Sustainability in leading change:

Value & Innovation

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Sustainability

- individual level (training, learning)
- interventions at patient level
- interventions in care settings
- system (national, European, global)
- business level (training & accrediting)
Better outcomes
Better use of resources
Better experience for patients

Value

Innovation

Individual level
e.g. digital learning for ‘in situ’ training

Service level
e.g. changes in care processes

System level
e.g. new/improved health policies
Clinical Leadership

within the shift to evidence-based practice

Integrating research evidence within clinical practice and health service management and policy requires leadership in:

- finding and appraising evidence
- developing capacity of individuals and organisation to use evidence
- ensuring that research gets into practice

a hybrid case of managerial leadership

mix of administrative and leadership qualities;
self-actualization while broadening benefits to other people;
a life-relevant philosophical understanding of leadership
that embraces everyone’s full human potential;
inspiring followers to actively support change

UK NHS

Challenges common with EU countries
- changing demographic pressures
- increasing demands
- public sector financial cuts

Challenges specific to UK
- Lack of public confidence after high-profile scandals;
- Substantially understaffed with recruitment & retention issues;
- Current shortage of 55,000 staff in NHS England;
- 75% of hospital specialties having unfilled training posts;
- one in three GP practices have long-term vacancies;
- 55,000 operations cancelled in England in 2017;
- a funding deficit of £30 billion annually;
- demoralised staff due to workload and unclear about priorities;
  >50% of 1.4 mil staff NHS England feel unable to meet conflicting demands at work;

BMA letter, Council Chair to PM Teresa May 18 January 2018; https://www.bma.org.uk/collective-voice/influence/key-negotiations/nhs-pressures/nhs-pressures-overview
History of clinical leadership training in UK

- 2008: Academy of Medical Royal Colleges professionalises Medical Leadership; Medical Leadership Competency Framework (MLCF) with 5 domains setting standards for undergraduate/postgraduate medical training and other clinical professions
- 2009: Formation of National Leadership Council promoting leadership across NHS
- 2009: Academy creates Faculty of Medical Leadership and Management (FMLM), jointly administered by Royal Colleges of Physicians and of General Practitioners; NHS National Leadership Council launches Clinical Leadership Competency Framework (same as MLCF & NHS Leadership Framework with 2 extra domains for senior leadership); formation of NHS Leadership Academy
- 2011: NHS Leadership Academy produces the Healthcare Leadership Model with 9 dimensions
- 2012: Leadership and Management Standards for medical professionals set by Academy as a set of core values and behaviours across all career levels;
- 2014: FMLM adds System Leadership domain for leaders across systems & 3-level certification
- 2016: Updating of the NHS Leadership Framework
- 2019: NHS Leadership Academy moves to the merged NHS England and NHS Improvement

https://www.hefteducation.co.uk/sites/default/files/Comparing_the_LF_CLCF_and_MLCF%5B1%5D.pdf

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Leadership Competency Framework. NHS Leadership Academy 2011.
Investment & expectations

£10 million by 2014 for new fast-track 10-month scheme for senior NHS clinicians and managers from outside NHS.

£46 million for a ‘professionalised and standardised’ approach to leadership, according to NHS Leadership Academy.

Participants expected to be ‘rapidly promoted’ into senior management and chief executive roles.

academic qualifications, expected to become essential criteria for candidates for future NHS leadership roles;
12 programmes from basic leadership skills to fast-track executive courses including HOPE, a European exchange programme.

Other emerging leadership modular courses:
The Royal Society of Medicine (mini MBA in Healthcare);
King’s Fund often in partnership with NHS Trusts;
Universities courses often specifically designed for each clinical specialty either as e-courses e.g. Clinical Leadership and Leading Change in Cardiology (Cardiff) or within Clinical Leadership Academies such as in Keele University.

Lintern S (2013) Hunt’s US fast-track management scheme will cost £10 million. HSJ 26 September
“leadership development adopted in the NHS in England is ultimately not ‘fit for purpose’;
a lack of understanding about what leadership is;
a focus on the development of individual leaders rather than on leadership;
an assumption that leadership is context-free;
an over-emphasis on competence, rather than capacity;
a set of unitary, hierarchical, top-down assumptions about how healthcare works.

