

Miller, Paul K. ORCID: <https://orcid.org/0000-0002-5611-1354> , Grimwood, Tom ORCID: <https://orcid.org/0000-0001-8099-6191> , Relph, Nicola ORCID: <https://orcid.org/0000-0003-3323-3444> and Bargh, Melissa (2013) Cumbria PFT: Leadership Development Programme: interim evaluation report. Cumbria Partnership Foundation Trust, Cumbria. (Unpublished)

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Cumbria Partnership Foundation Trust: Leadership Development Programme

Interim Evaluation Report



UNIVERSITY OF CUMBRIA, FACULTY OF HEALTH & WELLBEING

January 2013

Dr. Paul K. Miller, Dr. Tom Grimwood, Nicola Relph & Melissa Bargh

Executive Summary.

Background.

- This report investigates findings arising from participant feedback evaluations of the introduction day and first two modules (themselves spread over four days) of Cumbria Partnership Foundation Trust's "Leadership Development" Programme, running 2012-2013, as part of a broader multi-method evaluation.
- The report summarises both quantitative and qualitative feedback, and synthesises results to provide a more three-dimensional overview.
- Specifically designed 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 of which this report addresses the first two, plus the initial introduction day.

Methodology.

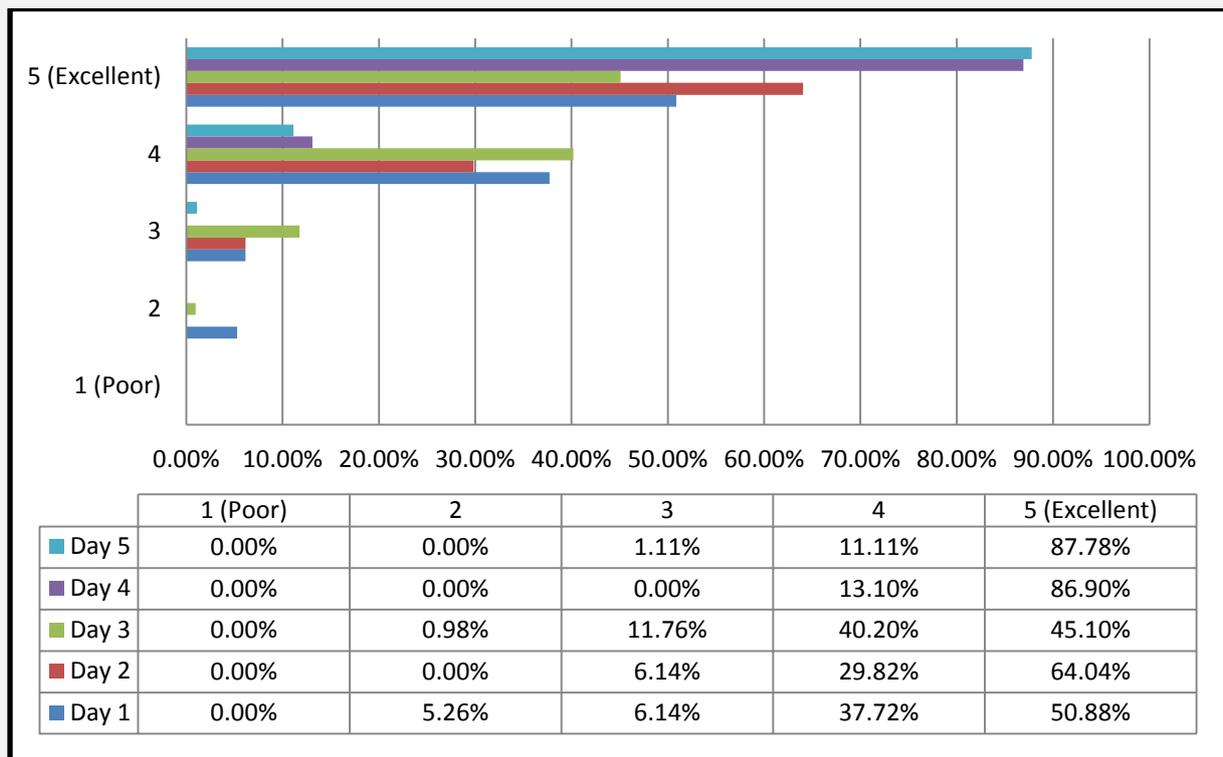
- Employing a mixed-analytic approach to the evaluation data collected, a descriptive statistical approach and a qualitative-thematic dimension are utilised.
- All participants at each of the first five days of the LDP were invited to provide evaluative feedback. On Day 1, N=19 evaluations were collected; on Day 2, N=19; on Day 3, N=17; on Day 4, N=14 and on Day 5, N=15.
- This provides the following total number of evaluations 'per module': Introduction Day, N=19; Module 1, N=36; Module 2, N=29.
- The evaluation form (included in Appendix 1, page 42) was organised to generate two key forms of feedback data:
 - The quantitative aspect utilised six standard Likert scales.
 - The qualitative afforded participants of an opportunity to provide more detailed feedback.
 - Finally, space was provided for participants to provide any additional information they saw as relevant.

- Likert scale data were analysed descriptively by question, by day-of-collection and by Module, and then comparatively to explore similarities and differences in feedback on different days and different Modules.
- A Straussian Grounded Theory approach (Strauss & Corbin, 1998) was used to investigate qualitative contributions, in which responses were initially free-coded, and then grouped into sub-themes and meta-themes.
- Finally, these meta-themes were collected into common evaluative categories.

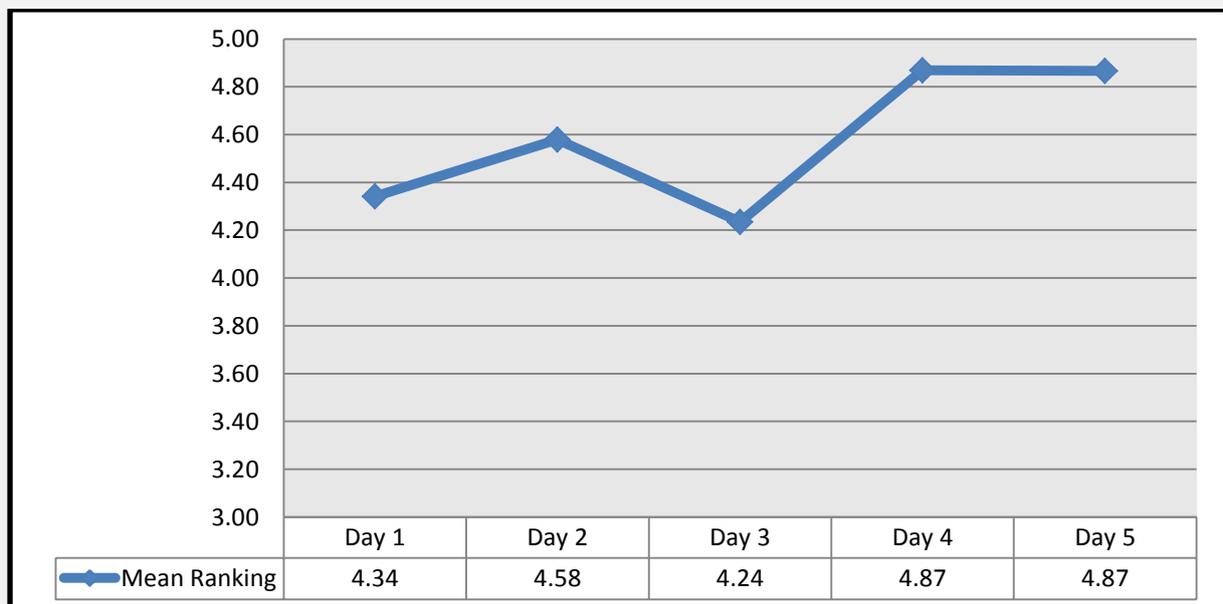
Key Findings (Quantitative).

- Participant ratings across all five days were consistently high, with an overwhelming majority of scores in the “Excellent” category, indicating a very positive participant experience indeed.
- Evaluations of trainers’ skill and knowledge were the most consistently high;
 - Participant rankings averaged a perfect 5.0 on Days 2, 4 and 5.
- In terms of overall mean rankings, the Introductory Day and Module 1 scored strongly and similarly (4.34 and 4.41 respectively).
- In terms of overall mean rankings, Module 2 scored very strongly indeed (4.87).
- There was also some variation by day.
 - Days 2, 4 and 5 achieved very high overall mean ratings (4.58, 4.87 and 4.87 respectively).
 - Day 1 (4.34) and Day 3 (4.24) were slightly (though not substantially) less well received.
- The Day 1 ratings were lowered significantly by some participant dissatisfaction with the learning environment.
- There was a surprising (albeit not vast) difference in reception between the two days of Module 1:
 - The first achieved a mean overall rating of 4.58;
 - The second scored a mean overall 4.24.

Overall Combined Quantitative Feedback (by day).



Overall Combined Mean Feedback (by day).



Key Findings (Qualitative).

- All parts of the LDP to date were subject to rich and variegated praise from participants.
- The form and level of content was recurrently deemed to be of optimal standard, with only minor concerns surfacing relating to:
 - Occasional deviations from practical focus, and;
 - The difficulties in making *every* session equally relevant to *every* member of a heterogeneous audience (e.g. some who directly manage teams and some who do not).
- The Introductory Day, in particular, was praised for raising spirits and optimism alongside helping participants to contextualise their own role within CPFT.
- The quality of teaching and facilitation was universally applauded, with particularly affirmative comments raised in regard to Module 2.
- At times (particularly on the Introductory Day), it was felt that timetables were a little “crammed,” leaving relatively little space for *ad-hoc* conversation, and resulting in some information overload.
- Learning environments were deemed generally satisfactory, with some concerns about background noise on the Introductory Day, and also low lighting was noted on the second day of Module 2.
- Many aspects of the specific content were applauded, not least the Myers-Briggs work, and sessions on relationship-building, feedback and communication skills.
- The use of action-learning sets was very popular among participants, who found this aspect of the LDP particularly supportive.
- There was a degree of confusion relating to the place of the projects, and specific requests that more clarity be generated in this respect on Introductory Day.
- While the two-day modular format was widely seen as a powerful pedagogical device, it was seen as physically tiring when not residential, though far less tiring when residential.

Note: In the summary tables below, ‘D2’ indicates ‘Day 2 of the programme,’ ‘D3’ indicates ‘Day 3’ of the programme and so forth:

Recurrent Positive Themes.

Introductory Day	Module 1	Module 2
Better Corporate Awareness	Action-Set Learning Constructive And Supportive [D2/D3]	Communication Skills [D4/D5]
Competent, Interesting Speakers	Constructive Icebreaking Exercises [D2]	Enhanced Sense Of Self-Worth Emergent [D4]
Constructive Interaction With Upper Management	Enhanced Capacity For Self-Reflection [D2]	Exceptional Facilitation [D4/D5]
Constructive Networking Opportunities	Networking Opportunities [D2]	Exceptional Teaching [D4/D5]
Enhanced Optimism About CPFT	Optimally-Pitched Content [D2/D3]	Myers-Briggs Sessions [D4]
Enhanced Personal Optimism	Practical, Relevant Content [D2/D3]	Optimally-Pitched Content [D4/D5]
Enhanced Understanding Of Own Personal Context Within CPFT	Skill Acquisition Through Tools [D2/D3]	Practical, Relevant Content [D4/D5]
Optimally-Pitched Content	Strong Support For Project Planning [D2/D3]	Residential Format Pedagogically Valuable [D5]
Practical, Relevant Content	Two-Day Format Pedagogically Valuable [D3]	Valuable Work On Relationship-Building [D5]

Recurrent Developmental Themes.

Introductory Day	Module 1	Module 2
Environmental Distractions	Imbalance Between Project Management and Leadership Materials [D2/D3]	Additional Supporting Materials (e.g. Reference Lists) Could be Useful [D4]
Insufficient Icebreaking	Not All Sessions Relevant to All Participants [D2/D3]	Dim Light Later in Day [D5]
Lack of Interactivity	Timetable Compression [D2]	Lack of Direct Applied Training for MBTI etc. [D4/D5]
Some Information Overload	Two-Day Format Physically Tiring [D3]	Lack of Transactional Analysis Work [D5]
Some Repetitive Content		Some Materials Lacking in Application [D4]
Timetable Compression		

Conclusions.

- Core findings are discussed in terms of six main themes:
 - Participant Optimism.
 - Daily Timetabling.
 - Direct and Interactive Learning.
 - Physical Environment.
 - Level and Focus of “Pitch.”
 - Modular Formats.

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1. Introduction.

This report investigates findings arising from participant feedback evaluations of the introduction day and first two modules (spread over four days) of Cumbria Partnership Foundation Trust's (henceforth CPFT) "Leadership Development" Programme (henceforth LDP), running 2012-2013, as part of a broader multi-method evaluation. The report summarises both quantitative and qualitative feedback, and synthesises results to provide a more three-dimensional overview.

1(i). The Programme.

The 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 of which this report addresses the first two, plus the introduction day:

- **Understanding Healthcare and Managing the Business for Better Performance** (*covering contextual leadership within the CPFT*);
- **Knowing and Managing Yourself** (*providing the opportunity for participant to explore their own leadership styles and stances*);
- **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)

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(ii). Report Structure.

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

- In the **Methodology** (p.14), the sample, data collection and analytic procedures are outlined.
- In **Key Quantitative Findings** (p.17), the central statistical trends emerging from the analysis are presented and discussed.
- In **Key Qualitative Findings** (p.29), the central qualitative trends emerging from the analysis are presented and discussed.
- In the **Conclusions** (p.37), a synthesis of all central themes is advanced, alongside a reflection on how this might direct further research in the programme.
- In **Appendix 1** (p.42), the evaluation form is included.
- In **Appendix 2** (p.43), a more specific question-by-question descriptive breakdown of the quantitative data set can be found.
- In **Appendix 3** (p.49), a full tabulation of the qualitative data can displayed.

2. Methodology.

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

2(i). Participants & Procedure.

All participants at each of the first five days of the LDP were invited to provide evaluative feedback. On Day 1, N=19 evaluations were collected; on Day 2, N=19; on Day 3, N=17; on Day 4, N=14 and on Day 5, N=15. This provides a total number of evaluations 'per module' as shown:

• Introductory Day.	(Day 1)	19 evaluations.
• Module 1.	(Days 2&3)	36 evaluations.
• Module 2.	(Days 4&5)	29 evaluations.

2(ii). Design.

The evaluation form (included in Appendix 1, page 42) 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 availed 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(iv). 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 accord significance according to frequency of occurrence. From a Straussian point of view, every issue has potential ramifications and it would be myopic to dismiss an innovative idea or suggestion because it is less statistically significant. Indeed, innovation itself is often defined by the fact that it is not widely posited.

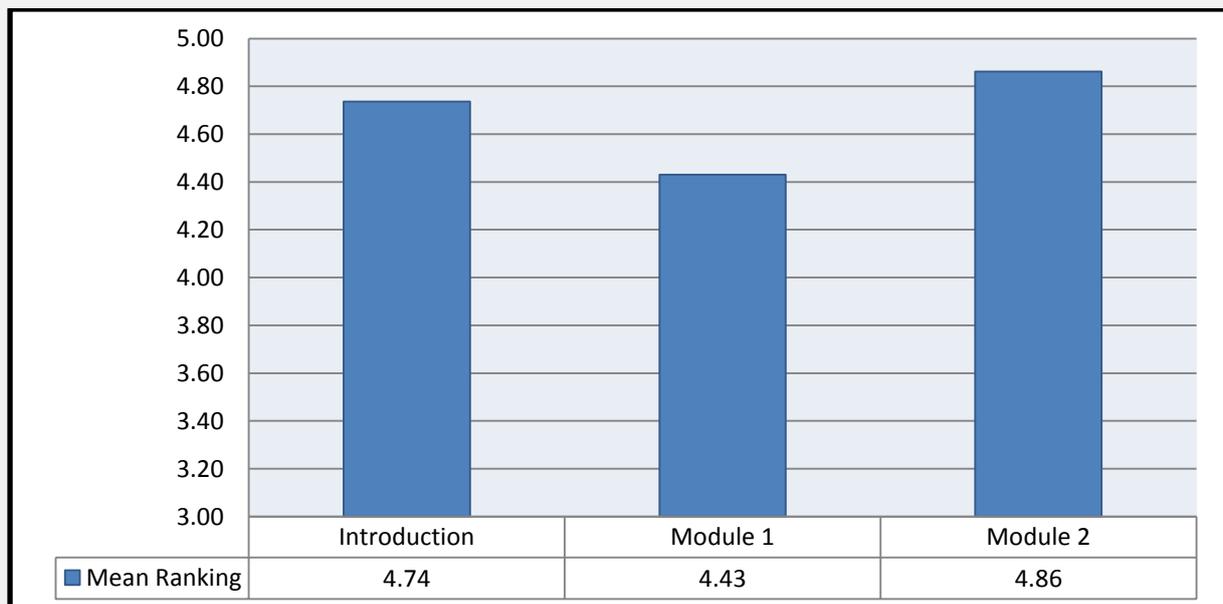
3. Key Quantitative Findings.

