Empowering Leaders: Empowering Teams

Leadership Development Pathway Evaluation

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Executive Summary

This report presents the findings of an evaluation into the Empowering Leaders: Empowering Teams Leadership Development Pathway being undertaken by Band 7 Team Leaders and Consultants within Dorset University Healthcare Foundation Trust. The evaluation explores the impact of the pathway on leaders enabling them to bring about positive quality improvements to their practice and leadership skillset. The learning from this evaluation will help to inform how the pathway may be developed to further support the Leadership Framework. This work will seek to look specifically at the impact of the pathway on individual respondents within the pathway in regards to both their personal leadership development and the longer term impact of the pathway on their practice.

The Empowering Teams Leadership Development Pathway has been designed to develop qualities set out in the NHS Leadership Framework. It applies to all healthcare staff because leadership is not restricted to people who hold designated leadership roles. It is based on the principal that everyone has a responsibility for the services and care delivered to service users. The Leadership Framework provides the means for leaders to develop key leadership behaviours, to enable individuals and members of a team to improve the quality and safety of services. The pathway was undertaken in partnership with, and supported by, The Centre for Leadership, Impact and Management (CLiMB) which has a specific focus on supporting Leaders across the health and social care sector. CLiMB is based within The National Centre for Post-Qualifying Social work at Bournemouth University.

The evaluation uses a mixed method approach comprising of quantitative and qualitative data sources including online questionnaires, telephone interviews/case studies, content analysis of action plans, third party testimonies and other contextual background material supplied by Dorset University Healthcare Foundation Trust.

Pathway Impact: Quantitative results demonstrate that the pathway has had a significantly positive impact on many areas of respondents practice. These include reflecting their own behaviour and modifying it appropriately, working collaboratively with others, and leading teams, addressing organisational issues and quality improvement and creating a culture that will enable improvement to services and the sharing of learning and best practice in the interest of the service user.

Highly Significant Positive Impacts
- ✓ **Self-Awareness**
  - o Ability to modify my own behaviour effectively
  - o Ability to recognise the impact of my own behaviour
- ✓ **Team Working**
  - o Leading with a multi-disciplinary colleague within the team
  - o Working collaboratively with multi-disciplinary colleagues
- ✓ **Service Improvements**
  - o Challenge current thinking and identify quality improvements
  - o Improving Services
- ✓ **User Focused**
  - o Sharing learning and best practice in the interest of service users
  - o Ability to create a culture where quality of care and patient safety is at the core of the decision making process, whilst balancing tensions

Key Objectives The two most significant changes observed in relation to the key objectives of the pathway were respondents' ability to demonstrate personal qualities and managing services. These impacts are highly significant and illustrate a notable change in respondents' self-assessed capabilities in these areas. Significant changes were also observed in relation to working with others and delivering the strategy. These results indicate that the pathway successfully met its key objectives, with respondents consistently reporting an increase in skill set across the board.

Working as an individual: A substantial number of significant and highly significant gains were observed in relation to respondents' individual sense of leadership and management abilities. The two most significant gains were observed in relation to an increase in self-awareness including the abilities to recognise the impact of their own behaviour and modify it effectively.

Working in pairs: The two most highly significant gains were observed in relation to an increased ability to lead with a multi-disciplinary colleague within the team and working collaboratively with multi-disciplinary colleagues. Significant results were also observed in relation to sharing leadership with multi-disciplinary colleagues within the team and building trust with multi-disciplinary colleagues. For many respondents one of the key advantages of the pathway was the opportunity to discuss organisation challenges and issues with their peers, allowing them to contextualise the daily challenges they face within the wider professional landscape.

Team Working: The most highly significant increase was observed in relation to effectively agreeing team objectives. Other significant increases were observed in relation to leading the constructive developments of a team, providing clear purpose and direction, effectively recognising when to use different leadership styles and measuring/governing objectives and quality performance standards.

Service Users, Carers and Quality: Highly significant gains were observed in relation to the ability to challenge current thinking and identify quality improvements, sharing learning and best practice in the interest of service users and the ability to create a culture where quality of care and patient safety is at the core of the decision making process.

Impact by experience: The pathway had the most significant impact on respondents relatively new to a leading or managing role. Post course average ratings illustrate not only a reported increase in all areas but also a notable trend in relation to respondents' average ratings by their level of leadership or management experience. New managers reported the most notable increases across all areas, as would be expected, highly experienced managers reported the lowest level of relative gain, but importantly still reported an increase across all sections.

Case Studies: The case studies support and validate the longer term impact of the process of development observed throughout the pathway. Effectively illustrating how greater self-awareness and a reflective nature can positively impact both teams from a managerial perspective, such as an increase in confidence in managing the workload of others, but also a leadership perspective of facilitating others to achieve more themselves, be it colleagues, service users or community groups.

Assessment Design: The content analysis allows us to further verify the long term impact of the pathway and the learning undertaken throughout. The assessment phase has been shown to be key in both embedding the learning and verifying impact for the individual and the organisation as a whole. The design of the reflective

assessment /action plan encourages collaborative working and team involvement, ensuring that potential impact is not limited to the individual undertaking the pathway but has a wider scoping range through the whole team or service. For some this element of the pathway was challenging, both logistically and practically. This is a theme often observed within professional development, as the challenges faced by those undertaking a full time role with the demands currently observed within the sector are numerous. It is suggested that candidates may be further supported by the profession of examples, or reflective group sessions that can act to support candidates who would like additional guidance, inspiration, or time to reflect on potential subjects with their peers. The assignment in conjunction with managers third party testimonies also allow further validation of the impact reported by candidates facilitating a robust triangulation of both immediate and long-term impact.

Action Plan/ Reflective Assignments: Candidates have undertaken a varying degree of self-analysis and examination of leadership principles and how these relate to their role and function in their teams. They have explored some of the key concepts of change management and making decisions and judgments based on the evidence they have examined. This theme is very useful when considering the need for change and factors that indicate the need to change in the organisation. Team working and developing partnership relationships have been identified as key components to making change successful.

Third party testimonies: Managers testimonials from candidates line managers support the view that some students have undertaken significant change in the organisation and have developed the ability to influence those they work with, both junior to them and more senior. Some of these examples from the work demonstrate a commitment to change in the organisation. The key themes identified from this analysis help attain the intended learning outcomes from the unit and more importantly shape parts of the organization for the future. This work has also provided a framework for the students to develop existing skills and learn new tools and models to help them manage in the rest of their careers.

Pathway development: Respondents were asked if there were any areas, which they would have appreciated being covered in more depth. Overwhelmingly, the primary area highlighted was in relation to dealing with challenging individuals and effectively addressing poor performance.

The significant gains observed within this evaluation reflect a wide scoping range of impacts, positively influencing candidates and creating a ripple affect leading to positive impacts for service users, team members, and supporting collaboration between multi-disciplinary colleagues. These skills have therefore lead to tangible service improvements, which have been supported in their design and/or implementation by the action plan element of the pathway, which supports the underpinning themes of the Leadership Framework.

Candidates benefitted from the opportunity to share the experience with their peers. This gave them the space to explore the issues and challenges that they face within their day-to-day practice and contextualise them within the landscape of an evolving and challenging sector. There is strong evidence within this evaluation that the pathway has effectively supported and strengthened multi-disciplinary relationships, giving candidates a greater understanding of the perspective of others and appreciation for the attributes that they contribute.

Introduction

The aim of this research is to evaluate the Empowering Leaders: Empowering Teams Leadership Development Pathway being undertaken by Band 7 Team Leaders and Consultants within Dorset University Healthcare Foundation Trust. The research utilised a mixed method, multi-staged approach in order to isolate specific elements of the pathway as well as creating a comprehensive holistic overview of the impact of the pathway on both individual practitioners and the organisation as a whole.

The Centre for Leadership, Impact and Management in Bournemouth (CLiMB).

Leaders throughout the health and social care system face significant challenges. Ever growing demand, high patient, user and carer expectations, constant scrutiny and the need to maintain current operations whilst moving to collaborative commissioning – all of which have to be achieved and within finite resources.

CLiMB has the primary focus for Bournemouth University's support to leaders at all levels within health and social care. We are committed to achieving the best possible outcomes for the people of Dorset, Hampshire and beyond.

Impact is at the centre of our name and the heart of our work and we believe:
→ We have a duty to achieve maximum impact from finite resources.
→ That whatever we plan to do should focus on desired impact and be informed by our knowledge of what works.
→ That the impact of our work be assessed and how we do it, evaluated.

The National Centre for Post-Qualifying Social Work

The National Centre for Post Qualifying Social Work (NCPQSW) is based within the School of Health and Social Care at Bournemouth University. The Centre has a national reputation for delivering high quality research and education and has an established track record in learning and development. The Centre is supported by an experienced team of lecturers who have professional backgrounds in health, social care, or public service management.

As employer engagement and consultation is a key element of our activity, we are ideally placed to customise and design bespoke programmes and research that not only meet strategic objectives, but also consider local and organisational realities.

NCPQSW runs an independent and expert research team who are able to provide bespoke and tailored programmes of evaluation to meet local and unique requirements, providing skilled expertise with a guaranteed or equivalent kite mark in terms of quality assurance. We ensure that ethical considerations are discharged correctly via the University research governance process; that the tools used will appropriately measure what they need to measure; and that the data analysis, interpretation, and presentation is suitable and will withstand scrutiny. We are committed to work in an inclusive way with key stakeholders and users of services to provide research and evaluations which includes seldom heard voices.

