Supportive Leadership & Management Behaviour Training

REPORT SCOPE:
This report provides NHS Employers with a summary of all the evaluation data collected to date on the Supportive Leadership & Management Behaviour training course.
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There were three broad objectives of the Supportive Leadership & Management Behaviour SBT training programme. These objectives were met by trainers delivering a series of activities and exercises using scenario based videos and other types of exercises as part of a one day training programme.

1. Increase awareness and importance of everyday manager/leader behaviour
2. Reflect on your own potential leadership/manager behaviour
3. Develop a plan to action supportive behaviour in your own work situation

**AN INTEGRATED MODEL OF LEADERSHIP**

Although the programme itself was designed to increase supportive leadership behaviour, helping leaders to become more aware of their own performance and the factors that can influence their performance was integral to the success of this training intervention. Leaders were therefore introduced to the model of human performance that is shown below in Figure 1.

**Figure 1**
The interactive nature of personal, environmental and behavioural factors

The approach used in this training starts out from the basis of understanding human health and performance and then extends this understanding towards leadership and management and then situates this behaviour within an organisational context. The supportive leader behaviour module is built upon the principle that human performance in any given situation is the culmination of three components that interact with and influence each other. These components are what we call 1) Personal Factors; 2) Behavioural Factors; and 3) Environmental Factors.
The use of this model helps leaders to understand that no one component can be isolated from the other, and knowledge of all three is crucial to understanding human behaviour, learning and performance. As shown above, these three components/factors act in a constant cyclical pattern, interacting with each other and dictating human behaviour. It also helps leaders to realise that the performance of their staff is similarly influenced by these factors. By developing a greater understanding and appreciation of these factors, leaders can begin to target any specific areas for personal development and also apply the model to develop those they lead using a common framework and language. In addition, and to enable leaders to develop a greater understanding of their own personal, behavioural and environmental factors, the training programme was also offered with a 360 assessment called the SMBI. The SMBI enables leaders to seek feedback on their own approach from their staff, their peers and their managers. The SMBI is administered through the SBT online system by trainers. This system provides trainers and learners with access to key resources to help build knowledge and skills. This process results in a personal feedback report that can be used to plan their personal development.

**PROGRAMME EVALUATION**

Evaluating the impact and effectiveness of the programme was an important part of this project. As shown below, the SBT management development programme is being evaluated in multiple ways:

1. Reviewing the responses that have been recorded on the evaluation questionnaires completed before and after training and in a transfer survey that has been issued to all delegates who attended the training 3 or more months ago.
2. Reviewing any change in the responses recorded through the SMBI (360 behaviour assessment).
3. Reviewing any impact of the SBT management development training on measured organisational outcomes.

This report summarises the results from reviewing and – where possible - comparing pre and post evaluation questionnaires, and the time 3 follow-up (transfer) survey (See figure 2).

**Figure 2**
Illustrating the evaluation process for the SBT management development programme
Various measures were used to assess the impact of the training, and these are summarised in Table 1 below. Some measures (e.g. personality and mindset) were included as control variables and used to explore the possible impact of individual differences on the effectiveness of the training programme.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Pre</th>
<th>Post</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management behaviour (awareness)</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Manager capability perceptions</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Psychological symptoms of stress (PSS)</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Job satisfaction</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Intentions to quit</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Organisational commitment</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Reactions to training</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Transfer of training</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Personality</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Mindset</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Perceived organisational support</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

Table 1
Evaluation Measures
A key aspect of this training is to also help managers/leaders become more aware of supportive and unsupportive behaviour as well as to develop a more informed understanding about the impact that certain behaviours can have on employee health, well-being, motivation and performance.

To assess any change in awareness and understanding, delegates were asked to rate 17 behaviours in terms of how supportive or unsupportive they considered each behaviour to be. Assessments of behaviour were provided before training, immediately after training and at the follow-up. The 17 behaviours can be grouped into three main categories as shown below in Figure 3. An example behaviour is also provided for information.

<table>
<thead>
<tr>
<th>Positive or supportive behaviour</th>
<th>Performance and target management</th>
<th>Negative or unsupportive behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourages staff to share their views</td>
<td>Sets demanding expectations for their staff</td>
<td>Is quick to blame when things go wrong</td>
</tr>
</tbody>
</table>

**Figure 3**

Behavioural categories assessed before and after training.

For ease of interpretation, the analysis of awareness and understanding of the supportiveness and unsupportiveness of these behaviours has been grouped into short term impacts, medium term impacts and long term impacts.

