

Supplemental Table 2

Major Themes, Subthemes and Illustrative Quotes

Theme	Subtheme	Quote
Specific features meaningfully impact professional development	Cutting edge science; practical field project experience; curricular content fits with U.K. context; fostering of a diverse learning community; direct and multifaceted exposure to U.S. system	<p><i>“One thing that’s different is that it felt incredibly up-to-date. What was so refreshing when we had the input from the Yale team and from other colleagues from the UK was that the research they were giving was hot off the press. That was so exciting...I just found that really, really motivating...it was almost like, and “this is where the latest research takes us.” ...So that was definitely different and exciting and relevant. It woke up bold ideas, and it made me have a fresh perspective.” (Interview 3 Female, Senior Manager)</i></p> <p><i>“For me, coming from an NHS that was constantly saying, “You need to go on PRINCE course.” That’s PProjects IN a Controlled Environment. Is the NHS a controlled environment? No, it isn’t. However, the methodology and tools that we have [learned] recognize you’re not working in a controlled environment....You don’t need to see it as a single event, but as a start of a journey that you’re going to keep going back to.” (Interview 4 Male, Board Member)</i></p> <p><i>“Doing a major project with two other collaborators where you’re three equals was something new to me. I’ve led on various programs and been part of various programs, but to have a small team of three and to do it as a triumvirate of equals I found that a very interesting process. The three of us worked extremely well together. I think we were all nervous at the beginning...the Yale methodology was extremely helpful in guiding us through.” (Interview 5 Male, Board Member)</i></p> <p><i>“It was something really different to other programs that we had done previously. Having that access to a cross section of individuals. Different backgrounds. Different organizations. The mix from the NHS system itself. Then comparing that to healthcare systems in the States. Then the access from the academic point of view. Again, different way of looking at things. I think it’s quite a unique program.” (Interview 8 Female, Board Member)</i></p>

		<p><i>“I’ve been involved in leadership programs since I was 14...specifically focused on individual training. This was the first training that was more aimed as a group and looked at psychological aspects and group dynamics...[the programme] gave me the secure work environment where you could confide in each other and each one could show their weaknesses and fears and concerns in an open environment with peers...Previous courses dealt with personal development, personal leadership styles. This one was useful to me because it enabled me to do and push forward and build up projects specifically within the NHS.” (Interview 16 Female, Senior Manager)</i></p> <p><i>“Running through the project itself and having to analyze what we were doing and the methodology by which we were doing it and presenting that to others...makes you think about things far more deeply than you would do otherwise.” (Interview 18 Male, Board Member)</i></p>
<p>The coupling of a professional network and practical tools allowed participants to address system-wide problems in new ways</p>	<p>Robust professional network for both information and inspiration; strategic problem solving; tending to intergroup dynamics to engage diverse stakeholders</p>	<p><i>“One of the things was the importance of really getting to the root cause of the problem and not immediately leaping to proposed solutions...the insights from those workshops and lectures were very helpful. I always judge these things by what sticks with you and what you forget. Certainly, that stuck with me.” (Interview 1 Male, Board Member)</i></p> <p><i>“A number of things made such a big difference to me. The strategic problem-solving and the Yale Methodology of the eight different points to define a problem through the setting your objectives, to do the cause analysis, to come up with the strategy. All of that structured my thinking around a number of projects I was involved with at the time. Often you jump straight to conclusion, or jump straight to strategy without investing enough time going through what really is the problem you’re trying to solve, and sit down and get through the root cause analysis.” (Interview 2 Female Clinician, Board Member)</i></p> <p><i>“The bit that fascinated me more than the actual group work was using root cause analysis and fish skeletons. There is another one, which was the five whys—was a useful technique as well. There were things that you absorb.” (Interview 25 Male, Board Member)</i></p> <p><i>“One of the other games that we played was the (X Y game). It was basically set up in such a way that you could all contribute to the central pot. We’d take from the central pot. What very quickly became apparent was that this was a zero-sum game. Those kinds of disciplines and</i></p>

