Be the Change Leadership Programme

Evaluation Report

(June 2020)

1. Introduction and evaluation approach

Background

In 2019, the Safeguarding Board for Northern Ireland (SBNI) launched the Be the Change Trauma Informed Leadership Programme in partnership with the HSC Leadership Centre.

The Programme provided 60 leaders from across Health, Social Care, Justice, Education, Housing, Local Government, the Community and Voluntary Sector and the faith communities[1] with the opportunity to come together to build trauma informed capacity across their own organisations and the sectors they work in order to build a trauma informed culture across Northern Ireland. The programme is part of a wider suite of training and workforce development opportunities of the EITP Trauma Informed Practice (TIP) Project. The EITP Trauma Informed Practice (TIP) project includes opportunities for frontline staff and practitioners to develop their knowledge, skills and confidence in applying ACEs/Trauma concepts and principles in their practice as well as skilling up trainers to deliver training and support within their own organisation[2].

Programme aims and outcomes

Through collective leadership, the Programme's overall aim is to develop an implementation pathway for the trauma informed practice agenda within agencies and across the system in Northern Ireland. Through the delivery of a comprehensive suite of resources and learning opportunities, the initiative has set out to achieve the following outcomes:

- Promote leaders to Be the Change through the application of their learning through practice within their team, across their organisation and the system;

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[1] Representatives from a number of government departments – including Department of Justice, Department of Health, Department of Education and Department for Communities were also represented in the delivery of the programme.

[2] Further information on the training resources of the EITP TIP project click here https://www.safeguardingni.org/aces/trauma-informed-practice-training

- Develop a cadre of leaders with increased emotional intelligence, resilience, confidence and who can operate with a growth mind-set;

- Improve system networks and relationships within and across our system;

- Create a community to share trauma informed learning and practice;

- Appreciate and apply the tools of organisational design and systems transformation;

- Develop sustainability and direction for trauma informed practice;

- Develop a collaborative approach to trauma informed practice across the system; and

- Increase support and opportunities for the development of whole systems trauma informed leaders.

An overview of the Programme content

The Programme has engaged leaders from across a range of organisations and sectors with a variety of content and methods to support them in building trauma informed leadership and capacity within their organisation. Table 1 below provides an overview of the Programme content.

Table 1: Overview of Programme content

Activity	Content
On-boarding	• Outline of the initiative and process • Commitment planning • ACE overview training session
Module 1: Leading from within	• Collective leadership • Emotional Intelligence

Activity	Content
	• Influence and impact • Introduction of 'Live Work'
Module 2: Leading through organisation design	• Organisation design practice and change management • Service improvement and redesign • Nudge theory • Trauma informed organisational design
Module 3: Leading within systems	• Systems leadership and theory • Co-production and co-design based practice • Sustainability and spread • Shared responsibility and interdependency
NI ACE Conference: Shared Learning Event	• NI ACE conference 2020 • Group shared learning on 'Live Work' and personal development • What does the future hold?
Other supports	• 1:1 coaching and mentoring for participants • Identified 'Insight Visits' to learn from other professions, sectors or industries • Facilitators of systems transformation and Trauma Informed Practice experts sharing the latest thinking, inspiration and best practice

In addition, an integral component of the Be the Change Leadership is Live Work. Live Work projects can be undertaken in one of four different areas:

- Commissioning and service re-design/improvement;
- Physical environment;
- Governance (planning, quality assurance and evaluation); or
- Human resources (strategic policy and planning, recruitment and staff wellbeing).

During the programme, organisations were able to undertake their live work across the four different topic areas of which many representatives choose to do. A number of representative organisations also chose to focus their efforts and time focusing on one of the above topic areas. Appendix B comprises the project posters for a number of the Live Projects.

Evaluation approach

It should be noted that this evaluation is relatively small scale in nature, given that the Programme is focused specifically on leaders within particular sectors. The evaluation comprised a questionnaire administered once to participants at the end of the Programme (i.e. summative evaluation)[3] and was structured to ascertain leaders' views on the following areas:

- Usefulness of the Programme content;
- Quality of delivery and facilitation;
- Impact of the Programme on personal and system-wide outcomes; and
- Overall impact of the Programme.

The findings from this evaluation will also feed into a wider ongoing evaluation of the EITP Trauma Informed Practice Workforce Development Project. A final report from that evaluation will be published in summer 2020.

Profile of respondents

A total of 60 leaders from across the full range of sectors as outlined below were registered on the programme. Of these, 54 leaders completed the programme and 34 of these completed an end-point evaluation. This represented an overall response rate of 63%. Of

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[3] It should be noted that some elements of the programme were ongoing at the time the questionnaire was administered, e.g. the NI ACEs conference and Live Work projects.

these, 32 leaders stated the sector they work in. Figure 1 below provides an overview of this breakdown. It illustrates that those who completed the evaluations came from a broad range of sectors, with the Justice sector representing one-third of respondent leaders, followed closely by the Health and Social Care sector. Two respondents noted 'Other', however it could not be established from their survey return which sector they were working within.

Figure 1: Sector breakdown of leaders
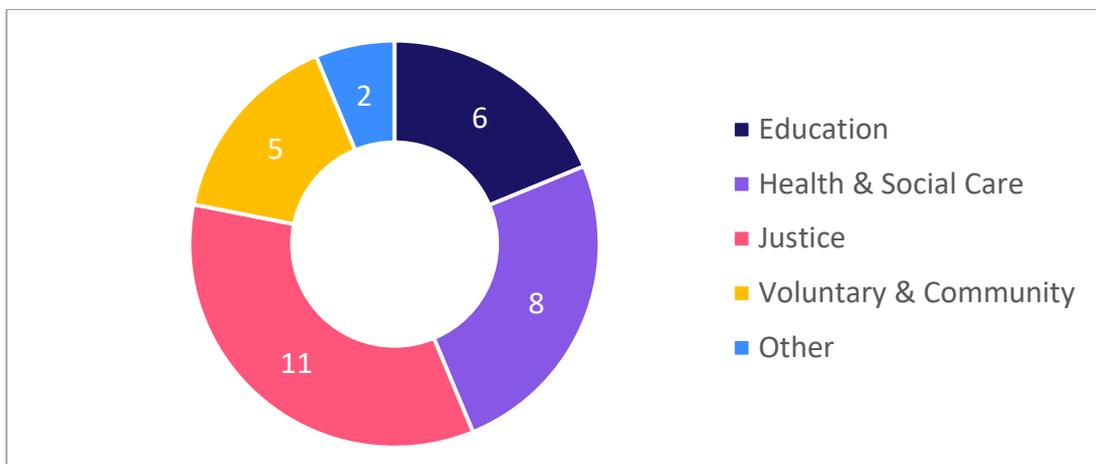
2. Evaluation findings

Usefulness of Be the Change Leadership Programme content

Leaders were invited to feedback on the usefulness of each of the following content:

- On-boarding process;
- Module 1: Leading from within;
- Module 2: Leading through organisation design;
- Module 3: Leading within systems; and
- Coaching.

On-boarding process

Overall, 28 (85%) respondents stated that they found the content of the On-boarding process to be 'very useful' or 'useful'. The remaining participants (15%) could not comment on its usefulness as they were unable to attend this part of the Programme.