Key findings are discussed below in two sections. Initially, quantitative feedback is explored, highlighting general patterns, changes between the first and second days of training, and differences between second-day findings by-location. Qualitative feedback is then thematically analysed with a similar view.

3(i). Quantitative Feedback (Summary).

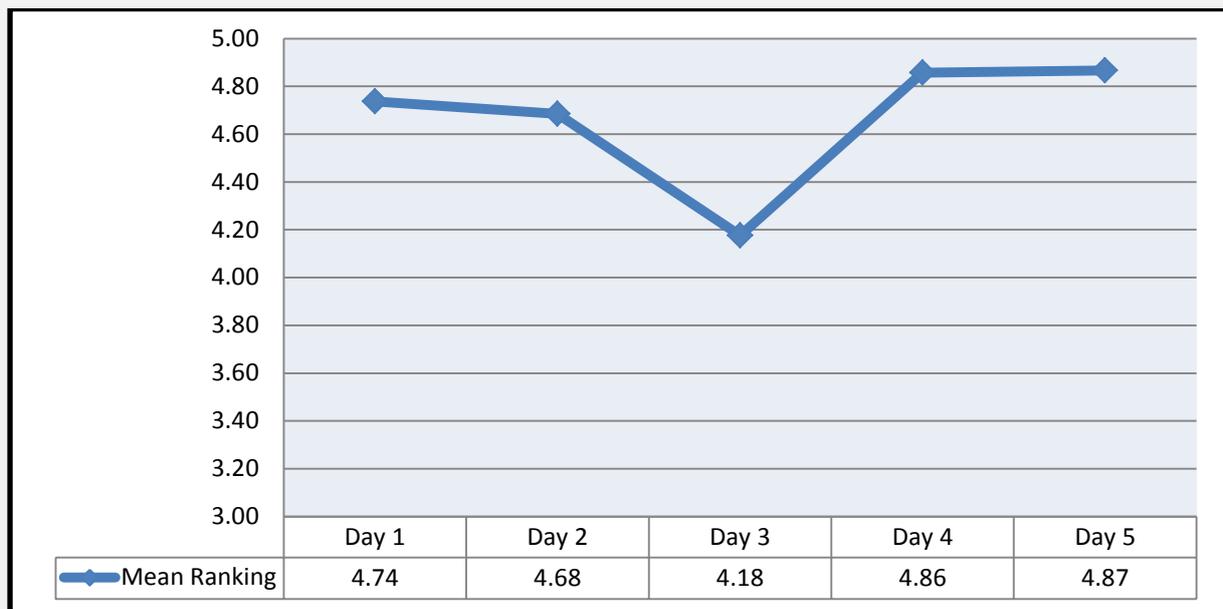
In Figure 1 (below) mean rankings are shown by-module, relating to how informative participants found sessions to be.

Figure 1: Did You Find the Sessions Informative (mean by module)?



Participant ratings display a consistently high mean value, with Module 2 rated most highly, though there is a “dip” evident with respect to Module 1. Examination of the day-by-day breakdown, however, reveals a more focused pattern in this respect.

Figure 2: Mean Information-Value Feedback (by day).



Herein it is clear that the slight decline in participant rating with respect to Module 1 relates not to the content of the entire module, but chiefly to the informativity of its second day (Day 3 of the overall LDP).

In Figure 3 (below) module-specific feedback is displayed relating to how relevant participants found the course materials, and participant ratings display a substantively similar trend to that evident in Figure 1, with high scoring throughout and very high values accorded to Module 2, but an apparent dip for Module 1 which was rated a quarter-point less highly than the introduction day, and a full half-point less highly than Module 2.

Again, however, the day-by-day evaluations (shown in Figure 4) reveal a more specific issue. It is evident from this feedback that while Days 1, 2, 4 and 5 were consistently highly rated in terms of content-relevance (all well above 4.5), Day 3 was substantially less highly rated (at 3.88, very nearly a full point less than Day 5), thereby also effecting a drag on the overall Module 1 scores.

Figure 3: Did You Find the Course Materials Relevant (mean by module)?

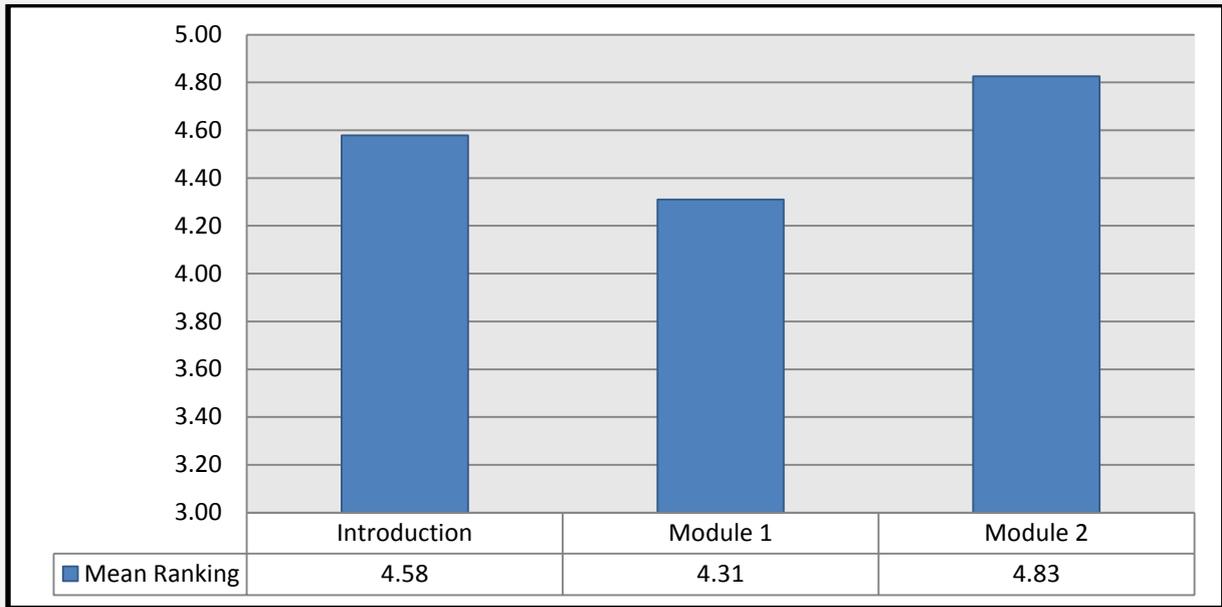
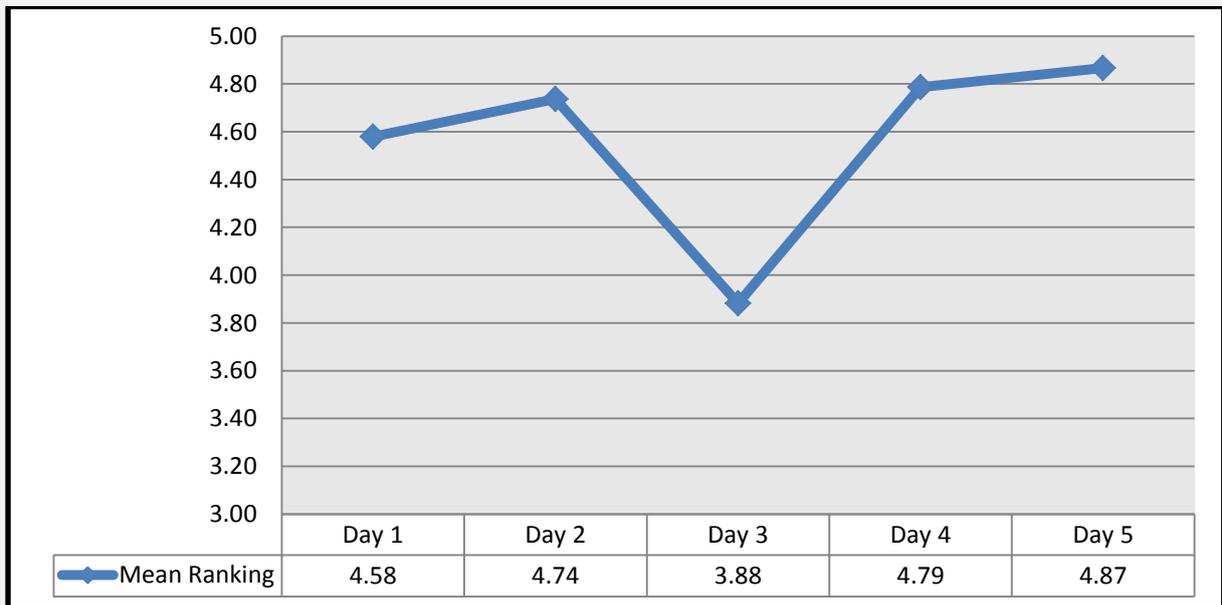
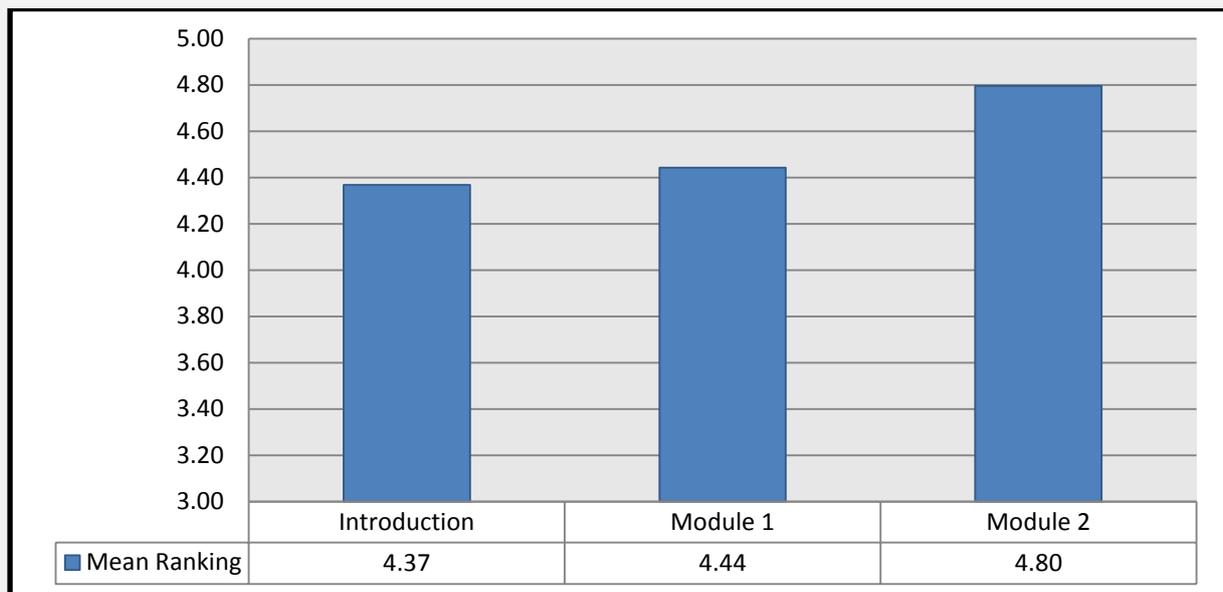


Figure 4: Mean Relevance Feedback (by day).



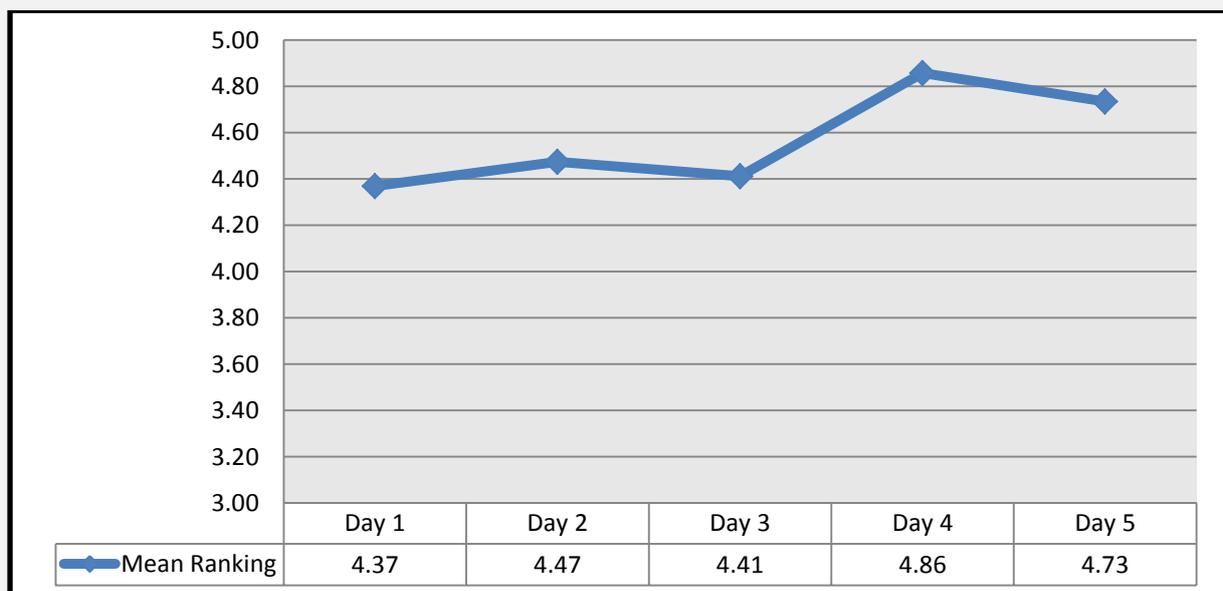
In Figure 5, feedback is displayed by-module relating to how clear participants found the programme objectives. Herein a different pattern emerges to that evident in Figure 1 and Figure 3 above.

Figure 5: Do You Feel Clear on the Programme Objectives (mean by module)?



Although the mean rankings for the Introductory Day and Module 2 are actually marginally lower in terms of objective-clarity than they were for informativity and relevance, they remain relatively high. Module 1, meanwhile, scores slightly more highly than the Introductory Day in this domain, with Module 2 then scoring rather more highly than both. This broad trend is borne-out in the day-by-day feedback analysis (Figure 6):

Figure 6: Mean Programme Objective Feedback (by day).



Feedback on clarity of programme objectives shows a relatively stable set of scores for Days 1, 2 and 3, and then a sizeable jump to Day 4, with Day 5 scoring similarly highly. Figure 7 and Figure 8 (below), meanwhile, address the quality of facilitation and reveal a similar pattern of participant evaluation.

Figure 7: The Quality of Facilitation and General Manner When Dealing with the Group (mean by module).

