Enhancing Practice
2022 Conference

20:20 Vision – Transforming Our Future Through Person-Centred Practices

**WEDNESDAY 6 – FRIDAY 8 APRIL 2022
SAGE HOTEL WOLLONGONG, NSW AUSTRALIA**

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iPDc
working together
to develop practice

PERSON-CENTRED
PCC
COLLABORATIVE
TEACHING
RESEARCH
PRACTICE

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Is there a Key to Sustainable Person-Centred Transformation?: Moving from Fractured to Flourishing Cultures

Main Assumptions

Culture is 'the way things are done around here'

Person/people centred cultures are
good places to work, support retention
positively influence quality, safety,
learning and innovation

Micro systems is where care is experienced
and provided and therefore should be the supported & enabled
by other system levels

Culture change through the catalysts of:

- Leadership
- Relationships
- Workforce transformation
- At all system levels

Unlocking potential: getting the combination right!

World Health Organisation Strategy (2015)

Fig 1. Conceptual framework for people-centred and integrated health services
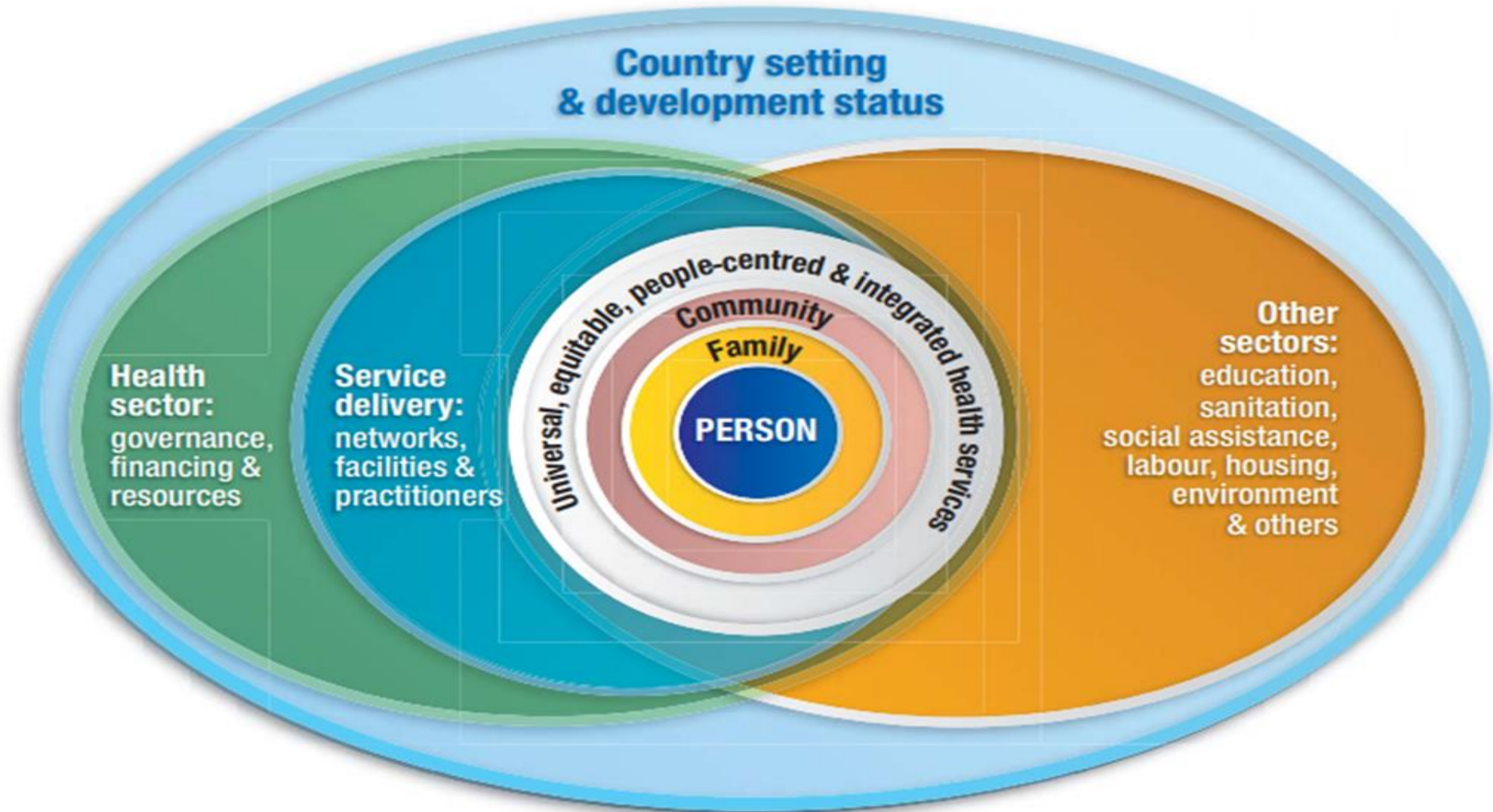
Systems focus

complexity
dynamic
interdependence
context

Micro – small functional frontline teams providing most health care to people. Outcomes of macro systems can be no better than the microsystems of which it is composed.

