Leadership and Person-Centredness: Time for Change!

Professor Brendan McCormack

Head of the Division of Nursing,

Queen Margaret University, Edinburgh

Professor II, Buskerud Vestfold University College, Drammen, Norway;

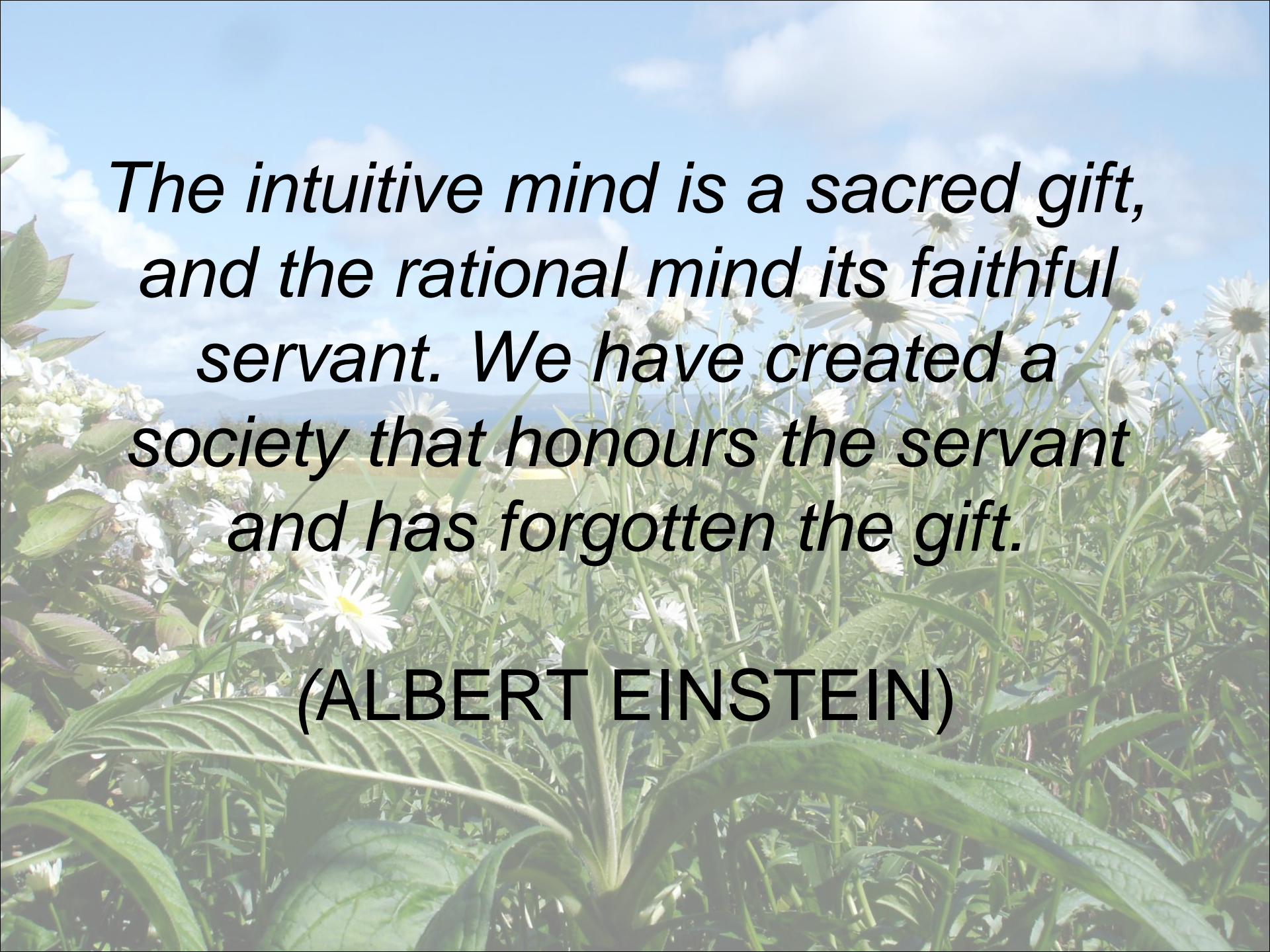Extraordinary Professor, University of Pretoria, South Africa;

Adjunct Professor of Nursing, University of Technology, Sydney;

Visiting Professor, University of Aberdeen

Queen Margaret University
EDINBURGH

The intuitive mind is a sacred gift, and the rational mind its faithful servant. We have created a society that honours the servant and has forgotten the gift.