Figure 2: Usefulness of content – On-boarding process
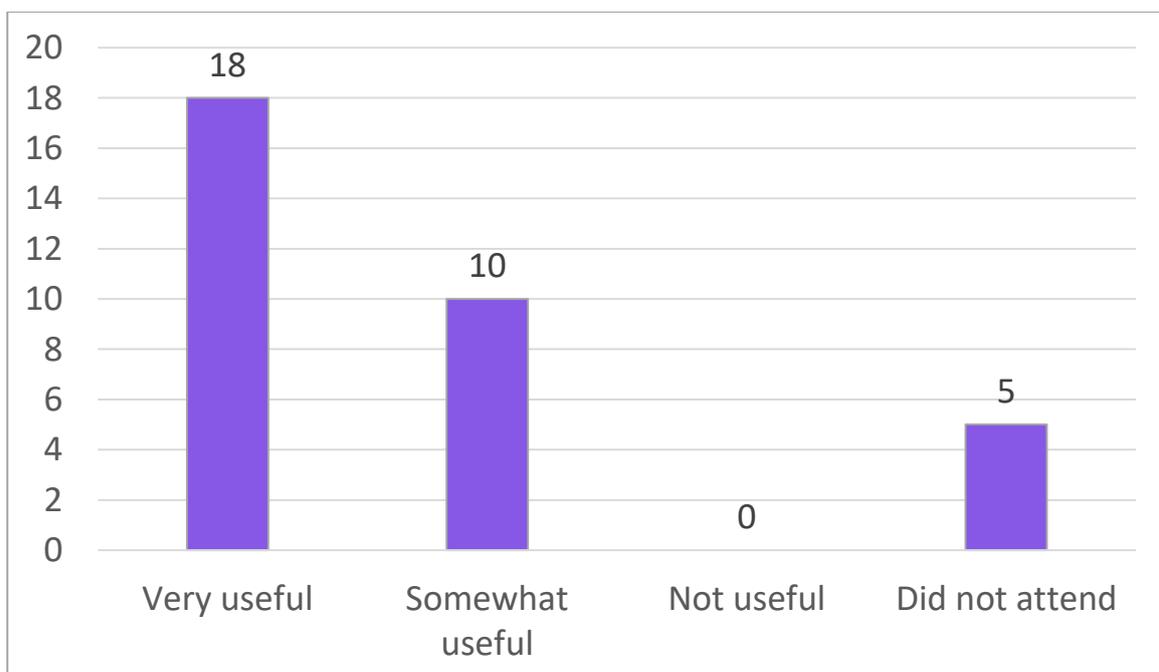
Those who found the content very useful appreciated the thinking space that this provided and also felt that it provided an opportunity to ease gradually into the Programme. A number of respondents felt that the introduction to ACEs was helpful in terms of providing a background in the subject matter as they had limited knowledge of the area.

> *"[It was a] good overview of Programme [and provided an] opportunity to meet other participants. [The] two days out of office [allowed me the space] to think."*
>
> *"I found the whole on-boarding process to be very relaxed, easy to understand and a nice way of easing into the Programme."*
>
> *"I came from a position of limited understanding and found the sessions very useful."*

Notwithstanding the large number of positive comments, a number of participants felt that the purpose of the Programme could have been a little clearer from the outset, and in particular greater clarity would have been welcomed around the live work and coaching elements of support.

> *"More info on coaching element would have been useful."*
>
> *"There was confusion at on-boarding about the live work, I felt it wasn't explained in enough detail, [which] caused anxiety."*

It was not entirely clear from the evaluation responses above how much involvement they had in the earlier programme sessions as those delivering the programme indicated that regular information and

updates on the Live Work were provided on an online blackboard. In addition, a series of seminars were hosted for each live work element which programme participants were invited to attend.

Module 1: Leading from within

As illustrated in Figure 3 below, 29 (85%) respondents found the content of Module 1 very useful, whilst 5 (15%) stated that it was somewhat useful.

Figure 3: Usefulness of content – Leading from within (Module 1)
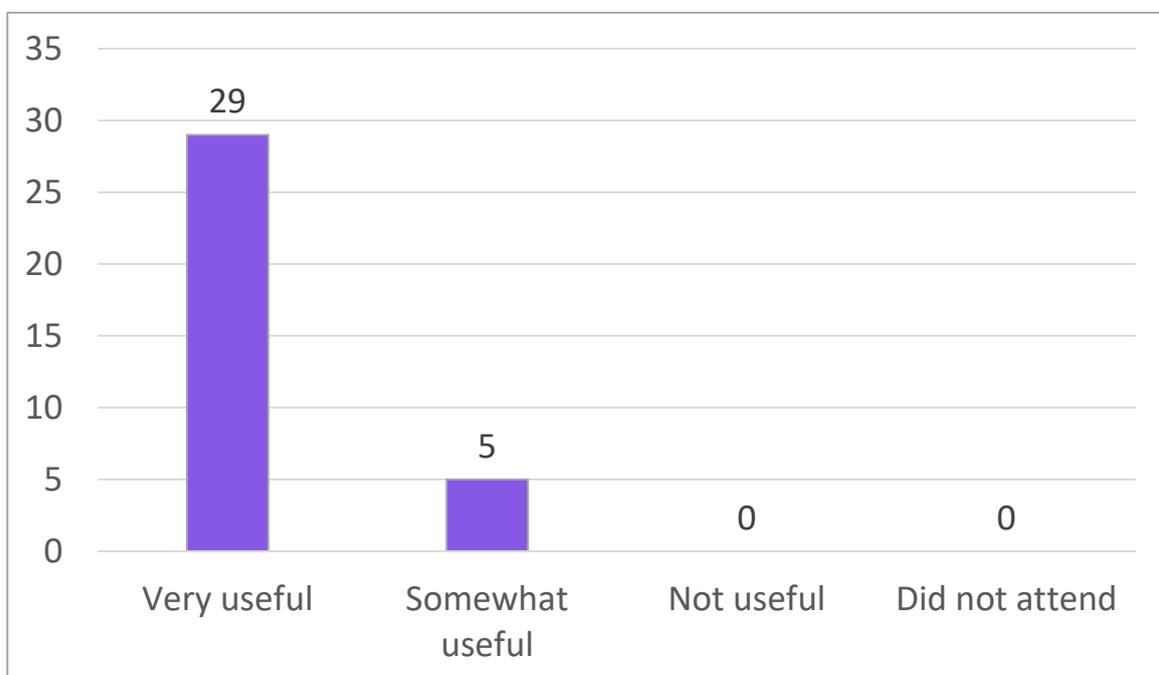
A significant number of respondents found the focus on Emotional Intelligence (EI) very useful in terms of supporting them to recognise and improve their own response to particular events. A number of the respondents also viewed the content on collective leadership to be particularly helpful to informing their own leadership styles.

> *"I particularly enjoyed the EI input. [It was] very useful in practical aspects of how to recognise and improve my EI in response to situations."*
>
> *"[I] enjoyed these sessions and found them relevant in my work. [It was] good to …have conversations about 'collective leadership' and 'emotional intelligence'."*

Whilst almost all of the comments were positive, a small number of respondents felt that there could have been greater clarity on the 'live work' aspect of the Programme in terms of ensuring examples are as relevant as possible to those attending from the onset.

> *"[The] content [was] generally good - gave time and space to reflect on area of work, however… didn't allow for focus on 'live work' as team [was] split [into] cohorts and [there was a] tendency to work on other examples not necessarily transferrable."*
>
> *"[In terms of] constructive feedback, I feel I would have benefitted from more detail on outputs/outcomes in terms of 'live work'… I appreciate it was referred to throughout course."*

Module 2: Leading through organisation design

Figure 4 illustrates that 30 (88%) of those who responded found the content of Module 2 – leading through organisation design – either very useful or somewhat useful. 4 (12%) did not find the content of the module useful.

Figure 4: Usefulness of content – Leading through organisation design (Module 2)
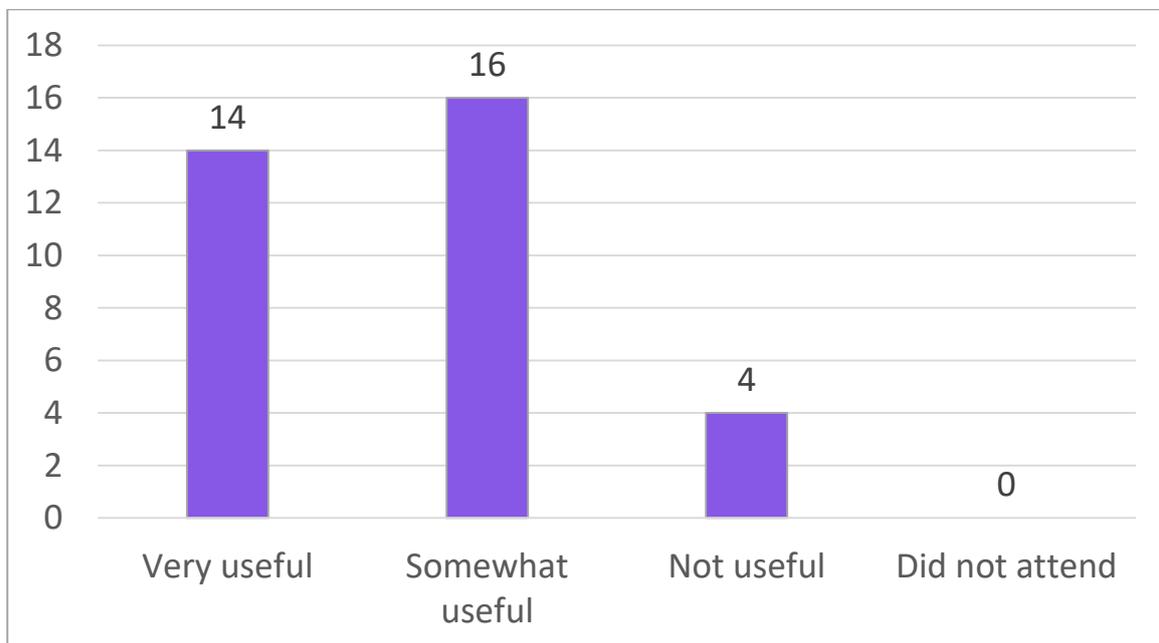
There were mixed views expressed in the qualitative comments made by respondents. Those who viewed the content positively believed that it was creative, engaging, interactive and innovative.

