Evaluation of
Leadership Development Programme

Senior Nurse and Midwife Managers

National Leadership and Innovation Centre for Nursing and Midwifery
September 2011
Introduction

In 2010 the National Leadership and Innovation Centre for Nursing and Midwifery commissioned a Leadership Programme aimed at Senior Nurse and Midwife Managers. Harmonics Training Organisation was awarded the commission and ran the programme in 2011.

The programme ‘Lead, Manage, Coach’ is built on a philosophy of breakthrough leadership performance. The programme aimed to build skills in three key areas of Senior Management Competency – Lead, Manage, and Coach – by unlocking the potential within individuals and teams, through a range of models, tools and techniques in a way that brings lasting change for individuals and sustained benefit for their teams and employer. The bespoke programme was delivered in three modules over a four month period.

Each two-day module addressed a different theme;
1. Personal Effectiveness
2. Accessing and managing performance and potential in individuals and in teams/groups
3. Accessing Leadership and higher order skills

The purpose of each module and the content overview was clearly outlined. See appendix 1.

Participants were required to sign a ‘Learning Contract’ which included undertaking a small work-based project.

The NLICNM conducted an evaluation of the programme. The content of this report is based on
- Review of course documentation
- Review of facilitators evaluations of module 1 and 2
- Individual participant written evaluations of the overall programme (n-16)
- Phone interviews with a random selection of participants six months after completion of programme

Participants

The programme was intended for Senior Nurse and Midwife Managers e.g. Director of Nursing and Midwifery from a variety of functional backgrounds. Twenty nurses commenced the programme with roles ranging from CNM2 (frontline manager) to Director of Nursing. At least 1 participant did not complete the programme due to personal circumstances.

There was mix of participants from different management levels and from different size organisations which was commented on by some participants in their evaluations. Two queried why the participant criterion was breached while two more believed that the level of challenge was diminished by the mix of levels. One participant also commented on the mix of hospital ‘bands’ and believed that if all participants were from the same band the learning might have been different. Others commented that while there was a mix of grades that this provided learning opportunities.
Evaluation

Module 1 and 2 were evaluated by the facilitators at the end of each day. Evaluations looked at what participants ‘liked, enjoyed and what worked well’ What participants ‘didn’t like or what didn’t work well’ was also recorded.

The end of programme written evaluation asked
- What were the most beneficial parts of the programme for you? What impacted or helped you the most from what was covered?
- In what ways will the programme help you in managing yourself, your personal style and your critical relationships for success in your leadership capacity?
- What else would you like to have seen included or what would you like to see improved or added to the programme or how it was run?
- What words would you use to describe your experience on this programme with facilitators from Harmonics?

Phone interviews with five participants focussed on impressions of the programme six months on, personal and professional learning, impact on role and behaviour as a result of the programme, supports in place to sustain learning and development and whether the training has made a difference to career choices or plans.

**Overall** the training programme evaluated very positively. All sixteen participants who completed the end of programme evaluation and the five interviewees stated they had enjoyed the programme and had achieved much personal and professional learning. Two spoke of the programme coming at the ‘right time’ in relation to their careers / role development. Participants spoke of the programme being ‘challenging’ and ‘insightful’.

Development of personal awareness and personal effectiveness featured most strongly in all aspects of the evaluations. Participants cited the Myers Briggs Inventory and group and facilitator feedback as increasing self-awareness. The 360 feedback and individual leadership reflection helped participants gain personal insights and to see themselves as others see them. The opportunity to reflect provided by the programme was appreciated by interviewees. This ‘energised and ‘rebooted’ them and allowed real self assessment. Participants stated that the programme has given them confidence, courage to go forward and a sense of security in their role.

Developing and maintaining relationships also features strongly as an aspect of leadership that is adding to effectiveness as a leader. Several participants seemed surprised at the idea of ‘managing up’ and although one stated that she ‘had never thought of this before’ most could see the benefit of this as a strategy. Some participants learnt to develop the ‘business’ aspect of their role and how to balance this with the affective aspect. The learning around communication skills and management ‘language’ is something participants believe they can use / are using since their return to work.

**Module 2** appears to have evaluated less favourably than **Module 1 & 3** with some believing that aspects were pitched at a basic level and that it was a revision of prior learning rather than new. For others the coaching skills and the GROW model were considered useful tools for the future. At the end of the programme and six months later participants that had used these tools found them very useful. All interviewees had used either the coaching skills or the GROW model to solve work-based issues. They believe their skills / impact as leaders has improved significantly as a result.

The impact of the learning from the programme for most participants was around developing themselves in their role, developing critical relationships, managing self and using the tools/ skills
gained. Having insight into themselves and others enabled / is enabling them to network, influence and become a voice for corporate nursing. All interviewees feel more confident in their role and believe themselves to be more effective since completion of the programme. All identified specific and concrete changes they have made in their role e.g. having the courage to challenge if something is not right, getting staff to reflect on their own performance and shaping behaviours by the questions asked.