The Research Team provides a full range of qualitative and quantitative services, delivering high quality research and consultancy to our clients. We have a proven track record of undertaking bespoke evaluations of programmes, training, the implementation of new models of practice and assessing the effectiveness of pilots with a particular focus on impact and validity.

The Empowering Leaders: Empowering Teams Leadership Development Pathway

The pathway, available for Band 7 Team Leaders and Consultants, has been designed to develop qualities set out in the NHS Leadership Framework. The Leadership Framework has been developed to create a consistent approach to leadership development focused on improving service user care. It applies to all healthcare staff because leadership is not restricted to people who hold designated leadership roles. It is based on the principal that everyone has a responsibility for the services and care delivered to service users.

The Leadership Framework provides the means for leaders to develop key leadership behaviours, to enable individuals and members of a team to improve the quality and safety of services.

Leadership Framework (LF)

The Leadership Framework has been developed nationally and provides a consistent approach to leadership development for all staff in health and care irrespective of discipline, role, function or seniority and represents the standard for leadership behaviours to which all staff should aspire.

Fundamental to the development of the Leadership Framework is a desire to create a single overarching framework for all health and care staff, building on best practice standards for leadership development such as existing leadership frameworks used by different staff groups.

Based on research and created through extensive consultation, the Leadership Framework has been tailored to the specific needs and environment of health and care, and is applicable to all staff at any stage of their career. It sets out the expectations of leadership at every level of the system.

The Empowering Leaders: Empowering Teams pathway is designed to equip individuals with the core knowledge, skills, attitudes and behaviours to be an effective, collaborative and resilient leader. It will provide a wealth of learning opportunities and challenge to develop self-awareness, confidence and leadership skills to effectively lead teams to bring about positive quality improvements to the service user/carer/or customer experience in practice. In addition, the pathway will provide the environment to challenge and share different perspectives, ideas and knowledge with peers from other clinical areas.

The pathway encourages multi-disciplinary/multi-agency leaders within teams to attend together, e.g. Consultant and Team Leader, Health and Social Care Leaders, in order to learn together, gain support from each other, enhance understanding of others' roles and perspectives and collaboratively agree quality improvements to implement within team-based practice.

Evaluation

Evaluation is a pivotal area and part of the learning process, yet so often missed in commissioning and implementing development programmes. It crucially provides not only, the proof of a return on investment, but the written evidence of the impact of the knowledge gained and a measure that the learning to the right standards has been achieved. This evaluation focused on a number of tools and approaches to gain as much information as practicable.

Methodology

The impact assessment model is an evaluation programme designed to measure the impact of the Empowering Leaders: Empowering Teams Leadership Development Pathway. Utilising a mixed method approach, base line data is obtained using a pre-course questionnaire. This baseline data can be employed to reflect respondents' current perception of their skills and abilities but also a measure by which improvement can be measured. Impact data is then captured using a comparative post course questionnaire to assess individual impact and significance. This data is then contextualised using qualitative telephone interviews to add further depth and context to the interpretation of the quantitative data.

Pre and Post course data is analysed for significant differences. Using a two-tailed hypothesis, which does not suggest the direction of any relationships, any significant change be it a decrease, such as in stress levels, or an increase, such as in a specific skill area, can be identified. Impact can be represented using a relative percentage increase measure. This measure demonstrates the relative increase from the original starting point, rather than on a continuous scale. This allows the measure to be more contextual, as where respondents have highlighted specific learning skills by scoring themselves low on a particular scale the actual gain cannot be reflected by the literal increase but rather by the relationship to the initial score.

Aim

This project aims to assess the impact on practice of the Empowering Leaders: Empowering Teams Leadership Development Pathway. The pathway has been designed to develop qualities set out in the NHS Leadership Framework and is available to Band 7 Team Leaders and Consultants.

To obtain a robust evidence of the impact of the pathway, a longitudinal concurrent mixed methodology was undertaken.

Online Questionnaires

A bespoke online questionnaire was developed from the resources supplied by Dorset University Healthcare Trust, including details of the pathway, framework and intended outcomes.

Consultation was undertaken with the Dorset University Healthcare Foundation Trust in the questionnaire design process to allow the design to be assessed for validity and applicability against the project aims, particularly in respect to the intended analysis of the data, including hypothesis testing.

An analysis was undertaken of all quantitative data collected; this includes verifying top-level results and significant findings from the raw data and providing inter-rater reliability in respect to qualitative responses. Where applicable the data has been further explored to highlight any findings or trends corresponding to the primary outcome measures.

Case Studies

A sample of respondents was selected to provide in-depth case studies looking at the impact of the pathway. Case studies include both quantitative and qualitative measures to assess the impact of the pathway on individual respondents, contextualise the impact of the pathway on practice and to verify the long-term retention of the impacts observed.

Telephone Interviews were undertaken upon completion of the pathway to give actual examples of personal and organisational course impact. This also provided an opportunity to assess the sustained nature of change over time.

Content Analysis

A content analysis was conducted on the action plans for quality improvement that were undertaken by candidates.

As part of the Empowering Leader: Empowering Teams Leadership Development Pathway, candidates were required to identify which parts of their service/care are most important to service users and carers, or customers, and how the quality can continually be improved in partnership with their team.

Candidates were asked to consider their team and the care delivered through the eyes of your service users and carers, or customers, enabling candidates to identify three goals on which to focus to continually improve the quality of care delivered and make a positive difference to the service user/carer, or customer, experience. This is in support of the Quality Strategy. Candidates were directed to ensure full involvement from their team in this process to encourage the sharing of ideas and the provision of support in taking forward the identified areas for change.

Analysis

Quantitative Analysis

Pre and Post course data is analysed for significant differences. Using a two-tailed hypothesis, which does not suggest the direction of any relationships, any significant change be it a decrease, such as in stress levels, or an increase, such as in a specific skill area, can be identified. Impact can be represented using a relative percentage increase measure. This measure demonstrates the relative increase from the original starting point, rather than on a continuous scale. This allows the measure to be contextual, as where respondents have highlighted specific learning skills by scoring themselves low on a particular scale the actual gain cannot be reflected by the literal increase but rather by the relationship to the initial score.

Mann-Whitney Wilcoxon
The Mann-Whitney-Wilcoxon (MWW) Test is a nonparametric test that compares two independent samples. The test assumes a null hypothesis that the two groups will be the same, therefore significant results indicate differences between the two groups. This test is used where there are two sample groups, which cannot be compared in pairs. In this case, this refers to the pre and post pathway groups where pre and post results do not originate from the same respondent.

Wilcoxon Signed Ranks Test
The Wilcoxon Signed Ranks Test is a nonparametric test that compares two paired groups. The test essentially calculates the difference between each set of pairs and analyses these differences. It is used to compare two sets of scores that come from the same participants. In this case we wish to investigate any change in scores from one time point to another.

Significance
When we use a test of significance to compare two groups we usually start with the null hypothesis that there is no difference between the populations from which the data come. If this hypothesis is not true, the alternative hypothesis must be true - that there is a difference.
Significant results therefore indicate that any changes could not have happened by chance and are a result of the pathway.

Descriptive Analysis
Two additional measures were employed to illustrate the gains made by the population as a result of the Pathway.

Percentage change refers to the change relative to the maximum possible rating.
Relative impact refers to the change as a percentage relative to the initial average rating.

Qualitative Analysis
The telephone interview questions were developed from the findings of the pre and post questionnaires. These acted as a guide to steer the focus of the audio-recorded (with permission) telephone interviews. To augment the findings of these questionnaires the interviews began with a broad evaluation question and continued with a series of open ended questions to elicit actual examples of programme impact. These interviews were then analysed using usual qualitative research practice (Ritchie and Lewis, 2003). Quotations from individuals have been placed in quotation marks and italicised. Pseudonyms have been used where appropriate.

Recruitment

Details about the evaluation in addition to a consent form were distributed to the population by Dorset University Healthcare Foundation Trust prior to the commencement of the pathway. Respondents who were willing to participate in this research completed an electronic consent form and returned it directly to the research team at Bournemouth University.

Sample

Data was collected between January 2013 and September 2014.

Twenty three respondents initially consented to participate in the evaluation process, however during the evaluation period a number of respondents withdrew from the study, primarily because they were leaving the trust to pursue other opportunities. Respondents were approached to complete a self-completion questionnaire shortly after their cohort had embarked on the pathway and upon completion of the pathway. To give accurate pre pathway results there was only a short timeframe in which pre pathway data could be collected.

Eight respondents completed the pre pathway questionnaire, with a further eight completing the post pathway questionnaire. Each respondent was allocated a unique identification number therefore pre and post responses could be matched where applicable. Analysis of the identification numbers recorded twelve unique respondents to the questionnaires in total.

Four respondents completed both pre and post pathway questionnaires allowing these responses to be matched and directly compared on a like for like basis. Due to lower than expected response rates to the questionnaires, these respondents were invited to participate in a telephone interview about their experience on the pathway to allow the development of a more comprehensive overview of the pathway and its impact on practice. These four case studies are included in this report.

A total of 16 assessments have been reviewed and analysed, of which 15 were successfully assessed at master's level study with one being referred. This rate of referral would be seen as comparable with other institution referral rates at master's level study.

Results

To give a comprehensive overview of the pathway the results will be broken down into the following sections.