### SHORT TERM IMPACTS (IMMEDIATE POST-TRAINING SCORES)

The before and after training scores (immediately post-training) on the three behavioural categories are shown below in Table 2.
These results are interesting as it suggests that immediately post course, delegates had a shift in their awareness of supportive and unsupportive behaviours so that;

1. Delegates perceive the positive behaviours as being more supportive than they perceived them to be at the start of the training. This change in awareness and understanding of the impact of the supportive behaviours was found to be statistically significant.

2. At the end of the training, delegates perceive the negative behaviours to be more unsupportive than they perceived them to be at the start of the training. This change in awareness and understanding of the impact of the negative behaviours was also found to be statistically significant.

3. Scores on the behaviours that were associated with performance management and target setting did not change as a result of the training and remained neutral (i.e. at the scale mid-point).
In addition to exploring the immediate impacts of the training course, the impact that the training has over time was also assessed. The post and follow-up training scores on the three behavioural categories are shown below in Table 3. This type of analysis can indicate whether any positive impacts of the training that are seen immediately post-course are maintained over time; where the impacts have been maintained, you would expect to see no significant difference between post-training scores and scores on the follow-up evaluation questionnaire.

It is important to note that whilst over 100 managers completed the follow-up questionnaire, a number of these responses were obtained after a substantial time lag (in some cases over 12 months) between attending the training and completing the follow-up questionnaire. Therefore it was decided to conduct separate analyses of the data based on those who completed the follow-up evaluation questionnaire within 6 months of attending the training course (i.e. the ‘medium’ term impacts) and those who completed the follow-up questionnaire more than 6 months after attending the training course (i.e. the ‘long term impacts’). The rationale for analysing the data in this way is to ensure that any variance arising from the difference in time lag between training and completion of the questionnaire is controlled for.

As a result of taking this approach, it is evident from table 3 that the number of matched post-training and follow-up evaluation questionnaires included in this medium term impact analysis (N =29) is substantially lower than the number of matched questionnaires seen in table 2 when assessing the short term impact comparing before training scores with scores immediately post-training (N=546). Although a lower response rate at time 3 (i.e. follow-up) is to be expected, efforts will be made to continue to increase the number of responses received to the follow-up survey, and to encourage completion of the survey to take place 3-6 months post-training.
When comparing the scores at post-training with those at follow-up 3-6 months after attendance (Table 3), it is evident that:

1. Scores on the positive and supportive behaviours were shown to be similar 3-6 months after attending training and immediately post course; there was not a statistically significant difference between these scores. This indicates that delegate's awareness of the supportiveness of these behaviours is being maintained over this period of time.

2. At the follow-up (3-6 months post-training), delegates perceived the behaviours associated with performance management and target setting to be more supportive than they perceived them to be immediately post-training. This suggests that as managers go back into their job roles and apply their learning, they may be recognising that performance management and target setting behaviours are not necessarily unsupportive. They are necessary to any leadership/management role, and this finding suggests that over time delegates have an increased appreciation for how these behaviours can be carried out in a supportive way.

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**Table 3**
Scores on the behaviour categories post-training compared to 3-6 months post-training.

<table>
<thead>
<tr>
<th>Scenario Domain</th>
<th>Post-Training</th>
<th>Standard Deviation</th>
<th>Up to 6 months Post-Training</th>
<th>Standard Deviation</th>
<th>Significant Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive or Supportive Behaviour</td>
<td>6.33</td>
<td>0.61</td>
<td>6.10</td>
<td>0.86</td>
<td>NO</td>
</tr>
<tr>
<td>Performance and Target Management</td>
<td>4.24</td>
<td>1.52</td>
<td>4.78</td>
<td>1.27</td>
<td>YES (p&lt;0.05)</td>
</tr>
<tr>
<td>Negative or Unsupportive Behaviour</td>
<td>2.63</td>
<td>1.49</td>
<td>3.11</td>
<td>1.54</td>
<td>NO</td>
</tr>
</tbody>
</table>

Information:
- N = 29
- Scale range: Minimum =1 (Very Unsupportive) and Maximum = 7 (Very Supportive)
- P<.05 - there is less than a 5 in 100 probability of such an increase in perceived capability happening ‘by chance’.
3. Scores on the unsupportive behaviours were shown to be similar 3-6 months after attending training and immediately post course; there was not a statistically significant difference between these scores. This indicates that delegate’s awareness of the unsupportive nature these behaviours is being maintained over this period time.

Figure 4 below provides an illustrative example of the trend in delegate awareness of how supportive the different leadership behaviours are over time.

