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# LEADERSHIP DEVELOPMENT

A MULTI-METHOD EVALUATION

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# Executive Summary

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## Background

- This report investigates findings arising from a variety of forms of feedback provided by the first cohort of participants (2012-2013) in Cumbria Partnership Foundation Trust's "Leadership Development" Programme (LDP).
- Feedback reflects, throughout, the diversity of the participating cohort in terms of professional roles and levels of seniority.

## Methodology

- Four different data-forms were collected to provide a multi-dimensional overview of the initiative, which were:
  - The participants' evaluations of LDP taught sessions (quantitative and qualitative);
  - Two tranches of interviews with participants, collected during and after the LDP training (qualitative);
  - Interviews with the managers of participants after the LDP (qualitative);
  - An end-point survey of participants in the LDP (quantitative).

## Findings I: Session Evaluations

- A total of **N=112** session evaluation forms were analysed.
- The mean satisfaction score allocated by participants in the LDP across all days and all criteria was a very strong **88.76%**.
- LDP Days 2 ("Leadership and the Organisation"), 4 ("Leadership Analysis Styles"), 5 ("Influence and Power") and 7 ("Leadership in Practice") were overwhelmingly well-received in all categories, all averaging over 90% approval.

- Participants rated all days of the LDP at above 90% in terms of being informative, except Day 3 (“Service Improvement and Project Management”), which was rated at 83.53%, and Day 6 (“Inspiring and Enabling Others”) which was rated at 66.25%.
- Participants rated all days of the LDP at above 90% in terms of being relevant, except Day 3 (77.65%) and Day 6 (71.25%).
- Participants rated all days of the LDP at above 89% in terms of facilitation quality, except Day 6 (65%).
- Participants rated all days of the LDP at above 90% in terms of being the trainers’ knowledge and skills, except Day 3 (85.88%) and Day 6 (71.25%).
- Participants rated all days of the LDP at above 80% in terms of the quality of the learning environment, except Day 1 (Introduction) which scored 63.16%.
- Participants identified a range of key success themes relating to the LDP, not least the quality of teaching and facilitation, the senses of community, optimism and confidence that were generated from involvement, and the support provided for projects.
- The modules on all days except Day 6 were seen as very well pitched in terms of level, and very practically relevant.
- Day 6 was seen to be either of limited relevance or too familiar, and the materials on mentorship under-pitched in terms of level, and not really “deserving” of a full day.
- Some participants found the environment too hot, too dark or too noisy at times.
- Action Learning Sets were singled out for consistent praise as a space for sharing experience and moving forward.
- MBTI and transactional analysis were recurrently cited as the most valuable taught components.
- Interactions with higher Trust management were seen as powerful tools for community and awareness building.

## **Findings II: Participant Interviews**

- Two tranches of interviews were conducted, one early in the LDP, the other after the main LDP training had concluded.
- The first tranche of interviews (N=5 participants) yielded three global themes: project structures, project impact mechanics, and training impacts.

- In terms of early impacts of the LDP training, participants reported outcomes in two areas: (a) project execution (e.g. upskilling in communication, time-management, resource management, confidence and networking) and (b) workplaces (e.g. team harmony, confidence, motivation and self-organisation).
- The second tranche of interviews (N=5 participants) yielded four global themes: project structures, project impact mechanics, obstacles/solutions and LDP training impacts.
- Participants outlined multiple areas in which the change projects had already made definable impacts:
  - Stronger communities and better communication, and the corollary benefits for staff wellbeing-at-work;
  - Service-delivery, and service-user experience;
  - Community engagement, itself influencing styles of patient care and development of team-level initiatives;
  - The provision of education and training to staff;
  - Formal research being put at the centre of team decision-making and planning procedures;
  - Changes in the manner in which the Trust itself looked at staff training within the corporate systems.
- The final global theme addressed by participants related to the direct impacts of the LDP training on (a) the workplace, (b) the projects and (c) the participants' own professional selves.
- In the workplace, participants reported a range of important changes arising from the training, underpinning a range of which was bolstered confidence. For example, greater confidence to represent the team externally and stronger team ethos bolstered by more confident leadership.
- The direct use of the MBTI within the workplace was reported.
- Much stronger internal support mechanisms were reported to be evolving.
- Greater sensitivity in management/leadership was reported.
- Better understanding of characters - and their place in the broader organisational structure - was reported to have been facilitated by the training, which in turn facilitated much greater capacity to carefully support others in the workplace.
- Both the skills and opportunities to network and draw upon the skills of others (including mentors) were deemed to be central to the success of projects.
- The reflective skills taught in the LDP were used very directly in solving problems with time-management, scope-modification and the overcoming of human and systemic obstacles.

- As an upshot of reflection skills, or independently, time management and general adaptability were reported to have been essential impacts of the training on the execution of the projects.
- The reported impacts on professional selves were either skill-oriented or personal (i.e. disposition-oriented).
- Time/resource management, communication, networking and personality management were all seen to have permeated a much broader working self.
- Confidence to interact, to diversify, to lead and to step-back and reflect were all identified.
- Improvements in assertiveness and interpersonal sensitivity were reported.
- Participants discussed the broad-spectrum adoption of a more reflective, self-aware and adaptable approach to all manner of professional tasks and situations.

### **Findings III: Management interviews**

- Analysis of **N=4** interviews with the managers of participants in the Leadership Development programme yielded four major themes: (a) LDP programme expectations, (b) LDP change project impacts, (c) LDP training impacts, and (d) LDP novelties and functions.
- Managers voiced expectations that the LDP would positively impact upon participants in terms of disposition (e.g. making them more businesslike and/or analytic), in terms of workplace skills (e.g. improving abilities to communicate, network and be flexible) and structural knowledge (i.e. improve their understandings of CPFT and the broader NHS).
- Managers reported a range of extant impacts made by the change projects, at the levels of (a) the individual participants, (b) workplace teams and (c) service delivery.
- As a result of their execution of change projects, participants were viewed as having been generally upskilled, more autonomous, better researchers and more content in their roles.
- The teams in which the LDP participants worked were reported to have acquired extra staff, received further education and altered methods of service delivery as outcomes of the change projects.
- At the level of delivery itself, better patient care, reduced waiting lists and fewer “did not attends” were reported by managers.
- A raft of impacts was reported to have been made by the LDP training in terms of participants’ dispositions, workplace skills and structural knowledge.

- Participants were reported to be (a) more confident, calm and open as colleagues, to have (b) improved communication, networking, teamwork, conflict-management, time/resource management and IT skills, and (c) to have acquired and disseminated stronger information about CPFT itself.
- Key aspects of the LDP that managers identified as making the programme different to its forerunners included:
  - High support levels for participants, particularly from peer-networks and mentors;
  - A strong focus on team leadership within the broader organisation;
  - The raw practicality of the programme;
  - The range of staff involved, and;
  - The Cumbria-specific tailoring of the materials.
- Manager expected that LDP participants, given the skills they had acquired through the LDP, would be optimally suited to being “delegation hubs” within teams, and change-leaders.

#### **Findings IV: Participant survey**

- The end-point survey attracted a response-rate of 53%.
- Participants rated the impact of the LDP on their knowledge of CPFT itself very highly, with particularly high ratings for improved understandings of the services with the Trust, and its organisational vision.
- Participants also highly rated the impacts of the LDP upon their own confidence, assertiveness and decisiveness at work. Optimism and enthusiasm were also raised during the course of the programme.
- Workplace-based interpersonal skills were also shown to have improved considerably across the course of the LDP, with participants rating their communication and listening skills as being the most improved.
- Participants further rated their managerial skills as having improved during the LDP, with resource and time management the most improved.
- 90% of participants maintained that they had made direct changes to their workplaces as an output of the LDP training, with 88.89% of these citing direct impacts already made, with the other 11.11% arguing that it was too soon to tell if impacts had been made.

- Of these impacts, the most common beneficiaries were identified as colleagues (31%) and managers (26%), and the most common forms of impact cited were better use of resources (25%), quality of service improvements (22%) and better workplace harmony (21%).
- 100% of participants maintained that direct changes had already been made in their workplaces as an output of the LDP change project.
- Of these impacts, the most common beneficiaries were identified as colleagues (31%), managers (25%) and service users, and the most common forms of impact cited were better use of resources (25%), improved channels of communication (22%) and quality of service improvements (29%).

## Conclusions

- Without doubt, CPFT's Leadership Development Programme has been a noteworthy success. Not only was there enormous participants satisfaction with the training and change projects themselves, but all core impact expectations have been demonstrably met and a range of additional (and possibly unexpected) benefits arose, which are recorded throughout this document.
- The conclusion explores the following core cross-cutting issues: (a) networks, (b) support, mentorship and teamwork, (c) confidence and communication, (d) services, time and resources and (e) research and reflection.
- In terms of additional "unintended" benefits, the completion of an MSc. negotiated module for six participants is noted, as are the positive impacts of one-to-one support allocated for the duration of the project



# Acknowledgement

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# 1. Introduction

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This report investigates findings arising from a variety of forms of feedback provided by the first cohort of participants (2012-2013) in Cumbria Partnership Foundation Trust's "Leadership Development" Programme (LDP). The report summarises both quantitative and qualitative feedback, and synthesises findings to provide a more three-dimensional overview of participant experience and systemic impact. Feedback reflects, throughout, the diversity of the participating cohort in terms of professional roles and levels of seniority.

## 1.1. The programme

The LDP was developed "...to offer staff theoretical, evidence based insight into leadership behaviours and practical approaches that will enable [them] to lead change in [their] service area." (Cumbria PFT, 2012, p.3), with the stated aim of supporting and developing "...personal and professional effectiveness and resilience in managing and leading the challenges faced within a dynamic health care environment." (Ibid...)

Specifically designed, thus, to provide insight into participants' leadership styles, and to provide opportunity for participants to develop confidence in management and team-working, the programme comprises three sequentially-ordered two-day modules, plus an introduction day:

- **Module 1:** Understanding Healthcare and Managing the Business for Better Performance (*covering contextual leadership within the CPFT*);
- **Module 2:** Knowing and Managing Yourself (providing the opportunity for participant to explore their own leadership styles and stances);
- **Module 3:** Managing People and Resources (exploring how participants might take their team with them, mentorship and coaching and sustainability in practice). (Cumbria PFT, 2012, p.3)

Note: A full summary of the LDP's content (and learning outcomes) can be found in Appendix 1. Through a combination of theory, reflection, practical learning and skills development, participants were challenged to:

- Explore the challenges of leading in a complex health care environment;
- Understand and share the vision and values of the organisation;
- Explore and understand their leadership style and influence on their team and colleagues;
- Understand approaches to building commitment and developing collaborative teams;
- Identify and develop strategies for improving individual and team performance;
- Gain an insight into the human aspects of change and how to get the best from themselves and their teams for effective performance and integration. (Cumbria PFT, 2012, pp.3-4)

And, consequently, the intended outcomes for participants are stated as:

- To develop leadership capability and competence within a complex environment;
- To develop personal resilience for delivering effective change with positive results;
- To identify the most effective strategies to sustain self as a leader;
- To develop skills in leading and managing change using evidence based improvement methodologies;
- To lead and evaluate a change project linked to the service objectives in their workplace. (Cumbria PFT, 2012, p.4)

## 1.2. The change projects

The LDP was designed to provide participants with the tools, techniques and strategies to apply learning practically and sustainably in the workplace. This learning was experienced by participants through the undertaking of a series of “change projects.” As part of the programme, each participant developed and delivered one of these change projects with the support and direction of their Locality General Manager/Service Head. This project could be undertaken as a collective team or individual, and the criteria for the change project included:

- It must be completed within the 6 month duration of this programme;
- It must ‘stretch’ the participant;

- It must link with service priorities;
- It must demonstrate the benefits for service users. (Cumbria PFT, 2012, p.4)

### 1.3. Report structure

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

- In the **Methodology**, the sample, data collection and analytic procedures are outlined.
- In **Findings I**, qualitative and quantitative session feedback are analysed.
- In **Findings II**, interview data with LDP participants are explored.
- In **Findings III**, interview data with the managers of LDP participants are explored.
- In **Findings IV**, the findings from an end-point survey of LDP participants are analysed.
- In the **Impact Analysis**, core impact-oriented themes are summarised and synthesised.
- In the **Conclusions**, a discussion of key cross-cutting themes is advanced.
- **Appendix 1:** LDP Session-by-Session Content Descriptor.
- **Appendix 2:** Daily Evaluation Form.
- **Appendix 3:** Participant Interview Schedule A - Early stages.
- **Appendix 4:** Participant Interview Schedule B - Follow-up.
- **Appendix 5:** Management Interview Schedule.
- **Appendix 6:** End-point Survey Map.

## 2. Methodology

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The evaluation incorporated five different modes of data collection. These were:

1. Participant evaluation of LDP taught sessions;
2. Two tranches of semi-structured interviews with participants chiefly addressing the change projects, one early in the programme and a second after its conclusion;
3. One tranche of semi-structured interviews with the managers of participants, post-LDP, to explore the impacts of training and projects from a third-party perspective;
4. Reflective accounts from the staff who delivered the LDP;
5. A final participant survey.

The overall design was organised such that each form of data would complement the final impact assessment. This is to say that early evaluation feedback informed the participant interview design, while evaluation feedback and participant interview data informed the management interview design and so forth. The final participant survey, meanwhile, utilised all prior findings in developing a simple (but telling) impact metric around categories inducted from participant, managerial and LDP staff feedback itself, rather than supposition or abstract expectation.

### 2.1. Session evaluations

Evaluation of participant response to taught sessions took a mixed-analytic approach to the data collected, utilising a descriptive statistical approach combined with a qualitative-thematic dimension.

#### 2.1.1. Participants & procedure

All participants at each of the seven of the LDP days were invited to provide evaluative feedback, yielding a total of **N=112** evaluation forms. The number of evaluations collected for each day, and by extension for each module, is summarised in Table 1 (below):

**Table 1: Evaluations collected**

Module	Day	Evaluations collected /day	Evaluations collected /module
Introduction	1	19	19
Module 1	2	19	36
	3	17	
Module 2	4	14	29
	5	15	
Module 3	6	16	28
	7	12	

### 2.1.2. Design

The evaluation form (included in Appendix 2) was organised to generate two key forms of feedback data. The quantitative aspect utilised six standard Likert scales requesting the following information:

1. Did you find the sessions informative?  
(Not at all) 1 2 3 4 5 (Definitely)
2. Did you find the course materials relevant?  
(Not at all) 1 2 3 4 5 (Definitely)
3. Do you feel clear on the programme session objectives?  
(Poor) 1 2 3 4 5 (Excellent)
4. The quality of facilitation and general manner when dealing with the group was...  
(Poor) 1 2 3 4 5 (Excellent)
5. The trainers' knowledge and skills  
(Poor) 1 2 3 4 5 (Excellent)

6. Did you find the training environment suitable and conducive to learning?  
(Not at all) 1 2 3 4 5 (Definitely)

The second available participants of an opportunity to provide more detailed qualitative data in line with the following requests:

7. How relevant do you feel that this training has been in relation to your current job role?
8. Do you feel that the level of the content was appropriate, if not what would you suggest?
9. Can you identify at least one thing that you will take away from this day? (You can include more than one if you wish to)
10. Is there anything else that you would have liked to have seen included in the day?

Finally, space was provided for participants to provide any additional information they saw as relevant.

### 2.1.3. Data analysis

Likert scale data were analysed descriptively by question, by day-of-collection and by module, 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 evaluate significance in line with

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.

## 2.2. Participant interviews

Semi-structured interviews with a sample of participants in the LDP were conducted in two tranches.

### 2.2.1. Participants

The first set (**N=5** participants) took place at an early stage, around a third of the way into the taught programme. The second (**N=5** participants) took place shortly after the end of the programme, enabling these participants time to reflect upon the impacts of the training and their change projects. Participants were purposively sampled (see Silverman, 2010) to provide a strong cross-section of the different roles and grades in the wider base of participants.

### 2.2.2. Design

Semi-structured (or ‘focused’) interviews are organised around a series of central broad and open questions, with subsidiary topical ‘prompts’, rather than a rigid set of pre-defined inquiries.

‘...the interviewer asks major questions the same way each time, but is free to alter their sequence and probe for more information. The interviewer can thus adapt the research instrument... [to] handle the fact that in responding to a question, people often also provide answers to questions [they] were going to ask later.’ (Fielding & Thomas, 2008, pp.246-247)

The core strengths of this technique in qualitative research are three fold:

1. Lateral comparability of findings is still fully achievable across respondents, but:



2. The respondent is also given the discursive space to voice ideas and thoughts that might not have been strictly specified within the exact question; i.e. there is room for new and potentially novel themes to arise.
3. The respondent can connect topics and concepts in their own way, providing a sense of how they themselves understand the 'bigger picture', rather than being beholden to a structure that demands they (a) may have to repeat things they have already said, and/or (b) may have to answer questions in a sequence that does not seem logical to them – both of which can often 'frustrate and annoy' respondents (Suchman & Jordan, 1990).

In both tranches of this evaluation, semi-structured questioning thus focused around the following central issues:

1. The reasons for choosing a particular project;
2. The expected/experienced impacts of the projects;
3. The mechanisms through which impacts are made;
4. Obstacles to impact;
5. Means for surmounting obstacles;
6. The relationship between the LDP training and project;
7. The impacts of the LDP training on personal and professional development.

The two full interview schedules can be found in Appendices 3 and 4. Each interview was anticipated to take between 20 and 30 minutes in total, though some were longer and some shorter contingent on the level of detail the respondent provided. Sound files from all interviews were transcribed verbatim, but are presented in this report with necessary deletions for clarity of reading wherever practically possible. These deletions are:

1. 'Minimal continuers' (Hutchby & Wooffitt, 1998), such as 'uhm', 'erm' and 'err'.
2. Word repetitions and stutters.
3. Aborted or reformulated sentence starts.
4. Linguistic idiosyncrasies, such as 'you know', 'kind of like' and 'sort of'.

All data were transcribed and prepared for analysis by mid-August 2013; data analysis then proceeded as outlined in section 2.2.3 (below).

### 2.2.3. Analysis

Data were explored for patterns and themes using many of the general principles of Grounded Theory (Glaser & Strauss, 1967), and within Scientific Software's ATLAS.Ti (v. 6.1) qualitative analysis package. Grounded Theory, in its simplest terms, is:

'...the discovery of theory from data systematically obtained from social research.' (Glaser & Strauss, 1967, p. 2).

This analytic stance, thus, represents the endeavour to generate robust and defensible, practice-oriented findings from rigorous qualitative analysis of a single data-set. Evaluative strategy herein involves two central analytic steps geared towards ongoing category-refinement, as displayed in Table 2:

**Table 2: Analytic Steps in Grounded Theory**

Step.	Activity.
1. 'Open' Coding.	The initial classification and labeling of concepts in qualitative data analysis. Themes are discovered through careful examination and questioning of the data.
2. 'Axial' Coding.	The reanalysis of the results of step 1, aimed at identifying the important, general concepts.

With respect to step 1, within the data corpus collected the themes identified closely mirror those outlined as priority issues in Section 1, due to the manner in which interview schedules were specified. This phase of analysis is illustrated and evidenced in Section 4.1 and 4.2. Outcomes of the second stages of analysis, aimed at finding core patterns and tendencies in the full corpus of collected data, are detailed in Section 4.3.

It is imperative to note at this point that, since the participants in interview tranches 1 and 2 are not necessarily the same people, no participant “numbers” are allocated in this section. This offers maximum protection to participant anonymity and, moreover, and methodologically-speaking, since this analysis is thematic rather than narrative, longitudinally-consistent individual case studies are not necessary to effectively elucidate the important issues arising (Silverman, 2010).

## **2.3. Management interviews**

Semi-structured interviews with a sample of the managers of participants in the LDP were conducted three months subsequent to the end of the programme itself.

### **2.3.1. Participants**

A total of **N=4** managers were purposively sampled to maximise variety, and interviewed about their own experiences regarding the relevant LDP participant.

### **2.3.2. Design**

Semi-structured questioning focused around the following central issues:

1. Their initial hopes and expectations for the personal development of the participant in the LDP as an outcome of their participation;
2. Their initial hopes and expectations regarding the impacts that the change project might have in the workplace;

3. The impacts that the project has made to date (if any);
4. The impacts that the LDP has had on the participant's own personal and professional development (if any);
5. Their own views on the differences between the LDP and prior initiatives of that ilk;
6. How they envisage using the knowledge and skills gained within their team/service/locality (if any)?

The full interview schedule for the management interviews can be found in Appendix 5. Each interview was anticipated to take between 15 and 20 minutes in total, though some were longer and some shorter contingent on the level of detail the respondent provided. All data were transcribed and prepared for analysis by mid-August 2013.

### 2.3.3. Analysis

Data were again explored for patterns and themes using many of the general principles of Grounded Theory (Glaser & Strauss, 1967), and within Scientific Software's ATLAS.Ti qualitative analysis package.

## 2.4. Participant End-Point Survey

In order to establish a broad metric for measurement of the personal and institutional impacts of the LDP and the embedded change project, an online end-point survey was generated using the Bristol Online Surveys system (henceforth BOS), grounded in prior findings from the evaluation.

### 2.3.1. Participants

All participants in the LDP were invited to complete the survey via email link to the site, with relevant assurances of personal anonymity rendered explicit throughout. A response rate of **53%** was recorded.

### 2.4.2. Survey Design

The survey<sup>1</sup> was designed to account for three key issues:

1. The specific information required by CPFT itself.
2. The need to measure LDP-related change.
3. The core methodological imperatives outlined in prior survey work on management and leadership, most notably those arising from the established Multifactorial Leadership Questionnaire (see Bass & Riggio, 2006).

As such, an inventory of 33 questions was employed to explore the following major themes:

- Participants' demographic details and role outlines.
- Participants' self-evaluations of the LDP's impact on their organisational knowledge.
- Participants' self-evaluations of the LDP's impact on their core workplace skills and aptitudes.
  - e.g. confidence, communication, negotiation skills, conflict resolution, resource management etc.
- Participants' self-evaluations of workplace changes that they have brought about as a result of the LDP training.
- Participants' self-evaluations of workplace changes that they have brought about as a result of the LDP change project.

The 19 personally-evaluative questions were measured using five-point Likert scales (De Vaus, 2002) on which to rate the valence and scale of changes. Typically:

---

<sup>1</sup> For the full structure and set of questions, refer to Appendix 6.

Please self-rate as a leader/manager in terms of the attributes below, as a result of talking part in the LDP training:

9. Confidence as a leader/manager.

A. Much worse

B. Worse

C. Unchanged

D. Better

E. Much better

### **2.4.3. Survey Procedure**

The survey was designed in draft form, evaluated by an experienced statistician for consistency and also by partners at CPFT for institutional practicality. Adaptations were made and the survey was then inputted to BOS, and rendered live following the end of LDP's taught period.

### **2.4.3. Survey Data Analysis**

Data were exported into SPSS 19.0, which was then used for all statistical analyses. A full suite of descriptive statistics was run on each individual question, and at the level of the cohort, in a similar vein to the quantitative aspect of the session evaluations.

## 3. Findings I: Session Evaluations

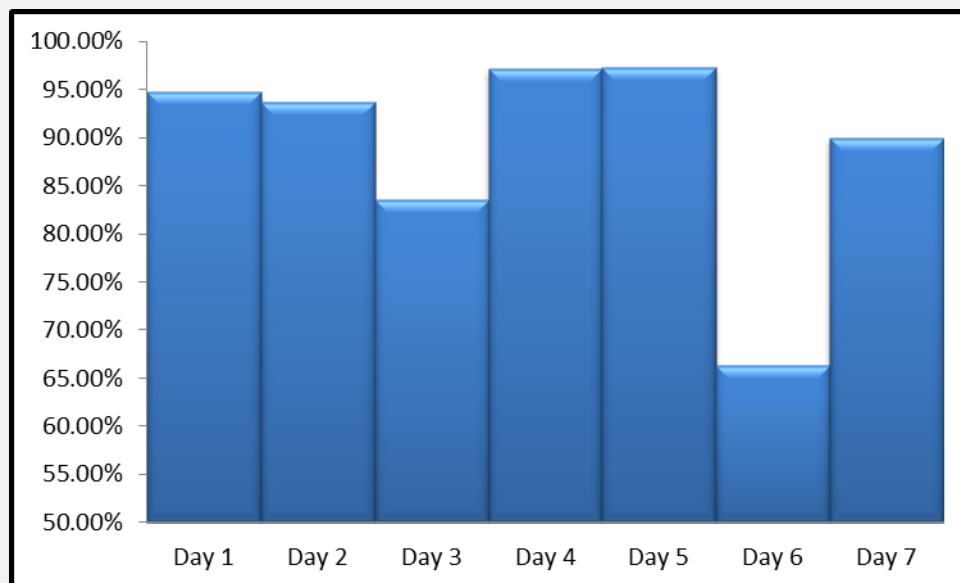
As previously noted, evaluation of participant response to taught sessions takes a mixed-analytic approach to the data collected, utilising a descriptive statistical approach combined with a qualitative-thematic dimension. In this chapter of the evaluation, the quantitative findings are firstly explored, and then the qualitative. Finally, a set of core principles is synthesised from the full corpus of data.

### 3.1. Quantitative Findings: modular analysis

In this section, participant ratings of content and conditions are explored by day, and are examined in terms of session content.