	<p><i>those kinds of ideas we're now applying to the alliance. Using our boundary spanners has been a really interesting way of making sure that we build those relationships 'cause that's really the crux of how this all works, and then using those relationships to nudge some of the innovation and some of the cultural ways of working, and ways of thinking, frankly, into some of those organizations." (Interview 21 Male, Board Member)</i></p> <p><i>"I really liked the exercise with the chairs and the talk about the different assumptions we make when we work as teams. I liked the breaking up of the classroom that occurred there. It's just maintaining interest to draw you in and to keep you interested." (Interview 20, Male, National Level)</i></p> <p><i>"It was really rich in terms of giving us a lot of learning material. I found that it was really strong during the course the focus on root cause analysis. It was really helpful in terms of helping me approach challenging situations. The fact that you have to stop, think, really, assess all the possibilities, focus on the work that it contains and also think about who it's going to be the audience that you need this project or this challenge to be changed. This root cause analysis, it was very powerful, and it was really useful in terms of growing my role as chair." (Interview 17 Male, Board Member)</i></p> <p><i>"I've always been told you need to get people to leave their organizational imperatives at the door, and that's actually the complete opposite to what we were encouraged to think about. I found that really effective. It's, don't try and get the mental health people not to think like mental health people. Try to understand why they think the way they think and understand how you can have a discussion that they will respond to positively. In terms of establishing relationships, particularly in the early days as talking about service transformation, that was extremely helpful." (Interview 012 Male, Clinician, Board Member)</i></p> <p><i>"There is something about the impact of networking and putting people in contact with each other. But there is also something a bit softer but really, really important. The motivation you get from those relationships, the energy...something I also got back from participants...I can notice a bit of confidence in myself as a leader. Because we are all human, and it's a really, really difficult</i></p>
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	<p><i>job. To meet other people in the same position who where you could hear...this thing that I did, it was really, really hard. Because sometimes we look at colleagues' lives and we're thinking, wow, that's amazing. So that really resonated with me that it's okay, we can do this thing, whatever this thing might be." (Interview 3 Female, Senior Manager)</i></p> <p><i>"We spent that whole morning doing a root cause analysis, and really going to grips with the piece of work we were trying to do. That stuck with me as well, so understanding, really using data and those kinds of tools to actually look critically at what you're doing." (Interview 7 Male Clinician, Board Member)</i></p> <p><i>"With my sitting around the table as the chief executive now of the acute provider, it's all the more important to have those conversations with external stakeholders in a constructive way and be mindful of where they're coming from. It's become almost more urgent that I apply what I learned." (Interview 12 Female, Board Member)</i></p> <p><i>"When we first met in England, none of us really knew each other. By the time we'd actually left Yale, we had a really good working relationship with each other. That wasn't just because we went out in the evening, but it was that the whole setup was very much in that roundtable, quite discursive type format, which worked really well. The staff were brilliant. They were just quite inspirational at times, some of their teaching styles." (Interview 23 Female, Board Member)</i></p> <p><i>"I routinely meet with [a peer participant] now, so every few months we meet. We're not competing for the same business. We're in different parts of the country. It enables us to be much more transparent with one another about organizational difficulties and some internal relationship difficulties. That's been quite useful as well." (Interview 26 Female, Board Member)</i></p> <p><i>"I've met people on the course, and made particularly close connection with three other participants, and we still see each other every three months and have done so since the course. That's been really supportive in a really tricky environment... the bonds that we developed on the course have really been useful...We might brainstorm ideas with each other...it is about that informal support mechanism. The problem-solving approaches. It's knowing that there are people that you can go to if you just want to sound out things that are not involved in your local system. Because we have this ongoing relationship, you can have any conversation, you can talk</i></p>
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		<p><i>the language of the course. We often talk about things that happened in the course or what we learned from different things. We might come back and say, “Now look, I’ve got to remember this. Actually, that’s applicable now.” Sometimes there is some reflection back on the actual course, but it’s the course that is the thing that pulled us together. We wouldn’t have got to know each other if we hadn’t been on the course.” (Interview 24, Female, Board Member)</i></p> <p><i>“The four of us regularly get together. The group gelled very well. One of the benefits, which I haven’t highlighted, is lots of those over-coffee conversations that you have that are really difficult to quantify. Over our two separate weeks that we had, we formed very good relationships with each other and really helped to understand other people’s challenges and other people’s perspective. Before we’d meet on a two monthly basis and have done ever since Yale, and we still make that now. It’s an informal network where we share our challenges. We use each other for intelligence. We use each other for discussing different perspectives on some of the challenges that we have. It’s quite affirming, very useful.” (Interview 14 Female, Senior Manager)</i></p> <p><i>“In my view, in all close organization work, and even intra-organizational work, will need a lot of knowing each other and responding to each other on things. That has been facilitated a lot by the participation in the program and it has continued. We have much better understanding of each other and knowing each other as a person as well as our faults.” (Interview 19 Male, Senior Manager)</i></p> <p><i>“[I valued] the opportunity to network through the whole event, as somebody who works in the core team at the ICS having connections of people across different systems in the UK. I’ve interacted with a number of them since on various bits to try and learn what they’re doing and share what we’re doing has been valuable. The networking aspect of it has opened up a lot of conversations. I wouldn’t have known a lot of the people along the course beforehand. There’s definitely a network that didn’t exist before that I can tap into to kind of get some of the best practices and experiences all across the country. (Interview 006 Male, Senior Manager)</i></p>
Participants describe a level of	Carrying learnings	<p><i>“I did think, actually, some of it is subconscious learning as well. And one doesn’t realize how much one has taken on board until months later. I’m thinking, oh yeah, I regularly do that now—</i></p>