Key Gains

Highly significant observed impacts

Questionnaire Results

Section 1 - Key Objectives

Section 2 -Working as an individual

Section 3 - Working in pairs

Section 4 – Team Working

Section 5 - Service Users, Carers and Quality

Case Studies

Case Study 1 – Respondent A

Case Study 2 – Respondent B

Case Study 3 – Respondent C

Case Study 4 – Respondent D

Content Analysis of Action Plans and third person tesitmonies

Pathway Experience
Respondents experience of undertaking the pathway

Pathway Impact

Key Gains

Numerous positive impacts were observed across the data; the following key gains show the most statistically significant increases. These increases have been tested using the Mann-Whitney-Wilcoxon (MWW) test to verify the statistical validity of the observed increase between pre and post pathway responses. These results indicated that the probability of the observed impact happening by chance is at least less than 5% and therefore it can be assumed that they are as a direct result of the learning undertaken throughout the pathway. No negative impacts were observed in relation to any measure on the online questionnaire.

Highly significant impacts
The following are highly significant impacts observed where the probability of such impacts occurring by chance are less than one per cent.

Self Awareness
- Ability to modify my own behaviour effectively
- Ability to recognise the impact of my own behaviour

Team Working
- Leading with a multi-disciplinary colleague within the team
- Working collaboratively with multi-disciplinary colleagues

EL:ET Pathway Highly Significant Impacts

Service Improvements
- Challenge current thinking and identify quality improvements
- Improving Services

User Focused
- Sharing learning and best practice in the interest of service users
- Ability to create a culture where quality of care and patient safety is at the core of the decision making process, whilst balancing tensions

The aforementioned significant results demonstrate that the pathway has had a positive impact on many areas of respondents practice. These include reflecting their own behaviour and modifying it appropriately, working collaboratively with others, and leading teams, addressing organisational issues and quality improvement and creating a culture that will enable improvement to services and the sharing of learning and best practice in the interest of the service user.

Significant impacts

→ Significant positive impacts were observed in relation to the following criteria. These impacts demonstrate a positive increase in a wide selection of skills which are likely to have happened solely as a result of respondents undertaking the EL:ET pathway.

Significant Impacts

Section 1 - Key Objectives
Demonstrating Personal Qualities
Delivering the strategy
Working with others

Section 2 -Working as an individual
Responsibility for self and team
Confidence to act in an open and inclusive manner
Demonstrating behaviours which reflect the Trust's Values
Level of confidence in managing the workload of others
Awareness of my own areas of development
Resilience to support on-going quality improvements

Section 3 - Working in pairs
Sharing leadership with multi-disciplinary colleagues within the team
Building trust with multi-disciplinary colleagues

Section 4 – Team Working
Effectively agreeing team objectives
Leading the constructive development of your team
Providing clear purpose and direction
Effectively recognising when to use different leadership styles
Measuring/governing objectives and quality performance standards

Section 5 - Service Users, Carers and Quality
Removing obstacles to facilitate change
Ability to work collaboratively to implement quality improvements

The following are verbatim responses from respondents regarding the strengths of the pathway; these reflect the key themes within this report. Respondents reported that the opportunity to network with their peers, explore management styles and techniques and the quality of the teaching were the main strengths of the pathway.

- ✓ Calm relaxed environment for learning.
- ✓ Clear and concise teaching.
- ✓ Having the protected time with my colleague to look at positive changes we could make for our team.
- ✓ Helpful.
- ✓ Networking, acquiring new knowledge, consolidation of existing knowledge, group discussion.
- ✓ Introducing me to tools to use for leadership.
- ✓ It gave me a greater understanding about my particular management style. Many of the models explained how or why I behave the way I do.
- ✓ Looking at different leadership styles and looking at using them interchangeably. Gaining experience from other members of the cohort.

In relation to the potential long-term impact of the pathway on respondents' management and leadership styles, respondents were able to identify tangible applications of the teaching on their own professional practice. The verbatim respondents below illustrate that the pathway has positively impacted on respondents' self-awareness and confidence and has effectively equipped them to adapt their leadership style to engage more successfully with their team and colleagues.

- ✓ Has made me realise that I can and should adapt my Leadership style to suit differing team needs, however I realise that it will not suit all and therefore we need to find ways in which to manage this. To have confidence in my Leadership when under pressure or criticised.
- ✓ I have much more direction. I am using various models in order to develop my team.
- ✓ I will have a more strategic vision and set clearer standards for individuals.
- ✓ I will not be reluctant to take on any challenge or afraid of challenging stake team members who want things to stay as they are.
- ✓ I will use it as a reflective tool.
- ✓ Increased confidence, increased awareness of others.
- ✓ It has already influenced my approach to certain situations.
- ✓ It will make me a better leader and have more confidence in my self.
- ✓ It has improved the service and my own skills and confidence.
- ✓ More awareness of leadership styles and motivation within my team.
- ✓ More effective and thoughtful leadership.

Base Line Data

Pre course baseline data allows impact to be measured in comparison to post course results, in addition this data serves to highlight specific areas for development within the population. Using a self-reflective scale of 1-10 where a score of 5 represents an acceptable level of competence, a score lower than 5 indicates an area for improvement and a score over 5 indicates a strength or area of particular experience, respondents were asked to rate their own abilities in a variety of areas. (Appendix 1)

Highest Pre Course Ratings

The highest pre-course ratings were observed in relation to the following, with respondents rating themselves above 7 out of 10 on average. This rating indicates that respondents reported these areas as particular strengths.

→ Understanding the needs and feelings of others.
→ Building trust with multi-disciplinary colleagues.
→ Working collaboratively with multi-disciplinary colleagues.
→ Working with others.
→ Responsibility for self and team.
→ Ability to recognise the impact of my own behaviour.
→ Demonstrating behaviours that reflect the Trust's Values.
→ Promote collaborative working within your team.
→ Promoting autonomy, motivating and empowering your team.

Lowest Pre Course Ratings

The lowest pre course ratings were observed in respect to the following, with respondents rating their abilities in these areas as 6 out of 10 on average, indicating the greatest perceived room for improvement in these areas.

→ Level of confidence in leadership strengths.
→ Leading the constructive development of your team.
→ Challenge current thinking and identify quality improvements.
→ Removing obstacles to facilitate change.
→ Setting Direction.
→ Confident in holding others to account for achieving team objectives and quality performance standards.
→ Creating a vision.
→ Putting appropriate systems and processes in place to meet objectives and quality performance standards.
→ Measuring/governing objectives and quality performance standards.
→ Effectively agreeing team objectives.

Section 1: Key Objectives

All results were assessed on two thresholds of significance; highly significant, where the probability of the difference being as a result of chance is less than 1 in 100 ($p<0.01$), and significant; where the probability is 1 in 20 of the change happening by chance as opposed to as a direct result of the intervention, in this case the EL:ET pathway ($p<0.05$).

The two highly significant changes observed in relation to the key objectives of the pathway were respondents' ability to demonstrate personal qualities and managing services. These impacts are highly significant and illustrate a notable change in respondents' self-assessed capabilities in these areas. Significant changes were also observed in relation to working with others and delivering the strategy. Positive increases were observed in relation to all other measures.

Section 1 - Key Objectives	Pre Course Average	Post Course Average	% Impact		Relative Impact	Level of Significance
Creating a vision	5.6	7.0		14%	24% ☆	0.23
Setting Direction	5.8	7.3		15%	26% ☆	0.16
Improving Services	6.1	8.3		21%	35% ⭐	0.01
Managing Services	6.4	7.5		11%	18% ☆	0.44
Demonstrating Personal Qualities	6.6	8.9		23%	34% ⭐	0.01
Working with others	7.3	8.9		16%	22% ⭐	0.05
Delivering the strategy	6.0	7.5		15%	25% ⭐	0.04
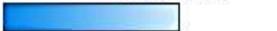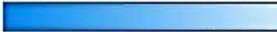
These results indicate that the pathway successfully met its key objectives, with respondents consistently reporting an increase in skill set across the board. The results do however indicate that there is some scope to further address particular constructs, namely; managing services, creating a vision and setting direction.

Respondents reported the following as some of the key personal gains from undertaking the pathway.

✓ *"Confidence in my ability to lead my team and make use of their individual skills, linking the goals of the organisation to their core values"*

✓ *"The ability to step outside of my work and see how best I can achieve my objectives and gain support from others who may see things from a completely different perspective to myself."*

✓ *"I feel I am a different person having done the course. This may sound over dramatic, but it has given me so much confidence and direction"*

✓ *"The long term impact has already started. Instead of just looking at the integrities of the task and setting about achieving it, consideration needs to be also given to the individual characters who I am going to be engaging with. By using the correct method of engagement, coaching and management style there only be positive outcomes. Being consistent and building trust is still an issue while everyone is still working flat out. "*

Section 2: Working as an individual

A substantial number of significant and highly significant gains were observed in relation to respondents' individual sense of leadership and management abilities. The two most significant gains were observed in relation to an increase in self-awareness including the abilities to recognise the impact of their own behaviour and modify it effectively.

Section 2 - Working as an individual	Pre Course Average	Post Course Average	% Impact	Relative Impact	Level of Significance	
Level of confidence in leadership strengths	5.9	7.6	18%	30%	☆	0.13
Awareness of my own areas of development	6.3	8.1	19%	30%	⭐	0.05
Ability to recognise the impact of my own behaviour	7.1	8.8	16%	23%	⭐	0.01
Ability to modify my own behaviour effectively	6.3	8.5	23%	36%	⭐	0.00
Level of confidence in managing the workload of others	6.5	8.4	19%	29%	⭐	0.04
Responsibility for self and team	7.3	9.0	18%	24%	⭐	0.02
Confidence to act in an open and inclusive manner	6.8	8.5	18%	26%	⭐	0.02
Demonstrating behaviours which reflect the Trust's Values	7.1	8.8	16%	23%	⭐	0.03
Resilience to support on-going quality improvements	6.3	7.9	16%	26%	⭐	0.05

The results suggest that the pathway has equipped respondents to demonstrate a higher level of insight into their own leadership and management abilities and therefore utilising this reflective insight to undertake an on-going developmental process that will continue throughout their practice. It is important to consider the long-term potential impacts in the context of practice rather than at just a particular snapshot in time.