From the Independent 360 Degree Assessment of NHS Sheffield CCG March 2018

- more proactive, strategic narrative on the role and priorities of the CCG linked to Accountable Care Partnership (ACP) and Integrated Care System (ICS);
- Delivery of strategy not always evident to community and primary care;
- Clearer decision making structures around role of ICS and ACP;
- HR team part of quality team (cited in the report as the ‘nursing directorate’);
- long-standing issues remain with continuing healthcare processes;
- The role of clinical directors isn’t fully realised;
- Visibility of governing body members to staff;
- Behaviours of leaders not always live and breathe CCG’s values;
- people affected by the ongoing HR investigation;
- lack of support by senior managers around underperformance or bullying;
- Some staff felt career opportunities weren’t always fairly offered.
Limitations of training regarding sustainability of intervention
- interventions mostly from high income countries;
- intensive/demanding interventions affect motivation/ability to attend all sessions;
- resistance from colleagues to implement changed practices;
- lack of support from health service managers when returning from training particularly for nurses or midwives taking clinical leadership roles;
- short timeline for programme implementation does not allow for assessing the impact of interventions on participants, service users and on service delivery;
- challenges with sustainability of gains made through the interventions;
- difficult to attribute changes to intervention in absence of pre-test observations and control group in evaluating interventions;
- transferability of intervention remains questionable

Developing and evaluating clinical leadership interventions for frontline healthcare providers: a review of the literature.
Healthcare is a system with connections and relationships whose quantity and quality define its collective capacity or efficacy, i.e. the **social capital**.

Programmes enhance personal human capital & careers.

**BUT what about the social capital of the system?**


**Call for NHS to return to the societal values of compassion and inclusivity that motivated its creation.**

How is this possible given the changing environment (markets, politics)?

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Focus is shifting on leadership as a collective social process

Emphasis ‘in situ’ training

Identifying local support within the culture of healthcare organisation

New organisations & programmes reinforcing the relational aspects of care and the understanding of patient’s perspective
  e.g. Sweeney programme of the Point of Care Foundation

https://www.researchgate.net/publication/303016935_Distributed_leadership_in_health_care_The_role_of_formal_leadership_styles_and_organizational_efficacy;
Compassionate Leadership

- inspiring people & enhancing people’s intrinsic motivation;
- attentiveness to everyone’s well-being;
- maintaining a culture of learning not only from successes
- shifting into and out of **leadership and followership roles depending on conditions**
- balancing healthcare values & governance demands with humanity during turbulence and uncertainty (e.g. quality, safety, productivity, survival, power, secrecy)

Organisational Innovation

Buurtzorg Nederland, a nurse-led model of holistic homecare.
Jos de Blok: good care connects to intrinsic motivation of nurses who inspired carry the vision of high quality care; from one team of 4 community nurses in 2007 to 9,500, in 800 independent teams.

Four dimensions of Compassionate Leadership linked to innovation among individuals, teams, inter-team, systems, cross-boundary

Active listening: innovation attempts are appropriately directed when making sense of challenges and understanding concerns

Empathy: impact on staff’s motivation and commitment, vital for innovation in a team

Understanding: staff develop effective innovations when supported & empowered

Helping: staff becomes engaged

The care in Europe is changing

European Reference Networks

Cross-border Directive

European inventory of patient registries

European Reference Networks

Digital transformation of healthcare services

Pharmacovigilance beyond national borders

Benchmarking of hospital performance

What model of Clinical Leadership will be fit?

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Holistic conceptualization of clinical leadership with attention to what supports optimal clinical care and compassion at point of care;

Define and shape clinical leadership in the context of EU initiatives;

Consider reducing the gap between Low Medium Income Countries and High Income ones regarding frontline clinical leadership training;

Infuse the hybrid role of managerial leadership with understanding of the difference between moral, ethics, and professionalism;

Target novice and veteran frontline healthcare providers;

Encourage both formal and informal leadership positions.
...above all strive for sustainability

Facilitate transferability of interventions by encouraging the integration of research & evaluation (pre-post-tests, control groups) on effectiveness of training programmes

... we all need to feel valued... even the trainers!
The future is here.
Your role is to redistribute it.

“Quand tu veux construire un bateau, ne commence pas par rassembler du bois, couper des planches et distribuer du travail, mais reveille au sein des hommes le desir de la mer grande et large.”

Antoine de Saint-Exupéry