

Yorkshire and Humber CAMHS Leadership Development Programme

Qualitative Evaluation March 2008

Introduction

This document presents data gathered from participants on the regional Yorkshire and Humber CAMHS development programme during the final day of the year long programme. This last session had a theme of evaluation and reflection; with participants presenting the outcomes of their service improvement projects, and reflecting on their learning 'journey'. Data written up here comes from the 'journey' presentations – arrangements are being made for putting the service improvement project accounts onto the CSIP Children and Families website.

Overview

The leadership development programme was launched in March 2007 and ran until mid-March 2008, funded by the Care Service Improvement Partnership (CSIP) and commissioned from Tees, Esk and Wear Valley NHS Trust. It was designed based on other NHS and Local Council Leadership programmes which had been delivered by TEWV via NIMHE which have evaluated positively. The first part of the programme involved participants in arranging completion of a 360° Leadership Effectiveness Analysis (LEA). From June 2007 the group met for monthly sessions of either a skills workshop or a master class – with topics ranging from team leadership and emotional intelligence, change management and service improvement, to policy and strategy in CAMHS. During the second part of the programme time was given to half-day action learning sets to support participants in designing and carrying out work-based service improvement projects.

The purpose of the programme was to develop leadership capability in CAMHS and to strengthen the networking among managers and clinical leads in the region. It was a dual aim of the programme that both team/service user benefits should be achieved through service improvement projects, as well as individual development benefit for participants.

Journey Data

At the final session, and following the project presentations, all the participants were asked to reflect on the following questions/points:

- where did I start from (what needs, concerns etc did I bring into the programme)?
- what have I learned (key lessons)?
- how have others benefited from my learning and participation?

- where am I now (future development goals and supports needed)

The following presents an amalgamation of the data presented, without attribution of organisation names. Some of the vocabulary relates to images and pictures used by participants in their presentations.

Where did I start from?

This section reveals a range of experiences at the outset, with a general theme of people being under some pressure, and uncertain of how to fit in the demands of the programme.

I was 'home grown' in the service, and had been in the team since 1991. For me, joining the programme was about getting some external challenge.

I was new in post, and new to CAMHS management. I'd worked before in children's services and with youth offending.

I couldn't see the wood for the trees – I felt quite stressed and overloaded.

I'd been in the service 16 years, and had quite a dark cloud of stress over me. We were going nowhere fast, and had had a bad press. It was very lowering for the whole team and especially for me – I felt very responsible for my team as it went through a bad time.

Overloaded! The question was how I was going to fit in all this development work alongside a clinical role.

I was a newly appointed clinical director. I had done a development programme for consultants in my own trust – and this had given me some good development, but the attraction of this programme was that it was specific to CAMHS.

I was enthusiastic.

I was juggling a clinical and a managerial role. I wasn't sure what to expect.

I felt isolated and uncertain. In effect I had three jobs, and I didn't feel capable of doing them well. In particular I was uncomfortable with myself in the role of manager.

I arrived having been told to come on the course 2 days before. I had lots of questions.

I needed some objective space – my job was changing, there was restructuring going on and I was really in need of support. The programme felt like an oasis, an empowering experience – it has given me a chance to get an overview of the CAMHS agenda.

I was keen to increase my network in CAMHS – as I was new to the service. I also looked forward to getting a good update on my management and leadership training.

I thought I had some good theory, but I had no sense of my own leadership style.

What have I learned?

You don't have to have a strong arm to be a good leader, rather you need to be toned and flexible!

I have learned leadership skills which I can use on a daily basis. It has increased my confidence to have a go, and it has given me a good sense of my emotional intelligence.

The main learning has been that you can achieve a great deal in such a short space of time. I have been able to develop the service and bring people with me a long way.

I have always thought I was good at growing other people, but I didn't really let them run with things. The 360 made me see that I had to delegate better, with more clarity and I have worked on this.

I have enhanced my technical knowledge and skills. We have also worked on service flow, benchmarking. I got good insights from the MBTI.

I have mainly learned how to take others with me, and to choose your allies carefully. I have learned how to seize opportunities. External pressures can be used to create a real momentum for change if you take the chance.