Meso – subsets of healthcare systems e.g. organisations, interdependent partners; or services that cross organisations

Macro – set of elements and their relations in a complex whole designed to serve the health care needs of population (focused on place)

Previous Learning Experiences

My key influences- developing flourishing cultures

| Mid-late 1970s | MICRO SYSTEMS CULTURE |

1. Student & newly qualified nurse in a cardiac Surgical ICU – a brilliant culture because of the clinical leader – an Australian!

| Mid-late 1980s | MICRO SYSTEMS CULTURE |

2. Clinical teacher in a general intensive care unit where the culture was paternalistic and hierarchical

| Mid-late 1990's | MICRO SYSTEMS & MESO LEVEL CULTURE |

3. Operationalising the consultant nurse role in an intensive care unit established as the first & only Kings Fund Nursing Development Unit in critical care

| 2000- 2015 | MESO LEVEL CULTURE |

4. Using my learning across organisations and national projects

| 2015- present | MICRO, MESO & MACRO SYSTEM LEVEL CULTURE |

5. Using my learning to support integrated systems transformation

The power of context!

A word about context

Culture + Mechanisms = Outcome

- A multi-layered construct that brings together issues of culture, leadership, behaviors, and relationships.

- Insufficiently understood mediator of change

- Influenced by an infinite combination of boundaries and structures (e.g. staff relationships, power differentials, and organisational systems) that together shape the environment*

- Culture impacts everything

- Leadership a key issue in the way that a practice context is shaped

- How leaders perceive relationships within the team and the impact of these relationships on practice is critical to the way that an effective practice context is created **

*McCormack B, Kitson A, Harvey G, Rycroft-Malone J, et al. (2002) Getting evidence into practice: The meaning of 'context'. J Adv Nurs; 38:94–104. doi: 10.1046/j.1365-2648.2002.02150.x

**Rycroft-Malone J, Harvey J, Kitson A, McCormack B, Seers K, Titchen A. Getting evidence into practice: Ingredients for change. Nurs Standard. 2002;16:38–43.

Relationships for flourishing cultures with impact

Angie Titchen and Karen Hammond

Dr Angie Titchen, D.Phil (Oxon.), MSc, MCSP

Consultant, Writer, Activist and Critical-Creative Companion

Karen Hammond, RN;RM.

Sessional lecturer and practice development facilitator supporting culture change within East Kent

What matters to you?

- What matters to people experiencing and providing care
- Underlying principle, 'Ask, listen, do'
- Intended to shift the power to the person who knows best about the help or support they need, whether it be a person with a health issue or the clinicians or staff providing care.
- Conversations help healthcare teams understand what is "most important" to patients, leading to better care partnerships and improved patient experience.
- Emotional touchpoints an example of a tool to address this.

https://www.youtube.com/watch?v=FWG4IH6R98Q

What Matters To You?

A global international person-centered care movement

https://wmty.world/

Co-production

Introduction to the power of Co-production

Chelsea & Westminster Nursing Development Unit (1991-1996)

Consultant nurse : Conceptual framework highlighting the relationship to context, processes and outcomes (Manley 1997)

KNOWLEDGE, SKILL & EXPERTISE

within

Integrated Sub-roles/functions

CONSULTANT NURSE

PERSONAL QUALITIES & ATTRIBUTES

CONTEXT

PROCESSES

Organisational authority attributed to post

OUTCOMES

TRANSFORMATIONAL CULTURE – A CULTURE OF EFFECTIVENESS

Effective patient-centred services
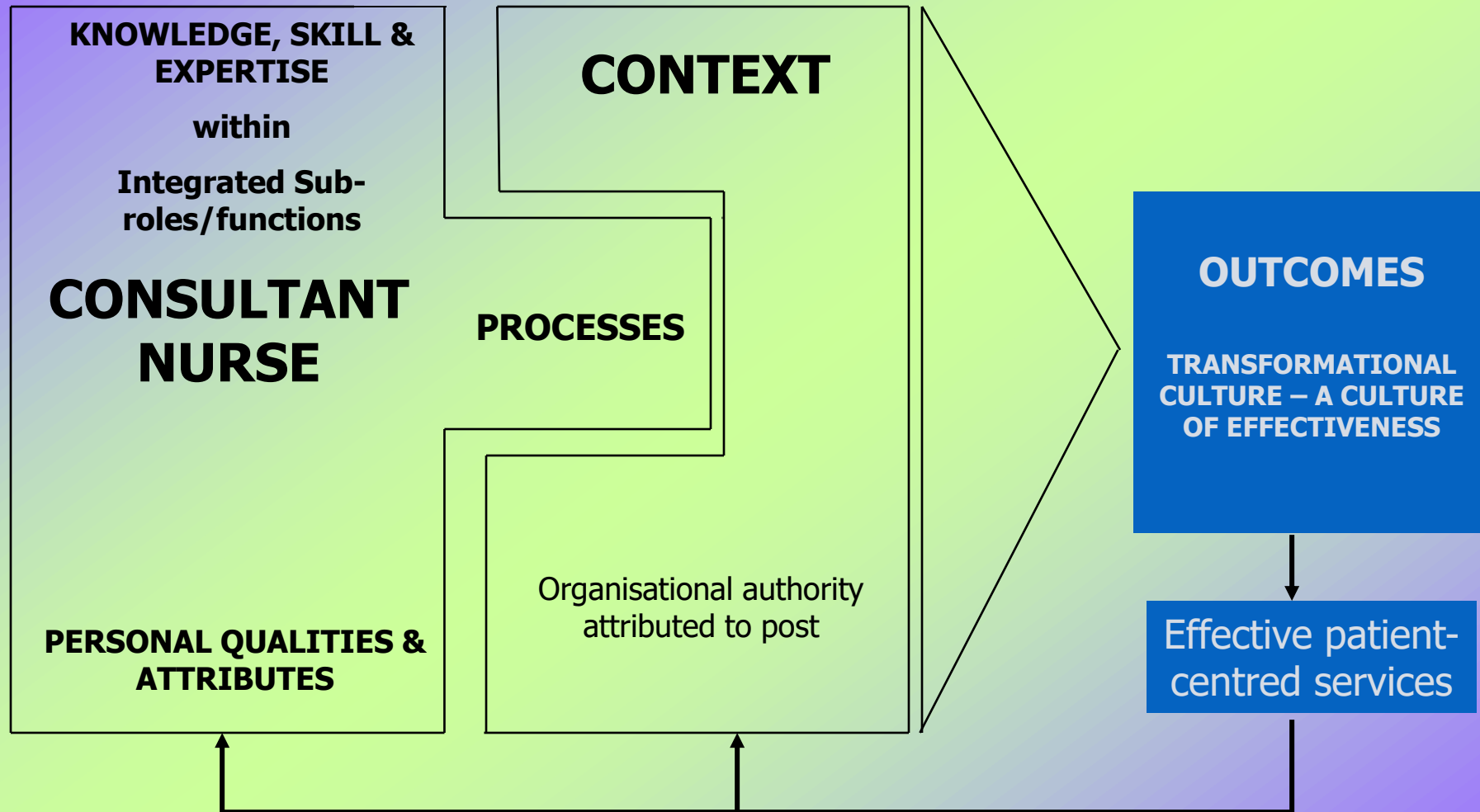
Transformation Processes (Manley 1997)

