



**CAMHS Leadership
Programme 2 – 2009 –2010**

**Evaluation Report
April 2010**

Evaluation of the CAMHS Action Learning Leadership Programme

Developed and delivered on behalf of the Regional Development Centre - West Midlands

September 2009 to February 2010

Purpose of the Programme

The purpose of the programme was to deliver an Action Learning Set for CAMHS Leadership over a period of six months. The aim of the Action Learning Set was to increase the leadership capacity within local CAMHS partnership.

The key priorities for the programme were drawn from those identified both nationally and locally as: -

- Workforce planning
- Service Re-design and New Ways of Working
- Change
- Strategy and Performance
- Communication

The Proposed outline programme for 2009/2010

After completion of the second programme we met with Fran Tummey to agree the outcomes for the third programme. These focused on:

- Using a variety of tools combined with the application of 360 degree appraisals in the workplace to provide an assessment of each delegate's individual leadership capabilities and areas for development whilst on the programme.
- This was to be combined with an evidence based approach to learning and development. This powerful approach drives individual learning and growth and helps people to take ownership of their own development. In addition Evidence-Based Learning requires participants to measure their own performance. In other words, they ought to be routinely gathering good evidence about how well the

learning interventions are working. Only by having feedback loops can individuals learn from their performance.

- Action Learning Sets form an integral part of this programme, where their use is designed to underpin learning and development working on real time issues that participants are facing in their workplace. Participants gain valuable insight into the use of active listening, giving effective feedback and the power of straight talk. Action Learning is built around a relationship based on trust, collaboration and integrity, focused on the needs and growth of Action Learning Set participants in a context that has problem solving expectations.
- The approach perspective and models to be used would vary dependent upon the nature and needs of the organisations and individual participants. These typically included goals-based, issues-based, and organic and scenario models. We provided support to enable them to focus their ideas and decide what steps need to be taken to achieve the goals that they have.

Agreed Outcomes for the CAHMS Action Learning & Leadership programme

By the end of the programme delegates would be able to:

- Have clarity about their own leadership practice and have taken stock of the challenges they face
- Have established priorities for action and learning to continue their leadership development journey
- Have a clear understanding of the topics chosen for each workshop
- Define and understand what action learning is and how it supports maximum learning and performance at work
- Create an atmosphere and environment supportive to action learning being integrated in everyday activities
- Understand the importance of and have demonstrated the qualities of effective listening, questioning and challenging
- Identify and understand the different listening styles

- Recognise and practice the key skills and qualities required to be an effective action learning set participant
- Enhance learning potential through developing their ability to be fully present when listening to those they interact with
- Understand the importance and have demonstrated the qualities of effective feedback
- Use action learning set skills to maximise their potential and close gaps in performance

Action Learning and Leadership Development

In developing our approach we were keen to ensure that we:

- **Provided time for reflection**

Organisational life often leaves too little opportunity for managers to really think and feel their way through to the more intractable issues they face that underlie surface matters. We tend to press on with the urgent, giving little time and reflection for the important.

With Action Learning the organisation can accrue that essential added-value element so that there is a pay-off for the manager and the organisation.

- **Gave managers and their issues concentrated time and attention**

In AL the presenter is given concentrated time and attention by a number of colleagues. This is quite different from the quick moments of thought offered from our repertoire of individual past experience. Such thoughts tend to be based on what we would do if we were dealing with the situation. It is not our situation and our solution may not be the right one.

Through action learning the presenting manager takes responsibility for his/her issue: asks for what s/he needs from the set, really listens and reflects on the questions and statements made by colleagues and then concludes with actions – important next steps that are specific, clear and feasible.

- **Aided a deeper understanding of Process**

An understanding of process is crucial for effective leadership development. Action learning enables set members to become aware of and improve their understanding of process. By process we mean how set members interact in the set alongside the task of enabling set members to work on their issues, but it also offers the opportunity to give a deeper organisational understanding of the process through which the organisation itself moves.

- **Overall**

The practical nature of Action Learning provided the opportunity for those involved to be reflective learners. Ultimately this will move the organisation to a state where learning and transformation work hand in hand, leading to sustainable organisational growth and change. The pay off for the organisation far outweighs the short term investment, providing the moving forward of, and action on, issues and problems relevant to the organisation and their employees.