360 told me about my style. I have also learned so much about CAMHS and the things that are going on in the service through our networking. It is not just interesting, it really gives you some perspective and understanding.

I have gained so many extra dimensions and depth on my understanding of the service. My key learning has been from the polarity management session, Peter Mackie's master class, Dawn Rees's overview – and in general the theory that we have covered.

The 360 and the MBTI were fascinating to me. I have also learned a lot from the service improvement techniques. In general it has been a place where I could focus on me and my future.

Well, there have been some huge revelations! First about my style, I have learned that like a typical F (MBTI) I actually need feedback and that this is OK, not something childish in me! Secondly that we all share a 'dark night' sometimes, and how to cope with it. Thirdly, the big picture – I have found out

that there is one, which is reassuring. And lastly, I learned about the importance of detail and taking small steps until the picture emerges and everyone understands it – this was crucial in my project where detail was so important for clarifying what to do.

The 360 and MBTI were really helpful. There were lightbulbs coming on all the time. It has all added up, and become a very helpful process as the year went on.

The 360 and the coaching session with it was good, and so were the skills sessions, including the service improvement techniques and the innovation master class. Also I have learned such a lot from the network here. It has all been really well structured, to support us.

I have gained a lot from finding out about the perspective of others and their services. We have been able to do a lot of sharing and giving support. The motivation ideas by Peter Mackie and in Henry V were really relevant to me.

How have others' benefited from my learning/participation?

Through two things – I have really got my head around structured service development, and also I have developed my nurturing side and that has been significant for a couple of people who needed that.

I am more confident, and I assert more on behalf of the team. LEA has helped me increase my focus – more production and more direction.

The service I manage is now more efficient, and business focused, and I put more time into planning than I ever did. Also I can fight my corner better.

I'd say we were swimming against the tide, but have had the benefit of a close scrutiny on the service – and we are in a better place now.

I've got my bounce back! It has helped the team that I have more ideas, I spend more time standing back and thinking about how to implement them.

It's about clarity of expectations – and doing more collaborative working. We have upskilled in the team through the project, and run a smoother service.

I have developed others more and don't think about doing it all myself. I take time to take more care of myself too. You can get worn down so easily.

Something Peter Mackie said about mood being catching really stuck with me, and I think the team has benefited from me making a real effort to work with a smile on my face. I give more feedback to everyone and have greater clarity about what I expect. We have shorter waiting times for users thanks to the project and a more tailored service. Also I notice the staff discuss things more; we are all better at working things out together.

The service improvement project has brought benefits.

The learning set has been a good forum for giving support to each other.

Benefits have come from the project. We have a better service definition; it is more streamlined. Everyone works differently, but we can work together.

The main thing has been from me learning to let go – you get more from others if you do.

This group has helped to contain me and my stress. I feel stronger, less heavy hearted, after time out here. My focus has been more objective and on service development, not on the problems I've had.

The Highlights and Low Spots

Highs: *Meeting colleagues, the mutual support and learning.*

The 360 feedback.

The networking, and the confirmation or affirmation of things I knew.

Meeting everyone, and the master classes.

The networking and the master classes.

The master classes, especially Peter Mackie, and the workshops

Networking has been fun.

Master classes, especially Peter Mackie and Pat Oakley. I have loved the theory that underpins what we have learned – this suits my learning style. The networking has been good too.

The Henry V master class, and the networking, and also the other self assessments we have done.

The models and tools like MBTI and the conflict styles, which gave some really useful insights.

The master classes – well all our sessions really. It has increased my confidence especially from the self assessments.

The Peter Mackie Masterclass and Henry V, and the tools we have been introduced to like Myers Briggs, and the conflict tool.

Today has been a real highlight, learning about the projects. We could have benefited from a midpoint presentation as well as doing them at the end – it has been really helpful.

Today has been great – it has been really helpful to learn about service improvement work. And the Henry V Mythodrama session.

Lows: *My only negative would be about this venue, it has been rather chilly.*

The motivation session (the dancing hippo) – it was fun but not really time efficient.

It has also been difficult fitting in the academic work, as the links and timings have not fitted in well with the course.

The Harrogate traffic!

It might have been better to spread the master classes out and get started on the project sooner.

