

H.O.P.E.

Training Evaluation Report: Enhanced Level 1 Reaction

LEADERSHIP PROGRAMME

November 2022 – February 2023

Evaluation coordinators:

Paul Morris

Dr Roxanne Khan

Meena Kumari

With funding from Drive Partnership

H.O.P.E.

hopetraining.co.uk



“My commitment lies in continuing to support this work, ensuring that it paves the way for transformation. I encourage professionals reading this report to follow H.O.P.E. Training and Consultancy and take up future opportunities that arise to join this course”

Kyla Kirkpatrick

Drive Partnership (Project funder)

This report was prepared by Mr Paul Morris and Dr Roxanne Khan, both of onEvidence Ltd, who worked under the general guidance of Meena Kumari, H.O.P.E. Training and Consultancy. This evaluation also benefited from inputs offered by project partners and participants.

The views expressed in this report are those of the authors and do not necessarily reflect the views of the organisations.

Acknowledgements

The evaluation coordinators wish to thank the programme managers and partners for their comments on this report. They also wish to thank the programme participants for taking the time to attend interviews, take surveys, and provide feedback and comments on this report. All the comments and suggestions offered by programme managers, partners and participants are duly reflected in this report, as appropriate.

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SUMMARY

During the period November 2022 – February 2023, onEvidence Ltd conducted an enhanced Level 1 Reaction evaluation, adapted from the Kirkpatrick model, of the Leadership Programme. Training delivery took place between 18 November 2022 and 3 February 2023 and was coordinated by H.O.P.E. and funded by the Drive Partnership. The training focused on the specific needs, in terms of leadership skills and confidence, of racialised* staff working in the Violence Against Women and Girls (VAWG) perpetrator sector, in the UK.

In the course of the evaluation, interviews and/or surveys were conducted with the programme manager, delivery partners and 18 participants, and qualitative and quantitative data from these were collected and analysed. The purpose of the evaluation was to measure the participant's opinions about the content, quality, and applicability of the Leadership Programme and to identify learning to inform recommendations for future programmes.

Key findings:

- The activities originally planned were accomplished within the timescale agreed with the Drive Partnership;
- In view of the project's approach, the selection of delivery partners and programme activities were found to be of high relevance in terms of importance to participants and their specific needs, alignment with H.O.P.E. priorities and areas of work, and capacity to develop complementarities and areas of synergy (at the level of H.O.P.E.);
- Over 89% of participants agreed or strongly agreed that their knowledge of the topics covered had improved as a result of the programme.

The evaluation found that implementation of the Leadership Programme produced all the main expected outputs and was innovative in addressing the barriers that prevented participants from progressing in the workplace – through a targeted approach that promoted the wellbeing of all staff.

The Leadership Programme is a novel intervention that resolves many of the problems, such as communication, lack of interactivity, and feelings of isolation, normally associated with online training. Its fresh approach, using subject-matter experts to deliver multimedia content, coupled with activities that enable the learner to collaborate, ask questions, share personal experiences, and apply knowledge, should be considered best practice.

Co-operation between H.O.P.E. and programme delivery partners and the fact that skills building was provided directly to participants created a solid base for continuity and sustainability in the use of this approach.

* Note on language: The term 'racialised' refers to anyone who is discriminated against for their race or ethnicity, where ethnicity encompasses factors such as the nationality, religion, language and traditions of a particular group.

As a result of the evaluation findings, 12 recommendations have been formulated. These relate to communication, inclusivity, wrapping up, coaching, and sustainability.

Limitations

This evaluation report should be considered in view of the following limitations.

Due to time constraints of the project, and those of the participants and their organisations, the evaluation coordinators necessarily restricted evaluation method to *Reaction*, based on the Kirkpatrick model, adapted to training, and enhanced with additional survey and interview questions.

The evaluation was successful in determining the level of satisfaction of the participants, their feelings about the training programme, relevance to their jobs, the level of their engagement, how they contributed, and how they believed the programme could be improved.

1. INTRODUCTION AND BACKGROUND

This curriculum was developed by H.O.P.E. Training and Consultancy to address the area of leadership skills and confidence among 18 racialised staff working in the VAWG sector. The curriculum is presented as a framework of characteristics and competencies, designed to guide and support sector staff to develop their professional and leadership skills. The curriculum is supported by 1-2-1 Leadership Coaching sessions to help participants to consider and address the challenges they may experience in relation to issues within their organisations that affect their professional development and career progression.

The objective of the curriculum is to equip the sector staff with the knowledge, skills and professional qualities appropriate to their individual needs and the needs of their organisations. The curriculum is a response to the problem of underrepresentation of racialised staff in the VAWG sector that while there is a strong political will to address, there is still an acute shortage of training specific to the needs of racialised staff to provide a quality solution.