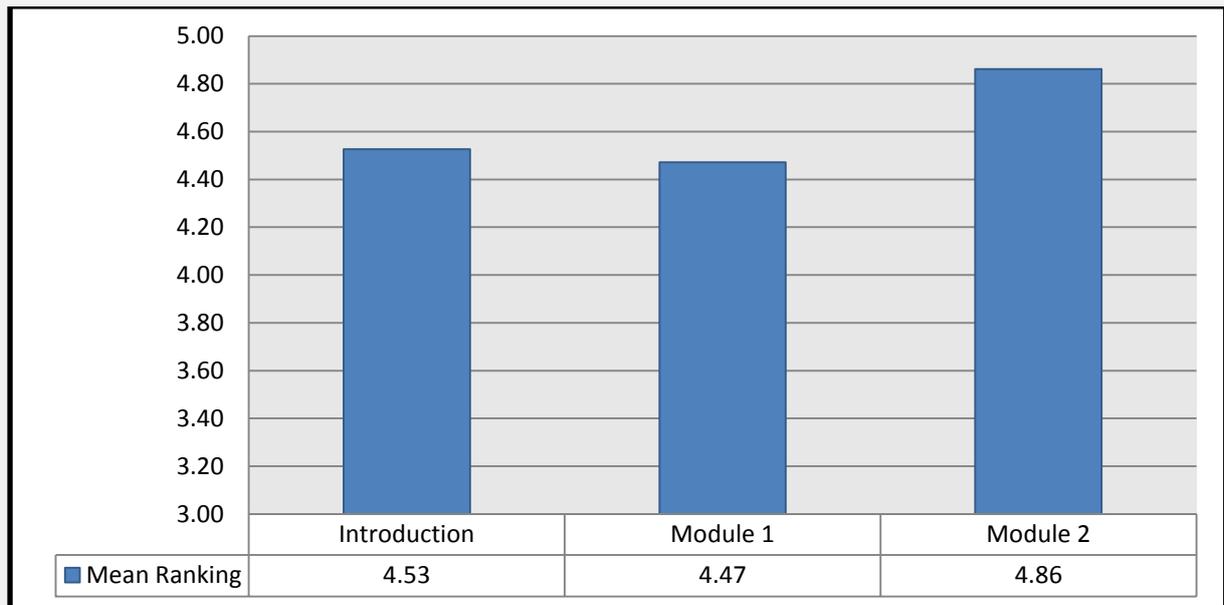
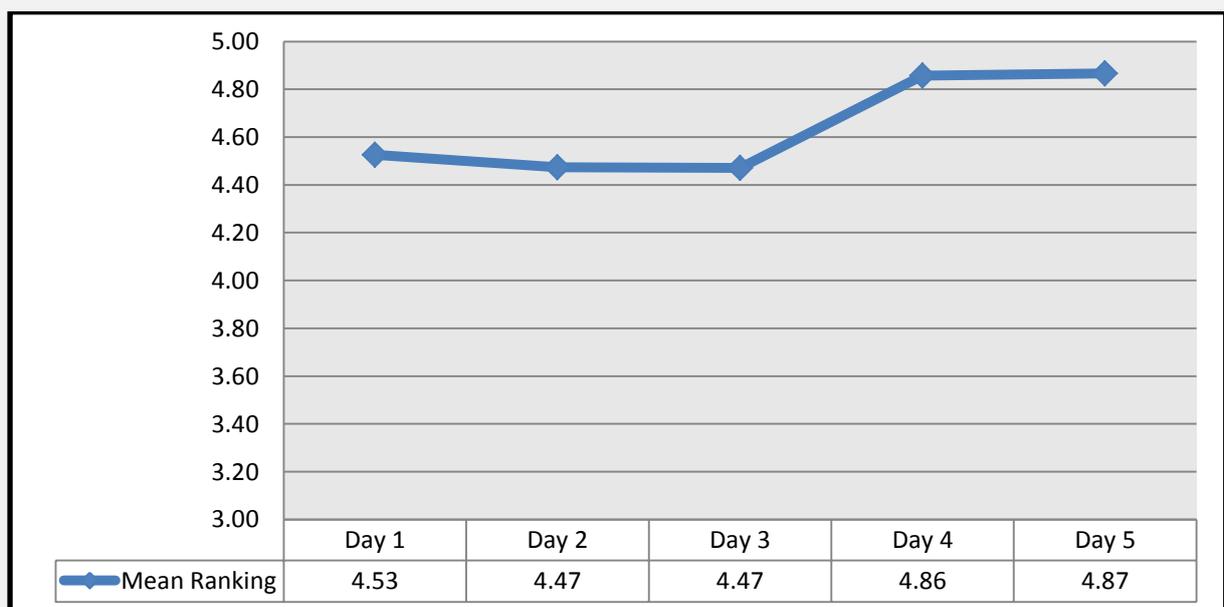


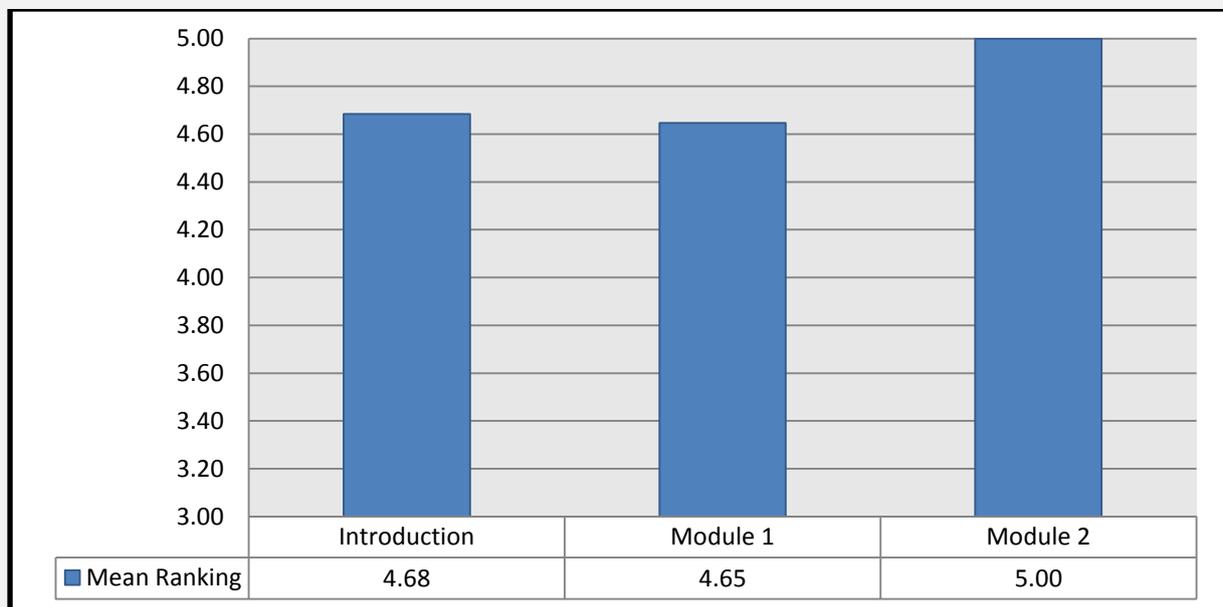
Figure 8: Mean Facilitation Quality Feedback (by day).



The facilitation and group management scores reflected consistently well on the manner in which sessions were conducted, with the Module 2 / Days 4 and 5 evaluations providing exceptionally positive feedback.

In Figure 9, meanwhile, participant ratings of their trainers’ knowledge and skills follow a virtually identical trend to that of facilitation quality at the level of modules, although the raw scores themselves are fractionally higher. The Introductory Day and Module 1 are rated very highly and similarly, in the 4.6-4.7 zone, and Module two received a mean (perfect) rating of 5.0.

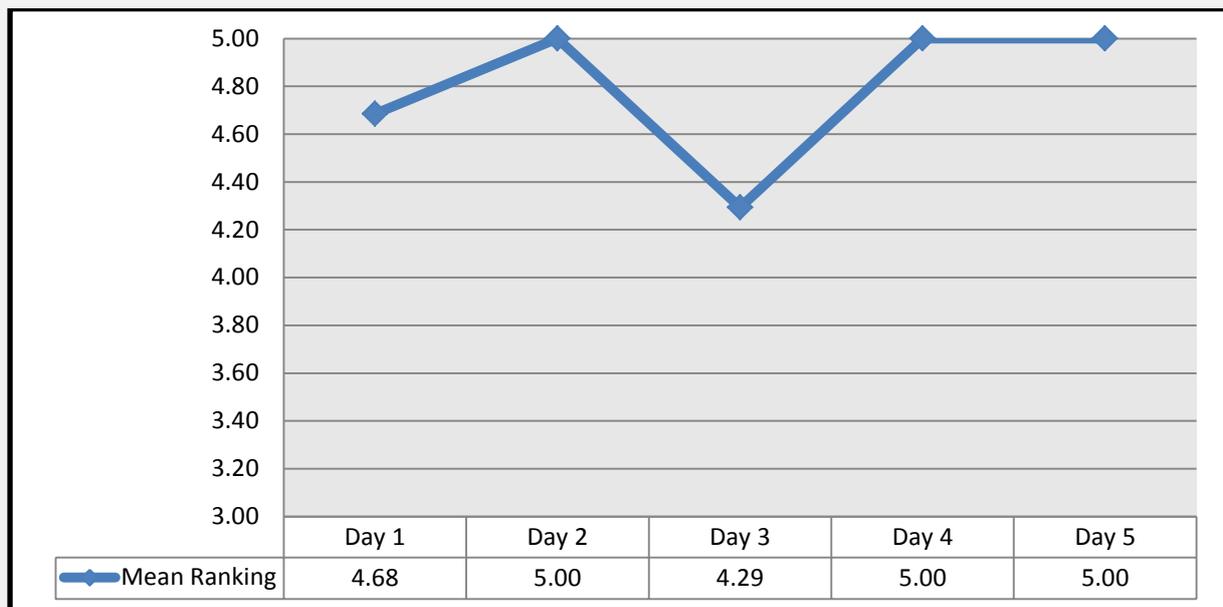
Figure 9: The Trainer’s Knowledge and Skills (mean by module).



Scrutiny of the day-by-day ratings (Figure 10), however, reveals further inconsistency with respect to the way Module 1 was received.

While Module 1 received an overall mean rating of 4.65, there was a fairly substantial discrepancy between the two days. Participants rated trainers’ knowledge and skills at a perfect mean of 5.0 for Day 2, but a rather lower (though still highly creditable) 4.29 for Day 3, which tallies with previously reported rating patterns for Day 3 pertaining to informativity (see Figure 2, page 18) and relevance (see Figure 4, page 19).

Figure 10: Mean Trainer Skill/Knowledge Feedback (by day).



In Figure 11 and Figure 12, the most substantial variations in participant ratings within the data corpus can be seen, with respect to the issue of learning environment.

Figure 11: Did You Find the Environment Suitable and Conducive to Learning (mean by module)?

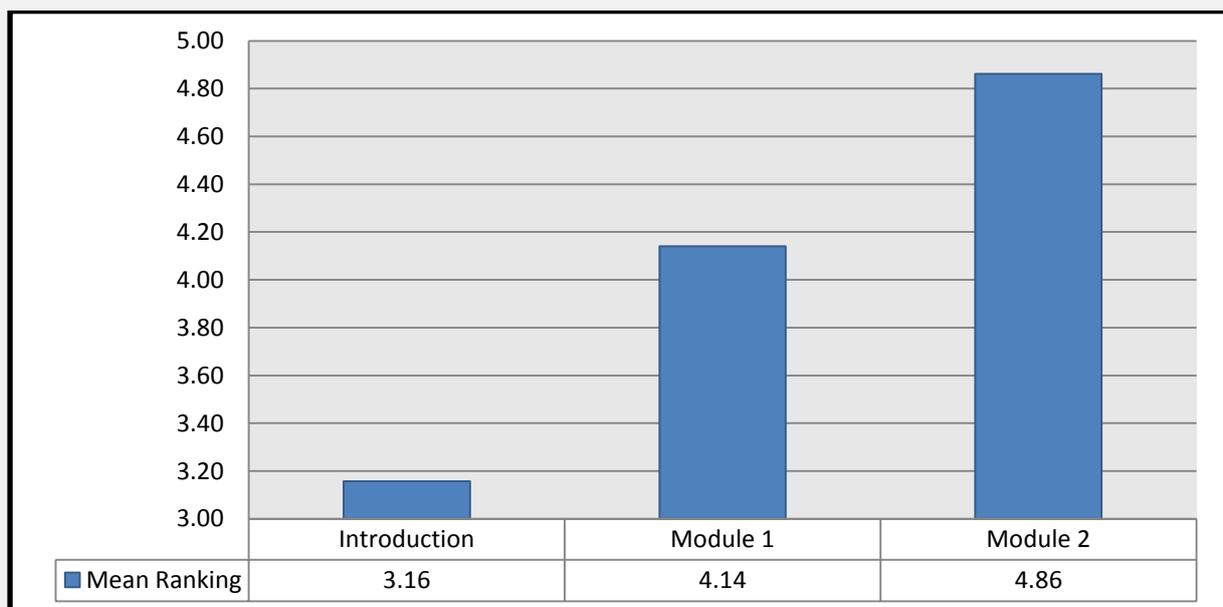
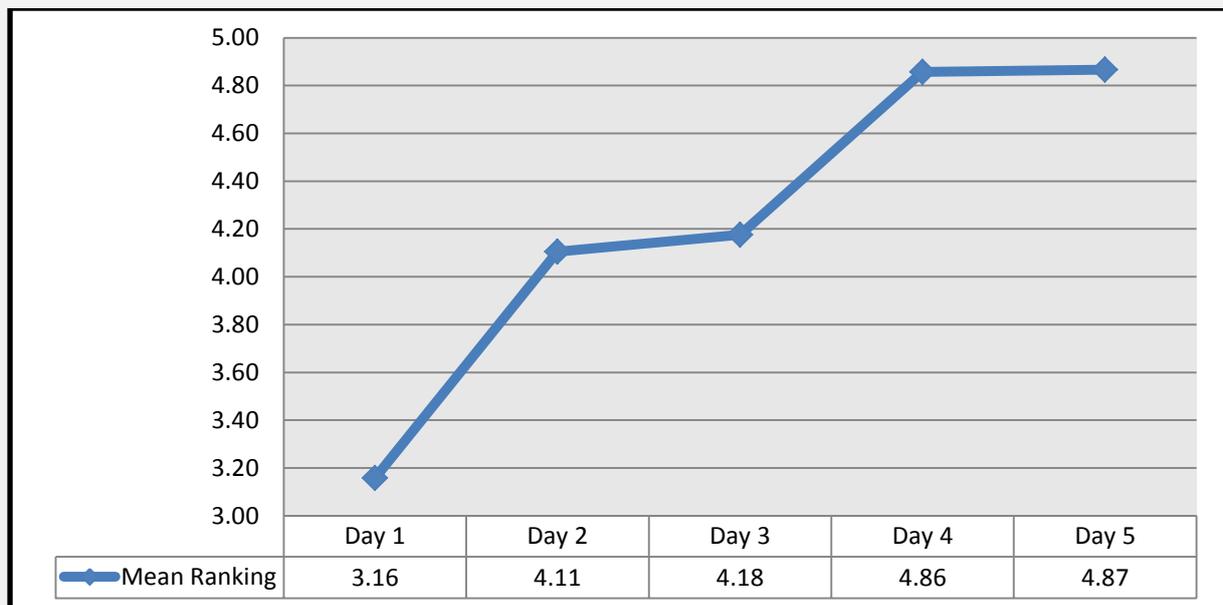


Figure 11, thus, shows a clear and steady increase in the way environment was rated, from a relatively low mean of 3.16 for the Introductory Day, to a very high 4.86 for Module 2, with Module 1 almost exactly halfway between them (4.14). Moreover, given that venues were stable across modules, it is unsurprising that the day-by-day breakdown (Figure 12) shows little discrepancy *within* modules (Days 2 and 3 turned in practically identical ratings, as did Days 4 and 5).

Figure 12: Environment Feedback (by day).

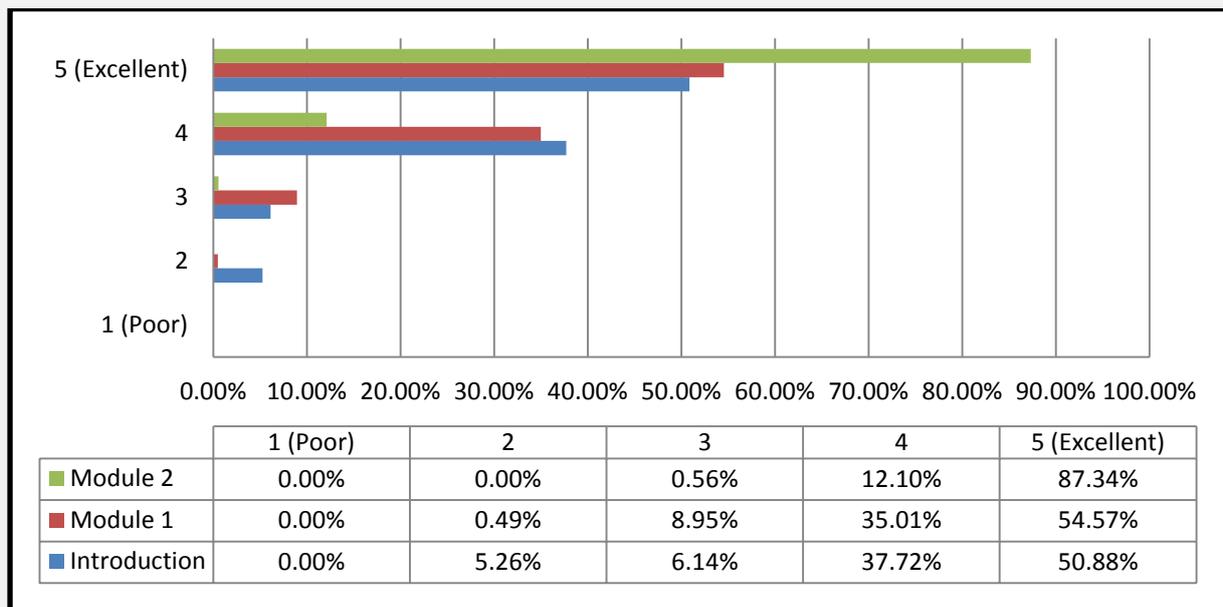


Given the manner in which the quantitative ratings have been presented above, it is now possible to explore synthesised findings across the corpus.