In Figure 1, it is clear that days 1, 2, 4, 5 and 7 were seen by participants as highly informative, with all achieving an overall approval rating of 90% or above, with days 4 (“Leadership Analysis Styles”) and 5 (“Influence and Power”) both receiving ratings of 97%+.

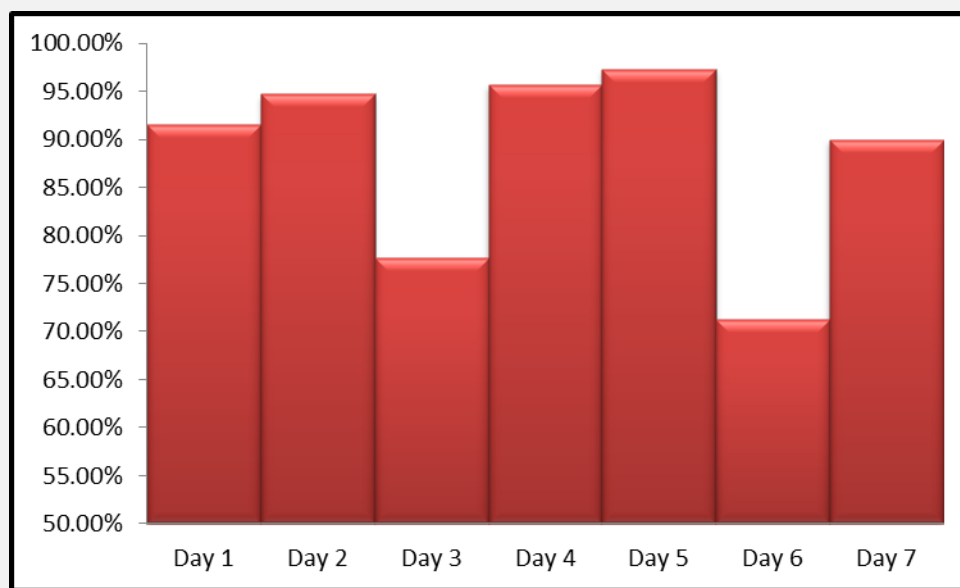
**Figure 1: Informativeness of LDP materials, by day**



Day 3 (“Service Improvement and Project Management”), and Day 6 (“Inspiring and Enabling Others”), were ranked less favourably by participants. The former only represented a marginal dip in approval (83.53%), but the latter (with 66.25% approval) was demonstrably less well received.

In terms of the relevance of materials (Figure 2), a similar pattern is visible. Days 1, 2, 4, 5 and 7 were scored at 90% approval or higher by participants – indeed, days 4 and 5 were again scored at over 95% - while days 3 and 6 were scored some way lower, in the 70%-80% range.

**Figure 2: Relevance of LDP material, by day**

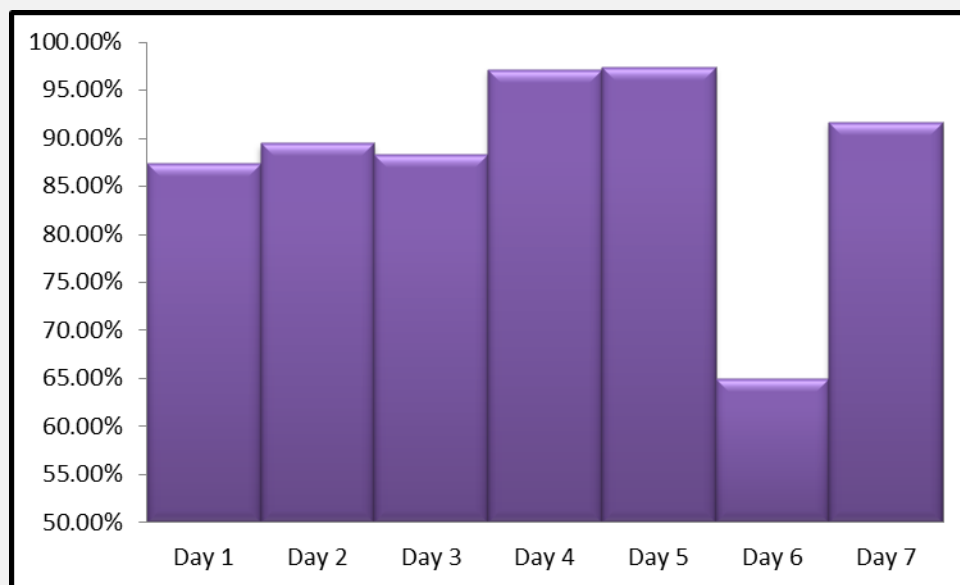


With respect to clarity of objectives, Days 4, 5 and 7 scored well in excess of 90% approval, with days 1, 2 and 3 all in the high 80% range. As such, the previously lower scores for Day 3 were not replicated in objective clarity. Day 6, however, sustained a (relatively) low approval at 65%, over 20% lower than the lowest of the other six days.

Results in this domain can be seen in Figure 3 (below):

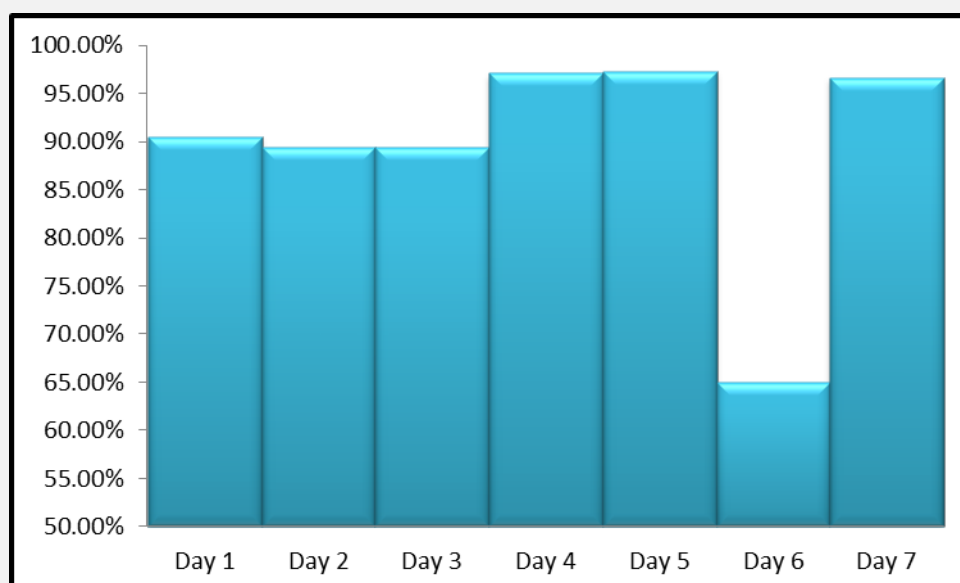


**Figure 3: Clarity of LDP objectives, by day**



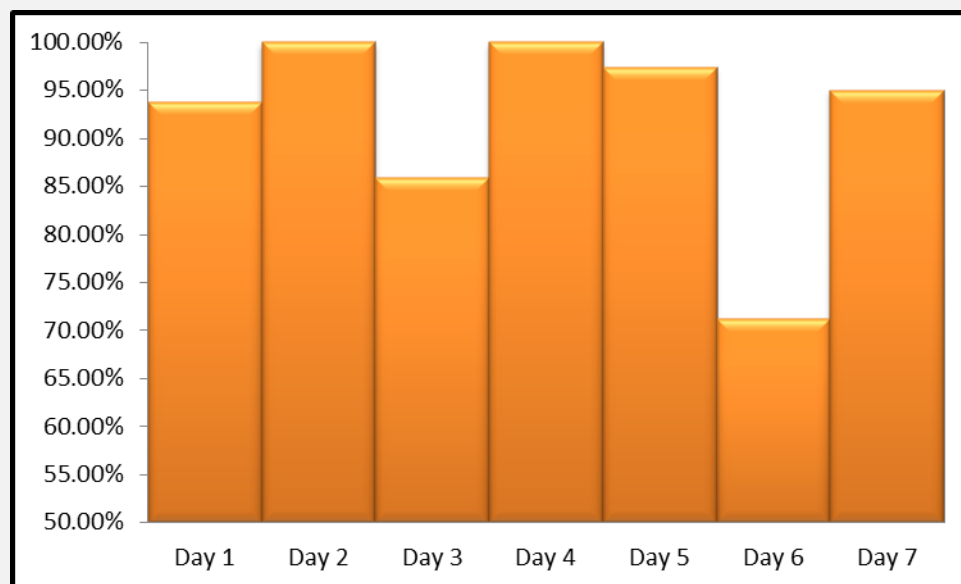
In Figure 4, the same broad pattern re-emerges as is evident in Figure 3. Days 4, 5, and 7 are rated exceptionally highly (95%+) for quality of facilitation, and days 1-3 in the region of 90%, while day 6 is rated by participants around 25% lower on approval.

**Figure 4: Quality of LDP facilitation, by day**



The ratings for the trainers' knowledge and skills (Figure 5) were, again, largely very positive indeed, with Days 1, 2, 4, 5 and 7 all receiving 90%+ approval . Indeed, on Days 2 and 4 highly impressive 100% ratings were achieved in this domain indicating a very strong affinity between trainers and participants during the pertinent sessions. On Day 3, approval dropped slightly to 85.88%, and on Day 6 a substantially lower 71.25% approval was registered.

**Figure 5: LDP trainers' knowledge and skills**

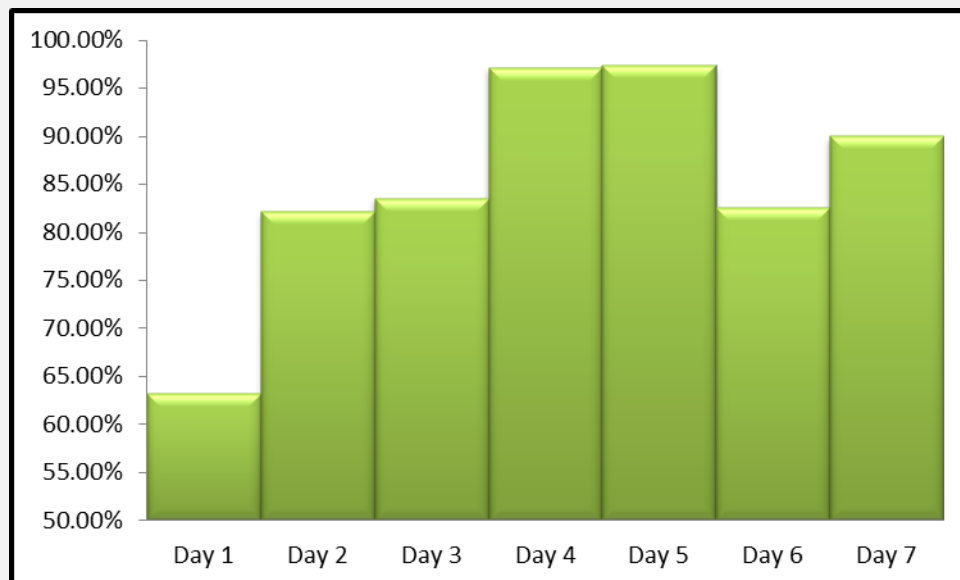


Ratings for the typically eclectic category of “learning environment quality” for each day of the LDP are displayed in Figure 6 (below). As illustrated in more detail in the qualitative session feedback to follow (sections 3.3. and 3.4), participants often show a microscopic sensitivity to apparently mundane aspects of the physical and social environment that are very difficult to anticipate, but which can affect scores quite profoundly. Findings in this domain, thus, show fluctuations that are “out-of-step” with the other evaluative categories used in the feedback collection.

Day 1 (63.16%), for example, which had scored well in every other respect, was rated at nearly 20% less environmentally-optimal than the next lowest-rated day (Day 2, with approval of 82.11%). In a similarly trend-bucking manner, Day 6, which had scored poorly compared with all other days against all other criteria, was rated on a level with Days 2 and 3, and much better than Day 1 in terms of learning environment. Indeed, all days except Day 1 received approval ratings of

80%+. In line with more general patterns in this evaluation feedback, Days 4, 5, and 7 were again most well-received, all scoring at 90% or above.

**Figure 6: Quality of LDP learning environment**



### 3.2. Quantitative findings: cross-modular analysis

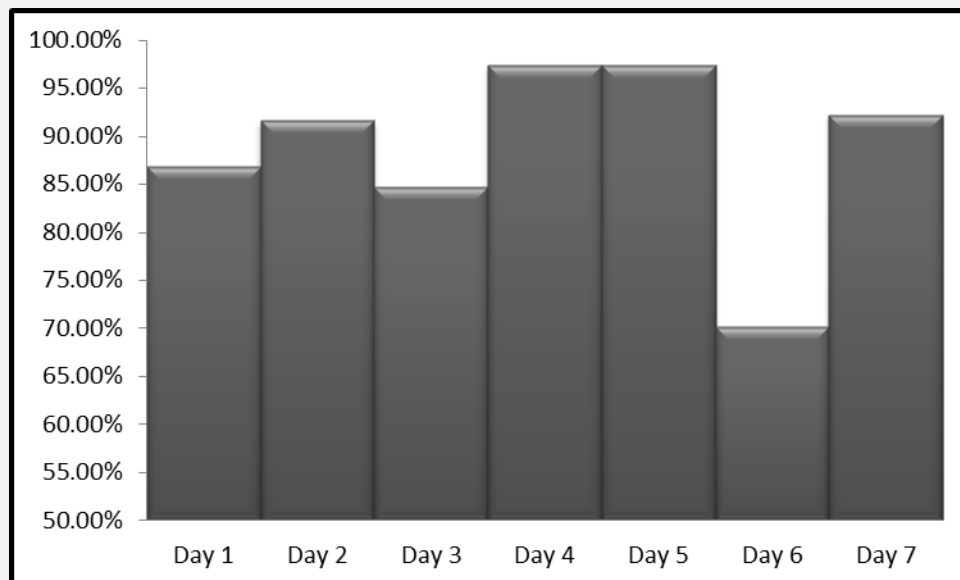
Taking the daily findings described above, it is possible to make a number of key assertions regarding the body of data collected.

Firstly, the overall mean participant satisfaction rating for the LDP in its entirety (i.e. across all criteria and all days) was a very impressive **88.76%**. In Figure 7, the day-by-day mean overall ratings (i.e. the mean of the six evaluative criteria) are displayed. Trends indicate that Day 2, 4, 5 and 7 were the most highly regarded (all receiving mean approval of over 90%). This represents very strong approval for:

- The first part of Module 1, addressing leadership and the organisation;
- The whole of Module 2, (“Knowing and Managing Yourself”), and;
- The last part of Module 3, addressing leadership in practice.

The introductory day was also well-received, scoring over 85% on average, while Day 3 (“Service Improvement and Project Management”) was rated at very marginally less than 85%.

**Figure 7: Overall participant approval for LDP sessions, by day**

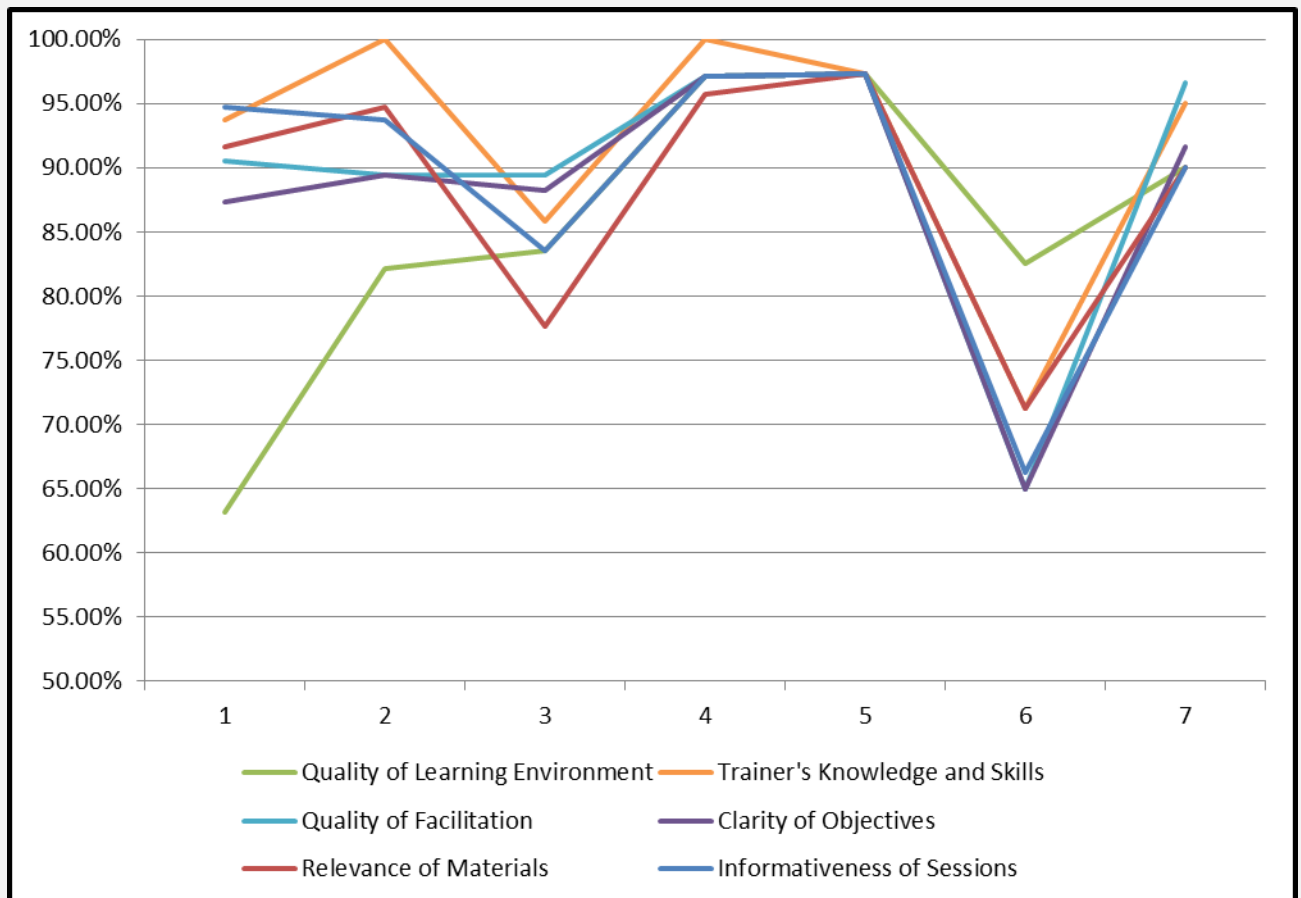


Day 6, “Inspiring and Enabling Others,” is clearly the anomalous statistic here. Although an overall satisfaction rating of 70.21% does not in any way represent a “failure” in absolute terms, it is nonetheless over 18% less than the overall mean for the LDP, when the next lowest-scoring day is only 3% less. As such, in relative terms, the day was substantially less highly-regarded.

Figure 8, which comparatively displays fluctuations across the six evaluative criteria for all the seven days, adds further flesh to these observations. It is clear that, for most of the days of the LDP, scores were fairly consistent across categories. For example, Day 5 scored virtually identically in all domains. A noteworthy exception is the Introductory Day, which scored between 85% and 95% in all areas except learning environment, for which it scored in the low 60% range. This will have reduced its overall average score by a not insignificant margin. Day 2, though to a lesser extent, replicates this same pattern, with environment falling below all other matters. Day 3 scores well on all criteria except “Relevance of Materials,” while Days 4, 5 and 7 score well in all criteria.

Day 6, it can be observed, does not have any 'one' factor damaging its overall average rating (indeed, a strong showing on learning environment actually raises this score). Rather, the other five criteria are all subject to approval below 75%, which is somewhat out-of-step with all other criteria on all other days (bar the Day 1 environment).

**Figure 8: Overall LDP approval ratings, by-criterion-by-day**



Formal explanation of these trends can be found in the qualitative feedback outlined in section 3.3 (below).

### 3.3. Qualitative findings: modular analysis

The broad trends described above are illuminated significantly by the findings from the qualitative aspects of the feedback. Herein, four separate thematic analyses of feedback are initially presented:

1. Introductory Day.
2. Module 1 (days 2 and 3).
3. Module 2 (days 4 and 5).
4. Module 3 (days 6 and 7).

A synthesis of all the above feedback is then included in section 3.4. It should be noted that due to the quantity of data involved, the analytic focus herein is chiefly upon emergent themes, and only a limited amount of direct evidence (i.e. quotations) is referenced. It should also be noted that, with respect to all emergent higher-order themes, colour-coding is used within graphical representations to indicate key trends. As such, positive themes are shown in green, negatives in red and neutral descriptive themes in orange.

#### 3.3.1. Introductory Day

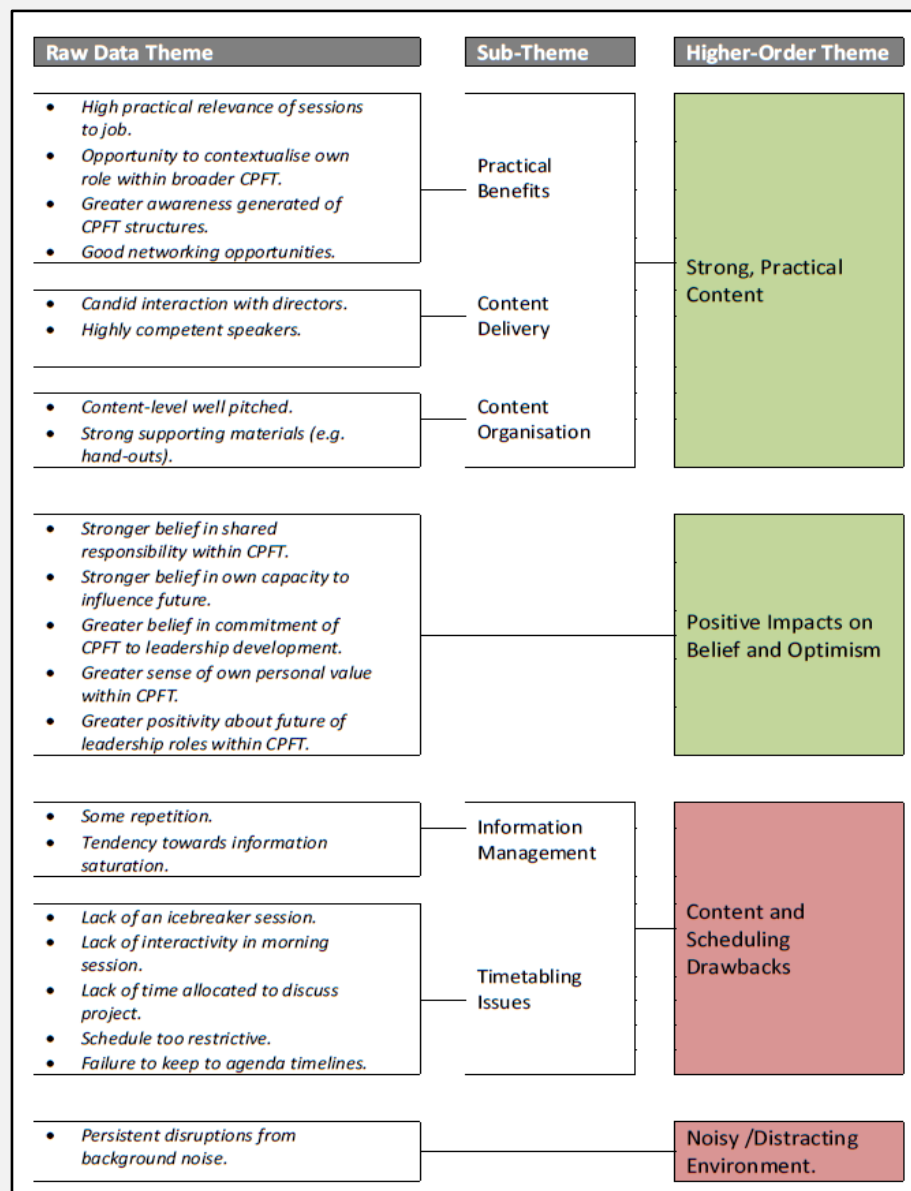
As evidenced in Figure 9, on page 22, a rich range of affirmative themes arose from the qualitative aspect of the evaluation with respect to the Introductory Day.

Unmitigated praise for both content and level of materials was thematically dominant, and the 'humanising' of upper management was also identified as a key positive outcome. Perhaps most striking, however, is the group of emergent themes relating to positive impacts on belief and optimism, with participants recurrently identifying how the Introductory Day had reinforced, or reaffirmed, their own belief in themselves and the trust. Also raised were the positive networking impacts of the day and the sense of "linkage" provided between corporate issues and day-to-day leadership roles.

Interestingly, despite the comparatively low quantitative ratings for the learning environment, the only qualitatively negative point raised by participants, in this realm, related to

extraneous and distracting noise at the venue. Aside from this, the only negative theme to arise with any regularity related to a somewhat “crammed” timetable, leaving very little room for *ad-hoc* flexibility (such as icebreaking).