"[This was] … something new and [was a] very well designed interactive day with the Big Motive."

"I really enjoyed working with Big Motive. I have a background in

> *Improvement which I would normally apply as a methodology; however, Big Motive were innovative and engaging and I felt it was a refreshing/logical way to use as an approach."*

A few respondents found it difficult to understand or see the relevance of the module to their own work context and their role within their own organisation or how it linked to Trauma Informed Practice or ACEs. However, it is important to note that this feedback largely related to first cohort of participants and that initial participant feedback from this cohort of the Leading through Organisational Design module was acknowledged and the programme was amended to reflect participant/organisation need.

> *"[I] found it challenging to attach the concepts to our work/or live project. Sessions didn't seem to link too clearly to the themes of the Programme - TIP/ACE."*
>
>
> *"The model[s] is not applicable to my work… much shorter input would suffice."*

Module 3: Leading within systems

A substantial majority of respondents – 30 (88%) found the content of module 3 very useful (the highest proportion of all three of the modules), whilst a further 3 (9%) found it somewhat useful. One respondent was not able to attend this module. These findings are illustrated in Figure 5 below.

Figure 5: Usefulness of content – Leading within systems (Module 3)
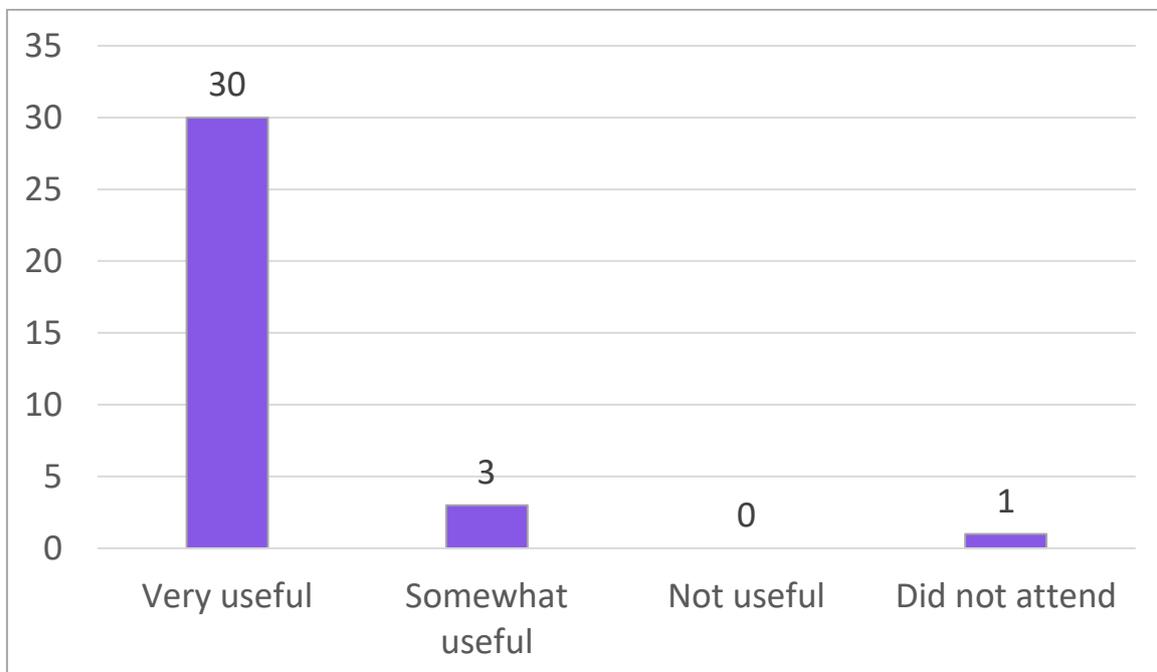
All of the open-ended comments were positive and in particular, respondents valued the Collective Leadership session and the learning they gained from hearing about other experiences e.g. Scottish Leadership session and the SEHSCT Multi Agency Triage Team (MATT) application of trauma informed practice sequential intercept approaches session. The latter of these sessions drew on The Universal Intercept Model Report[4] which used the 'Sequential

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[4] For more details on the Sequential Intercept Model and its application, go to:
https://www.safeguardingni.org/sites/default/files/sites/default/files/im

Intercept Model' (SIM) as a framework for a selective review of practice innovations at different stages of the criminal justice process as a means to identify good practice to improve the life chances of young people and adults with complex needs in Northern Ireland (NI) who interface with the criminal justice system (CJS). During the module participants explored how SIM could provide a trauma informed service improvement model for organisations moving forward and its importance in contributing to the development of a trauma informed system.

Overall, most believed the sessions were inspirational, motivational and useful within their own context. One respondent noted how the module helped to consolidate all of the learning of the Be the Change Leadership Programme.

"Found it interesting to hear how Scotland have approached Collective Leadership - particularly interested in facilitation role."

"The 3 Horizons model was excellent and I will use it. The presentation from MATT was also excellent [but] SIM [was] less useful."

"[The module] pulled it all together, to link all aspects to the system and the influencing of change."

"Inspirational [and] excellent [input] from MATT. All presenters were superb."

ce/Applying%20the%20Sequential%20Intercept%20Model%20to%20the%20NI%20Context%20%28Full%20Report%29.pdf

Coaching

Figure 6 presents findings in relation to respondent's views on the usefulness of the coaching content. It shows that 18 (53%) of the respondents found it very useful; a further 13 (38%) found it somewhat useful and a small minority – 3 (9%) did not find it useful.

Figure 6: Usefulness of content – Coaching
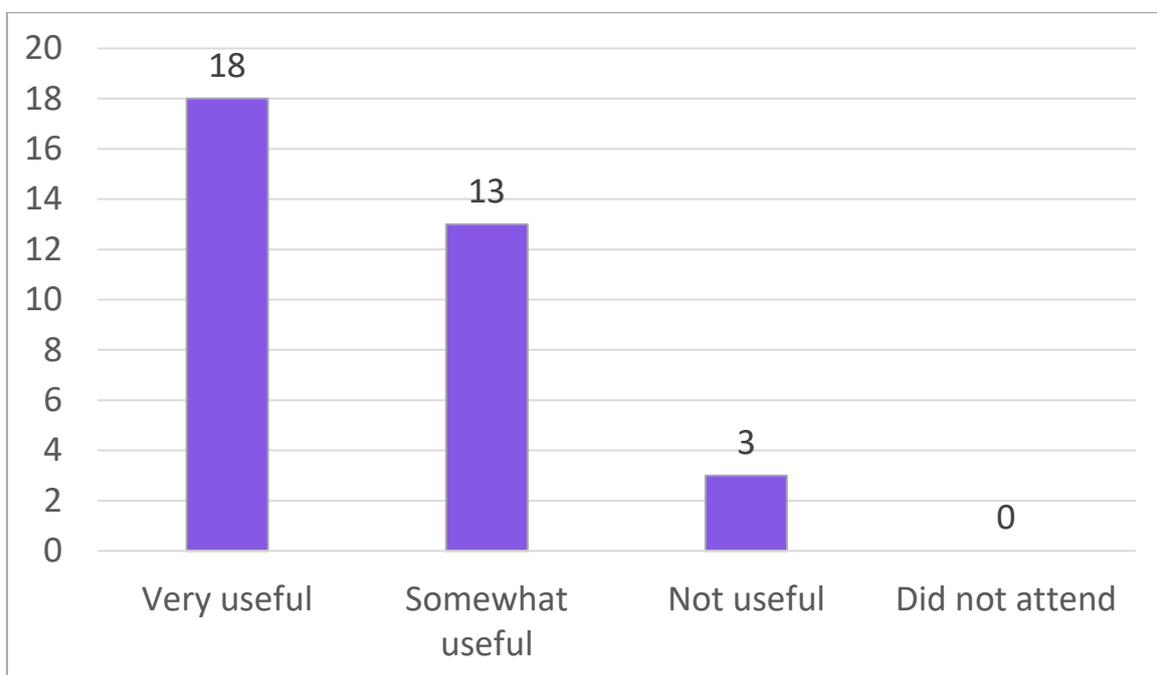
Many of those who commented believed it was enjoyable and beneficial to them in their leadership journey. A number of respondents also noted the positive impact of coaching on a personal level.