3(ii). Quantitative Feedback (Synthesis).

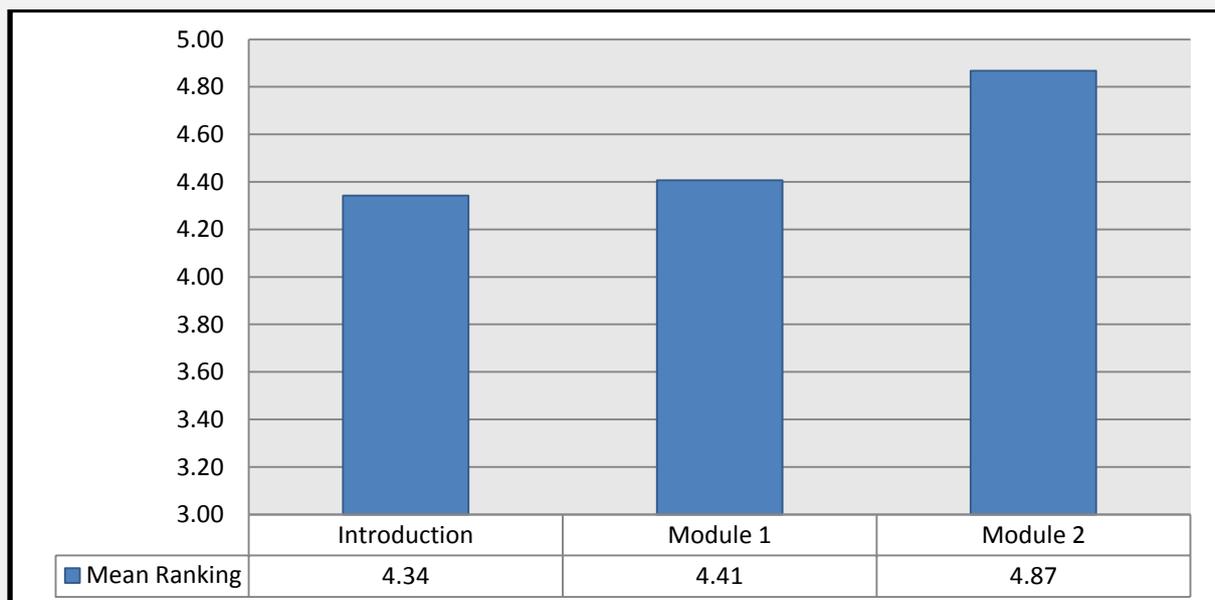
In Figure 13 (below) a full summary of combined Likert scales responses by-module is displayed, illustrating how each module fared in terms of the percentage of ratings in each of the 1-5 categories. As is evident, Module 2, with 87.34% of responses placing it as 'Excellent' and no ratings below 3 at all, was the best received:

Figure 13: Overall Combined Feedback (by module).



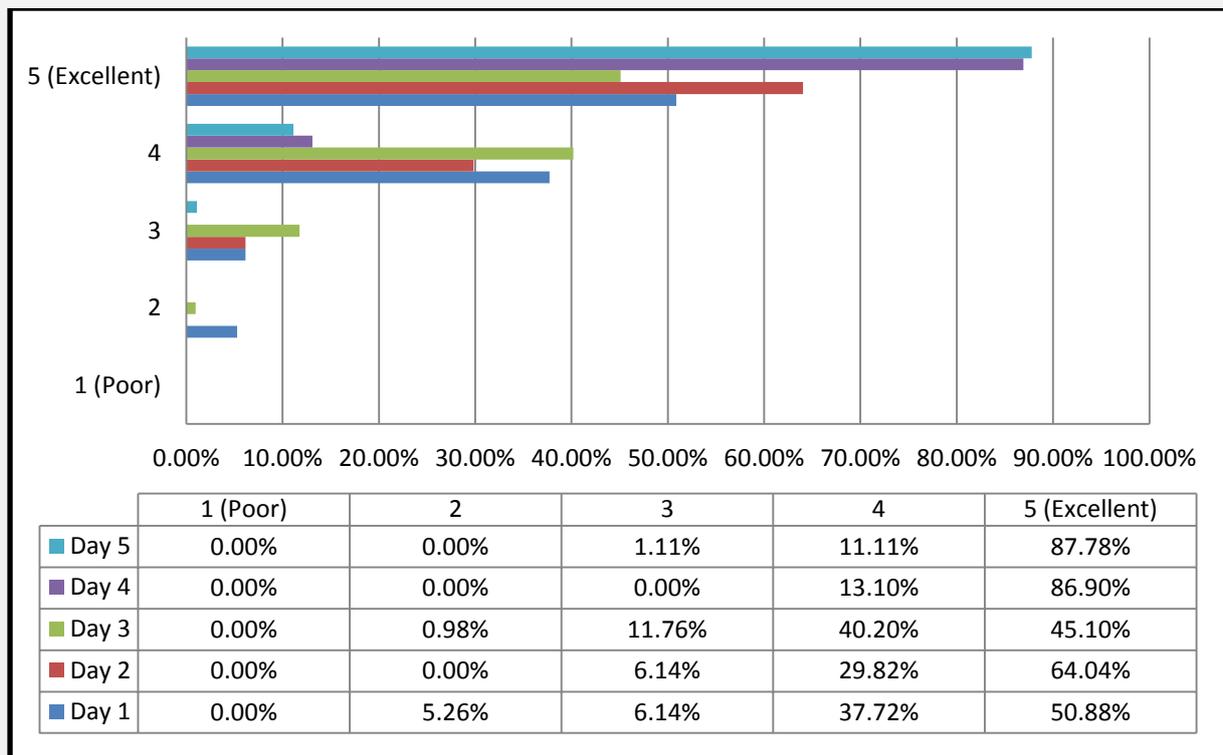
Modules 1 and 2, although both receiving over half of all ratings in the 'Excellent' bracket, were a little more variably experienced. This trend is more explicitly visible in Figure 14, from which overall mean scores can be compared:

Figure 14: Overall Combined Mean Feedback (by module).



It is clear that participants in the LDP scored the Introductory Day and Module 1 very similarly overall, and quite highly, while Module 2 was rated very highly indeed overall. Herein, however, it is important to be mindful of daily trends before drawing inference. Consideration of Figure 15 and Figure 16 reveals that the least well received day of the LDP thus far was the third (the second day of Module 1), with less than 50% of all ratings in the 'Excellent' category (the only day to fall below this threshold) and an overall mean rating of 4.24.

Figure 15: Overall Combined Feedback (by day).

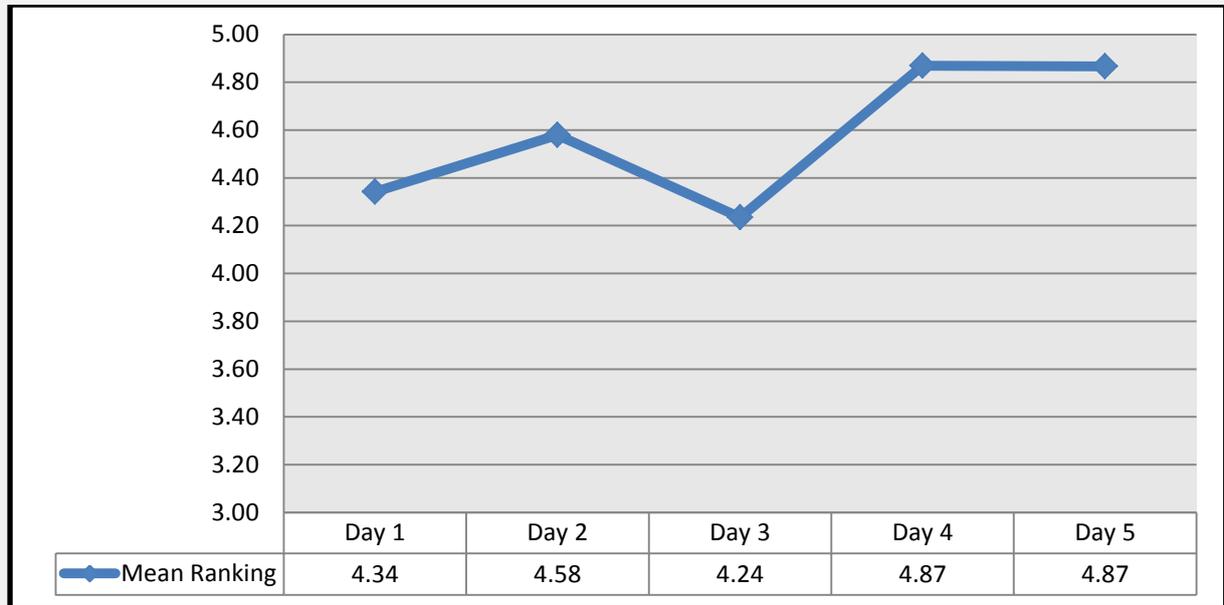


While the ratings for Day 3 are still, in most respects, highly creditable, explanations for the discrepancies between Days 2 and 3 (in particular) – such as a respective 64% and 45% of ratings in the 'Excellent' category - are examined in more detail in sections 3(iii), page 29, and 3(iv), page 34.

It should also be noted that while the Introductory Day ratings are, collectively, lower than those of Modules 1 and 2, and visibly lower than those of all days other than Day 3 (see Figure 16, below) the (still strong) mean rating of 4.34 is significantly lowered by consistently

lower scores given by participants to the learning environment on that day (3.16, compared to the next lowest mean of 4.14 on Day 2 – see Figure 12, page 24).

Figure 16: Overall Combined Mean Feedback (by day).



Without the lowering effect of the environmental variable, Day 1 scores identically to Day 2 at a mean ranking of 4.58, rendering Day 3, perhaps, more of an apparently outlier.

In sum, thus:

- Participant ratings across all five days were consistently high, with an overwhelming majority of scores in the “Excellent” category, indicating a very positive participant experience indeed.
- Evaluations of trainers’ skill and knowledge were the most consistently high, with participant rankings averaging a perfect 5.0 on Days 2, 4 and 5.

- There was noteworthy variation by-module, with the Introductory Day and Module 1 scoring strongly and similarly on the mean overall rankings (4.34 and 4.41 respectively), and Module 2 scoring very strongly indeed (4.87).
- There was also significant variation by day. Days 2, 4 and 5 achieved very high overall mean ratings (4.58, 4.87 and 4.87 respectively), while Day 1 (4.34) and Day 3 (4.24) were slightly (though not substantially) less well received.
- The Day 1 ratings were lowered significantly by some participant dissatisfaction with the learning environment.
- There was a surprising (albeit not vast) difference in reception between the two days of Module 1; the first achieved a mean overall rating of 4.58, while the second scored a mean overall 4.24.

4. Key Qualitative Findings.

The broad trends described above are illuminated significantly by the findings from the qualitative aspects of the feedback. Herein, three separate thematic analyses of feedback are initially presented in section 4(i):

1. Introductory Day.
2. Modules 1.
3. Module 2.

A synthesis of all the above feedback is then included in section 4(ii). 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. The full qualitative data set, including all participant comments, however, can be found in Appendix 3 (page 49).

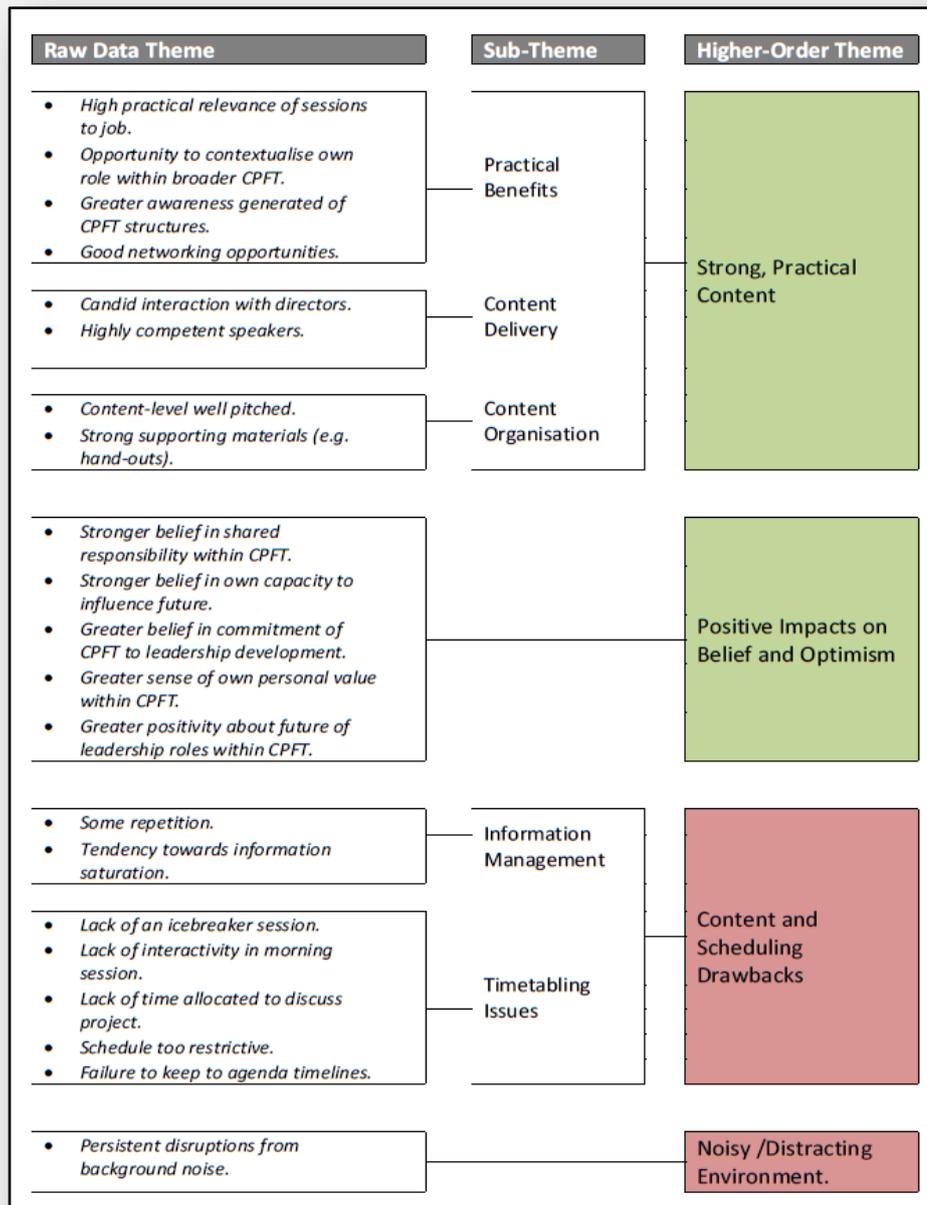
It should be noted that, with respect to all emergent higher-order themes, colour-coding is used within graphical representations to indicate key trends. As such, positive themes are shown in **green**, negatives in **red** and neutral descriptive themes in **orange**.

4(i). Qualitative Feedback (Summary).

As evidenced in Figure 17, on page 30, 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.

