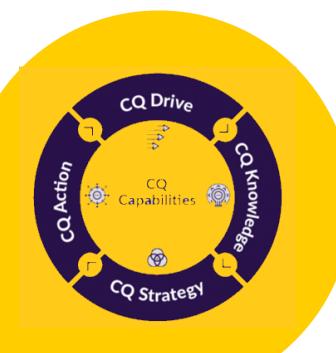# Independent Evaluation of "Leading Inclusively with Cultural Intelligence masterclass" for Frimley ICS leaders

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EVALUATION TEAM

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BACKGROUND AND OVERVIEW

NHS South East Leadership Academy commissioned Above Difference Limited to deliver a "Leading Inclusively with Cultural Intelligence masterclass programme" (hereafter 'the masterclass') to those in leadership positions across Frimley Integrated Care System (ICS).The NHS South East Leadership Academy is committed to developing diverse and inclusive teams, aligned to the NHS People Plan ambitions, and it is expected that the Above Difference Limited masterclass offering will support this.

Cultural Intelligence™ and Inclusive Leadership, referred to as Cultural Intelligence (CQ) in this report, is defined in Above Difference Limited's purpose statement:

"At Above Difference, we equip leaders and organisations to move from 'managing diversity' to 'leading inclusion'. By developing CQ and Inclusive leadership styles in individuals and organisations, we develop individual's ability to decisively and intentionally create inclusive workplace cultures where diversity is recognised as one of the organisation's greatest assets and all cultures are valued and respected." (Above Difference - Cultural Intelligence and Inclusion)

This masterclass was timely as nationally one in five staff across Ambulance Trusts, Care Trusts, Clinical Commissioning Groups (CCGs), Hospital and Community Health Services, Hospital Trusts, Mental Health Trusts, and NHS Trusts is from an ethnic group, and a higher percentage of people from ethnic backgrounds were in 'support' and 'middle' grades compared with 'senior' and 'very senior' manager grades (NHS Workforce data, https://www.ethnicity-facts-figures.service.gov.uk/workforce-and-business/workforce-diversity/nhs-workforce/latest#:~:text=White%20people%20made%20up%2077.9%25%20of%20all%20NHS,age%20people.%20Black%20people%20made%20up%206.5%25%20of). Therefore senior leaders are likely to manage teams made up of ethnically diverse staff, and NHS Digital have committed to achieving greater levels of diversity a priority by 2025 (NHS Digital: New diversity targets for NHS's tech and data staff; https://digital.nhs.uk/news/2021/new-diversity-targets-for-nhss-tech-and-data-staff).

The masterclass was offered to 20 staff, with invitations going to all organisations within Frimley ICS (alumni of NHS leadership programmes, Local Authority Organisations, People Board, and the Frimley ICS Board who were in roles within NHS and local authority organisations). The Above Difference Programme had the following elements: 1. A CQ Pro Assessment developed by the Cultural Intelligence Center; 2. A one-day "Leading Inclusively With Cultural Intelligence" Executive Leadership Masterclass; 3. A One 1-2-1 Debriefing and Coaching Session; and 4 . A repeat of the CQ Pro Assessment Post Course feedback. Participants were identified in February 2021 and the masterclass was undertaken online on 23rd March 2021. One staff member did not attend the masterclass; therefore 19 staff were in the final cohort. Approximately eight staff accessed the one-off coaching session. The masterclass delivered was a specific model developed by Above Difference Limited for public sector organisations. At Frimley ICS, due to the resources available at the time, the usual , more in-depth coaching was not commissioned until later.

Wessex Academic Health Science Network (WAHSN) was commissioned to independently evaluate the masterclass to help the NHS South East Leadership Academy and Frimley ICS understand the impact of the masterclass and if this should be funded by the ICS in the future.

EVALUATION QUESTIONS AND OVERVIEW OF METHODS

The evaluation was concerned with the impact of the masterclass on individual staff members. Due to the small pool of staff relative to the size of the Frimley ICS, it was not considered feasible to assess impact on the wider system. The three evaluation questions and the case study approach to reporting the findings reflect the scope of the evaluation. The case study approach afforded the opportunity to present rich, in-depth findings from the unique perspectives explored (https://bmcmedresmethodol.biomedcentral.com/articles/10.1186/1471-2288-11-100).

With regards to those invited to take part in the masterclass, NHS South East Leadership Academy sent an email invitation to Frimley ICS Directors of Human Resources and other staff via Heather Caudle, Director of People at Surrey and Borders Partnership NHS Foundation Trust, and NHS Leadership Academy Alumni via Peter Bibawy, Executive Lead for the Frimley Academy and Clinical Chief for Health Inequalities for North East Hampshire and Farnham CCG. Each organisation in the in the ICS was asked to make nominations and the Academy Alumni were asked to self-nominate. 30 responses came from staff who were either: 1) voluntarily expressing their own personal interest, or 2) nominated by their organisation to partake. Of the 30 staff who responded to the invitation and expressed an interest in the masterclass, 20 were selected to partake. These 20 staff members were purposively selected by Viki Wadd and Julie Hull based on spread across the organisations, types of roles, seniority, and the type of work they did (e.g., some HR specialists, some in programme roles, some from staff networks such as the Black, Asian, and Minority Ethnic groups, Lesbian, gay, bi, trans, queer, questioning and ace+ groups or Disability groups). This sampling was intended to give a good spread of staff who could have influence and impact to apply the lessons learned from the masterclass, and to ensure that Frimley ICS had a wide representation of staff on the masterclass. To note, staff who were not offered a place in the first round were put on a waiting list and offered a place as they became available.

All 19 staff who took part in the masterclass were invited to participate in the evaluation and provide written informed consent. Eight of the 19 staff agreed to participate in the evaluation.

Evaluation question	Data source	Timeframe
1. How has the participant's understanding of CQ changed as a result of this training course?	a) Comparison of pre- and post-course diagnostic. b) Above Difference end of course feedback. c) Participant interview.	a) February 2021 and April 2021. b) Use as discussion point during interview. c) At 6 months post course.
2. How has the CQ training informed and influenced the participant's view of, and approach to, their role as a leader?	a) Participant interview. b) Reflective learning log.	a) At 6 months post course. b) Completed April 2021 to September 2021.
3. What evidence is there of longer-term change in the participant's CQ?	a) Participant interview. b) Reflective learning log. c) Course sponsor interview.	a) At 6 months post course. b) Completed April 2021 to September 2021. c) At 6 months post course.

FINDINGS - INTERVIEWS

Key points
1. Eight audio-recorded interviews were completed with a sub-sample of the 19 staff who took part in the masterclass.
2. Six of the staff were female and two were male.
3. There were additional characteristics identified *a posteriori* which were considered important to report along with gender: (1) self-reported minority background; (2) self-reported past Cultural Intelligence (CQ) or Equality Diversity and Inclusivity (ED&I) masterclass; (3) self-reported past personal experience of discrimination in a workplace; and (4) self-perceived personal interest and investment in CQ and ED&I.
4. Participating staff were heterogenous and considered to be distinct cases. Therefore, eight cases have been presented to represent the individual perspectives and experiences.
5. Five themes were derived from the cases and classified as either: a) themes which were common across all the cases; or b) themes specific to cases:
   a. Common themes:
      i. CQ masterclass raised awareness of and ongoing application of CQ
      ii. CQ masterclass highlighted the need to raise individuals' awareness of privilege
   b. Specific themes:
      i. CQ masterclass impacted the ways of working and leadership differently between cases

	ii. CQ masterclass empowered staff from culturally diverse or minority groups to role model change
	iii. CQ of the NHS as an organisation perceived differently between cases

Eight interviews were audio recorded and analysed by two evaluators. Five of the interviews were completed in September and three in December 2021. Each interview has been presented as an individual case. Characteristics have been reported for the cases to provide demographics and context, as well as to highlight the differences across the eight cases.