![Awareness of supportive leadership behaviours](image)

**Figure 4**
Trend in awareness of supportive leadership behaviours over time

**LONG TERM IMPACTS**
(DELEGATES ASSESSED MORE THAN 6 MONTHS POST-TRAINING)

A further analysis was carried out on delegates who completed the follow-up assessment more than 6 months after their attendance at the training programme – therefore table 4 indicates the potential long term impacts of the training (N.B in this sample, completion of the follow-up assessment ranged from 6 months to 18 months post-training).
The results of this analysis reveals some interesting findings:

1. Delegate’s scores on the negative or unsupportive behaviours are shown to be similar more than 6 months after their attendance at the training course compared to their scores immediately post-training (i.e. there is no statistically significant difference between post-training scores and follow-up scores). This indicates that their increased awareness of the unsupportiveness of these behaviours is maintained over this period of time.

2. Delegate’s scores on the performance management and target setting behaviours were also shown to be similar when assessed more than 6 months after their attendance at the training course compared to their scores immediately post-training. This finding is interesting as previous analysis showed that whilst there was no immediate impact of the training on delegate’s awareness of the supportiveness of these behaviours, the medium term analysis indicated that delegates saw these behaviours as being significantly more supportive when assessed 3-6 months post-training. In summary, it appears that when given the opportunity to reflect and apply their learning from the training course back to their job role, delegates appreciate that performance and target settings behaviours can be carried out in a supportive way. However, it appears that over time, this perception changes and scores return back to pre-training scores.

### Table 4
Scores on the behaviour categories post-training compared to more than 6 months post-training.

<table>
<thead>
<tr>
<th>Scenario Domain</th>
<th>Post-Training</th>
<th>Standard Deviation</th>
<th>More than 6 months post-training</th>
<th>Standard Deviation</th>
<th>Significant Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive or Supportive Behaviour</td>
<td>6.22</td>
<td>0.93</td>
<td>5.72</td>
<td>1.39</td>
<td>YES (p&lt;0.05)</td>
</tr>
<tr>
<td>Performance and Target Management</td>
<td>4.18</td>
<td>1.30</td>
<td>4.33</td>
<td>1.29</td>
<td>NO</td>
</tr>
<tr>
<td>Negative or Unsupportive Behaviour</td>
<td>2.52</td>
<td>1.04</td>
<td>2.79</td>
<td>1.49</td>
<td>NO</td>
</tr>
</tbody>
</table>

Information:

- $N = 75$
- Scale range: Minimum =1 (Very Unsupportive) and Maximum = 7 (Very Supportive)
- $P<.05$ - there is less than a 5 in 100 probability of such an increase in perceived capability happening ‘by chance’.
3. Finally, the analysis shows that positive/supportive behaviours are perceived to be significantly less supportive when assessed 6 or more months after attending the training compared to the scores given immediately post-training. This finding suggests an ‘undoing’ effect; essentially the positive impacts that the training had on delegate’s awareness of the supportiveness of these behaviours was not maintained after being back in their job role and organisational context for more than 6 months.

To understand this further, the qualitative comments provided as part of the follow-up survey were reviewed. In addition, a series of semi-structured interviews were conducted with a sample of managers who had previously attended the course. The managers interviewed were from across a number of different Trusts; they were selected at random from the list of managers who had voluntarily supplied their contact details as part of the follow-up survey and consented to take part in this qualitative phase of the evaluation.

The purpose of the interview was to try to explore the managers' experiences post-training, and to identify the factors that helped or hindered their ability to transfer and apply their learning back to their job role. Through exploring the qualitative data gathered from the interviews, we might have a better understanding of the reasons why managers’ awareness of the supportiveness of the behaviours changes once they are back in the workplace.

Based on the interviews and the qualitative comments provided in the follow-up survey, a number of key themes emerged. These have been summarised below alongside any supporting quotes:

1. Lack of opportunity to apply the learning/behaviours

Some managers felt that whilst the training was useful and provided them with the opportunity to reflect on their own behaviour and ways of dealing with a number of different management scenarios, they have not necessarily had the opportunity to apply this learning within their job role. This was because they had not faced any of the scenarios discussed during the training, or because they are not currently working in a leadership capacity. The application of learning plays an important role in the transfer process; without applying your learning, it can be easy to revert back to previously learned behaviours. This is especially true when you are looking to change behaviours that have become habit and have been reinforced over time. Research suggests that transfer is unlikely to occur at all if a ‘strong match’ does not exist between the content of the training and the work roles of delegates. Having the opportunity to apply new skills can play a key role in determining whether individuals apply their learning to their work, particularly if individuals know in advance that such opportunities would not present themselves within the workplace. In such instances, people may choose to set their own personal ‘goals’ in relation to the training they attend, and the transfer of training is less likely to be considered.
Conversely, if delegates believe that the training is going to help them in their job and are motivated to participate so that they can apply the training to enrich their current role, transfer into the work environment was perceived as more likely to occur.

Example quotes from delegates are outlined below:

“Since the training I’ve not come across a situation where I’ve had to use any of the techniques learnt.”