**Figure 9: Introductory day, thematic analysis of qualitative feedback**

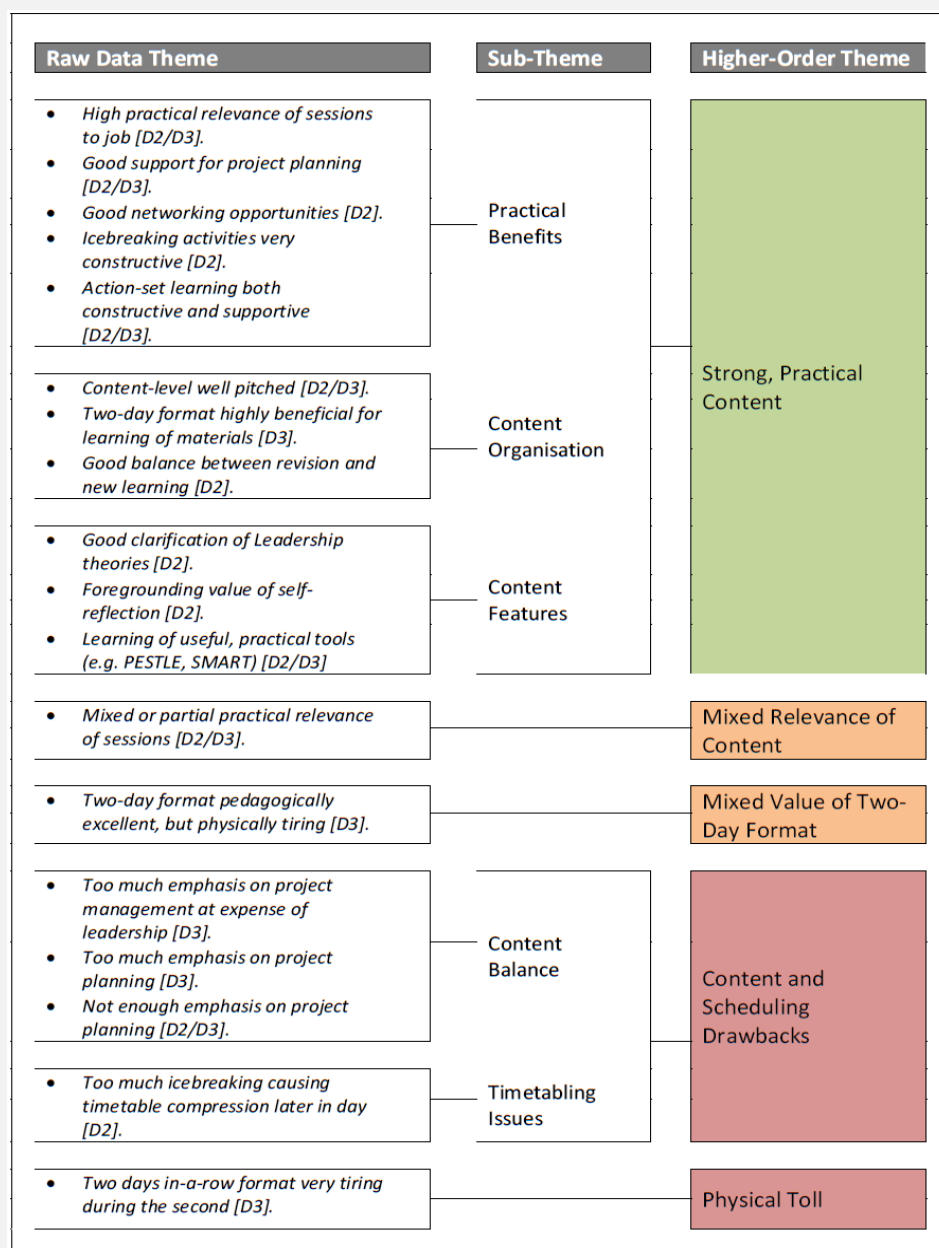


As is evident, some participants also felt that, at this stage, time allocated to discussing the projects may have added clarity to this aspect of the programme.

### 3.3.2. Module 1.

Thematic analysis of qualitative feedback with respect to Module 1 is displayed in Figure 10 (below). It is of some note that, once again, the core comments provided on content-form and content-level are almost universally positive in character, with only a few mitigated positives (some of which was a direct output of confusion relating to the project, who would be doing it etc.) and some pertaining to the relevance of sessions on team management skills when not all leaders directly manage teams.

Figure 10: Module 1, Thematic Analysis of Qualitative Feedback





Indeed, the amount of time spent addressing the project itself was one of the more contentious issues all round, with some participants wishing for more time in this domain, and others arguing for less. This, perhaps, gives cause to revisit the issue arising from the Introductory Day, in which participants requested a little more clarity in this domain from the outset. Praise for the action learning approach was constant among all participants, and appreciation of the icebreaking session on the first of the two day was common (though not universal, with one participant maintaining that its duration once again caused timetable “cramming” and inflexibility later in the day). The applied content was very highly praised for its usefulness, with one participant explicitly commenting that they would “...*definitely use the PESTLE analysis*” in the future.

Possibly the most important set of structural themes to emerge from the feedback relate to the two-day formatting of the module. While the pedagogical value of this format is universally praised in terms of helping participants apply and retain what was being taught, the physical toll exacted by it was a source of concern to many. Moreover, simple fatigue may help account for the noteworthy quantitative feedback-dip for the second day of this module, even though very little substantively poor qualitative feedback appears. This likelihood is underscored by viewing the thematic breakdown for Module 2 feedback (in Figure 11). Herein, with a residential approach, the two-day format is applauded but there are none of the qualitative concerns relating to second-day attrition, nor quantitative declines in feedback quality. In short, a two day module without the benefit of residential trappings can prove exhausting, while an equivalent residential module does not.

### **3.3.3. Module 2**

Mirroring the quantitative component, qualitative feedback for Module 2 is overwhelmingly positive. The teaching and facilitation quality is regularly cited as a central take-home plus from the experience, and 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 self-assessment, plus a range of other devices and models for better understanding leadership roles and types. A perusal of this feedback also illustrates the high value placed by participants on the manner in which leadership theories were conveyed during the module, and the manner in which they were linked to practice (although one participant did observe that it is difficult to link theory to practice in a manner that will “click” with the entire audience).

Figure 11: Module 2, thematic analysis of qualitative feedback

Raw Data Theme	Sub-Theme	Higher-Order Theme
<ul style="list-style-type: none"> <li>High practical relevance of sessions to job [D4/D5].</li> <li>Enhanced sense of self-worth emergent of sessions [D4]</li> </ul>	Practical Benefits	Strong, Practical Content
<ul style="list-style-type: none"> <li>Content-level very well pitched [D4/D5].</li> <li>Residential format highly beneficial for learning [D5].</li> </ul>	Content Organisation	
<ul style="list-style-type: none"> <li>Myers-Briggs sessions well-crafted [D4].</li> <li>Relationship-building [D5].</li> <li>Feedback provision [D4/D5].</li> <li>Linking leadership theory to practice [D4].</li> <li>Communication skills and asking difficult questions [D4/D5].</li> </ul>	Content Features	
<ul style="list-style-type: none"> <li>Exceptional quality of facilitation [D4/D5].</li> <li>Exceptional teaching/keynote speaking [D4/D5]</li> </ul>		Strong Delivery
<ul style="list-style-type: none"> <li>Content good, but sometimes decoupled from practice [D4].</li> <li>Reading/reference lists to supplement strong content [D4].</li> </ul>		Potential Boosts to Content
<ul style="list-style-type: none"> <li>Lack of time devoted to Transactional Analysis [D5].</li> <li>Lack of time devoted to actively practicing new skills [D5].</li> <li>Lack of active application training for Myers-Briggs [D4].</li> </ul>		Content Shortfalls
<ul style="list-style-type: none"> <li>Poor lighting later in day [D5].</li> </ul>		Environmental Drawbacks

Sessions on relationship-building, communication skills, the provision of feedback and especially on the “asking of difficult questions” were all singled-out for particular praise. Useful support-themes were also raised, with some participants suggesting that reading and reference lists might be a very companion to the strong materials, and others that occasionally the sessions drifted into the abstract when a consistent focus on practice was more to their tastes. Outright negative commentaries were very scarce with respect to this module, with a few participants indicating that

transactional analysis would have been a valuable addition to the day, and another drawing attention to poor lighting later on the second day of the two.

### 3.3.4. Module 3

Thematic analysis of qualitative feedback with respect to Module 3 is displayed in Figure 12 (below).

Figure 12: Module 3, thematic analysis of qualitative feedback

Raw Data Theme	Sub-Theme	Higher-Order Theme
<ul style="list-style-type: none"> <li>Networking and experience-sharing [D6/D7].</li> <li>Meeting members of, and improved understanding of, the Trust board [D7].</li> <li>Interaction in ALS challenging and built confidence [D7].</li> </ul>	Practical & Personal Benefits	Strong, Practical Content
<ul style="list-style-type: none"> <li>Optimal pitching [D7].</li> <li>High clarity in sequencing of topics [D7].</li> </ul>	Content Organisation	
<ul style="list-style-type: none"> <li>All transactional analysis materials [D7].</li> <li>Revisiting Johari Window [D7].</li> <li>Parent/Adult/Child (PAC) model [D7].</li> <li>Mentoring refresher [D6].</li> </ul>	Content Features	
<ul style="list-style-type: none"> <li>Transactional analysis section very well delivered [D7].</li> <li>Strong interaction with trainers and execs [D7].</li> </ul>		Strong Delivery / Interaction
<ul style="list-style-type: none"> <li>Materials not relevant to role [D6].</li> <li>Materials duplicate clinical and management/supervision [D6].</li> <li>Unlikely to use skills being taught [D6].</li> <li>Already have skills [D6].</li> </ul>		Limited Relevance
<ul style="list-style-type: none"> <li>Over-simplistic [D6].</li> <li>Over-elaborated; didn't need a whole day [D6].</li> <li>Clarity lost in convoluted structure [D6].</li> <li>Repetitive [D6].</li> </ul>		Content Shortfalls
<ul style="list-style-type: none"> <li>Room too noisy [D6].</li> <li>Room too hot [D7].</li> </ul>		Environmental Drawbacks

These findings help shed particular light on the substantial discrepancy in quantitative approval between Day 6 and Day 7. Of the positive feedback on this module, the overwhelming bulk of the themes raised relate to Day 7. Comments on the weaknesses of the module, on the other hand, relate entirely to Day 6 (with the exception of one complaint that the room was a little hot on Day 7). Firstly, the mentoring-related training in this section were seen as either not relevant, as tangentially relevant or as something the participants already knew extremely well. One piece of feedback noted that the issues on the day basically duplicated materials from clinical and management supervision. The contents were also seen as over-simplistic (i.e. very basic given the target audience), over-elaborated and over-stretched to fill a full day.

In terms of the strengths of the module, both days were seen by a number of participants as strong networking and experience-sharing opportunities. Some of the mentoring work that formed the backbone of the Day 6 materials was also cited as valuable, though within the frame of a knowledge “refresher” by participants who were already familiar with the materials. Day 7 was, however, praised without caveat for the involvement of the Trust board, which helped improve a range of organisational understandings, and the manner in which the Action Learning Set functioned. The latter was, in particular, seen as a genuine confidence-booster. The general pitch and organisation of Day 7 were also praised, as (recurrently) were all aspects of the transactional analysis work: structure content and delivery.

### **3.4. Qualitative findings: core themes**

With these findings now described, it is possible to summarise the range (though this does not indicate frequency) of qualitative issues raised.

As evident from the analyses above, and Figure 13 below, the success themes with respect to the LDP were raised in far greater occurrence across the data corpus than any of the emergent development themes and, moreover, the development themes were generally framed as of localised impact, whereas the success themes were discussed in terms of broad-reaching professional and personal impacts. This is to say that development themes were of issue on-the-day, whereas many of the success themes had take-home value and extended across various domains of the participants’ personal and professional lives.

Figure 13: Qualitative Synthesis



### 3.5. Session Feedback: Overall Summary

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

- A total of N=112 session evaluation forms were analysed.
- The mean satisfaction score allocated by participants in the LDP across all days and all criteria was a very high 88.76%.
- LDP Days 2 (“Leadership and the Organisation”), 4 (“Leadership Analysis Styles”), 5 (“Influence and Power”) and 7 (“Leadership in Practice”) were overwhelmingly well-received in all categories, all averaging over 90% approval.
- Participants rated all days of the LDP at above 90% in terms of being informative, except Day 3 (“Service Improvement and Project Management”), which was rated at 83.53%, and Day 6 (“Inspiring and Enabling Others”) which was rated at 66.25%.
- Participants rated all days of the LDP at above 90% in terms of being relevant, except Day 3 (77.65%) and Day 6 (71.25%).
- Participants rated all days of the LDP at above 89% in terms of facilitation quality, except Day 6 (65%).
- Participants rated all days of the LDP at above 90% in terms of being the trainers’ knowledge and skills, except Day 3 (85.88%) and Day 6 (71.25%).
- Participants rated all days of the LDP at above 80% in terms of the quality of the learning environment, except Day 1 (Introduction) which scored 63.16%.
- Participants identified a range of key success themes relating to the LDP, not least the quality of teaching and facilitation, the senses of community, optimism and confidence that were generated from involvement, and the support provided for projects.
- The modules on all days except Day 6 were seen as very well pitched in terms of level, and very practically relevant.
- Day 6 was seen to be either of limited relevance or too familiar, and the materials on mentorship under-pitched in terms of level, and not really “deserving” of a full day.
- Some participants found the environment too hot, too dark or too noisy at times.
- Action Learning Sets were singled out for consistent praise as a space for sharing experience and moving forward.
- MBTI and transactional analysis were recurrently cited as the most valuable taught components.
- Interactions with higher Trust management were seen as powerful tools for community and awareness building.

## 4. Findings II: Participant Interviews

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*"[T]he speakers...have been absolutely excellent; they gave different perspectives on things and...different ideas on different ways of working..."*

As discussed in section 2, two tranches of semi-structured interviews with participants were conducted. Recall that the first tranche was collected around a third of the way into the taught programme, while the second was collected shortly after the taught part of the LDP had drawn to a close. Recall also that the specific character of any individual participant's project is not detailed, such that participant anonymity can be properly protected.

### 4.1. Tranche 1

The first tranche of interviews (**N=5** participants) yielded three global themes:

1. Project structures;
2. Project impact mechanics, and;
3. Training impacts.

It is of note that, in general, the participants taking part in this tranche voiced a great deal of optimism and enthusiasm for the LDP at that stage. For example:

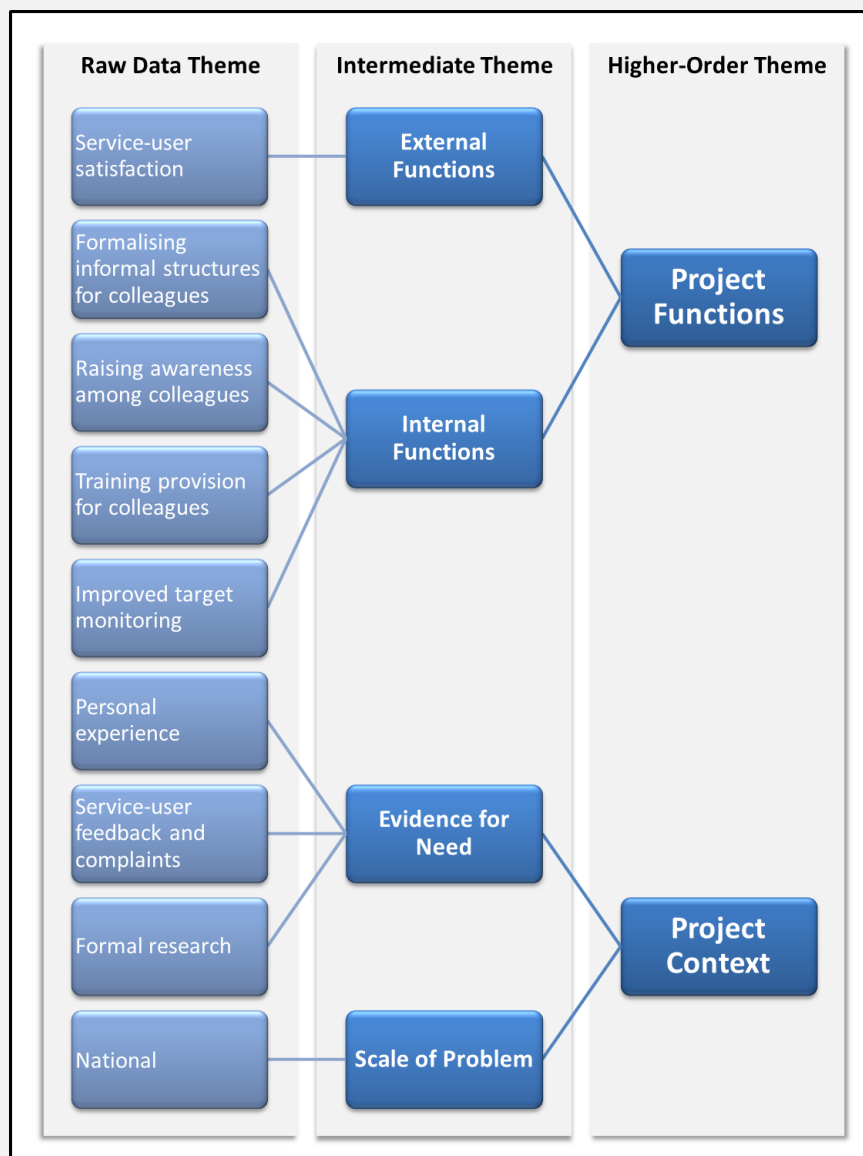
*"I'd just like to say that from the leadership development course, the speakers which have been invited in have been absolutely excellent; they gave different perspectives on things and giving you different ideas on different ways of working..."*

*"[I]t's really been enjoyable and I think the emphasis on how important it is, is necessary..."*

#### 4.1.1. Tranche 1, theme 1: project structures

In terms of the first of the core themes, and as evident in Figure 14 (below), participants outlined a range of issues pertaining to the functions that their projects were anticipated to perform within the Trust, and the contexts of their projects' conceptualisation (i.e. the problems to be solved and the evidence for intervention).

Figure 14: Tranche 1 - project structures





As regards the former, the outward-looking goal of service user satisfaction was high on the agenda for several of the participants, but there were a greater *range* of what we might term “internal” aspirations, i.e. to improve working practices, knowledge and awareness among colleagues, as well as improving target-monitoring within teams and the Trust on the broader scale.

*“I think it’ll increase their confidence, they will fully recognise the depth of their role and I think with that will come a better sense of job satisfaction really.”*

While service-user feedback and complaints were cited as evidence where service-user satisfaction was a major priority within the project itself, and some formal research was identified, the most commonly utilised evidence for the project’s necessity was negative personal experience. In all cases, participants highlighted that the issue which they were tackling within the project had been a bugbear of theirs for some time, or at the very least had been a regular problem within their working life that was also recognised on the broader scale. For example:

*“It’s from personal experience; it was already recognised, but...had become a little bit lost...so it was an existing concept.”*

Indeed, this sense - that the issues being addressed within the projects were much broader problems with local manifestations – was constant across all interviews. Several participants actually referred specifically to research they had done *for* the project to evidence this greater distribution.

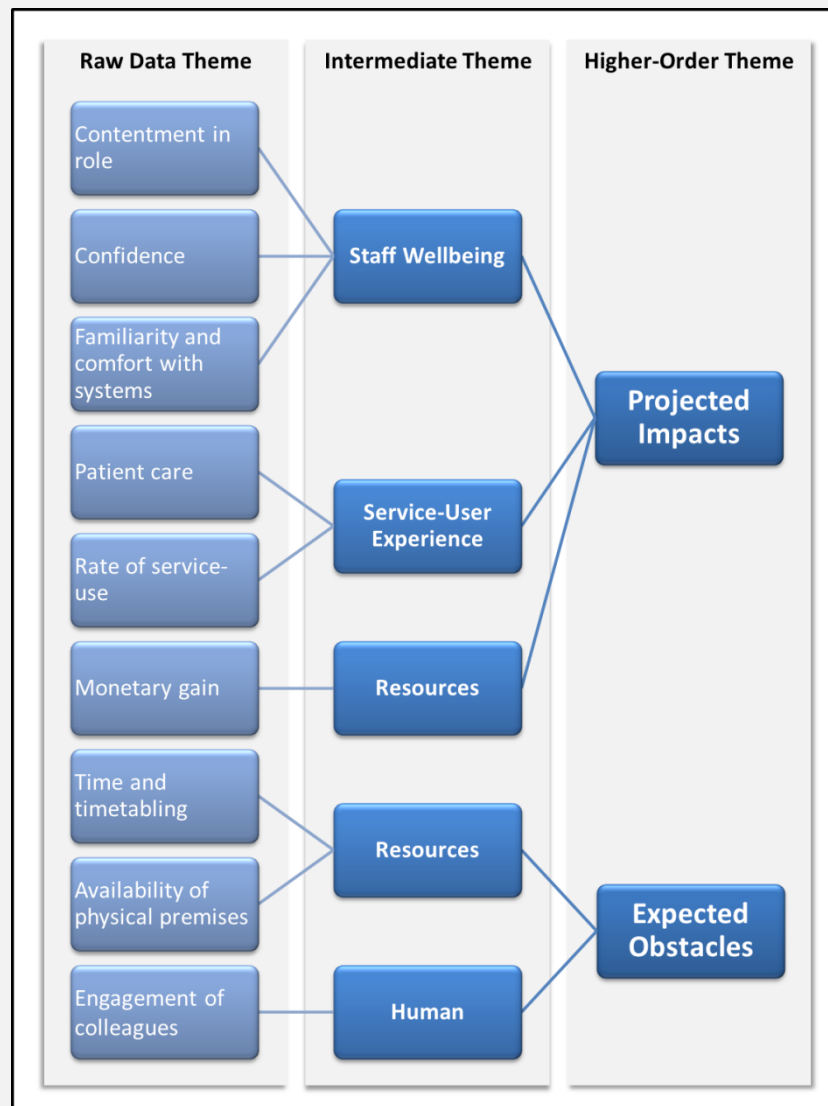
#### **4.1.2. Tranche 1, theme 2: project impact mechanics**

Participants discussed project impact mechanisms at length, both impacts and obstacles, though chiefly as projections and expectations (given the early stage of the interviews). In Figure 15, it is visible how projected impacts manifested in a number of domains, the first of which related to the wellbeing of staff. Herein, the building of knowledge and confidence was a commonly anticipated impact, as evidenced below:

*“I think it’ll increase their confidence, they will fully recognise the depth of their role and I think with that will come a better sense of job satisfaction really. I think it might also,*

*where some members of staff have come fresh into the team, it'll reassure them more of the skills and knowledge."*

**Figure 15: Tranche 1 - project impact mechanics**



Putting colleagues more at their general ease with systems, both within teams and across the Trust, was another anticipated impact, largely expected to be facilitated by the provision of training for staff and forums for enhanced interactions between them. More quantitatively, some participants actively flagged measurable impacts for patient care, and some argued that there would be

demonstrable financial resource benefits (for example, through increased uptake in services provided):

*“I think there is financial impact to it; I think for patient care it’ll improve our opt-in rate because people will use the service more...”*

The second higher-order theme common to the participants’ accounts was that of “expectable” obstacles to the success/impact of the project. As evident in Figure 15 (below), there were two aspects to the obstacles participants fully expected to encounter; resources and people. Foremost among the former was, perhaps inevitably, time, which was cited by all participants. For example:

*“For me personally it’s time, because you’re always juggling a lot of things to try and get things done but also from an organisational point of view, the getting the training up and running and out to the right people who need to have it and getting it to them in a timely manner...”*

*“For us, it’ll be a timing issue of actually being able to achieve and to actually put a group together to put these things in place.”*

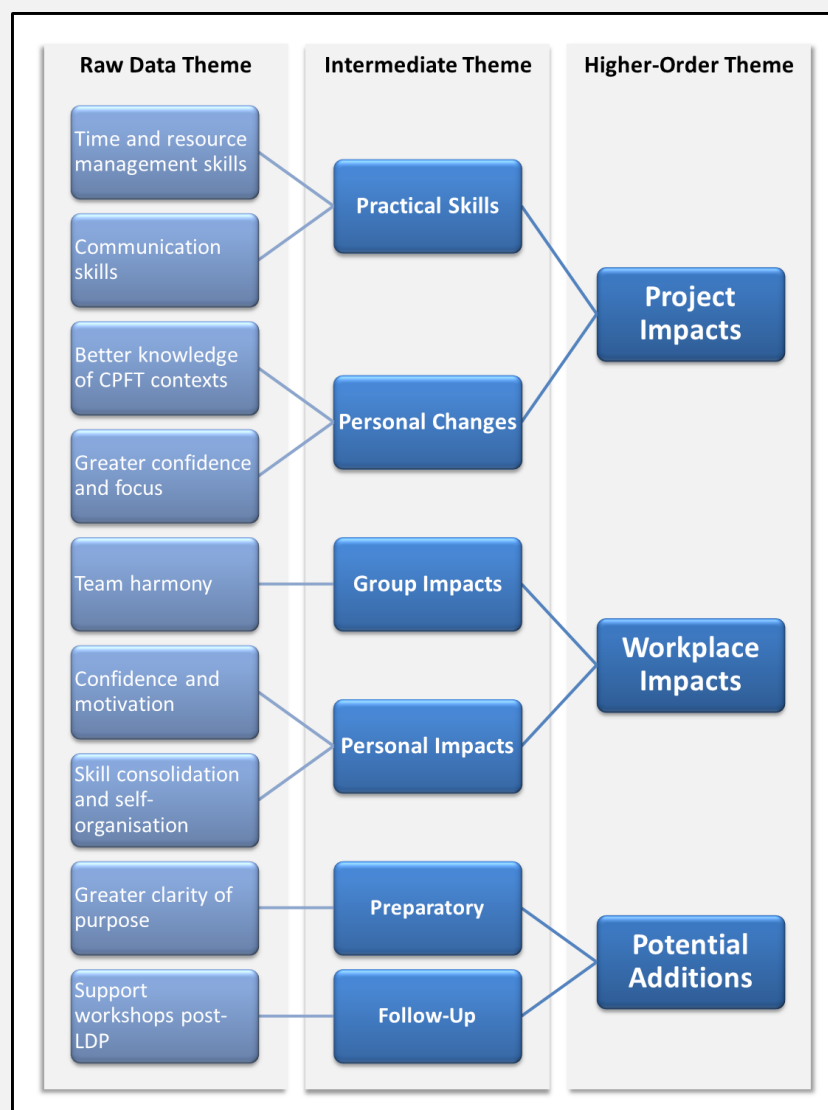
Also cited, and perhaps less expectedly, was the issue of physical premises in which an initiative to enhance service-user satisfaction could be run. The participant expressed anxiety that NHS space might not be available, while rented space was not an option within budgetary restrictions. Human impacts, on the other hand, were a much more singular concern for some participants. While most had no worries on this topic, others felt that lack of engagement from colleagues might prove to be a genuine stumbling-block.

