



GIG
CYMRU
NHS
WALES

Bwrdd Iechyd Prifysgol
Cwm Taf Morgannwg
University Health Board

 **Leadership &**
 **Management**
 PROGRAMMES

Evaluation & Impact Report

September 2022

inspire

aspire

ignite

Report Purpose

This report will evaluate the impact that the Leadership and Management Programmes are having at Cwm Taf Morgannwg University Health Board (CTMUHB).

An initial analysis of programme engagement and completion will establish how effective the programmes and delivery methods are in meeting the needs of participants. This will also establish how well the programmes are meeting the requirements set out in the targeted intervention objectives.

Qualitative and quantitative data obtained directly from programme participants will then provide an insight into the impact that the programmes are having on behaviours and leadership approaches.

Following this analysis, recommendations will be made to ensure the leadership and management offering at CTMUHB is continually improved to enhance participant experience and organisational impact.

This report will be published on a quarterly basis to measure ongoing impact and the performance of the enhancements made.

Contents

Report Purpose	2
Background	4
Aims of the Programmes	4
Evaluation Methodology.....	5
Programme Engagement	6
Stage One: Experience.....	9
Stage Two: Learning.....	10
Stage Three: Behaviour.....	11
Stage Four: Organisational Impact	12
Evaluation Summary	13
Lessons Learned and Recommendations	14

Background

The Health Board's Leadership and Management Programmes were designed with the support of Q5 Partners Management Consultancy and launched in March 2022.

The three programmes are:



Supporting managers and leaders to understand the fundamental concepts that underpin great management at CTMUHB.



Building on these foundations to enable leaders to move away from managing towards leading their teams with impact and influence.



Empowering leaders to understand complex systems and the methods behind leading multi-disciplinary teams.

Aims of the Programmes

There were three key drivers behind the introduction of the Leadership and Management Programmes.

1. Targeted Intervention (TI) Objectives

In 2019, the Health Board was placed into targeted intervention for failures related to:

- Leadership and culture
- Trust and confidence
- Quality and governance

2. Corporate Objectives

The corporate objectives at the time of launch were:

- Creating health
- Improving care
- Inspiring people
- Sustaining our future

3. Lack of a bespoke Leadership and Management Pathway

CTMUHB staff had access to externally delivered qualifications (e.g. Institute of Leadership and Management) but there were no bespoke programmes aiming to apply leadership and management principles directly to the CTMUHB context.

The primary aim of the programmes was to meet these three key drivers, enhancing leadership and management capability across the Health Board and ultimately improving patient outcomes.

In terms of achieving these aims, this would largely be linked to the programme design and delivery methods (i.e. ensuring the content reflected T.I and corporate objectives). However, wherever there is supporting data, this report will refer back to how well the programmes have met these aims.

Evaluation Methodology

As with other learning and development initiatives at CTMUHB, Kirkpatrick's evaluation model will be used to measure the impact of the Leadership and Management Programmes on the organisation.

This model consists of four stages:

STAGE 1: Experience	Initial participant reaction to and experience of the programmes.
STAGE 2: Learning	Programme's impact on participant skills and knowledge.
STAGE 3: Behaviour	Changes in behaviour and approaches as a result of the programmes.
STAGE 4: Organisational Impact	The lasting cultural impact of the programmes on Cwm Taf Morgannwg University Health Board.

Following an analysis of programme engagement and completion, this report will go on to present data aligned to these four stages in order to understand the impact that the programmes are having.

