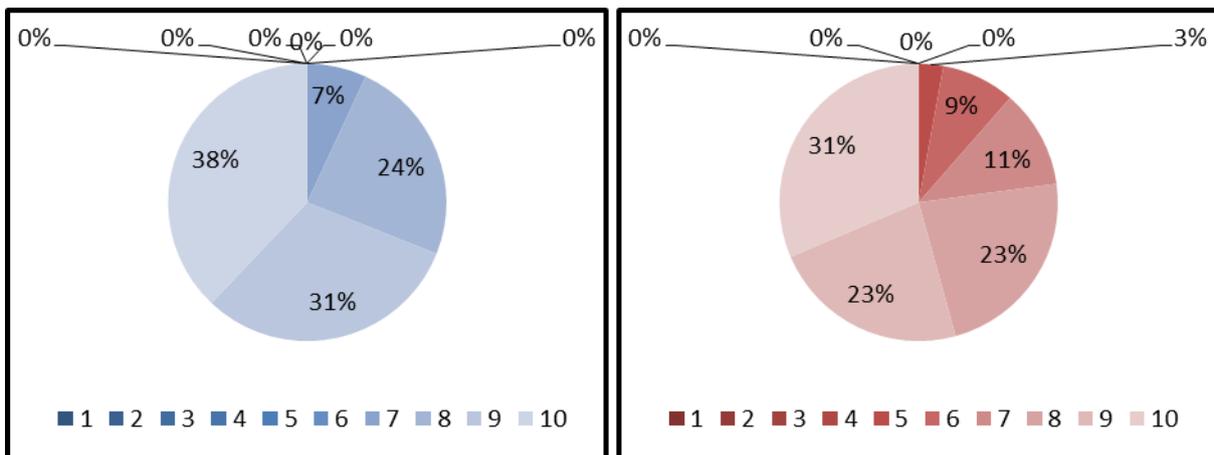
Figure 22: Usefulness and enjoyability of day 4, sessions 3 and 4



Overall “Usefulness” and “Enjoyment.”

Overall, 93% of the group scored the usefulness of day 4 at eight or more out of ten (Figure 23).

Figure 23: Overall usefulness (blue) and enjoyability (red) of day 4

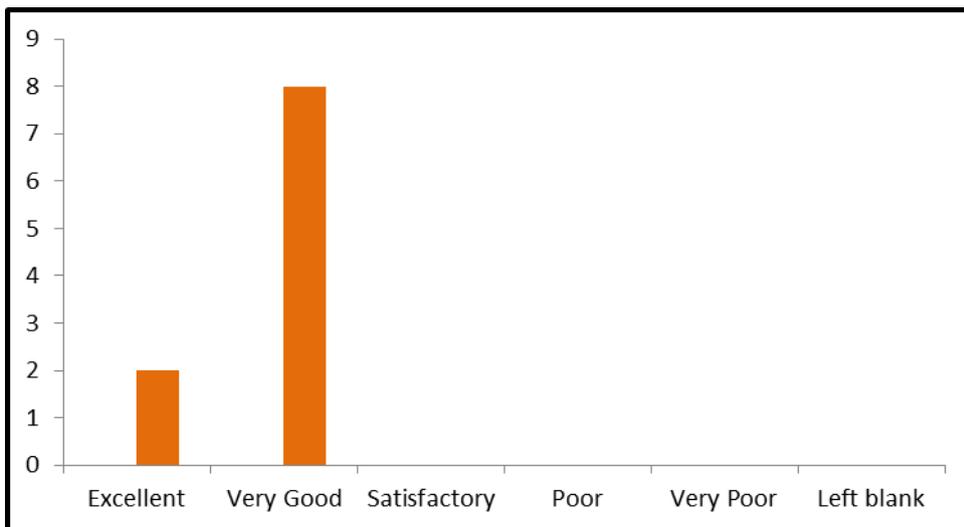


The group also scored their enjoyment of day four highly, with 77% of the group providing ratings of eight or more out of ten.

Overall Learning Experience.

Again, the overall learning experience was very highly rated by participants, with all scores at “very good” or “excellent.”

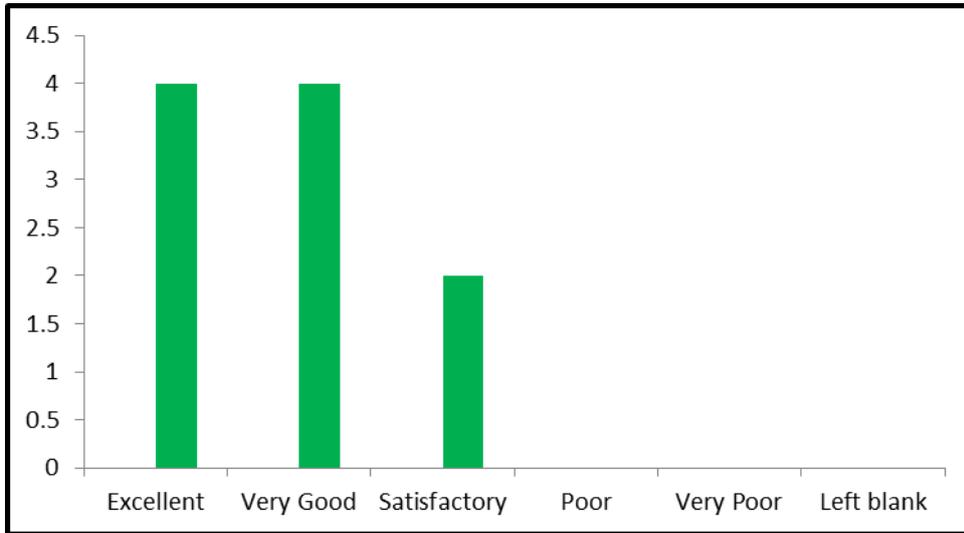
Figure 24: Overall learning experience of day 4



Environment.

The ratings for the day 4 environment were, however, a little more distributed, with equal numbers of participants scoring the venue and refreshments as “excellent” and “very good,” and a smaller number as “satisfactory.”