CASE CHARACTERISTICS AND ANALYSIS

CASE CHARACTERISTICS

Table 1 presents the characteristics of each case. Staff were in either NHS or local authority roles to ensure their perceptions represent views of those as 'insiders' within the NHS and local authority as larger organisations. The characteristics in Table 1 are reported as factors determined *a posteriori* based upon the data collected during the interviews which either: (1) could have potentially influenced the impact of the CQ masterclass, and the perspectives of the participants related to questions of interest for this evaluation; or (2) were of interest to provide additional context to the cases. Five of the eight cases completed a survey to provide information related to these characteristics of interest. The characteristics for the three cases who did not complete the survey were determined as comprehensively as possible from the interview data.

Table 1. Characteristics of each participating staff member

Characteristic	Cases							
	Case 1[*]	Case 2[*]	Case 3[+]	Case 4[+]	Case 5[+]	Case 6[+]	Case 7[+]	Case 8[*]
Gender	Female	Female	Male	Female	Male	Female	Female	Female
Band of role	N/A	N/A	8a	8b	8a	7	8d	N/A
Change of role since undertaking CQ masterclass in March 2021	N/A	N/A	No	Yes	No	Yes	No	N/A
Self-perceived personal interest and investment in CQ and ED&I	N/A	N/A	Somewhat personally interested	Very personally interested	Very personally interested	Very personally interested	Very personally interested	N/A
Self-reported minority background	N/A	Yes	No	Yes	Yes	Yes	No	Yes
Self-reported past CQ or ED&I training	Mandatory E&D training only	Mandatory E&D training only	Mandatory E&D training; Additional leadership training which included managing E&D *(20/20 Leadership programme)*	Mandatory E&D training; Additional leadership training which included managing E&D *(Ready now programme – NHS leadership academy)*	Mandatory E&D training; Additional leadership training which included managing E&D *(specific additional training not reported)*	Mandatory E&D training only	Mandatory E&D training; Additional leadership training which included managing E&D; Other training relevant to cultural intelligence or E&D *(Compassionate leadership for inclusion)*	Mandatory E&D training; Additional training received *(specific additional training not reported)*
Self-reported past personal experience of discrimination in a workplace	N/A	N/A	No	Yes	Yes	Yes	Yes	Yes
Self-perceived cultural diversity of staff employed in team	N/A	N/A	Quite diverse	Somewhat diverse	Somewhat diverse	Very diverse	Somewhat diverse	N/A
Self-perceived cultural diversity of staff employed in organisation	N/A	N/A	Somewhat diverse	Somewhat diverse	Quite diverse	Very aware	Quite diverse	N/A
Self-perceived cultural awareness of staff employed in team	N/A	N/A	Quite aware	Somewhat aware	Quite aware	Very aware	Quite aware	N/A
Self-perceived cultural awareness of staff employed in organisation	N/A	N/A	Quite aware	Somewhat aware	Quite aware	Quite aware	Somewhat aware	N/A

Abbreviations: CQ: Cultural intelligence; E&D: Equality and diversity ED&I: Equality, diversity, and inclusion; N/A: not available. +Collected via survey data;

*Determined from interview data.

Each case represents a one-hour virtual interview completed via MS Teams. The cases were analysed in NVivo using thematic analysis, with a framework based on the evaluation questions. Individually, each case raised particular issues and often a key idea. This is reflected in the naming of cases, as seen in Appendix 2, and the key ideas are described below.

- Case 1: CQ is about more than ethnicity
- Case 2: CQ knowledge impacts confidence to engage with minority groups
- Case 3: CQ has a role in service delivery and design
- Case 4: Important to understand CQ but to also remain true to own norms and values
- Case 5: Misalignment of personal norms and values with those of their organisation can impact staff happiness
- Case 6: Important to engage and empower staff to actively consider CQ
- Case 7: Dissemination of CQ at an ICS-level needs strategic thinking
- Case 8: Talking about cultural norms and values creates a more open working environment

The themes derived from each case were subsequently considered in relation to each other to identify similarities and disparities. The characteristics presented in Table 1 (above) provide the context and factors specifically considered by the evaluators for the between-case comparison. This between-case comparison informed the common and case-specific themes detailed below. From the between-case comparison, some characteristics supported the interpretation of the case-specific themes.

An interesting minor finding from the content of the interviews was that the six female staff discussed the subject of CQ from a more emotive, personal perspective compared to the two male staff discussed CQ from a more objective, detached perspective. However, due to small numbers, it was not possible to be more conclusive and this can only be offered as an observation between the available cases. In addition, it was difficult to draw conclusions within-gender; the two male staff were heterogenous in their characteristics (Table 1) and although the female staff were easier to compare, they also remained too few to draw clear within-gender conclusions.

It appeared that the characteristics reported in Table 1 included *a posteriori* had a more significant impact than gender on the extent to which the CQ masterclass influenced and impacted the staffs approach to leadership in the longer-term. Further exploration is needed with a larger purposive sample to determine the impact of each of these characteristics.

Finally, despite all the cases having undertaken mandatory ED&I training (and some with the addition of leadership training), the extent of further training pursued by individuals differed. This was dependent on two things: 1) whether the role of the person specifically involved ED&I; and 2) personal investment and interest in ED&I. This was felt important to note as those more personally invested and interested in ED&I or who had this as part of their role appeared more motivated to engage with and use the CQ masterclass to improve how they deal with cultural diversity in their leadership role.

COMMON THEMES

The two themes below were derived from between-case comparisons and demonstrated similarities in the lessons learned from the CQ masterclass for all the staff.

The two common themes derived from the between-case comparisons were:

1. CQ masterclass raised awareness of and ongoing application of CQ.
2. CQ masterclass highlighted the need to raise individuals' awareness of privilege.

COMMON THEME 1: CQ MASTERCLASS RAISED AWARENESS OF AND ONGOING APPLICATION OF CQ

For all staff, the specific masterclass content on CQ was perceived to be less important than the act of attending the CQ masterclass itself. It was felt that the CQ masterclass acted as the required mechanism to raise awareness and ongoing application of CQ knowledge.

This was further evidenced by the fact that very few of the staff could remember the content and terminology used during the CQ masterclass and could better recall the case studies and application of CQ theory. Those that could recall the CQ masterclass content more fully either self-reported additional ED&I training in the past and therefore were relatively familiar with the topic and content already, or were an 'organiser' of the CQ masterclass undertaken.

As a result, the key lessons learned from the CQ masterclass were perceived to be increased awareness of CQ and why it is important to strategise and act in a more culturally intelligent way as opposed to purely acquiring new knowledge from the masterclass.

COMMON THEME 2: CQ MASTERCLASS HIGHLIGHTED THE NEED TO RAISE INDIVIDUALS' AWARENESS OF PRIVILEGE

Following the CQ masterclass, it was perceived by all staff that NHS staff from non-minority backgrounds could be seen as inherently biased with privilege of which they were unaware. It was felt by all staff that the CQ masterclass afforded those from non-minority backgrounds who were unconscious of their privilege prior to the masterclass, to become aware of their own privilege and learn to be more mindful of how this could be perceived by different cultures.

Staff elaborated on this privilege, and highlighted areas where this masterclass offering could be focussed to best raise the awareness of privilege. These were mechanisms postulated by staff to have the potential to help to overcome organisational barriers and improve CQ within organisations.

Staff felt that potentially all non-minority staff should be the first to be trained in CQ to increase knowledge and awareness of privilege. Widely offering CQ masterclass to this group was perceived as a potential solution to break the perpetuating cycle of leaders from non-minority backgrounds being unaware of their biases and privilege.

Staff felt the CQ masterclass should also be a requirement across all levels of seniority, not just the senior leaders. However, all staff felt that senior leaders should champion a culturally intelligent approach to leadership so that any efforts to improve CQ would not be perceived as merely tokenistic.

CASE-SPECIFIC THEMES

The three themes presented below demonstrated different perspectives and experiences across the cases:

1. CQ masterclass impacted the ways of working and leadership differently between cases.
2. CQ masterclass empowered staff from culturally diverse or minority groups to role model change.
3. CQ of the NHS was perceived differently between cases.

CASE-SPECIFIC THEME 1: CQ MASTERCLASS IMPACTED THE WAYS OF WORKING AND LEADERSHIP DIFFERENTLY BETWEEN CASES

The CQ masterclass was perceived to have been most impactful on staff awareness of CQ. This resulted in staff reporting they had changed or adapted their ways of working and how they approached leadership due to being more conscious of CQ. Despite commonality in the underlying reason for changing their ways of working, the reported adaptations varied between the cases.