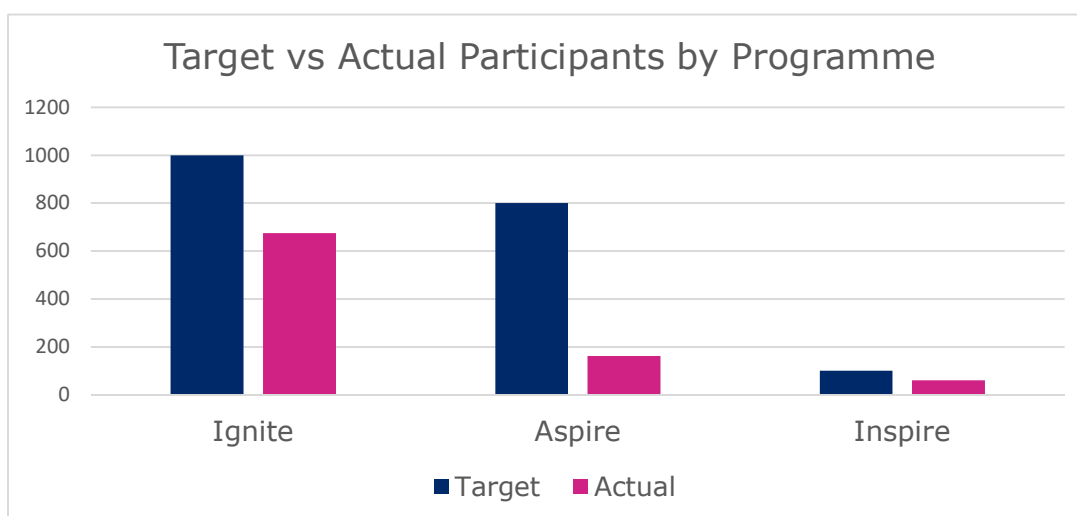
Programme Engagement

Before evaluating the programmes against the four stages of Kirkpatrick's model, an analysis of participant engagement and completion provides a picture of how effective the programmes and delivery methods are in meeting the needs of participants.

Leadership Population

As part of the procurement process for the programmes, it was established that CTMUHB has a population of circa **1,900** leaders. In order to fulfil the requirements of the TI funding, the programmes must reach these targets by November 2023.

The diagram below illustrates the target number of leaders and managers versus the actual current participants per programme:



This data shows that there is an appetite for the programmes, particularly for Ignite. It also indicates that providing the sign-up rates remain the same, targets will be hit by the given deadline of November 2023.

Completion Rates

The figures in the above chart indicate licenses that have been assigned for each the programmes.

Although these figures seem healthy, a different picture emerges when one explores data pertaining to programme engagement. A breakdown of completion rates for each of the programmes will be presented below.

Ignite

The overall completion rate for Ignite is **12%** (80 out of 675 participants). This is far short of the 85% target.

Ignite is comprised of three modules, and completion rates for these modules are as follows:

1. Introduction	42% (283 out of 675 participants)
2. Managing Self	26% (179 out of 675 participants)
3. Managing others	12% (80 out of 675 participants)

Aspire and Inspire

Overall completion rates for Aspire and Inspire are not currently available as no cohorts are yet in a position to complete the programme. The first opportunity for participants to complete Aspire will be the end of October 2022.

It is possible however, to present completion rates by module for Aspire and Inspire, as shown below.

Completion rates by module for **Aspire** are as follows:

Module 1	41% (67 out of 162 participants)
Module 2	35% (56 out of 162 participants)
Module 3	23% (38 out of 162 participants)
Module 4	9% (15 out of 162 participants)
Module 5	3% (5 out of 162 participants)

Completion rates by module for **Inspire** are as follows:

Module 1	93% (56 out of 60 participants)
Module 2	63% (38 out of 60 participants)
Module 3	35% (21 out of 60 participants)
Module 4	25% (15 out of 60 participants)
Module 5	0% (0 out of 60 participants)

*Modules 6-8 not yet available.

Programme Engagement Reflections

As covered in the 'Leadership Population' section, appetite for the programmes is strong and the overall participant numbers are on track to reach the targets linked to T.I.

However, actual completion rates suggest that the programme structure and current delivery methods are falling short of the needs of participants.

With low overall completion rates across the board, there is a risk the programmes could restrict the positive impact of embedding leadership and culture change within the organisation.

Contained within the 'Lessons Learned and Recommendations' section of this report, proposals have been outlined to enhance the participant experience, in turn improving completion rates and impact on the organisation.

The remainder of this report provides an analysis of participant's responses to the programmes and the impact they are having on behaviours and leadership approaches across CTMUHB. Analysis will be grouped according to Kirkpatrick's model (where data is available).

NB: All data available corresponds to Aspire and Inspire, not Ignite at this time.

Stage One: Experience

Initial participant reaction to and experience of the programmes.

Qualitative Data

Analysing participant's initial responses to the programmes is an effective way of evaluating how well the content and delivery methods initially meet the needs of participants.

Qualitative feedback collated following the Kick-off Session and completion of module 1 is universally positive.

Participants shared that:

- *"The Teams session was great. It was great to communicate with others".*
- *"It is interesting to really stop and take a look at how the mind works".*
- *"I enjoyed the blended learning approach of the workbook, video and questions".*

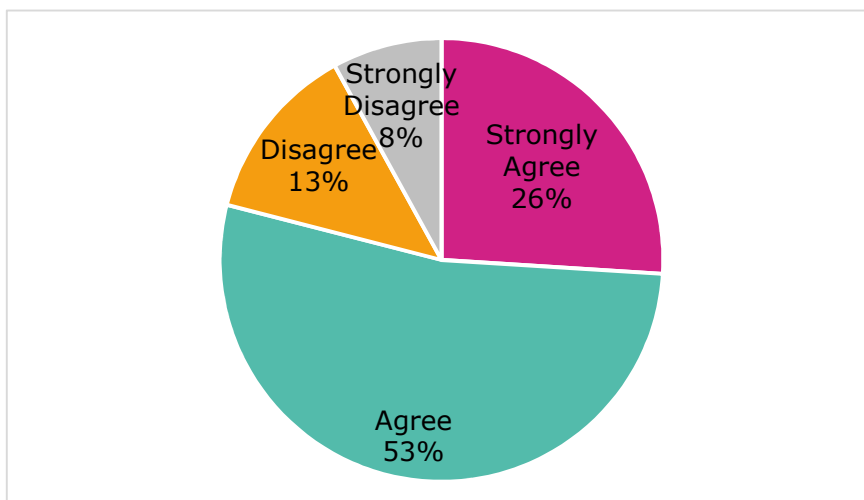
The only negative or development feedback provided during stage one of the evaluation process is related to the programme delivery method:

"The format of the course isn't really working for me. [...] I didn't get the invite to the coaching session with enough notice to attend. [...] People are busy and can't always find time in their diaries to fit in with the schedule required. [...] The online stuff is great, just not the rest of it."

Quantitative Data

A key consideration when evaluating against stage one of Kirkpatrick's model is how well the delivery method facilitated a positive learning experience.

This chart shows the end of module feedback for the question *"I felt I had sufficient time to complete this module"*:



Stage Two: Learning

Programme's impact on participant skills and knowledge.

Qualitative Data

The success of any leadership and management programme hinges on the measurable enhancements it has on participant skills and knowledge.

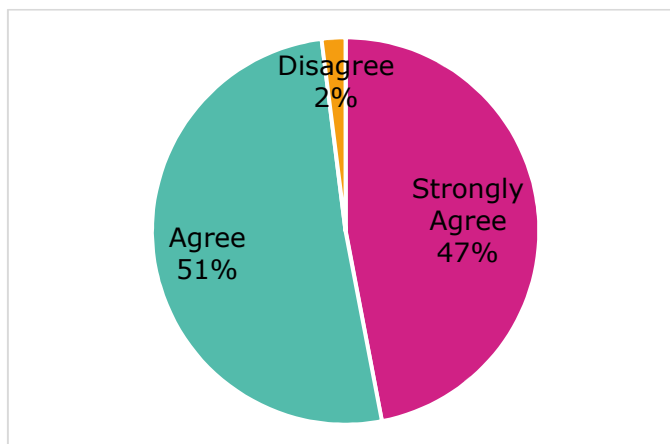
Qualitative feedback demonstrates that the programmes are enhancing participant skills and knowledge:

- *"It's giving me the skills to create an environment to encourage others to lead".*
- *"I found the module to be really useful and informative. As well as learning some new skills, I have also gained insight into my leadership and behavioural styles".*
- *"I have learnt a lot about leadership and management and also myself as a manager".*

No negative or development qualitative data can be found in relation to stage two of evaluation.

Quantitative Data

The chart shows the end of module feedback for the question *"I felt the material and content was engaging and enhanced my learning"*:



Evidently, participants almost unanimously agree that the programmes are enhancing their learning and skills.

Stage Three: Behaviour

Changes in behaviour and approaches as a result of the programmes.

Qualitative Data

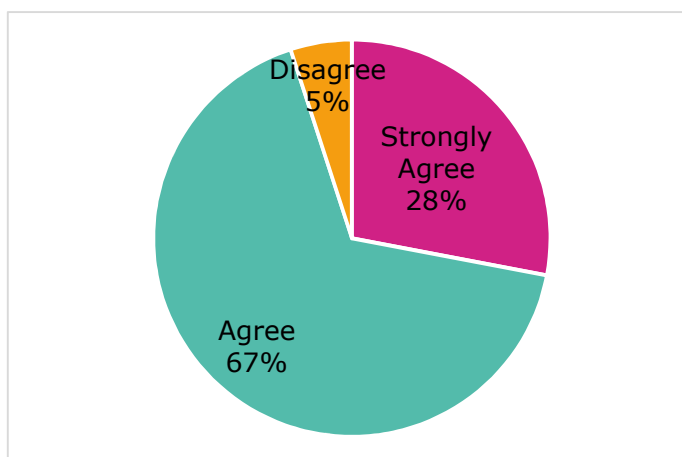
Stage three is where the evaluation model looks towards the longer term impacts that the programme is having on the organisation, in the form of tangible behaviour change from its participants.

Qualitative feedback shows that although the programmes were only launched in March 2022 (5 months prior to this report), participants are starting to acknowledge a change in their behaviour and approaches to leadership:

- *"I've never looked at myself in the way the module does".*
- *"This course has given me a different outlook on how to manage and become a better manager/leader".*
- *"I was faced with a challenge in work and went to respond in my usual way – by taking on the task. Instead, I paused and decided to delegate the task so they could learn from the experience".*

Quantitative Data

The chart shows the end of module feedback for the question *"I feel that my leadership style/preferences have been challenged in this module"*:



Stage Four: Organisational Impact

The lasting cultural impact of the programmes on Cwm Taf Morgannwg University Health Board.