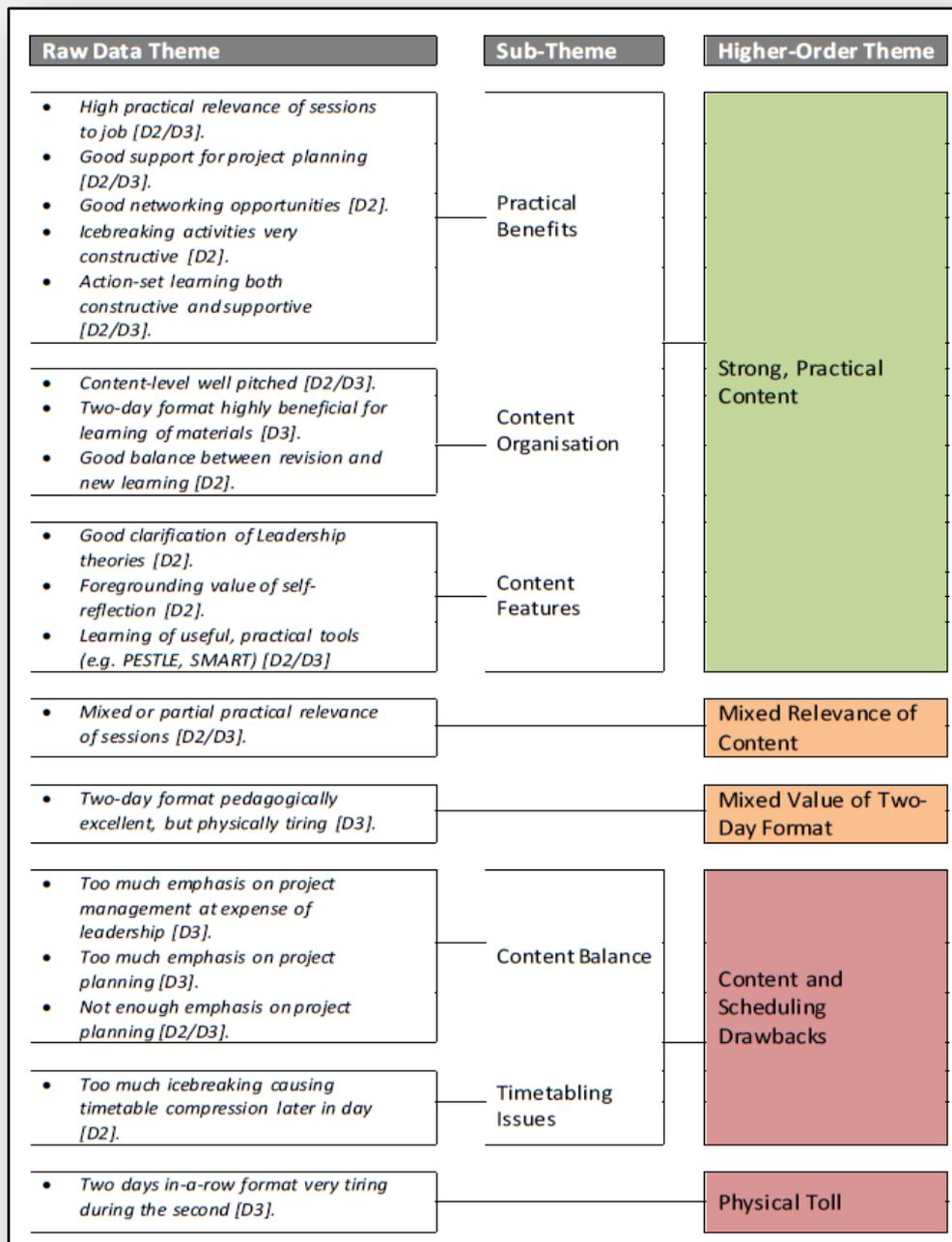
Figure 17: Introductory Day, Thematic Analysis of Qualitative Feedback.



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). Some participants also felt that, at this stage, time allocated to discussing the projects may have added clarity to this aspect of the programme.

In Figure 18 (below), qualitative feedback with respect to Module 1 is thematically analysed:

Figure 18: Module 1, Thematic Analysis of Qualitative Feedback.



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

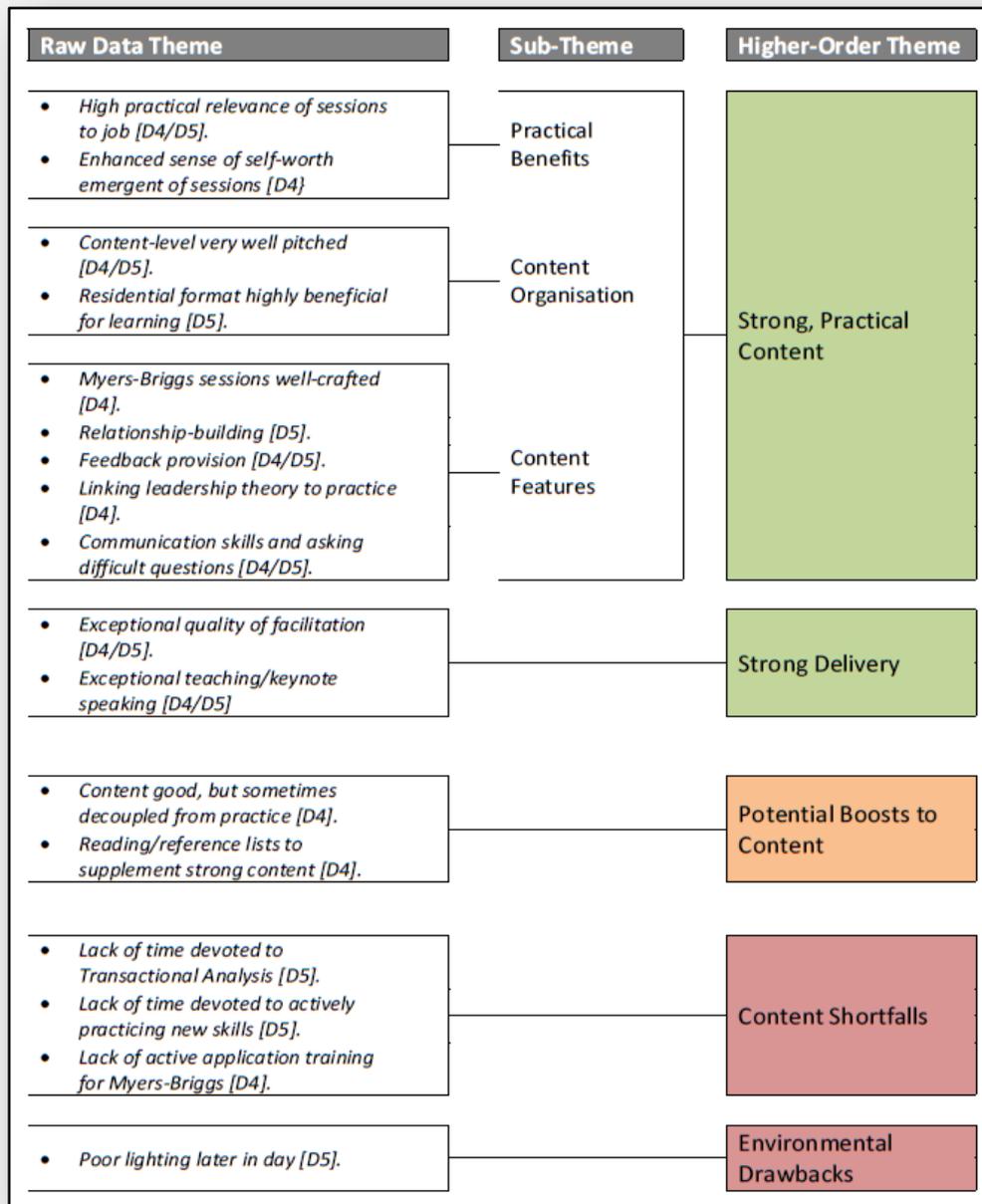
which was a direct output of confusion relating to the project, who would be doing it etc.) and some pertaining to the relevance of sessions on team management skills when not all leaders directly manage teams. Indeed, the amount of time spent addressing the project itself was one of the more contentious 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 19, page 33). 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.

Mirroring the quantitative component, qualitative feedback for Module 2 is hugely 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.

Figure 19: Module 2, Thematic Analysis of Qualitative Feedback.



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). 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.

4(ii). Qualitative Feedback (Synthesis).

Given the organisation of the thematic analysis, it is now possible to synthesise the qualitative findings into two core tables. The first (Table 1) illustrates recurrent affirmative feedback across the first three ‘sections’ of the LDP (Introductory Day, Module 1 and Module 2), indicating wherein key themes were specifically raised¹.

Table 1: Recurrent Positive Themes.

Introductory Day	Module 1	Module 2
Better Corporate Awareness	Action-Set Learning Constructive And Supportive [D2/D3]	Communication Skills [D4/D5]
Competent, Interesting Speakers	Constructive Icebreaking Exercises [D2]	Enhanced Sense Of Self-Worth Emergent [D4]
Constructive Interaction With Upper Management	Enhanced Capacity For Self-Reflection [D2]	Exceptional Facilitation [D4/D5]
Constructive Networking Opportunities	Networking Opportunities [D2]	Exceptional Teaching [D4/D5]
Enhanced Optimism About CPFT	Optimally-Pitched Content [D2/D3]	Myers-Briggs Sessions [D4]

¹ D2=Day 2 of the programme etc.

Enhanced Personal Optimism	Practical, Relevant Content [D2/D3]	Optimally-Pitched Content [D4/D5]
Enhanced Understanding Of Own Personal Context Within CPFT	Skill Acquisition Through Tools [D2/D3]	Practical, Relevant Content [D4/D5]
Optimally-Pitched Content	Strong Support For Project Planning [D2/D3]	Residential Format Pedagogically Valuable [D5]
Practical, Relevant Content	Two-Day Format Pedagogically Valuable [D3]	Valuable Work On Relationship-Building [D5]

Table 2, meanwhile, displays recurrent Developmental themes (i.e. suggestions for improvement) emerging from the qualitative feedback:

Table 2: Recurrent Developmental Themes.

Introductory Day	Module 1	Module 2
Environmental Distractions	Imbalance Between Project Management and Leadership Materials [D2/D3]	Additional Supporting Materials (e.g. Reference Lists) Could be Useful [D4]
Insufficient Icebreaking	Not All Sessions Relevant to All Participants [D2/D3]	Dim Light Later in Day [D5]
Lack of Interactivity	Timetable Compression [D2]	Lack of Direct Applied Training for MBTI etc. [D4/D5]
Some Information Overload	Two-Day Format Physically Tiring [D3]	Lack of Transactional Analysis Work [D5]
Some Repetitive Content		Some Materials Lacking in Application [D4]
Timetable Compression		

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

- The Introductory Day and Modules 1 and 2 of the LDP were subject to rich and variegated praise from participants.
- The form and level of content was recurrently deemed to be of optimal standard, with only minor concerns surfacing relating to (a) occasional deviations from practical focus and (b)

the difficulties in making *every* session equally relevant to *every* member of a heterogeneous audience (e.g. some who directly manage teams and some who do not).

- The Introductory Day, in particular, was praised for raising spirits and optimism alongside helping participants to contextualise their own role within CPFT.
- The quality of teaching and facilitation was universally applauded, with particularly affirmative comments raised in regard to Module 2.
- At times (particularly on the Introductory Day), it was felt that timetables were a little “crammed,” leaving relatively little space for *ad-hoc* conversation, and resulting in some information overload.
- Learning environments were deemed generally satisfactory, with some concerns about background noise on the Introductory Day, and also low lighting was noted on the second day of Module 2.
- Many aspects of the specific content were applauded, not least the Myers-Briggs work, and sessions on relationship-building, feedback and communication skills.
- The use of action-learning sets was very popular among participants, who found this aspect of the LDP particularly supportive.
- There was a degree of confusion relating to the place of the projects, and specific requests that more clarity be generated in this respect on Introductory Day.
- While the two-day modular format was widely seen as a powerful pedagogical device, it was seen as physically tiring when not residential, though far less tiring when residential.

5. Final Summary and Conclusions.

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

5(i). Participant Optimism.

Perhaps one of the most striking themes, from the outset, relates to participants' self-reflections of in response to the LDP. Not captured in the quantitative data, the issue of optimism and inspiration springs entirely from qualitative feedback. With particular, though not exclusive, respect to the Introductory Day, participants recurrently identified how the programme had reinforced, or reaffirmed, their own faith in themselves and the trust. Candid interactions with upper management, and the reassurance provided thereby in terms of the value of leaders within CPFT, proved an excellent and optimistic tone-setting exercise.

5(ii). Daily Timetabling.

If there was one concern that was held by a number of participants – particularly with respect to the Introductory Day and Module 1 – it related to there being limited flexibility within timetables on given days. It was felt, in particular, that timetables were a little “crammed,” leaving relatively little space for *ad-hoc* conversation, causing subsequent rush when a prior session had overrun, and resulting in some (though limited) “information overload.” There were very few complains of repetitive content, indicating that timetables were not *unnecessarily* full, but participants did highlight the need for more “give” in the system.

5(iii). Direct and Interactive Learning.

It was clear from much of the feedback there was a broad preference for interactive, rather than direct, learning and in this respect the LDP has, to date, been overwhelmingly successful. Aside

from some relatively minor issues raised with respect to the morning of the Introductory Day (too direct, insufficient icebreaking), the quantitative and qualitative feedback suggest that the broad balance in this respect was optimal for the group, with the action-learning sets coming in for particular praise.

5(iv). Physical Environment.

Although the topics and materials of the training were the priority concern in all feedback, a dissatisfaction with the physical environment on the Introductory Day were enough to affect overall feedback statistics to a noteworthy degree. Putatively small issues such as background noise or lighting level, both of which were raised in the qualitative feedback, can all have ramifications for participant experience. On the whole, however, outside of the Introductory Day, there were limited comments on environment either positive or negative.

5(v). Level and Focus of “Pitch.”

Given the nature of the participant sample, it is perhaps surprising how scarcely complaints relating to the level and focus of the training occur in the data corpus. Clearly, one of the major successes of the LDP thus far has been in “finding the level” appropriately. There was broad statistical and qualitative agreement throughout that the pitching of materials was highly effective. Moreover, and especially on Days 2, 4 and 5, the teaching and facilitation were subject to exceptionally high praise, itself qualitatively linked to the pitching. In short, participant satisfaction was not only high with respect to appropriate choice of materials, but with appropriate delivery thereof.

5(vi). Modular Formats.

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 the taught materials, 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 considering the Module 2 feedback; 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.

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

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Author Details.

Dr. Paul K. Miller.

Senior Lecturer in Social Psychology.

Faculty of Health and Wellbeing, University of Cumbria, Bowerham Road, Lancaster. Lancashire, LA1 3JD.

Tel: 01524 384427

Email: paul.miller@cumbria.ac.uk

Dr. Tom Grimwood.

Senior Lecturer in Social and Cultural Theory.

Faculty of Health and Wellbeing, University of Cumbria, Fusehill Street, Carlisle. Cumbria, CA1 2HH.

Tel: 01228 616240

Email: tom.grimwood@cumbria.ac.uk

Nicola Relph, MSc.

Lecturer in Biomechanics.

Faculty of Health and Wellbeing, University of Cumbria, Fusehill Street, Carlisle. Cumbria, CA1 2HH.

Tel: 01228 616248

Email: nicola.relph@cumbria.ac.uk

Melissa Bargh, MSc.

Research Associate.

Faculty of Health and Wellbeing, University of Cumbria, Bowerham Road, Lancaster. Lancashire, LA1 3JD.

Tel: 01524 526543

Email: melissa.bargh@cumbria.ac.uk

Appendix 1: Session 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

.....

.....

.....

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 2: Detailed Quantitative Data Set.

Figure 20: Did You Find the Sessions Informative (by module)?