#### **4.1.3. Tranche 1, theme 3: training impacts**

The final global theme to emerge from the tranche 1 interviews relates to the impacts of the LDP training, both upon project-related performance and everyday workplace practice. As evidenced in

Figure 16 (below), the LDP sessions to-date were taken to have impacted upon the execution of key tasks within the projects on two levels. The first was an issue of standard skill-acquisition; i.e. the participants had put into effect their training regarding time, people and resource management, and practical communication. The second, however, was a little less easy to categorise. Participants argued that their basic attitudes and knowledge had been changed, which in turn had helped with project execution.

**Figure 16: Tranche 1 - training Impacts**



On the one hand, a better knowledge and understanding of CPFT's core structures and organisation allowed participants to better contextualise what they were doing and how to do it.

*"[I]t's also given me the motivation to perhaps do my Masters which I've played around the idea for a while..."*

*"[I]t's really helped me with who I need to inform, is it important and they need to be on-board and informed or is it not so important?"*

On the other, the training had instilled confidence, optimism and motivation for the projects, which were seen as their own rewards, but also catalysts for effective project planning and performance.

Perhaps more striking, however, were the workplace and professional development impacts that participants claimed, particularly given the early stage of the programme. Statement on the topic fell into the two highly interconnected categories of self-organisation (i.e. consolidating and making the best of ones skills in context) and motivation and confidence. For example:

*"It has helped my confidence build, and it's inspired me to think that I do have the right qualities and has put me in the right direction to achieve and I think that's the biggest thing I'll take away from it."*

Perhaps more strikingly still, one participant highlighted that the work in the LDP to-date had provided the impetus to properly (and finally) engage with a higher degree.

*"[I]t's not just been an exercise that you think you should be doing, but it's also given me the motivation to perhaps do my Masters which I've played around the idea for a while so being able to consolidate this module into a module that you can actually carry forward has been really, really useful."*

Finally, participants noted some small matters they thought could add to the LDP's delivery. The first of these related to the programme "underselling" itself at the outset, and not providing new (or potential) participants with a clear sense of just how useful it would be and that it would not simply

be “additional toil.” In other terms, it could use stronger advance clarity around its purposes and outcomes.

*“I think the only thing I would say is that you should make it very clear that you can take time out from your day job to work on your leadership project and I think that again isn’t clear and it’s very difficult to juggle that with what you do on a day-to-day basis.”*

Another participant, meanwhile, voiced concern that the impetus of the LDP might be lost following the end of the taught programme, and suggested some mode of follow-up enterprise:

*“I just think that after the course that maybe it would be useful to do a few workshops a year for the people who have been on the course just for a bit of further development, it would be a shame for it just to be the end at the end; some smaller follow-up workshops would be nice.”*

## 4.2. Tranche 2

The second tranche of interviews (**N=5** participants) yielded four global themes:

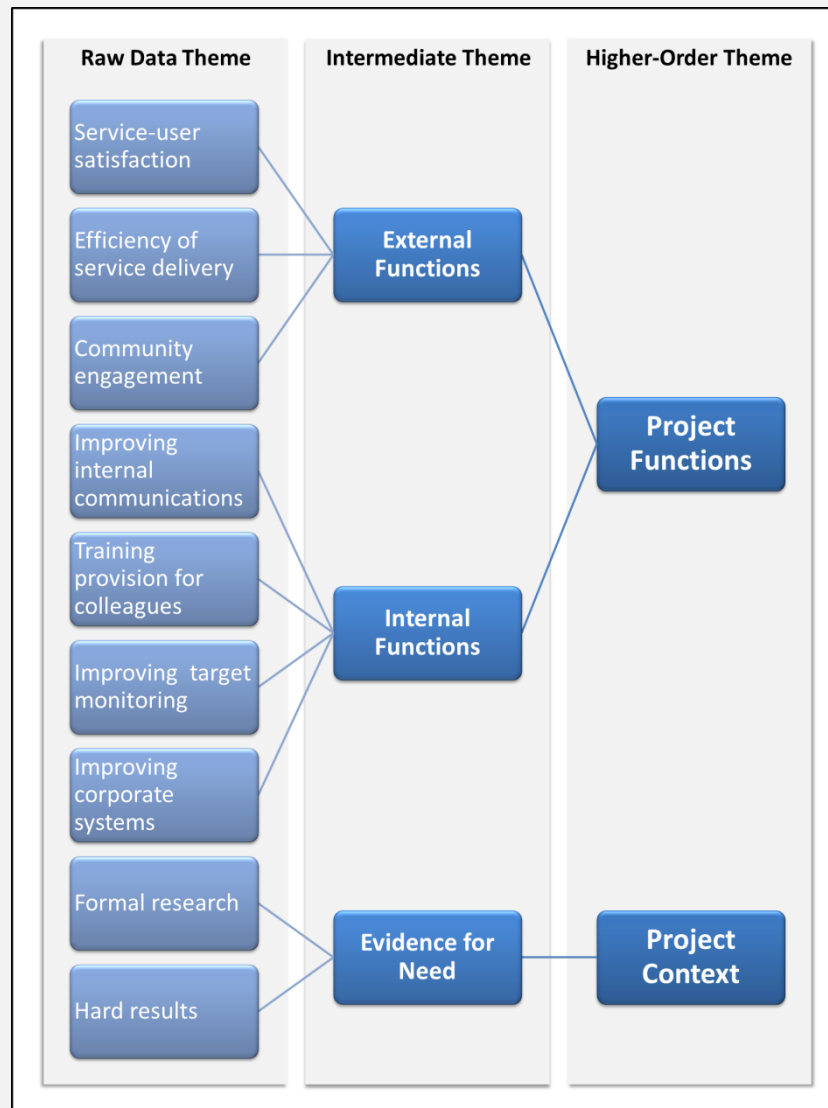
1. Project structures;
2. Project impact mechanics;
3. Obstacles/solutions;
4. Training impacts.

Recall that, as noted in section 2.2.3, the participants in interview tranches 1 and 2 are not necessarily the *same* individuals (this is why specific participant identifiers such as P1, P2 etc. are not used). Analysis is thematic rather than narrative and longitudinally-consistent individual case studies are not necessary to effectively elucidate the important issues arising (Silverman, 2010). Such case studies would also render the protection of participant anonymity highly problematic.

### 4.2.1. Tranche 2, theme 1: project structures

As clearly evident in Figure 17, the LDP change projects were reported to have been tasked with a wide and differentiated range of functions, with both internal and external trajectories.

Figure 17: Tranche 2 – change project structures



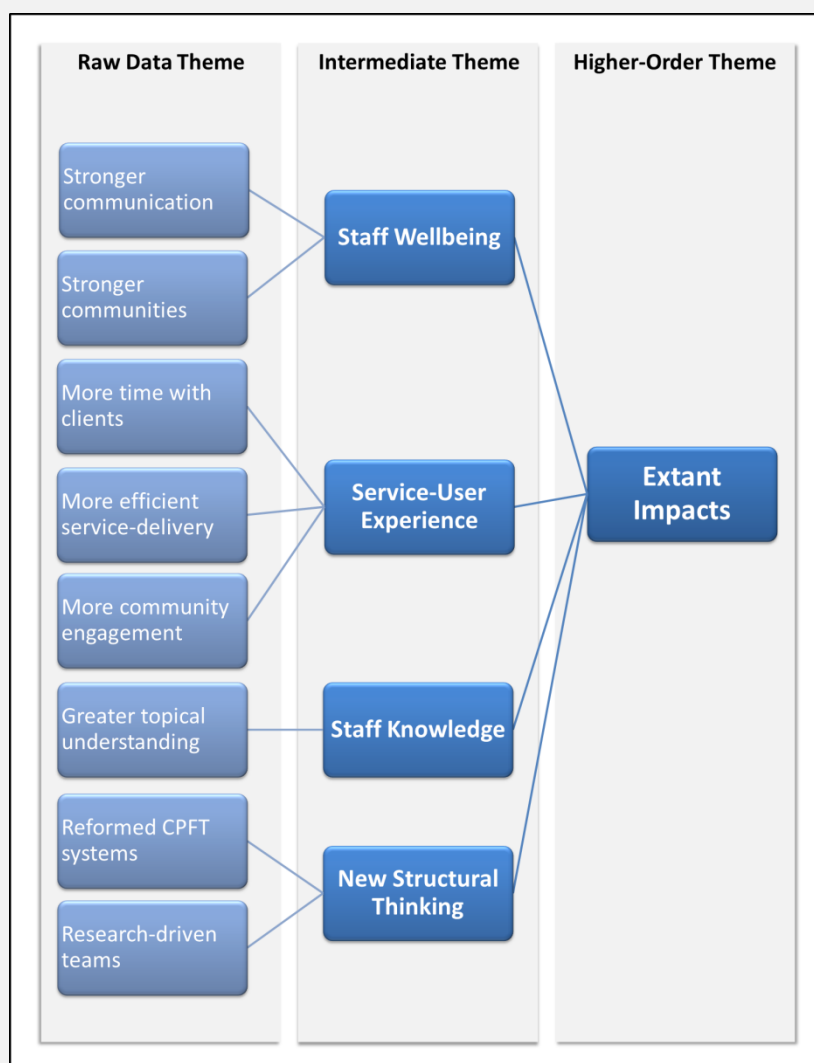
In terms of externally-facing functions, a similar range was reported to that outlined in tranche 1. As evidenced in section 4.2.3, however, this does not necessarily demonstrate simple and unproblematic execution of initial project designs. Internal functions were similarly consistent, with

a few additions. The most important aspect within this theme is, however, the manner in which the abiding relevance of the work was justified. Nebulous attributions such as ‘personal experience’ are now absent, and instead evidence of efficacy and application is presented from hard research, or in terms of hard results (see section 4.2.2).

#### 4.2.2. Tranche 2, theme 2: change project impacts

Participants outlined eight main areas in which the change projects had already made definable impacts (Figure 18).

Figure 18: Change project impacts





A core impact domain described by several participants was that relating to stronger communities and better communication, and the corollary benefits for staff wellbeing-at-work. Typically:

*“...the team [has] a lot more confidence to be a bit more creative and [they] feel they can contact other people within the organisation, and they’re not alone if they have ideas they want to put across.”*

Direct and measurable impacts upon service-delivery, and service-user experience, were also noted. One participant described how by enacting a research-driven reduction in time spent with each “mild” case pertinent to their team (to reduce inherent “medicalization”), a greater amount of flexibility appeared in schedules which, in turn, facilitated more time with clients who needed it most. Moreover, it was not just this efficiency marker that improved service at the front line; the move to prevent medicalization itself bore fruit:

*“I’ve actually just gone through the audits with the results now, and there has been a drastic improvement in patients that have only been seen once. They were given an SOS number if they had any problems, so staff members have actually gained confidence to know that they only need to, and only should, see [these] patients once, it’s a better outcome. So it’s a long-term outcome because it’s changing patient care.”*

In a similarly outward-facing manner, greater levels of community engagement were also noted, themselves influencing styles of patient care and development of team-level initiatives.

At the individual level, the provision of education and training was reported to have had clear impacts upon staff knowledge. It is, perhaps, the more structural changes to thinking about matters within the Trust that best connect the LDP training to the LDP projects in terms of impacts (see also section 4.2.4). Firstly, it was reported that formal research was increasingly being put at the centre of team decision-making and planning procedures:

*“So I’m assessing all the quality of information that people are being given...to try and ensure that staff have as much information as possible to help them do their job.”*

Secondly, the very manner in which the Trust itself looked at staff training within the corporate systems had been altered, streamlining the processes and ensuring more tailored experiences for clinical and non-clinical staff, rather than adopting a one-size-fits-all mentality.

### 4.2.3. Tranche 2, theme 3: obstacles/solutions

Participants reported seven main forms of obstacle, in four categories (structural, human, technical and project-specific) that they had encountered in executing their change projects, and enacting the changes they were designed to bring about. These are summarised below in Table 3.

**Table 3: Obstacles and solutions**

<i>Obstacle type</i>	<i>Obstacle detail</i>	<i>Successful solution(s)</i>
Structural	Changes in team composition / layoffs	Sensitive communication
		Show clear leadership
	Changes at Trust level	Employ adaptable planning
Human	Staff comfort with status quo	Encourage gradual change
		Show/record evidence
	Active staff resistant to change	Negotiate, discuss and enrol
	Slow staff response speeds	Raw perseverance
Technical	IT failings	Use alternate communication channels
		Timetable for troubleshooting
Project-specific	Original project scope too wide	Pause, reflect and revise
		Mentoring
		Involve service-users in design

A significant problem encountered by several participants during the execution of their change projects was that of structural changes at the level of the Trust itself. In one case, this resulted in substantial changes to the composition of the team (i.e. layoffs) around which the project was based. In others, it amounted to “shifting goalposts” making the enactment of change much trickier. The effective solutions were reported to be (various mixes of) three components: firstly, effective

and sensitive communication, secondly, taking a clear stance as a leader and thirdly thinking adaptably and flexibly, rather getting bogged down in familiar systems of action. For example:

*“I think talking to my colleagues [was key]...I think talking to them about dealing with it and trying to think out the box.”*

The most commonly encountered problems were all fundamentally human. These included (a) a passive resistance to change due to staff being comfortable with the status quo, (b) a more active resistance to change due to explicit protectivity of particular working practices, and (c) simple ‘time lag’ due to involved staff prioritising other things. In all three cases, raw perseverance and a refusal to be discouraged were reported to be the core attributes necessary to solve the problems. On top of this, participants noted that the use of careful enrolment tactics (rather than force), research and evidence and gradual rather than abrupt movements towards change had been effective. For example:

*“Mostly through negotiation and discussion and evidence...I am approaching it in a completely different way [now], through evidence of feedback and information from [other] organisations.”*

Technical problems, such as IT failures hampering communication channels, also required that participants be adaptable and by-pass the problem by opening up new (or old) channels to their targets in parallel.

*“We’ve had to be savvy and use different methods of patient communication...as well as working alongside the GPs and word of mouth too.”*

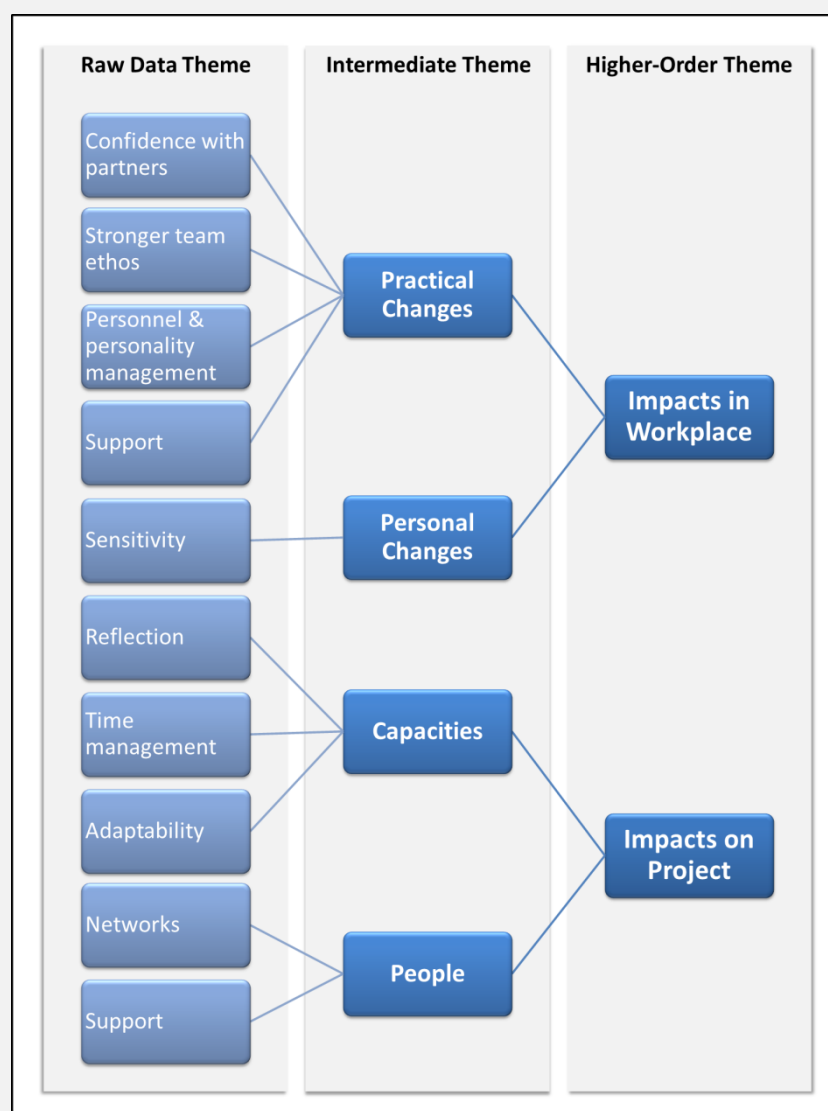
Finally adaptability and reflection were reported to be critical when addressing the problem of the original project scope itself being “faulty.” In one case, it became evident that aims of the project, as initially writ, were too wide. Herein, the participant utilised the support of mentors, the reflective

tools acquired during the training to pause and redesign, and also involved service-users themselves *in* the redesign in order to secure a form of participant design-validation.

### 4.2.3. Tranche 2, theme 4: training impacts

The final global theme addressed by participants related to the direct impacts of the LDP training on (a) the workplace, (b) the projects and (c) the participants' own professional selves.

**Figure 19: LDP training impacts on workplace and project**



In Figure 19, issues (a) and (b) are addressed. In the workplace, participants reported a range of important changes arising from the training. Underpinning a range of these was bolstered confidence. This manifested as greater confidence to represent the team externally:

*“I wouldn’t have possibly spoken up about my concerns unless I had been on this training course, because it gave me the confidence to do so...”*

*“I went to the locality business meetings for team leads, and when I disagreed with a strategy for cost efficiencies within the locality, it gave me confidence to speak up about...safety and efficiency. I wouldn’t have possibly spoken up about my concerns unless I had been on this training course, because it gave me the confidence to do so, and also what I was concerned about it made me able to vocalise it better as well.”*

Internally, meanwhile, stronger team ethos bolstered by more confident leadership was a recurrent theme, as was the related matter of personnel and personality management and understanding. The direct use of the MBTI within the workplace was reported, for example:

*“I did a workshop mapping project with some junior staff and I first approached it by looking at Myers Briggs, and the fact that we can all look at something very differently, it all means the same thing, and it doesn’t mean that anybody is wrong, we’re just all different – so that was really useful to start off with and that’s what I learnt on the course, especially useful with junior staff.”*

This, in turn, was linked to much stronger internal support mechanisms evolving, and also to the key personal impact of sensitivity in management. Better understanding of characters and the broader Trust situation was reported to have been facilitated by the training, which in turn facilitated much greater capacity to carefully support others in the workplace.

The reported impacts of the training on the project, meanwhile, revolved very strongly around the issues of networking and support. Both the skills and opportunities to network and draw upon the skills of others (including mentors) were deemed to be central to the success of projects:

*“Definitely the networking, and really understanding corporate services, which sounds daft but when you’re a little locality things work differently and it opened a whole new world, but a very useful one to get to know.”*

*“It has helped me because of the networking it means now I can go to wider teams outside of the locality.”*

*“The reflective part of this course has really been so useful, so working with this team has been how I’ve introduced what I’ve learnt and I’ve reflected before I have done things as well.”*

As also noted in section 4.2.3, the reflective skills taught in the LDP were used very directly in solving problems:

*“I soon began to reflect through reflective practice learnt on the course, which I hadn’t done before, to identify where have things gone wrong and it’s let me think that I needed to do things differently.”*

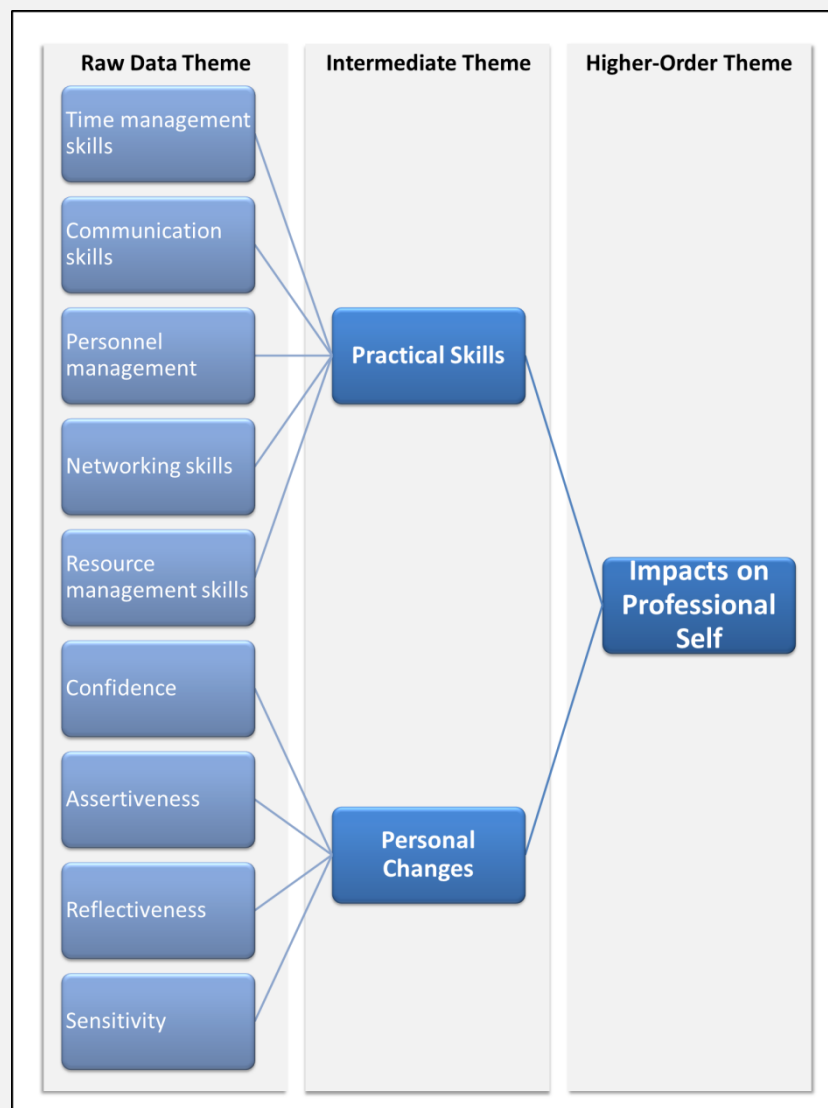
*“Working with this team has been how I’ve introduced what I’ve learnt, and I’ve reflected before I have done things as well.”*

Similarly, either as an upshot of reflection skills, or independently, time management and general adaptability were reported to have been essential impacts of the training on the execution of the projects.

*“You need to give yourself a lot of free time, so you’re available to deal with all those issues and I think it was time for me to sort out glitches...”*

Figure 20, meanwhile, schematises the reported impacts of the LDP training upon the participants’ professional selves.

**Figure 20: LDP training impacts on professional self**



As evident, the reported impacts are either skill-oriented, or personal (i.e. disposition-oriented). All of the issues relating to upskilling have already been addressed with respect to other themes within this tranche. Simply, in all cases the participants were clear that these skill impacts pervaded more than just the project or the direct workplace. Rather, time/resource management, communication, networking and personality management were all seen to have permeated a much broader working self.