- Transformational leadership

- Processes of emancipation
  - Clarifying and working with values, beliefs, assumptions
  - Reflection
  - Critical intent
  - Widening participation
  - Enabling other to see the possibilities

- Practising expertly as a practitioner, researcher, educator, consultant and practice developer
  - Role modelling
  - Facilitating individual, collective and organisational learning, change, practice and service development

LEADERSHIP for flourishing cultures

Leadership: creating constellations of connected stars (Jackson et al, 2021, Manley et al 2019)

Guiding Lights:

The light between us as interactions in our relationships

Seeing people's inner light

Kindling the spark of light and keeping it glowing

Lighting up the known and the yet to be known

Constellations of connected stars

Focus:

Clinical, team and systems leadership

Clinical career development

self

team

comm unities

Guiding Light 1 'The Light Between us as interactions in our relationships		
Impact of self on others we are connected to: Demonstrate: personal qualities/attributes necessary to build authentic caring relationships that contribute to the development and self-reflection of others we are connected to	**Impact on team(s)/workplace(s):** Demonstrate positive impact on: • staff/colleagues/students/teams/workplace cultures providing healthcare/education/research services • on people, families and groups using the service	**Impact on health and care systems and communities locally, regionally, nationally or internationally:** Demonstrate contribution to the development of integrated services across the public, health and care system and/or community, based on authentic caring relationships
Guiding Light 2: ' Everyones´ Light' ' Seeing people's inner light'		
Impact of self on others: Demonstrate that people feel they experience a safe space to listen, hear, understand develop, act & learn from multiple perspectives through feedback from others	**Impact on team(s)/ workplace(s):** Demonstrate a positive impact on providers and recipients of care and services through: • growth and of individuals and teams • empowered individuals and teams • improved wellbeing • improved skills/capability • compassionate workplace cultures	**Impact on health and care systems and communities locally, regionally, nationally or internationally:** Demonstrate significant involvement of people and citizens in co-creation activities for improvement and learning and inquiry across systems and communities

A Continuum of Leadership Impact

(Jackson, Manley, Virbuti, 2021)

CHANGE STARTS WITH ME, and everyone can be involved in improving patient care, quality and service delivery

I HAVE CHANGED MY APPROACH to improve practice

I AM A STRONGER, MORE EFFECTIVE AND INTERACTIVE LEADER to support, inspire and engage staff & develop a happier workplace culture

I with team members **MANAGE CHANGE EFFECTIVELY** using what I have learnt

With team members **ACHIEVE A POSITIVE CULTURE** through new ways of working

INTRODUCING INNOVATIONS that positively impact on practice

IMPACT ON PATIENTS/COMMUNITIES

Good workplace cultures (Cardiff et al, 2021)

Guiding Lights:

- Collective leadership;
- Living shared values;
- Safe, critical, creative learning environments
- Change for good that makes a difference.