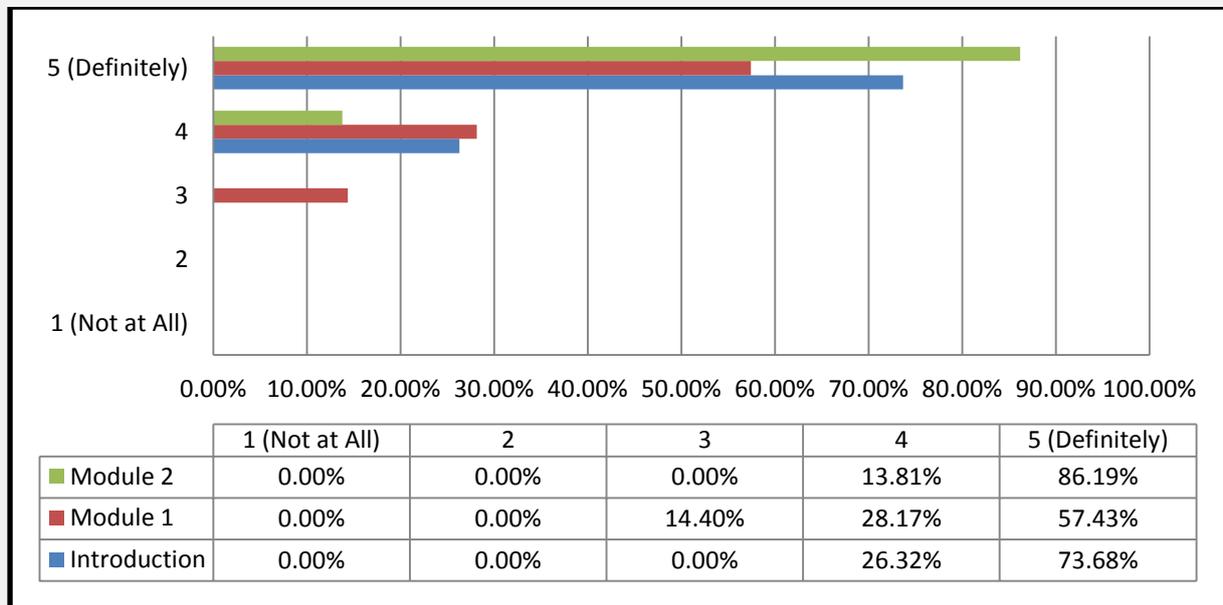


Figure 21: Information-Value Feedback (by day).

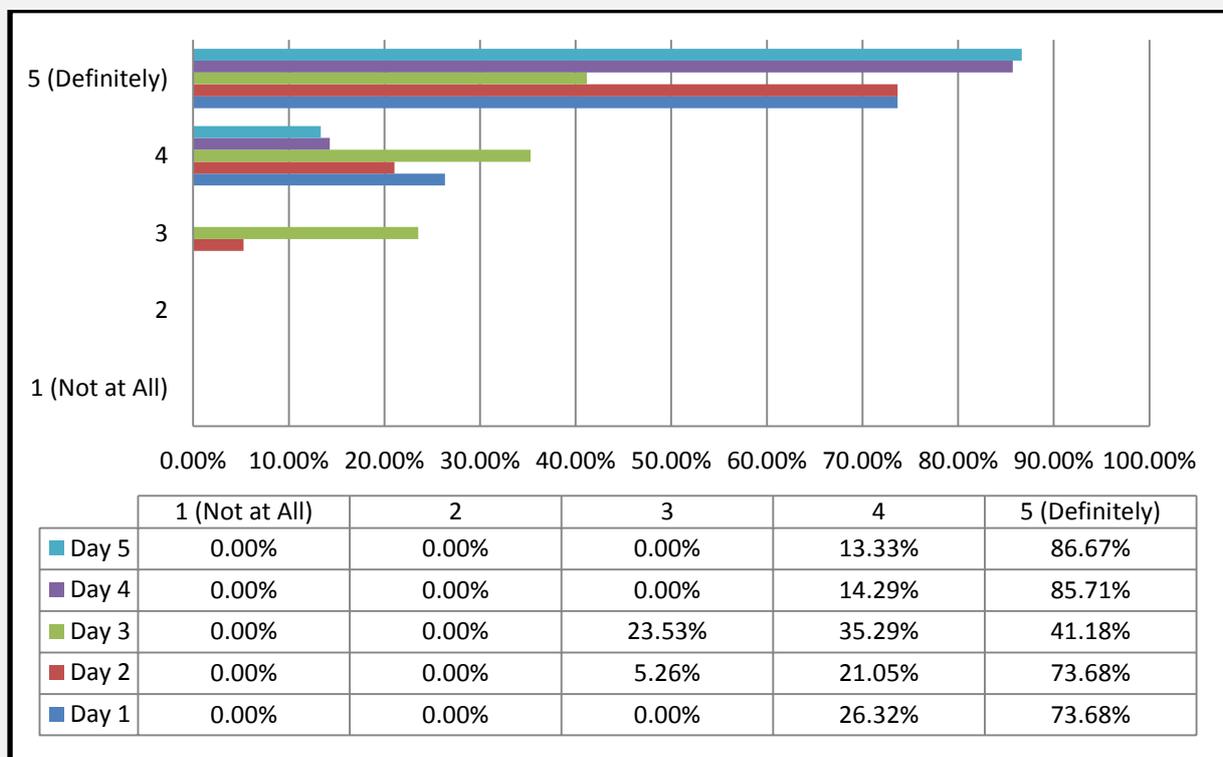


Figure 22: Did You Find the Course Materials Relevant (by module)?

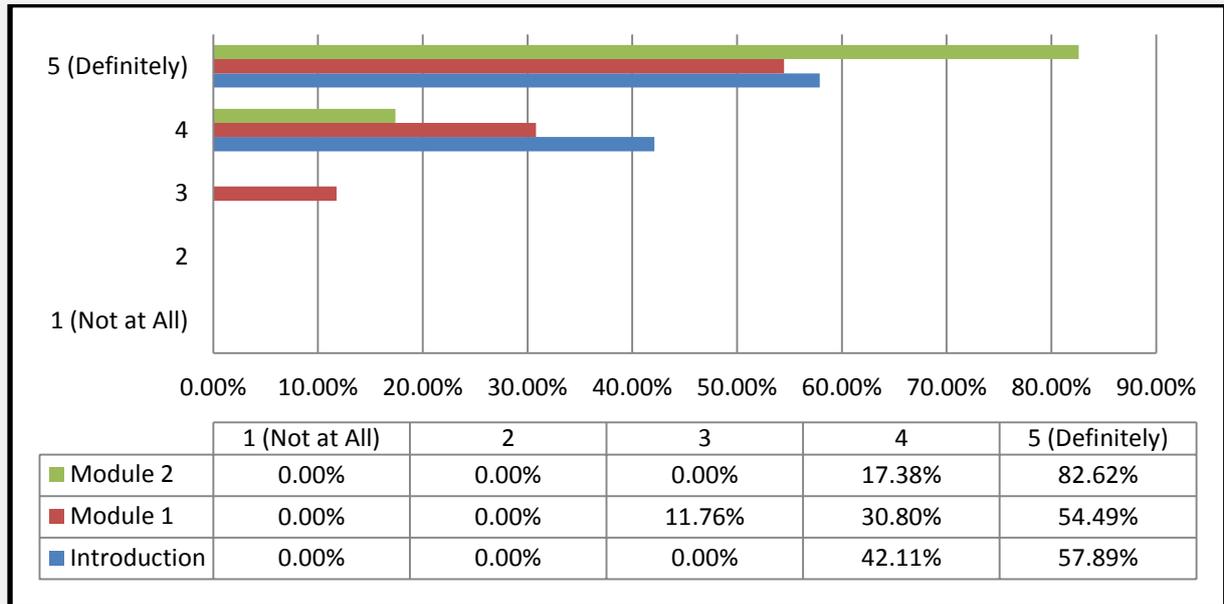


Figure 23: Relevance Feedback (by day).

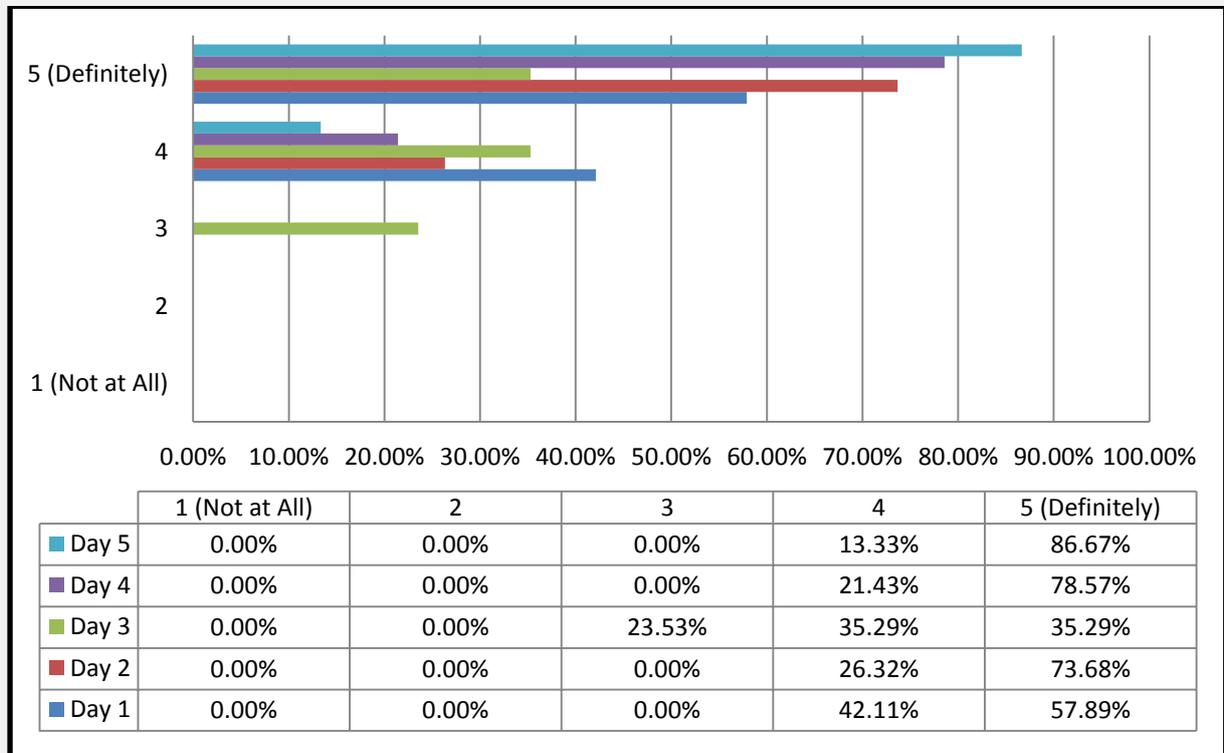


Figure 24: Do You Feel Clear on the Programme Objectives (by module)?

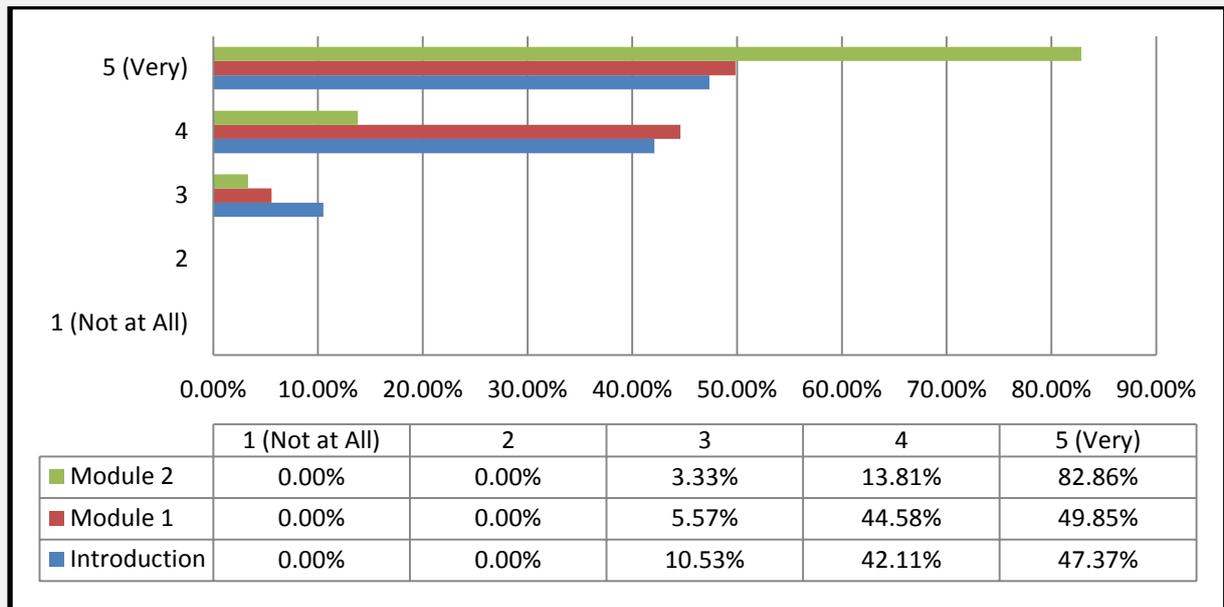


Figure 25: Programme Objective Feedback (by day).

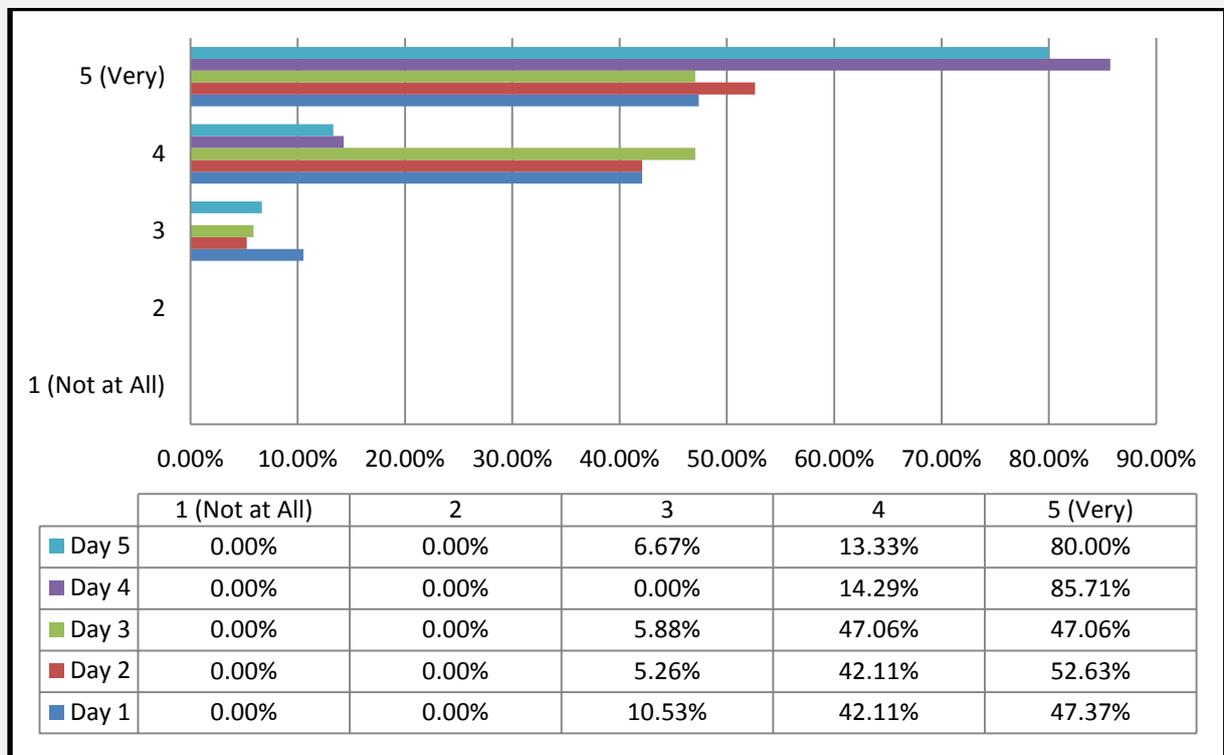


Figure 26: The Quality of Facilitation and General Manner When Dealing with the Group was... (by module).