Examples of changes and adaptations to the ways of working, approaches to leadership, and interactions with staff from across all the cases are stated below. *To note, this is a list compiled of all the changes and adaptations reported across all the cases, and therefore each case did not make every change in this list.*

- Allocating time to reflect and adding in a 'step' to consider cultural norms and values. This was reported in relation to project planning as well as with interactions with staff.
- More consciously selecting types of language and communication strategies to be more specific and based upon the staff member(s)' own cultural values and norms.
- More consciously considering cultural norms and values and applying the newly acquired knowledge of these when recruiting to posts. For example, applicants from different cultures may have different cultural norms and values, and ways of expressing success and achievements, beyond the staff perceived norms and values which underpin the NHS as an organisation.
- Actively amending their behaviour and language with the intention of changing how they came across to others due to increased awareness of how they as an individual may be perceived by other staff because of their privilege.
- Increased openness and honesty about one's own cultural norms and values so that others may understand them better and gain insight. Likewise, role modelling greater openness and honesty about one's cultural norms and values so that other staff feel more comfortable to share their own cultural norms and values.

CASE-SPECIFIC THEME 2: CQ MASTERCLASS EMPOWERED STAFF FROM CULTURALLY DIVERSE OR MINORITY GROUPS TO ROLE MODEL CHANGE

The five staff in leadership positions and from culturally diverse or minority groups reported that they felt empowered after the CQ masterclass to more openly role model and showcase their own personal culture and raise awareness of this within the teams they work in and lead. The cases reported that they wanted to be more open to better showcase the abilities and skills of those from culturally diverse or minority groups. They reported that they were keen to do this despite potentially having been overlooked or discriminated against in the past because of their diversity

and the perceived 'risk' to themselves. These cases felt that the shift to greater openness was important to facilitate better understanding of those who do not feel aligned with the cultural norms or values of the majority of staff working for the NHS as an organisation.

CASE-SPECIFIC THEME 3: CQ OF THE NHS WAS PERCEIVED DIFFERENTLY BETWEEN CASES

As stated previously, all the cases were NHS or local authority staff and provide insights of the perspectives of those as 'insiders' within the NHS or local authorities. Some of the staff perceived the organisations generally was not set up to be aware of minority cultural norms and values. These beliefs were based upon either their own personal experiences of this misalignment or from broader observations of the teams they have worked in or managed. Some staff felt it was acceptable for the organisations as a whole to not align with each member of staff's own cultural norms and values at an organisation level as long as: 1) it was acknowledged by the organisation and the leaders within it there was a difference; 2) conversations were had with individuals about how the organisation could better align its norms and values of a specific team or service the individual worked within, and 3) the person felt involved in decisions to more closely align their personal cultural norms and values with organisational cultural norms and values.

Other staff felt the organisations should be aiming to be more inclusive and put less pressure on staff from culturally diverse and minority groups to fit in to cultural norms and values which are not their own. One case reflected on how this had manifested in themselves; an ethnic minority female reported 'toning down' her own cultural norms to fit in and position herself for promotion, and then subsequently engaged with her peers in senior positions in a manner which suited them as opposed to herself. This case reported that after the CQ masterclass, she intended on being bolder and more confident in showing her own cultural norms and values. These feelings were corroborated by other cases from ethnic minority backgrounds. The case reported she felt it was challenging to progress in her career as a woman from a minority background and has faced objection to her being offered promotions. Since the CQ masterclass she had been more open about, and less apologetic of, her own cultural norms and values to help break down barriers for others who are in a similar position to herself.

FINDINGS - DIAGNOSTIC REPORTS

Key points
1. Four of the CQ masterclass participants who were interviewed also returned their CQ diagnostics reports; pre-course (March 2021), post-course (September and October 2021)
2. The diagnostic reports showed that all four CQ factors of Drive, Knowledge, Strategy and Action improved following the CQ masterclass, with the largest improvement seen for CQ Action.
3. The diagnostic reports showed that all the sub-dimensions of the four CQ factors aside from one (socio-linguistic CQ Knowledge) improved following the CQ masterclass.

Appendix 1 includes examples of the diagnostic reports completed pre- and post- course. Table 2 includes data for the diagnostics reports returned – five pre-course, four post-course. The change in CQ factors between pre- and post- diagnostic reports for the four participants who returned both diagnostic reports has also been included in Table 2. There was an improvement in all CQ factors and their related sub-dimensions pre- to post- course with the exception of the sub-dimension of *'socio-*

linguistic' CQ Knowledge (-2.0). This indicates that the cultural-specific language, such as the use of idioms (e.g., 'that's a game changer' or 'that put a spanner in the works'), to be the area where no improvements were made. The largest improvement was found in the CQ factor of Action (+22.0), followed by Strategy (+10.0), with the improvements in CQ Knowledge and Drive similar (+7.8 and +7.5 respectively).

The largest changes in sub-dimensions were seen in CQ Action *'speech acts'*, *'verbal'*, and *'non-verbal'*,, followed by CQ Knowledge *'business'*, CQ strategy *'planning'*, CQ Knowledge *'leadership'*, CQ Drive *'extrinsic'* and *'self-efficacy'*, CQ Strategy *'checking'*, CQ Strategy *'awareness'*, with CQ Drive *'intrinsic'* and CQ Knowledge *'norms and values'* improving the least.

The developers of the diagnostic reports have advised point increases of ≥15 to be considered meaningful changes in score for factors and sub-dimensions. The only factor with a change of ≥15 was CQ Action. The sub-dimensions with a change ≥15 include CQ Action *'speech acts'*, CQ Action *'verbal'*, CQ Action *'non-verbal'*, CQ Knowledge *'business'*, and CQ Strategy *'planning'*.

The change in pre- and post- diagnostic reports was considered according to sub-groups of the cases by the characteristics presented in Table 1. Three of the four paired diagnostic reports were from female cases and two of the four were from non-ethnic minority backgrounds. In addition, one of the two cases who were from ethnic monitory backgrounds reported prior discrimination in a workplace as reported in Table 1. There appeared to be similar trends in change between the pre- and post- diagnostic reports across all these sub-groups as was reported for the CQ factors and sub-dimensions above.

Due to the limited data available, no inferential statistics or further analyses were undertaken on either all the cases or sub-group data. Nonetheless, as indicated above, the trends in the available data suggest the potential for this masterclass to offer improvements across all CQ factors pre- to post- course.

Table 2. Pre-course, post-course, and change pre- and post- course diagnostic reports

CQ factors overall and related sub-dimensions	Pre-course diagnostic reports (n=5)	Post-course diagnostic reports (n=4)	Change in pre- and post- course diagnostic reports (n=4)
CQ Drive (0-100)	83.6	88.3	+7.5
CQ Drive: Intrinsic interest (0-100)	84.0	84.5	+4.0
CQ Drive: Extrinsic interest (0-100)	85.2	91.0	+9.0
CQ Drive: self-efficacy (0-100)	80.0	88.0	+9.0
CQ Knowledge (0-100)	77.8	80.5	+7.8
CQ Knowledge: business (0-100)	76.2	88.0	+17.3*
CQ Knowledge: Values and norms (0-100)	83.4	83.8	+4.0
CQ Knowledge: Socio-linguistic (0-100)	79.0	72.3	-2.0
CQ Knowledge: leadership (0-100)	70.2	77.5	+12.3
CQ Strategy (0-100)	73.8	77.75	+10.0
CQ Strategy: Planning (0-100)	58.0	63.3	+15.3*
CQ Strategy: Awareness (0-100)	82.8	85.8	+6.8
CQ Strategy: Checking (0-100)	79.4	83.8	+8.3
CQ Action (0-100)	58.6	71.25	+22.0*
CQ Action: Speech acts (0-100)	61.6	76.8	+23.5*
CQ Action: Verbal (0-100)	58.0	69.8	+21.8*
CQ Action: Non-verbal (0-100)	56.2	67.3	+20.8*

All data reported as mean scores. Change data reported as mean change in score (post- minus pre- score). Abbreviations: CQ: Cultural Intelligence. Change colour code: Green: improved; Red: worsened. *: Change ≥15points.