Assessing Leadership Capabilities

In order to provide an assessment of each delegate's individual authentic leadership capabilities and areas for development whilst on the programme, delegates were each asked to approach a line manager, peer and direct report that they could provide confidential feedback on the delegate's leadership capability in the form of a 360 degree appraisal. The 360 was designed by us using the NHS leadership framework. These responses were combined with a self assessment of the individual's performance. Using this information together with a variety of other tools we discussed the findings with each delegate to examine the issues raised and help them to develop a personal action plan.

The Structure of the Delivery Sessions

Each session was structured in a similar way with the morning spent looking at the subject area in detail using a mix of presentation, discussions, case studies and group work. In the afternoon the group split into their action learning sets and used their individual time either to

discuss personal issues that had arisen out of the mornings activities or to focus on leadership issues they were facing within their CAMHS Teams

Month 1 – Introduction to Leadership and Action Learning

During this first session we allowed the delegates to find out more about each other using a variety of activities designed to encourage them to build trust and share information about themselves. The process of Action Learning was introduced examining the skills they would need to use and the powerful questions that would prove invaluable during the coming months. We also examined what they understood about leadership; what made a good leader and introduced some definitions for discussion. The day culminated in practicing Action Learning and establishing the sets that the delegates would work in for the rest of the programme.

Month 2 – Leadership and Change

Understanding the difference between a leader' role and a managers role in the change process is critical. Being clear when you are in leadership mode and when in management will help you to maintain focus on the key elements of the change process you are delivering. In this module we examined the theories of the change process, organisational issues in change; why change programmes fail, resistance to change and how to make change programmes more effective. Often in today's world, leaders are also managers and understanding and delivering both aspects of the role can be challenging. We used a case study on change to underpin the theoretical learning.

Month 3 – Leadership, Strategy and Performance Management

This module examined strategic theory, formulating strategic analysis, and briefly examined the roles of Balanced Scorecard, harnessing strategic ideas and tackling resistance to change. It also covered the link between delivering the organisations strategy and the management of performance. We examined the role of performance management being at the heart of service delivery, driving performance improvement. We covered levels of performance management and the processes we go through when we set strategy and devise the governance, values, processes, outcomes and controls to direct people and

money to deliver their objectives. It enabled delegates to reflect on what the critical factors for success are and how to link corporate strategy to the work of the teams they manage and then examine how to improve performance and productivity, specifically examining how to tackle poor and over performers.

Month 4 – Leadership, Communication, Networking and Presentation

Authentic leaders recognize and value individual personalities, purposes and potentials and communicate their recognition so effectively that others feel valued as unique and special contributors. The best leaders have learned how to inspire, motivate, value and grow others through the way they communicate. Within this module we helped delegates to identify their communication skills and areas for development. The session was then expanded to look at personal communication in the areas of personal branding, first impressions, skills for networking and making powerful presentations.

Month 5 – Leadership, Service Re-design and New Ways of Working

This session looked at Service Re-design and New ways of Working. For the redesign of any service to be effective and long lasting, an organisation has to put steps in place and prepare the ground for change. We therefore explored service redesign and NWW as an approach to improving outcomes and efficiency in health. Within this session we explored the dimensions of service redesign; the characteristics of effectively configured services together with issues of clinical governance. It provided the opportunity to explore the main service redesign and NWW principles that should be considered: Following the patient's journey or pathway of care; clinically led with facilitation and help from all clinical support services; involving all stakeholders; promoting effective team working and focusing on improving the patient's experience and outcomes of care.

We explored what is already happening within the region and provided the opportunity to use a live example from a course participant for the whole group to work on redesign and the implications for new ways of working. This in effect became a live 'case study' and was used to examine some of the challenges faced by organisations in the process of organisation re-design.



Month 6 - Leadership and Workforce Planning

Within this module we explored how we can change the practice of the current workforce; developing extended roles beyond the scope of current professional practice and bringing in new people to the workforce in new roles, at assistant and practitioner levels. We examined the definitions and aims of workforce planning; looking in depth at the context of workforce planning within the NHS and the role of senior managers and that the solutions will differ across localities, depending on local circumstances for example, vacancies, workforce supply etc.