The curriculum encompasses an educational plan designed to bring about change in the way that racialised staff seek to overcome barriers to development and progression in the workplace. In implementing this curriculum, partners who supervise this training are crucial to this process in guiding the learning, according to articulated objectives, to ensure that all learning outcomes are seen as being valuable achievements.

This training forms part of a wider educational programme, including the commissioned Sector Leader Course, to address the issues faced by racialised staff at source.

2.RATIONALE FOR THE TRAINING

Research carried out in 2020 by Dr Olumide Adisa, University of Suffolk, exploring family and intimate relationship harm within minoritised communities, found that a key obstacle to providing an effective and accessible response to perpetrators is that the VAWG sector is unrepresentative of the communities it serves.

In response to these research findings, Drive Partnership commissioned H.O.P.E. to carry out focus groups with racialised staff working in the VAWG sector to explore possible reasons for the problem of underrepresentation. This identified issues faced by racialised staff relating to racism; including a lack of appropriate support from sector leaders, scarcity of opportunities for development and progression, feelings of frustration and isolation, and fear of speaking out, which ultimately led many to consider leaving the sector.

This pointed to a clear need for workforce development and leadership training that focused on the issues faced by, and specific needs of, racialised staff to address the problem of underrepresentation and retention within the VAWG sector.

Following an open tender process, Drive Partnership commissioned H.O.P.E to develop this Leadership Programme.

3.OBJECTIVES OF THE TRAINING

Broad objective

The broad objective of the Leadership Programme is to develop the knowledge, skills, attitudes and professional qualities that VAWG sector staff require to progress within their organisations and to help them to recognise internal and external barriers to personal development. Skills as a VAWG leader and professional will be performed after completion of the training programme.

Specific objectives

At the completion of training, all staff should be able to:

- 1) Define how psychology can optimise the workplace, from supporting employee well-being to improving employee motivation, job satisfaction, and organisational efficiency;
- 2) Give examples of leadership models and be able to recognise poor leadership;
- 3) Explain racism in the workplace, including micro aggressions and racial gaslighting;
- 4) Determine your personality type and develop effective skills to improve resilience;
- 5) Demonstrate effective listening, communication, and influencing and skills;
- 6) Commit to professional excellence and personal wellbeing;
- 7) See yourself as a professional working with those who use harmful behaviour;
- 8) Reflect on your current situation and develop an action plan for continued growth and development.

4. TRAINING METHOD

Introduction

Training was delivered online and based on the principle that it should promote the safety and wellbeing of staff. At the beginning of the Leadership Programme there was need for welcome and introductions to take place. Facilitators, Meena Kumari and Sarah Wigley, started by providing an overview of the programme and the topics to be covered during the planned ten weekly sessions, as well as the group agreement in terms of conduct.

Participants were asked to introduce themselves by sharing information in the following areas:

- What is your name/role?
- How do you feel?
- What are you looking forward to?
- What are your expectations or hopes of programme?
- Do you have any concerns about participating in this programme?

Next, the facilitators gave an overview of the structure of the programme, the programme partners, details about access to coaching, and online resources. Participants were advised that the programme would be evaluated by Paul Morris and Dr Roxanne Khan, of [onEvidence Ltd.](#)

Finally, the facilitators introduced the first session to participants.

Curriculum

The training adhered to the curriculum which is elaborated in Table 1.

TABLE 1: THE COURSE CURRICULUM			
Session	Topic	Participant activities	Resources
1.	Workplace Psychology	Discuss the relevance of the subject; Group discussion; Questions; Reflection; Personal activities; Group activities; Feedback; Q&A.; Questionnaires; Quizzes; Debriefs; Roleplay; Presentations.	PowerPoint; Video; Guest speakers.
2.	Leadership Models		
3.	Racism in the Workplace		
4.	Racial Trauma		
5.	Personality Type		
6.	Supervision		
7.	Communication Skills		
8.	Work Practices		
9.	Project Work		
10.	Reflections		

Training techniques

The following techniques were used to train various aspects of leadership skills:

- Group discussions
- Group exercises and assignments
- Individual exercises and reflection
- 1-2-1 leadership coaching sessions
- PowerPoint

Materials distributed

The training course materials distributed included PowerPoint notes, agendas, and action plans. Exercises included group and individual discussions, presentations, tasks, questions, and reflection.

5. PARTICIPANTS' PRE-EVALUATION AND FEEDBACK

Prior to the programme start, participants were given an opportunity to evaluate the booking process and communications, their prior knowledge and understanding of the topics to be covered, and to state how they expected the programme would change them as an individual.