Figure 25: Overall environmental ratings for day 4

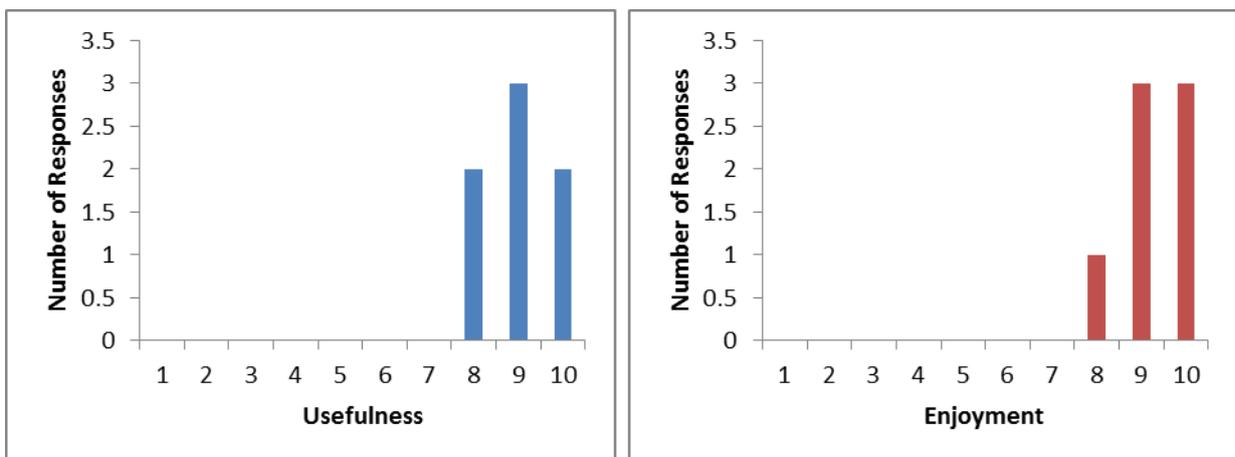


Day Five

Session One: Leading Learning, Leading Change.

The group felt this session was particularly useful and very enjoyable.

Figure 26: Usefulness and enjoyability of day 5, session 1



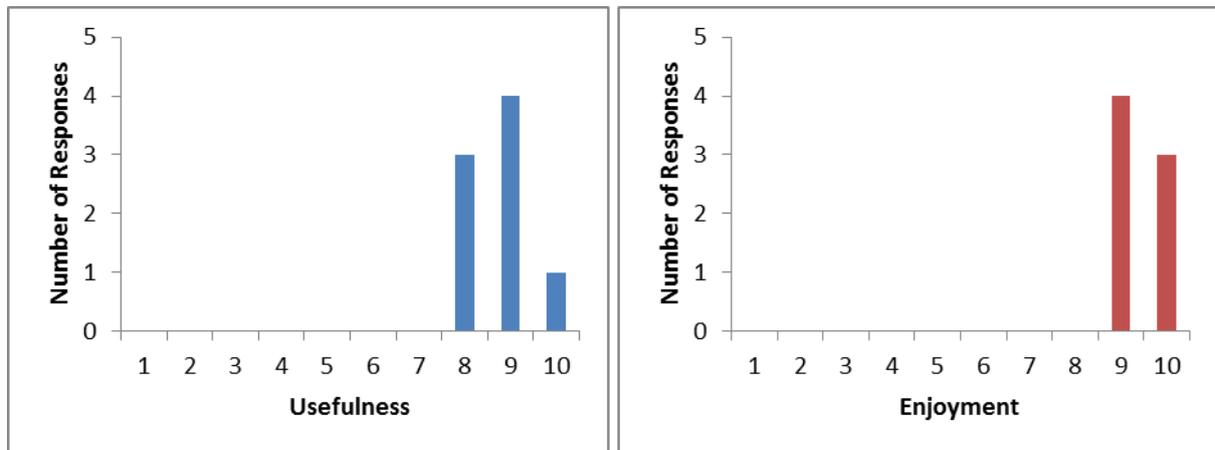
As is clear from consideration of Figure 26, all participants scored both usefulness and enjoyment eight or above out of ten.

Session Two: Role of a Learning Leader.

This session also appears to be very well; indeed the participant ratings outstrip those for the first session on Day 5 which was, itself, among the most highly rated in the entire programme.

All participants scored the usefulness of the session at eight or more out of ten, and enjoyment at nine or more out of ten.

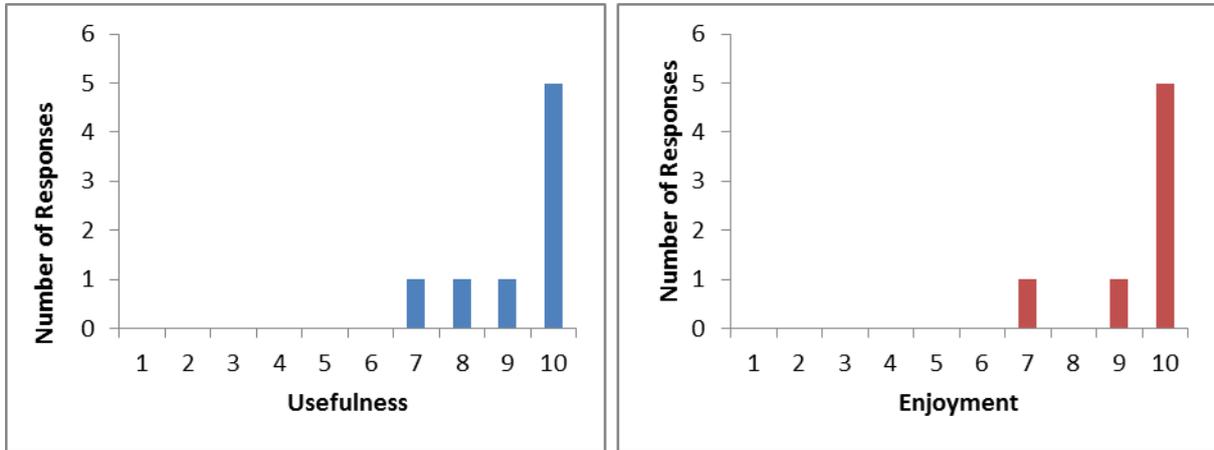
Figure 27: Usefulness and enjoyability of day 5, session 2



Sessions Three and Four: Action Learning Sets.

Scores for the day 5 Action Learning Sets were very strong, with well in excess of 50% of participants rating the sessions at full marks for both usefulness and enjoyment.