"[Coaching] was extremely beneficial - I wish we had more!"

> *"This was invaluable to me as a leader… want to give this a 4!"*
>
> *"Very good sessions to focus on a personal level on things I have the power to change."*
>
> *"[I] found this very useful, more so on a personal level. [I] really enjoyed session."*

Only a small number of comments were made in terms of potential improvements to the delivery of the coaching element of the Programme. Firstly, a small number of respondents felt that undertaking their first coaching session by telephone was not as productive as could have been – though there was acknowledgement that subsequent sessions would be undertaken face-to-face. Another respondent noted that there could have been a sharper focus on integrating trauma informed practice and principles in coaching sessions.

> *"To date – [it has] not [been] useful as I had a one-to-one telephone call. A face-to-face meeting is scheduled for next week so my [response] may differ. I do believe that it is important that a face-to-face meeting [as] the first point of contact."*
>
> *"Initial contact was done via phone due to diary commitments of both [of us]. [It was] somewhat difficult to engage in this way."*
>
> *"Connecting with 'trauma' should be a recurrent theme we keep going back to in each module. Perhaps an opportunity missed, where we had a range of agencies/services to explore the potential*

> *of a number of these (e.g. school exclusion; young people in justice system) that could have been the 'live' project."*

Live work

The Be the Change Leadership Programme provides participants with an opportunity to identify a project that they can take forward within their own organisation or in collaboration with other organisations. Projects can be undertaken in one or more of the following four themes:

- Commissioning and service re-design/improvement;

- Physical environment;

- Governance (planning, quality assurance and evaluation); or

- Human resources (strategic policy and planning, recruitment and staff wellbeing).

Overall, just over one-half (17 of 33) have made some progress with their Live Work project but still require additional support going forward, whilst a further 12 (of 33) respondents stated that they had made significant progress in implementing their Live Work which they plan to continue beyond the end of the Programme. Only 4 respondents stated that they had given thought to their Live Work area(s) but had been unable to make any progress to date.

Figure 7: Levels of progress with Live Work

Legend:
- Given thought but unable to Progress
- Made some progress and need more support
- Made significant progress and will continue beyond programme

(Values shown in chart: 4, 17, 12)
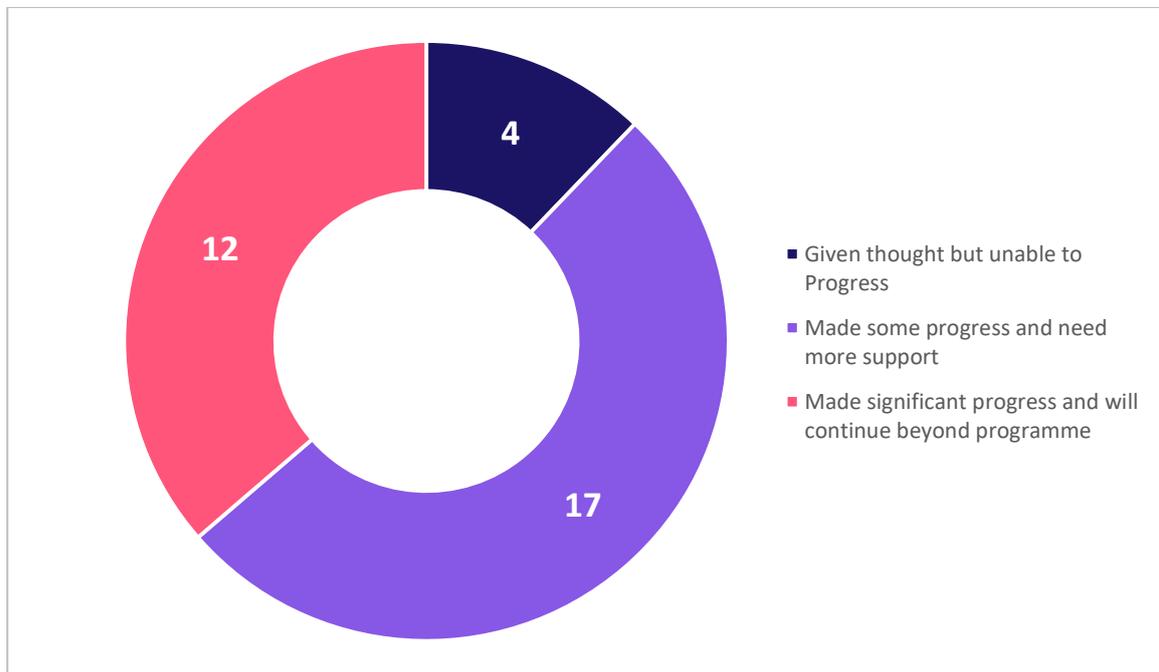
Broadly, many noted that whilst they had made progress and had an appetite to bring about change in practices within their organisation, more time and resources are needed to make the desired progress. For others, the Live Work was timely in terms of building on what they had already planned to do – thus adding value.

> *"Commencing our final focus group in two days. There is a shared appetite for long term work on the area of secondary trauma."*
>
> *"Live work is in progress but will not be implemented until next academic year when resources are available."*
>
> *"[I am] Working on this with a colleague. [We just] need time set aside for us to get together."*
>
> *"Fortunately, [our] organisation had already started a TIP journey so the SBNI input has been timely for us. I have been tasked with writing a 3-5 year strategy and Implementation plan and have been using the resources/structures to do this."*

Quality of tutoring/facilitation and materials used

Respondents were invited to rate their levels of satisfaction with both the tutoring/facilitation and the materials used at the on-boarding stage and in each of modules 1-3. Table 2 below provides an overview of these findings.

Table 2: Levels of satisfaction with tutoring/facilitation and materials used

Activity	Tutor/facilitation	Materials
	No./% satisfied/very satisfied	
Onboarding [n*=31]	29 (94%)	29 (94%)
Module 1: Leading from within [n=34]	32 (94%)	32 (94%)
Module 2: Leading through organisation design [n=34^, n=30#]	23 (68%)	23 (77%)
Module 3: Leading within systems [n=33^, n=30#]	31 (94%)	28 (93%)

- n stands for the number of respondents to the survey question.
- ^ Number of respondents in relation to satisfaction with tutoring/facilitation
- # Number of respondents in relation to satisfaction with materials

Overall, its shows a very high level of satisfaction with the quality of both the tutoring/facilitation and materials used. In excess of 93% of respondents were satisfied or very satisfied with the quality of tutoring/facilitation and materials used for on-boarding and modules 1 and 3. Satisfaction levels were slightly lower for module 2 (leading through organisation design) though still nonetheless quite high with just over two-thirds satisfied or very satisfied with the tutoring/facilitation and over three-quarters satisfied or very satisfied with the quality of the materials used as part of its delivery.

Respondents were invited to provide more detailed feedback in relation to both tutoring/facilitation and materials used. Table 3 below provides a summary of these findings.

Table 3: Respondent views on quality of tutoring/facilitation & materials used

Activity	Key findings	Supporting evidence
Onboarding	• Broadly, the comments were positive – respondents found the sessions useful, informative, and helped people to feel engaged/motivated. They also welcomed the high quality materials and engaging speakers. • Suggested improvements included supporting participants to see the relevance of some inputs of the organisational design session and providing a larger suite of ACEs resources	*"Information provided useful and informative."* *"Good balance of discussion and presentation. High quality materials and engaging presenters."* *"I left the on-boarding session feeling very motivated and enthusiastic."* *"Disappointed there wasn't a little more on ACEs research."* *"The [organisations input]… while was interesting… [I would] question the relevance to work in public service."*
Module 1: Leading from within	• All of the open-ended comments were positive about the facilitation and content of the module. • Particular areas of strength highlighted included the relevance of the content to participants own context, e.g. to support self-	*"Well rounded day, led by experienced, knowledgeable facilitators.* *"EI piece was really good."* *"Relevant to my work and leadership."* *"Very useful from a self-evaluation point of view,*

Activity	Key findings	Supporting evidence
	evaluation. • Content around Emotional Intelligence (EI) was highlighted as particularly helpful.	*particularly with regards to identifying where I need to improve."*
Module 2: Leading through organisation design	• Mixed views were expressed in relation to the relevance of some aspects on the module and the quality of the content/materials used. • A number of respondents reported that they felt the facilitation of the module – particularly that provided by one organisation – was excellent and that they enjoyed it because of its contrast to their own day-to-day role. • Others felt that one organisation had perhaps too much input to the module. • There were mixed views on the materials used as well – some stating they were of high quality and will continue to be used beyond the workshop; others stating that they could have been better	*"[One organisation's input] in particular were excellent - materials used by all tutors will be of continued use to career development and live work."* *"[Their] presentation very stimulating."* *"Too much time given to this model for very little impact. Could have done without [the input of one organisation]."* *"Tutor/facilitator and materials used of good quality."* *"Poor overheads could not read them."* *"Potential missed to put it all in context of 'trauma informed' which was done in Module 3."*