Figure 1 provides an illustration in terms of booking/communications experience, and current knowledge of topics to be covered, based on overall scores. Table 2 indicates overall scores in percentages that participants gave for each statement. Additionally, participants were asked to provide more in-depth feedback, prompted by additional survey questions. These are included below, along with a representative sample of responses provided verbatim.

Generally, participants were highly satisfied with the booking process and communications, had current knowledge of the topics to be covered, and expected the programme to improve their confidence and skills in leadership.

FIGURE 1: PARTICIPANTS' SCORE IN PRE-TRAINING EVALUATION AT A GLANCE

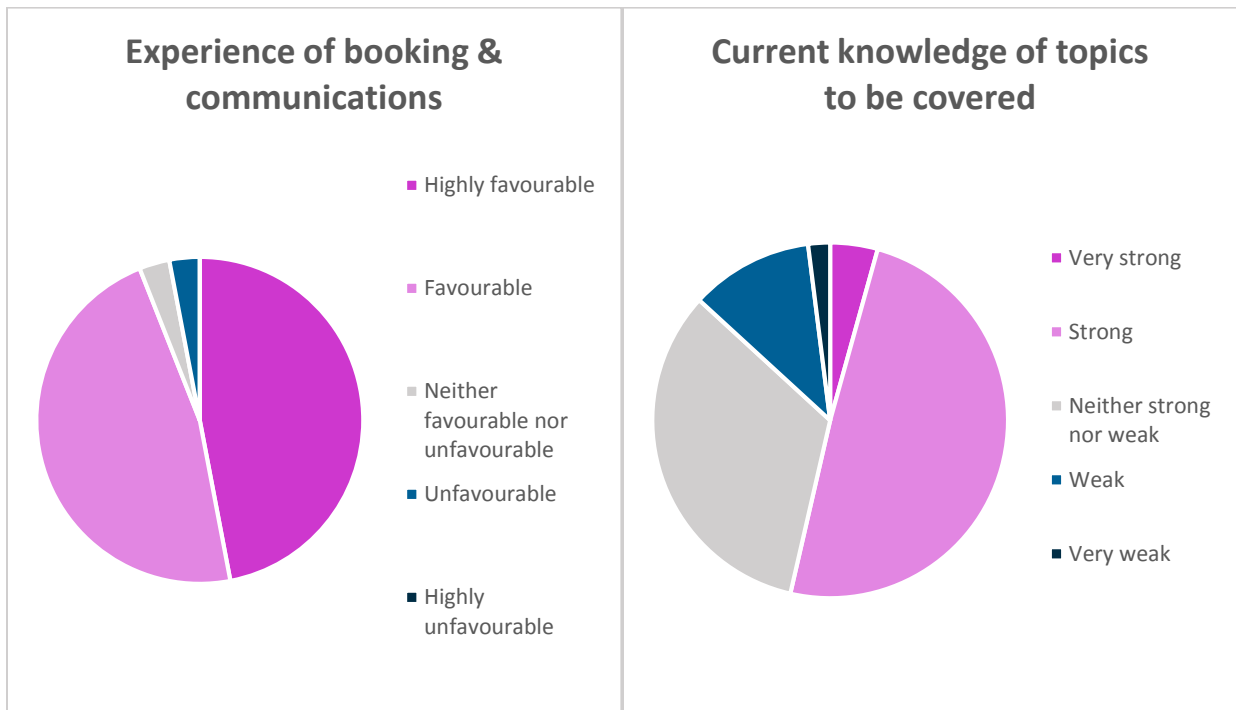


TABLE 2: PARTICIPANTS' SCORE IN PRE-TRAINING EVALUATION

Statement	Score				
	Due to rounding, percentages may not always appear to add up to 100%.				
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Experience of booking and communications					
Booking onto the H.O.P.E Leadership program was easy.	-	6%	6%	44%	44%
Communication with H.O.P.E has been easy.	-	-	-	50%	50%
Current knowledge of topics to be covered					
I have a good understanding of the Psychology of the workplace.	-	6%	56%	39%	-
I have a good understanding of different leadership models and styles.	6%	28%	50%	17%	-
I have a good understanding of what micro aggressions and racial gaslighting are.	6%	-	22%	61%	11%
I have a good understanding on what is racial trauma, challenging tokenistic behaviour and thinking about my own self confidence.	6%	11%	33%	50%	-
I have a good understanding on personality types, emotional intelligence and how to build effective resilience.	-	11%	22%	56%	11%
I have a good understanding on how to have a difficult	-	17%	11%	72%	-

conversation with a manager or senior member of staff.					
I have a good understanding on what effective supervision is, burnout and how to prevent the signs of burnout.	-	-	28%	67%	6%
I have a good understanding of how to work with those using harmful behaviours from Black & Racially Minoritised communities.	-	17%	39%	33%	11%
I have a good understanding on how to use my voice in projects and I can get information across to senior managers and teams I am involved in.	-	11%	39%	50%	-

Additional survey questions

Please tell us how you expect this course will change you as a person.