The case studies included in this evaluation explore the wider impact of this process of development. These effectively illustrate how greater self-awareness and a reflective nature can positively impact both teams from a managerial perspective, such as an increase in confidence in managing the workload of others, but also a leadership perspective of facilitating others to achieve more themselves, be it colleagues, service users or community groups.

Section 3 -- Working in pairs

A number of significant and highly significant gains were observed in relation to respondents' abilities to work in pairs and with multidisciplinary colleagues. The two most highly significant gains were observed in relation to an increased ability to lead with a multi-disciplinary colleague within the team and working collaboratively with multi-disciplinary colleagues. Significant results were also observed in relation to sharing leadership with multi-disciplinary colleagues within the team and building trust with multi-disciplinary colleagues.

Section 3 -- Working in pairs	Pre Course Average	Post Course Average	% Impact		Relative Impact	Level of Significance
Working collaboratively with multi-disciplinary colleagues	7.4	9.0		16%	22%	⭐ 0.00
Leading with a multi-disciplinary colleague within the team	6.1	8.8		26%	43%	⭐ 0.00
Sharing leadership with multi-disciplinary colleagues within the team	6.5	8.6		21%	33%	⭐ 0.01
Building trust with multi-disciplinary colleagues	7.5	8.8		13%	17%	⭐ 0.02
Understanding the needs and feelings of others	8.1	8.9		8%	9%	☆ 0.20
Create and promote a shared purpose for quality improvement with multi-disciplinary colleagues	7.0	8.3		13%	18%	⭐ 0.07

For many respondents one of the key advantages of the pathway was the opportunity to discuss organisation challenges and issues with their peers, allowing them to contextualise the daily challenges they face within the wider professional landscape. The pathway also served to give them a greater understanding of the perspective of multi-disciplinary colleagues, therefore equipping them to not only lead and work collaboratively with such colleagues, but ultimately enabling them to share leadership with multi-disciplinary colleagues within the same team. Although no significant gain was observed in relation to respondents' ability to understand the needs and feelings of others, it should be noted that respondents demonstrated a high level of competency in this area prior to undertaking the pathway and therefore only a limited positive trend could have been expected.

Section 4 – Team Working

Significant increases were observed in relation to half of all areas addressed in relation to the wider team environment. The most highly significant increase was observed in relation to effectively agreeing team objectives. Other significant increases were observed in relation to leading the constructive developments of a team, providing clear purpose and direction, effectively recognising when to use different leadership styles and measuring/governing objectives and quality performance standards. Gains were made in all other areas and positive trends observed but these failed to meet the threshold to be regarded as significant increases across this particular sample.

Section 4 - Team	Pre Course Average	Post Course Average	% Impact		Relative Impact		Level of Significance
Leading the constructive development of your team	5.9	7.6		18%	30%	★	0.04
Providing clear purpose and direction	6.0	7.6		16%	27%	★	0.05
Effectively communicate with your team	6.9	7.8		9%	13%	☆	0.20
Promote collaborative working within your team	7.1	8.0		9%	12%	☆	0.20
Promoting autonomy, motivating and empowering your team	7.1	8.1		10%	14%	☆	0.13
Effectively recognising when to use different leadership styles	6.1	8.1		20%	33%	★	0.05
Effectively agreeing team objectives	5.3	7.9		26%	50%	★	0.01
Putting appropriate systems and processes in place to meet objectives	5.6	7.3		16%	29%	★	0.08
Measuring/governing objectives and quality performance standards	5.5	7.3		18%	32%	★	0.05
Confident in holding others to account for achieving team objectives and	5.8	7.3		15%	26%	☆	0.16
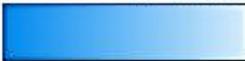
These results are echoed by open-ended responses below regarding what individual respondents had gained most from the pathway; these results will be explored in more detail in the course evaluation section of this report.

- ✓ *"Ideas to take away to set better objectives and manage difficult members of the team"*

- ✓ *"The ability to step outside of my work and see how best I can achieve my objectives and gain support from others who may see things from a completely different perspective to myself."*

- ✓ *"Ideas to take away to set better objectives and manage difficult members of the team"*

- ✓ *"Learning different techniques for managing people"*

Section 5 - Service Users, Carers and Quality

Pre and post course comparisons illustrate a series of significant gains in relation to the impact of the pathway on service users, carers and the quality of service. The most highly significant gains were observed in relation to the ability to challenge current thinking and identify quality improvements, sharing learning and best practice in the interest of service users and the ability to create a culture where quality of care and patient safety is at the core of the decision making process. Significant gains were also observed in relation to removing obstacles to facilitate change and the ability to work collaboratively to implement quality improvements. These results are supported by respondents indicating that the pathway had made them more resilient to support on-going quality improvements.

Section 5 - Service Users, Carers and Quality	Pre Course Average	Post Course Average	% Impact	Relative Impact	Level of Significance	
Ability to understand your service through the eyes of your service users, carers and team	6.1	7.3	11%	18%	☆	0.13
Ability to work collaboratively to implement quality improvements	6.8	8.1	14%	20%	⭐	0.03
Challenge current thinking and identify quality improvements	5.9	8.3	24%	40%	⭐	0.00
Removing obstacles to facilitate change	5.9	7.8	19%	32%	⭐	0.02
Sharing learning and best practice in the interest of service users	6.1	8.5	24%	39%	⭐	0.00
Ability to create a culture where quality of care and patient safety is at the core of the decision making	6.3	8.6	24%	38%	⭐	0.00

One area of notable improvement when comparing pre and post course average ratings across the sample is the increase in respondents perceived ability to create a culture where quality of care and patient safety is at the core of the decision making process, whilst balancing tensions. Prior to the pathway, the average score ranked as 21 across all measures (please see appendix 1 and 2 for all measures ranked by average score). After the pathway, respondents ranked this element within their top 10 skills. This demonstrates both an increase in ability but also a renewed focus in this area.

Post Pathway Ranked Scores

As with the pre pathway scores, a self-reflective scale of 1-10, where a score of 5 represents an acceptable level of competence, a score lower than 5 indicates an area for improvement and a score over 5 indicates a strength or area of particular experience, was utilised to assess respondents level of capability upon completing the pathway. Ranking these average ratings allows the highest levels of capability to be highlighted as well as any areas for further development to be considered. (Appendix 2)

Highest Post Course Ratings

The highest post course ratings were observed in relation to the following, with respondents rating themselves on average above 8.5 out of 10. This rating indicates that respondents reported these areas as particular strengths.

- → Responsibility for self and team.
- → Working collaboratively with multi-disciplinary colleagues.
- → Demonstrating Personal Qualities.
- → Working with others.
- → Understanding the needs and feelings of others.
- → Ability to recognise the impact of my own behaviour.
- → Demonstrating behaviours which reflect the Trust's Values.
- → Leading with a multi-disciplinary colleague within the team.
- → Building trust with multi-disciplinary colleagues.
- → Ability to create a culture where quality of care and patient safety is at the core of the decision making process, whilst balancing tensions.
- → Sharing leadership with multi-disciplinary colleagues within the team.
- → Ability to modify my own behaviour effectively.
- → Confidence to act in an open and inclusive manner.
- → Sharing learning and best practice in the interest of service users.

Lowest Post Course Ratings

The lowest post course ratings were observed in respect to the following, with respondents rating their abilities in these areas as between 7 and 7.25 out of 10 on average, indicating the greatest perceived room for improvement in these areas. It should be noted however that these ratings are relatively high within themselves and are not particular areas of concern, but potential areas for development.

- → Setting direction.
- → Putting appropriate systems and processes in place to meet objectives and quality performance standards.
- → Measuring/governing objectives and quality performance standards.
- → Confident in holding others to account for achieving team objectives and quality performance standards.
- → Ability to understand your service through the eyes of your service users, carers and team.
- → Creating a vision.

Impact by Experience

To assess the impact of the pathway on managers of all levels, results for each section have been aggregated into an average rating. The results below illustrate the change in average reported impact for each section from respondents' original rating pre course to their post course rating.

	0 to 3 years	3 to 5 years	5 years or over	All respondents
Section 1 - Key Objectives	32%	1%	6%	13%
Section 2 -Working as an individual	24%	14%	13%	17%
Section 3 - Working in pairs	22%	11%	14%	16%
Section 4 – Team Working	22%	16%	8%	15%
Section 5 - Service Users, Carers and Quality	28%	14%	12%	18%
Group Average	26%	11%	10%	16%

Firstly all respondents, regardless of their previous leadership and management experience, reported positive gains from undertaking the pathway. This therefore suggests that leaders and managers of all levels would benefit from undertaking the pathway.