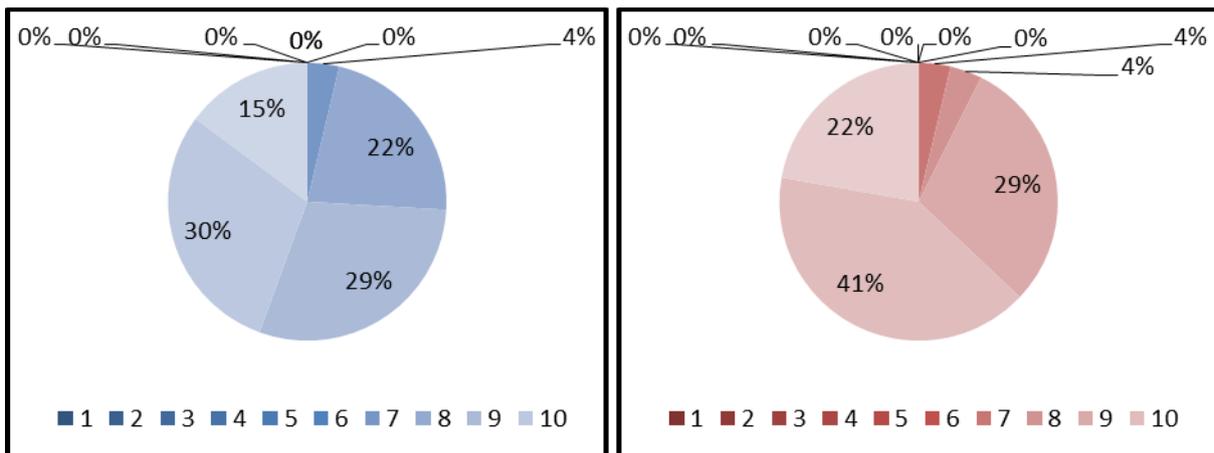
Figure 28: Usefulness and enjoyability of day 5, sessions 3 and 4



Overall “Usefulness” and “Enjoyment.”

74% of the group scored the usefulness of day 5 at eight or above. However, a very high 92% of participants scored their enjoyment of the day at eight or above.

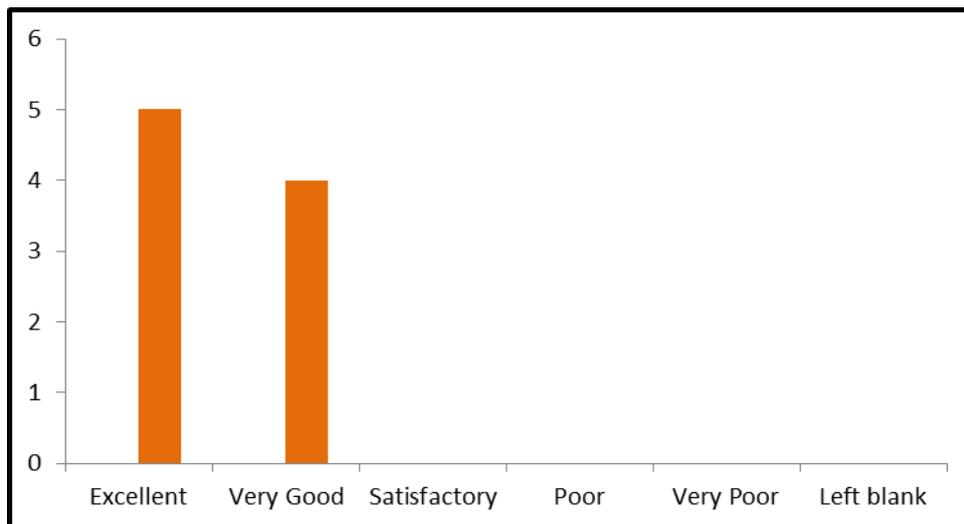
Figure 29: Overall usefulness (blue) and enjoyability (red) of day 5



Overall Learning Experience.

Again, the overall learning experience was very highly rated by participants, with all scores at “very good” or “excellent.”

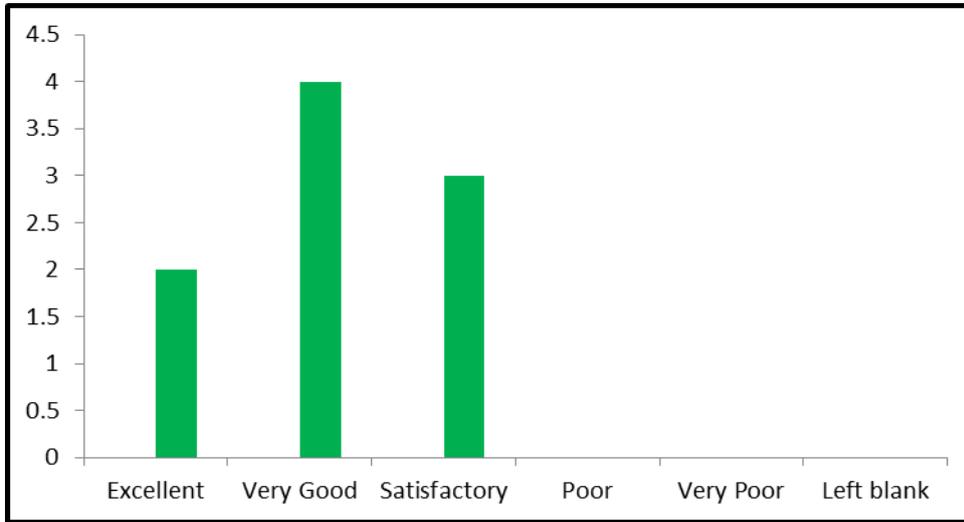
Figure 30: Overall learning experience of day 5



Environment.

The ratings for the day 5 environment were, however, more distributed. A majority of participants scored the venue and refreshments as “very good,” and a smaller number as “excellent” and “satisfactory.”