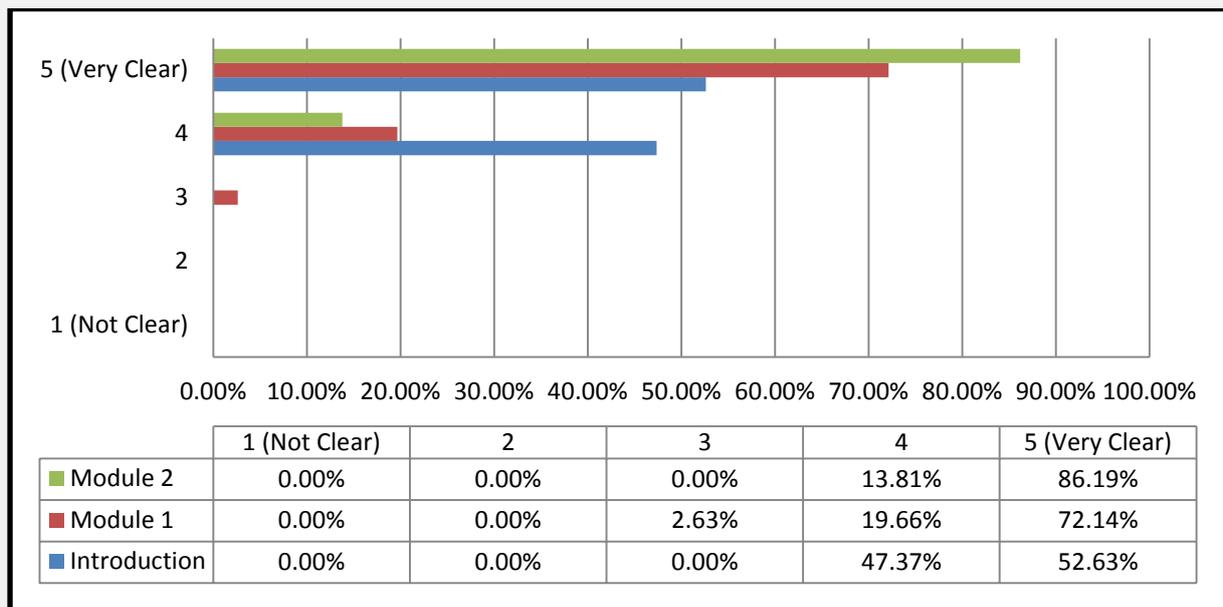


Figure 27: Facilitation Quality Feedback (by day).

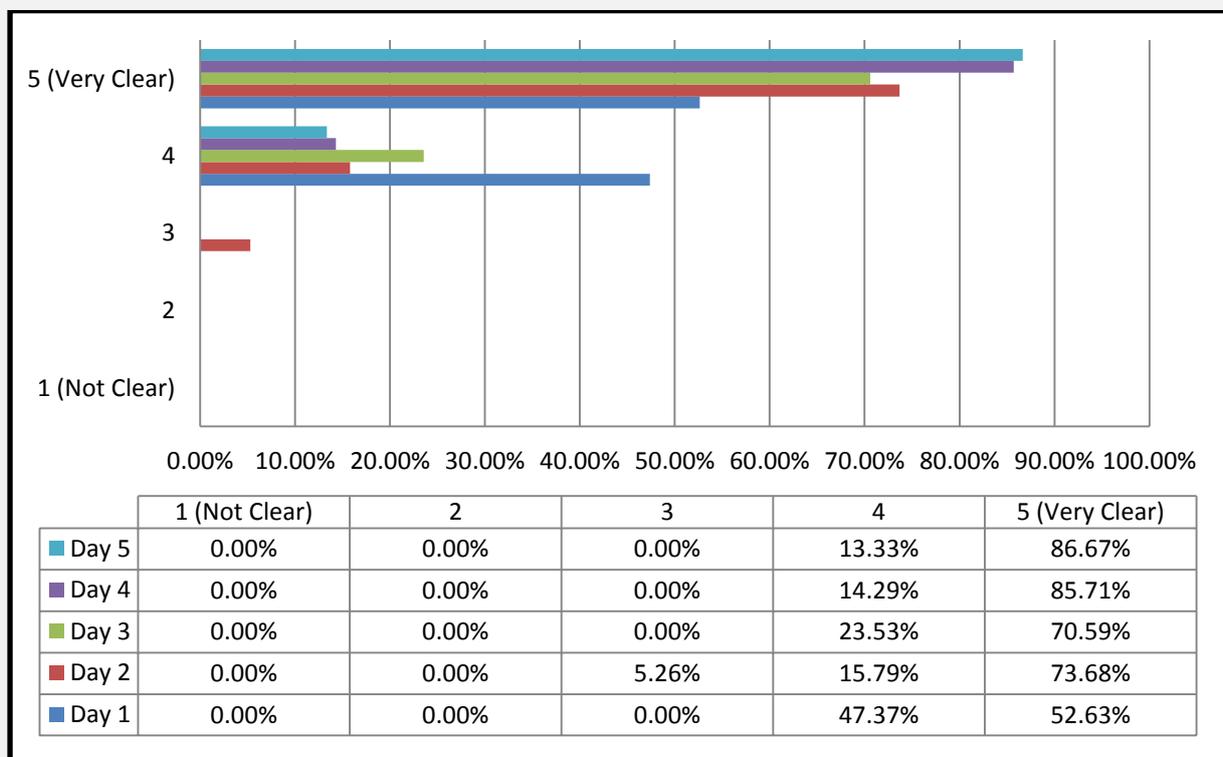


Figure 28: The Trainer's Knowledge and Skills (by module).

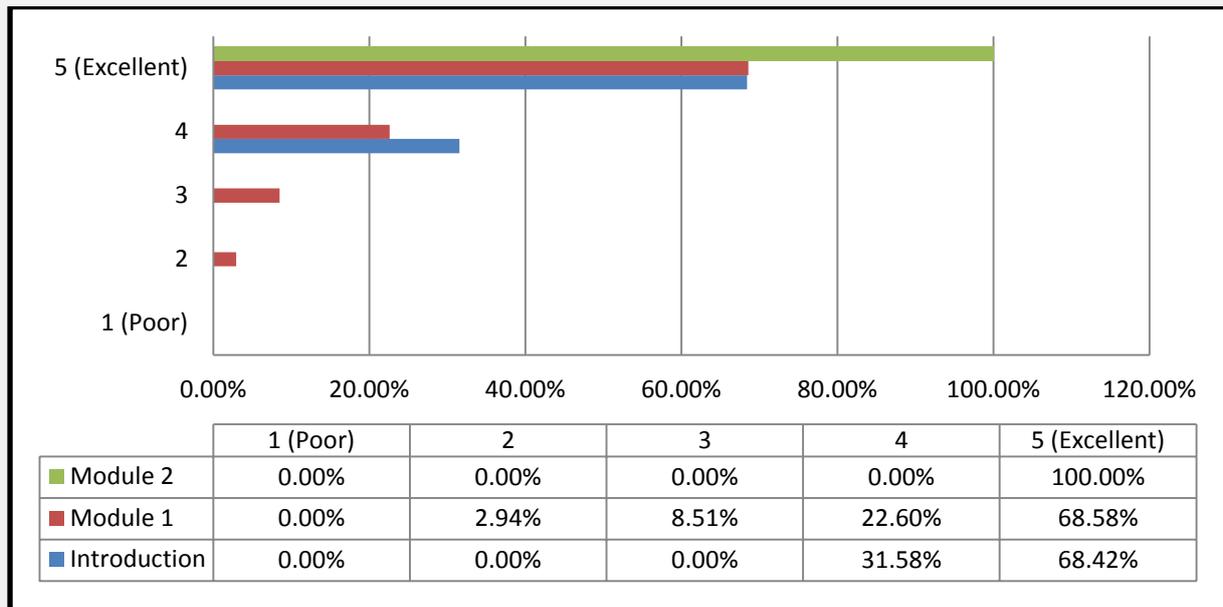


Figure 29: Knowledge Feedback (by day).

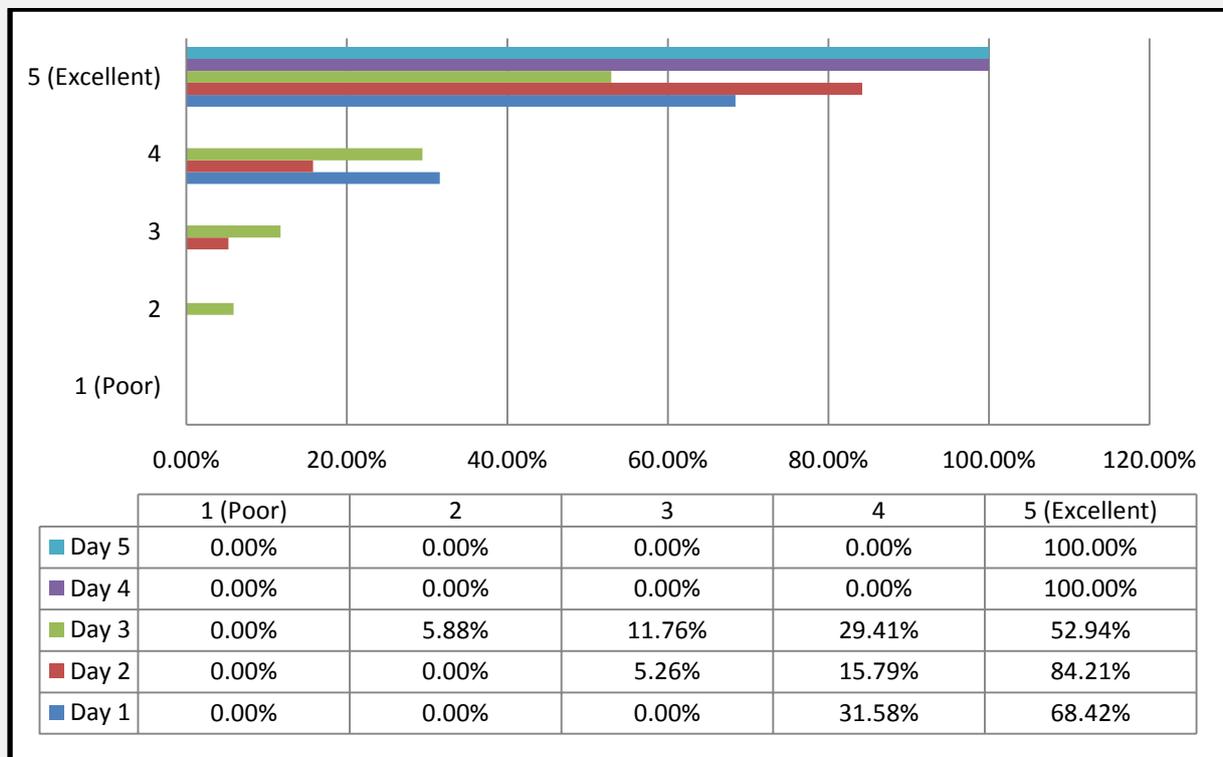


Figure 30: Did You Find the Environment Suitable and Conducive to Learning (by module)?

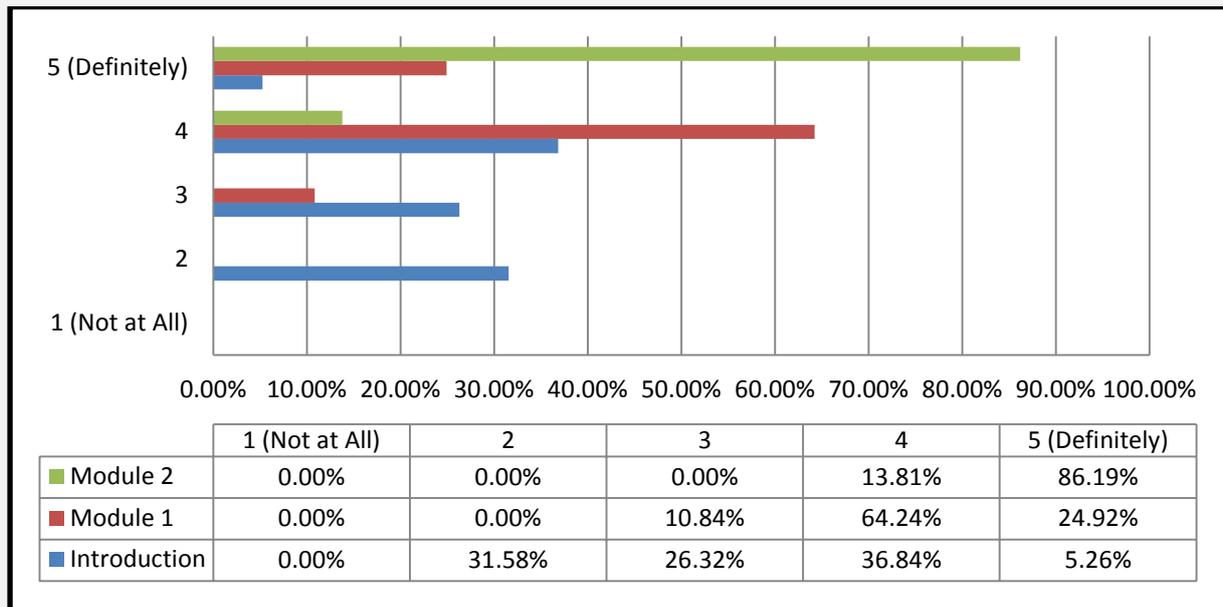
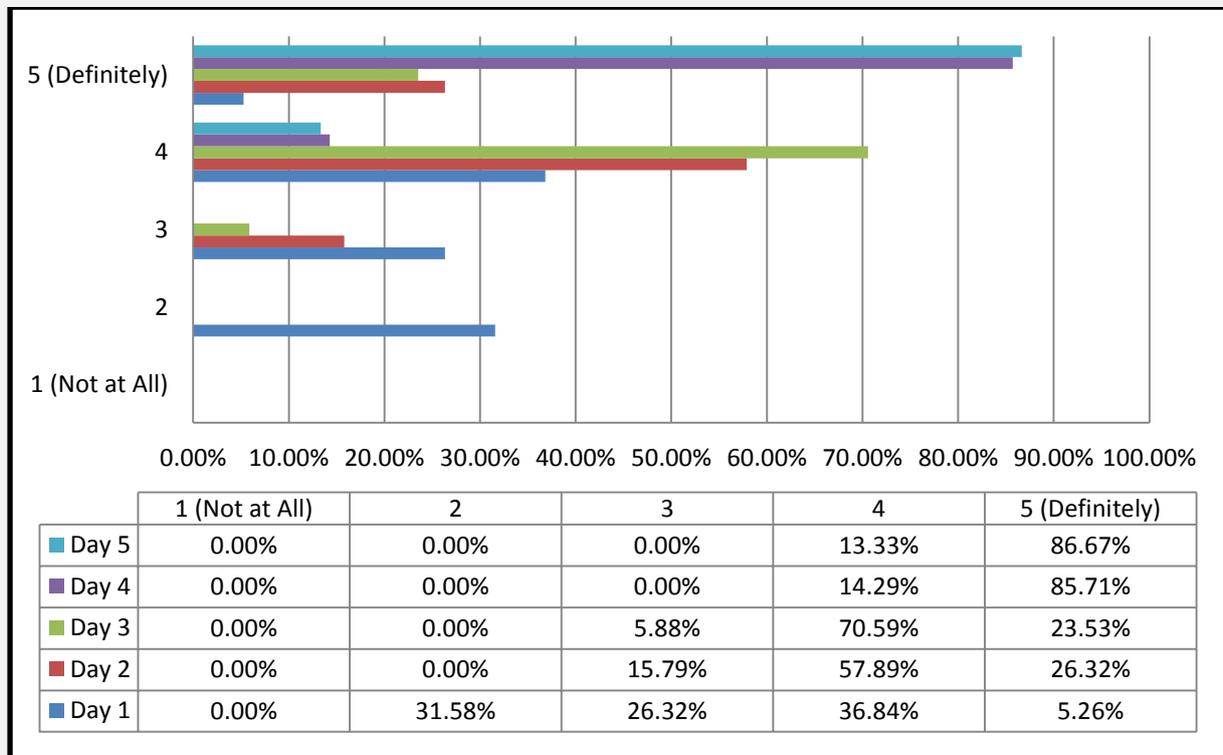


Figure 31: Environment Feedback (by day).



Appendix 3: Detailed Qualitative Data Set.

Table 3: Question 7, Introductory Day.

Evidence	Day
<i>Extremely relevant.</i>	D1
<i>Helped putting the trust into context and the elements for future developments.</i>	D1
<i>In relation to strategic context but not directly to operational context.</i>	D1
<i>Informative. Gained better understanding.</i>	D1
<i>It has been very informative and a reminder of the trusts vision and work and why the future is uncertain.</i>	D1
<i>Very relevant to my role as a team leader/manager.</i>	D1
<i>Very relevant, especially first two presentations.</i>	D1
<i>Very relevant, putting things in context.</i>	D1
<i>Very relevant.</i>	D1
<i>Very relevant. Also gives a valuable opportunity to network with colleagues from other areas in the trust.</i>	D1
<i>Very relevant. I am very enthused that the exec team are looking to engage and listen to managers. Also encourage leadership at all levels as we touch 1000 staff through the course.</i>	D1
<i>Very useful to help me develop.</i>	D1
<i>Will be very relevant and helpful to upcoming project/change management ideas.</i>	D1
<i>Will support me in my management role.</i>	D1

Table 4: Question 7, Module 1.