The timetable for the projects (not getting started sooner) and it was

frustrating not to understand until later on about the presentation requirement.

We would have benefited from an earlier clarification about the project so we could get the timing better.

Travel to Harrogate has been a problem, and I could not attend every session.

I need more time to reflect on all that we have covered, it has gone too rapidly for me to absorb everything. Also the project timetable was a problem – but I'll be honest and say I don't think I heard it when you first explained.

The travelling and the traffic was a problem. Also I don't think I fully had time to reflect and each month came around very quickly with more stuff.

Sometimes the admin has been a problem – there have been a few slips.

The motivation session – we just needed a different input that day.

I missed two sessions – and I feel I really missed out.

I can't think of one. There have been none.

What comes next?

I shall continue to work with another participant because we will be sharing a PCT – so the work continues!

As we've gone from 4 PCTs to one I've had to reapply for my job, and I've got it – so I will be moving forwards in the new structure.

The world's my oyster!

I'm hoping to keep up the networking and continue getting the cross fertilisation of ideas.

I'm looking for a mentor – and want to continue working on collaborative leadership in developing the service.

I will be taking ideas from here and working with them with staff to manage future changes and service developments.

The bottom line for me is 'would I want a child of mine to use our services?' and I'm afraid the answer at the moment is no. There is still a long way to go – but we are leading in the right direction.

My next goal is to encourage the team forward. I am full time as a manager now, and I intend to use the development plans I've made here to keep myself motivated. I'm looking for a mentor to support that.

I would be interested in keeping the Action Learning set going, for support and help with critical thinking.

I'm going to move on with the project – and find a mentor.

I'd like to keep the network going, maybe do some buddying. I know how hard it is to keep groups going, but maybe a discussion or support group would be possible.

I shall be applying what I have learned to a new director post. And I need a mentor.

Observations by the Facilitator Team

Attendance on the programme has remained very strong – with only one withdrawal from the course. The general mood of the final session was positive; with participants proud of what they had achieved. There was also strong endorsement of the value of networking which had built up over the year – which had shown benefits in terms of better understanding of service strategy and agendas across CAMHS, strong support for individuals in the management of local issues, and encouragement and critical thinking around projects.

Service improvement projects were a key part of the programme – and the requirement to carry out one was set out at the launch event in March 2007. However the emphasis on LEA, followed by 2 early summer master classes and then a break from the programme in August meant that the subject of projects was not re-opened until the early autumn. Action learning sets, which were established in September to support participants in managing their projects, are generally formed when the group has begun to gel.

These sets have worked well and have been well resourced in terms of facilitation. However it was acknowledged at the end of 2007 that an extra month would need to be booked to make further progress. Project initiation and progress review documentation was also developed to help structure the projects – and proved a useful driver to the process. The design of the final session and the presentation requirement also concentrated minds. It is noted that although a good variety of projects has been delivered, with links to published High Impact Changes, the evaluation – and more particularly the measurement of outcomes – remains something to be followed through.

In general the learning outcomes identified by participants have been very strong. Except for one session which did not evaluate particularly well (but even that was not judged to be poor), the general level of satisfaction with the relevance, interest and practicality of sessions has been high on post-session forms. The range of key lessons identified in the 'journey' presentations covers the full range of elements of the programme – from LEA, MBTI and other assessments, the master classes, skills sessions, action learning and projects. In addition to these elements, a key aspect of the process of the programme, the regional networking, has been strongly endorsed by participants as of value to them.

Finally, travel to a central location (Harrogate) has presented some problems, as did the venue for the master classes (Middlesbrough). This is the shadow side perhaps of a regional rather than a local programme – but as a negative it must be counter-balanced against the very strong benefit achieved by bringing participants together from across the region to learn and develop together.

Sophia Martin
March 2008

The course team:



From left to right: Jane Sedgewick (CSIP); Sophia Martin (organisational development consultant); Angie Pullen (CSIP); Steve Stericker (CSIP); Wendy Cowie (Tees, Esk and Wear Valleys NHS Trust).

Sophia and Wendy were the programme tutors. Steve, Angie and Jane provided programme support, Angie specifically around service improvement projects and action learning sets, and Steve around action learning sets.