Attendance

Session	Number of Attendees	% Attendance
1. Leadership & Action Learning	13	82%
2. Leadership and Change	15	94%
3. Leadership, Strategy and Performance	10	63%
4. Leadership, Communication, Networking & Presentation	11	69%
5. Leadership, Service Re-design and New Ways of Working	12	75%
6 .Leadership and Workforce Planning	12	75%
Average Attendance	12.2	76%

Note: Five people maintained 100% attendance; Five people missed one session due to work commitments; Two people missed two sessions due to work commitments; Two people attended half the sessions; One person attended two sessions and One person only attended 1 session. There were a number of critical organisational events which individuals felt they had to attend, despite their commitment to the programme. Time was allocated for those seeking support on workshops they had missed.

Feedback from the Sessions

Session 1 – Leadership and Action Learning

	Average rating (out of 10)
Course Content	9.0
Quality of Written Materials	8.7
Technical Competence of the Trainers	9.3
Use of Plain English	9.7
Competence of trainers	9.6
Ability to build rapport with trainers	9.5
Flexibility of trainers to meet your learning needs	9.4
Venue and Environment	5.5
Catering & refreshments	5.9

Specific Comments

- Excited, enthused, raring to learn more!
- Would definitely recommend this workshop, very useful in understanding individual leadership style
- The day went very quick, I really enjoyed it
- I am already trained and experienced (in action learning) but this served as a very useful refresher
- Change the venue!

- Helpful to challenge self in role rather than just learning theory
- I think that colleagues will find these workshops more beneficial than initially you would expect
- I feel more inspired to continue to pursue the action learning process
- Competent, friendly facilitators, giving the opportunity to reflect
- I like the reflective element
- I would recommend this workshop because you are not asked to know or remember the theory!
- I would recommend this process of development

Session 2 – Leadership and Change

	Average rating (out of 10)
Introduction	8.4
Course Content	8.5
Technical Competence of the Trainers	9.4
Use of Plain English	9.1
Ability to build rapport with the trainers	9.3
Flexibility of the trainers to meet your learning needs	9.3
Venue and Environment	3.1
Catering & refreshments	4.3

Specific Comments

- The personal reflections element is very valuable
- The active facilitation has been very helpful and contrasts to a previous introduction to ALS on a different course
- Finding the self reflection difficult, but I am getting there

- Too much chalk and talk in the morning, include more discussion. Have it in a different room, it's a dreadful sick building!!
- Room was not conducive to learning, it was cold, ill lit and had no windows, very poor indeed
- I would recommend this workshop but not if you hold it at the Clarendon again!!
- Building is not conducive to best learning, cold and oppressive, minimal choice of food on offer and no hot food
- Due to course content I would recommend it, but not at the Clarendon!
- It's a really oppressive building!
- Could do with a pm slot of 2 ¼ hours for the action learning sets and a break
- I feel more confident about leading change in myself now
- Change the venue PLEASE!!! It's the pits, poor lighting, headache and a long walk to the loo!
- Signposting to more information on change was useful
- I feel I have more awareness of processes of change and the underlying issues
- I did get a little lost at times due to the amount of analogies and information. I am unfamiliar with some of the language used

Session 3 – Leadership, Strategy and Performance

	Average rating (out of 10)
Introduction	8.2
Course Content	8.2
Quality of Written Materials	9.2
Technical Competence of the Trainers	9.3
Use of Plain English	9.7
Your ability to build rapport with the trainers	9.7
Flexibility of the trainers to meet your learning needs	9.2
Session alive and interesting?	8.7

Venue and Environment	8.0
Catering & refreshments	8.5

Specific Comments

- I need basic definitions, there were some assumptions about our starting place
- Really good location
- I feel a lot better informed about strategy and performance management, in particular around connecting it to the work I and my team do

Session 4 – Leadership and Communication, Presentation and Networking

	Average rating (out of 10)
Introduction	8.8
Course Content	9.0
Quality of Written Materials	9.1
Technical Competence of the Trainers	9.4
Use of Plain English	9.4
Ability to build rapport with the trainers	9.6
Flexibility of the trainers to meet your learning needs	9.6
Session alive and interesting?	9.6
Venue and Environment	4.9
Catering & refreshments	5.5

Specific Comments

- I am really starting to get a good idea of the action learning process

- Everyone was respected and encouraged to participate.
- Good to experience the level of leadership in others
- Definitely feel more competent in action learning
- Glad that we are moving locations
- The programme and the trainers were great
- It was enjoyable and a very interactive workshop
- I would like to know more about branding
- It was difficult to do justice to some of the topics in the time available
- It felt more inspirational today and the quotes were linked to the subject matter
- The self reflection element alone, makes this programme worth recommending