“No amount of training can prepare anyone for every potential situation, sometimes you have to learn ‘on the job’ or by shadowing your line manager when they have to deal with difficult situations.”

“Since the training I have yet to be back on the ward.”

“Real life is different to classroom.”

“It’s a shame that I currently do not line manage any staff members but I am confident that individuals can confide in me for support.”

“I have not had to deal with any particularly challenging management scenarios since the training.”

2. The influence of the work environment/ Culture

The evaluation of a training programme should necessarily consider the context in which the delegates operate as this will ultimately affect their ability to transfer the training back to their job role. Staff who are fearful of breaking cultural norms are less likely to utilise the training and apply their new learning to their work environment. In other words, if the behaviours demonstrated as a result of the training do not ‘fit’ with the organisational culture, this inhibits transfer of training. i.e. if the supportive behaviours we look to promote are considerably different to those currently displayed in the organisation, then training is less likely to be transferred. Some interviewees identified that they were operating within a culture of targets and statistics, and that this inevitably meant that supportive management practices were lost due to the pressure to get things done. The managers recognised that whilst they had good intentions of adopting a more supportive leadership style after attending the course, the pressures they faced to prove their performance and protect their own job prevented them from doing this. They felt that they were not given the time to complete their tasks and manage or support staff. In addition, a number of individuals highlighted that the culture of the Trust was to meet targets, with little consideration for how this was achieved – and in some cases bullying tactics were prevalent. In addition, some individuals felt the culture of the organisation meant that your ‘face needed to fit’ in order to be...
accepted and feel that your job was secure, and that any deviation from the accepted way of doing things would be frowned upon and could make you feel less secure in your job. With this in mind, changing leadership behaviour should be viewed as a ‘cultural intervention,’ not just a change in individual skill sets. Therefore it is important that efforts are made to address some of the barriers in the wider organisational systems and to promote a supportive culture in order to promote supportive management behaviours. Essentially, the organisation, and the leaders that represent it, have a role to play in promoting a suitable transfer climate.

Example quotes from delegates are outlined below:

“The training increased my confidence at the time, but processes and systems change so quickly that I question whether my thoughts are in line with the updated processes.”

“No matter how good I may be in terms of my performance as a manager, the current state of the Trust, and its “at any cost” or reactive management style, often dictates the stance I may take and the decisions made, which often compounds an otherwise simple issue.”

3. Lack of support from senior management in the workplace

Research is clear in demonstrating the importance of supervisor support prior to and following attendance at a training course. For example, supervisors can play a role in motivating trainees prior to attending a training course and showing an interest in what has been learnt, which in turn will encourage trainees to utilise their new learning. When this support is lacking, then the transfer of training is likely to be negatively impacted. Interviewees highlighted that the manager you work for and their ethos towards continuous learning in general has a real impact on your receptiveness to training. If your manager does not really value training, or understand how the personal development of their staff might benefit them, then they may be reluctant to release staff. This can send out the message that training is not important or a priority within the Trust, and instead it is seen as more of a tick box exercise. As a result the trainee is unlikely to feel supported in applying their new learning back in their job role, and may attend the training reluctantly without any real intention of benefitting from it. In addition, a number of interviewees outlined the importance of all management levels attending the training so that there is greater consistency in the approach the Trust takes to leadership. The need to train senior management was identified; it was felt that they could lead by example which would help to promote the culture shift that is needed for supportive leadership and management behaviour to be demonstrated. Training is more likely to be utilised in the organisation if the senior management have taken the same training course. If senior management attend the same course and apply the learning from the course, then other managers who have attended the course are less likely to feel fearful of ‘breaking cultural norms’. In addition, through engaging senior management in the training, this signifies that the organisation, as a whole, is committed to the programme which can also promote the successful transfer of training.
Example quotes from delegates are outlined below:

“One could be in a senior level of management, but if higher management does not support the implementation, then it becomes a rather tricky situation, where old practices are allowed to happen... Leadership by example needs to go higher ...I believe that this course is good, if started top to bottom. Some higher managers do not support release to this course though mandatory because of the length of it and the amount of work involved. In my capacity, this takes away a lot of patient contact time.”

“...It would have been helpful for managers above my level to have also been trained using this process ... as its very frustrating to be using the tools and thought processes from the training but those above not to be aware of or to be using them.”