SYNTHESISED FINDINGS – INTERVIEWS AND DIAGNOSTIC REPORTS

The findings from the interviews and diagnostic reports were synthesised by two evaluators. Although reflective learning logs were intended to be collected as a data source to answer evaluation questions 2 and 3 alongside the participant interviews and diagnostic reports, no reflective learning logs were returned. Due to the lack of reflective learning logs, participants were

encouraged to complete and return the 'development plan' section within the diagnostic reports but none were returned. In addition, no course sponsor interview was undertaken as the original course sponsor changed roles and not available to be interviewed.

Having synthesised the interview and diagnostic report findings, the evaluation team inferred two additional findings for consideration by Frimley ICS: 1) CQ masterclass is fundamental to raising individuals' CQ awareness; and 2) CQ masterclass has the potential to have more detectable impact for Frimley ICS than observed in this evaluation.

SYNTHESISED THEME 1: CQ MASTERCLASS IS FUNDAMENTAL TO RAISING INDIVIDUALS' CQ AWARENESS

It was clear from the interviews that the key learning points were less about the content or obtaining specific knowledge on CQ, and more about awareness of CQ from the CQ masterclass. This resulted in actions in practice followed by strategic intention being the biggest learning points from the CQ masterclass. The diagnostic reports confirmed this as they showed the largest change in the factors of CQ strategy and CQ action. As a result, inclusion of CQ masterclass should be considered as an addition to the ICS's ED&I strategy so this increased awareness of CQ can be spread within the organisation. The mechanisms for how best to include and deliver this masterclass within the ICS's ED&I strategy needs consideration (further detail in the 'Conclusions and considerations for commissioners' section below) to optimise wide-spread dissemination of CQ to staff.

SYNTEHSISED THEME 2: POTENTIAL FOR CQ MASTERCLASS TO HAVE MORE DETECTABLE IMPACT FOR FRIMLEY ICS THAN OBSERVED IN THIS EVALUATION

It was clear from the interviews and characteristics reported by the cases that personal investment (and as a result their self-perceived CQ drive and baseline knowledge) of the participating staff was already high. This was supported by the data from the diagnostic reports, with the highest baseline score being CQ Drive (defined as the way someone feels about a multicultural situation) and CQ Knowledge (defined as what someone understands about cultures involved in a situation). This is unsurprising as those chosen to partake in the masterclass were selected from a sample of staff who volunteered or who were nominated as an appropriate staff member to undertake the masterclass.

In the future, should this masterclass be offered more widely to staff within Frimley ICS, the staff may not present with such high baseline CQ Drive or CQ Knowledge as the staff who undertook the masterclass as part of this evaluation. Therefore, there is the potential to observe a more detectable impact of the masterclass on these two factors (Drive and Knowledge) in particular, resulting in a meaningful change (≥15point increase), should this masterclass be offered more widely.

CONCLUSIONS AND CONSIDERATIONS FOR COMMISSIONERS

Several conclusions have been drawn and organised to address the three evaluation questions:

Change in staff understanding of CQ

- The analysis of diagnostic reports showed that all four CQ factors of Drive, Knowledge, Strategy and Action improved following the CQ masterclass, with the largest improvement seen for CQ Action. In addition, when considering individual behaviours (the sub-

dimensions), all sub-dimensions aside from one (*'socio-linguistic'* CQ Knowledge) improved following the CQ masterclass.

- The most substantial improvements were on CQ Action and CQ Strategy dimensions. In particular, the sub-dimensions of CQ Action *'Speech Acts'*, *'Verbal'* and *'Non-verbal'*, and CQ Strategy *'Planning'*. There were important gains made on these types of leadership behaviour.
- The *'intrinsic interest'* sub-dimension improved very little, but this should be expected when many of the participants had already engaged in CQ prior to undertaking the masterclass.
- By synthesising various findings, it was clear that the CQ masterclass for this specific group of Frimley ICS staff acted as a mechanism to raise awareness and ongoing application of existing CQ knowledge. However, this may be different if other types of staff with less prior engagement or interest in CQ took part in the masterclass and may result in greater impact detected due to these staffing potentially having lower baseline scores and less prior additional ED&I training.
- A common view across staff was the idea that NHS and local authority staff from non-minority backgrounds were inherently biased with privilege of which they were unaware. It was perceived that the masterclass would support a greater appreciation of this more mindful approach to working with staff from different backgrounds.

Change in approach to their leadership role

- Staff reported their awareness of CQ had improved from the masterclass and ways of working had been adapted, such as by allocating time to reflect on complex situations, being more conscious of how to interact with staff, reflecting on cultural norms when recruiting to posts, and increased openness with colleagues about cultural values to understand each other better.
- Five of the eight staff in leadership positions were from minority groups. They felt empowered after the CQ masterclass to more openly role model their own personal culture and raise awareness within the teams they work in and lead.

Longer-term change

- One seed of longer-term change was apparent in that some staff were planning to alter their behaviour to support a wider awareness of CQ within the NHS and local authorities. One case reported previously 'toning down' their own cultural norms to fit in and position themselves for promotion. After the masterclass, this case reported they intended on being bolder and more confident in showing their own cultural norms and values.

In summary, this masterclass course is a valuable and commissionable intervention to support senior health system leaders enhance their cultural awareness. It effected a change in participants' understanding, a change in their personal approach to leadership, and there were indications this would be sustained into the future. However, to significantly improve the CQ of a system, focusing on the leaders may not be enough. Ongoing evaluation of the masterclass by Frimley ICS would be beneficial to explore whether similar or greater gains in CQ awareness will be possible if this masterclass is provided to different types of staff, with different seniority levels, and potentially focusing on those from the majority ethnic background.

Considerations for commissioners

Frimley ICS may wish to consider the following to inform commissioning plans of CQ masterclass going forward:

- Consider the level of masterclass support needed for leaders and other staff roles to raise awareness of CQ. It was clear this masterclass benefited leaders, and these would potentially be the first cohort of staff to offer this masterclass to, but it may have differing impact on staff with a lower level of CQ or personal interest in being culturally aware. If an ICS-wide masterclass delivery option is not possible, consider targeting the masterclass at groups that might benefit the most.
- The bespoke masterclass developed by Above Difference Limited to meet Frimley ICS' requirements which was provided in March 2021 did not include the usual, more in-depth coaching alongside the one-day masterclass. Therefore the 'extent' of the masterclass package offered in future needs to be considered.
- Consider CQ masterclass as one element of a broader Equality, Diversity, and Inclusion strategy.
- Consider how the examples of strategies and actions from the findings can be shared and spread so this becomes usual practice for those who may not have had the CQ masterclass.
- Proactively offer staff from minority backgrounds a safe and welcoming forum to share their cultural norms and values with the wider ICS.
- Consider how to proactively address the 'triple tension' of 1) staff trying to fit into Trust and wider NHS or local authority values, 2) being permitted to be culturally unique and accepted, and 3) continuing to deliver the work required of the organisation and team.

LIMITATIONS

It is important to note the limitations of the sample and data included in the evaluation. The sample of participants included in this report was a sub-sample of staff from Frimley ICS who volunteered to partake in the CQ masterclass, therefore the sample only includes a small pool of participants relative to the size of Frimley ICS. In addition, this sample has the potential to be inherently different to the wider staff within the ICS who were offered the masterclass but chose not volunteer to partake despite being offered it. As a result, this sample may not represent, and mean the findings are not transferable to, those staff at Frimley ICS not in leadership or senior positions, or who did not proactively take up the CQ masterclass. As a result, Frimley ICS and NHS Leadership Academy are advised to consider these conclusions with some caution in relation to staff outside of the sample represented.

APPENDICES

APPENDIX 1: COPIES OF PRE- AND POST- DIAGNOSTIC REPORTS, AND CQ FACTORS

PRE CQ ASSESSMENT MOCK.¡   POST CQ ASSESSMENT MOCK.¡

Above Difference define what cultural intelligence (CQ) is (What is cultural intelligence: https://abovedifference.com/cultural-intelligence-inclusion/what-is-cultural-intelligence/), including the factors which make up an individual's CQ (CQ drive, CQ knowledge, CQ strategy and CQ action).