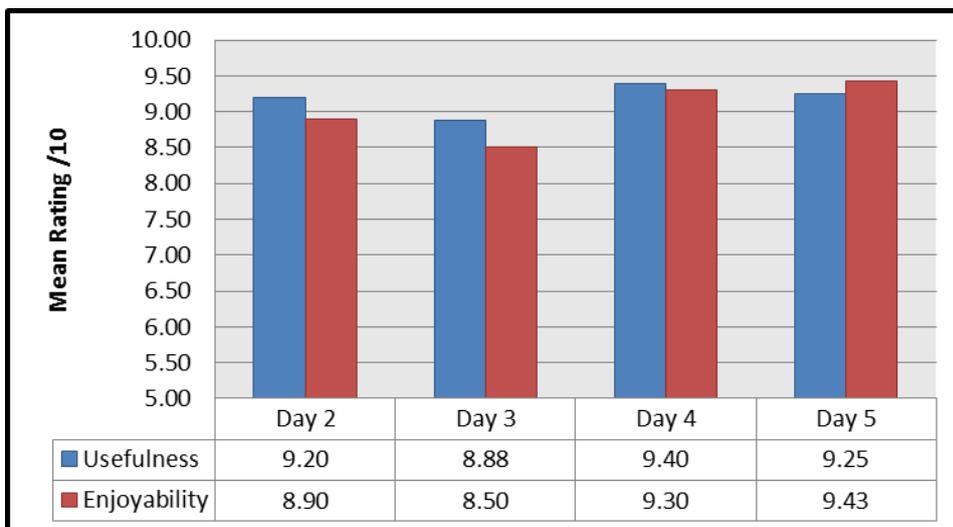
Figure 31: Environmental ratings for day 5



3(ii). Quantitative Feedback (Synthesis).

Action Learning Sets were a constant across days 2-5, and attracted consistently high participant ratings. Mean ratings for both usefulness and enjoyability did not drop below 8.5/10 for *any one* of these sessions (Figure 32).

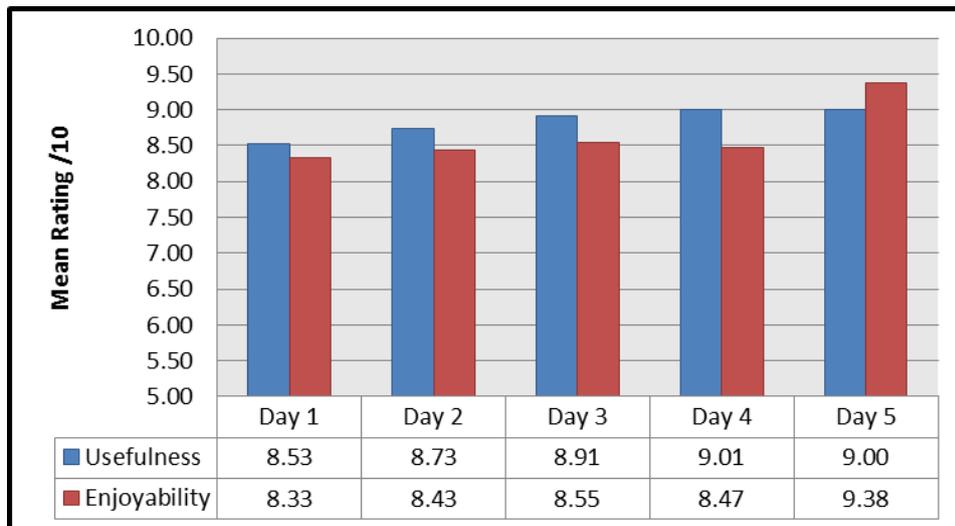
Figure 32: Mean ratings for Action Learning Sets



Although the differences in scores from day-to-day are, relatively speaking, quite minimal, it is noteworthy that participants found sessions marginally more “useful” than “enjoyable” except on the final day, when both were rated at an average of 9.25 or above, with enjoyability scores slightly outstripping those of usefulness.

In terms of overall scores for the sessions each day (inclusive of those for the Action Learning Sets), average scores for usefulness did not drop below 8.5, and average scores for enjoyability did not drop below 8 (Figure 33). It is also of note that the usefulness scores show a steady upward trend day-to-day, levelling out over the last two. The enjoyability scores are rather more consistent across days 1-4, with a substantial jump on the 5th day.

Figure 33: Mean overall usefulness and enjoyability ratings

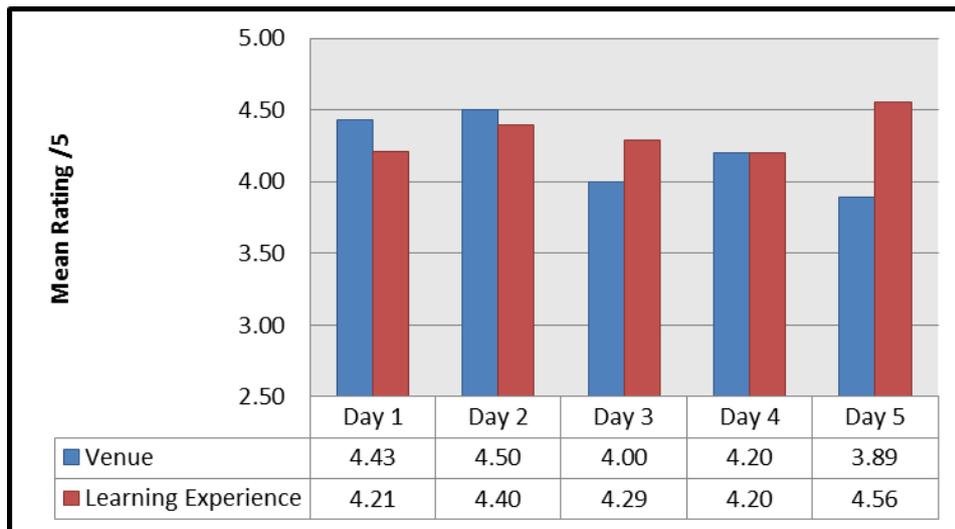


By way of direct comparison of days 2-5, the overall mean scores are slightly lower than those of the Action Learning Sets alone, indicating that the latter were, on the whole, the most popular sessions.

Finally, the 1-5 scale scores allocated by participants for the overall learning experience and the environment (i.e. venue and refreshments) were also consistently impressive, with all

scores between 4 (“Very Good”) and 5 (“Excellent”) for both elements and all days except the environment of day 5, which dropped very marginally below the “Very Good” threshold (Figure 34).