4. Work demands

A number of individuals reported that their ability to utilise their learning from the training was negatively impacted by their high levels of workload and work demands. This affected their ability to take the time to reflect on their behaviour and to ‘refocus’. Some individuals suggested that whilst they had good intentions at the end of the training course, they had become ‘lost in the day job’ and so they had not had the time to reflect on the actions that they had set themselves or what they had learned from the training programme. In addition, when asked whether they had made use of the resources available to them through the online SBT system which complements the training programme, interviewees admitted that they had not used the system to its full potential. Once again, workload and lack of time were the most commonly cited reasons for not reading or accessing the further resources that are designed to support their development and learning. Interviewees felt that more time needed to be dedicated to continuous reflection and development; and that Trusts should recognise the long term impacts and benefits of allowing time for continuous learning. This issue has also been cited within the wider literature, with ‘lack of time’ and ‘workload’ commonly cited as determining whether or not delegates utilise their training once back in the role. Even where delegates acknowledge the usefulness of the training, feeling it could have been helpful within their workplace, the ‘time factor’ and having ‘tight turnarounds’ has been shown to limit the chances of the training content being put into place in the work environment. If opportunities to practice the skills learned through training are constrained in such a way, then over time, it becomes less likely that such skills will be maintained, or transferred into practice. The wider organisational culture can also play a role here; staff who perceive there to be a ‘blame culture’ in which little sympathy exists if mistakes occur, are more likely to experience time pressures when completing tasks which can make transfer of training especially unlikely. It is evident that in order for training to be transferred back into the job role, there needs to be commitment at all levels to ensure that learning and development is seen as a priority.
Example quotes from delegates are outlined below:

“IT IS QUITE DIFFICULT TO REMEMBER EVERYTHING WHEN YOU ARE BACK IN THE BUSY WORK ENVIRONMENT.”

“IT IS STILL A STRUGGLE TO DEAL WITH THE HEAVY WORKLOAD WHICH OFTEN DOESN’T ALLOW FOR THE TIME TO DEAL WITH THE ISSUES RAISED IN THE TRAINING.”

5. Lack of continuation training

Some managers indicated that whilst they enjoyed the training at the time, they did not necessarily feel confident that they had continued to apply their learning and that they have the same knowledge and understanding now compared to immediately post-training. It was identified that more regular training or ‘refresher’ sessions would potentially help to address this, and that trainees could benefit from meeting up with their fellow trainers after a few months to share experiences and help each other to meet their goals. Of the managers interviewed, the majority felt that there was little follow-up from their Trust after they had attended the training, and they felt that this could be addressed in order to improve the long term impacts of the training. This is also supported within the wider literature; there is evidence to suggest that further training interventions that are designed to maintain the positive impact of a training course can be beneficial and can lead to better long term outcomes. Feedback also plays a role here; post training follow-up and feedback has been shown to improve the transfer of training back to the job role. Trainees can act as an important resource for each other through sharing experiences and learning and offering support; therefore it was suggested that wherever possible, attempts should be made to bring the training group back together a few months after their attendance at the course.

Example quotes from delegates are outlined below:

“ALTHOUGH SOME ITEMS HAVE BEEN RETAINED IT IS IMPORTANT TO REFRESH YOURSELF REGULARLY.”

“I THINK IT’S GOOD TO HAVE A REFRESHER AND REMINDER OF HOW YOU DEAL / ACTION STAFF ISSUES. MAKES YOU LOOK AT YOURSELF AND LOOK AT WAYS TO IMPROVE.”

“I CAN’T REMEMBER A LOT ABOUT THE TRAINING.”

A series of recommendations based on this and all the evaluation data collected is offered during the close of this report. However, it is evident that there are a number of possible actions that could be taken to increase the likelihood of the transfer of training and the maintenance of learning and awareness.
Manager capability is considered to be an important criterion when evaluating the impact of the Supportive Leadership & Management Behaviour training programme. Research is clear in demonstrating that an increased sense of confidence in our ability to perform certain tasks or roles is a key predictor of our subsequent performance.

It is important to note that capability is not about our general self-confidence; instead capability is domain specific and therefore it was measured in relation to 5 specific management/leadership scenarios that are considered to be relatively common throughout the NHS. Each item assesses the confidence with which leaders believe they can deal with various scenarios and the scale range is from 0 (no confidence) to 10 (complete confidence). Each scenario is described in detail in the evaluation survey, for the purpose of this report a summary of the scenario domain is provided below in Table 5 & Table 6.

**SHORT TERM IMPACT**
*(IMMEDIATE POST-TRAINING SCORES)*

Analysis of the data showed that manager’s perceived capability to deal with different scenarios significantly increased following attendance on the Supportive Leadership & Management Training programme (See table 5 overleaf). The findings shown below suggest that managers left the training feeling more confident in their ability to deal with all 5 of the scenarios that were assessed. This finding was statistically significant, meaning that there was less than a 1 in 1000 probability of such an increase happening by chance and therefore demonstrates the real impact that the training is having.
In addition to looking at the individual scores of capability, the five leader capability survey items can be aggregated to enable an overall leader capability score to be calculated. The scale for this overall capability measure is 0-50, with a higher score indicating higher levels of perceived capability. Using the matched evaluation data from across the participating Trusts (N= 539), pre course scores were compared with scores taken immediately after the training course. Figure 5 below depicts the trend line in leadership capability from before to immediately after training. This shows that overall capability was shown to be higher immediately post-training (39.08) compared to pre-training scores (34.30). This finding was also shown to be statistically significant.