The pathway had the most significant impact on respondents relatively new to a leading or managing role. The graph below illustrates that the highest pre course ratings were from managers in the middle experience group (3 to 5 years of managerial experience) as opposed to the high experience group (5 years and over) which reported marginally lower pre pathway scores. With the exception of the working in pairs question category, new managers (fewer than 3 years managerial experience) reported the lowest levels of pre pathway ratings.
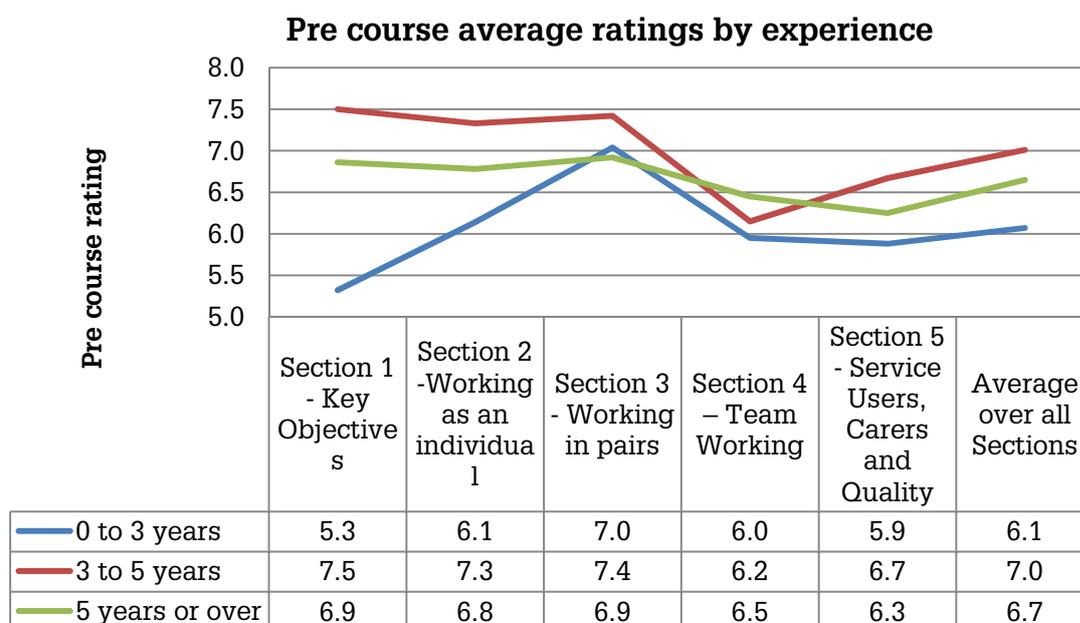
Pre course average ratings by experience

	Section 1 - Key Objectives	Section 2 -Working as an individual	Section 3 - Working in pairs	Section 4 – Team Working	Section 5 - Service Users, Carers and Quality	Average over all Sections
0 to 3 years	5.3	6.1	7.0	6.0	5.9	6.1
3 to 5 years	7.5	7.3	7.4	6.2	6.7	7.0
5 years or over	6.9	6.8	6.9	6.5	6.3	6.7

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Post course average ratings illustrate not only a reported increase in all areas but also a notable trend in relation to respondents' average ratings by their level of leadership or management experience. New managers reported the most notable increases across all areas, as illustrated by the table above. As expected, highly experienced managers reported the lowest level of relative gain, but importantly still reported an increase across all sections.

Post course average ratings by experience

	Section 1 - Key Objectives	Section 2 - Working as an individual	Section 3 - Working in pairs	Section 4 – Team Working	Section 5 - Service Users, Carers and Quality	Average over all Sections
0 to 3 years	8.5	8.5	9.3	8.1	8.7	8.6
3 to 5 years	7.6	8.7	8.5	7.8	8.1	8.1
5 years or over	7.4	8.0	8.3	7.2	7.4	7.7
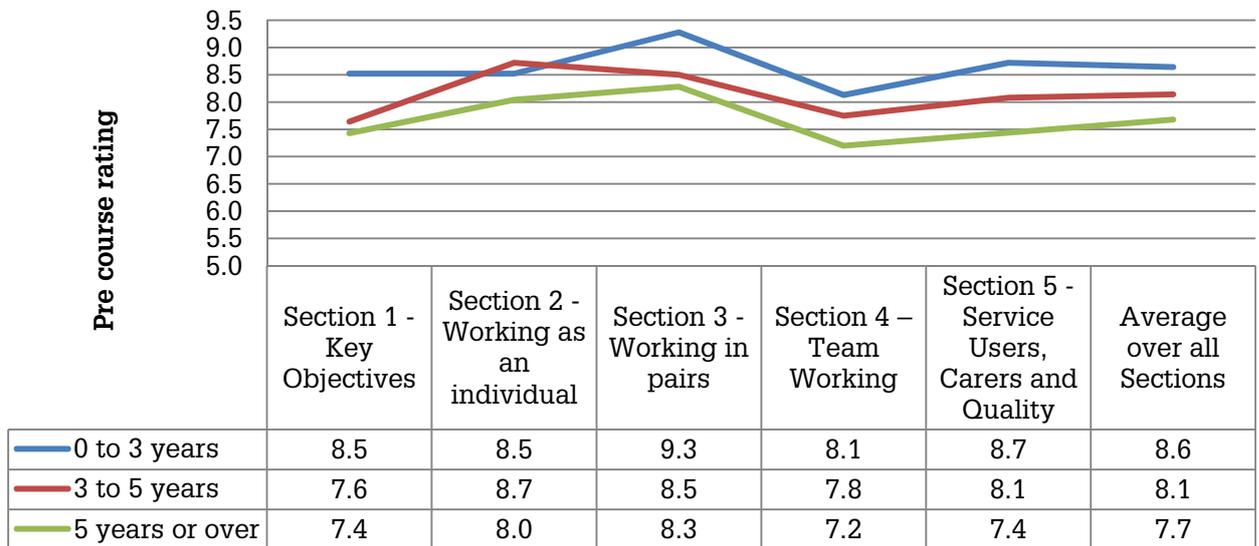
Averge ratings across all measures
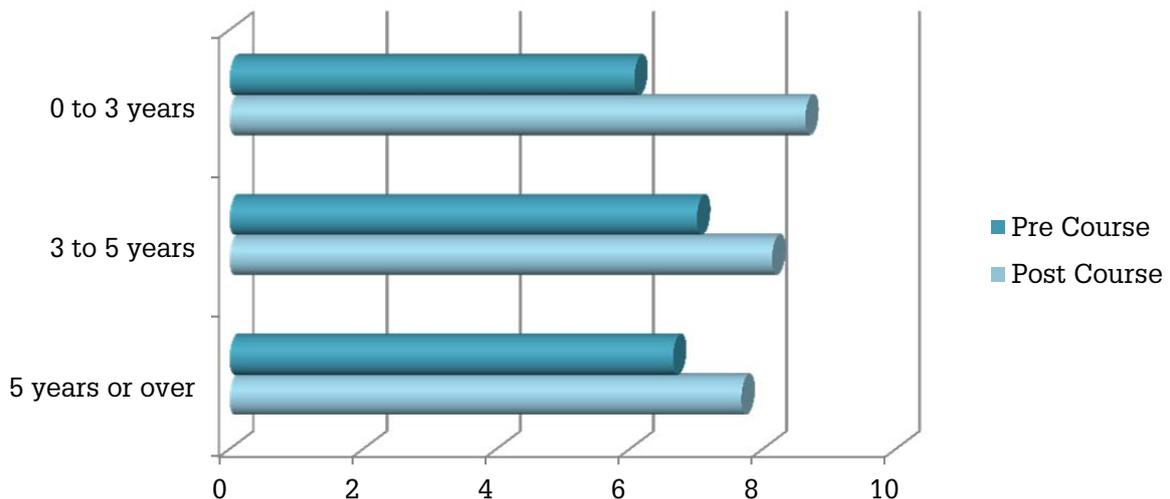
Pathway Experience

94% of respondents rated their experience of the pathway as good or very good; one respondent rated the pathway as adequate. No respondents rated the pathway as poor or very poor.

Overall evaluation of the EL:ET pathway
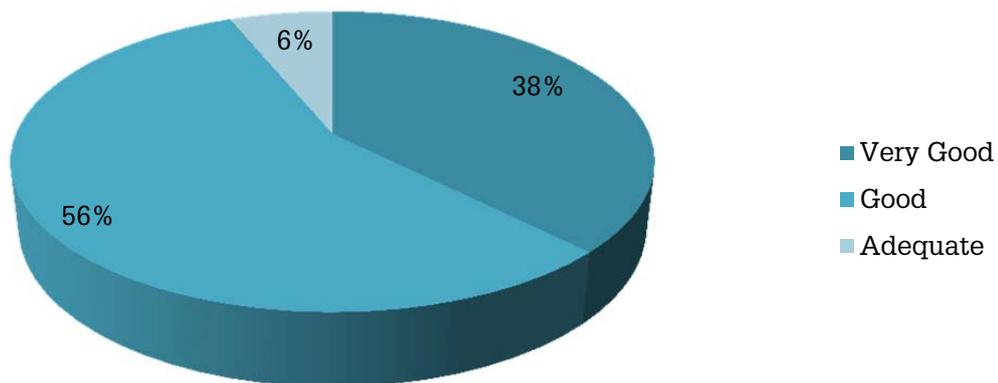
The majority of respondents, 88%, reported that the pathway had been a positive experience for them, with 63% strongly agreeing with this statement. No respondents reported that they disagreed or strongly disagreed with this statement.

All respondents agreed without exception with the following statements;

- ✓ The pathway has provided open and honest communication, dignity, respect and compassion during all learning sessions.
- ✓ My learning needs were met.
- ✓ I was effectively signposted to other leadership modules available.
- ✓ Constructive feedback was listened to/acted on.

A particularly high level of agreement was reported in regards to the pathway providing open and honest communication, dignity, resect and compassion during all learning sessions, with 75% of respondents strongly agreeing with this statement.