Activity	Key findings	Supporting evidence
	designed in terms of being able to read them more easily. • One respondent felt that the materials/content could have had a better/clearer focus on TI.	
Module 3: Leading within systems	• Broadly very positive comments were made in relation to the facilitation and content of the module. • Respondents valued the quality of the presenters delivery, the variety of content delivered, and how this helped to consolidate learning from other sessions and brought it 'all together'. • A number of respondents stated that they would welcome improvements in the readability of the PowerPoint slide packs.	*"Really interesting, well delivered, provoked thought."* *"Excellent presentations, relevant and pertinent to work in NI."* *Presenters were really good and pulled all of the content together.* *"[PowerPoint slides] difficult to read - too much info on them."* *"All relevant and useful. It was difficult to see the presentation which had an impact."*

Impact of Be the Change Leadership Programme

Overall achievement of Programme aim

The overall aim of the Programme is to support the development of trauma informed leadership capacity and capability across the system. Respondents were asked to rate the Programme overall in terms of how good it was in terms achieving this aim. Figure 8 shows that 29 (88%) of those who responded stated that the delivery of the Programme was very good or good in terms of achieving this aim. In addition, 4 (12%) didn't express either a positive or negative view on this.

Figure 8: How good was the Programme at meeting its aims?
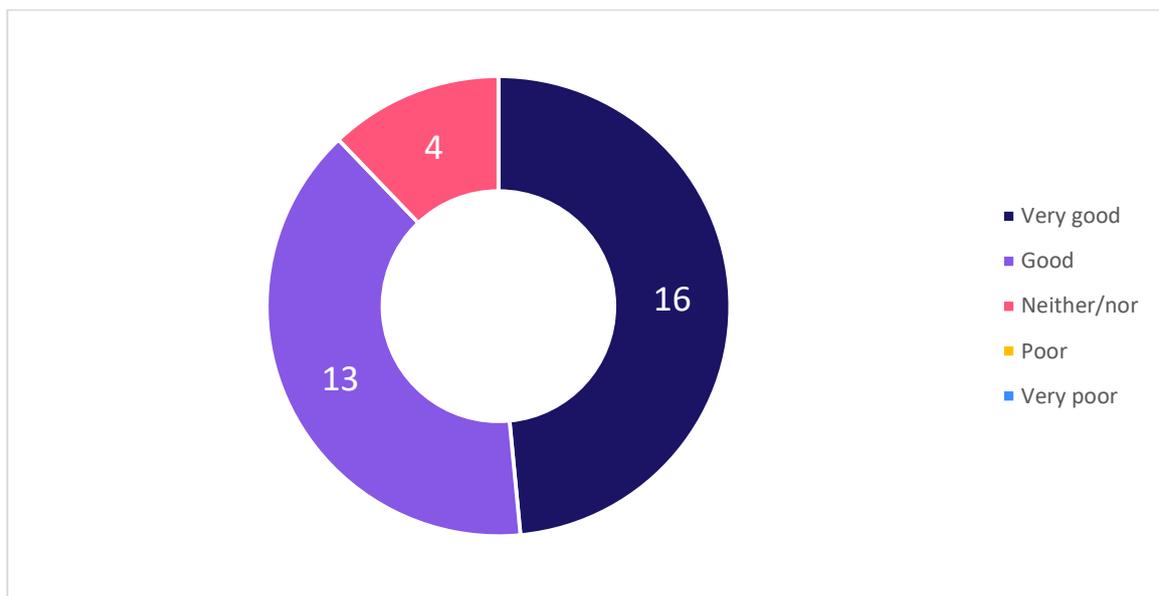
Below, the extent to which the programme delivery supported the achievement of participants' personal outcomes and system-wide outcomes is examined in greater detail.

Personal outcomes

Overall, in excess of 85% of respondents agreed or strongly agreed that their personal outcomes had been achieved as a result of their participation on the Programme. The overwhelming majority (97%) stated that their participation on the Programme had helped them to become an agent of change by supporting them to apply their learning to practice within their team, across their organisation and across the system. Other goals achieved included:

- Improving networks and relationships (91%);

- Development of leadership skills/EI (88%); and

- Improved understanding and application of tools of organisational design/systems transformation (85%).

Table 4: Extent of agreement on whether personal outcomes were achieved

Personal outcomes	% who agree/strongly agree
• To become an agent of change by supporting me to apply my learning to practice within my team, across my organisation and across the system	97%
• To further develop my networks and relationships within and across the system.	91%
• To develop my leadership skills and enhance my emotional intelligence, resilience and confidence so that I can operate with a growth	88%

mind-set.	
• To understand and apply the tools of organisational design and systems transformation within my organisation	85%

Note: Number of respondents to each question item = 34

System-wide outcomes

A high proportion of respondents were also in agreement in terms of whether the Be the Change Leadership had achieved a range of system wide outcomes. Overall, almost three-quarters (74%) or more of respondents agreed or strongly agreed that the Programme had achieved the range of system-wide outcomes targeted. 85% of respondents stated that it had supported them to develop a more system-wide collaborative approach to trauma informed practice and had supported increased opportunities for the development of TI systems leadership. 76% of respondent agreed or strongly agreed that the Programme had supported the development of a community of practice across Northern Ireland, whilst 74% agreed or strongly agree that the Programme had left a positive Trauma Informed legacy that would be sustained beyond when it completes. These findings are illustrated in Table 5.

Table 5: Extent of agreement on whether system-wide outcomes were achieved

System-wide outcomes	% who agree/strongly agree	No. respondents who provided a response
• To develop a collaborative approach to trauma informed practice across the system.	85%	34
• To increase support and	85%	34

opportunities for the development of whole systems trauma informed leaders.		
• To support the development of a community of practice to enable trauma informed learning and practices to be shared.	76%	34
• To promote the sustainability of trauma informed practices across the system beyond the end of this EITP project	74%	34

3. Summary and Conclusions

Findings from programme evaluation are consistently positive in relation to all aspects of the Be the Change Leadership Programme. It is not surprising, therefore, that such a high proportion of participants (88%) felt the programme was successful in achieving its overall aim of supporting the development of trauma informed leadership capacity and capability across the system in NI.

The following Programme elements stand out as being particularly successful:

- The thinking space and time afforded to participants through the On-boarding process which enabled them to prepare for and engage with the Programme;
- The focus on Emotional Intelligence which was very beneficial in supporting participants to recognise, reflect on and improve their own behaviours and responses;
- The use of different facilitators to deliver creative, engaging, interactive and innovative content; and
- The learning from experiences and approaches being used elsewhere e.g. the Scottish approach, the 3 Horizons model.

To strengthen the Programme in any future roll out, the following elements should be considered:

- Providing greater clarity at the outset about the content and requirements of the live work and coaching elements;
- Facilitating improved understanding of the relevance of some programme content (e.g. leading though organisation design module) and participants' own context; and
- Placing a greater focus on integrating trauma informed practice, principles and concepts into developing leadership capacities.

In terms of outcomes, the Programme had significant impact on participants' own learning and development with high percentages

(between 85% and 97%) reporting that their personal outcomes had been achieved.

Whilst figures were slightly less high in relation to system-wide outcomes being achieved (ratings of between 74% and 85% reported), these are very encouraging findings and reflect the position of many leaders interviewed as part of the wider evaluation of the EITP project in terms of NI being at the start of an important and transformative journey towards trauma informed culture and practice.

Appendix A: Be the Change Evaluation form

Background information

We invite you to take a few moments to provide feedback on the Be the Change Leadership Programme you have just completed so we can better understand how the Programme has met the intended outcomes that were set for it. No one individual or organisation will be identified in the analysis and reporting of this data.