Session 5 – Leadership, Service Re-design and New Ways of Working

	Average rating (out of 10)
Introduction	8.5
Course Content	8.3
Quality of Written Materials	8.7
Technical Competence of the Trainers	8.9
Use of Plain English	9.2
Your ability to build rapport with the trainers	9.1
Flexibility of the trainers to meet your learning needs	8.9
Session alive & interesting?	8.6
Venue and Environment	7.7
Catering & refreshments	7.7

Specific Comments

- The learning I from the course happens as a result of reading the material you provide and I consolidate the mornings discussion

- It would help me to have more of an introduction to new ways of working and how it fits within all the other concepts, lean thinking, CCTA etc. I'm not great aurally.
- Would be nice to have fruit
- It was useful to have a real scenario to map
- The practical practice was helpful and certainly helped me gain an understanding of service re-design principles
- I would like the potential to network further in basecamp
- Windows are good!!
- Feeling more confident in the action learning process and would like the group to review our process now so we have 15 mins at the end to consolidate any personal actions
- I think this was the most difficult workshop, perhaps because we were all late and hassled from our journeys in

Session 6 – Leadership and Workforce Planning

	Average rating
Introduction	8.8
Course Content	8.8
Quality of Written Materials	9.0
Technical Competence of the Trainers	9.7
Use of Plain English	9.2
Ability to build rapport with the trainers	9
Flexibility of the trainers to meet your learning needs	9.3
Was the session alive and interesting?	9.4
Venue and Environment	7.9
Catering & refreshments	7.4



Specific Comments

- I missed fruit and some crisps or alternative textures would have been welcome
- The active facilitation in the action learning has been very helpful
- My understanding of workforce planning feels basic at this stage
- Dealing with the lateness (no apology and disruptive entrance) of some members was awkward but helpful and memorable
- Excellent start re the discussion on lateness. All too often this is overlooked and perpetuates a culture of acceptability. Thank you!!!
- Would have liked the self deception feedback but realise that time was eroded today.
- A very different start!
- The workshop was challenging and relevant and I definitely feel more competent with action learning now
- I have the imitative and motivation to continue working on the key lessons of action learning and workforce planning
- This has been useful to those of us new to the leader role
- It would have been helpful if I had revisited the information in my folder about the questions prior to each action learning set
- Very challenging today. Made me feel very reflective in a positive way. Thank you
- My understanding of workforce planning is very basic, but certainly a lot better than it was!

Final Evaluation Questionnaire for the whole programme

(scores were on a scale of 1- 6 – 6 being strongly agree and 1 disagree)	Average rating (out of 6)
Subject of the sessions related directly to Leadership	5.7
The objectives of the sessions were met	5.4
I learnt something new of value to me	5.7
The sessions covered the right amount of material	4.9
Session materials were well organised	5.6
Explanations were clear and simple	5.2
The sessions were alive and interesting	5.5

Reading materials were outstanding	5.2
Exercises were helpful and stimulating	5.3
The venues were ideal for the sessions	3.3
The trainers were responsive to my needs	5.5
Overall the programme was outstanding	5.5
Overall the trainers were outstanding	5.1

Specific Questions asked

a) Key Learning points you will take away with you

- Leadership is a negotiation within a relationship so the 'me' side of the relationship is important to reflect upon
- Tetramap will stick easily in my mind.
- I might actually have (some) of what it takes!
- Being aware that there are many types of leaders and styles
- Leadership is a lot about developing personal qualities
- I am good at relationship building
- I need to read and apply strategic documents to my work
- Stay with the moment but be clear on the goals
- Balancing reflection with decision making
- Seek learning, mentoring opportunities from successful leaders
- Reflect frequently on your own leadership. Try to communicate in various styles to meet the needs of individuals
- That leadership skill can be developed
- That styles vary and are as valid, the one to the other so long as insight is retained
- To have self belief and be an authentic leader
- That my knowledge, skills and experience are valued in the role I am undertaking
- The effect of style, personality on leadership – its not all about theory

b) What changes will you be making as a result of the programme?