Three quarters of respondents indicated that they strongly agreed that their requests for further learning sessions were listened to, no respondents disagreed with this statement indicating that respondents who did not demonstrate any level of agreement or disagreement did not request additional learning session and therefore felt unable to assess this criteria. Although all respondents agreed that their learning needs were met, only 25% strongly agreed with this statement, the pathway did effectively address this issue by addressing respondents requests for additional learning sessions, and this suggests that pathway development may be added by future inclusion of the topics and areas explored in the additional learning sessions.

Course Evaluation

■ Strongly Agree ■ Agree ■ Neither ■ Disagree ■ Strongly Disagree

| Statement	Strongly Agree	Agree	Neither
The pathway has been a positive learning experience for me	63%	25%	13%
The pathway has provided open and honest communication, dignity, respect and compassion during all learning session	75%	25%	
My learning needs were met	25%	75%	
My requests for further learning sessions were listened to	80%		20%
I was effectively signposted to other leadership modules available	57%	43%	
Constructive feedback was listened to/acted on	57%	43%	

These results support the gains observed earlier in the evaluation, reflecting the pathway as a positive experience, both in respect to the design of the pathway for the experience of the learner and the impact of the pathway on professional capabilities.

Respondents reported the following as particular strengths of the pathway design:
- ✓ *Action learning set.*
- ✓ *Awareness of personal leadership preference, how this impacts on my work and learning to use new styles.*
- ✓ *Being able to mix with other band 7's and share experiences and ideas.*
- ✓ *Clear areas for me to work on.*
- ✓ *Confidence and learning.*
- ✓ *Different perspectives as the group consists of a variety of professionals.*
- ✓ *How this will help me in implementing a new development within an excisting service.*
- ✓ *Ideas to take away to set better objectives and manage difficult members of the team.*
- ✓ *Learning different techniques for managing people.*
- ✓ *Motivation to facilitate change.*
- ✓ *Reflection and planning.*

Pathway development

Respondents were asked if there were any areas, which they would have appreciated being covered in more depths, overwhelmingly the primary area highlighted was in relation to dealing with challenging individuals and effectively addressing poor performance.

→ *Become more able to challenge others and their working to make sure they are pulling their weight.*

→ *How to manage difficult staff.*

→ *Responding to challenging individuals and supporting failing staff.*

Case Studies

In view of the relatively low sample size for this pilot evaluation, additional telephone interviews were undertaken with respondents who had fully engaged with the evaluation process and consented to be contacted directly. This process was designed to be reflective of the pathway as experienced by those who had undertaken it. The telephone interview schedule was designed to be non-directive and to act as a vehicle for respondents to reflect on the impact of the pathway on their practice and the wider impact of the pathway on the service, their teams, and/or clients and service users.

Case Study 1 – Respondent A

Respondent A attended the leadership development pathway as part of a pair and had been in a managerial or leadership role for 3-5 years before undertaking the pathway. Respondent A reported having an interest in further development but had not previously had the chance to attend any courses. They felt that the pathway had provided many positive impacts on their abilities and skills as a leader.

Despite having a very busy schedule, respondent A reported that they perceived the pathway as an important opportunity and was pleased to be encouraged to participate. They reported that they felt that undertaking the pathway was a valuable use of their time, especially in relation to having the time and space to reflect on their own leadership and management abilities. Respondent A found it highly supportive to be able to interconnect with other professionals, in similar roles, and was able to relate to shared experiences.

"It was very good, it was nice to get time out to actually be with other professionals in similar situations and talk about similar matters and be able to problem solve and provide solutions, it's nice to have shared experiences and shared goals."

Respondent A reported that the pathway had had a very positive impact on their role as a manager or leader. One of their strongest observed gains from the pathway was described as a better self-awareness, gaining greater insight of their own behavioural and leadership styles. Having learnt new and unfamiliar behavioural and leadership styles on the pathway, they have noticed positive impacts from the learning on their practice, allowing them to communicate with others in a more effective manner.

"I have better awareness of my own behavioural and leadership styles and I guess an increased awareness of how I communicate to others about adopting new styles in different situations and with different people."

The pathway has supported an increase in confidence that has enabled respondent A to adopt a variety of techniques to communicate more effectively with different people in different situations. The result of this improved communication and interaction with the team has allowed the progression of new incentives and plans to be developed with little resistance. An improved ability to communicate with managers has allowed their voice and opinions to be heard more successfully.

"I think it's allowed me to not just manage the team better but also to communicate with managers better and have my voice and my opinions heard more successfully."

Despite not having produced a written assignment in a very long time prior to the pathway, respondent A found the essay to be very accessible and useful for their practice. The knowledge and skills embedded and developed as a result of the

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assignment allowed them to implement plans and actions that had previously been postponed. They found it highly beneficial that the assignment was based on an action plan, this provided a practical element making it not only useful in practice but also highly relevant to each individual.

"It made you implement things on the ward that we have actually wanted to do for a very long time"

Respondent A thoroughly enjoyed taking part in the pathway, and felt that although the content was relevant, there was potentially more scope for the inclusion of more current theories. They found it particularly useful to learn about different behavioural and leadership styles but would have found it beneficial to go into more depth regarding how to mindfully use any unfamiliar styles. They did however gain the enthusiasm to learn more through independent learning, which has proven advantageous in the long-term impact of their leadership and management abilities.

Case Study 2 – Respondent B

Respondent B undertook the pathway as an individual. They have been in a management or leadership role for 1-3 years and were keen to develop their skills and abilities as a leader. Respondent B reported undertaking a number of other courses over the last couple of years as part of their continued personal development. Respondent B would have struggled to take part in the pathway if it had not been taken out of work time with staff levels at a low and everyone being so busy with an increasing workload and therefore appreciate the Trust facilitating them to undertake the pathway.

Respondent B had been eager to get the opportunity to interact with those of a similar profession and found that the pathway allowed for the assembly of other managers and leaders who were equally as dedicated to their jobs. They considered the pathway as a safe environment whereby they were able to speak freely, and interact comfortably, this lead to them reporting the experience invaluable to their professional development. Respondent B found it reassuring to discover that their colleagues face very similar demands and pressures and this brought about a significant gain in confidence. They reported that it was beneficial for them to gain awareness of the wider sector, knowing that they are not *'under par'* just because they find aspects of the role challenging. Respondent B had previously been hesitant to make decisions and was frequently questioning their own way of thinking when dealing with situations; however, the pathway gave them the reassurance that what they were doing was right, reinforcing their current practice, and giving them the confidence to justify their actions.

'It was good to share work experiences and understanding certain stuff and also to question some of the things in a way that felt it was a safe environment to do so rather than just having to go along with what everyone else was saying and doing.'

Due to the constantly changing nature of the service, respondent B has had a number of difficulties in the past with members of their team, some of which have since been resolved and some that had not. The members of their team had been constantly changing and it had recently become known that it was going to be more than likely that they would be working alongside one other team member long term. The relationship with that particular team member had been forming over time and they felt that the knowledge they acquired on the pathway enabled them to identify the best ways to enhance and utilise their relationship in order to complement each other's working styles. As a result of undertaking the pathway Respondent B had become aware of the need to adapt and tailor the workload to the individual in order to bring out the best in them without compromising the service. From gaining confidence in using different skills and approaches, they have been able to support and facilitate their staff better and identify their needs in order to allow for the maximum efficiency and productivity of their team. The respondent gained awareness that it was beneficial for everyone that they formed such a relationship and that it would create a solid base for new members of staff to join.

Respondent B felt that the personal gains from the pathway were invaluable. Previously they had found report writing challenging and had got into a routine of requesting a great deal of input from other people, this often involved the reports going back and forth between team members until they felt confident enough to submit it. Since the course, respondent B has seen a dramatic difference in the way in which they write reports, they no longer struggle and are confident putting pen to

paper with much less support from colleagues. Respondent B reported working on a project for almost three years that had not progressed as they would have liked, since taking part in the pathway they have not only completed the project but now have it in practice.

'I've always had the ideas in my head that I was always worried about putting into practice and how it might be received, but now I don't even think twice about it, that's what's got to be done and that's what I'm going to go and do and that's how I'll do it.'

Respondent B used to *'take steps without thinking about what it is they were trying to achieve'* and occasionally did not understand where they had gone wrong along the way. The pathway helped to equip them to plan more effectively, which in turn, has enabled them to understand why things have previously gone wrong or why they had not worked to their full potential. The learning about interpersonal relationships and planning techniques have allowed them to not only plan tasks to a higher standard, but to predict the obstacles the may face on the way.

Case Study 3 – Respondent C

Respondent C has been in a managerial position for approximately 25 years and has been on many leadership and management courses in their time in different roles and for different organisations. Respondent C reported that as well as learning new techniques, they also gained a sense of confidence and credence from undertaking CPD. Respondent C enjoyed the opportunity to network with other managers from different disciplines who are in similar positions.

'The course was really, really good, excellent if not just to have time out from work and do something different, meet other people, consolidate, network and have similar conversations with similar graded people from other services.'

Due to a great deal of change within the organisation, Respondent C felt that they had gained a great amount from attending the pathway. Despite having taken part in numerous similar courses previously, they found that by refreshing their memory on models and theories, they were able to put themselves back on track.

'Obviously there was some new learning, which was good, increased my understanding and revisiting change management because we have all had to implement change and various factors and considerations but it's just kind of revisiting the theory of change management was worthwhile and quite beneficial and by that I mean different models which is quite clear.'

Respondent C felt that they had always dealt with their team in a good way but feels that their experiences with management have been positively impacted by the course. Respondent C especially enjoyed one exercise from the pathway where you had to rate how important the people in your life were, along with how much you feel you need each person's support. They reported this had had a great impact on the way in which they interacted with others, it encouraged them to be more reflective and to *'step back and realise just how important each person was in the team'*.