(ALBERT EINSTEIN)

Twenty years as a nurse
Moving through the ranks knowing
who I am
Knowing me
Becoming a manager, being a manager
Managing
Discovering the joys of person-
centredness
Unfurling the challenges of being a
person-centred leader
Self growth
Discovery
Transformation

The winds of change blow from the west
Person-centred leadership devalued
Targets
Bullying
Devaluing
I am an 'It'

Stats mean good care
Shared experiences mean coercion
Get out get out get out
Stay safe
Shut down
Hide

But I need to keep listening to the
patients

Leadership

" Of course the government want to maintain frontline services and to free the professionals who staff them to get on with their jobs, but they must remember that doing that in a time of cuts requires skilful and careful managers – the fewer the resources, the greater the management challenge… we need to bear in mind that, if the government are to carry through their programme ... they will need the support of managers in the public sector. I urge them to value those managers and to show understanding of and sympathy with what they will be required to do and the losses that some of them will suffer. The government should avoid the mistake of conflating reductions in public sector expenditure with the denigration of those who have to carry them through." (Lord Tugendhat 2010)

Education to meet all interests

- Developing units of learning that help the student to:

  - Know the person

  - Know self as person/care worker

  - Know own and others limitations

  - Know the environment (micro, mezzo, macro)

- Reflecting the prerequisites, environment, processes and outcomes in learner/educator relationships

What is Person-centeredness?

"Person-centeredness is an approach to practice established through the formation and fostering of healthful relationships between all care providers, service users and others significant to them in their lives.

It is underpinned by values of respect for persons, individual right to self determination, mutual respect and understanding. It is enabled by cultures of empowerment that foster continuous approaches to practice development".

Characteristic of a Person-centred Culture

- Shared values – respect for <u>all</u> persons
- Situational leadership
- Collaborative care processes
- Commitment to shared and participative learning
- Shared governance/non-hierarchical
- Process and outcome oriented
- Innovation to enable human flourishing
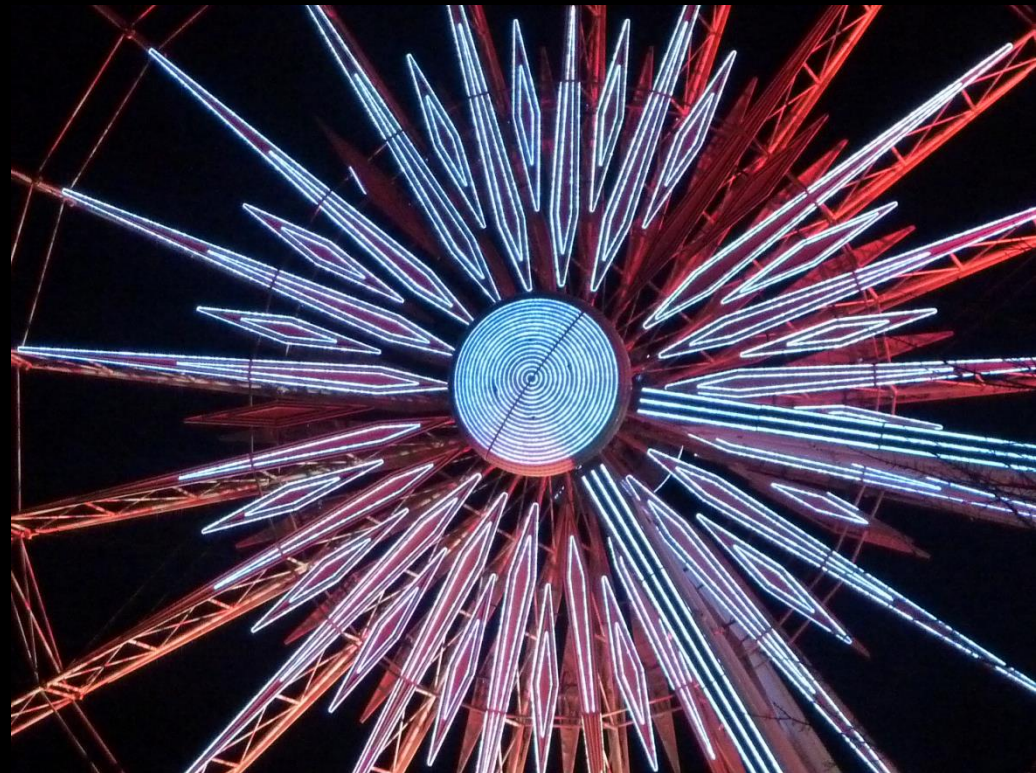
"we all have something of each others lives in the palms of our hands"