- *I expect this course to give me a better understanding of what would be required of me in a leadership role.*
- *I hope to develop confidence in my practice, articulate my views better with management and generally develop greater confidence...*
- *A better understanding of the barriers and challenges in the workforce that racialised communities face when entering the workforce and how to support and encourage progression.*
- *I hope to be more comfortable with complex conversations with colleagues.*

Please tell us how we can improve any communication we have had with you so far.

- Participants were generally highly satisfied with initial communications.

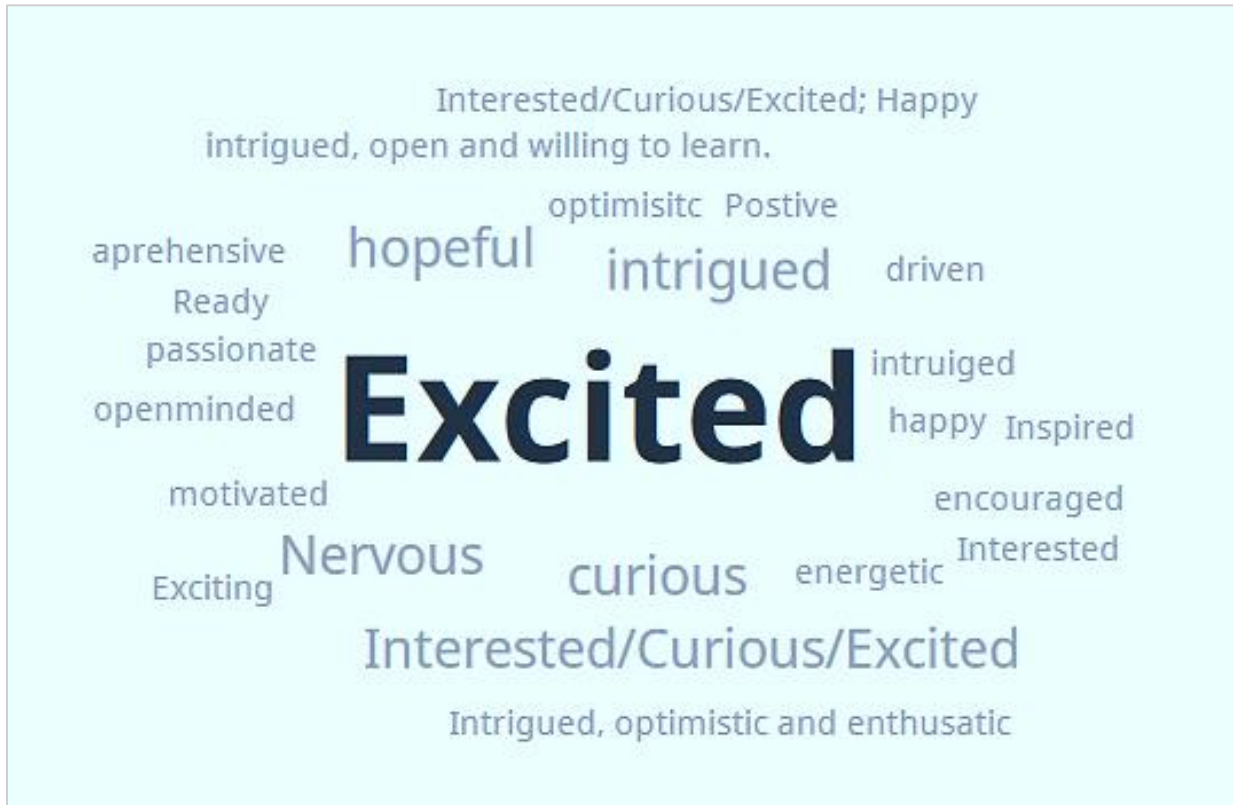
Based on your participation in this project so far, are you looking forward to the next 10 weeks?

- All participants answered “yes” to this question.

Please describe how you are feeling about starting this programme.