### Table 5
Capability pre and immediately post-training

<table>
<thead>
<tr>
<th>Scenario Domain</th>
<th>Before Training</th>
<th>Standard Deviation</th>
<th>After Training (Immediately post course)</th>
<th>Standard Deviation</th>
<th>Significant Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dealing with team conflict</td>
<td>6.88</td>
<td>1.66</td>
<td>7.71</td>
<td>1.36</td>
<td>YES P&lt;0.001</td>
</tr>
<tr>
<td>Dealing with staff sickness &amp; absence</td>
<td>6.76</td>
<td>1.97</td>
<td>7.85</td>
<td>1.49</td>
<td>YES P&lt;0.001</td>
</tr>
<tr>
<td>Dealing with organisational change</td>
<td>6.40</td>
<td>1.88</td>
<td>7.55</td>
<td>1.47</td>
<td>YES P&lt;0.001</td>
</tr>
<tr>
<td>Dealing with violence and aggression</td>
<td>7.21</td>
<td>1.63</td>
<td>8.01</td>
<td>1.46</td>
<td>YES P&lt;0.001</td>
</tr>
<tr>
<td>Dealing with poor communication</td>
<td>6.83</td>
<td>1.47</td>
<td>7.85</td>
<td>1.26</td>
<td>YES P&lt;0.001</td>
</tr>
</tbody>
</table>

Information:
- N=556
- Scale range: Minimum = 0 (not at all confident) and Maximum = 10 (completely confident)
- P<.001 - there is less than a 1 in 1000 probability of such an increase in perceived capability happening ‘by chance’
It is evident from these findings that the training programme is having a significant and immediate impact on manager's perceived capability to deal with a range of common leadership situations. In order to establish whether this positive impact is maintained over time (i.e. whether it is transferred from the training environment back to the job), a follow-up survey was issued to staff after their attendance at the course. The findings of this analysis are discussed below.

**Figure 5**
Management capability perceptions pre-course and immediately after training (N=539)

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**Medium Term Impacts**
*(Delegates Assessed 3-6 Months Post-Training)*

As discussed earlier, the decision to group and run separate analyses on the follow-up data (i.e. to group those who had completed the follow-up survey within 6 months of attending the training and those who had completed the follow-up survey more than 6 months after attendance at the training course) was taken to ensure that any variance arising from the difference in time lag between training and completion of the questionnaire is controlled for.

Table 6 below indicates the capability scores post-training, compared to scores of delegates who completed the follow-up assessment 3-6 months after attending the course. This analysis allows us to see whether the positive impacts the training has had on capability perceptions immediately post course (as evidenced in table 5) are maintained over time.
These results show that for four of the five items/scenarios, delegate’s scores were similar 3-6 months after attending the training and immediately post-training. This suggests that the positive impact of the training on leadership confidence in their ability is maintained over this period of time.

Interestingly, the perceived capability score for the dealing with team conflict was shown to be higher at the 3-6 month follow-up when compared with scores immediately post-training. This is in line with theory and research on capability and suggests that once delegates have had an opportunity to apply their learning to their job role their confidence in their ability to manage team conflict increases.

In addition, the trend in overall capability perceptions was explored. Table 7 below shows that scores of overall perceived capability are similar at follow-up (3-6 months post-training) and immediately post-training; there was no significant difference between the scores at these two time periods. This suggests that the positive impact the training is having on overall capability is maintained even 6 months after delegate’s attendance on the course.

Table 6
Capability pre and up to 6 months post-training

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A separate analysis was conducted on delegates who completed the follow-up evaluation questionnaire more than 6 months after attending the training course. The findings show that delegate’s scores of perceived capability on all of the five leadership/management scenarios outlined above are significantly higher at follow-up (6 or more months after attending the training) than delegate’s scores immediately post-training. This further demonstrates the positive impact of the training, combined with the experience and opportunity to apply their learning within their work environment.

In summary, analysis of the capability data at different time points provides evidence to demonstrate that the training has an immediate and positive impact on perceived capability for dealing with a range of management scenarios, and that this positive impact is maintained within 6 months of attending the training. In addition, over time, perceptions of capability increase as delegates have an opportunity to apply their learning to their job role and gain more experience.