Wessex Academic Health Science Network

NHS

Case 1: CQ is about more than ethnicity

Characteristics

Case 1 was a female participant who self-reported to have received mandatory ED&I training only.

CHANGE IN CQ UNDERSTANDING

The CQ masterclass highlighted that CQ is more than just about ethnicity.

"The cultural awareness course highlighted to me, and I could see it happen with a number of the other participants, that actually, picking up something on race is just one aspect, cultural sort of grouping can be anything, […], so it really opened up my mind to that"

"Is there something organisationally that we should be aware of, when, from whatever minority background you might have, whether its sexuality or race or religion or whatever"

The other key lesson learned from the CQ masterclass was the need to raise awareness of cultural diversity.

"The cultural awareness thing, kind of brought it out to a broader, a broader perspective, […], so if you a from a different cultural background, there will be norms in the way that you behave that are different, that might be different to my normal behaviour, and I need to have an awareness of that"

It was also felt that the CQ masterclass developed understanding around how you may be seen yourself, and to recognise any privilege you may have.

"I've always prided myself on being very authentic, what you see is what you get, […], what it threw up [by doing the pre-course diagnostic survey] was I had a gap in appreciating and amending how I come across, […], that was really interesting to me, you do need to be authentic but you also need to be respectful and appreciative of other cultures when you're in a different environment, […], I think the way the course was delivered brought that kind of context out"

"It's ok to be different, it's good to be curious about it, but it's also good to recognise your own privilege"

It was felt that the jargon and the volume of content was overwhelming, and that what resulted in the biggest change in CQ was by going through worked examples to put it into context.

"It's about being able to bring some of that stuff [jargon] to life"

INFLUENCE AND LONG-TERM IMPACTS OF CQ MASTERCLASS ON LEADERSHIP

The CQ masterclass further acknowledged the need to be having conversations around CQ and ED&I, and how as a leader you should be leading those conversations.

"I regard myself as a senior leader and responsible for bringing this to the forefront, [...], in a way that bold and brave, but also respectful, there's a really fine balance about it"

"People have to be ready to step into that sort of space I think"

It was felt the conversations needed to be had, but that the CQ masterclass highlighted these needed to be done in an appropriate way, and be done consciously.

"What's important to me is to have the difficult conversations, but to do it in the right way"

"I just opened up a conversation, and er, we explored that together, and I suppose, for me, the opportunity to, and it was a good, really honest conversation, where I was aware I was having the conversation with her coz she was from a minority background, and it was a very deliberate move on my part, but also as a way of exploring something, and thinking about what was that lived experience, [...], and how does that inform how they live on a daily basis and how do they interact with their work environment"

There were also examples of the long-term impacts of the CQ masterclass raised. For example, the CQ masterclass influenced how recruitment and interviewing for new staff was performed.

So if I am interviewing someone, and they say come from, I don't know, China or an Asian or oriental Asian community, [....], I might be looking for them to say 'I lead this piece of work' and 'I deliver it', but actually their background, nationally it's much more respectful if you do something as a community, you come together as a collective to respond to something, so they might not give me the answer that I am looking for, but I need to be aware that they could still have the right attributes that I am looking for, so it's that sort of nuance that you start getting a little bit deeper into"

Another example was how they perceived they needed to think about themselves to be a good leader of people who were diverse.

"It is right to reasonably adjust how you come across to people if you are interacting with people from different cultural backgrounds, holding onto I'm just going to be me and it's good for me to be authentic is not good enough, [...], so it was good to just qualify that, and have that clarified, and it was good recognise or to just confirm that recognising difference is important"

However, it was also noted that trying to be open as a leader and have difficult conversations can be more challenging when new to a post.

"I've recently changed into a new job and I'm trying to kind of make connections to some of these forums in my new role, [...], but it's not straightforward"

It was also noted that there were other barriers to actioning the lesson learned from the CQ course. For example, it was highlighted that due to there being constant pressures from elsewhere in the system, CQ and ED&I become a lower priority.

"I don't feel like I've had much opportunity to [action the learning], and now I'm just thinking am I making excuses for myself, […] I've been in my role for 12 weeks, it's been an absolute car crash, the hospitals have been on black alert, it just feels like it's been really hard, really operational, and I haven't had the head space to say, kind of re-frame some of the things in my teams to really bring it to more meaningful for them, […], I haven't got to where I might have wanted to have got to"

INFLUENCE OF PERSONAL COMMITMENT AND BELIEFS OF CQ ON THEIR VIEW, AND APPROACH TO, THEIR ROLE AS A LEADER

There was a lot of personal commitment reported to explain why CQ was important in their role as a leader.

"My father has always worked with minority groups, […], and for me, it's always been really important to be aware of difference, […], and have a respectful curiosity about it"

PERCEIVED CULTURAL DIVERSITY OF FRIMLEY ICS AND THE NHS

It was perceived that the team and staff at Frimley ICS were more culturally diverse than other NHS organisations previously employed by.

"When I first joined the team at Frimley, they were more culturally diverse than a previous organisation I've worked for, […], within my team having people who were Spanish, Dutch, and Barbadian, […], I had a very clear conversation with the lady from a Barbadian background, sort of saying look, do you feel that we, do you feel that you are given the same opportunities as everyone else"

Nonetheless, it was felt that the change required for the NHS to become a culturally inclusive organisation was a long way from being achieved, and something aspirational that may even be unrealistic to aim for.

REFLECTIONS ON CQ MASTERCLASS

It was felt the masterclass delivery methods were appropriate but may need an awareness that virtual delivery may not be preferred method of delivery for everyone due to the emotive nature and sensitivity needed to deliver that type of masterclass.

"I liked it [the format of delivery], it worked well for me, […], it was virtual, they had to do it virtually because it was covid, I wonder, for others, would they have that little bit uncomfortable, coz it's sensitive, […], for me it was fine, totally fine"

Wessex
Academic Health
Science Network

NHS

Case 2: CQ knowledge impacts confidence to engage with minority groups

Characteristics

Case 2 was a female participant who self-reported to be from a minority background and to have received mandatory ED&I training only.

CHANGE IN CQ UNDERSTANDING

CQ was perceived to have increased in relation to all factors. She felt she gained knowledge and understanding, and that the practical delivery through exploring case studies helped to consolidate these lessons learned.

"I gained knowledge, and understanding, and the practical implementation of what I had learnt was really good"

She was able to recall some of the content taught during the masterclass.

"I understand the four capabilities, CQ drive, the knowledge, strategies and then the actioning part"

The delivery of theory was perceived to be helpful to place prior knowledge into a framework to return to and reflect upon.

"Those terminologies [CQ factors] are there in the things that we do in our daily practice, [...], it's putting some names to things"

INFLUENCE AND LONG-TERM IMPACTS OF CQ MASTERCLASS ON LEADERSHIP

This CQ masterclass increased her confidence to engage with people from different cultural backgrounds she encountered within her role.

"It increased my ability towards how I function and my interactions, my communication, with people where there are people from different cultural backgrounds, and how I am able to comfortably do my role"

One key learning point was that the masterclass increased the confidence in one's own CQ, and awareness of it, which despite having a lot of experience as a manager, helped to better role model being a leader who practices a non-discriminatory way of thinking.

"I feel more confident, and after this training, it always comes to the forefront [of my thinking] when communicating, and with interactions, [...], is this something I need to act on or change myself, or bring to the persons attention"

INFLUENCE OF PERSONAL COMMITMENT / BELIEFS OF CQ ON THEIR VIEWS, AND APPROACH TO, THEIR ROLE AS A LEADER

There was a strong sense of personal commitment to engaging with and being culturally intelligent. This was evident when discussing how her enhanced knowledge of CQ was applied in roles outside of her employed position. She felt the wider application of CQ beyond her role in the NHS was imperative to helping shape real changes.