- Figure 2 depicts a word cloud generated to illustrate how participants were feeling about starting the programme:

FIGURE 2: PARTICIPANT FEELINGS PRE-PROGRAMME



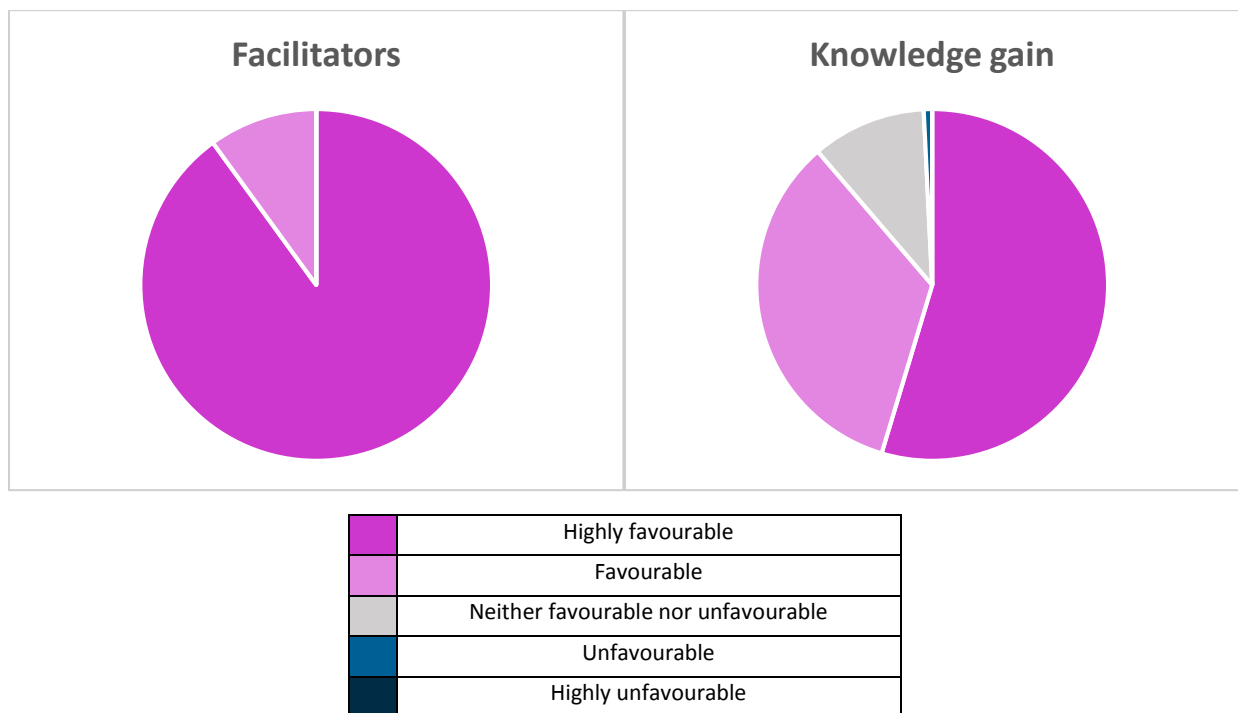
Anything else you would like to tell us?

- All participants answered “no” this question.

6. PARTICIPANTS' EVALUATION AND FEEDBACK[†]

Immediately following the programme, participants were given an opportunity to evaluate the facilitators, and to rate their post-training levels of understanding of the topics covered, as well as other aspects. Figure 3 provides an illustration in terms of favourability based on overall scores. Table 3 indicates overall scores in percentages that participants gave for each statement. Additionally, participants were asked to provide more in-depth feedback, prompted by additional survey questions. These are included below, along with selection of responses provided verbatim. Generally, participants were highly satisfied with what transpired in the programme and felt that their knowledge of the various aspects of leadership had greatly improved.

FIGURE 3: PARTICIPANTS' SCORE IN TRAINING EVALUATION AT A GLANCE



[†] Participant feedback was also provided after each session. This was used by the programme managers to identify possible improvements to subsequent sessions and is considered in the current evaluation 'Learning and Recommendations' section.

TABLE 3: PARTICIPANTS' SCORE IN TRAINING EVALUATION

Statement	Score				
	Due to rounding, percentages may not always appear to add up to 100%.				
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Facilitators					
Generally, I thought the facilitators presented the course materials clearly and effectively.	-	-	-	7%	93%
Generally, I thought the facilitators were relevant, engaging and knowledgeable.	-	-	-	13%	87%
Post-training improvement in knowledge of topics covered					
My understanding of the Psychology of the workplace has improved.	-	-	7%	27%	67%
My understanding of different leadership models and styles has improved.	-	-	7%	20%	73%
My understanding of what micro aggressions and racial gaslighting are has improved.	-	-	13%	20%	67%
My understanding of what is racial trauma, challenging tokenistic behaviour and thinking about my own self confidence has improved.	-	-	7%	27%	67%
My understanding of personality types, emotional intelligence and how to build	-	-	7%	47%	47%

effective resilience has improved.					
My understanding of how to have a difficult conversation with a manager or senior member of staff has improved.	-	-	20%	47%	33%
My understanding of what effective supervision is, burnout and how to prevent the signs of burnout has improved.	-	7%	20%	20%	53%
My understanding of how to work with those using harmful behaviours from Black & Racially Minoritised communities has improved.	-	-	7%	53%	40%
My understanding of how to use my voice in projects and I can get information across to senior managers and teams I am involved in has improved.	-	-	7%	47%	47%

Additional survey questions

Most participants provided more in-depth feedback, prompted by additional survey questions. These are included below, along with selection of responses provided verbatim to illustrate:

Based on your participation in this programme, would you say you feel better equipped and confident as a leader in the VAWG sector?