*"I still get frustrated but I now keep it away from other people and I'm now aware that I don't want them to be aware whereas at one time I wouldn't have even considered that."*

*"Awareness of how others work and relating certain aspects of how others are working and language they use has been helpful to me."*

*"It's made me support my colleagues, and feel more confident with it. Not in a maternal way, but a leadership way. I've wanted to look after them. I didn't think I could naturally lead, but the timing of this has been really good."*

In terms of change at the levels of personality or disposition, confidence was major theme in multiple senses. Confidence to interact, to diversify, to lead and to step-back and reflect were all identified:

*"I think that for me, lots more confidence, but the main thing for me that the course did was the vision, the strategies of the organisations but more than that, it allowed me to see professions outside of physiotherapy and could see what is a much larger organisation and it's given me the confidence to work with a vast broad of professions."*

*"It's made me support my colleagues, and feel more confident with it. Not in a maternal way, but a leadership way. I've wanted to look after them. I didn't think I could naturally lead, but the timing of this has been really good."*

This confidence underscored two other aspects of dispositional change reported by participants, assertiveness and interpersonal sensitivity:

*"It's given me the confidence. I have one example: I had a member of staff who I actually put on a capability policy, and [the LDP] gave me the confidence to do that in a supportive way, to work out how best to support her to improve her performance, but also the confidence on how to deal with conflict possibly and difficult situations there to improve the quality of patient care within the service."*



Finally, participants discussed the broad-spectrum adoption of a more reflective, self-aware and adaptable approach to all manner of professional tasks and situations:

*“The reflective part of this course has really been so useful.”*

*“I’ve had to sort of adapt and change quite rapidly to fit into the curve and it’s been a massive learning curve and I guess it’s helped with my own self-awareness.”*

### 4.3. Summary

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

- Two tranches of interviews were conducted, one early in the LDP, the other after the main LDP training had concluded.
- The first tranche of interviews (N=5 participants) yielded three global themes: project structures, project impact mechanics, and training impacts.
- Structurally, projects were manifestly tasked with a range of outcomes: external (e.g. patient satisfaction) and internal (e.g. training provision, raising awareness, improved target monitoring etc.)
- Participants in all cases identified the problems being addressed as wider than CPFT itself, and evidenced the need for the project through personal anecdote, but also service-user feedback and formal research.
- Participants expected that their projects would impact at the levels of staff wellbeing (improved confidence, contentment and familiarity in their roles), financial gain and service-user experience (quality of care and uptake of services).
- Expected obstacles included time and resource availability, and difficulties with engaging colleagues.
- In terms of early impacts of the LDP training, participants reported outcomes in two areas: (a) project execution (e.g. upskilling in communication, time-management, resource management, confidence and networking) and (b) workplaces (e.g. team harmony, confidence, motivation and self-organisation).

- Participants recommended that the training might specify its goals more clearly in each session, and provide more follow-up work.
- The second tranche of interviews (N=5 participants) yielded four global themes: project structures, project impact mechanics, obstacles/solutions and LDP training impacts.
- In terms of the manner in which the abiding relevance of project work was justified, nebulous attributions such as 'personal experience' were now absent, and instead evidence of efficacy and application was presented from hard research, or in terms of hard results.
- Participants outlined multiple areas in which the change projects had already made definable impacts:
  - Stronger communities and better communication, and the corollary benefits for staff wellbeing-at-work;
  - Service-delivery, and service-user experience;
  - Community engagement, itself influencing styles of patient care and development of team-level initiatives;
  - The provision of education and training to staff;
  - Formal research being put at the centre of team decision-making and planning procedures;
  - Changes in the manner in which the Trust itself looked at staff training within the corporate systems.
- Participants reported seven main forms of obstacle to impact, in four categories (structural, human, technical and project-specific).
- A significant problem encountered by several participants during the execution of their change projects was that of structural changes at the level of the Trust itself (e.g. staffing changes/reductions).
- The effective solutions were reported to be (various mixes of) three components: firstly, effective and sensitive communication, secondly, taking a clear stance as a leader and thirdly thinking adaptably and flexibly, rather getting bogged down in familiar systems of action.
- The most commonly encountered problems were all fundamentally human. These included (a) a passive resistance to change due to staff being comfortable with the status quo, (b) a more active resistance to change due to explicit protectivity of particular working practices, and (c) simple 'time lag' due to involved staff prioritising other things.

- In all three cases, raw perseverance and a refusal to be discouraged were reported to be the core attributes necessary to solve the problems. On top of this, participants noted that the use of careful enrolment tactics (rather than force), research and evidence and gradual rather than abrupt movements towards change had been effective.
- Technical problems, such as IT failures hampering communication channels, also required that participants be adaptable and by-pass the problem by opening up new (or old) channels to their targets in parallel.
- Adaptability and reflection were reported to be critical when addressing the problem of the original project scope itself being “faulty.”
- The final global theme addressed by participants related to the direct impacts of the LDP training on (a) the workplace, (b) the projects and (c) the participants’ own professional selves.
- In the workplace, participants reported a range of important changes arising from the training, underpinning a range of which was bolstered confidence. For example, greater confidence to represent the team externally and stronger team ethos bolstered by more confident leadership.
- The direct use of the MBTI within the workplace was reported.
- Much stronger internal support mechanisms were reported to be evolving.
- Greater sensitivity in management/leadership was reported.
- Better understanding of characters and the broader Trust situation was reported to have been facilitated by the training, which in turn facilitated much greater capacity to carefully support others in the workplace.
- Both the skills and opportunities to network and draw upon the skills of others (including mentors) were deemed to be central to the success of projects.
- The reflective skills taught in the LDP were used very directly in solving problems.
- As an upshot of reflection skills, or independently, time management and general adaptability were reported to have been essential impacts of the training on the execution of the projects.
- The reported impacts on professional selves were either skill-oriented, or personal (i.e. disposition-oriented).
- Time/resource management, communication, networking and personality management were all seen to have permeated a much broader working self.
- Confidence to interact, to diversify, to lead and to step-back and reflect were all identified.
- Improvements in assertiveness and interpersonal sensitivity were reported.
- Participants discussed the broad-spectrum adoption of a more reflective, self-aware and adaptable approach to all manner of professional tasks and situations.

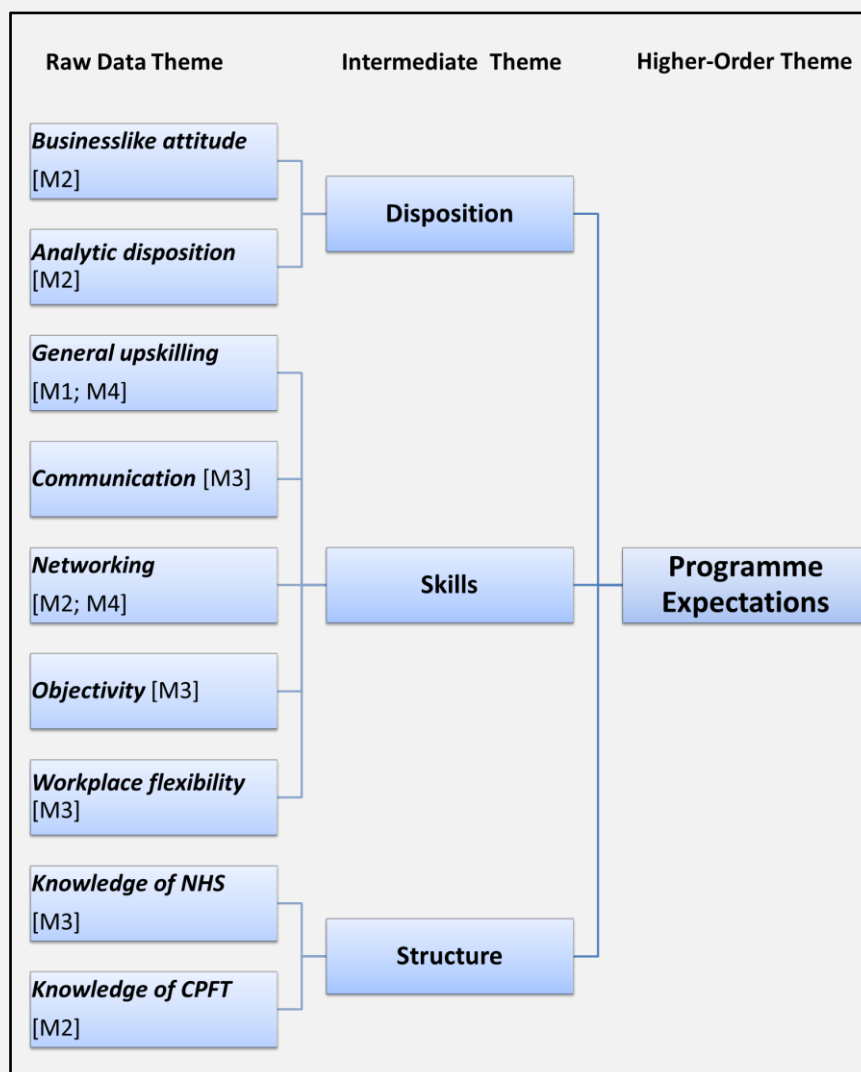
# 5. Findings III: Managerial Interviews

Analysis of **N=4** interviews with the managers of participants in the Leadership Development programme yielded four major themes. These are outlined below.

## 5.1. Theme 1 - LDP expectations

The first issue addressed by managers related to their expectations of the LDP's impacts.

Figure 21: LDP expectations



As evidenced in Figure 21, these expectations fell into three broad domains: (a) dispositional changes for the participant, (b) skill-based changes for the participant, and (c) knowledge of structures.

In terms of the first of these, one manager focused upon two key interlocking aspects of working disposition that they expected to change in participants<sup>2</sup>: a more businesslike attitude and a more generally 'analytic disposition' (i.e. one geared towards looking beneath the surface):

**M2:** *"I wanted some of those team leaders to be able to start to look at their activity data and be able to extrapolate information from it, which would get them to look at things in a more businesslike manner."*

The majority of the expectations voiced, however, related to upskilling, in the general and more specific senses.

**M1:** *"Well my expectation really was that it would support her in developing her leadership skills. Really to upskill her to take on a more senior role within the organisation."*

The abilities to address leadership scenarios objectively and flexibly were cited as expected outcomes, but a more sustained focus was placed upon communication skills and the related capacity to form networks and enrol support/expertise from peers in other parts of the Trust.

**M4:** *"By being in a room with other managers of a similar competency level, she would be learning a new skill set, and she would hopefully develop...professional friendships with other individuals which she could then utilise to run past issues and further develop herself...and these [people] can peer support at a later date as well."*

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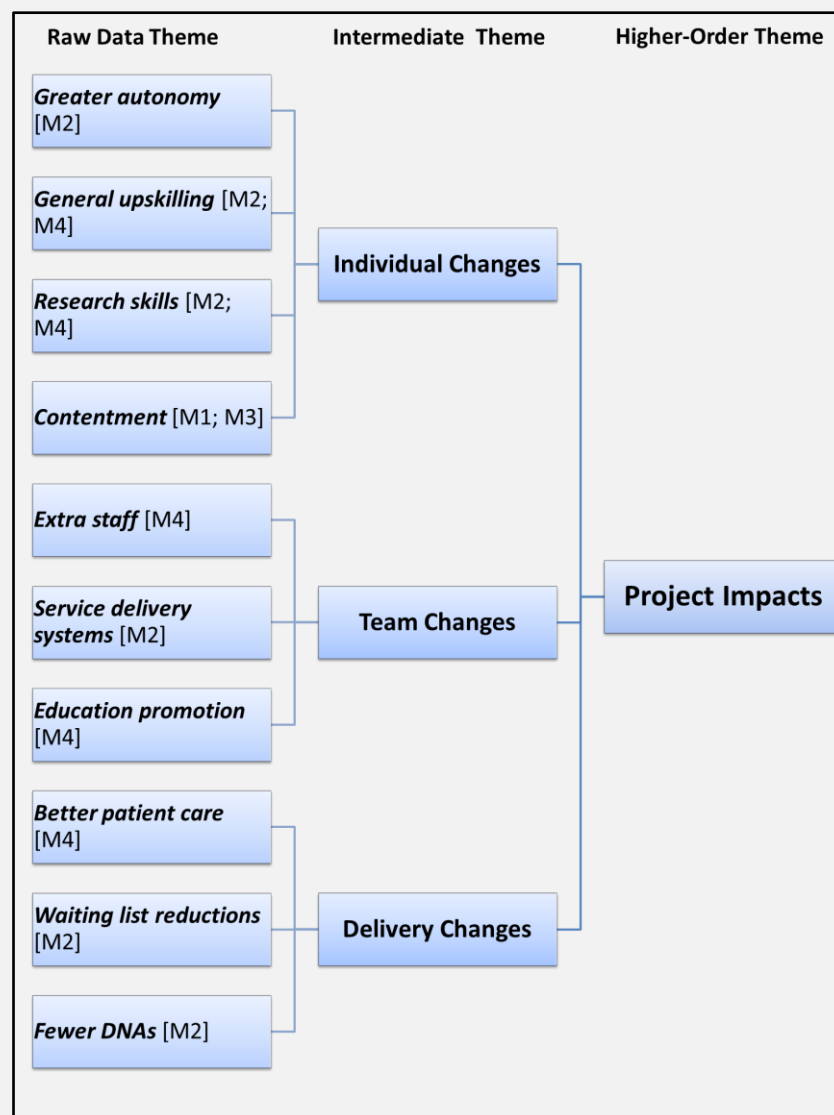
<sup>2</sup> It should be noted that M2 actually spoke about the experiences of two different participants in the LDP, while the others managers only spoke about one.

Finally, the core acquisition of structural knowledge regarding CPFT, and the broader situation within the NHS, was cited as both a desired and expected outcome for participants in the LDP.

## 5.2. Theme 2 - LDP change project impacts

The LDP change projects were seen to have had a range of interrelated impacts by managers, and in several domains (see Figure 22).

Figure 22: LDP change project impacts



Firstly, there were individual changes to characters and skillsets that were engendered by having executed the project at all. Secondly, there were team-level changes brought about by the projects' executions, and finally (and often corollary) were impacts upon delivery of services. In terms of individual impacts, the expected general upskilling documented in section 5.1 was cited as an observed output. However, and more specifically, managers reported that the building of independent research skills themselves had been an observable impact to date. For example:

*"We were taking on appointments for the patients... and we are already seeing a reduction in our DNAs and waiting list, so all those are really excellent things."*

**M2:** *"The things that she's learned or been able to do are around gathering data, looking at data, looking at how many referrals were coming in a year ago, how many of those were in the last year, and making a comparison. Thinking "Oh my goodness we have an X percent increase in referrals coming into outpatient from the acute Trust, why has that happened?""*

At a more dispositional level, greater apparent contentment in-role, and greater autonomy were also reported. At the level of the team, meanwhile, a number of significant project-emergent impacts were described. Among these were the recruitment of additional staff, the provision of education to staff and, indeed, active changes to service-delivery systems. For example:

**M2:** *"The outcome [was that] it was agreed we could change the way we delivered services into a central clinic, rather than visiting every GP practice that was around the hub of the town centre and within a stone's throw of each other."*

This final team-level impact was seen as significant in reducing rates of non-attendance at appointments and also reducing waiting lists:

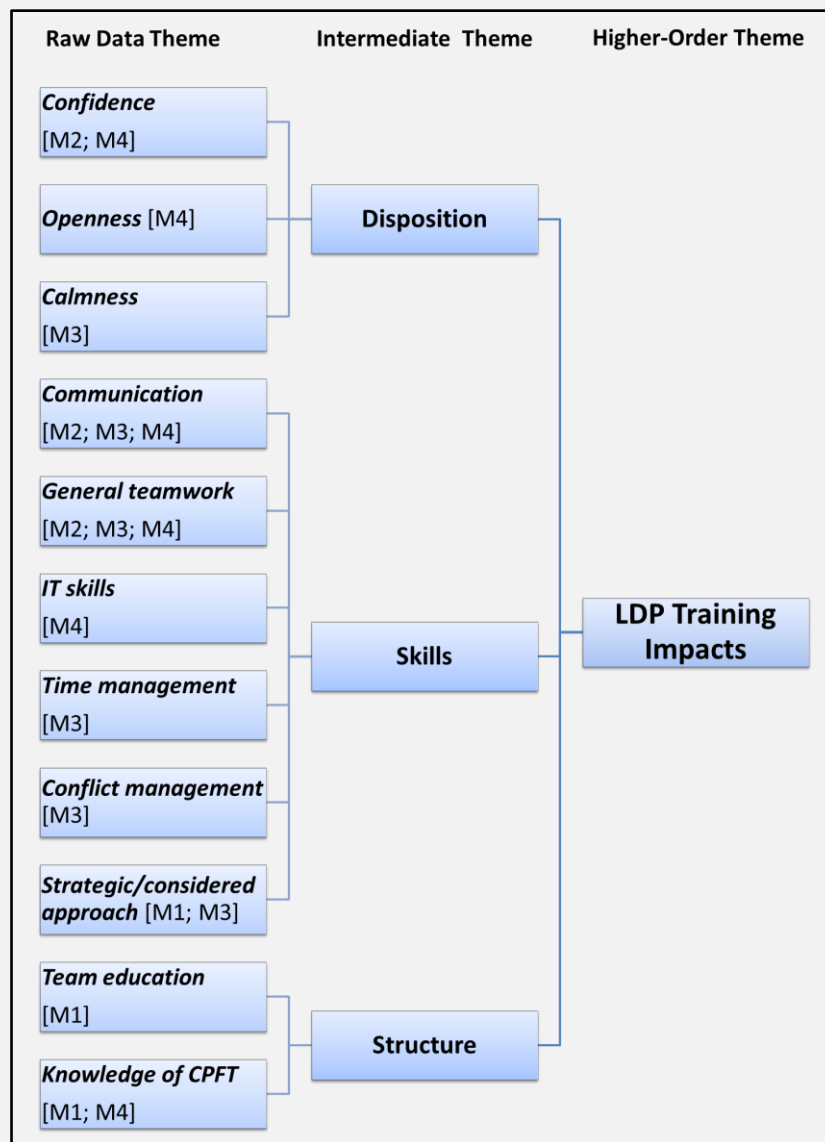
**M2:** *"We were taking on appointments for the patients, rather than the GP practice doing it, and we are already seeing a reduction in our DNAs and waiting list, so all those are really excellent things."*

Moreover, additional staff and education were also reported have resulted directly in improved patient care.

### 5.3. Theme 3 - LDP training impacts

The reported impact of the LDP training upon participants provides an even greater variety of issues for exploration (see Figure 23).

Figure 23: LDP training impacts





*“Her confidence has grown....I’ve definitely seen that change.”*

Crucially, all of the managers’ key expected/desired individual impacts (see section 5.1) came to fruition either in and of themselves, or as part of a more multifaceted impact cluster. Like the anticipated impacts, the observed impacts also group into three domains: disposition, skills and structure.

Dispositionally-speaking, managers reported the LDP participants becoming more confident in the workplace, more open to people and ideas, and also calmer. For example:

**M2:** *“Her confidence has grown....I’ve definitely seen that change.”*

**M3:** *“On a personal level [she is] more open and receptive to other individuals, and sees that there are other ways of doing things and not just one way.”*

Once again, however, the theme of upskilling was the most variegated in content and emphasis. Upskilling *generic* was reported to have been observed frequently, but some much more nuanced impacts were also reported. Improved communication skills and channels, with team-members, managers and wider networks, was a key theme herein.

**M1:** *“It’s helped, networking with other people at that level in other areas of the organisation that she wouldn’t have normally come in contact with.”*

These, alongside participant adoption of a more strategic and considered (i.e. measured) approach to the working environment, were also connected closely to improved conflict management:

**M3:** *“She’s now very objective, and she’s stepping away from some things instead of just shouting back.”*

In terms of pure practicality, meanwhile, managers also credited the LDP with having improved participants’ time-management and IT skills.

Finally, managers reported that the LDP training had engendered structural knowledge change in two key ways. The first was a direct result of the participants being taught about the wider context of CPFT:

**M4:** *“She’s more aware of how the Trust functions; I mean she was aware of a lot of those skills in any case but it’s how they affect her and how she puts them now into place around staff management and the management change.”*

*“You get a tutor, and that tutor is often from outside of the organisation, who is very objective and keeps pulling back to the research aspects, and can quote other organisations and experiences; and that just adds so much quality!”*

Secondly, the relaying of such organisational information back to wider teams was also a noted outcome:

**M1:** *“She has certainly shared some of that knowledge with the wider team.”*

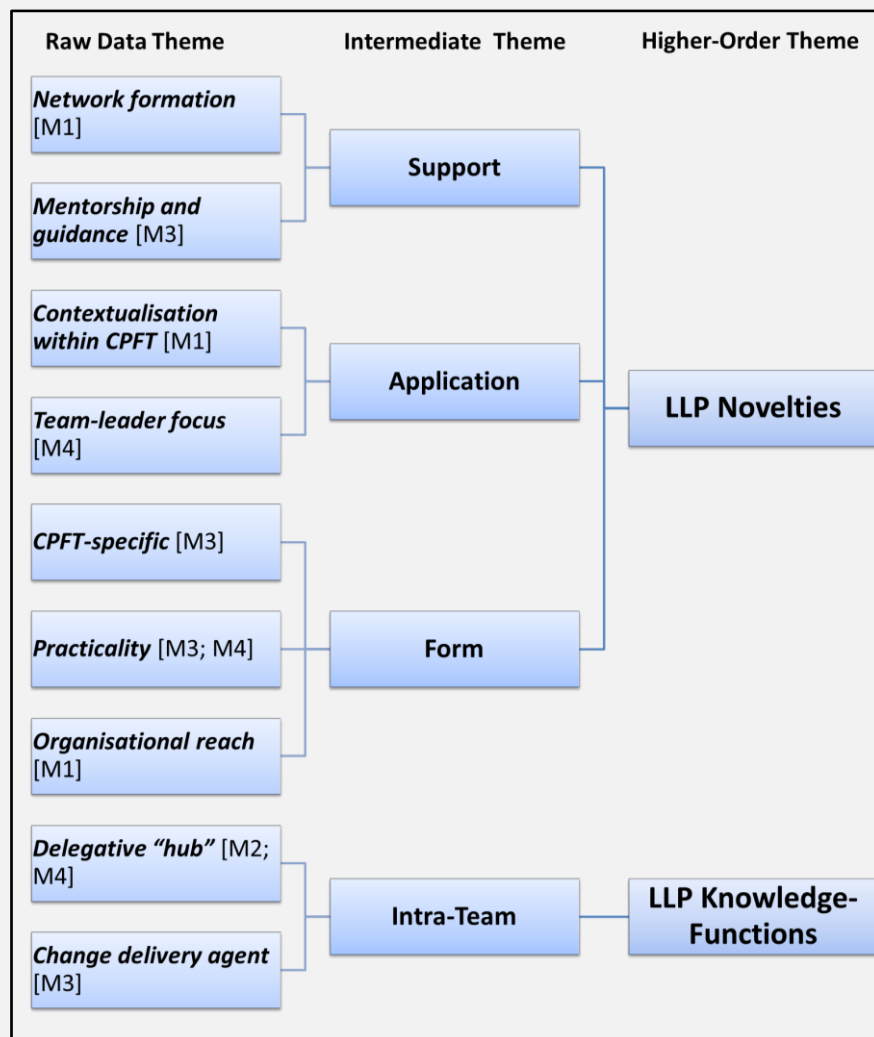
## 5.4. Theme 4 - LDP novelties and functions

The final high-order theme to emerge from the managerial interviews relates to the perceived novelties and prospective uses/functions of the LDP materials (see Figure 24, below). Regarding the former, managers discussed the features of the LDP that distinguished it from previous management/leadership initiatives in three core domains: (a) levels of support for participants, (b) its specific application(s) and (c) the form of the materials themselves.

In terms of support, the *leitmotif* theme of networks was once again raised. The mutual support systems generated by participants in the LDP were cited as a strong central feature of the programme. More pronouncedly, perhaps, the level and style of mentoring was also identified as a lynchpin aspect of the LDP:

**M3:** *“A thing that’s positive is that you get a tutor, and that tutor is often from outside of the organisation, who is very objective and keeps pulling back to the research aspects, and can quote other organisations and experiences; and that just adds so much quality! So yeah, I think it’s exceptional.”*

Figure 24: LDP novelties and functions



Managers also praised the strong focus on contextualising leadership skills within the organisation, the manner in which the programme was specifically tailored for team leaders and also the way in which it was specifically tailored for CPFT (rather than a generic package):

**M3:** *"I think the way the program has been put together is a package for Cumbria partnership, so it's absolutely perfect for the organisation. There has been a huge amount of consideration and reading and investigation into what was actually needed and then, that is delivered."*

The breadth of the LDP's reach, in terms of its accessibility to staff was another feature marked as distinctive:

**M1:** *"We haven't really had such a broad leadership programme offered as widely, so I think it has offered more opportunity for a wider group of people."*

*"It's not a load of theories that you...have to scratch your head and try and deliver on a daily basis, you've actually gone through all that discussion and considered how you're going to apply it."*

And finally, in terms of novelties, the direct practicality – i.e. workplace usefulness – of the programme was contrasted with that of some rather more theory-heavy predecessors:

**M3:** *"People can come back and apply it, like [participant's name] could come back and apply it, because it was so relevant. So it's not a load of theories that you then have to scratch your head and try and deliver on a daily basis, you've actually gone through all that discussion and considered how you're going to apply it."*

Rather less discussion was dedicated to the prospective functions of the LDP materials in the future (this was a question that most respondents maintained would need more time and reflection than was available during the interview). However, the delegation skills acquired through the programme were viewed as giving the participant a role as a "hub" in this respect – i.e. a node in a human network at which tasks and resources are sensibly distributed. It was also thought that the skills acquired would make the participant in question an optimal agent for the implication of change within the team.