Focus:

- Effective workplace cultures that are good places to work
- Enable everyone to flourish
- Teams – Achieving and Celebrating Excellence
- Organisational and Systems enablers
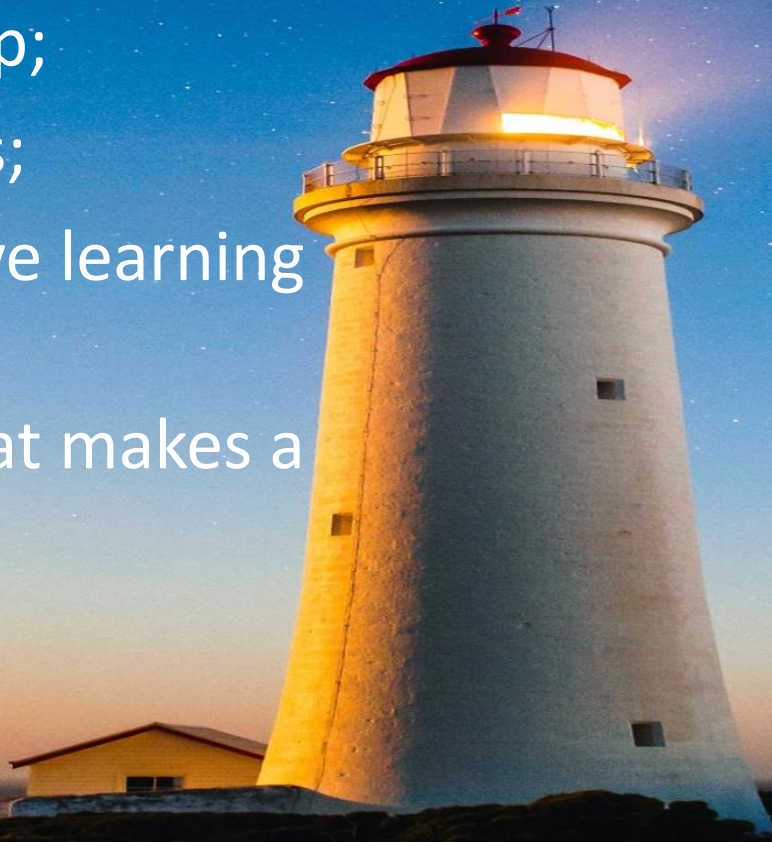
Achieving and Celebrating Excellence (ACER)

Using the Guiding Lights of Effective Cultures to collaboratively develop evidence of their achievement in a clinical leadership programme

ACER Teams – from fractured to flourishing (McKellar et al, 2021)

Nursing ward team – Key enabler High support and High challenge, collective leadership

Speech and language team – Key enabler collaboration enabling everyone to be involved in collating evidence

Community Medical team – key enabler using emotional touchpoints with patients and staff

Microbiology Team – key enabler collective and enabling leadership

What works in a Clinical leadership programme to impact on effective workplace cultures and person-centred clinical leadership? The '*simple rules*' (adapted from Best et al., 2012**)**

Living values and beliefs	Focus on building interdisciplinary relationships	Enable learning in the workplace and experiential learning
Foster transformational leadership behaviours	Foster change and focus on service improvement	Link to organisation objectives

Stanley, 2021
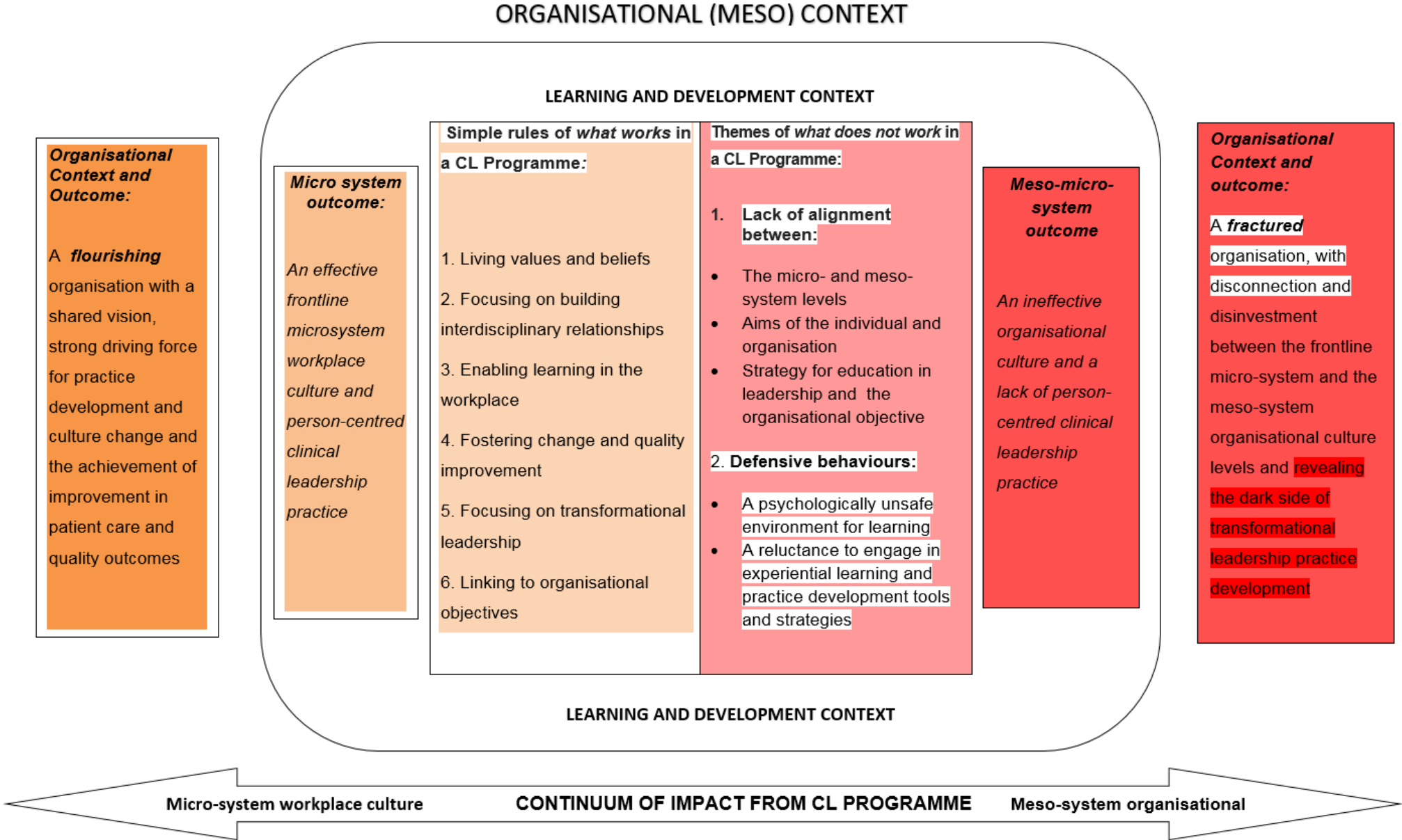
An emerging conceptual framework and impact continuum for clinical leadership continuum (Stanley, 2022)