(Martinsen 2006)

Person-centred Practice Framework
(McCormack & McCance 2010)
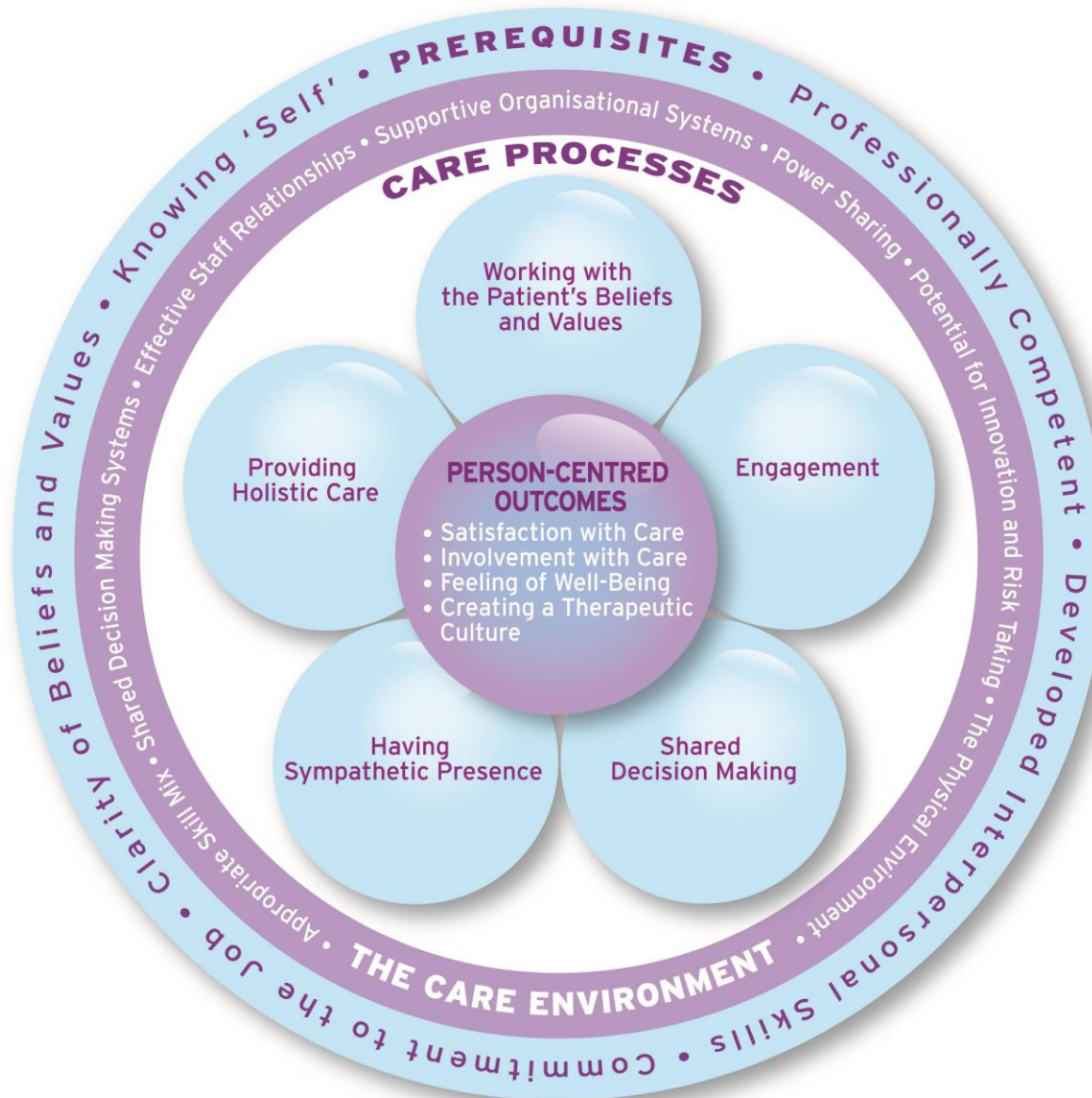
Prerequisites
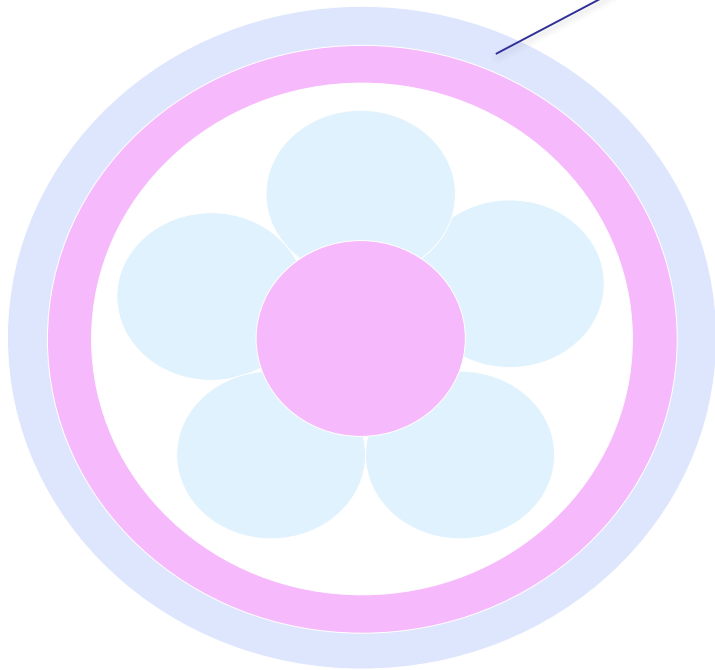
- Professionally competent
- Developed interpersonal skills
- Commitment to the job
- Clarity of beliefs & values
- Knowing 'self'