Furthermore, when comparing delegate’s immediate post-training capability scores with scores more than 6 months after attending the training, the results show that capability scores are significantly higher.

### Table 7
Overall capability scores immediately post-training, compared to scores up to 6 months post-training

#### LONG TERM IMPACTS  
(DELEGATES ASSESSED MORE THAN 6 MONTHS POST-TRAINING)

A separate analysis was conducted on delegates who completed the follow-up evaluation questionnaire more than 6 months after attending the training course. The findings show that delegate’s scores of perceived capability on all of the five leadership/management scenarios outlined above are significantly higher at follow-up (6 or more months after attending the training) than delegate’s scores immediately post-training. This further demonstrates the positive impact of the training, combined with the experience and opportunity to apply their learning within their work environment.

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Furthermore, when comparing delegate’s immediate post-training capability scores with scores more than 6 months after attending the training, the results show that capability scores are significantly higher.
As part of the post course evaluation questionnaire, delegate’s experience of the training was measured. Although a number of items were asked within the questionnaire, further analysis of these revealed that an overall measure of training reactions could be reduced to 8 items – example items are shown in Table 8 below.

Items are measured on a scale of 1- 5 (1=strongly disagree, 5 = strongly agree), with a higher score indicating a more positive reaction/ experience of the training programme.

Table 8 provides an overview of the delegate’s scores on the training reaction indicators. Although, and on their own, trainee reactions do not provide a rigorous assessment of any training programme, they are useful indicators of training quality.

<table>
<thead>
<tr>
<th>Reaction Indicator</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues were dealt with in as much depth as the course allowed</td>
<td>6 (1%)</td>
<td>17 (3%)</td>
<td>70 (13%)</td>
<td>291 (52%)</td>
<td>172 (31%)</td>
</tr>
<tr>
<td>In my opinion the planned objectives were met</td>
<td>3 (0.5%)</td>
<td>10 (2%)</td>
<td>54 (10%)</td>
<td>299 (54%)</td>
<td>190 (34%)</td>
</tr>
<tr>
<td>The training was realistic</td>
<td>1 (0.2%)</td>
<td>9 (2%)</td>
<td>55 (10%)</td>
<td>308 (55%)</td>
<td>183 (33%)</td>
</tr>
<tr>
<td>The training enabled me to share professional experiences with colleagues</td>
<td>2 (0.4%)</td>
<td>11 (2%)</td>
<td>43 (8%)</td>
<td>243 (44%)</td>
<td>257 (46%)</td>
</tr>
<tr>
<td>The length of the course was adequate for the objectives</td>
<td>8 (2%)</td>
<td>35 (6%)</td>
<td>77 (14%)</td>
<td>279 (50%)</td>
<td>157 (28%)</td>
</tr>
<tr>
<td>The training context was well suited to the training process</td>
<td>0 (0%)</td>
<td>13 (2%)</td>
<td>69 (12%)</td>
<td>310 (56%)</td>
<td>164 (30%)</td>
</tr>
<tr>
<td>The trainers were confident in their delivery</td>
<td>2 (0.4%)</td>
<td>3 (1%)</td>
<td>31 (6%)</td>
<td>214 (38%)</td>
<td>30 (55%)</td>
</tr>
<tr>
<td>The training met my expectations</td>
<td>3 (1%)</td>
<td>21 (4%)</td>
<td>80 (14%)</td>
<td>240 (43%)</td>
<td>212 (38%)</td>
</tr>
</tbody>
</table>

Table 8
Training reaction scores

In addition to the above training reaction items, delegates were asked about how enjoyable and relevant they found the course; whether they deemed the course as being hard to follow and if they were keen to apply what they had learnt from the training back to their job role. Figures 6-9 below show that the majority of delegates agreed or strongly agreed that the training was enjoyable and relevant, and a majority reported feeling keen to apply their learning to their job role. In addition, only a small percentage (7%) reported the training as being hard to follow.
Figure 6
Training reactions - enjoyment

Figure 7
Training reactions - relevance
REACTIONS

Figure 8
Training reactions - difficulty

Figure 9
Training reactions – motivation to transfer

THE TRAINING WAS HARD TO FOLLOW

Agree; 6%
Neither agree nor disagree; 10%
Disagree; 36%
Strongly agree; 1%
Strongly disagree; 47%

KEEN TO APPLY WHAT I HAVE LEARNED

Strongly disagree; 1%
Disagree; 0%
Neither agree nor disagree; 10%
Strongly agree; 44%
Agree; 45%
The scores on the training reaction items indicate that the training has been well received, and that the training was considered to be realistic and allowed delegates to share experiences. The fact that 93% of delegates agreed or strongly agreed that the trainers were confident in their delivery can also be considered an indicator of the success of the train the trainer approach. This approach is one where trainers are provided with access to high quality resources (e.g. notes, slides, handouts and videos) and continuous support through the SBT system. These positive reactions to the training are further demonstrated through the qualitative comments provided by delegates as part of the post course evaluation questionnaire.
In addition to the quantitative information collected, delegates were asked to leave any comments they had about the training course; a sample of which have been summarised below.