ORGANISATIONAL (MESO) CONTEXT

LEARNING AND DEVELOPMENT CONTEXT

Organisational Context and Outcome:

A *flourishing* organisation with a shared vision, strong driving force for practice development and culture change and the achievement of improvement in patient care and quality outcomes

Micro system outcome:

An effective frontline microsystem workplace culture and person-centred clinical leadership practice

Simple rules of *what works* in a CL Programme:

1. Living values and beliefs
2. Focusing on building interdisciplinary relationships
3. Enabling learning in the workplace
4. Fostering change and quality improvement
5. Focusing on transformational leadership
6. Linking to organisational objectives

Themes of *what does not work* in a CL Programme:

1. **Lack of alignment between:**
   - The micro- and meso-system levels
   - Aims of the individual and organisation
   - Strategy for education in leadership and the organisational objective

2. **Defensive behaviours:**
   - A psychologically unsafe environment for learning
   - A reluctance to engage in experiential learning and practice development tools and strategies

Meso-micro-system outcome

An ineffective organisational culture and a lack of person-centred clinical leadership practice

Organisational Context and outcome:

A *fractured* organisation, with disconnection and disinvestment between the frontline micro-system and the meso-system organisational culture levels and revealing the dark side of transformational leadership practice development

LEARNING AND DEVELOPMENT CONTEXT

Micro-system workplace culture   **CONTINUUM OF IMPACT FROM CL PROGRAMME**   Meso-system organisational

Facilitating organisational Effectiveness at the meso level - Five key patterns (Plesk 2001)

Relationships — Generate energy for new ideas/innovation Vs. drain the organisation

Decision-making — Rapid by experts Vs. bogged down in hierarchy and position bound

Power — Power to enable Vs. power over
Collective purpose Vs. self interest

Conflict — Opportunities to embrace ideas Vs. negative and destructive feedback

Learning — Curious and eager to learn Vs. learning as threatening to the status quo

Quality Improvement & Safety Culture – facilitation and leadership

1. Quality clinical leadership and its impact on safety culture, team effectiveness in frontline teams

2. Meso level system facilitators supporting frontline teams , breaking down silos between L&D; Improvement; R&I supporting transformation