Figure 34: Mean environment and learning experience ratings



It is of note, however, that the lowest environment score is complemented by the highest learning experience score on the same day, indicating that although the venue/refreshments were not quite as well received as on previous days, this did little to dull the participants’ enthusiasm for the materials themselves.

3(iii). Qualitative Feedback (Summary)

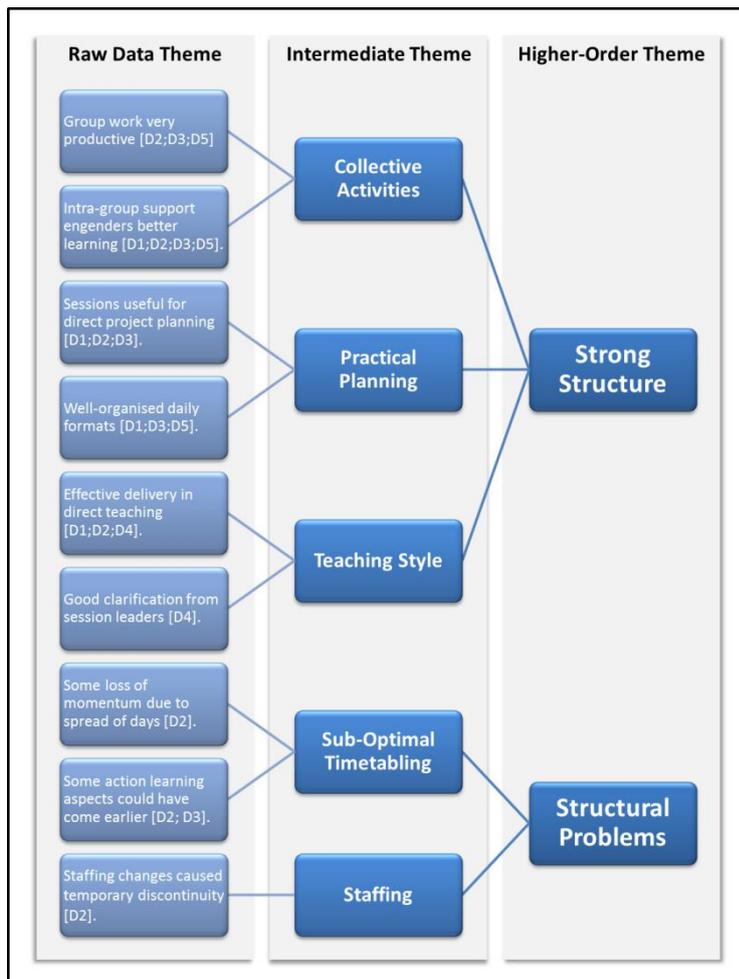
The broad trends described above are illuminated significantly by the findings from the qualitative aspects of the feedback. Herein, analyses of feedback are presented in terms of three global themes consistent throughout the feedback: Structure and Delivery, Content and Materials and Personal Impacts.

It should be noted that graphical representations are schematisations of thematic occurrence and linkage, not quantification thereof. As such the charts below represent the range and depth of themes, rather than the frequencies with which they were raised. In all theme schematics, a bracketed [Dx] indicates the day(s) with reference to which the particular theme was raised.

Structure and Delivery.

The first major theme to emerge from qualitative feedback related broadly to the structure and delivery of the sessions/programme, and is schematically outlined in Figure 35 (below).

Figure 35: Structure and delivery



It is evident that a much wider range of positive themes emerged than negative; it should be noted that the positive themes were also raised with substantially greater recurrence.

The positives themselves related primarily to three key areas: *collective activities*, the *practical planning* (i.e. broad organisation) of the programme and the *teaching/facilitation style* used therein. As regards the first of these, feedback was highly favourable with respect to the collective (i.e. group) activities within the programme, wherein discussion and the sharing of information and experiences were foremost. Participants found such activities enlightening in terms of finding common ground with others, and also conducive to more effective learning. For example:

- *"Small group work was very helpful."*
- *"A really enthusiastic group with a good mix of experiences."*
- *"Really enjoyed the experience of sharing by the group."*
- *"Very useful though to move on as a group and really bond."*

In terms of the planning and organisation of the programme, participants noted that the taught elements and the requirements of the projects dovetailed very strongly. This was praised as an indicator of good planning and participant-focused structuring.

- *"Very thought provoking and helped me think of my project differently."*
- *"I can see which model would be useful for my project."*
- *"[Day 1] will have an impact on the implementation of my programme/plan."*
- *"[Day 3 was] extremely relevant to my project."*

It was also noted that each day of the programme was strongly internally consistent, to similar positive effect. With regard to the style in which sessions were led, meanwhile, participants were highly positive about both the style of direct teaching, and also the capacities of the session leaders to facilitate and clarify during interactive activities.

- *"Approachable witty and realistic, unlike a lot of academics!"*

- *“Tutors very knowledgeable/all themes well explained.”*
- *“Empathic and empowering.”*

In terms of negative commentary in this domain, only a few matters were raised, and these related entirely to timetabling of some materials, and to staff changes. As regards the former, it was observed that some aspects of the programme (particularly in the action learning domain) might have been engaged with at an earlier stage. For example:

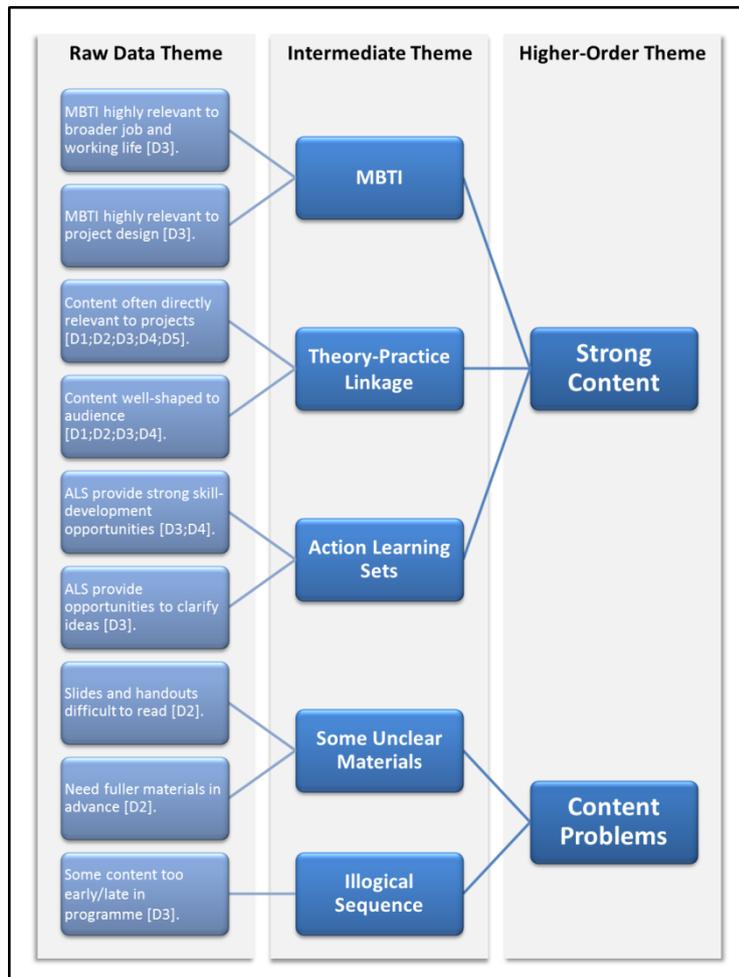
- *“The tools [from Day 4] would have been useful on Days 1 or 2.”*

Moreover, it was also felt by some that the distribution of the five days caused some loss of momentum, and a greater level of “condensing” of the programme would have helped focus things. Finally, staffing changes on the second day were raised as a temporary distraction but, given that this issue did not recur in any feedback *after* the second day, it is fair to assert that no lasting negative impact was made.

Content and Materials.

The second major theme to emerge from the qualitative feedback related to the nature of the programmatic content and materials, as schematised in Figure 36. As with the structural matters raised, feedback in this domain was overwhelmingly affirmative in both range and recurrence of issues. Positive feedback regarding content fell under three core headings: *MBTI*, *theory-practice linkage* and *action learning sets*.

Figure 36: Content and materials



Of particular substantive import to participants was the use of the Myers-Briggs psychometric type indicator (see Bayne, 1997; Quenk, 2000) as a tool in assessment, plus a range of other devices and models for better understanding leadership roles and types. The MBTI itself was, however, singled out for particular positive attention in terms of its direct practical usefulness.

- *“MBTI - very interesting and useful.”*
- *“Glad to see MBTI included in the programme.”*
- *“[The MBTI is] a very important topic!”*

Linked closely to this theme is the overall practicality of the materials in the LLP. While participants were keen to indicate its relevance to their projects, they also pointed to its much broader professional application (especially the “Communities of Practice” session) both in terms of substance and level of “pitch.”

- *“Really interesting and invaluable tools learned on how to become and innovator in practice.”*
- *“Communities of Practice session was very...useful. Has inspired a lot of ideas.”*
- *“Good experience, really good to do in practice.”*

The action learning sets were similarly praised throughout the programme, in terms of (a) their capacity to facilitate specific (and practical) skill development and also (b) their role in the clarification of substantive topics. In short, they were seen as a hugely valuable learning tool.

- *“Good to clarify systems and processes.”*
- *“[I] enjoy practicing the skills of presenting, questioning and facilitating.”*
- *“Listening to the experiences of others in the set was very helpful.”*

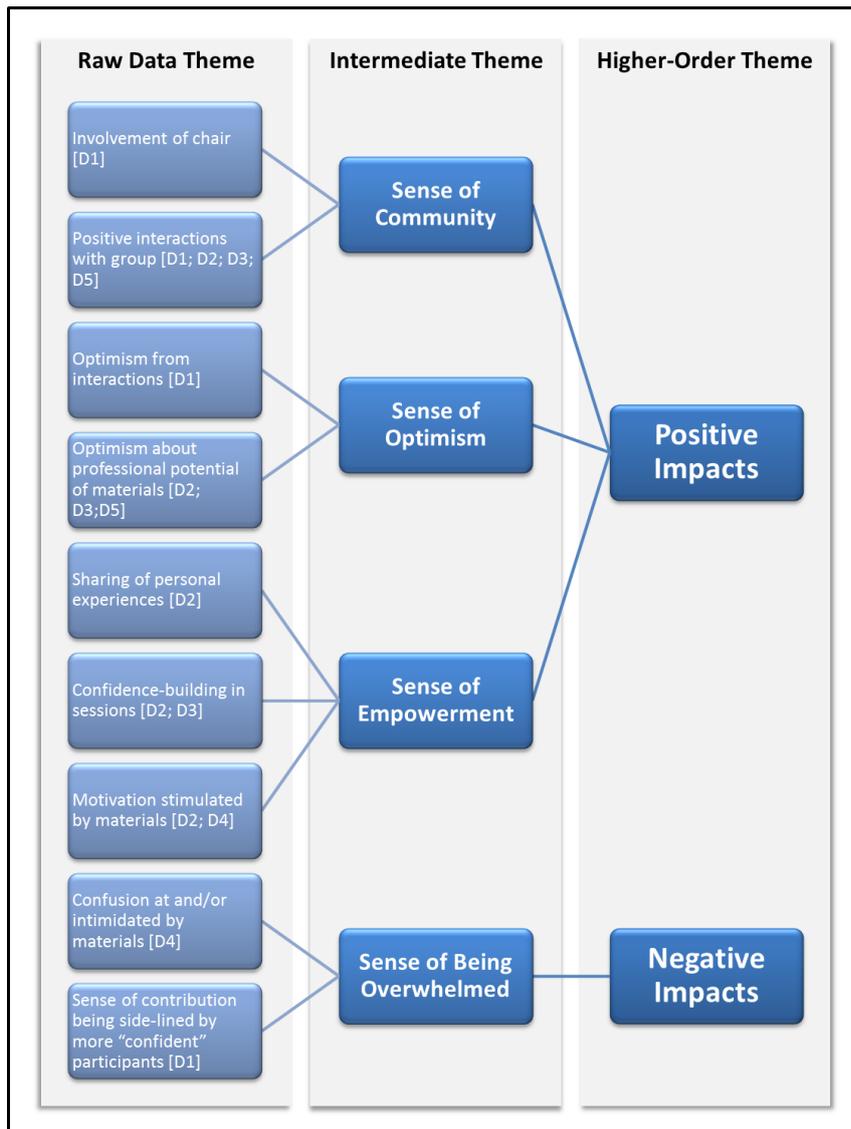
Negatives were scarce, but related to (a) some of the teaching materials (i.e. slides) being a little unclear and/or hard to read on Day 1 and Day 2, and (b) echoing one of the structural concerns, that some materials from later in the course would have helped illuminate other topics and content if they had been taught earlier in the programme.

