

Take the Lead 2 (ttl2) Post-program evaluation summary

Ministry of Health | Nursing and Midwifery Office (NaMO)

16 February 2017



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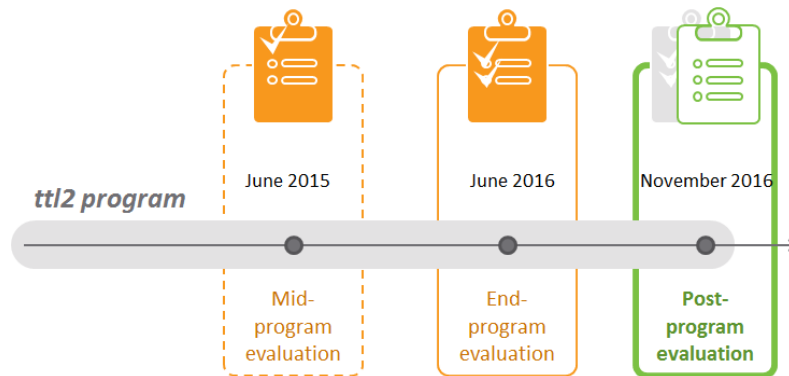
Post-program evaluation summary

About the report

The Take the Lead 2 (ttl2) post-program evaluation report contains a summary and statistical analysis of qualitative and quantitative survey data, collected six months after the conclusion of the ttl2 program in April-June of 2016. This is the final evaluation of three evaluations and corresponding reports over 1.5 years.

Earlier, mid-program and end-program reports described the success of the program. The current, post-program evaluation and report provides insights into post-program application, results and impact, in an effort to monitor continued overall program impact (see Figure 1).

Figure 1: ttl2 program evaluation timeline



About the program

The Nursing and Midwifery Office (NaMO) commissioned the ttl2 program to increase Nursing and Midwifery Unit Managers (N/MUMs) knowledge of managing for performance and to assist N/MUMs to transform themselves and their units into high performing teams. Qualitas Consortium delivered the ttl2 program to 305 participants.

The specific objectives of ttl2 are to assist N/MUMs to:

- Develop a high-performance culture and enhance the ability of the N/MUMs to deliver quality patient-centred care to the local community
- Use effective tools and techniques to manage individual, team and organisational performance across their units
- Give them the confidence to make changes in their workplace
- Develop ways of changing styles and patterns to become more effective
- Give and receive feedback on leadership styles and management processes and use this to improve clinical leadership both personally and at an organisational level
- Utilise the tools and techniques taught to 'release time to lead' so they can devote time to lead the implementation of improvement projects and develop the talent within their teams
- Take advantage of the opportunity to establish N/MUMs networks and provide mutual support.

The purpose of the evaluation

NaMO engaged Nous Group (Nous) to conduct an independent evaluation of ttl2 program to:

- Assess the extent to which the program achieves its objectives, and
- Understand changes in participant's performance, skills and practices as a result of the program.

This in-depth review of the ttl2 program aims to inform decisions about future modifications to the program, if required. Specifically, the evaluation:

- Identifies areas of strength in program design and delivery to maintain and leverage in future programs
- Identifies areas of improvement to enable participants to transfer learning and achieve change in the workplace.

Improvements to the program, and the resulting participant and organisational impact, will assist NaMO to achieve increasingly positive outcomes from the ttl2 program.

Evaluation methodology and high level evaluation results

The methodology applied to evaluate the program's overall effectiveness and impact is an amalgamation of Kirkpatrick's 4 level evaluation model¹ and Guskey's evaluation model.² Qualitative and quantitative data was collected via online surveys, collated, analysed and validated.

The response rate of 42% for participants and 20% for line managers was sufficiently large to enable meaningful analysis on the efficacy of the ttl2 program.

The evaluation has shown:

- Participants and line managers continue to report increased participant confidence, skill and abilities across a range of areas
- Participants and line managers continue to report improvements to team effectiveness, which has improved the quality of patient care and patient outcomes
- Transfer of learning remains high across all performance domains, and while participant self-assessment has trended down from the end-program evaluation, line manager assessment has trended up
- 'Releasing time to lead' remains the domain of weakest transfer to date
- Line managers and workplaces continue to play an important role in supporting participant application of learning
- Participants were engaged and motivated by the ttl2 program and highly likely to recommend the program to colleagues
- The majority of participants would not remove or change any program components.

¹ Donald J Kirkpatrick 1974 and 1994 book "Evaluating Training Programs: The Four Levels"

² Thomas Guskey 2000 "Evaluating Professional Development"