What participants would like to see in such a programme or what could be done differently was varied and appears to reflect individual learning/ developmental needs.

The work-place project did not feature as an aspect of learning in the written evaluations. Participants interviewed were asked about the project. Most are still engaged with their chosen project and are at different stages of completion. All are committed to writing up the project and putting it on the hub.

For many participants the programme has opened up the area of development; with many stating that they ‘are ready for more’ ‘would do it all again’. Many stated they would recommend such a programme to others. Participants interviewed spoke of needing / wanting ongoing support to implement learning. Many had good informal networks and supports but had not or did not know how to access formal ongoing support. Some believed that the programme organisers should provide ongoing support. One interviewee has sourced a mentoring / coaching relationship outside of Ireland as a direct result of the programme. She has also sought a work placement in the private sector to enhance the ‘business aspect’ of her work.

Interviewees were asked if the programme had any impact of career decisions or plans. All have consciously considered their career paths with one stating that she is ‘in the right place’ and where she wants to be. Two participants saw the programme as developing their career opportunities in time and two would like to work as trainers / facilitators.

Most participants enjoyed the facilitation strategies used throughout the programme. The use of analytical tools, reflection, small group work, role play and the modelling shown by the facilitators were all positively commented on. The two facilitators were positively appraised for their knowledge, skills, professionalism, passion and respectful approach.

**Conclusion**

It appears that all participants have gained significantly from the programme with most able to identify and articulate their personal and professional learning and development. While not always conscious of the learning, participants believe they are more confident and more effective in their roles. Many participants would like to have ongoing support / coaching / training to sustain and develop their learning.
## Appendix 1

### Lead Manage Coach Journey

### Module 1: 2 Day workshop

**Purpose : Personal Effectiveness**

The purpose of these two days is to introduce participants to the “Lead, Manage, Coach” methodology and start to build a “steady base” of excellence in personal effectiveness. It’s from this steady base that all “higher order” skills such as leading, decision making, problem solving, influencing evolve and are either successful or unsuccessful.

**Content overview -**

**Day 1:**
- Introductions and reconnecting
- ‘Know our world’, - Past, Present, Future – trends, opportunities, threats
- The nature of Leadership past, present and future – are we up for the challenge?
- The value of being able to Lead, Manage and Coach
- Introduction to Myer Briggs MBTI for personal and team effectiveness

**Day 2:**
- Core Communication Skills – excelling in relationships
- The concept of Self – Self Esteem and Self Confidence
- Transactional Analysis – Tackling the barriers to conflict
- Impacting Assertively - a key skill for any Manager
- Mapping and working on Critical relationships for Personal Leadership success
### Module 2: 2 Day Workshop

**Purpose:** Accessing and managing performance and potential in Individuals and in teams/groups

The purpose of these two days to focus on the key skills of facilitating and coaching for accessing performance and unlocking potential in direct reports, teams, themselves and their Manager.

**Content overview -**

**Day 1:**
- Working with Groups and Teams – key skills of facilitation – input, practice and feedback
- Hallmarks of a high performing group – how to spot them and how to intervene to keep a group performing
- Managing the balance between what the group does and how it does it
- Techniques for team and meeting management: adding structure; improving problem solving; encouraging lateral thinking; getting results

**Day 2:**
- The key skills for a Manager as Coach
- Understanding Goal setting, measuring performance
- GROW model for turning regular conversations into coaching conversations
- Understanding what lies behind performance – peeling back the layers
- Intensive live coaching practice and peer feedback
- Coaching style – when to be facilitative and when to be directive

---

### Module 3: 2 Day Workshop

**Purpose:** Accessing Leadership and the higher order skills

The purpose of these two days to focus on the concept and skills of Leadership, building on the journey through the previous two day modules which have paved the way for the more challenging content of this part of the programme.

**Content overview -**

**Day 1:**
- The nature of Leadership and what is required in the current challenging environment
- The nature of Relationships and managing them effectively – building trust and win-win dynamics as a leader
- Individual Leadership Reflection – what defines who I currently am; what are aspects of my self management that influence who I am as a leader? What is my “brand standing” among my peers and in the university
- Energy management and human needs as key aspects of a rounded leader
- Leadership from a distance – managing virtual or remote individuals and teams and the challenges it poses
Day 2:

- 360 feedback exercise conducted prior to this module shared with the group and learnings taken on board to inform each person's leadership possibility
- Diagnostic questionnaire on Management Influencing Styles and understanding of where things can go wrong
- Exercises and tasks to explore the art of the possible – what sort of leader could I be?
- Writing/Creating and sharing each person's leadership story and commitment for the future
- Capturing long-term commitment to change in behaviour, thought and attitude as the programme ends