"Outside work as well, this training gave me confidence, I'm a governor of a school, I was involved in the Black Lives Matter movement in project group that developed a parents guide to help them understand about diversity, to start speaking to the children about it"

REFLECTIONS ON CQ MASTERCLASS

This masterclass was attended by staff from across the organisation, and from a breadth of cultural backgrounds. This was perceived to be a good format for delivering the masterclass to bring together a wider range and more varied experiences.

It was also felt the diagnostic reports were a helpful component of the masterclass to be able to self-evaluate your own CQ and identify areas to focus upon.

"They sent back a pre-course report with a score, they were good, to evaluate yourself and know where you are with each"

NHS

Case 3: CQ has a role in service delivery and design

Characteristics

Case 3 was a male participant employed in a Band 8a role who did not self-report to be from a minority background or have experienced any past discrimination in a workplace. He also self-reported to have received mandatory ED&I training as well as additional leadership training which included managing equality and diversity, and self-perceived himself to be somewhat personally interested in CQ and ED&I.

CHANGE IN CQ UNDERSTANDING

Perceived improvement in CQ was reported in relation to how he applied the CQ principles learnt on the masterclass to better extend reach of services.

"An often-used phrase, 'hard to reach' groups, [...], and actually more that they were not hard to reach groups, they were people that find it harder to reach the support"

He felt his ability to better extend the reach of services to minority or hard to reach groups was due to his increased awareness of CQ.

"If you look at the reports, yes [CQ did change pre and post training], ..., it goes back into that awareness position"

The increased awareness of CQ also naturally translated into a change in the strategising and actions he takes as he now more consciously considered CQ.

"I've retained the awareness for that need to stop and think"

INFLUENCE AND LONG-TERM IMPACT OF CQ MASTERCLASS ON LEADERSHIP

The impact of this CQ masterclass was perceived to be less about his role as a 'leader' but more related to systems and service delivery.

"[Application of CQ training] more upon services and patient engagement, I am in a leadership position, but not a people management position, [...], more kind of systems leadership approach"

As a result, he felt he was able to better engage with and plan care delivery for service users who were from culturally diverse backgrounds.

"If I summarise what I took from it, I would say it was the importance of not just "have you engaged with a certain group or targeted certain groups or different cultures?", but it's how you do so, [...], and what methods are most effective, whether you need to adapt what you do to get a greater level of input from others"

This led to him thinking about CQ more, with a change in mindset reported that led to CQ becoming more conscious and a higher priority step in the service planning process.

"If you ask me for an individual action, I'm not sure I can say it, […], it's more that nagging little reminder in your brain"

"My [new] approach is to stop somewhere in that planning process and ask the question or try and make sure you give time to any kind of programme planning for that, for that question to be asked whether you have considered all cultural groups or population groups, whether you need to adapt or come at things from multiple angles"

"[It's] more prioritisation, just having that time to ask myself the question or think about it"

INFLUENCE OF PERSONAL COMMITMENT / BELIEFS OF CQ ON THEIR VIEWS, AND APPROACH TO, THEIR ROLE AS A LEADER

It was specifically acknowledged by this case that they were not from a cultural, ethnic or any other minority group and therefore perceived this type of masterclass to be important as it was not something he had personally experienced.

"Why I applied [to undertake the training], […], I think it's more awareness that the services that we commission are used by a broad range of the population, and […] as a young to middle aged white man, I'm possibly not in the best position to understand the challenges of others"

"I have that risk that I don't have that have that kind of cultural intelligence prior to the training, […], that awareness that I'm probably at a high risk of not having it or worsening the problem"

He also acknowledged that people who were from more culturally diverse or minority backgrounds would potentially more naturally take a greater interest in CQ than those who have less personal experience.

"On a very basic level, if you've suffered racial abuse, and given the opportunity to engage with something to reduce racial abuse, I think you're more likely to engage than someone who has never acted in a racially abusive way, but also who has never suffered it"

In his mind, this further highlighted the need for this type of masterclass to be offered to staff.

"There were probably on 3 or 4 of us who were white British on the call [CQ training], and actually, I would say, probably within the CCG they were those that most needs it [CQ training], more than others, as those people coming from an experience, a personal experience, […], probably are more naturally [likely to] take more interest in the training than people without that personal experience who have lived it"

REFLECTIONS ON CQ MASTERCLASS

This case felt the masterclass was best offered more broadly across Frimley ICS than purely those in leadership positions.

"I think [this training] was aimed at a certain level of seniority, […]., but actually, I think it could be opened broader in terms of seniority, I don't think it's so much that [one's seniority is important], but more awareness in your day-to-day work"

He also felt this masterclass was something best completed with individuals outside of the direct team whom staff would engage with regularly.

"[The training] being better suited to being cross system, than just the people who work in your office, who you may already know"

Case 4: Important to understand CQ but to also remain true to own norms and values

Characteristics

Case 4 was a female participant employed in a Band 8b role who self-reported to be from a minority background and to have experienced past discrimination in a workplace. She also self-reported to have received mandatory ED&I training as well as additional leadership training which included managing equality and diversity. She self-perceived herself to be very personally interested in CQ and ED&I.

CHANGE IN CQ UNDERSTANDING

This case primarily volunteered to partake in this masterclass to get another take on ED&I, as they felt they were not a 'cultural fit'.

"In senior role other people are completely different, […], I wanted to understand how to interact, not unnaturally, but some mistakes I might be making, things I shouldn't be saying which I might be saying, […], as I mean, mostly I've been brought up in [a non-UK country]"

They reported however this masterclass brought about totally different insights to what they had anticipated. They felt that they have evolved to thinking that it was as important for others in senior roles to understand how all cultures should be considered, rather than individuals to try to fit within an organisations' existing cultural norms and values.

"This turned out to be a completely different experience [to what was expected to learn], those in senior roles, they need to take everybody from all different cultures along with them and engage with them, […], not me just changing"

She felt this was an important masterclass as she felt as someone with lived experience of being in the minority, she can connect more easily with other colleagues from minority groups than those without lived experience.

"If people in my team are from minority cultural backgrounds, I just get it, and how they might be feeling"

INFLUENCE AND LONG-TERM IMPACTS OF CQ MASTERCLASS ON LEADERSHIP

It was felt this masterclass was helpful for those who are from non-minority or non-diverse groups, who may need to gain insights and develop their awareness of minority groups, and that the masterclass may have had less of an impact on her as she was already someone in the minority.

"The CQ programme was designed for leaders who need understanding, to understand that they need to take everyone along with them, and so their attitude and the way they behave needs to be aligned to that"

INFLUENCE OF PERSONAL COMMITMENT / BELIEFS OF CQ ON THEIR VIEWS, AND APPROACH TO, THEIR ROLE AS A LEADER

It was perceived that although consideration was needed to determine what changes to leadership and one's own cultural norms and values may be required to fit in within a team or an organisation, there was a need to consider the wider impact this could have. She felt there was a risk of moving away from one's own norms and values to strive to fit in within a workplace, as it could change your role or isolate you from own culture.

"If I try to fit in somewhere, where it is not really a very natural fit, will I not become very isolated within my own world, so sometimes the changes we bring in to fit into the work world, changes us individually within our family, within our social circles"

It was perceived that deviating too much from your own cultural norms and values would be unnatural and not authentic, and therefore being a good leader was understanding and being aware of CQ, and being able to respond in a way appropriate to you as an individual.

"It's very difficult to overcome our upbringing, which has always been there, it will come out unnatural, I don't want to seem desperate to change myself, I'm not for that"

REFLECTIONS ON CQ MASTERCLASS AND DEVELOPMENT OF ICS-WIDE ED&I STRATEGY

This case felt that those in lower bands of employment should be proactively engaged with CQ. This was to counteract that currently information and underlying reasons for changes or decisions, such as why things are included in ICS strategies, are perceived not to be cascaded down to the lower bands. It was felt this would facilitate the lower bands to more actively engage with CQ.