## 5.5. Summary of managerial feedback

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

- Analysis of **N=4** interviews with the managers of participants in the Leadership Development programme yielded four major themes: (a) LDP programme expectations, (b) LDP change project impacts, (c) LDP training impacts, and (d) LDP novelties and functions.
- Managers voiced expectations that the LDP would positively impact upon participants in terms of disposition (e.g. making them more businesslike and/or analytic), in terms of workplace skills (e.g. improving abilities to communicate, network and be flexible) and structural knowledge (i.e. improve their understandings of CPFT and the broader NHS).
- Managers reported a range of extant impacts made by the change projects, at the levels of (a) the individual participants, (b) workplace teams and (c) service delivery.
- As a result of their execution of change projects, participants were viewed as having been generally upskilled, more autonomous, better researchers and more content in their roles.
- The teams in which the LDP participants worked were reported to have acquired extra staff, received further education and altered methods of service delivery as outcomes of the change projects.
- At the level of delivery itself, better patient care, reduced waiting lists and fewer “did not attends” were reported by managers.
- A raft of impacts was reported to have been made by the LDP training in terms of participants’ dispositions, workplace skills and structural knowledge.
- Participants were reported to be (a) more confident, calm and open as colleagues, to have (b) improved communication, networking, teamwork, conflict-management, time/resource management and IT skills, and (c) to have acquired and disseminated stronger information about CPFT itself.
- Key aspects of the LDP that managers identified as making the programme different to its forerunners included:
  - High support levels for participants, particularly from peer-networks and mentors;
  - A strong focus on team leadership within a broader organisation;
  - The raw practicality of the programme;
  - The range of staff involved, and;
  - The Cumbria-specific tailoring of the materials.
- Manager expected that LDP participants, given the skills they had acquired through the LDP, would be optimally suited to being “delegation hubs” within teams, and change-leaders.

## 6. Findings IV: Participant End-Point Survey

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As a final step in assessing impacts of the LDP training and project on participants and their workplaces, an impact-oriented end-point survey was conducted. Findings are outlined in this section.

### 6.1. Participant demographics

Of the total number of participants in the programme (N=19), all were invited to complete to online survey via email. The response rate was 53%, with a demographic breakdown as shown in Table 4:

**Table 4: Core population description**

Variable.	Demographics	
Gender.	Female	100%
	Male	0%
Age.	Range	41 years to 53 years
	Mean age	45.60 years
NHS Grade.	Grade 6	30%
	Grade 7	60%
	Grade 8	10%

The distribution of roles within this population, in terms of part and full time work, years of service and being part of clinical and non-clinical professions, meanwhile, is shown in Table 5 (below):

**Table 5: Professional role breakdown**

Variable.	Demographics	
Role status.	Part-time Full-time	20% 80%
Role type.	Clinical Non-Clinical	40% 60%
Years worked in NHS.	Range Mean duration	1 to 24 years 14.60 years
Years worked in NHS management.	Range Mean duration	1 to 15 years 6.50 years
Role change since the start of LDP	Yes No	30% 70%

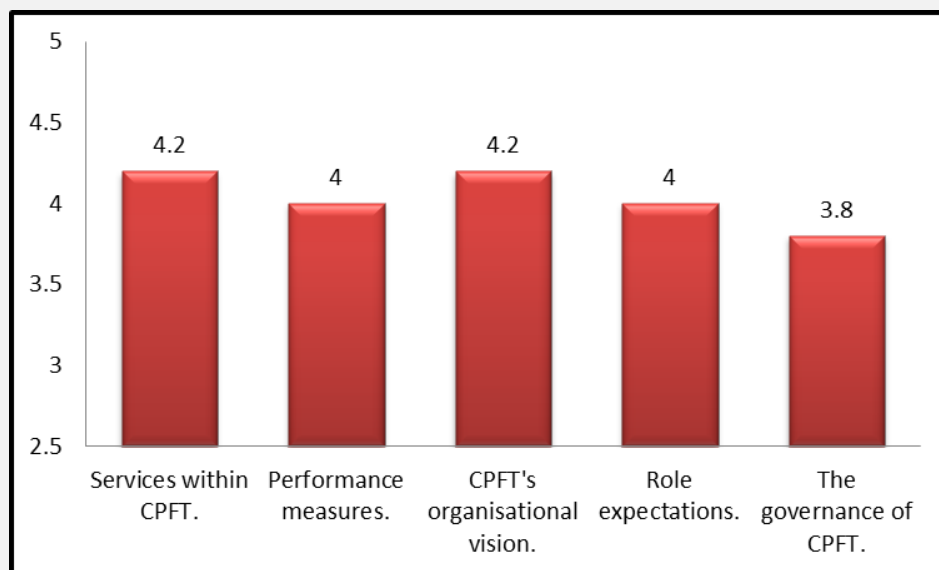
## 6.2. Personal impacts

The following figures outline the relative mean self-evaluation scores regarding the effects of participation in the LDP. On the 1-5 scale, 1-2 would reflect deterioration in skills, knowledge or attitude over the period of the LDP, 4-5 would reflect an improvement and 3 would reflect no change. As such, a mean score in between 3.0 and 5.0 for any given category would reflect the positive personal impacts the LDP was manifestly designed to have, with higher scores reflecting greater impacts.

Firstly, and as shown in Figure 25, participants were asked to rate if/how their knowledge of the following had changed over the course of the LDP:

- The services within CPFT;
- The quality performance measures used within CPFT, and their relationship with service delivery competitive market etc.;
- CPFT's organisational vision, strategy and the wider political influences on CPFT (e.g. commissioning, and;
- The expectations of their own Leadership/Management role.
- The governance of CPFT.

**Figure 25: Impacts upon participants' organisational knowledge**



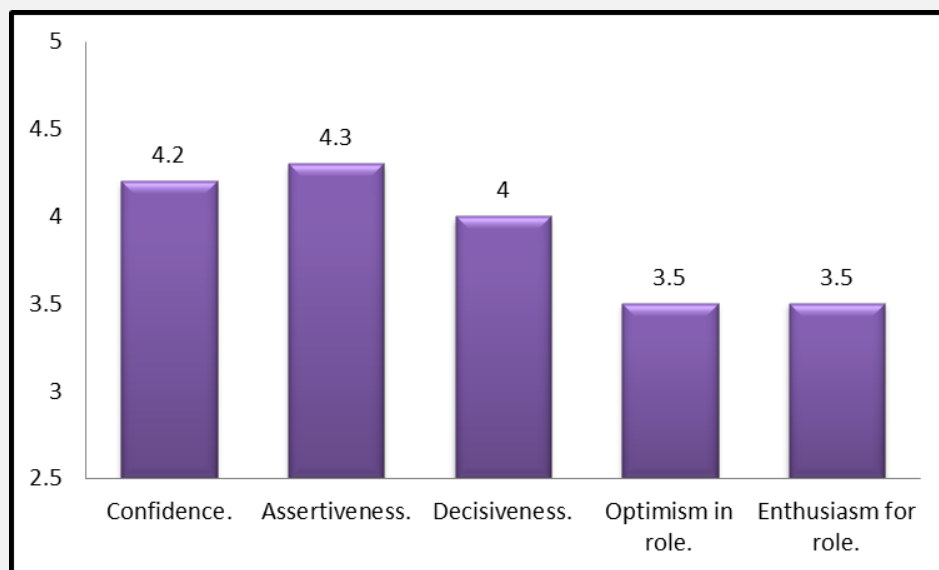
Findings reveal clear improvements in all of these areas, with the LDP having had particularly strong (over 4.0) impacts on knowledge of services and the CPFT's organisational vision. Participants rated their knowledge of the governance of CPFT as having improved slightly less than that of other categories, but a clear positive trend was evident nevertheless.

The second domain in which participants were asked to self-evaluate change and impacts was in terms of their own working dispositions (Figure 26). Specifically, they were asked to rate if/how much each of the following traits had altered within their working practices across the course of the LDP:

- Their confidence at work;
- Their assertiveness at work;
- Their decisiveness at work;
- Their optimism regarding their role, and;
- Their enthusiasm for their role.



Figure 26: Impacts upon participants' working dispositions

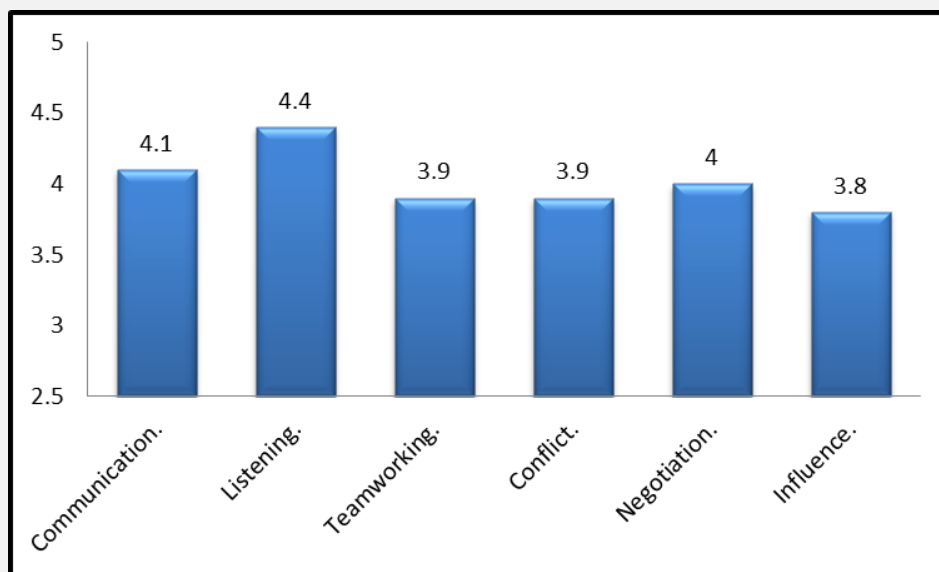


Strikingly, all of these dispositional traits are all reported to have improved during the programme. In the case of workplace confidence, assertiveness and decisiveness, this was a very considerable level of improvement. Optimism and enthusiasm increased less substantially, but are also matters subject to many more external stressors than the LDP itself. To this extent, any net mean improvement in these can be seen as a noteworthy success.

Strongly related to disposition is the matter of interpersonal skills in the workplace (Figure 27). It is, after all, one thing to feel (and be) assertive, but another to be able to convert that assertiveness into influence. The interpersonal skills that participants were asked to rate for change were as follows:

- Communication skills;
- Listening skills;
- Team-working skills;
- Conflict management skills;
- Negotiation skills, and;
- Skills in influencing others.

Figure 27: Impacts upon participants' workplace-based interpersonal skills



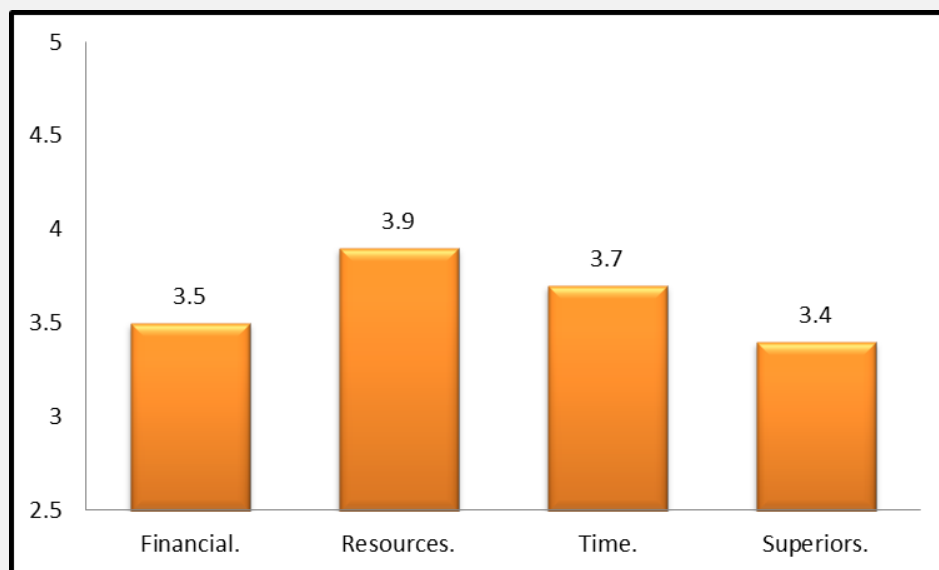
Compelling improvements are evident throughout this domain, with participants rating their listening skills (4.4) as the most improved, with high showings also evident for communication and negotiation. Even capacity to influence others, which itself is subject to a range of external stressors outside of the participant's own efforts, is clearly deemed to have improved during the course of the LDP.

The final core domain in which participants were asked to self-rate was that of their specific management capacities:

- Financial management skills;
- Resource management skills;
- Time management skills, and;
- Management of managers (i.e. organisational management).

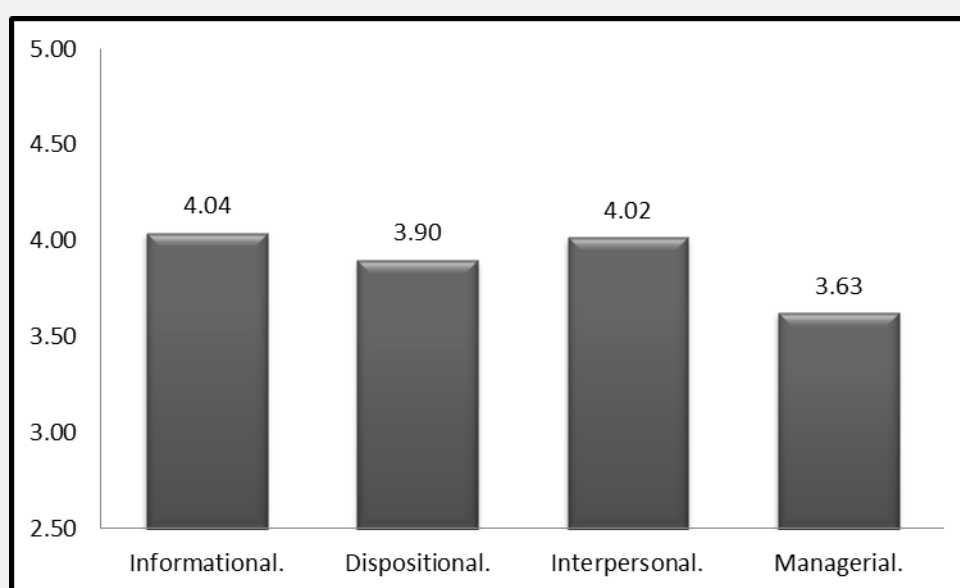
These skills, one might reasonably assume, are those upon which significant time is required to effect impact and, thus, are those from which we might also expect the lowest change ratings.

**Figure 28: Impacts upon participants' management capacities**



As evident in Figure 28, they are broadly lower than in the other three categories, but still show unexpectedly demonstrable upward trends, especially in the realms of resource and time management. With this data to hand, it is possible to comparatively summarise the four domains outlined above, by way of overall means (Figure 29):

**Figure 29: General personal impact summary**



This evidence presents a very favourable image of shorter-wave impacts on the skills, aptitudes and traits of the LDP participants. Moreover, given that such developments are likely to be ongoing, we might well expect to see these trends continue upwards. It is of note that none of these findings trended notably with age, grade or experience, though in terms of self-rating *change*, this would not be an expectable outcome in any case.

### 6.3. Training impacts

In the second section of the end-point survey, participants were asked to explore tangible changes that they had brought about in the workplace as a result of their LDP training, and impacts that such changes may have had. It is evident (see Table 6) that the not only had the vast majority of participants (90%) made direct changes, but that nearly all of these changes were deemed to have made active differences in working practice. Moreover, the only exceptions to this were cases in which participants deemed it “too early to tell” what the impacts would be. In short, there had been no changes made as an output of the LDP training that, at this stage, “hadn’t worked.”

**Table 6: Workplace changes made as output of LDP training**

	Changes made	Impacts evident
Yes	90%	88.89%
No	10%	0%
Too soon to tell		11.11%

Furthermore, in terms of the sites and types of impact being made (i.e. upon whom, and in the business of what) multiple effects were identified for each change operationalised.

**Table 7: Workplace impacts arising from LDP training**

	Impacts/Participant
On Personnel	2.56
On Workplace	3.11
Overall	5.67

The changes that the participants had made in their workplaces as a result of the LDP training were, thus, proving effective at the time of the survey.

In terms of the personnel benefiting from the changes, Figure 30 shows the distribution of impact as indicated by LDP participants. It is clear that the most common beneficiaries were thought to be colleagues (31%) and managers (26%), though impacts were identified in all five realms specified within the survey.

**Figure 30: LDP training impacts for personnel**

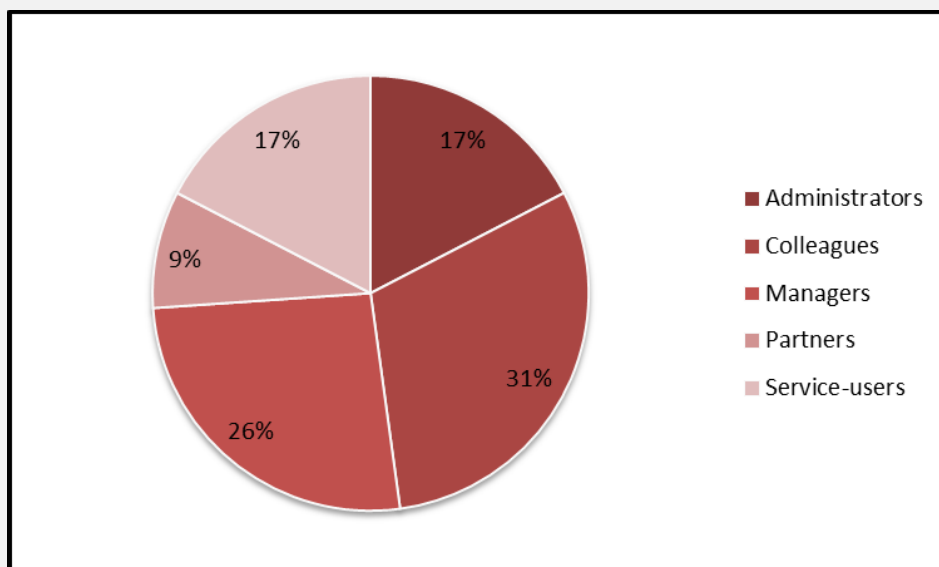
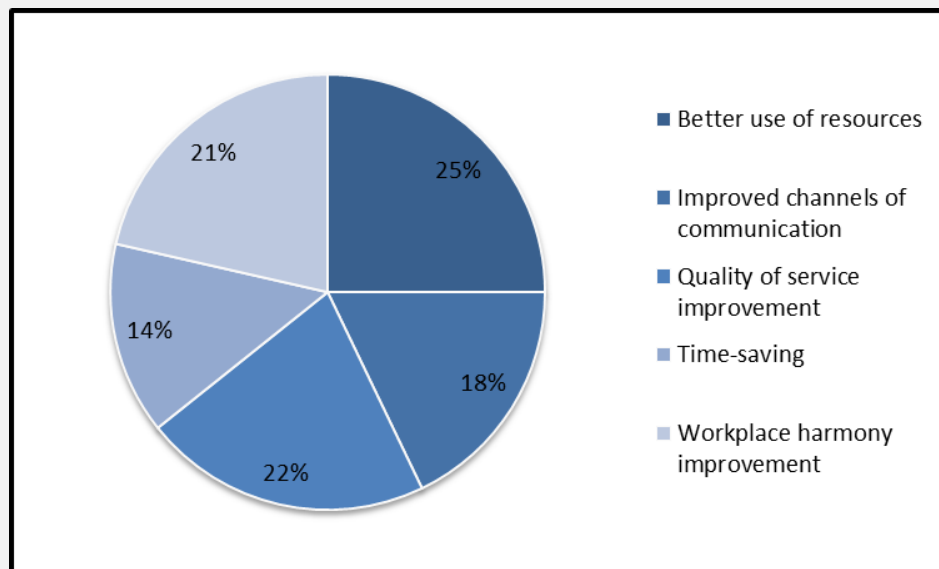


Figure 31, meanwhile, shows the domains in which these impacts operated. Among these, better (i.e. more effective) use of resources is the impact identified most commonly. It is fair to state,

however, that all of the five listed impacts are well represented, with participants centring 22% of them directly upon improvements in quality of service.

**Figure 31: Workplace impacts of LDP training**



## 6.4. Project impacts

In the final section of the end-point survey, participants were asked to explore tangible changes that they had brought about in the workplace as a result of their change project, and resultant impacts thereof. An impressive 80% of the projects were running to schedule at the time of survey, and 100% of all projects were deemed to have already made multiple active differences to working practice and personnel (see Table 8 and Table 9).

**Table 8: Workplace changes made as output of change project**

	On schedule	Impacts evident
Yes	80%	100%
No	20%	0%
Too soon to tell		0%

**Table 9: Workplace impacts arising from LDP training**

	Impacts/Project
On Personnel	3.20
On Workplace	3.10
Overall	6.30

In terms of the personnel benefiting from the documented changes, Figure 32 shows the distribution of impact as indicated by LDP participants. It is clear that the most common beneficiaries were thought to be colleagues (31%), managers (25%) and service-users (25%), though impacts were identified in all five realms specified within the survey. As with the impacts of the training, partners were least commonly identified as beneficiaries herein.

**Figure 32: LDP project impacts for personnel**

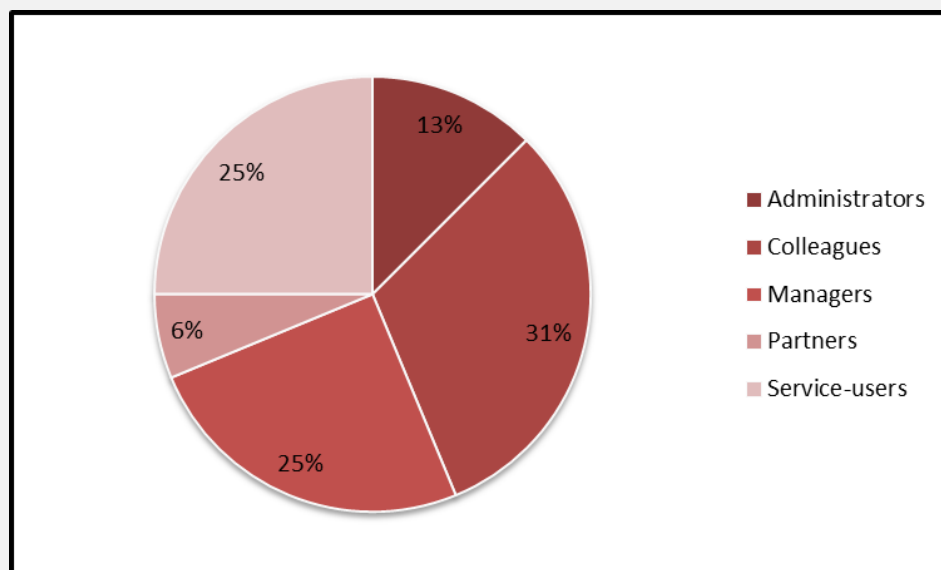
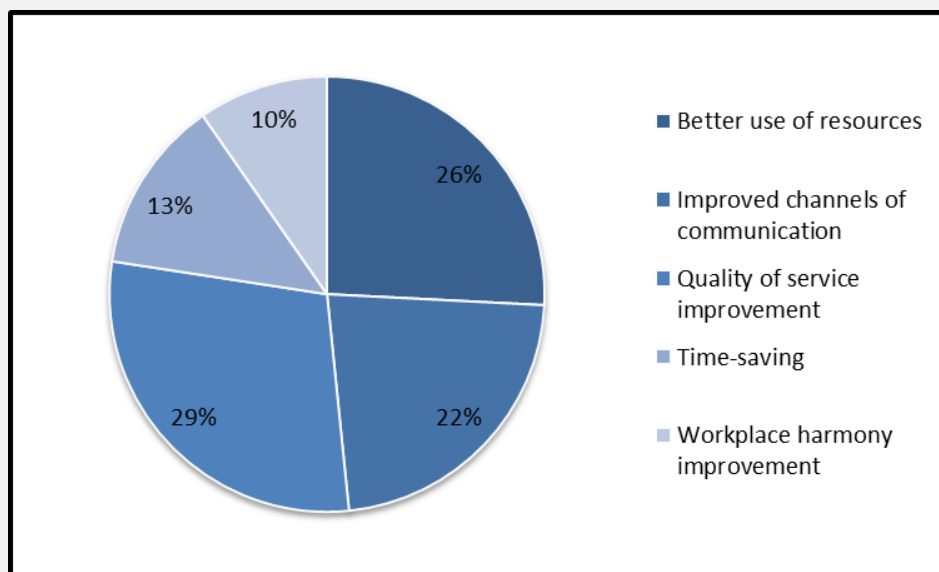


Figure 33, meanwhile, shows the domains in which these impacts operated.

**Figure 33: Workplace impacts of LDP project**



Among these, improvements in quality of service (29%) are deemed to be the most common impacts, but better use of resources (26%) and improved workplace communication (22%) also figure highly.