Care environment
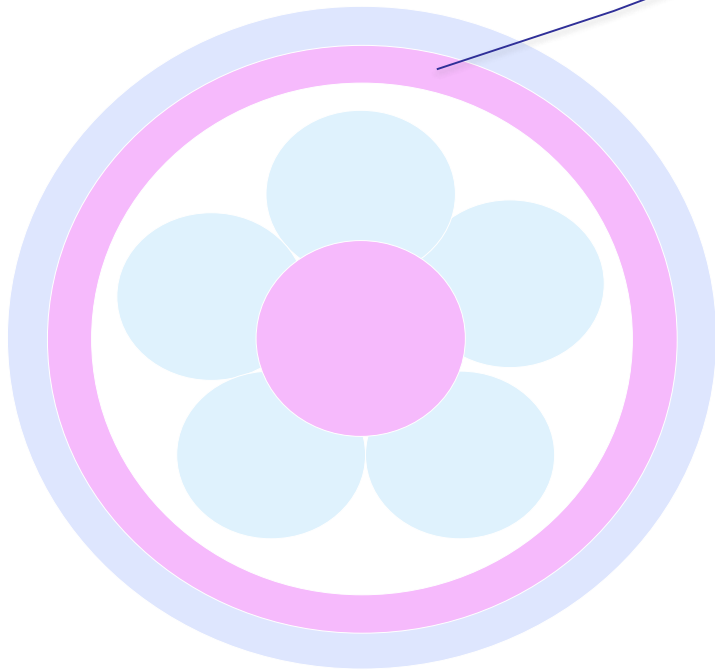
- Appropriate skill mix
- Shared decision making systems
- Effective staff relationships
- Supportive organisational systems
- Power sharing
- Potential for innovation & risk taking
- The physical environment