Evidence	Day
<i>Aspects are relevant</i>	D2
<i>Aspects of it are and I can relate it to my role more than I expected.</i>	D2
<i>Assistance</i>	D2
<i>Excellent - much more than yesterday</i>	D3
<i>Extremely - the facilitation from [Trainer's name] is excellent</i>	D3
<i>Extremely relevant</i>	D2
<i>I feel I am starting to develop a better sense of self</i>	D2
<i>Informative</i>	D3
<i>Informative, clear understanding of what is expected.</i>	D3
<i>Mixed - leadership framework assessment tool has clinical focus.</i>	D2
<i>Not very as trained in project management so a bit basic.</i>	D3
<i>Relevant although mindful we do not all manage teams</i>	D2
<i>Relevant and transferrable to different levels/jobs</i>	D2

<i>Some more useful than others. Good action learning set.</i>	D3
<i>The project management skills are essential to my current role. Action learning is fantastic for problem solving and development and builds confidence.</i>	D3
<i>Too much emphasis on project. Is this project an expectation of senior management</i>	D3
<i>Totally</i>	D2
<i>Totally</i>	D3
<i>Very relevant - lots of practical application. Wish I'd had this opportunity years ago!</i>	D3
<i>Very relevant to current role x 2</i>	D2
<i>Very relevant to current roles and future aspirations</i>	D2
<i>Very relevant</i>	D2
<i>Very relevant</i>	D3
<i>Very relevant. I thought that the 'project' section should have been given when we first received the document as it was much clearer when we went through it. I do see why you gave it to us though as it did help having our outlines on it to go over.</i>	D3
<i>Very, helping to revisit themes and network</i>	D2
<i>Will put into practice in workplace</i>	D3
<i>Yes especially in the light of changing / developing roles</i>	D2

Table 5: Question 7, Module 2

Evidence	Day
<i>Extremely relevant and timely.</i>	D4
<i>Extremely relevant.</i>	D5
<i>Great - left wanting more.</i>	D5
<i>Highly relevant - most useful day to date.</i>	D4
<i>I feel this was extremely useful but would have liked more time to use it in practice with work issues.</i>	D4
<i>I think the use of the onion will be really useful in giving feedback.</i>	D5
<i>It has been extremely relevant and the Myers Briggs work was so well crafted</i>	D4
<i>Relevant to where I feel I'm at with the programme.</i>	D5
<i>Very relevant but obviously only touching the top of the topic - want to develop further.</i>	D4
<i>Very relevant easy to relate to practice.</i>	D5
<i>Very relevant</i>	D5
<i>Very</i>	D4

Table 6: Question 8, Introductory Day.

Evidence	Day
<i>Content was appropriate.</i>	D1
<i>Content was very informative. Good background information about Foundation Trust etc.</i>	D1
<i>There is an awful lot of information to digest.</i>	D1
<i>The noisy room made it difficult to concentrate on all of it.</i>	D1
<i>Very appropriate.</i>	D1
<i>Yes - more interaction earlier.</i>	D1
<i>Yes - provided a good baseline knowledge.</i>	D1
<i>Yes - really enjoyed candid, informative workshops from directors.</i>	D1
<i>Yes overall. Hand-outs excellent. Presentations excellent.</i>	D1
<i>Yes was appropriate.</i>	D1

Table 7: Question 8, Module 1.

Evidence	Day
<i>Action learning set - networking - very supporting, encouraging</i>	D2
<i>AM content was basic but aware not to all</i>	D3
<i>Clarification / reminder of my management style</i>	D2
<i>Clarity on project</i>	D2
<i>Coaching style. Value staff and their development more? Chameleon style?</i>	D2
<i>Compare previous LSQ . Review project plan.</i>	D2
<i>Difficult to pitch to cover different levels of experience and knowledge</i>	D3
<i>Good use of examples e.g. Christmas dinner - we all do this</i>	D3
<i>Leadership style and differences between transactional and transformational leadership</i>	D2
<i>Leadership Style x 4</i>	D2
<i>Leadership styles. Becoming more self-aware.</i>	D2
<i>More emphasis on leadership skills and management skills</i>	D3
<i>Not everyone is as confident as I first perceived. To move forward with MDT concept / assessment following [Trainer's] visit.</i>	D2
<i>Perhaps a separate session for more experienced project managers.</i>	D3
<i>Relevant link from self-analysis and style to populate actions and inform my behaviours.</i>	D2
<i>[Trainer's] session was very good with the table wok linking strongly to the Powerpoint presentation</i>	D3
<i>The explanation of our project</i>	D2
<i>Too much focus on project management as opposed to management and leadership.</i>	D3

<i>Totally</i>	D3
<i>Understanding and application of leadership theory</i>	D2
<i>Utilisation of tools for project</i>	D2
<i>Yes x 7</i>	D3
<i>Yes, fine for me as a novice project manager</i>	D3
<i>Yes, good learning from colleagues</i>	D3

Table 8: Question 8, Module 2.

Evidence	Day
<i>Appropriate for the time available.</i>	D4
<i>Content was very appropriate however would have liked more expansion around Myers Briggs.</i>	D4
<i>Excellent - wanted more!</i>	D5
<i>Extremely useful.</i>	D5
<i>Fully appropriate.</i>	D5
<i>Good - valued change to morning session.</i>	D5
<i>I would have liked more but given the time it was still very good.</i>	D4
<i>I would like more theory.</i>	D4
<i>Very</i>	D4
<i>Yes more analysis of Myers Briggs and how to modify behaviours.</i>	D4
<i>Yes</i>	D5
<i>Yes</i>	D4
<i>Yes, lots of information to digest</i>	D5

Table 9: Question 9, Introductory Day.

Evidence	Day
<i>Assurance that I can influence the future and that there is a shared responsibility for the future of the organisation.</i>	D1
<i>Feel positive about the support I hope I will receive to forward my personal developments and therefore that of my team.</i>	D1
<i>Greater awareness of organisational objectives. Assurance re: directors. Confidence in staff and daily issues.</i>	D1
<i>I am allowed "timeout" to think and reflect. Will be supported.</i>	D1
<i>I feel that we as an organisation are now demonstrating that the vision of the organisation is conveyed to staff and that learning and feeling valued is key to its success.</i>	D1
<i>Increased insight into organisational context.</i>	D1
<i>Lots of previously unknown information delivered by extremely competent speakers.</i>	D1

<i>Meeting new people/Team leaders.</i>	D1
<i>Networking.</i>	D1
<i>Networking. Enhanced understanding of organisation.</i>	D1
<i>No one has all the answers.</i>	D1
<i>That managers at my level are important in the trust.</i>	D1
<i>The level of enjoyment and support from each director.</i>	D1
<i>The support available from the organisation.</i>	D1
<i>The vision the trust has re future and the concerns.</i>	D1
<i>Trusts commitment to leadership development.</i>	D1

Table 10: Question 9, Module 1.

Evidence	Day
<i>A sense of group</i>	D3
<i>Action Learning - shared learning invaluable</i>	D3
<i>Action learning experience</i>	D3
<i>Action learning set - networking - very supporting, encouraging</i>	D2
<i>Action Learning Set</i>	D3
<i>Action listening</i>	D3
<i>Breaking tasks down to a manageable size. Improved clarity on project management.</i>	D3
<i>Clarification / reminder of my management style</i>	D2
<i>Clarity on project</i>	D2
<i>Coaching style. Value staff and their development more? Chameleon style?</i>	D2
<i>Compare previous LSQ . Review project plan.</i>	D2
<i>Feeling comfortable with my learning set</i>	D3
<i>I like the SMART objectives and the 6 steps</i>	D3
<i>Importance of changing communication style etc. when dealing with different stakeholders.</i>	D3
<i>Leadership style and differences between transactional and transformational leadership</i>	D2
<i>Leadership Style</i>	D2
<i>Leadership styles. Becoming more self-aware.</i>	D2
<i>Links to people in other teams. I will definitely use the PESTLE analysis.</i>	D2
<i>Management of difficult work situations via action learning</i>	D3
<i>Much clearer ideas around project brief. Enjoyed action learning se. Stakeholder mapping</i>	D3
<i>Not everyone is as confident as I first perceived. To move forward with MDT concept / assessment following [Trainer's Name] visit.</i>	D2
<i>Relevant link from self-analysis and style to populate actions and inform my behaviours.</i>	D2
<i>The explanation of our project</i>	D2

<i>To prepare for the session as this helped very much.</i>	D3
<i>Understanding and application of leadership theory</i>	D2
<i>Understanding of projects, learning.</i>	D3
<i>Utilisation of tools for project</i>	D2

Table 11: Question 9, Module 2.

Evidence	Day
<i>Adapting my management style to different situations and understanding other styles and how this affects day to day issues.</i>	D4
<i>All of it.</i>	D4
<i>All of the work.</i>	D5
<i>Having difficult conversation when challenging behaviour here and now.</i>	D5
<i>How to give feedback.</i>	D5
<i>I have a good level of self awareness.</i>	D4
<i>[Trainer's Name] made me feel exploring leadership type very safe.</i>	D4
<i>Keynote speaker - 10 out of 10!!</i>	D4
<i>Knowing more about myself and understanding it better.</i>	D4
<i>[Trainer's] work</i>	D5
<i>MBTI relevance in team work/communication.</i>	D4
<i>Myers Briggs</i>	D5
<i>Myers Briggs reinforcing and giving authority to chance my management for people with different learning/personality styles.</i>	D4
<i>Not sure "why" we looked at picture - not sure what I will take away from this section of the day.</i>	D4
<i>Positive feedback is key. Practicing giving feedback was great.</i>	D5
<i>Practical skills discussed.</i>	D5
<i>Relationship building/networking/role-play</i>	D5
<i>The "thinking" perspective to influence senior managers.</i>	D4
<i>The general split (MB) between clinical and non-clinical managers.</i>	D4
<i>The info re: how to give feedback, I thought was great and very thought provoking.</i>	D4
<i>The skills around difficult questions.</i>	D5

Table 12: Question 10, Introductory Day.

Evidence	Day
<i>Ice breaker first thing to get us talking.</i>	D1
<i>May need to reflect on this later on in the programme and respond.</i>	D1
<i>More time for discussion of project plans etc.</i>	D1

<i>More time re project.</i>	D1
<i>Narrative document on the documents provided at the end of the day to explain purpose, action and timeline (as a great deal of detail was given verbally).</i>	D1
<i>Not enough time to fit anything else in.</i>	D1
<i>Possibly an 'icebreaker' to bring the participants together.</i>	D1

Table 13: Question 10, Module 1.

Evidence	Day
<i>Maybe a document or template to write actions on for ALS.</i>	D3
<i>More time (10 mins per person?) looking at individual projects - but looking forward to the 1 hour coming up</i>	D2
<i>More time on the project in the groups as this helped all of us despite what we doing as our own.</i>	D3
<i>No - day very full</i>	D3
<i>No</i>	D2
<i>No</i>	D3
<i>No, much better today - great approach.</i>	D2
<i>Possibly a little more on the project plan development.</i>	D3
<i>Template documents for Project Brief - now given.</i>	D2

Table 14: Question 10, Module 2.

Evidence	Day
<i>More MBTI.</i>	D4
<i>No it was a good balance and basis for future individual development as required.</i>	D4
<i>More opportunity to explore interpretation and use of Myers Briggs - particularly in the context of team development.</i>	D4
<i>Longer to develop implication of personality type on teams/organisations - how best to use this information.</i>	D4
<i>Reading material - reference list</i>	D4

Table 15: Additional Information, Introductory Day.

Evidence	Day
<i>Background noise distracted from learning.</i>	D1
<i>Better time management. Repetitive information.</i>	D1
<i>I learn best by being interactive with speakers perhaps this could be facilitated a bit more by some of the morning speakers. Thank you for an excellent introduction day.</i>	D1
<i>I think the fact that quality was discussed on a number of occasions is encouraging.</i>	D1
<i>[Trainer's Name] was very helpful.</i>	D1
<i>Keeping to agenda timelines. Thank you.</i>	D1
<i>Thank you.</i>	D1

Table 16: Additional Information, Module 1.

Evidence	Day
<i>2 consecutive days good for learning BUT needs to balance against 2 days out of "day job". Looking forward to 1:1 project meeting session. Could more 1:1 advice be part of main sessions? Not sure how but would feel better than choosing 1 project from the group to work on.</i>	D3
<i>Although exhausting, good to have the two days together - more concentrated time to "think" - thank you.</i>	D3
<i>Another great day - is the journal available in a Word document I will struggle to use it as a handwritten one.</i>	D2
<i>Better to have two days together - improved continuity.</i>	D3
<i>Having two days together has been useful for consistency.</i>	D3
<i>Ice breaker and group sessions really helpful in aiding interaction and support - many thanks</i>	D2
<i>It was beneficial to have the two study days together as it enabled relationships to be established. I felt the action learning set was very useful and supportive. Would have preferred less time spent on ice beaker yesterday and more time spent on Leadership and Change theory as this was very quick.</i>	D3
<i>It was good having two days together as we got to know each other as a group and a learning set however it is difficult to ignore the BlackBerry for 2 days!</i>	D3
<i>It would be useful to ensure all staff have meetings arranged with their project sponsors, I don't think this is universal, some staff may get less support</i>	D3
<i>Mixed groups are very good for networking and the two days together has allowed for relationships to be established.</i>	D3
<i>Prefer two days together for continuity. Easy to forget just after a day.</i>	D3
<i>Thank you very much. I wasn't too sure how much learning we will gain from the making of the film. Maybe I missed the point, I worry about the costs to the NHS also re: employing actors / film crew etc.</i>	D2
<i>Thank you!</i>	D2

<i>The action learning set was comfortable and safe. It reset some of my pre-conceived notions of other roles and experience.</i>	D2
<i>The action learning set was very supportive</i>	D2
<i>The two days together are OK.</i>	D3
<i>Today has been a very beneficial day. It is linking presentations to a practical approach. 2 days in a row is good for relationships, flow and continuity.</i>	D3
<i>Two days tiring although the benefits of team building / relationships it was worth it. It helped to do action learning sets group work on both days as the second set was productive/effective because of this.</i>	D3
<i>Two days together a good idea. Helped me to keep focus.</i>	D3
<i>Two days together was very useful in promoting unity and cohesion of groups. The work exercise should perhaps have been a worked example so that there could be comparison between groups.</i>	D3
<i>Very useful course, thank you.</i>	D2
<i>With the level of information giving, can be tiring but gives continuity to the programme.</i>	D3

Table 17: Additional Information, Module 2.

Evidence	Day
<i>Brilliant!</i>	D4
<i>Disappointed we didn't do transactional analysis.</i>	D5
<i>[Trainer's Name] is a great facilitator - thank you.</i>	D5
<i>Great to have the time to reflect on my role. Thank you for this.</i>	D4
<i>Hope to get time to digest information and use the VLE. Challenge is to put all this into practice but all very relevant and useful.</i>	D5
<i>I have to say - this is so far the best course I have ever attended, it has made me feel valued and appreciated so thank you so much.</i>	D4
<i>It will be vital to put into place something to support continued momentum and cohesion of the group beyond the course.</i>	D5
<i>[Trainer's Name] was superb, her delivery was pitched at the right level for the group. I have done MBTI I and II before, however I still found the session very useful and interesting. The evening session by [Trainer's Name] was excellent and inspirational. Good insight into the common problems and solutions to change management in any organisation.</i>	D4
<i>More time to practice skills.</i>	D5
<i>Not sure anything else could be fitted in.</i>	D5
<i>Thank you so much, day led extremely well. Felt comfortable with the day. Given books on the course about developing teams? Myers Briggs?</i>	D4
<i>Thank you.</i>	D5
<i>The residential is the best sessions so far. Very good - feel positive about course and group.</i>	D5
<i>The room was poorly lit when it got darker.</i>	D5

<i>Very good day - maybe negotiate the afternoon break to enable more to be completed in the afternoon.</i>	D4
<i>Very interesting and informative day. Enjoyed it all, all relevant and useful.</i>	D5
<i>Would like further workshops re: leadership and Myers Briggs.</i>	D4
<i>Would like to attend more of [Trainer's] workshops if possible.</i>	D5
<i>Would like to have had more time around Myers Briggs and how it affects team and team working.</i>	D4