## 6.5. Survey Summary

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

- Participants rated the impact of the LDP on their knowledge of CPFT itself very highly, with particularly high ratings for improved understandings of the services with the Trust, and its organisational vision.
- Participants also highly rated the impacts of the LDP upon their own confidence, assertiveness and decisiveness at work. Optimism and enthusiasm were also raised during the course of the programme.
- Workplace-based interpersonal skills were also shown to have improved considerably across the course of the LDP, with participants rating their communication and listening skills as being the most improved.



- Participants further rated their managerial skills as having improved during the LDP, with resource and time management the most improved.
- 90% of participants maintained that they had made direct changes to their workplaces as an output of the LDP training, with 88.89% of these citing direct impacts already made, with the other 11.11% arguing that it was too soon to tell if impacts had been made.
- Of these impacts, the most common beneficiaries were identified as colleagues (31%) and managers (26%), and the most common forms of impact cited were better use of resources (25%), quality of service improvements (22%) and better workplace harmony (21%).
- 100% of participants maintained that direct changes had already been made in their workplaces as an output of the LDP change project.
- Of these impacts, the most common beneficiaries were identified as colleagues (31%), managers (25%) and service users, and the most common forms of impact cited were better use of resources (25%), improved channels of communication (22%) and quality of service improvements (29%).

## 7. Impact Analysis

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In this section, findings relating only to *direct impacts* of the FIM programme are summarised for convenient reference, and synthesised into a single figure to guide the thematic exploration of key issues advanced in the conclusion.

### 7.1. Session feedback

- The mean satisfaction score allocated by participants in the LDP across all days and all criteria was a very high 88.76%.
- **Action Learning Sets** were singled out for consistent praise as a space for **sharing experience** and moving forward.
- **MBTI** and **transactional analysis** were recurrently cited as the most valuable taught components.
- Interactions with higher Trust management were seen as powerful tools for **community** and **awareness** building.

### 7.2. Participant interviews

- In terms of early impacts of the LDP training, participants reported outcomes in two areas: (a) project execution (e.g. **upskilling** in **communication**, **time-management**, **resource management**, **confidence** and **networking**) and (b) workplaces (e.g. **team harmony**, **confidence**, **motivation** and **self-organisation**).
- Participants outlined multiple areas in which the change projects had already made definable impacts:
  - **Stronger communities** and **better communication**, and the corollary benefits for staff wellbeing-at-work;
  - **Service-delivery**, and **service-user experience**;
  - **Community engagement**, itself influencing styles of **patient care** and development of team-level initiatives;

- The provision of **education** and **training** to staff;
  - Formal **research** being put at the centre of team decision-making and planning procedures;
  - Changes in the manner in which the Trust itself looked at staff training within the **corporate systems**.
- The final global theme addressed by participants related to the direct impacts of the LDP training on (a) the workplace, (b) the projects and (c) the participants' own professional selves.
  - In the workplace, participants reported a range of important changes arising from the training, underpinning a range of which was bolstered **confidence**. For example, greater **confidence** to **represent** the team externally and stronger **team ethos** bolstered by more **confident leadership**.
  - The direct use of the **MBTI** within the workplace was reported.
  - Much stronger internal **support** mechanisms were reported to be evolving.
  - Greater **sensitivity** in management/leadership was reported.
  - Better **understanding** of characters and the **broader Trust** situation was reported to have been facilitated by the training, which in turn facilitated much greater capacity to carefully **support** others in the workplace.
  - Both the skills and opportunities to **network** and draw upon the skills of others (including **mentors**) were deemed to be central to the success of projects.
  - The **reflective** skills taught in the LDP were used very directly in solving problems.
  - As an upshot of **reflection** skills, or independently, time management and general **adaptability** were reported to have been essential impacts of the training on the execution of the projects.
  - The reported impacts on professional selves were either skill-oriented, or personal (i.e. disposition-oriented).
  - **Time/resource management, communication, networking** and **personality management** were all seen to have permeated a much broader working self.
  - **Confidence** to **interact**, to **diversify**, to **lead** and to **step-back and reflect** were all identified.
  - Improvements in **assertiveness** and interpersonal **sensitivity** were reported.
  - Participants discussed the broad-spectrum adoption of a more **reflective, self-aware** and **adaptable** approach to all manner of professional tasks and situations.

### 7.3. Managerial feedback

- Managers reported a range of extant impacts made by the change projects, at the levels of (a) the individual participants, (b) workplace teams and (c) service delivery.
- As a result of their execution of change projects, participants were viewed as having been generally **upskilled**, more **autonomous**, better **researchers** and more **content** in their roles.
- The teams in which the LDP participants worked were reported to have acquired **extra staff**, received further **education** and altered methods of **service delivery** as outcomes of the change projects.
- At the level of delivery itself, **better patient care**, reduced waiting lists and **fewer “did not attends”** were reported by managers.
- A raft of impacts was reported to have been made by the LDP training in terms of participants’ dispositions, workplace skills and structural knowledge.
- Participants were reported to be (a) more **confident**, **calm** and **open** as colleagues, to have (b) improved **communication**, **networking**, **teamwork**, conflict-management, **time/resource management** and **IT** skills, and (c) to have acquired and disseminated stronger **information** about CPFT itself.
- Key aspects of the LDP that managers identified as making the programme different to its forerunners included:
  - High **support** levels for participants, particularly from peer-**networks** and **mentors**;
  - A strong focus on team leadership within a broader **organisation**;
  - The raw **practicality** of the programme;
  - The **range** of staff involved, and;
  - The **Cumbria-specific** tailoring of the materials.

### 7.4. Survey findings

- Workplace-based **interpersonal skills** were shown to have improved considerably across the course of the LDP, with participants rating their **communication** and **listening** skills as being the most improved.
- Participants further rated their **managerial skills** as having improved during the LDP, with **resource and time management** the most improved.

- 90% of participants maintained that they had made **direct changes to their workplaces** as an output of the LDP training, with 88.89% of these citing direct impacts already made, with the other 11.11% arguing that it was too soon to tell if impacts had been made.
- Of these impacts, the most common beneficiaries were identified as **colleagues** (31%) and **managers** (26%), and the most common forms of impact cited were better use of **resources** (25%), **quality of service** improvements (22%) and better workplace **harmony** (21%).
- 100% of participants maintained that direct changes had already been made in their **workplaces** as an output of the LDP change project.
- Of these impacts, the most common beneficiaries were identified as **colleagues** (31%), **managers** (25%) and **service users**, and the most common forms of impact cited were better use of **resources** (25%), improved channels of **communication** (22%) and **quality of service** improvements (29%).

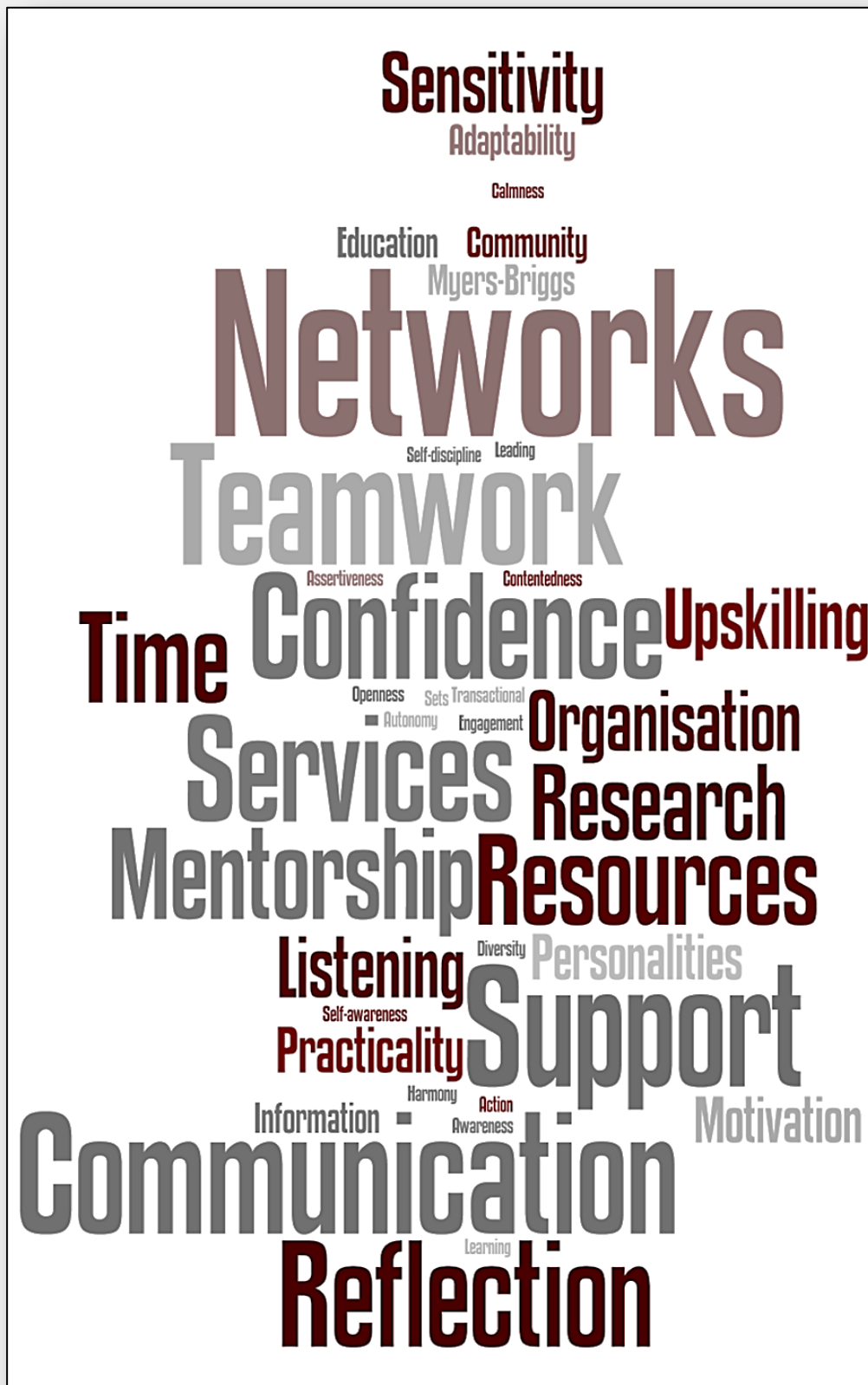
## 7.5. Impact synthesis

In Figure 34 (overleaf), impact-oriented keywords assembled throughout the collected data and subsequent analysis are schematised in Wordle form. For the sake of clarity, similar topics are grouped into single word-statements. Thus, for example, all statements pertaining to more careful handling of others in practice are now grouped under “sensitivity,” and so forth.

Consideration of this figure supports the further exploration of the following core cross-cutting issues in the conclusion:

1. Networks;
2. Support, mentorship and teamwork;
3. Confidence and communication;
4. Services, time and resources;
5. Research and reflection.

Figure 34: LDP impact Wordle



## 8. Conclusions

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In this final section, the five key cross-cutting meta-themes emergent of the analytic syntheses in Section 7 are examined further. While more “direct” skill-oriented impacts (e.g. better project management) are subsumed into these, they are not discussed individually as they were manifestly expected outcomes of the programme. A brief perusal of Section 7 itself reveals that all pre-intended impacts of Leadership Development<sup>3</sup> were – insofar as measurable by an evaluation of this form - successfully achieved. Moreover, the survey results (section 6) provide robust statistical demonstration of this.

This section focuses, instead, upon themes that incorporate both manifest and “latent” (i.e. possibly unexpected or unforeseen) impacts of the LDP from a participant-centred perspective.

### 8.1. Networks

By some margin the most discussed impact, and vehicle for impact, was networking. Participants in the LDP – and their own managers - drew recurrent attention to the manner in which the programme (a) provided and (b) encouraged further development thereof. Through networking with the other participants in the programme itself, individuals felt more connected to CPFT, able to draw on a wider pool of expertise, less isolated in their roles and so forth.

Moreover, this connectedness twinned with the LDP training (especially that about communication – see section 8.3) facilitated a more adventurous and direct attitude towards networking both within and outside of the Trust. This had corollary impacts for efficiency and service-delivery (see section 8.4) and for personal confidence-building (see section 8.3). Perhaps most profoundly, however, it is reported to be strongly linked to support systems and enhanced team environments, as outlined in section 8.2.

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<sup>3</sup> See Section 1 for an outline of LDP aims.

## 8.2 Support, mentorship and teamwork

New (or extended) networks provided LDP participants with new frameworks through which to draw support, but also new ways in which to provide it. Participants used their new connections as source of support in-themselves (i.e. as a reassurance token), and also used them to draw-down expertise which could help substantially in the planning of projects, and also in the management of teams. Improved teamwork itself was taken to be a form of networking in many senses; closer interpersonal bonds, clearer delineations of roles and better problem-solving methods were all reported by participants and managers as being instrumental in this.

There were also further arrays of support mechanism either induced by, or embedded in, the LDP. Firstly, the support of the mentors was a consistently-arising topic with particular reference to the execution of projects. Secondly, the understanding of personalities and styles (and also communication methods – see section 8.3) advanced within the programme were all seen as instrumental in generating increasingly tailored and sensitive ways of handling and supporting individuals in their work. This, in turn, was reported to bolster teamwork. Finally, stronger working practices and internal communication was seen as a means by which internally-supportive teams could be fostered.

## 8.3. Confidence and communication

The issues of confidence and communication underpinned a wide range of other impacts. Participant confidence itself was reported to have grown in a wide range of ways. For example:

- The early stages of the taught programme (not least due to the involvement of upper-management) improved the participants' confidence in the Trust itself, and their own places within it;
- Within the programme, participants reported feeling increasingly confident around fellow participants and the taught materials as the programme progressed;
- The training and mentoring, and the support from within the LDP cohort itself, gave participants the confidence to persist with projects when obstacles began to stack-up;
- Doing the projects gave participants confidence in their own project management abilities and, in some cases, their abilities to also do effective research;



- The programme improved participants' confidence within their role in the Trust (and beyond), in terms of communication, assertiveness and so forth;
- The programme as a whole, and especially the projects, gave participants a wider confidence as professionals and as people, fundamentally altering some key dispositional factors.

Confidence and communication (including listening) skills were taken to be largely reflexive; with greater confidence comes better communication, and with more effective communication comes greater confidence. By communicating confidently with team members, clients, partners and managers –especially in 'difficult' interactions – participants reported that they grew in professional stature.

#### **8.4. Services, time and resources**

Improved efficiency is perhaps one of the most quantitative measurable impacts that any initiative can have. Participants in Leadership Development reported team-level improvements in client face-time, staff time-savings, workload reductions, improvements in information dissemination (see also section 8.3) and so forth as direct outputs of their involvement in the programme. They also described how their basic working practices (and, indeed, working “selves”) had become more streamlined due to improved research and project skills, and resource management skills. Centrally, however, it was personal time management that was seen as one of the strongest drivers not only of efficiency, but of working harmony. This was strongly linked by participants to greater adaptability and capacity for reflection (see section 8.5) in projects, work and wider life;.

#### **8.5. Research and reflection**

Of all of the taught elements of the programme, reflective practice appears to be one that was very directly employed in the project work. Participants reported (and were reported to have) adopting a more managed, careful and analytic stance upon problem-solving; in short, stepping back and using time to make time, while remaining open to new ways of doing things. This core skill was also

reported to have been increasingly put to work, with positive outcomes, in working interactions and general planning.

Connected to this was an increased focus on the value of research and *researching*. The collection and dissemination of formal evidence was not only seen as integral to the execution of projects, but was progressively viewed as a powerful tool for persuasion and encouraging change in itself. Moreover, the subsequent completion of a MSc. negotiated module by six participants is just another example of learning-begetting-learning.

## **8.6. Final impact statement**

Without doubt, CPFT's Leadership Development Programme has been a noteworthy success. Not only was there enormous participants satisfaction with the training and change projects themselves, but all core impact expectations have been demonstrably met and a range of additional (and possibly unexpected) benefits arose, which are recorded throughout this document.

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# Appendix 1: LDP Session-by-Session Content Descriptor

**Day 1 - Wednesday 12<sup>th</sup> September 2012 (Introductory day 09.30am- 4pm)**

**Title:** Introduction and setting the context to the Leadership Programme.

**Aim:** To set the context of the organisation as a leading care provider.

**Learning Outcomes:**

- To gain insight and understanding of delivering health care in the 21<sup>st</sup> century.
- To understand what it means to be a leader within CPFT.
- To understand the organisation and driving influences.
- Understanding of your personal drivers for improvement.

Title	Content Overview	Delivered by	Aim	Output	Linked to KSF
<b>9.30am- 10.am</b>	Introductions: Welcome address “ Hopes and Aspirations”	CEO (Confirmed)	To welcome participants and outline programme aims/reflect Trust vision and values.	Sharing CPFT vision/values and relevance to programme	
<b>10am-11am</b>	Understanding the healthcare market.	Michael Smillie (Director of Business Development)	To give overview of health care in context of competitive market.	Presentation notes	

<b>11.00am - 11.15am</b>	Coffee				
<b>11.15am- 12.00</b>	Performance and regulation	Michael Hutt (Director of Performance Improvement and Children's Services)	To give overview of performance and regulatory drivers and meaning for the organisation.	Presentation notes	
<b>12.00-12.30pm</b>	Role of Staff side representatives	Staff side reps	To give overview of staff side role and key contacts		
<b>12.30pm 1.15pm</b>	Lunch				
<b>1.15pm-2.15pm</b>	Finance in Health Care	Sarah Senior (Director of Finance)	To give overview of funding streams and implications on the organisation.	Presentation notes	
<b>2.15pm- 2.30pm</b>	Questions and Answers panel	All directors M Hutt	Opportunity for questions from floor to explore, clarify information shared.		
<b>2.30pm-2.45pm</b>	Coffee				
<b>2.45pm-3.45pm</b>	<p>Introduction &amp; set Ground rules</p> <p>Outline the purpose of this session.</p> <p><b>Exercise-</b> "What is it like</p>	EC/IC/JM	<p><b><u>Using LIA (listening in action)</u></b> Kings fund leadership review 2012, involves participants in buy in to programme.</p> <p>To elicit feedback and baseline information as</p>	Feeds Stilwell scenarios themes & provides base line information for course development & feeds the evaluation process	

	<p>to be a leader /manager in CPFT? “</p> <p>4 QUESTIONS –</p> <ul style="list-style-type: none"> <li>○ What is positive about being a leader in the org?</li> <li>○ What is not so positive?</li> <li>○ What could be different?</li> <li>○ How do you anticipate this programme may make a difference to the organisation?</li> </ul>		<p>to the general background of what it is like to work in the CPFT from an employee managers perspective</p> <p><b>Aim-</b> Promote discussion 4 laminated questions at 4 stations within the room.</p> <p><b>User Post it notes</b> with participant views that can be reflected and referred to within programme delivery – continuous sheet on wall with 4 questions Draw all these together on the flip chart</p> <p><u>If time permits</u> drill down further to some of the topics raised</p>		
<b>3.45pm - 4.30pm</b>	Change Project Ideas – mapping across to the organisational values and guiding principles	<p>3 facilitated groups – placed in ALS</p> <p>EC/IC/JM</p>	To inform about Action Learning sets	Shared insight into project/programme ideas/approaches/mapped against organisational needs.	
		EC/IC	ALS & use of University		



4.30pm-4.50pm	<p>Evaluate &amp; Reflection - Hopes and Aspirations</p> <p>One thing from the day that was positive – place on Flip chart</p>	<p>of Cumbria VLE &amp; describe the <u>pre-work</u> for day 2:</p> <p>Lifeline map Pre-reading - SWOT &amp; PEST + prepare an analysis of their project</p> <p>+ Background journals and academic papers in relation to leadership for those that wish to read them(just supporting reading – not obligatory)</p> <p>Also provide contact details of facilitators for on-going support and guidance</p>	<p>A list of positive reflections</p>	
4.50-5pm	Close			

## Day 2 - Wednesday 26<sup>th</sup> September 2012

### Module 1: Understanding Healthcare and Managing the Business for Better performance

Title: **Leadership and the Organisation**

#### Aim:

To contextualise CPFT using an organisational model approach and begin self exploration of participant's professional pathway.

#### Learning Outcomes:

- To understand the organisation and driving influences.
- To understand the influences on your career pathway.
- Know the expectation of the Trust for Leaders and Managers within the organisation.
- Insight into positive leadership approaches and application to achieving an engaged team.

Title	Content Overview	Delivered by	Aim	Output	Linked to KSF
9.30am-9.45	<p>Introductions:</p> <p>Reflections on day 1 &amp; aims of day 2</p> <p><b>Task</b> -Post the results from session 1 day 1 &amp; re-run the "What is it like to be a leader /manager in CPFT"?</p> <p>Introduce reflective journal</p>	EC/IC/JM	<p>Reflections on day 1 &amp; aims day 2</p> <p>To introduce the reflective journal and outline its use within the programme</p>	To have a second pass at collecting reflections after day 1 and to reinforce the	

<b>9.45am-10.20am</b>	Ice breaker - Set Ground Rules  Name/position/department/if you were an animal what would you be	Facilitator	Aim - Build on introduction day and to begin the ALS group bonding.	Agree ground rules – outline backgrounds of each participant	
<b>10.20am</b>	<b>Lifeline mapping:</b> professional path, factors that influence that journey. <b>(Preparatory work)</b>	U of Cumbria/EC/IC/JM	Participants reflect on career journey, influences, key decisions that have led to where they are currently.	Individual maps that give insight into personal values/beliefs.	
<b>11.00am-11.15am</b>	Coffee – whilst Lifelines continues (or break for 10 minutes at 11.30)				
<b>11.30am</b>	<b>Lifeline mapping:</b> professional path, factors that influence that journey. <b>(Preparatory work)</b>	U of Cumbria/EC/IC/JM	Participants reflect on career journey, influences, key decisions that have led to where they are currently.	Individual maps that give insight into personal values/beliefs.	
<b>11.30am-12.30pm</b>	Understanding the organisation  (Pre-reading SWOT & PEST + analysis of their project) Input on -OPEN & CLOSED system theory <b>Task</b> - SWOT & PEST of organisation  Cross reference to their own project SWOT & PEST – Practical application to your organisation – demonstrate the Johnson & Scholes competency framework	University of Cumbria (UoC) IC/JM	To link in to the keynote Michael Smillie (Director of Business Development) Strategy -Mission and Values  Better able to understand the organisational values and guiding principles & Johnson & Scholes framework gives them a practical understanding of organisational competence	SWOT & PEST – this gives managers a better understanding of the organisational values and guiding principles (how the organisations strategy has been developed) – this enables a greater level of buy in and subsequently enables them to better communicate the vision to staff and patients (Kings fund leadership review 2012)	

12.30pm-1.15pm	Lunch				
1.15pm-3pm	<p>Leadership 'v' Management</p> <p><b>Task 1</b> – In Groups identify the main attributes of being a Leader/Manager/Clinician</p> <p><b>Task 2– *Undertake the Leadership styles questionnaire &amp; Theory input</b> - Short presentation on the divergence and convergence of Management &amp; Leadership. Link to Kings Fund Paper Almio-Metcalfe (2012) pg.22 model</p> <p><u>Task</u> – *Undertake the Leadership styles questionnaire &amp; compare with results of above</p>	EC/JM/IC	Deeper understanding of Leadership v Management. Continuum of Management - Leadership	<p>*Learning output: individual learning management / leadership style profile</p> <p>Better understanding of Management v Leadership</p> <p>Reflection on own style within journal log book.</p>	
3pm-3.20pm	Coffee				
3.20pm-4.30pm	Stilwell development time – introduction to Stilwell	External UoC.	Participants observe the ' <b>Stilwell introduction</b> ' and ' <b>sample scenario</b> ' - draw out general issues and thoughts on development of <i>storyline</i> to generate debate within group. Increases level of understanding on 'narrative pedagogy' approach/impact	<p>Intro to Stilwell community setting the scene.</p> <p>Engagement with Stilwell development</p> <ul style="list-style-type: none"> <li>➤ Scripts</li> <li>➤ Locations</li> <li>➤ Departments</li> <li>➤ Characters</li> <li>➤ Props</li> </ul>	

			on personal learning and development.	Plan for scripting	
4.30pm-5pm	Evaluation of Day & outline day 3			Feedback to inform if changes needed	

**Day 3 - Thursday 27<sup>th</sup> September 2012**

**Title: Service Improvement and Project Management**

**Aim:**

**To introduce service improvement methodologies and project management approaches through application to your work based change project**

**Learning Outcomes:**

- **To understand the steps required for successful change.**
- **To understand the principles and how to apply selected service improvement tools.**
- **To be able to apply a project management approach to identify a work place project.**
- **To have knowledge on learning sets and their benefits to developing your leadership capability.**

<b>Title</b>	<b>Content Overview</b>	<b>Delivered by</b>	<b>Aim</b>	<b>Cost</b>	<b>Output</b>	<b>Linked to KSF</b>
<b>9.30am - 10am</b>	Reflections on day 2 & aims of day3 & introduce Suzanne Hamilton Change Management Lead	Ian	To ensure linkage between programme days.	Internal	Reiteration of Trust vision & guiding principles.	
<b>10am -11am</b>	<b>Improvement methodologies for successful change</b> – based on planned, emergent ( specifics to be confirmed aligned to organisational preference) - model for improvement and after action review to be inc.	SH	Introduce concept and theory behind successful change applied to the healthcare environment and individual projects.	CEV funded	Handouts	
<b>11am- 11.20am</b>	Coffee					
	<b>Project management:</b> individual		Introduce project	Internal	Individual project	

<b>11.20am-12.30pm</b>	projects for change: defining the focus, defining measures, tools, autonomy ,measuring for success. (PDSA)	SH	management methods, process and benefits.		specification.	
<b>12.30pm-1.15pm</b>	Lunch					
<b>1.15pm-2.45 pm</b>	Action learning theory: Short presentation  Theory into experiential practice linked to individual projects.	IC/JM/EC	Develop insight into action learning, theory and application.	Internal and CEV funded	Action learning sets initiated.	
<b>2.45-3.00</b>	Coffee					
<b>3.0 pm-4.30pm</b>	<b>Experiential practice</b> linked to individual projects.	IC/JM/EC	Develop insight into action learning, theory and application.	Internal and CEV funded	Action learning sets initiated.	
<b>4.30pm-5pm</b>	Evaluation of day				Feedback to inform if changes needed.	