- All participants answered “yes” to this question.

How do you feel about your leadership skills and abilities having completed this course? (Please use up to 3 words).

- Figure 4 depicts a word cloud generated to illustrate how participants felt about their leadership skills and abilities having completed the programme:

FIGURE 4: PARTICIPANT FEELINGS POST-PROGRAMME



Has your confidence level changed after this course? (If you tick yes, please tell us how).

- All participants answered “yes” to this question.

Participants explained how they felt that their confidence levels had changed:

- *I feel this programme has improved my understanding of the different areas of management and leadership. Having never been in a management position, much of what I knew was based on what I picked up on seeing other managers do; however, this programme explored the different levels and stages in more detail. This programme also allowed me to understand my working style and to start think about management styles that I may want to adopt moving forward.*
- *I feel a lot more confident in getting my opinions and ideas across to management. I'm confident to use my voice to express how certain topics make me feel uncomfortable and how to now teach others around me why I feel this way, and what they should be doing to understand where I come from; because I deserve to be here and they will not make me think or feel as if I don't.*

Based on your participation in this programme, would you recommend it to a colleague?

- All participants answered “yes” to this question.

Please tell us how we can improve this programme.

- Most participants suggested minor improvements to the programme. These are duly reflected in the 'Learning and Recommendations' section.

Please provide an endorsement that we may use publicly (your name will be anonymised).

- *A deep, reflecting and empowering journey of how to be a leader.*
- *One of the best courses I have attended. I have learnt so much about not only leadership skills and the sector as a whole, but about myself, what shapes me, what I want, the impact I already have, and what a difference I can make in the future!*
- *I was completely blown away by how much this course and the people on it taught me and lifted me. It was unlike anything I've ever done before - it was far more holistic than any other [management] course. I think every non-white professional in the third sector should complete it.*

Is there anything else you would like to tell us?

Most participants responded to this question to praise the work of the programme staff, speakers, and content:

- *Thank you for all your hard work and understanding during the course. By far the best training I have ever received.*
- *Just thank you! I haven't come across a course like this and it came at the perfect time. The length of the programme and weekly sessions really allowed for the information on the course to be taken in, reflected on and processed.*
- *I thoroughly enjoyed the course. The speakers were amazing. Meena and Sarah were very organised and made the learning so interesting and engaging.*

7. BARRIERS ENCOUNTERED

Training was conducted smoothly by delivery partners with supervision and technological support from Meena Kumari, H.O.P.E.

Barriers such as language, online delivery method and lack of opportunity for roleplay were overcome by the facilitators' ability to connect with the diverse group at the individual level and involve participants in their own learning experience.

8. LEARNING AND RECOMMENDATIONS

The following learning and recommendations are based on insights and information obtained through semi-structured interviews with participants and programme staff and exit survey data.

Communication:

- a) Provide participants with more in-depth information about the content of the 10 sessions, along with links to online resources, in the introductory email to give participants time to engage in background reading and preparation for the programme.
- b) Sensitive content. While these were covered in the first session, it would benefit participants if all trainers were to include comprehensive information about possible triggers at the beginning of each session.
- c) Introductions. Spend appropriate time for the group to get to know each other and the group dynamics in week one.
- d) The evaluation coordinators acknowledge that this was a pilot programme delivered entirely online and, due to the participants being located across England and Wales, this was the most equitable option. However, participant location and budget permitting, the programme may benefit from a hybrid approach.
- e) Participants would have benefited from meeting each other and the facilitators on an introductory Zoom to address any queries, concerns, and to start building connections as a group. Going forward this would be a preferred part of the programme.

Inclusivity:

- f) Terminology. The term 'Black and Brown' when referring to the group generally may not be perceived to be inclusive. At the introductions stage, the facilitator could ask individuals how they identify in terms of ethnicity. This could be used to build consensus with regard to acceptable general terms used to describe the group.

Wrapping up the session:

- g) Debriefing. A 20-minute debriefing would enable participants to reflect on what happened during the session and why it happened, allowing them to develop personal awareness and insight and become cognizant of personal learning goals.
- h) Closing activity. The programme sessions covered challenging and potentially upsetting subjects. For this reason, it may benefit some participants to wind down with a light-hearted exercise.

Wrapping up the programme – Include two additional sessions:

- i) Active goal-setting. The programme would benefit from a wrapping-up session that included an exercise in active goal-setting.