“Today could not have come at a better time for me. Listening to others and hearing their thoughts, ideas and solutions have helped me enormously. Thank you.”

“I found the training very relevant to my development and also what I need to know and change in being a better manager and leader. This has helped me to recognise qualities that I have and areas which I need to develop. There was a good mix of staff on the training course and the experience shared has really helped me and I feel better equipped to manage and hopefully become a good leader and merge both together in achieving organisational goals.”

“Group discussion initiated by real life scenarios was very helpful in looking at different ways of tackling issues… the experience of others gave me a different perspective of looking at situations.”

“Good interactive workshop. Also good to hear views/problems/values of staff in other disciplines/areas of work. Encouraged me to reflect on my own management role.”

“I really enjoyed today and found it very thought provoking and interesting. Made me think a lot about how I appear to others.”

“Feedback from different people is a very helpful way of understanding development needs.”

“Useful and practical course. Techniques can be applied easily and seamlessly into operational practice. Good opportunities to share experience, reflect and learn from others.”
On the basis of the evaluation results, it can be seen that the training itself is both valuable and valued by delegates. It is evident that the training has both a positive and beneficial impact on delegate’s perceived capability to deal with a range of leadership and management situations, and this impact is not only maintained, but is also increased over time and as delegates have the opportunity to apply their learning in their work environment.

In addition, it can also be seen that delegate’s awareness of supportive and unsupportive manager behaviours is also increased as shown by the significant change in scores immediately post-training. However it is also noted that over time, there is an apparent ‘undoing’ effect of this awareness as delegates return to their work environment and are influenced by the norms and accepted behaviours of those around them. This raises a key point about the importance of the work environment in the successful transfer of learning. It also highlights that it is necessary for an integrated approach to be taken to leadership and management; this should focus not only on the individual leader, but also those around them and the wider organisational culture in which they operate.

In summary, and considering this data and the broader research literature, the following recommendations have been put forward to increase the likelihood of the maintenance of awareness of the supportiveness of management behaviours:

1. Training should be implemented across all levels, including senior management. Executive levels need to understand the importance of supportive and effective leadership in order to prevent benefits from this and other training programmes being short-lived. Senior management should be targeted in order to help embed attitudes and behaviours that promote positive and supportive leadership.

2. In order to increase the long term impacts of the training, the wider organisational culture needs to be considered; including the accepted norms and behaviours. Attempts should be made to promote and reinforce positive and supportive behaviours wherever possible, and it is recommended that regular assessments of the health and culture of the organisation are carried out.

3. Refresher training / post-training interventions should be considered in order to help the benefits of training to be maintained over time. This might include bringing the training group back together to reflect on their experiences in applying their learning back in their job role.

4. Training should be viewed as one part of continuous development; regular self-reflection should be encouraged and this needs to be promoted at all levels and seen as a priority.

In addition, it is important to note that the supportive leadership and management behaviour training programme will continue to be evaluated over time, and with more cases (particularly at the follow-up evaluation) a more detailed analysis can be conducted. This ongoing evaluation will enable the long term impacts of the training to be assessed, and will help to provide further recommendations to improve the transfer of learning when back in the work environment.
At Zeal, we are all passionate about the role of psychology in the workplace. We bring together leading edge thinkers, doers and communicators who know what it means to solve customer problems in practical and useful ways. Our core aim is to enhance individual and organisational health and effectiveness. What does this mean, you might ask?

Do you ever ask questions like...

- How can we improve motivation at work?
- Do our leaders and managers have all the skills and competencies they need?
- How can we better manage workplace violence and aggression?
- How can staff retention be improved?
- What can we do to reduce absence?
- Are we doing all we can to manage workplace bullying/harassment?
- Do we have a 'stress problem'? What can we do about it?
- What do people really think about their job and the organisation?
- Do we have the ‘right’ organisational culture?
- Does the design and layout of our workplace support what we ask people to do?
- Is our training effective? Can it be improved?

Our aim is to answer questions such as these by:

- Bringing useable science to bear on all aspects of human psychology at work
- Making sure that there is evidence for any solutions advocated
- Translating fundamental knowledge into everyday ‘jargon free’ tactics, strategies and actions
- Evaluating actions and interventions
- Encouraging individual and organisational problem solving
- Bringing energy and enthusiasm to everything we do

We offer consultancy, advice, research and evaluation services. And we work across key organisational functions.

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