3. Meso level senior leaders provide support and enablement

4. Meso level governance systems for building on learning not tick box projects and moving on
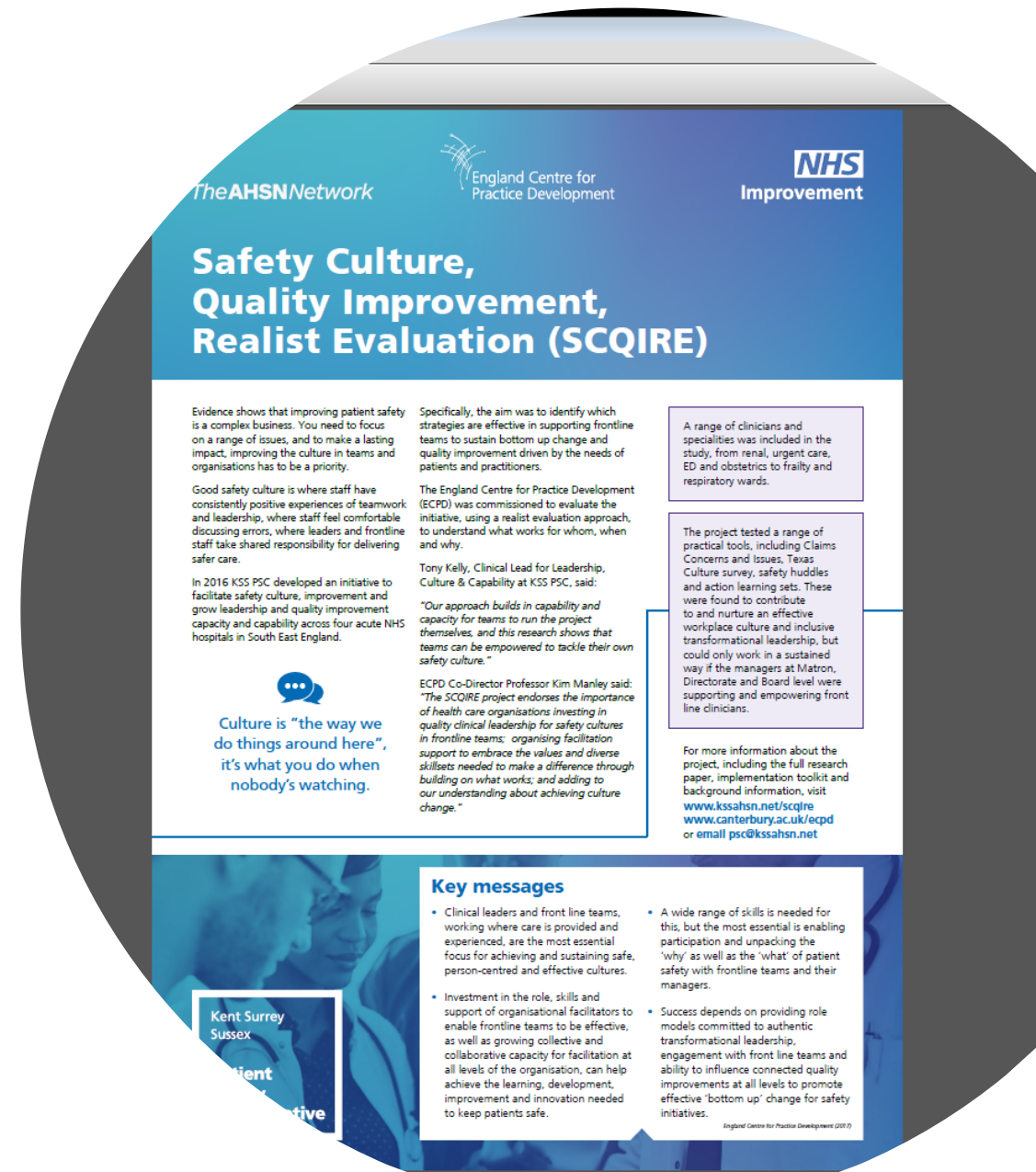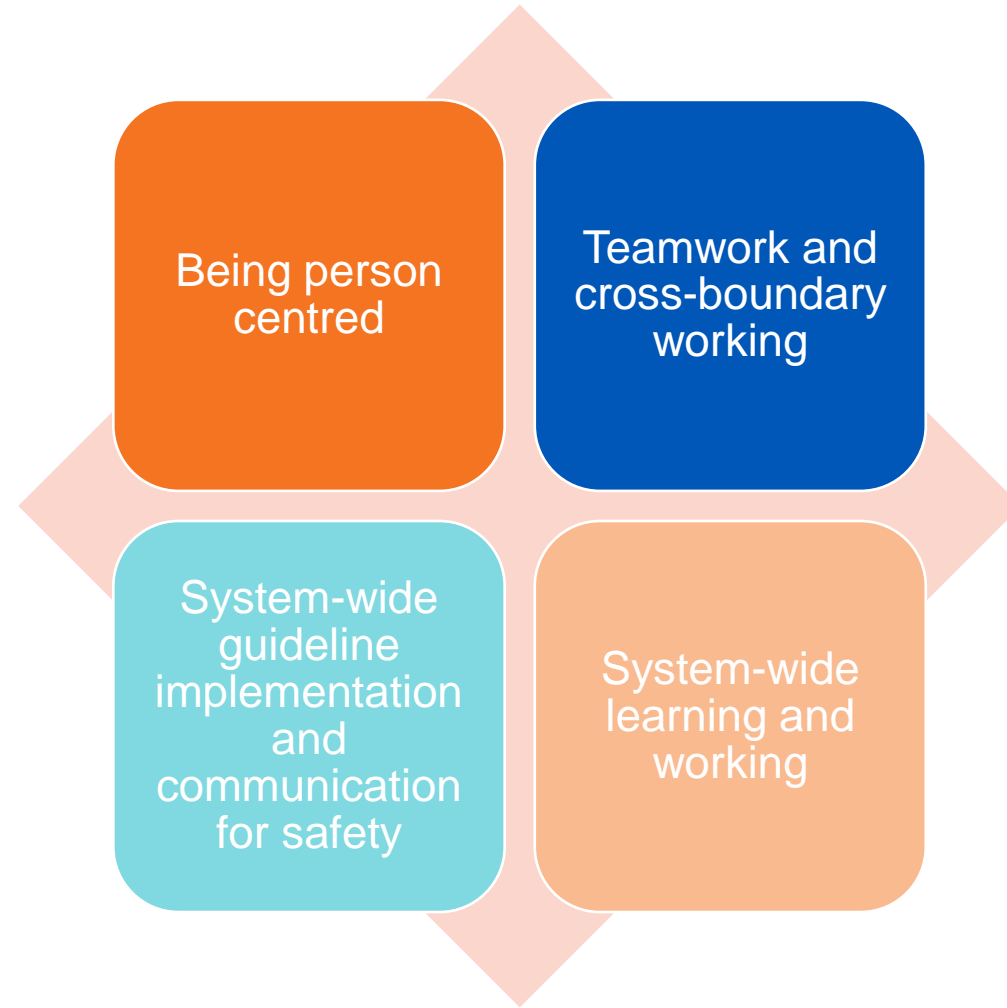
Development of Four Tentative Theories of System Transformation

Learning from Covid-19 across the system- A collaborative impact evaluation of the Norfolk and Waveney STP 'We Care Together' Campaign

Being person centred

Teamwork and cross-boundary working

System-wide guideline implementation and communication for safety

System-wide learning and working

Jackson C, Manley K, Webster J, Hardy S. (2021). System wide learning from first wave Covid 19: A realist synthesis of what works?. *Research Square*; 2020. DOI: 10.21203/rs.3.rs-115647/v1.