"Give them the whole background, this is why we are doing what we are doing, [...], when the information cascades from the top to the bottom, the people at the bottom have no idea of why or for what reason the decision has been made"
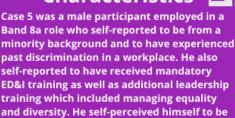
Case 5: Misalignment of personal norms and values with those of their organisations can impact staff happiness

Characteristics

Case 5 was a male participant employed in a Band 8a role who self-reported to be from a minority background and to have experienced past discrimination in a workplace. He also self-reported to have received mandatory ED&I training as well as additional leadership training which included managing equality and diversity. He self-perceived himself to be very personally interested in CQ and ED&I.

CHANGE IN CQ UNDERSTANDING

One of the key lessons learned from this masterclass was how CQ relates to people, and how to best engage and communicate with people based upon their own 'culture'. It was felt it had been highlighted how important it was to consider someone's personal values, and how they align with an organisation's values. This was felt to be important as he believed that misalignment between personal and organisational values had the potential to impact staff happiness.

"People's personal values, you know, are very dear to them, and the happiness, or how happy people are or feel in an organisation depends on how closely their values aligns with the trusts"

Another key personal lesson learned was perceived to be around privilege, and the impact this could have on the person.

"Being white in a majority white country as we are in the UK, you're already privileged, [...],

"[The concept of] privilege was really quite eye opening for me, because [...] anybody could suffer racial discrimination, but the impact of it depends on how much privilege they have"

These higher-level lessons beyond the taught content and the application to leadership could be due to the already above-average levels understanding and knowledge around ED&I and CQ demonstrated by this case.

"Feelings of inequality are not necessarily down to skin colour, say if you're South African, for example, you do feel there is an element of racial discrimination against you because you are South African, albeit white South African, [...], or if you take it down to Black, Asian, Minority Ethnicity (BAME), someone might be visibly different, there may be a different experience again, [...], and then you could separate it down even more, female vs not female white vs non-white BAME, [...], there's many sub-levels of inequality"

INFLUENCE AND LONG-TERM IMPACTS OF CQ MASTERCLASS ON LEADERSHIP

The CQ masterclass was reported to have impacted and led to wider reflection around leadership styles as opposed to just reflecting on CQ. It was felt that the leadership model promoted during the CQ masterclass (leadership shadow) may not necessarily the right leadership strategy for themselves personally or the organisation.

"They talked about the leadership shadow, which is an interesting concept, and after that, I did develop a different model because I think the leadership shadow, [...], there's more suitable ones we could use for your own organisation"

It was also felt that as different teams and departments within an organisation might have different 'cultures', the leadership models which are acceptable to different teams or department might also vary.

"If you go to A&E, A&E is a cultural of it's own, it's fast moving, just the nature of the job is very different, someone has to stand up and say I'm in charge, and they do, [...], however if you look at other areas, other areas may look at that differently, and you almost have sub-cultures within a larger organisational culture, the question with cultural intelligence is how do we bring people in to be part of that and understand that"

INFLUENCE OF PERSONAL COMMITMENT / BELIEFS OF CQ ON THEIR VIEWS, AND APPROACH TO, THEIR ROLE AS A LEADER

This case presented with strong personal commitment to CQ. He had experience as a leader and prior training on leadership, communication as well as ED&I and CQ. These additional trainings were perceived to be key factors that led to him feeling like he was someone who was able to engage with cultural diversity confidently as a leader and educate others on this within an organisation.

"[Knowledge] is something I've developed over the years in this job, because when you do training you've got to understand your audience, [...], you can't assume everyone is going to agree with everything you are going to say, they are there for their own motivations"

"When I started looking at training, it helps you to step into the shoes of the other people before you start doing anything with them, and that's really important"

REFLECTIONS ON CQ MASTERCLASS AND DEVELOPMENT OF ICS-WIDE ED&I STRATEGY

It was felt that senior leaders should be involved in this CQ masterclass going forward as it was reported to be important for senior leaders to role model a high level of CQ.

"It is [the NHS] hierarchy based, despite what people say, so seeing that [CQ] is the expectation, [...] role modelling of senior leaders [...] is really important"

It was felt that there may be specific staff who could benefit from receiving this masterclass first, however in essence, would be of benefit to all staff. There were also suggestions made to optimise the delivery of these types of trainings, and it was felt that this CQ masterclass has a place within the ICS-wide ED&I strategy.

Case 6: Important to engage and empower staff to actively consider CQ

Characteristics

Case 6 was a female participant employed in a Band 7 role who self-reported to be from a minority background and who had experienced past discrimination in a workplace. She also self-reported to have received mandatory ED&I training only and self-perceived herself to be very personally invested in CQ and ED&I.

CHANGE IN CQ UNDERSTANDING

The seminal message learnt on this masterclass was the importance of communication and language. This masterclass raised their awareness of how to better communicate and engage with those who may not live with or have the same cultural norms and values.

"I wanted to make sure my language is correct, and that is something that I learnt on this course"

"Before, I thought my language was accommodating to everyone, [...], it's actually asking the question about how to best communicate with a person, and now I don't make assumptions, and I don't treat everyone the same, I ask them how to best to talk or engage with them"

This case also found doing the pre- and post- diagnostic reports another important element of the masterclass to provide a point of reflection and to highlight in an objective way where the areas for development were.

"Doing the two tests, the one before and the one after, is really really good, I've never been this type of course that has done that before, but that on its own is an eye opener"

INFLUENCE AND LONG-TERM IMPACTS OF CQ MASTERCLASS ON LEADERSHIP

This case reported that the masterclass had impacted how they approached being a leader. Even though she was from a minority background, this case acknowledged that there were key learning points to be taken from the masterclass regarding CQ, and that assuming that because you are from a minority background means you have good CQ is not an acceptable stance to take.

She felt everyone in teams, even those from minority groups, should be encouraged to engage with CQ and ED&I principles. She also felt that she had a better understanding that individuals needed to be related to as the individuals they are, as opposed to the individual being forced to fit within the organisation.

"I thought, having been brought up in this country, you know, you don't differentiate your language, you treat everyone equally, [...], doing this course, it was like, well no, [...], it should be that you don't treat everyone equally, you treat everyone according to different requirement of the individual to support them with the difficulties they may have, using the language or vocabulary they need for example"

This masterclass also highlighted the need to consider CQ consciously as a leader.

"I kind of do it [think about CQ] unconsciously, but I needed to make it [how to engage with staff] was a conscious decision and thought process"

There were other lessons learnt from the CQ masterclass which directly influenced how she acted. She stated this was beyond race or ethnicity, but also other minority groups, for example gender or sexuality.

"Any webinars now, is the first thing I ask everyone is after they have introduced their names, is to say their pronouns"

INFLUENCE OF PERSONAL COMMITMENT / BELIEFS OF CQ ON THEIR VIEWS, AND APPROACH TO, THEIR ROLE AS A LEADER

This case was actively engaged with the CCG's BAME network, and keen to continue to grow her knowledge so the tools to which the BAME network had at their disposal were enhanced.

"At the time when I put myself forward, I was part of the CCG's BAME network, [...], it was being supported by an external consultant, [...], because of my active role within the network, and because the consultant said he was not going to be with us for long, I wanted to make sure I had whatever tools that was available that the organisation was offering"

She reported she engaged with the BAME network and proactively looked for learning points from the masterclass so she is able to engage and communicate effectively given she is someone who is a leader of people and someone working within diverse teams as part of her role.

DEVELOPMENT OF ICS-WIDE ED&I STRATEGY

She felt offering a safe space for staff to discuss and be open about their own personal beliefs was vital, and that using the BAME network could be one channel of communication to share opportunities and offerings from the CCG and actively to engage with minority groups. This would ensure minority groups could be proactively considered going forward.

"The work we do within the [CCGs] BAME network is to really empower our employees, any training opportunities which are available, [...] I post to it all the [BAME] network to share it widely"

Case 7: Dissemination of CQ at an ICS-level needs strategic thinking

Characteristics

Case 7 was a female participant employed in a Band 8d role who did not self-report to be from a minority background but did have experienced of past discrimination in a workplace. She also self-reported to have received mandatory equality and diversity training as well as additional leadership training which included managing equality and diversity and training relevant to cultural intelligence or equality and diversity. She self-perceived herself to be very personally interested in CQ and ED&I.