<p>learning that sustains and amplifies over time with increased complexity in their work</p>	<p>forward; Tools become ingrained; increase in relevancy</p>	<p><i>that thing now which I didn't do before. For example, some of the tools that I have adopted." (Interview 3 Female, Senior Manager)</i></p> <p><i>"I think it's gotten greater. I don't think you necessarily realize the benefits to begin with. Not fully. I think, as I said at the start of the discussion, it's only when you stop to do something within your day-to-day work and you think, "Actually, I'll go back to some of this stuff I learned two, three years ago." Actually, you really start seeing the benefit of it then. I think at the time, I don't think it's always obvious." (Interview 8 Female, Board Member)</i></p> <p><i>"I have been trying very, very carefully over the last few months to make sure I'm thinking about the Yale sessions and keeping them there, so that actually if I am thinking about a problem, I can think, "Look, hold on, what's everyone bringing to the table?"...That is certainly becoming a more natural process as time goes on. Although it's changed slightly in that it was very much a focus when we first arrived back, and then it slightly took a back seat, but actually now bringing it in means I'm trying to embed it more. You're not aware as much, but I think that's a good thing because it means it's happening, but it's happening at a less conscious level." (Interview 9 Female Clinician, Senior Manager)</i></p> <p><i>"My perspective is probably the same as it was two years ago. I thought it was an excellent program. I still feel it's the same excellent program as well because there's very few things which I would go to which you could say, "Well, yeah. Actually, that changed my perception about things. That changed my view about things." Yale Program did do that. It did really make me think in a different way about things, which is what you really want out of any program which goes on." (Interview 11 Male Clinician, Board Member)</i></p> <p><i>"It's definitely grown with me. I suppose it does amplify around the recruitment, the changes in the way that I would view recruitment. It actually builds on the way that I think about the formation of teams. Recognizing it's not just about recruitment, it applies to teams. If you've got a team that's all the same, then you need to do something about that team, because there's whole areas that they're not covering. I supposed with things like that, my perspective on it has grown. My sense is that it amplifies as time goes on." (Interview 14 Female, Senior Manager)</i></p>
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