- j) Exit strategy. The exit strategy was communicated effectively at the beginning of the training. However, a final session focused on reflection and discussion would provide a 'softer landing' for participants.

Coaching:

- k) 3 sessions. Individual coaching was highlighted as an area of good practice. Funding bids for future programmes should include a budget for 3 sessions (beginning, middle, end).

Sustainability:

- l) Mentoring. Participants may benefit from a professional mentor to continue their leadership development. Leaders that attended the Sector Leaders' Course could be offered the opportunity to pair with a participant from the H.O.P.E. Leadership Programme.

9.APPENDICES

APPENDIX 1. FLYER FOR LEADERSHIP PROGRAMME.



CALLING ALL ASPIRING LEADERS!

**A FREE
10-WEEK PROGRAMME**

**Dates: Friday 18th Nov '22 -
Friday 3rd Feb '23**

**Target Audience:
Racialised staff working in
the Domestic Abuse
Perpetrator Sector**

Location: Zoom

**Candidates will receive
coaching and access to
leading guest speakers.
As well as the opportunity to
network with other leaders**

 **Work Force Development &
Leadership Programme**

**H.O.P.E Training and Consultancy & the
Drive Partnership are working to address
systemic barriers to colleagues from
racialised communities entering the
sector, and remaining as part of the
workforce and progressing to leadership
opportunities.**

The Key Aims of this programme are:

- ⇒ **Tackling Institutional Racism**
- ⇒ **Focusing on Equality, Diversity, and
Inclusion**
- ⇒ **Addressing Feelings of Isolation**

**For more information contact
Meena Kumari via
admin@hopetraining.co.uk**

APPENDIX 2. H.O.P.E LEADERSHIP PROGRAMME TIMETABLE

Week	Date	Topic	Speaker
1	Friday 18th November 2022	Workplace Psychology	Sandra Pollock
2	Friday 25th November 2022	Leadership models, definitions & what happens when you work for the wrong leader?	Sandra Pollock
3	Friday 2nd December 2022	Racism in the work place, Micro Aggressions & Racial Gaslighting	Gamal Turawa
4	Friday 9th December 2022	What is Racial Trauma, Challenging tokenistic behaviour & thinking about self confidence	Myira Khan
5	Friday 16th December 2022	What is your personality type, What is emotional intelligence & how to build effective resilience	Caroline Barnard

Week	Date	Topic	Speaker
6	Friday 6th January 2023	Having a difficult conversation , effective communication and influencing skills	Jodie Das
7	Friday 13th January 2023	Supervision, Mental wellbeing /Isolation/mindfulness/Burnout: Signs, Impact, Prevention, Why we do the work we do?	April Dawn
8	Friday 20th January 2023	Working with those using harmful behaviour from racialised communities - how confident are you?	Craig Pinkey
9	Friday 27th January 2023	Using your voice in project work getting your information across, how to do that elevator pitch	Annie Gibbs-Sabina Project
10	Friday 3rd February 2023	Reflections, where are you now and where will you take this learning?	Sal Naseem

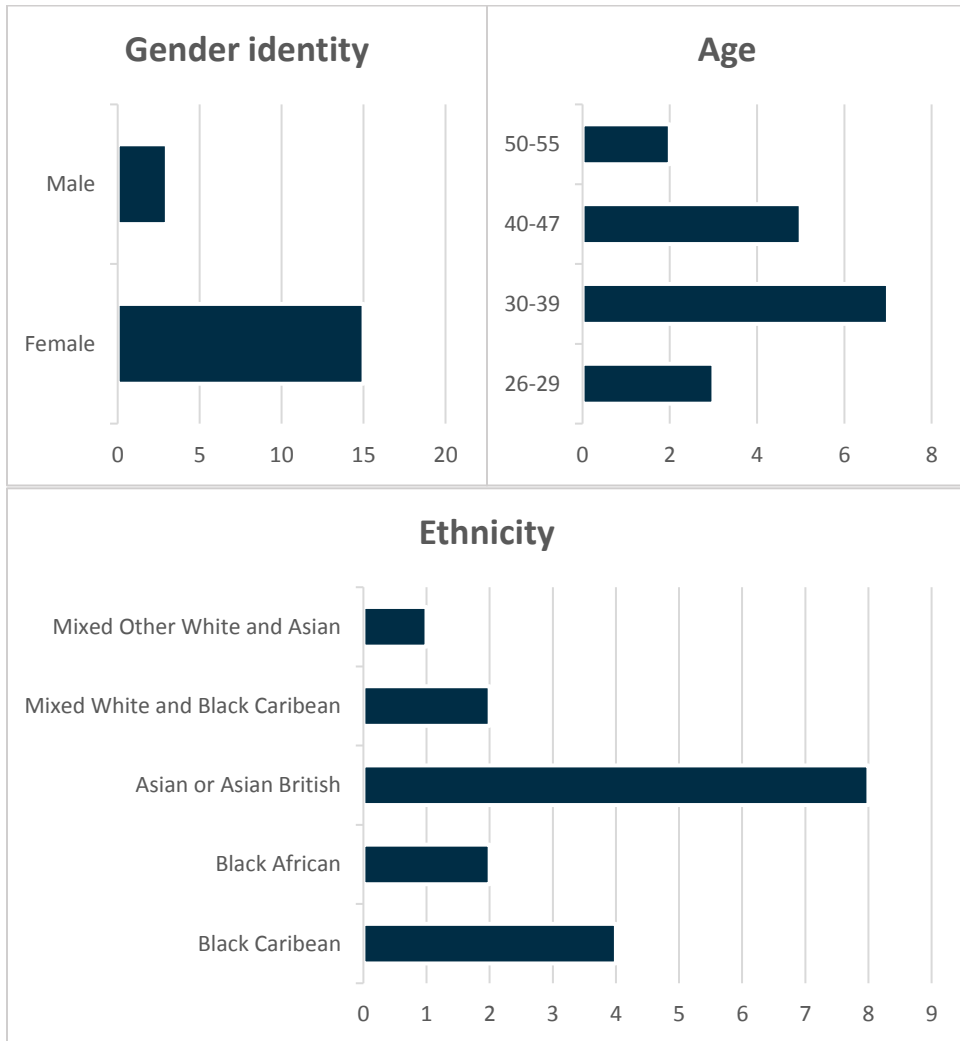
Weeks 6 and 7 were switched.