'I hope this isn't just an immediate reaction and I think generally it's made me more reflective and in less of a hurry to make decisions and to jump and let my brain engage before my mouth opens.'

Respondent C held the pathway facilitator in high regard. There were however, some aspects of the course which they would have liked to discuss in further detail. Many people on the course had different needs and they understood that not everything could be dealt with as thoroughly as they would have liked. They did not complete the assignment as they found it difficult to find an area of study within their role.

Respondent C believed that the pathway was a great learning opportunity and that it had a very positive impact on their management style. They suggested that although the course was very relevant and provided them with a great wealth of knowledge, the course could have been longer in order to go over some of it in more depth. It did however, provide enough information to enable them to go away and look into the aspects in which they were interested in to find out more.

'I think it's going to have a positive impact because I'm looking at more of an outcome measures for service users, we have more clear management intentions for the services which I lead. It was a great opportunity, many thanks to the course facilitator, I think we were all really grateful to him, it was a great opportunity.'

Case Study 4 – Respondent D

Respondent D has been in a management role for three to five years and had never taken part in any previous leadership training. They had been promoted from a team member to the manager of the same team. They were very enthusiastic about attending the pathway and participated as an individual.

Respondent D stated that they learned so much from the pathway and that they would have welcomed the opportunity to attend it much earlier in their managerial role as the transition was a big learning curve. They reported that there was a great deal of things they would have approached differently if they were to start their role again, however they identified that attending the pathway at this stage in their managerial career has enabled them to identify areas in their own practice upon which they could improve upon. The impact of the pathway was extremely positive for them.

'I just wish I'd done it sooner. Equally you need the experience to realise what you have done wrong. I could have definitely done things better, it would have saved me a lot of trouble if I had done things differently in the first place.'

Respondent D reported that because they went from being a team member to managing the team, they brought very little managerial experience with them. Everything they learnt about leadership and management had been self-taught up until taking part in the pathway. When they first came into the role, they were not quite sure what their expectations were or what they should be expecting from their team. Respondent D is now confident to negotiate some of the barriers they have encountered and is able to be more outspoken about their visions and what their expectations from their team are since the course. With the knowledge they have gained from the pathway they realise it would have been beneficial for them to be able to lay the expectations down from the start, they now understand the techniques available to them and are highly confident to use them. They have successfully begun to change things gradually with the knowledge they have gained.

'The course has come alongside other things that have been happening at work which have also made me think about how I do things, it has complimented that very much."

The pathway has allowed for the development of a set of tools to use within their role. They developed a greater awareness of their own management techniques and identified the importance of listening to their team. Respondent D had previously tried techniques that had been unsuccessful and sometimes unproductive when trying to deal with problematic situations. The tools in which they gained from the pathway gave them a greater insight into problem solving techniques that they had not previously encountered and it has given them the confidence to implement them successfully. Respondent D reported having tried previously to solve other team members problems for them and has found it much more successful to just sit back, listen to what they are saying, and help them to solve the issue themselves.

'It gave me a range of options to use, what it made me want to do was to start from scratch again, it would be lovely to have learnt those things and then to go and be able to implement them.'

Respondent D manages a very small team, who work closely together when making important decisions. The respondent has not only put their learning from the pathway into practice but they have also seen it as important to share their learning with their colleagues in order to strengthen the team. It has also proven useful when

encouraging the team and helping them with their own workloads. Respondent D reported that what they learnt was an integral part of not only management but also integral for working successfully as part of a team.

'I think I have been able to pass some of my wisdom on to my team, in terms of when they have been struggling with things, I have been better at coming up with ideas about the way to tackle things.'

The respondent reported that they were given an accurate description of the expectations from the course, which was very useful when it came to the assessment. There was a great level of support available and the signposting to the resources was very helpful. They have recommended it to their colleagues who will be attending the next cohort. Respondent D found that the assignment was of great value to both themselves and their team and their only criticism of the whole course is that they would have liked to have attended it sooner.

Content Analysis – Action plan

A content analysis was conducted on the reflective action plans that were undertaken by candidates. As part of the Empowering Leader: Empowering Teams Leadership Development Pathway, candidates were required to identify which parts of their service/care are most important to service users and carers, or customers, and how the quality can continually be improved in partnership with their team. The content analysis allows us to further verify the long term impact of the pathway and the learning undertaken throughout. The assessment phase has been shown to be key in both embedding the learning and verifying impact for the individual and the organisation as a whole. The design of the assessment/action plan encourages collaborative working and team involvement, ensuring that potential impact is not limited to the individual undertaking the pathway but has a wider scoping range through the whole team or service.

The majority of respondents reported that they found the action plan useful in helping them to identify three goals on which to focus to improve and develop the quality of their service/care, 75%. Only one respondent reported that the action plan was not useful in achieving this. It is worth noting that not all respondents completed this element of the pathway and therefore responses may reflect this as opposed to the format or design of this element of the pathway.

Respondents reported that the action plan aided them in focusing on specific areas on which improvements may be made, and supported them in achieving their goals in practice.

- ✓ Able to target specific area in which to improve the patient experience, quality of care and consistency of care.
- ✓ Found it useful as I was about to embark on a service development.
- ✓ Helped me to define my strengths and weaknesses.
- ✓ Helped to focus my vision.
- ✓ Helped to look at in detail areas for improvement.
- ✓ I was able to bring more focus to my workload and use the skills taught to bring a multi-agency group together and agree goals and outcomes.
- ✓ It helped me to focus on specific stages and to identify what was going to be realistically achievable in the time available.
- ✓ It made me focus on specifics.
- ✓ It was useful but time consuming to do.
- ✓ Provides future development focus rather than procrastinating.

Some respondents found this element of the pathway challenging, both logistically and practically. This is a theme often observed within professional development, as the challenges faced by those undertaking a full time role with the demands currently observed within the sector are numerous. However, previous research (Keen et al, 2012) demonstrates that this element of the course can ensure the learning becomes embedded and can be applied directly to practice rather than remaining abstract concepts. It is suggested that candidates may be further supported by the profession of examples, or reflective group sessions that can act to support candidates who would like additional guidance, inspiration, or time to reflect on potential subjects with their peers.

- I found it difficult to decide what to do. Some examples earlier on of the type of thing others had chosen would have been helpful.
- The action plan exercise itself did not help identify the goals - the process of reflection did.
- It was over complicated.

Analysis of submitted academic / professional assignments

The artefact required for assessment for the EPL unit attached to the "Empowering Leaders: Empowering Teams" (EL:ET) programme is composed of a reflective evaluation of 2,500 words. In this they need to achieve the learning outcomes which are to demonstrate a systematic understanding and critical awareness of a body of knowledge gained from the EL:ET programme, evaluation of the impact of the course on self in a professional role, application of new knowledge/skills in solving problems at a professional level, demonstrate reflection and critical evaluation of change / improvement in professional practice. They are required to submit a line manager's testimonial to ensure that the manager was involved in the process and could validate the work produced and submit an Action Plan as an appendix.

The outcome of the programme was to promote engagement and collaboration through reflection on their role as a leader and their involvement and promotion of team working to influence and implement change in their organisation. Working with, and having the support of their line manager, is crucial to embedding their work into practice and for management to have a detailed appreciation of their staff's development and understanding of the challenges they may have faced as part of this process.

The analysis of the artefacts will be considered from several perspectives, firstly the numbers successfully completing the required work, the identification of key themes generated from the cohorts work and also the potential significance from outcomes generated and finally comments from the managers in the testimonials.

Themes

Numbers assessed

A total of 16 assessments have been reviewed and analysed of which 15 were successfully assessed at master's level study with one being referred. This rate of referral would be seen as comparable with other institution referral rates at master's level study.

Key themes

There were several key themes that have been extrapolated from the work submitted and they are identified in the table below regarding the number of students who have used or referred to the theme in their work.

Theme	Frequency
Reflection and critical evaluation	15
Self awareness as a leader	14
Team working	13
Managing Change	13
Communication	12
Partnership development and collaborative working	11
Leadership of others	11
Dealing with conflict and resolution	8

Exemplars stemming from this content analysis include the following comments by students:

➢ *"A great understanding of their role as a leader in the organization and how to lead in their teams"*
➢ *"Engagement with teams and meetings making them more productive and useful to all"*
➢ *"Awareness of the process of leading change in the team"*
➢ *"How to try and defuse conflict in the team"*
➢ *"Identifying barriers to change and how to consider over coming them in the real world"*
➢ *"Being able to reflect on their role and that of others"*
➢ *"New knowledge and understanding on issues of judgment and reasoning "*
➢ *"Self -awareness and impact on others"*

It has become apparent from the analysis that these key themes underpin the outcomes required for the programme. That students have undertaken a varying degree of self-analysis and examination of leadership principles and how these relate to their role and function in their teams. They have explored some of the key concepts of change management and making decisions and judgments based on the evidence they have examined. This theme is very useful when considering the need for change and factors that indicate the need to change in the organisation. Team working and developing partnership relationships have been identified as key components to making change successful. Reflection on the process was variable with some accounts being comprehensive whilst others were somewhat superficial.

Managers Comments in testimonials:

As part of the assessment process managers are encouraged to work with their line managers to agree the objectives creating a three way relationship of impact with the student, the organisation and the University to translate theory into practical operational reality. Third party testimonies also allow further validation of the impact reported by candidates, and in conjunction with questionnaire, interview, and assessment, data allow robust triangulation of both immediate and long-term impact.