- Changes to the way I give feedback – i.e. I will give feedback!
- I am considering using learning sets within my workplace

- Reflecting upon my communication style with various staff
- I will behave in a more confident, assertive manner at work
- I will understand and utilise peoples individual skills within my team
- I will take on opportunities to be involved in service design initiatives
- Communicate in different ways, targeted in a manner more appropriate to other people – i.e they will be able to understand my points (presentation, statistics, analytically)
- I will read around the subject of leadership a lot more
- I will practice techniques and think more about my style of behaviour
- Number of personal changes which the programme helped me to face up to . It also gave me the impetus and language to attend more meetings and understand what was being discussed – leading me to take a more active role in management
- More confidence to take forward some of my ideas re service re-design/workforce planning
- Putting myself in situations where I have to challenge my assumptions and be less task orientated

c) What impact has the programme had on your leadership

- It has given me confidence to be authentic and feel my way through the journey bit by bit rather than trying to emulate other leaders around me.
- I am reassured that I do have the ability and really now believe in myself!
- It has provided me with creative ways to manage situations/staff within the work environment
- It has made me realise that is possible for me to be a leader and more, than that, its made me want to be a good one
- Affirmative and facilitative
- I have accepted that I can be a quietly confident leader and do not have to be 'full on' to be a good leader
- Increased my indicative awareness of issues and has given me confidence to share ideas/problems with others
- Confirmed prior learning and gained recognition that I am further ahead in my experience re service redesign than my colleagues
- Noticeable to my peers and manager and staff. The team seem happier too.

- Early days so far, vision clearer

d) What further learning and development do you want around leadership?

- Need to spend time reading the materials from the course and consolidate
- I need to ensure that I have a clear grasp of all the units we explored being able to identify the processes as they occur
- Would it be possible to have six month review session – to reflect upon current issues/themes?
- I would love to go on the “Developing Tomorrow’s Leaders” course run by our Trust
- Transformational leadership and appraisal skills
- Probably just a similar type of training or refreshers, later on in my current role and as I gain more experience in role of leader
- I think these kind of sessions are valuable as refreshers as well as starting points
- I would like to continue action learning sets as I found them immensely helpful – preferably facilitated by someone like Judith.
- Managing poor performance
- Want to progress to MSc, and continue with ALS
- To spend time embedding learning

e) What were the best things about this programme for you?

- The opportunity to reflect on self
- The trainers being able to share their own experiences, being able to offer solutions to situations which we may be encountering
- The fact that both Judith and Amanda can be reached if we have a query
- The written material/references were good
- The practical exercises
- The communications module, action learning, networking and presentations!
- Judith’s style – she is creative and full of enthusiasm!
- Very thoughtful content overall
- The reading materials are very thorough and useful
- Challenging highly entrenched but less helpful approaches and views in my leadership style – via the action learning sets

- Group work, exercises identifying personality traits (Tetramap) and 'element' that you fall into
- Hearing from experienced trainers about their own life experiences.
- Having our ideas linked to principles
- There were no do's and don'ts. The programme gave me the opportunity to express all my views openly and in a safe environment – helping us to gain an understanding of our own leadership styles
- The participants sharing of experiences
- The action learning sets

f) Was there anything in the programme you would have liked more or less of?

- I would have liked some more 'teaching' time
- Judith's and Arvid's styles can be very similar and sometimes content was lost in analogies!
- Slightly more didactic sessions perhaps increase from 6 to 8 to allow two purely didactic sessions
- More of the above (Tetramap)
- Not really. I think we were all able to contribute openly
- More of the programme itself – I am sorry it is coming to an end!!
- More real life scenario case studies like the one in session 5
- More action learning set time
- More of the personality types/learning types etc
- More direction in action learning

Issues and Recommendations

- The subject areas were very relevant to the current agenda in the NHS, this would need reviewing for each subsequent programme to ensure ongoing relevance
- The venue was again a critical factor for many people, providing a location which is more accessible to all would have been very beneficial and potentially less costly than a city centre location. The lack of natural light was a key issue. The rooms for the final two sessions were better but there was concern about confidentiality in the action learning sets.

- The groups were again very keen to continue working together and would appreciate some support to be able to do so.
- The numbers proved to be a difficulty in one of the sessions, where 15 of the 16 delegates attended. This left timing very tight for delivering all of the theoretical and underpinning knowledge to be delivered and allow sufficient time for the action learning process. Some absences were anticipated and ultimately allowed for a good experience for all.
- For future programmes we could run with larger groups and three facilitators for the action learning section, a group size of up to 21 would be achievable with three Action Learning facilitators

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