APPENDIX 3. PARTICIPANT DEMOGRAPHICS

FIGURE 5: LOCATIONS



FIGURE 6: GENDER IDENTITY, AGE & ETHNICITY



APPENDIX 4. H.O.P.E LEADERSHIP COURSE PRE-EVALUATION SURVEY (18.11.22)

1. What is your full name?
2. What is your email address?
3. Booking onto the H.O.P.E Leadership program was easy.
4. Communication with H.O.P.E has been easy.
5. I have a good understanding of the Psychology of the workplace.
6. I have a good understanding of different leadership models and styles.
7. I have a good understanding of what micro aggressions and racial gaslighting are.
8. I have a good understanding on what is racial trauma, challenging tokenistic behaviour and thinking about my own self confidence.
9. I have a good understanding on personality types, emotional intelligence and how to build effective resilience.
10. I have a good understanding on how to have a difficult conversation with a manager or senior member of staff.
11. I have a good understanding on what effective supervision is, burnout and how to prevent the signs of burnout.
12. I have a good understanding of how to work with those using harmful behaviours from Black & Racially Minoritised communities.
13. I have a good understanding on how to use my voice in projects and I can get information across to senior managers and teams I am involved in.
14. Please tell us how you expect this course will change you as a person.
15. Please tell us how we can improve any communication we have had with you so far.
16. Based on your participation in this project so far, are you looking forward to the next 10 weeks?
17. Do you agree to being contacted by the evaluation coordinators?
18. If you said yes to previous question, please state your email address for us to contact you on.
19. Please describe how you are feeling about starting this program.
20. Anything else you would like to tell us?

APPENDIX 5. H.O.P.E LEADERSHIP COURSE EVALUATION SURVEY (03.02.23)

1. What is your full name?
2. I thought the speakers presented the course materials clearly and effectively.
3. I thought the speakers were relevant, engaging and knowledgeable.
4. My understanding of the Psychology of the workplace has improved.
5. My understanding of different leadership models and styles has improved.
6. My understanding of micro aggressions and racial gaslighting has improved.
7. My understanding of racial trauma and challenging tokenistic behaviour has improved.
8. My understanding of personality types, emotional intelligence and how to build effective resilience has improved.
9. My understanding of how to have a difficult conversation with a manager or senior member of staff has improved.
10. My understanding of what effective supervision is, burnout and how to prevent the signs of burnout has improved.
11. My understanding of how to work with those using harmful behaviours from Black & Racially Minoritised communities has improved.
12. My understanding of how to use my voice in projects to communicate with senior managers and teams I am involved in has improved.
13. Based on your participation in this programme, would you say you feel better equipped and confident as a leader in the sector?
14. How do you feel about your leadership skills and abilities having completed this course? (Please use up to 3 words)
15. Has your confidence level changed after this course? (If you tick yes please tell us how)
16. Based on your participation in this programme, would you recommend it to a colleague?
17. Please tell us how we can improve this programme.
18. Please provide an endorsement that we may use publicly (your name will be anonymised).
19. Is there anything else you would like to tell us?

THE POWER OF H.O.P.E.

Leadership Programme

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