These are examples taken from the managers testimonials submitted with the reflective essay:

> *Has led this working group with a representative from each profession within the team which ensures that each profession is involved in new initiatives*

> *Developed very positive links with local advocacy group*

> *The team embraced the new style of working, also continuing with this which is reinforcing the change*

> *Used influence with the team managers to model the importance of the planned changes*

> *Has proven to be an effective leader, engages with all the staff and other services that support the ward and its patients*

> *Has brought staff and relatives and carers on board with this process*

> *Has developed her clinical team leaders and supported them in pushing through change, increasing morale and quality of care throughout the staffing group*

> *As a result of this work quality has been improved as can be demonstrated by recent feedback from the CQC and CCG*

> *This has had a huge impact on the quality of care and helped with staff morale*

> *As a result the waiting list is reduced and patients almost never go over the 28-day target time from assessment to commencement of treatment*

It appears clear from the evaluation of the reflective essays submitted for assessment and the managers testimonials from the students line managers, that some students have undertaken significant change in the organisation and have developed the ability to influence those they work with, both junior to them and more senior. Some of these examples from the work demonstrate a commitment to change in the organisation. The key themes identified from this analysis help attain the intended learning outcomes from the unit and more importantly shape parts of the organization for the future. This work has also provided a framework for the students to develop existing skills and learn new tools and models to help them manage in the rest of their careers.

Discussion

This evaluation was undertaken with a sample of three cohorts who undertook the Empowering Leaders: Empowering Teams (EL:ET) programme. This Pilot evaluation was designed to capture and explore the impact of the pathway on Level 7 Managers and Consultants. Pre and Post course data indicate significant positive shifts in a wide range of self-reported management capabilities and indicate a positive impact on candidates that can be generalised to the larger population. These findings have been further reinforced by the positive impacts reflected within the case studies, action plans and third party testimonies.

Areas of development reflected a wide scoping range of impacts, positively influencing candidates and creating a ripple affect leading to positive impacts for service users, team members, and supporting collaboration between multi-disciplinary colleagues. These skills have therefore lead to tangible service improvements, which have been supported in their design and/or implementation by the action plan element of the pathway. The action plan allowed respondents to apply their learning directly to their practice and further embed the skills within their professional practice.

From an individual perspective, one of the most significant benefits for candidates was the opportunity to share the experience with their peers. This gave them the space to explore the issues and challenges that they face within their day-to-day practice and contextualise them within the landscape of an evolving and challenging sector. One of the notable impacts of this process was to increase candidates' sense of resilience in the face of these challenges, giving them a renewed confidence and understanding as to how these challenges can be affectively addressed.

The pathway had positive impact for both experienced and new managers alike, new managers reported that they now had the advantage of a tool kit of leadership and management models and skills that were directly applicable to practice and allowed them greater understanding of their team members, colleagues and service users. Experienced managers reported a refocusing effect, often contextualising or refining their current practice and allowing them to reflect on their experiences and move forward with a greater depth of understanding and insight into their own impact as a leader and/or manager. It is clear from both the quantitative and qualitative data collected that there potential gains for all respondents regardless of their level of experience, it is however key that there is space for this reflective process and potential for professional growth. Leadership and Management research previously undertaken by the centre indicated that candidates who rate themselves at the highest positive levels prior to learning interventions, such as this pathway, limit their own learning potential and the impact of the learning regardless of content. Most commonly respondents who rate themselves so highly initially will report a fall in their self-reported scores, this is primarily because they become aware of a greater scope of leadership and management attributes they can develop and therefore perceive an area of development they did not demonstrate awareness of prior to the course.

As a sector, we are looking towards an integrated service where multi-disciplinary collaboration will be essential to creating high quality service provision. There is strong evidence within this evaluation that the pathway has effectively supported and strengthened these relationships, giving candidates a greater understanding of the perspective of others and appreciation for the attributes that they contribute.

Conclusions

This evaluation has highlighted some key impacts that the Pathway has had on the Team Leaders and Consultants within the Trust. Some of the most significant developments from the pathway are as follows:

- ✓ The opportunity to network and gain peer support. It has effectively allowed candidates to share their experience and gain advice from those in a similar position regarding some of the challenges and issues they face within their role. This has consequently increased their confidence in their leadership abilities and enabled them to feel less professionally isolated and therefore more resilient.

- ✓ The pathway has had a positive impact on team working. This has positively impacted upon respondents when not only leading a team but also the relationships and productivity within the team itself. For many respondents, the course has enabled them to apply a multi-faceted approach to dealing with the issues encountered when working with both multi-disciplinary colleagues and other team members.

- ✓ Learning and revisiting leadership styles has provided an increased awareness of personal leadership style. This has allowed the effective identification of how to use and adapt personal and new styles to complement the individual's team.

- ✓ The outcome of challenging current thinking and identifying quality improvements has allowed for the identification of new ideas and changes in order to improve the service users experience. The enhanced focus on service users can be seen in the positive shift of ability to create a culture where quality of care and patient safety is at the core of the decision-making process.

- ✓ An improved use of communication techniques was a significant finding of the evaluation. It was reported that an increase in self-awareness of personal communication styles and the ways in which communication can be used to adapt and react to the needs of others allowed for better working relationships within teams.

- ✓ The pathway enabled the identification of not only personal strengths and potential weaknesses, but also those within the team. The learning has allowed for strengths to be used to their full advantage and potential weaknesses to be identified and worked on with the knowledge and confidence to do so effectively.

Appendix 1 – Pre Course Average Ratings

Pre Course -Average Ratings

Understanding the needs and feelings of others	8.13
Building trust with multi-disciplinary colleagues	7.50
Working collaboratively with multi-disciplinary colleagues	7.38
Working with others	7.25
Responsibility for self and team	7.25
Ability to recognise the impact of my own behaviour	7.13
Demonstrating behaviours which reflect the Trust's Values	7.13
Promote collaborative working within your team	7.13
Promoting autonomy, motivating and empowering your team	7.13
Create and promote a shared purpose for quality improvement with multi-disciplinary colleagues	7.00
Effectively communicate with your team	6.88
Confidence to act in an open and inclusive manner	6.75
Ability to work collaboratively to implement quality improvements	6.75
Demonstrating Personal Qualities	6.63
Level of confidence in managing the workload of others	6.50
Sharing leadership with multi-disciplinary colleagues within the team	6.50
Managing Services	6.38
Awareness of my own areas of development	6.25
Ability to modify my own behaviour effectively	6.25
Resilience to support on-going quality improvements	6.25
Ability to create a culture where quality of care and patient safety is at the core of the decision making process, whilst balancing tensions	6.25
Improving Services	6.13
Leading with a multi-disciplinary colleague within the team	6.13
Effectively recognising when to use different leadership styles	6.13
Ability to understand your service through the eyes of your service users, carers and team	6.13
Sharing learning and best practice in the interest of service users	6.13
Delivering the strategy	6.00
Providing clear purpose and direction	6.00
Level of confidence in leadership strengths	5.88
Leading the constructive development of your team	5.88
Challenge current thinking and identify quality improvements	5.88
Removing obstacles to facilitate change	5.88
Setting Direction	5.75
Confident in holding others to account for achieving team objectives and quality performance standards	5.75
Creating a vision	5.63
Putting appropriate systems and processes in place to meet objectives and quality performance standards	5.63
Measuring/governing objectives and quality performance standards	5.50
Effectively agreeing team objectives	5.25

Appendix 2: Post Course Average Ratings

Post Course - Average Ratings

Responsibility for self and team	9.00
Working collaboratively with multi-disciplinary colleagues	9.00
Demonstrating Personal Qualities	8.88
Working with others	8.88
Understanding the needs and feelings of others	8.88
Ability to recognise the impact of my own behaviour	8.75
Demonstrating behaviours which reflect the Trust's Values	8.75
Leading with a multi-disciplinary colleague within the team	8.75
Building trust with multi-disciplinary colleagues	8.75
Ability to create a culture where quality of care and patient safety is at the core of the decision making process, whilst balancing tensions	8.63
Sharing leadership with multi-disciplinary colleagues within the team	8.62
Ability to modify my own behaviour effectively	8.50
Confidence to act in an open and inclusive manner	8.50
Sharing learning and best practice in the interest of service users	8.50
Level of confidence in managing the workload of others	8.37
Improving Services	8.25
Create and promote a shared purpose for quality improvement with multi-disciplinary colleagues	8.25
Challenge current thinking and identify quality improvements	8.25
Awareness of my own areas of development	8.13
Promoting autonomy, motivating and empowering your team	8.13
Effectively recognising when to use different leadership styles	8.13
Ability to work collaboratively to implement quality improvements	8.13
Promote collaborative working within your team	8.00
Resilience to support on-going quality improvements	7.88
Effectively agreeing team objectives	7.88
Effectively communicate with your team	7.75
Removing obstacles to facilitate change	7.75
Level of confidence in leadership strengths	7.63
Leading the constructive development of your team	7.63
Providing clear purpose and direction	7.63
Managing Services	7.50
Delivering the strategy	7.50
Setting Direction	7.25
Putting appropriate systems and processes in place to meet objectives and quality performance standards	7.25
Measuring/governing objectives and quality performance standards	7.25
Confident in holding others to account for achieving team objectives and quality performance standards	7.25
Ability to understand your service through the eyes of your service users, carers and team	7.25
Creating a vision	7.00

Contact details

We are able to offer a single point of contact for all questions and enquiries regarding The Centre for Leadership, Impact and Management in Bournemouth programmes. Our contact details are below:

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