Stage four data is not yet available as no cohorts have completed the programme in full, therefore it is not possible to assess the longer term, wider impact that the programmes are having.

There are measures in place to ensure this data is captured effectively:

1. Summative 'Wrap-Up Session'

- Participants will be required to deliver a short presentation summarising their key learning points from the programmes.
- Crucially, participants will also acknowledge a development area within their leadership methods and commit to developing on this area following programme completion.

2. End of Programme Evaluation

- An in-depth summative assessment will assess the overarching impact the programmes have had on participants.

3. 3 month 360 Review

- Following the 'Wrap-Up Session' participants will be invited to obtain 360 feedback from their colleagues and team members.
- In doing so, participants will have tangible evidence of any changes in leadership behaviours and methods as a result of attending the programmes.

Further data will also be obtained for all evaluation stages via upcoming focus groups (September 2022).

Evaluation Summary

Overall, qualitative and quantitative data demonstrates that programme content is proving engaging, meaningful and is bringing about tangible changes to behaviours and methods amongst CTMUHB's leadership population.

However, programme engagement data highlights issues with the programme's delivery methods. High registration numbers are failing to translate into equally high completion rates. Furthermore, completion rates by module are tailing off considerably following the first modules of each programme.

This is mirrored in the few areas for improvements suggested by participants:

- *"Having a clearer overview of what content is linked to each module in the induction would be helpful. This would help with time allocation."*
- *"Support and challenge groups are very hard to organise and get off the ground."*
- *"The content is great and thought provoking however, I would still rather be undertaking this in a group, face to face."*
- *"I personally would like to see more reference material included in the modules that can be referred to."*
- *"I think 6 weeks between sessions would be more manageable, especially given the current pressures on services. Trying to fit everything in around all of the changes occurring within the Health Board has been very difficult and I rushed through a lot of the learning."*
- *"Still a little unclear as to the specifics regards action learning project."*

The following 'Lessons Learned and Recommendations' section will present possible solutions to modify programme delivery methods in order to meet these areas for improvement.

Lessons Learned and Recommendations

This section sets out the lessons learned/ areas for improvement with recommendations aimed at improving impact and experience of Programmes.

Programme Area	Lesson Learned	Recommendation	Timeline
Ignite	<ul style="list-style-type: none"> Ignite registrations eclipse those of Aspire and Inspire, yet only 12% of participants have completed the programme. This is having huge cost implications due to costly LMS licenses. 	<ul style="list-style-type: none"> Move Ignite onto HEIW's Gwella LMS to save cost and improve visibility/ access to the programme across the Health Board. 	Complete
Registration and induction	<ul style="list-style-type: none"> The rapid decline in completion rates following the first modules demonstrates that early parts of programme are not capturing attention and sustaining engagement. Expectations, time commitment and course structure not 	<ul style="list-style-type: none"> Review Kick-off Session content to ensure it is capturing participant's attention and engaging them in the programme effectively. Create new registration/ induction articulate to clarify details of the programmes and commit participants via a learner contract. 	Complete

	clear enough at programme start.		
Engagement and completion	<ul style="list-style-type: none"> Timeframes are too restrictive and inflexible around work commitments and service pressures. 	<ul style="list-style-type: none"> Embed booking of all virtual/ face to face sessions into LMS so that participants can schedule sessions around their diaries and take ownership of the programmes. 	Complete
Group Coaching Sessions	<ul style="list-style-type: none"> Dates are restrictive and booking process is inconsistent. Too many sessions are overwhelming participants and they are struggling to stay on track. 	<ul style="list-style-type: none"> As above, embed booking into LMS and advertise multiple dates throughout the month. Replace with condensed Action Learning Sets offering greater impact and simpler facilitation. Group Action Learning Sets for every two modules to reduce the number of sessions. 	Complete
Action Learning Projects.	<ul style="list-style-type: none"> Requirements and purpose are unclear, resulting in minimal uptake. As with Group Coaching Sessions, too many elements reducing impact of programme content. 	<ul style="list-style-type: none"> Replace with summative presentation as part of 'Wrap-up Session', identifying overall leadership journey and ongoing commitment. 	Complete
Support and Challenge Groups	<ul style="list-style-type: none"> Difficult to establish and maintain around 	<ul style="list-style-type: none"> Remove requirement for Support and Challenge Groups, but encourage informally via LMS message boards. 	Complete

	other elements and service pressures.		
--	---------------------------------------	--	--

A follow-up Evaluation and Impact Report will be published in January 2023 to track the progress of these recommendations and the impact they are having on participant experience and completion rates.