Person-centred processes
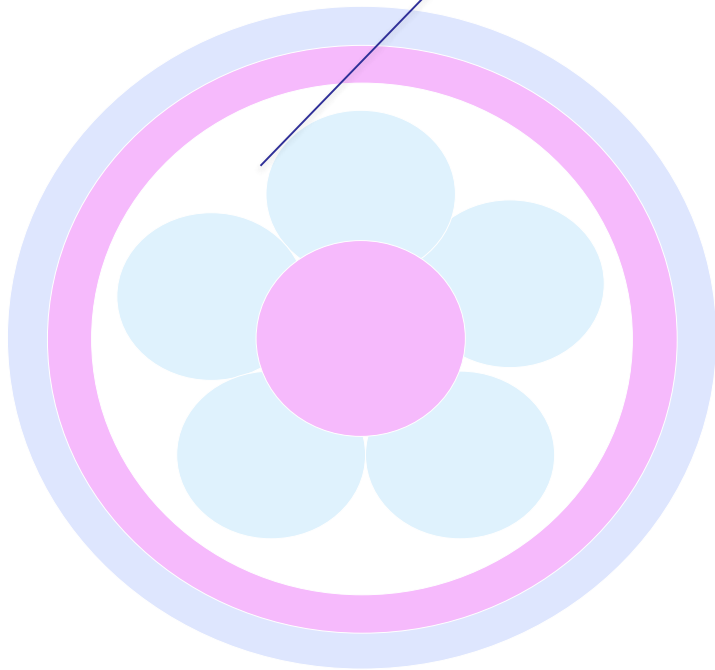
- Working with patient's beliefs and values
- Engagement
- Having sympathetic presence
- Sharing decision making
- Providing Holistic Care

Outcomes
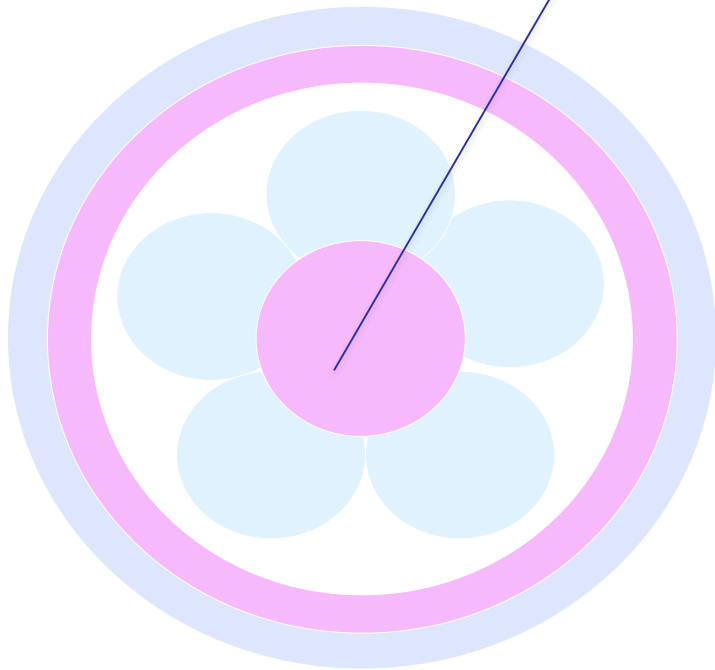
- Experience of good care
- Involvement with Care
- Feeling of Well-Being
- Creating a healthful Culture

Knowledge Interests and Person-centredness

KNOWLEDGE INTEREST	FOCUS	LEADERSHIP ISSUES
• TECHNICAL KNOWLEDGE	• Instrumental • Causal Explanation • Evidence-based Practice • Positivistic research	• Behavioural & Technical competency • Objective assessment of 'fact' • Dominant place of science • Empirical knowledge
• PRACTICAL KNOWLEDGE	• Interpreting and understanding • Knowing 'why' • Qualitative research	• Developmental • 'Being in the world' • Explanation
• EMANCIPATORY KNOWLEDGE	• Critique and Liberation • Reflection • Taking action • Action Research	• Critical and Socratic Dialogue • Knowing 'self' • Context-specific • Inquiry

Leadership to meet all interests

- Developing ways of leading that help staff to:

  - Know the person

  - Know self as person/care worker

  - Know own and others limitations

  - Know the environment (micro, mezzo, macro)

- Reflecting the prerequisites, environment, processes and outcomes in collegial relationships

Practice Context

- Highly political & unsettling

Requires:

spaces that provide opportunities for creative problem solving and the determining of practical, context specific solutions and that create sufficient psychological safety

(Brown & McCormack 2010)

Psychologically Unsafe Environments: characterised by …

- Misuse of power and lack of autonomy
- Horizontal violence and oppressed behaviours
- Transactional leadership

(Brown & McCormack 2010)

Human flourishing occurs when we bound and frame naturally co-existing energies, when we embrace the known and yet to be known, when we embody contrasts and when we achieve stillness and harmony. When we flourish we give and receive loving kindness.

(McCormack & Titchen, in press)

The Four Elements of Flourishing

- Challenge
- Connectivity
- Autonomy
- Using your valued competencies

(Gaffney, 2011)

Emotional Survival

- Depends on …
  - Feeling psychologically safe
  - Feeling good about oneself
  - Feeling close and respected in relationships and groups that are important

(Gaffney 2011)

There is a need for organisations to change structurally and create more positive conditions if transformational leadership is to be sustained. Otherwise, nurse leaders will become frustrated in an environment that is expanding regulatory mechanisms

(Hewison & Griffiths 2004)

Issues and Challenges in Developing Leaders - 1

The need for Authentic and Focused Leadership

Implementing a Model of Person-centred Practice in Older Persons Settings across the Republic of Ireland

Summary of Outcomes
(McCormack et al 2010)

- The findings from the combined evaluation approaches show:
    - *Residents having more choice*
    - *More hopeful environments*
    - *More effective teamwork*
    - *Better inter-professional relationships*
    - *Settings being more open to change and innovation*
    - *High challenge with high support being practiced*
    - *Development of facilitation skills*
    - *The development of more person-centred environments*

- The positive role of the facilitators working collaboratively and in partnership with staff groups.

- **The role of the DoN in different units is a [statistically] significant factor in the way different settings achieved more or less change in culture.**

Issues and Challenges in Developing Leaders - 2

The importance and significance of values and vision

Developing Clinical Leaders in an Acute Hospital Setting in Switzerland

- Focus on 'transformational leadership'

- Leadership development programme (adapted RCN Clinical Leadership Programme)

- Mixed-methods evaluation using a one-group pre-test–post-test quasi-experimental design

- Theoretically framed through Kouzes & Posner (2007) Learned Leader Behaviours Model; and McCormack & Garbett (2004) emancipatory practice development framework

- Key findings: importance of 'inspiring a shared vision' and 'challenging the process'