Personal Impacts.

Perhaps the most striking of the themes to emerge from qualitative feedback related to the impacts of the sessions at the personal level (Figure 37). A few participants voiced the concern of feeling a little “overwhelmed” during the programme, on two levels. Firstly, there was a sense of being swamped by the quantity (though not the pitch) of the materials, particularly on Day 4. In other words, while the content was accessible and optimally tailored to its audience, there was a lot of it. Secondly, some participants occasionally felt a little overpowered by more

“dominant” characters in group settings, especially when it came to sharing life stories. Given that no group will be perfectly balanced in terms of confidence/assertiveness, this is an inevitable upshot of the format, but not one that can be entirely overlooked despite its ubiquity.

Figure 37: Personal impacts



The positive personal impacts, on the other hand, were more numerous, more strongly asserted and – unlike the negatives – framed as “lasting,” i.e. impacting not just at the level of the

session/programme, but on wider personal and professional life. These impacts were felt in three key domains:

- A. Sense of community;
- B. Sense of optimism, and;
- C. Sense of empowerment.

As regards the first, a substantial proportion of the participants voiced some pleasure at the manner in which the programme made them feel “connected” within their broader professional environment. A strong contributor to this was the presence of the trust chair on Day 1, which was seen as a supportive vote of confidence in both the programme and participant from the top level, and also an opportunity to “humanise” CPFT itself.

- *“Useful to know support from top (Good role modelling).”*
- *“It was great that the chair came to support the day.”*
- *“Good to meet [the chair] and place a “name” to a “face”.”*

This kind of involvement, along with the regular group activities and opportunities to share experience, knowledge and life histories, was recurrently cited as having strong psychological impacts that would carry-through into real practice.

- *“It made us feel that we are important and our experience/project thoughts value for trust and will be supported in bringing out the change.”*
- *“Enjoyed learning about “real lives” of colleagues. In ten mins you can get to know the inside of a person without all of the superficial nonsense we usually have to cut through over months!!”*
- *“Very emotional...made me stop and think about the personal experiences that have shaped my life and career. “*
- *“Wow! I didn't realise how powerful it would be...very useful though to move on as a group and really bond.”*
- *“Good bonding exercise. Also gave me a personal insight.”*

The second broad mode of personal impact, meanwhile, related to an individual (and collective) optimism emerging from participation in the LLP, both about the LLP itself and the prospects for professional practice. This stemmed from the materials themselves, and their potential to change practice, and also to interactions with peers.

- *“Brilliant learning experience many questions answered looking forward to next time.”*
- *“I'm feeling really positive and motivated about the learning leaders programme. I'm looking forward to the sessions to follow.”*
- *“It made us feel that we are important and our experience/project thoughts value for trust and will be supported in bringing out the change.”*
- *“Great - “Let the change come from within”.”*

Finally, and perhaps most striking of all, was the manner in which the LLP engendered a sense of personal empowerment in participants. This manifested as an output of the sharing of experience (noted above), the building of confidence and the motivational value of the content.

- *“I found this very interesting and feel my confidence is growing.”*
- *“The tools and knowledge I've learned today will stay with me for life.”*
- *“Relaxed, informal environment and delivery of programme stimulated my interest and motivation.”*
- *“Came to session feeling quite tired but it re-motivated and invigorated me...”*
- *“Useful, relevant and empowering sessions.”*
- *“It's been...inspiring...It's been extremely validating!”*

Miscellany.

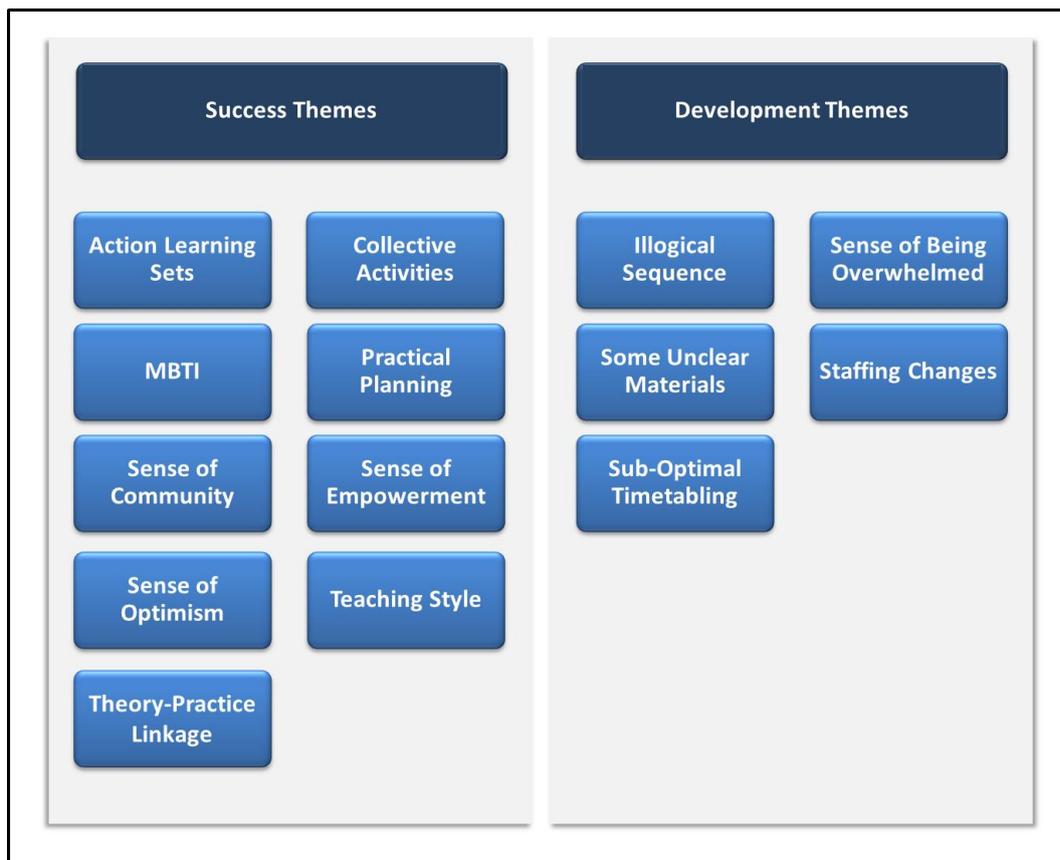
In addition to the major themes discussed above, there were a few miscellaneous comments made (mostly relating to functional matters) that, while of lesser overall import, bear mentioning for future reference. These were:

- Uncomfortable chairs, especially given the duration of sessions (Day 2 and Day 5).
- Lack of fruit or fruit juice (Day 3).
- Room “too hot and stuffy” (Day 5).