Context: Workforce Drivers

- Systems transformation & workforce development to meet health & social care needs

- Retention, growth, career development of the workforce, also staff wellbeing

- Wrapping capabilities and impact around citizens and populations

- Asset approaches that builds on citizens strengths

- Using the workplace as the main resource for learning, developing and improving, knowledge exchange, Inquiry

- Collective Leadership

Development of the Venus Model for Person Centred Sustainable Transformation

ORIGINAL PAPER

The Venus model for integrating practitioner-led workforce transformation and complex change across the health care system

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Abstract

Aims and objectives: The aim of this paper is to present the Venus model for workforce transformation, demonstrating its research origins, theoretical foundations, and practical application for enabling individuals, teams, and services to sustain transformation in the workplace.

Methods: The paper provides a brief synopsis of how the Venus model was generated from four large-scale mixed-method studies embracing workforce transformation, safety culture, integrated facilitation, and continuous professional development.

Results: The Venus model has five stems and identifies key integrated skill sets pivotal to successful transformation, which are interdependent:

1. Being able to facilitate an integrated approach to learning, development, improvement, knowledge translation, inquiry, and innovation—drawing on the workplace itself as an influential resource;

2. Being a transformational and collective leader building relationships that encourage curiosity, creativity, and harnessing the talents of all not just a few;

3. Being a skilled practice developer focused on achieving the key values of being person-centred, and the ways of working that are collaborative, inclusive, and participative;

4. Applying improvement skills that enable small step change using measurement wisely to focus on measuring what is valued as well as evaluating positive progress; and, finally

5. Facilitating culture change at the micro-systems level while being attuned to the organizational and systems enablers required to support this.
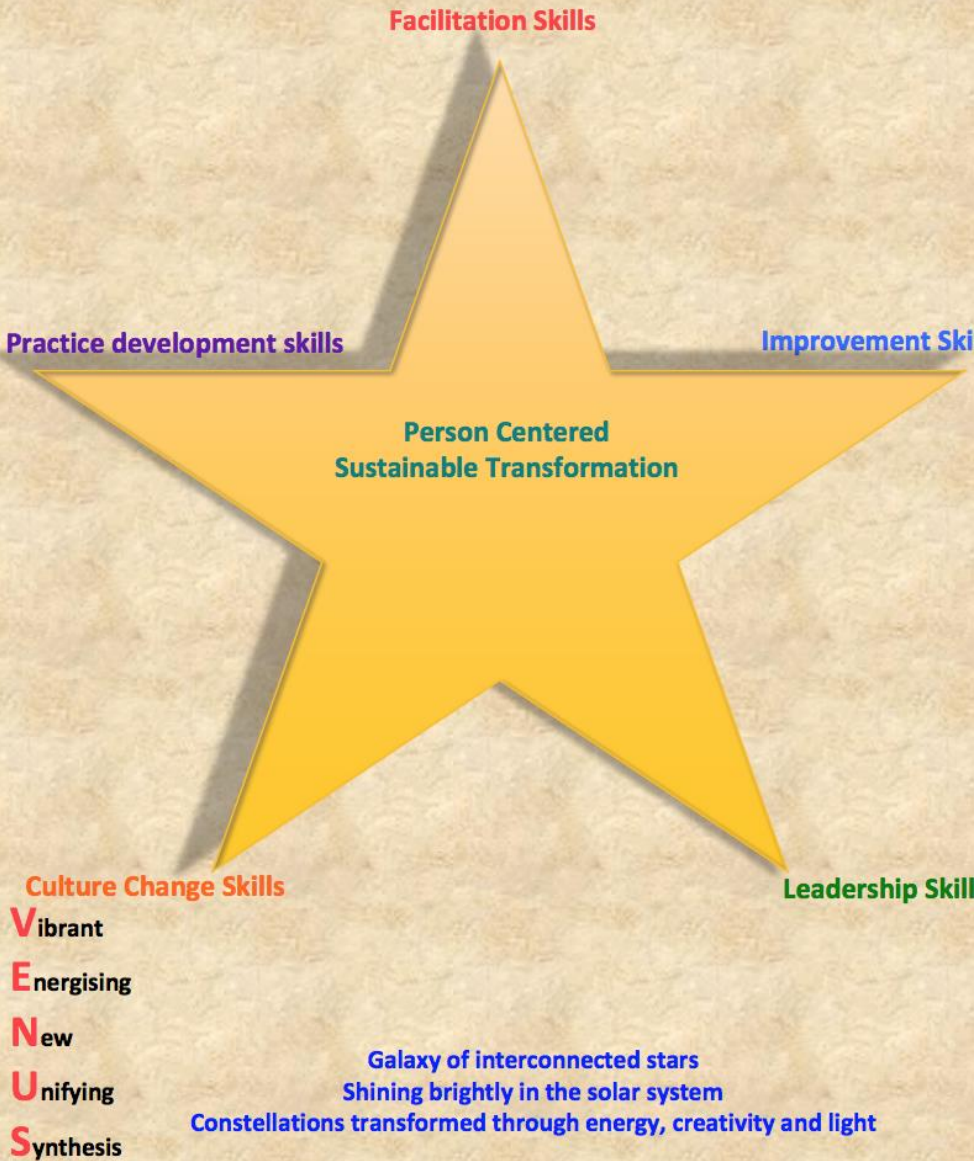
Conclusion: The paper concludes with consideration of implications for implementation of the model and its relevance for practice, policy, education, and future research as well as outlining potential limitations and conclusions.