**Day 4 – Wednesday 7<sup>th</sup> November 2012 (Residential Component) Knowing and Managing yourself**

**Title: Influence and Power**

**Aim: To gain understanding of personality traits and behavioural impact.**

**Learning Outcomes:**

- **Identification of your preferred leadership style and how to flex to achieve greatest effect and develop followers.**
- **To understand your power of influence and develop your influencing style with integrity.**

<b>Title</b>	<b>Content Overview</b>	<b>Delivered by</b>	<b>Aim</b>	<b>Output</b>	<b>Linked to KSF</b>
<b>9.30am-9.50am</b>	Welcome: Reflections on day 3 aims of day 4.	Ian			
<b>9.50am-11am</b>	Understanding and developing teams: <ul style="list-style-type: none"><li>○ MBTI</li></ul> Theory of personality typing/traits application to individual or team – <b>links in with the leadership questionnaire from day 2</b>	JE	Develop insight into your personal type and impact for self and team.	Individual or team MBTI profile.	
<b>11am-11.15am</b>	Coffee				
	Understanding and developing teams: MBTI continued	JE	Develop insight into your personal type and impact for self and team.	Individual or team MBTI profile.	



11.15am - 12.30 pm					
12.30pm- 1.15pm	Lunch				
1.15pm 3pm	<ul style="list-style-type: none"><li>○ Understanding Power and Authority</li><li>○ Dimensions of power</li></ul>	JE	To identify dimensions of power and how power and authority affect personal and team interactions in the workplace environment	Understanding the power and influence that is at play in the Leadership roles at different levels	
3pm - 3.15pm	Coffee				
3.15pm 3.50	<ul style="list-style-type: none"><li>○ Continued Influencing &amp; Power scenario Stilwell (1)</li></ul>	JE	To identify dimensions of power and how power and authority affect personal and team interactions in the workplace environment	Understanding the power and influence that is at play in the Leadership roles at different levels	
3.50pm- 4pm	Evaluation of day 4 & Introduction of pre-reading for day 5 – <i>stakeholder mapping exercise</i> on individual projects				Feedback to inform if changes needed.
Day 4 closes at 4pm with pre dinner informal session commencing 6.30pm - key note speaker –Phil Moorhouse- “Succeeding in Business” followed by dinner.					

## Day 5 – Thursday 8<sup>th</sup> November 2012

Title: **Leadership Styles Analysis**

Aim: **To explore engaging leadership styles and behaviours to identify personal growth and resilience development.**

### Learning Outcomes:

- **Identification of your preferred leadership style and how to flex to achieve greatest effect and develop followers.**
- **To understand your power of influence and develop your influencing style with integrity.**
- **Develop knowledge and skill in strategies to motivate and inspire.**

Title	Content Overview	Delivered by	Aim	Output	Linked to KSF
9am-9.50am	Reflections on day 4 & aims of day 5		Sponsoring exec		
09.50am – 11.00 pm	(pre-work –stakeholder map in relation to project – identifies who they need to influence)  Influential leadership:  Draw together the work so far from day 1 – day 4  <b>Cases study – Task</b> , in groups – each group given a theme (influencing) – each group has to read an academic paper & present the theme to the others - become an expert in the theme.	IC/JM	Develop skill in actively influencing with confidence to encourage followers within your team.	Workplace stakeholder/ influence map specific to individual projects.	

<b>11am-11.15am</b>	Coffee				
<b>1.15pm - 2.15pm</b>	<p>Transactional Analysis (ego states) and effective communication and listening</p> <p>Short explanation of TA</p> <p><b>Stilwell (2)</b> –in this session- looking at the <b>psychology behind</b> – effective communication and listening covering all of the themes( with 3 different endings)</p> <ul style="list-style-type: none"> <li>➤ Effective /non effective listening</li> <li>➤ Effective /non effective communication</li> <li>➤ Ego states</li> </ul>	JM/IC	<p>Draw out of Stilwell the main points around effective communication listening and the relevance of TA ego states</p> <p>If time an Experiential learning 3 way listening group exercises.</p>		
<b>12.30pm-1.15pm</b>	Lunch				
<b>1.15pm-1.45pm</b>	<p>Getting the best out of people</p> <ul style="list-style-type: none"> <li>➤ Fun and interactive quiz style introduction to leadership council research into the management behaviours that drive</li> </ul>		<p>Participants will know how to help individuals in their team to reach their potential and maximise performance.</p>		

	performance and those behaviours that inhibit it ( eg: 'Fair and accurate informal feedback' raises performance by 39% while 'Formal reviews with the emphasis on performance weakness' reduces performance by 27%)				
<b>1.45pm – 2.10pm</b>	<p>Some Common Performance Issues managers face</p> <ul style="list-style-type: none"> <li>➤ The link between management behaviour, staff satisfaction and business results (Harvard business review research)</li> <li>➤ Managing 'flatliners'- people who don't see why they need to develop</li> <li>➤ Best Fit Performance- how to get the best out of people with different approaches to work</li> </ul>		Participants will know how to help individuals in their team to reach their potential and maximise performance.		
<b>2.10pm- 3.00pm</b>	Maximising Performance –the key skills		Participants will know how to help individuals in their team		

	<ul style="list-style-type: none"> <li>➤ Active exercise to illustrate the difference between praise, criticism and feedback</li> <li>➤ Giving and receiving feedback – How to separate the person from the performance</li> <li>➤ Delivering Feedback like a Coach – You; Me; Agree</li> </ul>		to reach their potential and maximise performance.		
<b>3.00pm - 3.15 pm</b>	Coffee				
<b>3.15-4.30pm</b>	Practicing The Key Skills <ul style="list-style-type: none"> <li>➤ Practice session in threes using a real work case study ( Rotating the roles of person practicing , role player and observer)</li> <li>➤ Followed by review and feedback.</li> </ul>			Sub-groups share key learning from the practical session.	
<b>4.30pm - 5pm</b>	Evaluation & close & outline day 6				

**Day 6 : Wednesday 9<sup>th</sup> January 2013**

**Module 3 : Managing People and Resources**

**Title: Inspiring and Enabling others**

**Aim:**

- To develop approaches to mentoring for effective capability of individuals and teams.
- Sustaining the learning when on the job.

**Learning Outcomes:**

- Understanding of developmental coaching approaches.
- Confidence in coaching communication approaches.
- To identify strategies to apply learning in the workplace.

**Commence 9.30am-5pm**

<b>Title</b>	<b>Content Overview</b>	<b>Delivered by</b>	<b>Aim</b>	<b>Cost</b>	<b>Output</b>	<b>Linked to KSF</b>
<b>9.30am-9.50am</b>	Welcome to day 6: reflections to date	Facilitator				
<b>Full day</b>	Developing Mentorship and coaching	North West Mentoring via Leadership Academy	Participants gain theoretical knowledge of developmental mentoring and experiential practice to develop skills.	Free	Mentor register local & regional all participants to register on NW Mentor Scheme.	

**Day 7 : Thursday 10<sup>th</sup> January 2013****Title: Leadership in Practice****Aim: To sustain and spread the leadership learning.****Learning Outcomes:**

- Be able to critically appraise leadership styles to gain best outcome.
- Understand application of strategies to situation.
- A deeper understanding of sustaining and promoting self as a leader in CPFT.

Title	Content Overview	Delivered by	Aim	Cost	Output	Linked to KSF
9.30am-9.50am	Reflections on day 6 & aims of day7					
9.50am-11.30am	<b>Stilwell (scenario 3)</b> – transition back into the workplace  2 outcomes to Review				Reflection on personal approach in journal log.	
11.30am-12.30pm	Open session to be filled with needs that emerge from the evaluations		Experiential application	CEV funded + internal	Progress report on projects	
12.30pm-12.45pm	Lunch					
12.45pm-3pm	Action learning set to review progress on change projects				Plan for sustaining support /action learning.	

3pm-3.15pm	Coffee					
3.15pm – 4.15pm	Key note speaker: Motivational leadership Gill Combes??? –	TBC		TBC		
	Q and A session (internal panel led by execs)					
	Next steps: back to work, keeping the momentum and motivation	Exec sponsor	Engagement, recognition and alignment back to the organisational values and objectives.	Internal	Personal journal of plan for back in the work place- share the learning.	
	Evaluation	Facilitator		Internal	To inform future programme development.	



# Appendix 2: Daily Evaluation Form



## LEADERSHIP DEVELOPMENT PROGRAMME (DATE)

### EVALUATION FORM FOR MODULE xx – Day xx 'Title of the Module'

Title: Title of the Day

Day 5							
1. Did you find the sessions informative?	(Not at all)	1	2	3	4	5	(Definitely)
2. Did you find the course materials relevant?	(Not at all)	1	2	3	4	5	(Definitely)
3. Do you feel clear on the programme session objectives?	(Poor)	1	2	3	4	5	(Excellent)
4. The quality of facilitation and general manner when dealing with the group was...	(Poor)	1	2	3	4	5	(Excellent)
5. The trainers knowledge and skills	(Poor)	1	2	3	4	5	(Excellent)
6. Did you find the training environment suitable and conducive to learning?	(Not at all)	1	2	3	4	5	(Definitely)
7. How relevant do you feel that this training has been in relation to your current job role?							
8. Do you feel that the level of the content was appropriate, if not what would you suggest?							
9. Can you identify at least one thing that you will take away from this day? (You can include more than one if you wish to)							
10. Is there anything else that you would have liked to have seen included in the day?							

### Additional Comments

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**Thank you for taking the time to complete this form.**

**Please leave completed forms following completion of the day or return to Victoria Angel at  
The Learning Network, Voreda, Portland Place, Penrith, CA11 7QQ**

# Appendix 3: Participant Interview Schedule A

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Name	
Role	
Date of Interview	
<p>Preamble:</p> <ul style="list-style-type: none"> <li>Greeting.</li> <li>Interview should take no more than 20-30 minutes, though if you have the time you can go on for as long as you want.</li> <li>Interview will be recorded, verbal consent required.</li> <li>All responses are voluntary. You do not have to answer a question, or address a topic, if you do not want to.</li> </ul>	

	Question	Prompt On (Where Necessary)	✓
1	Can you tell us about your project, and why you think it is needed?	<ul style="list-style-type: none"> <li>Personal experience of issues in the area (examples?).</li> </ul>	
		<ul style="list-style-type: none"> <li>Secondary knowledge of the issue (do you believe it to be an issue specific to your own environ, or a broader one in the NHS?). If broader, how do you know this?</li> </ul>	

2	<p>What specific workplace impacts do you <i>hope</i> that the project will have?</p> <p>Can you give examples?</p>	• On patient care?	
		• On staff engagement?	
		• On engagement with the organisation itself?	
		• On financial matters?	
		• On partnerships?	
3	<p><i>How</i>, specifically, do you think the project might change the workplace status quo? i.e. What are the <i>mechanisms</i> through which you hope to make an impact?</p>	• In terms of the patients?	
		• In terms of the staff?	
		• In terms of the organisation itself?	
		• In terms of finances?	
		• In terms of partnerships?	

4	<p>What obstacles can you see to these impacts taking place?</p> <p>Can you give examples from experience?</p>	• Relating to patients?	
		• Relating to staff?	
		• Relating to the organisation itself?	
		• Relating to finances?	
		• Relating to partnerships?	
5	How might you surmount these obstacles?	• Relating to patients?	
		• Relating to staff?	
		• Relating to the organisation itself?	
		• Relating to finances?	
		• Relating to partnerships?	

6	From what you understand and have experienced of the Leadership Development training programme so far, how do you think it might help you in your project?	• In working with patients?	
		• In working with other staff?	
		• In working with the organisation itself?	
		• In better using finance?	
		• In working with partners?	
7	How do you think the Leadership Development training programme, and the project, might assist in your <i>own</i> personal development as healthcare professional?	• Organisational.	
		• Interactional.	
		• Financial.	
		• Others?	
8	Are there any other matters you'd like to add that we've not covered in this interview?		
<p>Finalising.</p> <ul style="list-style-type: none"> <li>• Thank you.</li> <li>• There will be a follow-up interview later in the programme.</li> <li>• Printed outputs of study will be made available to you via the Trust systems, and it is also hoped that the researchers will be able to put together a presentation for stakeholders at a later date. If the latter were to take place, would you be interested in attending such an event?</li> </ul>			

## Appendix 4: Participant Interview Schedule B

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Name	
Role	
Date of Interview	

Preamble:

- Greeting.
- Interview should take no more than 20-30 minutes, though if you have the time you can go on for as long as you want.
- Interview will be recorded, verbal consent required.
- All responses are voluntary. You do not have to answer a question, or address a topic, if you do not want to.

	Question	Prompt On  (Where Necessary)	√
1	Can you tell us about your project, and why you thought it was needed when you began?	<ul style="list-style-type: none"> <li>Personal experience of issues in the area (examples?).</li> </ul>	
		<ul style="list-style-type: none"> <li>Secondary knowledge of the issue (do you believe it to be an issue specific to your own environ, or a broader one in the NHS?). If broader, how do you know this?</li> </ul>	
2	Do you still feel the project is as relevant as you did at the start?	<ul style="list-style-type: none"> <li>Has anything changed?</li> </ul>	
		<ul style="list-style-type: none"> <li>Personal?</li> </ul>	
		<ul style="list-style-type: none"> <li>Organisational?</li> </ul>	
		<ul style="list-style-type: none"> <li>Practical?</li> </ul>	
3	<p>Has the project, as yet, had any specific workplace impacts?</p> <p>Can you give examples?</p>	<ul style="list-style-type: none"> <li>On patient care?</li> </ul>	
		<ul style="list-style-type: none"> <li>On staff engagement?</li> </ul>	
		<ul style="list-style-type: none"> <li>On engagement with the organisation itself?</li> </ul>	
		<ul style="list-style-type: none"> <li>On financial matters?</li> </ul>	
		<ul style="list-style-type: none"> <li>On partnerships?</li> </ul>	

4	Are there impacts you now expect it to have? Can you give evidence as to why?	• On patient care?	
		• On staff engagement?	
		• On engagement with the organisation itself?	
		• On financial matters?	
		• On partnerships?	
5	<i>How</i> , specifically, do you think the project is changing – or will change - the workplace status quo? i.e. What are the <i>mechanisms</i> through which the impacts work?	• In terms of the patients?	
		• In terms of the staff?	
		• In terms of the organisation itself?	
		• In terms of finances?	
		• In terms of partnerships?	



6	<p>What obstacles have you encountered to bringing about workplace changes during your project?</p> <p>Can you give examples?</p>	• Relating to patients?	
		• Relating to staff?	
		• Relating to the organisation itself?	
		• Relating to finances?	
		• Relating to partnerships?	
7	How did you surmount these obstacles?	• Relating to patients?	
		• Relating to staff?	
		• Relating to the organisation itself?	
		• Relating to finances?	
		• Relating to partnerships?	

8	How has the Leadership Development training programme helped you in your project?	<ul style="list-style-type: none"> <li>• In working with patients?</li> </ul>	
		<ul style="list-style-type: none"> <li>• In working with other staff?</li> </ul>	
		<ul style="list-style-type: none"> <li>• In working with the organisation itself?</li> </ul>	
		<ul style="list-style-type: none"> <li>• In better using finance?</li> </ul>	
		<ul style="list-style-type: none"> <li>• In working with partners?</li> </ul>	
9	How has the Leadership Development training programme, and conducted the project, assisted in your <i>own</i> personal development as healthcare professional?	<ul style="list-style-type: none"> <li>• Organisational.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Interactional.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Financial.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Others?</li> </ul>	

10	<p>Can you give any examples of specific occasions on which the Leadership Development Training (i.e. the skills you learned, or the information you absorbed) changed the way you personally handled a workplace situation? Or changed the way you approached an important task?</p> <p>What kind of difference did the training make in those cases?</p>	
11	<p>Are there any other matters you'd like to add that we've not covered in this interview?</p>	
<p>Finalising.</p> <ul style="list-style-type: none"> <li>• Thank you.</li> <li>• There will be a follow-up interview later in the programme.</li> <li>• Printed outputs of study will be made available to you via the Trust systems, and it is also hoped that the researchers will be able to put together a presentation for stakeholders at a later date. If the latter were to take place, would you be interested in attending such an event?</li> </ul> <p>Yes / No</p>		

# Appendix 5: Management Interview Schedule

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Name	
Role/LD Participants Managed	
Date of Interview	

Preamble:

- Greeting.
- Interview should take no more than 20-30 minutes, though if you have the time you can go on for as long as you want.
- Interview will be recorded, verbal consent required.
- All responses are voluntary. You do not have to answer a question, or address a topic, if you do not want to.

	Question	Prompt On  (Where Necessary)	✓
1	From what you know of Leadership Development, what were your expectations of the programme itself?	<ul style="list-style-type: none"> <li>As much detail as possible here (useful for contextualising manager's own engagement).</li> </ul>	
2	[If not fully covered in Q1]. What were your hopes and expectations for the personal development of [LD Participant's name] with respect to their participation in Leadership Development?	<ul style="list-style-type: none"> <li>Personal aspects? (e.g. confidence in role)</li> </ul>	
		<ul style="list-style-type: none"> <li>Practical aspects? (i.e. specific skill development)</li> </ul>	
		<ul style="list-style-type: none"> <li>Knowledge of, and involvement in, the organisation itself?</li> </ul>	
3	Can you tell us about the project that [LD participant's name] has been conducting as part of their involvement in Leadership Development?	<ul style="list-style-type: none"> <li>As much detail as possible here (again useful for contextualising manager's own engagement).</li> </ul>	

4	When [LL participant's name] first began their project, did <i>you</i> have any hopes and/or expectations of how it might impact in the workplace? Or, indeed, if it would have any impact at all?	• On patient care?	
		• On staff?	
		• On engagement with the organisation itself?	
		• On financial matters?	
		• On partnerships?	
5	Would you say that the project conducted by [LD participant's name] <i>has</i> had any clear outcomes to date?	• On patient care?	
		• On staff?	
		• On engagement with the organisation itself?	
		• On financial matters?	
		• On partnerships?	

6	Have you witnessed any personal outcomes for [LD participant's name] since they began their involvement with Leadership Development?	<ul style="list-style-type: none"> <li>Personal aspects? (e.g. confidence in role)</li> </ul>	
		<ul style="list-style-type: none"> <li>Practical aspects? (i.e. specific skill development)</li> </ul>	
		<ul style="list-style-type: none"> <li>Knowledge of, and involvement in, the organisation itself?</li> </ul>	
7	[If answer to Q6 is "Yes"]. Have these personal changes made any observable impact in the workplace?	<ul style="list-style-type: none"> <li>On patient care?</li> </ul>	
		<ul style="list-style-type: none"> <li>On staff?</li> </ul>	
		<ul style="list-style-type: none"> <li>On engagement with the organisation itself?</li> </ul>	
		<ul style="list-style-type: none"> <li>On financial matters?</li> </ul>	
		<ul style="list-style-type: none"> <li>On partnerships?</li> </ul>	
8	From what you know of Leadership Development, and what you have seen, would you say that it has offered something different or new that prior initiatives have not? If so, what?	<ul style="list-style-type: none"> <li>Let them freewheel here.</li> </ul>	

9	Are there any other matters you'd like to add that we've not covered in this interview?	
<p>Finalising.</p> <ul style="list-style-type: none"> <li>• Thank you.</li> <li>• There will be a follow-up interview later in the programme.</li> <li>• Printed outputs of study will be made available to you via the Trust systems, and it is also hoped that the researchers will be able to put together a presentation for stakeholders at a later date. If the latter were to take place, would you be interested in attending such an event?</li> </ul> <p>Yes / No</p>		



# Appendix 6: Participant End-Point Survey Map

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## **Participant Information**

Welcome to the online Leadership Development Programme end-point survey! As part of your commitment in taking part in the programme, completion is a requirement, though this should take no longer than fifteen minutes. The information you provide will be of great value to us, and will enable the LDP's impact for staff and the organisation to be measured by an independent body.

All responses are strictly anonymous. All data taken from this survey will be presented at the level of the cohort (i.e. averages), not the individual, and there are thus no indicators collected which could render individual participants identifiable to an external party.

We thank you for your time and support.

## **A. About You and Your Role**

### ***A1. You***

1. Do you identify yourself as male or female?
2. What is your age in full years?

### ***A2. Your Role***

3. What is your grade band?

4. Do you work part-time or full-time?

5. Do you occupy a clinical or non-clinical role?

6. For how many years have you worked in the NHS?

7. For how many years have you worked in a position of management or leadership in the NHS?

8. Has your role/job changed in the time since you have undertaken/completed the programme?

[Y/N]

## **B. About the Training**

Please answer all questions as honestly as you can. Remember that all data is anonymous.

### ***B1. Organisational Knowledge***

Please rate your knowledge and understanding of the following issues as a result of talking part in the LDP:

9. The services within CPFT.

[much worse – worse – unchanged – better – much better]

10. The quality performance measures used within CPFT, and their relationship with service delivery.

[much worse – worse – unchanged – better – much better]

11. CPFT's organisational vision, strategy and the wider political influences on CPFT (e.g. commissioning, competitive market etc.)

[much worse – worse – unchanged – better – much better]

12. The expectations of your own Leadership/Management role.

[much worse – worse – unchanged – better – much better]

13. The governance of CPFT.

[much worse – worse – unchanged – better – much better]

## ***B2. LDP and You***

Please self-rate as a leader/manager in terms of the attributes below, as a result of talking part in the LDP training:

9. Confidence as a leader/manager.

[much worse – worse – unchanged – better – much better]

10. Assertiveness

[much worse – worse – unchanged – better – much better]

11. Communication

[much worse – worse – unchanged – better – much better]

12. Listening to others

[much worse – worse – unchanged – better – much better]

13. Financial management

[much worse – worse – unchanged – better – much better]

14. Resource management

[much worse – worse – unchanged – better – much better]

15. Time management

[much worse – worse – unchanged – better – much better]

16. Teamwork

[much worse – worse – unchanged – better – much better]

17. Conflict management

[much worse – worse – unchanged – better – much better]

18. Decisiveness

[much worse – worse – unchanged – better – much better]

19. Relationship with your own managers

[much worse – worse – unchanged – better – much better]

20. Optimism in role

[much worse – worse – unchanged – better – much better]

21. Enthusiasm for role

[much worse – worse – unchanged – better – much better]

22. Ability to influence your team/service/organisation

[much worse – worse – unchanged – better – much better]

23. Negotiation skills

[much worse – worse – unchanged – better – much better]

### ***B3. Training and change***

24. Have you made any changes to your working practices as a direct result of taking part in the LDP training? [Y/N] (If N, go to Q.25)

24a. Have these changes made a constructive difference in the workplace? [Y/N/Too soon to tell]. (If N or too soon to tell, go to Q.25)

24b. For whom have these changes made a difference? [Tick all relevant]

Colleagues

Managers

Service users

Partners

Administrators

Other (Specify)

24c. What kind of a difference? [Tick all relevant]

Financial savings

Time-saving

Quality of service improvement

Workplace harmony improvement

Improved channels of communication

Better use of resources

Other (Specify)

### **C. About the Change Project**

Please answer all questions as honestly as you can. Remember that all data is anonymous.

25. Is your project ( or phase identified) on the projected timeline for completion? [Y/N]

26. Has your change project had direct workplace impacts? [Y/N/Too soon to tell]. (If N or too soon to tell, go to Q.25)

26a. For whom have these impacts made a difference? [Tick all relevant]

Colleagues

Managers

Service users

Partners

Administrators

Other (Specify)

26b. What kind of a difference? [Tick all relevant]

Financial savings

Time-saving

Quality of service improvement

Workplace harmony improvement

Improved channels of communication

Better use of resources

Other (Specify)

27. Has your change project been an enjoyable experience?

[not at all – not really – neither yes nor no – yes – yes, very]

28. Do you feel that the change project has helped you personally develop as a manager?

[not at all – not really – neither yes nor no – yes – yes, very]

### **Thank You!**

You have now finished. We are very grateful for the time you have invested in completing this survey, and would once again like to remind participants that all data are fully anonymous.

The outcomes of the survey will be made available to all participants once the LDP, and its broader evaluation, are complete.