Usefulness of Be the Change Leadership Programme content

1. The content of the Be the Change Leadership Programme is outlined below. On a scale between 1 and 3 (where 1 is not at all useful and 5 is very useful), please indicate how useful you found each part of the Programme in developing your capacity and capability in trauma informed leadership. In addition, we would like you to briefly comment on why you had selected the particular response.					
Content	*Areas covered*	*1* *Not useful*	*2* *Somewhat useful*	*3* *Very useful*	*Did not attend*
Onboarding process	• Overview of Programme and commitment required				
	• ACE overview training session				
Why do you say that?					
Content	*Areas covered*	*1* *Not useful*	*2* *Somewhat useful*	*3* *Very useful*	*Did not attend*
Module 1: Leading from within	• Collective leadership • Emotional Intelligence • Influence and impact • introduction of 'Live Work'				
Why do you say that?					
Content	*Areas covered*	*1* *Not useful*	*2* *Somewhat useful*	*3* *Very useful*	*Did not attend*
Module 2: Leading through organisation design	• Organisation design practice & change management • Service improvement and redesign • Trauma informed organisational change				

1. The content of the Be the Change Leadership Programme is outlined below. On a scale between 1 and 3 (where 1 is not at all useful and 5 is very useful), please indicate how useful you found each part of the Programme in developing your capacity and capability in trauma informed leadership. In addition, we would like you to briefly comment on why you had selected the particular response.					
(QUB)					
Why do you say that?					

Content	Areas covered	1 Not useful	2 Somewhat useful	3 Very useful	Did not attend
Module 3: Leading within systems	• Systems leadership & theory • Co-production and co-design based practice • Sustainability and spread • Shared responsibility and interdependency				

Why do you say that?

Content	Areas covered	1 Not useful	2 Somewhat useful	3 Very useful	Did not complete
Implementation of your Live work	• Commissioning / Service Improvement / Re-design • Human Resources: Staff Safety and Wellbeing • Governance • Physical Environment				

Why do you say that?

Content	Areas covered	1 Not useful	2 Somewhat useful	3 Very useful	Did not complete
Coaching	One to One coaching and mentoring sessions to support: • Your participation on the leadership Programme • The implementation of your live work and/or your personal leadership journey				

1.	**The content of the Be the Change Leadership Programme is outlined below. On a scale between 1 and 3 (where 1 is not at all useful and 5 is very useful), please indicate how useful you found each part of the Programme in developing your capacity and capability in trauma informed leadership. In addition, we would like you to briefly comment on why you had selected the particular response.**

Why do you say that?

Quality of delivery and facilitation

2.	**We now want to ask you about the <u>quality of delivery & facilitation and materials used</u> of each of the activities below. On a scale of 1 to 5, where 1 is very dissatisfied and 5 is very satisfied, please rate your level of satisfaction with the quality of delivery & facilitation and materials used.**

Activity		1 *Very dissatisfied*	2 *Dissatisfied*	3 *Neither /nor*	4 *Satisfied*	5 *Very satisfied*
Onboarding process (including ACE training)	**(a) Tutor / facilitation** *Organisations facilitating the sessions included:* *- SBNI* *- The Big Motive* *- Queen's University of Belfast*					
	(b) Materials used *- On boarding Packs* *- Programme Brochure* *- Biography of Speakers* *- Biography of Coaches* *- ACE/TIP training material* *- LENS Card*					

Why do you say that?

Activity		1 *Very dissatisfied*	2 *Dissatisfied*	3 *Neither /nor*	4 *Satisfied*	5 *Very satisfied*
Module 1: Leading from within	**(a) Tutor / facilitation** *Organisations facilitating the sessions included:* *- SBNI* *- PSI Consulting*					

		1 Very dissatisfied	2 Dissatisfied	3 Neither /nor	4 Satisfied	5 Very satisfied
	(b) Materials used *- Presentations* *- Emotional Intelligence Report*					

Why do you say that?

Activity		1 Very dissatisfied	2 Dissatisfied	3 Neither /nor	4 Satisfied	5 Very satisfied
Module 2: Leading through organisation design	**(a) Tutor / facilitation** *Organisations facilitating the sessions included:* *- SBNI* *- The Big Motive*					
	(b) Materials used *- Presentations* *- Handouts*					

Why do you say that?

Activity		1 Very dissatisfied	2 Dissatisfied	3 Neither /nor	4 Satisfied	5 Very satisfied
Module 3: Leading within systems	**(a) Tutor / facilitation** *Organisations facilitating the sessions included:* *- SBNI* *- The Big Motive*					
	(b) Materials used *- Presentations* *- Handouts*					

Why do you say that?

Impact of Be the Change Leadership Programme on personal and system-wide outcomes

3. The personal and system-wide outcomes for Be the Change leadership Programme are listed below. On a scale of 1 to 5 (where 1 is strongly disagree and 5 is strongly agree) please indicate the extent you agree each of these outcomes have been met. [Tick one box for each row]					
(a.1) Be the Change leadership Programme has helped me…	*1 Strongly disagree*	*2 Disagree*	*3 Neither /Nor*	*4 Agree*	*5 Strongly agree*
Personal					
… to become an agent of change by supporting me to apply my learning to practice within my team, across my organisation and across the system					
…to develop my leadership skills and enhance my emotional intelligence, resilience and confidence so that I can operate with a growth mind-set.					
…to further develop my networks and relationships within and across the system.					
…to understand and apply the tools of organisational design and systems transformation within my organisation					
(a.2) Is there anything the Programme could have done differently to improve the impact on your personal outcomes as described above?					
(b.1) Be the Change leadership Programme has helped…	*1 Strongly disagree*	*2 Disagree*	*4 Neither /Nor*	*4 Agree*	*5 Strongly agree*
System-wide					
…to support the development of a community of practice to enable trauma informed learning and practices to be shared.					
…to develop a collaborative approach to trauma informed practice across the system.					
…to promote the sustainability of trauma informed practices across the system beyond the end of this EITP project					
…to increase support and opportunities for the development of whole systems trauma informed leaders.					
(b.2) Is there anything the Programme could have done differently to improve the impact on					

the system wide outcomes as described above?

Overall impact

4. a) The aim of this Programme is to support the development of trauma informed leadership capacity and capability across the system. How would you rate the Programme overall in terms of achieving this aim?		
1 – Very poor		
2 – Poor		
3 – Neither/Nor		
4 – Good		
5 – Very good		

(b) Why do you say this?

About you:

In which of the following sectors do you work? (Please tick one only)

☐Voluntary/community sector
☐Health & Social Care sector
☐Education sector
☐Justice sector
☐Other 'please specify_____

In which HSCT area is your work based (please tick all that apply):

☐All of Northern Ireland
☐BHSCT
☐SEHSCT
☐SHSCT
☐WHSCT
☐NHSCT

During your time on the Be the Change Leadership Programme, please indicate which cohort were you in?

☐Cohort 1
☐Cohort 2

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS EVALUATION

Appendix B: Project posters for the Live Work

1. Belfast Health and Social Care Trust

A Trauma Informed Approach to Supporting Administrative Staff

HSC Belfast Health and Social Care Trust
caring supporting improving together

Led by: Carol Diffin, Mary O'Brien, Dr Andrew Thompson and Brendan McConaghy

Purpose: In order for the Trust to become a 'Trauma informed organisation' it is essential that we must better support our own employees and develop a greater understanding of the risk and impact of secondary trauma in the healthcare setting.

In recognition of the pivotal role that our administrative staff have on the provision of frontline services and acknowledging the current lack of structured support that is offered despite the very challenging environment administrative staff work in the Leadership team chose to focus our efforts on this group.

Aim: To gather information from administrative employees on their experience of traumatic or distressing events in the workplace, how these events impacted on them and what support mechanisms were available or should have been available to them.

Methodology: Invitations to attend a morning workshop were extended to 20 administrative employees from Royal Belfast Hospital for Sick Children, Children's Community Services, Mental Health Services and Wellbeing and Treatment Centre's.

Partners/ collaboration

The leadership team were made up of representatives from Children's, Community Services, Mental Health Services, Organisational Development and from the Royal Belfast Hospital for Sick Children. The Leadership team were supported by admin management, the Family, Nurse Partnership, the Recovery College and Mental Health.