3(iv). Qualitative Feedback (Synthesis)

Given the analysis above, it is possible to summarise the range (though this does not indicate frequency) of qualitative issues raised (Figure 38).

Figure 38: Qualitative synthesis



As previously noted, the success themes were raised in far greater occurrence across the data corpus than any of the development themes and, moreover, the development themes were framed as of localised impact, whereas the success themes were discussed in terms of broad-reaching professional and personal impacts.

3(v). Overall Summary of Evaluation Feedback

Exploring this full corpus of feedback data, it is possible to assert the following set of principles:

- All sessions across the LLP were received exceptionally well, with mean daily quantitative scores for both interest and usefulness never dropping below eight out of ten.
- There was minimal divergence between usefulness and enjoyability scores for any given day, indicating that sessions were optimally balanced between theoretical and practical materials.
- The mean scores for the action learning sets were marginally higher than the mean overall scores for each day, indicating that these were the participants' favoured elements of the programme.
- Mean ratings for both physical environment and learning environment were consistently high, with all sessions receiving average participant scores over four out of five, with only one exception.
- This exception was for the venue/refreshments on Day 5, where the mean rating dipped to 3.89 out of five. It is of note, however, that this score was complemented by the highest mean learning experience score on the same day (a very high 4.56 out of five), indicating that although the physical environment was not quite as well received as on previous days, this did little to dull the participants' enthusiasm for the materials themselves.
- Qualitative feedback was similarly affirmative, with success themes outstripping developmental themes in range, frequency and impact-framing.
- The structure of the programme was complimented extensively in terms of the collective activities embedded therein, the practical planning and organisation of the individual days and the overall programme, and teaching and facilitative styles of session leaders.

- Some concerns were raised relating to the degree to which the days of the programme were “spread out” and some participants felt that a few materials from later in the programme would have been helpful at an earlier stage.
- The content of the LLP was also highly praised, with the inclusion of the Myers-Briggs psychometric type indicator, the broad practical applications of the programme at large (especially the “Communities of Practice” session), and the action learning sets being singled out as exceptionally valuable.
- Some participants found slides difficult to read early in the programme, and some would have found pre-session access to the written materials constructive.
- The most striking aspect of the qualitative feedback related to the impacts of the LLP at the personal level.
- A small number of participants felt a little overwhelmed by the range of the materials (though not the level), and by group work with more explicitly assertive peers.
- All participants highlighted that the LLP had given them a strong sense of community and “connectedness,” both within the group but also regarding CPFT itself; the presence of the chair on the first day was cited as particularly valuable in this respect.
- Participants also cited their increased optimism, both about the LLP itself, but more importantly about their professional roles and collective leadership prospects in the light of the LLP. This was taken to stem both from the practicality of the taught materials, and also from the sharing of histories and experiences with peers.
- Finally, and most explicitly, participants found the programme *empowering*. Motivation and confidence were cited as direct outputs of interactive work within the LLP, the nature of the taught materials and the discovery that their more difficult experiences were also shared by others.

5. Final Summary and Conclusions.

The findings outlined above illustrate a number of important issues with respect to the participants' evaluations of the LLP thus far. Feedback was, in general, hugely positive with only minor (and often very constructive) caveats voiced. Themes of note include:

5(i). Participant Optimism and Empowerment.

Perhaps one of the most striking themes, from the outset, relates to participants' self-reflections of in response to the LLP. Not captured in the quantitative data, the issues of optimism, empowerment and inspiration spring entirely from qualitative feedback. Participants recurrently identified how the programme had reinforced, or reaffirmed, their own faith in themselves and the future. Candid interactions with upper management, and the reassurance provided thereby in terms of the value of leaders within CPFT, proved an excellent and optimistic tone-setting exercise.

5(ii). Timetabling.

Although the timetabling and organisation of the programme was widely praised, there were some minor concerns voiced. For example, some participants felt that materials approached in Day 4 may have facilitated general learning if included nearer the beginning of the programme. Also, the gaps between days of the programme, and particularly between the second and third, were seen as "summer holiday" effect in which momentum can be lost.

5(iii). Direct and Interactive Learning.

It was clear from much of the feedback there was a broad (if marginal) preference for interactive, rather than direct, learning and in this respect the LLP was overwhelmingly successful. Both the quantitative and qualitative feedback suggest that the broad balance in this respect was optimal for the group, with the action-learning sets coming in for particular praise.

5(iv). Community.

Related to 5(iii) is the matter of community. The LLP generated a strong sense of “connectedness” among its participants within the group, which facilitated their learning substantially. Perhaps more importantly, however, was the manner in which a stronger collective identity as professionals, and members of CPFT were fostered.

5(v). Level and Focus of “Pitch”.

Clearly, one of the major successes of the LLP’s five days has been in “finding the level” appropriately. There was broad statistical and qualitative agreement throughout that the pitching of materials was highly effective. Quantitatively, there was minimal divergence between usefulness and enjoyability scores for any given day, indicating that sessions were optimally balanced between theoretical and practical materials. Qualitatively, there was not one dissenting voice in this respect, and to conduct 21 full sessions in which not one participant is alienated by the level of the materials is a situation of some note. Moreover, the teaching and facilitation were subject to exceptionally high praise, itself qualitatively linked to the pitching. In short, participant satisfaction was not only high with respect to appropriate choice of materials, but with appropriate delivery thereof.

The provisional evaluative categories developed in this interim analysis will now carry forward as the foundation upon which the final evaluation (integrating participant interview and end-survey data) will be built later in 2013.

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