CHANGE IN CQ UNDERSTANDING

It was perceived the masterclass provided an opportunity to explore the theory and frameworks underpinning CQ.

"We explored with examples how cultural intelligence can really improve how we respond to our staff and our communities"

A key lesson learned from this masterclass was that CQ was broader than ethnicity. This CQ masterclass also impacted on how protective characteristics were considered, and the importance to think beyond these particular characteristics as well.

"As the afternoon progressed, the trainer went more into, well if you are approaching people from a different ethnic background, how does that then play out for the other protective characteristics"

"For other groups that aren't quite in the protected characteristics, so things like carers, [...], so it's just made me consider how I just approach 'difference"

It was recognised as a result of this masterclass that how you feel you may portray yourself may not actually be how you are perceived by others.

"I would hope I am a very approachable person, and not matter if they were the most senior or junior in the organisation, that they could approach me and talk to me, [...], the CQ training made me think a little bit more about that's fine about the way I see myself, but what is it that other people see, they may have their own, and another, picture and view of what I'm like, and whatever I'm think I'm portraying might not be their perception"

INFLUENCE AND LONG-TERM IMPACTS OF CQ MASTERCLASS ON LEADERSHIP

The main influence of the CQ masterclass was to be more intentional and conscious about CQ, and that CQ was required to be planned ahead for and consider proactively as opposed to it being something that is an afterthought.

"It's making sure you're not finding yourself in a meeting and all of a sudden you become aware of the fact that you don't have a very diverse group of people in front of you, and then thinking how am I going to address that, can I address that, [...], now for me, the word is 'intentional', and I'm more intentional, thinking upfront thinking how are we going to do it [create a more diverse group from the start] rather than landing in that room and thinking this is an issue and trying to undo it"

It was also felt that this CQ masterclass impacted 1:1 interactions and leadership of own team in a similar way to group interactions though the intentional consideration of CQ. They perceived that they had learnt how to better be able to understand what a person may want and need from their manager. For example, some people in teams would like a directive leader rather than a leader focused on co-design, and it is important to recognise this even if it is not your natural leadership style.

INFLUENCE OF PERSONAL COMMITMENT / BELIEFS OF CQ ON THEIR VIEWS, AND APPROACH TO, THEIR ROLE AS A LEADER

It was perceived that although they did have a large amount of previous CQ and ED&I training, plus experience working in a culturally diverse environment aboard, this training added alternative way of considering CQ and ED&I.

"The CQ strategy bit really reinforce and highlighted that [you need to understand people] before you start to take action, [thinking about] how to approach conversations, what are you unknowingly giving out when you are using certain language or facial expressions"

It was felt that there was a place for both experiential learning as well as formalised or dedicated trainings to better improve and orientate thinking around CQ and ED&I, and that neither can be considered more important when developing and learning how to be an effective leader.

"I quite like a combination of experience and frameworks to work within, it's learning from experiencing and doing, but it's putting things in a theoretical framework in some way"

Alignment of personal cultural norms and values with organisational cultural norms and values was also raised. There was a perceived misalignment between some staffs personal and organisational norms and values, and that these needed to be recognised, however also recognition that an organisation norms and values should be of those who are within it.

"It's really hard to think how you can align someone's individuals' culture with an organisations culture, [...], how can we say an individuals' culture doesn't fit within an organisation, should the organisations culture not be made up of the constituent population"

In additional, although increasing CQ was important, behaviour awareness was considered as important to be aware of as culture as it was recognised that it might not be culture driving behaviours (e.g., autism) so the need for wider awareness and training beyond this CQ masterclass should also be advocated for.

"If you have someone who has neurodiversity (such as autism), and their behaviours don't show as you would expect, I think behaviours can sometimes be more of a challenge or factor, than people's culture"

REFLECTIONS ON CQ MASTERCLASS AND DEVELOPMENT OF ICS-WIDE ED&I STRATEGY

Despite being able to recall the four CQ factors, it was perceived that the volume of content was significant, and it was unlikely someone attending would be able to retain it all. It was also felt that the theory felt quite stereotypical, and it was actually application of the principles that were more important in the masterclass rather than the actual theory and content discussed.

"I was really quite horrified when I first read it, and so stereotypical, [...], what it gave to me was an insight to have thoughts and reflect and explore"

It was felt this masterclass would have an impact on CQ at Frimley ICS. Strategies for how to develop a strategy to improve CQ ICS-wide, and how to best offer the training to obtain the widest dissemination of knowledge for the in the most cost-effective way were also felt to need to be been considered.
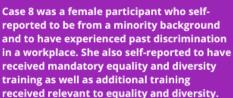
Case 8: Talking about cultural norms and values creates a more open working environment

Characteristics

Case 8 was a female participant who self-reported to be from a minority background and to have experienced past discrimination in a workplace. She also self-reported to have received mandatory equality and diversity training as well as additional training received relevant to equality and diversity.

CHANGE IN CQ UNDERSTANDING

It was felt this masterclass did impact CQ understanding, and that one key change in CQ understanding was that culture was much broader than race, ethnicity, and religion.

"It can be seen, and discrimination happens, in so many ways, [for example] the disabled, I hadn't maybe fully appreciated what [disabled people] might say also feel or experience"

This CQ masterclass was reported to also have a knock-on beyond increasing CQ understanding. It was felt the CQ masterclass itself did increase awareness of CQ. However, it was perceived that this increased awareness resulted in them having less fear related to them being from a minority group, and that this resultant reduction in fear led to a more productive and more open environment for their workplace. Therefore, these were perceived important downstream effects of the CQ masterclass which stemmed from the increased awareness of CQ.

INFLUENCE AND LONG-TERM IMPACTS OF CQ MASTERCLASS ON LEADERSHIP

The downstream effects of holding less fear as a result of being from a minority group was stated to have led to them becoming more open as a leader. It was reported that they had become a more empathetic, coaching-style of leader and had begun to use own personal examples to make themselves more relatable. It felt this change in style of leadership had built trust within the team and meant the team had become closer.

"I've shared with people and put myself in a really vulnerable position, but I thought, I need to do this to help ease the situation, [...], I'm Iraqi, so to share is actually quite difficult, sharing, even that I'm [a minority group], is a risk for me, and sharing my experiences does feel risky, really risky"

Prior to the CQ masterclass this case found herself apologising for or being fearful of responses to her culture (e.g., apologised for wearing a black head scarf for long periods to account for 40 days of mourning, and had previously refused to be taken to hospital when in cultural dress). She reported she was now does less apologising or holding fear of how others may respond to her cultural norms. She reported she had increasing aware that her lack of openness was potentially perpetuating the problem of lack knowledge within the organisation.

INFLUENCE OF PERSONAL COMMITMENT / BELIEFS OF CQ ON THEIR VIEWS, AND APPROACH TO, THEIR ROLE AS A LEADER

There were many personal reasons for why this CQ masterclass was considered important as well as work- or team- related reasons. These personal reasons felt like stronger, deeper motivators for why increasing CQ understanding within Frimley ICS was important. This strong personal engagement with CQ and ED&I highlighted why understanding CQ was important to them.

They reported diversity to be something to be cherished and understood and explored in a positive, productive way rather than be feared or remain ignorant of it.

"With diversity, the benefits, the gains, are huge, it's ok to be different, every single human is different, […], and that's fine, it's just about understanding why there is a difference, and what's beautiful about that difference, how does that affect us as humans, […], it would be boring if we all had red roses everywhere, red roses would not be so pretty any more if they were, the reasons why flowers are so pretty is because there are thousands, probably millions, of different types"

REFLECTIONS ON CQ MASTERCLASS

It was perceived that wide rollout of this masterclass was required. This was felt important to not only potentially impact awareness and knowledge, but also have the potential to increase productively of the staff.

"If we roll this kind of training out, we are going to have a very productive workplace"

Version	Status	Key Changes	Authorised by
1.0	Draft final report		Dr Andrew Sibley
2.0	Final report	Amendments based on commissioners' feedback and expanded interpretation of diagnostic report data.	Dr Andrew Sibley
3.0	Final report	Amendments based on Above Differences' feedback on accuracy of description of masterclass delivered.	Ms Philippa Darnton