Results:
Pre-workshop questionnaire responses
Awareness of terms
- Only 12% were familiar with the term 'vicarious trauma' and 35% with 'secondary trauma'
Trauma experienced;
- 90% had experienced one or more of the following verbal abuse face to face, verbal abuse over the phone, physical abuse, physical threat, meetings with distressing content
- Overall 82% had experienced distress from the above experiences
Experience of support post distressing event
- 41% had support in the workplace
- 18% supported via a debrief
- 18% offered support from Staffcare
- 29% received support from line manager
- 47% received support colleagues
- 41% received support from a partner/ family/ friend

Post-workshop questionnaire responses
- 100% Now understood the terms secondary and vicarious trauma and the potential impact.
- 100% found the workshop helpful and supportive
- 100% would recommend something similar to colleagues

Sample of feedback from focus groups

What has your experience been?
"Sometimes I feel like a deer in the headlights"
"I have been blamed by relatives for the suicide rate"
"Receiving aggression both verbally and physical from parents"
"Dealing with the sudden death of a child and having to take the details from the parents"

How has your experience impacted on you?
"Stomach upset, always on alert, don't switch off"
"Always thinking about what I have to do"
"A sense of dread when the red phone goes off"
"Having to contain yourself when hearing heart breaking stories for the first time"

What support did you receive and is there any other support you can avail of?
"Peer support and line management"
"Support from own family"
"We need authenticity. Empathy and understanding"
"To be included in Team debriefs"
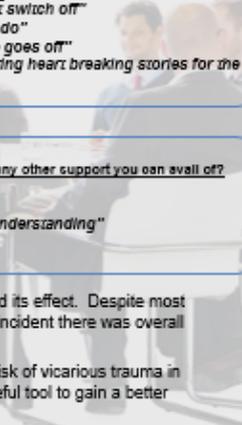
Key Learning: Lack of awareness among admin staff regarding vicarious/ secondary trauma and its effect. Despite most (82%) admin staff in attendance having experienced emotional distress as a result of a work related incident there was overall a poor awareness of available support. There was also a variation in the quality of support provided.

Conclusion: As an organisation there is clear work to be done to better support staff who are at risk of vicarious trauma in the workplace. The workshop format was shown to be both a valuable support mechanism and a useful tool to gain a better understanding on the shared experiences of trauma across a range of administrative roles.

Next Steps: The leadership team and partners are committed to establishing more consistent and effective support for Trust employees across the organisation

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Organisation(s): Belfast HSC Trust

HSC Leadership Centre   Be the Change   SBNI Safeguarding Board for Northern Ireland

2. Northern Ireland Housing Executive

3. Faith sector

BE THE CHANGE LEADERSHIP PROGRAMME

Commissioning and Service Redesign / Improvement

PURPOSE: To make our contribution, within the faith sector, towards achieving a trauma informed society

Aim: Enhance knowledge and embed a culture of compassionate and effective response to people within our congregations and wider society

Method: Introduce ACES/TIP to Taking Care (safeguarding) Trainers

Be Informed!

Partners: Work towards achieving 'champions' within congregations

Key Learning

Trauma can be manifested in a variety of ways throughout society

We all have a responsibility to be trauma informed so we can effectively respond to those who need our help

OUTCOME

ACES/TIP training available in each Presbytery

ACES/TIP champions established

ACES/TIP conference organised by PCI

NEXT STEPS

Liaise with other partners within PCI to agree their roles in developing ACE/TIP within PCI

Develop a strategy for training and partnership working

Dr Jacqui Montgomery-Devlin
Head of Safeguarding
Presbyterian Church in Ireland
Council for Social Witness
Taking Care

TAKINGCARE is a programme within **Presbyterian** CHURCH IN IRELAND

SBNI Safeguarding Board for Northern Ireland

HSC Leadership Centre

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4. Education Authority

TRAUMA INFORMED PRACTICE
AS A PRECURSOR TO
STRENGTHS BASED APPROACHES

Hope

Children Ready to learn   Achieving

                                           Resilience

Involved in their
Community

                                           Feeling Safe

Life Skills

                                           Having the language
                                           of Emotion

Self-efficacy   STRENGTHS BASED APPROACHES eg
                              Youth Services
                              Counselling
                              LAC Projects
                          Schools of Sanctuary
                          Nurturing Approaches
                              Early Years

Training Key   Staff Welfare
EA Services

                                                    Inclusion

Developing
Training
Materials   Pupil Voice

Scoping what   Stakeholder
we do   Engagement

          Evidence Based
          Practice

Adapted from Ellis & Dietz 2017

ACEs
Adverse
Childhood
Experiences
Be the Change

ea Education
    Authority

5. Police Service for Northern Ireland

BE THE CHANGE LEADERSHIP PROGRAMME

Police Service of Northern Ireland

AIM - to become a more trauma informed and ACE aware organisation

HOW? TRAINING

Level 1 for all front line officers and staff

REDESIGN → CUSTODY

PARTNERS IN COLLABORATION WITH

MULTI AGENCY TRIAGE TEAM

1 IN 5 Serving police personnel have a form of PTSD
source: The Job and The Life, 2019

RESILIENCE

WHY? To better support our officers and staff and the public we serve

WHAT NEXT? **TO CONTINUE IMPROVING INDIVIDUAL WELLBEING AND ROLL OUT OF LEVEL 2 ACE TRAINING**

Contact(s): Ryan Henderson, Jonathan Hunter, Catherine Magee, Julie Howell
Organisation(s): Police Service for Northern Ireland

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HSC Leadership Centre

6. Department of Health, Department for Communities and Department of Education

BE THE CHANGE LEADERSHIP PROGRAMME

TRAUMA INFORMED POLICY & SUPPORTING STAFF

Support staff to be trauma informed

Raise awareness of experiences which cause trauma in a child's life

Understand the Impact of adversity on
- a child's brain development
- Ability to trust
- Form relationships
- Ability to focus and learn

Help children and adults build their resilience

Embed a trauma informed approach to policies and practice

What will help?

Share uniformed Language. Trusted relationships

Trauma informed skills development for front line staff e.g. schools, Jobs & Benefit Offices, Reception Desks, Call Centres

Strong Leadership providing staff and resources to deliver TIP

Ask – What happened to you? Not what's wrong with you?

Resist re-traumatising any person experiencing trauma

Acknowledge staff compassion fatigue

Progress so Far

Dept. of Health
Engaging with staff including through the CYP Policy Forum to raise awareness and to seek out opportunities to develop policy that is trauma informed, aiming to protect children from the impact of adversity, including through trusting relationships.

Dept of Communities - NIHE
Training 1000+ frontline staff.
Personal Resilience Steering group
One person approach to client applications
Staff debriefing mechanism.
Redesign of public spaces in offices.

Dept. of Education
Inclusion of TIP/ACE in the Executive Children and Young People's Strategy.
Awareness raising with senior management.
ETI staff Engagement event.
Policy teams awareness raising event.
Inclusion in business planning.

Consideration within the Emotional Health and Well-being Framework.

DoH www.health-ni.gov.uk

Department for Communities

Housing Executive

Department of Education www.education-ni.gov.uk

Contact(s):
June Wilkinson, DE,
Shona Graham, DoH,
Janet Smyth, DfC
Richard Tanswell, NIHE

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7. Education and Training Inspectorate

BE THE CHANGE LEADERSHIP PROGRAMME

Raising Awareness of Trauma Informed Practice by The Education and Training Inspectorate

Purpose

The Education and Training Inspectorate's mission statement is promoting improvement in the interest of all learners. The purpose of this live work is to identify and disseminate effective trauma informed practice across a range of phases and educational organisations.

Aim

To ensure that the ETI is a trauma informed organisation and through an evaluation of trauma informed practices, identify case studies to disseminate best practice within educational organisations.

Method/Approach

- Bespoke trauma informed practice training has been provided for all ETI inspectors and has been included within the induction training for all new inspectors.
- Inspectors will undertake the on-line training module being developed by SBNI and educational practitioners will be invited to present at an ETI corporate staff development conference to highlight good practice.
- An on-line questionnaire will be produced and analysed to gauge the breadth of work being undertaken currently across a range of educational organisations from nursery schools to further education. From this information a number of organisations will be selected to include in the evaluation.
- A team of inspectors will undertake an evaluation of best practice in trauma informed practice across phases and within each of the chosen settings; these will be included within a published report as case studies of effective practice.

Key Learning

The evaluation will highlight the importance of trauma informed practice within the education sector and provide specific examples of effective practice. This will encourage other educational organisations to review their practice and seek information and training to become trauma informed. As educational organisations become more trauma informed, children and young people will be better supported to respond to and deal with adverse childhood experiences, overcome barriers to learning and fulfil their educational potential.

eti
The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:
Department of Education
Department for the Economy
and other commissioning Departments

CUSTOMER SERVICE EXCELLENCE

CSE

Contact(s): Raymond Caldwell
Elaine McAllister
Organisation: The Education and Training Inspectorate

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8. Probation Board for Northern Ireland

BE THE CHANGE LEADERSHIP PROGRAMME

Underpinning Change Through Policy

Purpose – To embed trauma awareness into our work.
Aim – To develop a policy screening tool for trauma.
Method – Working with our Criminal Justice colleagues through the SBNI leadership programme, we have developed a Criminal Justice screening tool.
Result – A draft screening tool for consultation

Key learning – Engaging with our Criminal Justice partners to promote trauma informed practice, has enabled progression of joint training, a single tool to review all policies and a network of trauma informed specialists.