KEYWORDS
culture change, facilitation, improvement, innovation, leadership, practice development, workforce transformation

VENUS MODEL OF PERSON CENTERED SUSTAINABLE TRANSFORMATION

Facilitation Skills

Practice development skills

Improvement Ski

Person Centered
Sustainable Transformation

Culture Change Skills

Leadership Skill

Vibrant

Energising

New

Unifying

Synthesis

Galaxy of interconnected stars
Shining brightly in the solar system
Constellations transformed through energy, creativity and light

Venus Stems

- Venus model has 5 integrated stems representing the essential 'know how' required of any healthcare professional when planning sustainable changes in practice or wishing to develop, innovate or improve the quality of services. This 'know how' consists of:

1. Leadership (systems and clinical)

2. Skilled facilitation

3. Culture change,

4. Innovation and improvement skills

5. Practice development – co-production, focus on what matters

Macro-systems level principles underpinning Venus Model

1. Whole systems transformation is enabled through:
- authentic, enabling and transformational leadership at different levels of the system
- Workforce capabilities and capacity wrapped around the needs of communities and people rather than professions across place.
- Co-creating services in partnership with providers based on shared values

Macro-systems level principles underpinning Venus Model

2. Growing people with the integrated skills (systems leadership) required across the domains of :

- strategic and enabling leadership;
- learning, developing, improving across the system;
- research and evaluation; and
- Process consultancy will embed expertise across system

3. Integrated, learning, developing and improving governance systems to:

- support system integrity,
- demonstrate impact,
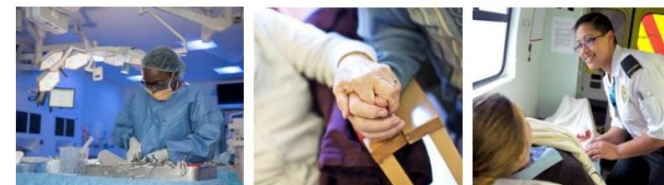- support ongoing quality and safety

ImpACT_RG

What is a systems leader?

'the leadership approach that drives integration across boundaries based on specialized clinical credibility working with shared purposes to break down silos and deliver person-centred, safe and effective care with continuity' (Manley et al. 2016, p. 5).

Multi-Professional Consultant Practice Capability and Impact Framework (HEE 2020)

- Systems leadership

- Embedded researcher

- Integrates all pillars according to the needs of the context

- Values based leadership, cultures of learning, what matters to people and using the workplace as the main resource for learning, developing, improving, knowledge translation, inquiry and innovation

- https://www.hee.nhs.uk/sites/default/files/documents/Sept%202020%20HEE%20Consultant%20Practice%20Capability%20and%20Impact%20Framework.pdf

Multi-professional consultant-level practice capability and impact framework

Developing people for health and healthcare
www.hee.nhs.uk

THE NHS CONSTITUTION
the NHS belongs to us all

Four Pillars and Consultancy Practice across systems

Expert Practice
consultant's main health/social-care profession)

Strategic, Enabling Leadership

Consultancy across all pillars: practice to systems levels

Learning, developing, improving across the system

Research & innovation

Working definition - MPCP is defined as...

'...integrated expertise in the four domains necessary for enabling quality* care at all levels of the health and social-care system:

- Expert practice (the consultant's main health/social-care profession)

- Strategic and enabling leadership

- Learning, developing, and improving across the system

- Research and innovation as an embedded researcher

This embraces the key skillset for systems leadership and systems transformation aided by clinical credibility in the consultant's own professional practice and underpinned by consultancy approaches that sustain quality.'

*Quality is defined as person centred, safe and effective care with continuity

Manley & Crouch (2020)

Key messages for building flourishing cultures at every level of the system and unlocking potential

- **At the micro level:** Leadership that is enabling, collaborative and collective is essential for developing cultures that are good places to work and which grow and retain the workforce as well as enabling them to provide quality care that is person centred, safe and effective with continuity.

- **At the meso level** senior leadership that is supportive and facilitates teams with governance structures that encourage and build on learning with strategic alignment and psychological safety and integrated facilitation teams essential for supporting frontline teams and clinical leaders

- **At the macro level** clinical systems leadership and workforce transformation is essential to keep focused on people and citizens and what matters to them through expertise in all the pillars required across the system for embedding quality, developing the workforce and providing and evaluating services that focus on what matters to people

- Key strategies for achieving flourishing cultures include person centred **enabling leadership and relationships, contextual readiness** especially around learning and an impact framework that demonstrates investment in these areas

Unlocking potential: getting the combination right for flourishing cultures!

- **Enabling leadership and relationships**

- **Contextual readiness -** Learning and governance across systems

- **Workforce development** in all the skills required for embedding person centred transformation

- **Impact framework** to demonstrate impact on what matters

Thankyou for listening.

Questions, comments, discussion

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