Conclusion – PBNI are progressing on the journey from being trauma aware to being trauma informed alongside other Criminal Justice colleagues.
Next Steps – Screening tool consultation with our partners

Contact(s): Ruth McKelvey and Gayle McGurnaghan

Organisation(s): PBNI

9. Action for Children

BE THE CHANGE LEADERSHIP PROGRAMME

Physical Environment

Purpose
To provide a safe and open emotional and physical environment

Aim
- Set a welcoming tone
- Establish a comfortable and welcoming physical environment
- Foster an environment to build relationships
- Share power and control
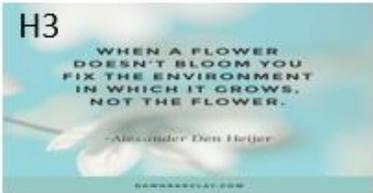
Horizon Model – H1 What are we trying to achieve? H2 What actions can we take? H3 What would be different?

Contact(s): Wendy McKimmie
Organisation(s):
Action for Children

10. Catholic Council for Maintain Schools (CCMS), Controlled Schools Support Council (CSSC) & Armagh, Banbridge and Craigavon District Council

BE THE CHANGE LEADERSHIP PROGRAMME

Compassionate Leadership

Purpose:
To create a trauma informed organisation.

Aim:
To ensure compassionate leadership within the organisation that will create a culture and climate that will be disseminated to our customers.
To develop a growth mind-set, open to change via strategic policy, planning and staff wellbeing.

Method/Approach:
The overarching elements of compassionate leadership are: Self-care, Care for others, Emotional Intelligence and Authenticity.
Step 1: Development of Questionnaire to address key elements above
Step 2: Focus Groups of Staff across all disciplines
Step 3: Implementation Plan for promoting Compassionate leadership and a Trauma informed environment.
The method will include Senior Leadership working alongside other colleagues.

Results
An increased self-awareness and compassion for self.
Enable staff to provide the right support and challenge for customers.
A culture of trauma informed practice promoted.
Supportive environment to promote self-care and professional development opportunities.

Key Learning
Importance of understanding and ownership from the senior leadership in the organisation.
Involvement of all staff in the process.

Conclusion:
Staffing body have an informed understanding of trauma to effectively support and challenge working practice.
Staff actively involved in recommending practices to promote a Trauma Informed Environment

Next Steps:
All staff to engage in one-to-one meeting with a trusted colleague in order to produce a Personal Development Plan to promote compassion, self-care and Trauma informed practice.

Contact(s): Roisin Harbinson, Mairead Harvey, Shirley McKenna, Jayne Millar, Gary Scott.
Organisation(s): CCMS, CSSC and Armagh City, Banbridge & Craigavon Borough Council.

11. Youth Justices Agency (YJA)

Be The Change Leadership Programme

Human Resource - Staff Well-being/Supervision

Aim of the Project

- Have **awareness** of the adverse childhood experiences which cause trauma in child's life

- Be aware of the impact of these adversities on the **development** of a child

- Be able to identify what creates **resilience** to cope with adversity

- Be able to develop policies and practice to **embed** trauma informed practice in their work

Youth Justice Agency

The Youth Justice Agency has fully embraced the aim of the Safeguarding Board for Northern Ireland to develop trauma informed practice within our own Agency in the hope that transformation across all the involved organisations will start to take place. The leadership programme has provided positive support and guidance which has assisted the Youth Justice Agency to start to develop a TIP implementation Plan.

Organisational Change

Trauma Focused Services

Workforce Development

Staff Safety & Wellbeing

A staff survey highlighted the importance of **valuing each individual worker** and how **effective supervision** positively impacts towards **better outcomes** for staff, young people and their families. Ongoing Live-work to develop Trauma Informed Supervision.

Quality of Supervision → Quality of Practice → Positive Impact on Service → **Better Outcomes**

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Organisation(s):
Youth Justice Agency

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12. Include Youth

13.   Northern Ireland Prison Service

BE THE CHANGE LEADERSHIP PROGRAMME

BECOMING A TRAUMA INFORMED ORGANISATION

Purpose: - The draft Programme for Government (2016-2021) has 12 key outcomes for the people of Northern Ireland and there are four of these that are relevant for work in this area, i.e.

We prosper through a strong, competitive, regionally balanced economy
We have a safe community where we respect the law and each other
We care for others and we help those in need
We give our children and young people the best start in life.

The Prisons 2020 Continuous Improvement document was published in July 2018. The overall desired outcome of Prisons 2020 is to have a modern, progressive Northern Ireland Prison Service where we make the community safer by supporting and challenging people to change. There are four key pillars;

OUR PEOPLE	OUR SERVICES	OUR INFRASTRUCTURE	OUR PARTNERSHIPS

Our Aim: - To make NIPS a Trauma Informed Organisation and a model of Best Practice that works with those in its care to support, challenge and inspire them to change and reduce their risk of reoffending; while taking account of their personal history and journey to becoming involved with the judicial system.

The four pillars set out in Prisons 2020 fit well with the objectives of the SBNI "Be The Change" Leadership Programme

Partners/collaborations:- NIPS has a strong history of partnership working with formalised links with the PBNI, PSNI, South Eastern Trust as well as assorted partner agencies and the Voluntary and Community Sector who work towards a resettlement model; which focus is based on a multi-disciplinary approach to address 9 pathways to reducing re-offending.

Result:- NIPS establishments, inspected by the CJINI and HMIP, have been recognised as providing good outcomes for those in our care.

Key Learning: - NIPS has acknowledged the practices used and developed within the PDU and now used within their Safety and Support Teams are models of best practice and take account of possible previous trauma as well as current circumstances.

Conclusion: - NIPS is committed to becoming a trauma informed organisation and has set out its commitment within its Prisons 2020 continuous Improvement plan. It has evaluated itself and reflected on recommendations from the CJINI/HMIP Inspectorates and how it can build on models of best practice it already delivers to embed the best practice across all areas of service delivery.

Next Steps: -
- To continue the development and training of all staff to build awareness of Adverse Childhood Experiences and understanding of trauma.
- To embed Trauma Informed Practice within all areas of service delivery to ensure the best outcomes for those in our care and help achieve the outcomes of the Draft Programme for Government

NORTHERN IRELAND PRISON SERVICE

Be the Change

SBNI

HSC Leadership Centre

Contact: Paul Doran - Director of Rehabilitation

14. Barnardo's

15. Public Health Agency

BE THE CHANGE LEADERSHIP PROGRAMME

HSC Public Health Agency

Purpose – To ensure the Public Health Agency (PHA) are trauma informed and adverse childhood experiences aware to inform best practice commissioning and workforce support.

Aim - To inform PHA consideration, development and adoption of relevant policies, procedures and practices.

Approach

- PHA senior management to consider adoption of compassionate leadership workforce support practices across the organisation.
- PHA senior representation on:-
  - o Northern Ireland Steering Group for Trauma Informed Practice
  - o Five Nations ACE Reference Group
  - o SBNI Trauma Informed Practice Project Steering Group
  - o 'Be the Change' Trauma Informed Leadership programme
  - o CAWT Multiple Adverse Childhood Experience Intereg Project (£5m)
- PHA Infant Mental Health Framework (2016) aims to ensure that all children have the best start in life by enablement of protective factors for those experiencing significant adversity
- PHA working with the Department of Education, Department of Health and the Education Authority on the development of a Children and Young People's Emotional Wellbeing Framework
- Trauma Informed Practice workshop facilitated and attended by 55 PHA staff across a number of directorates
- Commitment from PHA to train two staff members in "Train the Trainer Level Two" to cascade training throughout PHA

Results

- PHA is working collectively with sector leaders across the region to develop a systemic trauma informed approach
- PHA is contributing to sharing good practice to ensure there is a common adverse childhood experience and trauma informed understanding across the workforce
- PHA is supporting the development of a trauma informed workforce across the organisation

Key Learning

Being trauma informed is "everyone's business".

Conclusion

A system wide approach involving senior level and cross organisational leadership is required to develop a trauma informed workforce and a trauma informed approach to commissioning.

Next Steps

- PHA Agency Management Team and Senior Management Team consideration and approval of "Trauma Informed Approach Paper"
- To continue to build a trauma informed workforce across PHA
- To ensure trauma informed commissioning

References

Public Health Agency (2016) "Supporting the Best Start in Life" Infant Mental Health Framework for Northern Ireland.

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Organisation: Public Health Agency

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