(Martin, 2012)
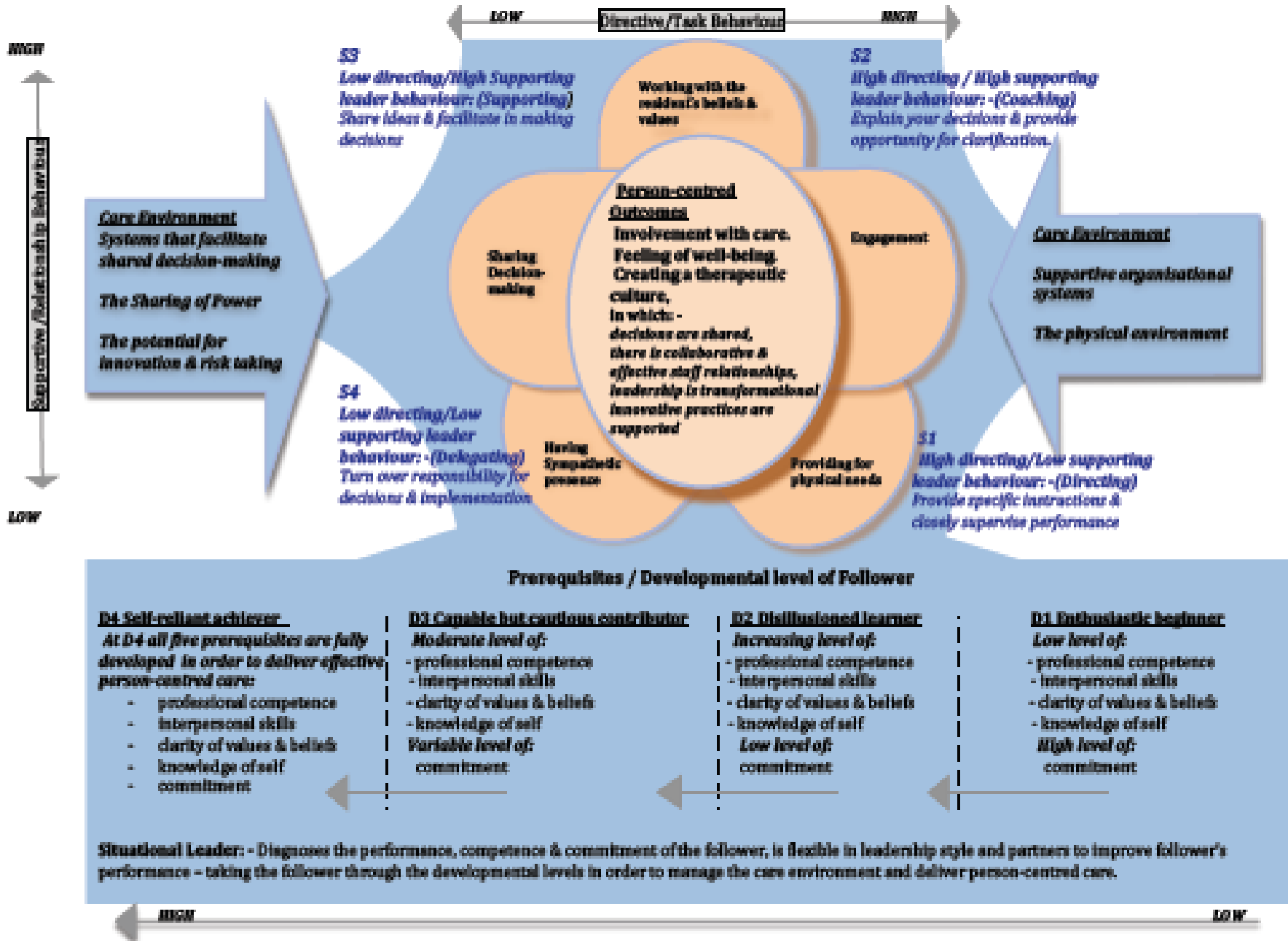
Issues and Challenges in Developing Leaders - 3

The need for sustained participative, context-specific and facilitated approaches

Development of a model of situational leadership in residential care for older people

(Lynch, McCormack & McCance 2011 and ongoing)

HIGH

Supportive /Relationship Behaviour

LOW

S3
Low directing/High Supporting leader behaviour: (Supporting)
Share ideas & facilitate in making decisions

S2
High directing / High supporting leader behaviour: -(Coaching)
Explain your decisions & provide opportunity for clarification.

Working with the resident's beliefs & values

Care Environment
Systems that facilitate shared decision-making

The Sharing of Power

The potential for innovation & risk taking

Sharing Decision-making

Person-centred Outcomes
Involvement with care.
Feeling of well-being.
Creating a therapeutic culture,
In which: -
*decisions are shared,
there is collaborative & effective staff relationships,
leadership is transformational innovative practices are supported*

Engagement

Care Environment

Supportive organisational systems

The physical environment

S4
Low directing/Low supporting leader behaviour: -(Delegating)
Turn over responsibility for decisions & implementation

Having Sympathetic presence

Providing for physical needs

S1
High directing/Low supporting leader behaviour: -(Directing)
Provide specific instructions & closely supervise performance

Prerequisites / Developmental level of Follower

D4 Self-reliant achiever
At D4 all five prerequisites are fully developed in order to deliver effective person-centred care:
- professional competence
- interpersonal skills
- clarity of values & beliefs
- knowledge of self
- commitment

D3 Capable but cautious contributor
Moderate level of:
- professional competence
- interpersonal skills
- clarity of values & beliefs
- knowledge of self
Variable level of:
- commitment

D2 Disillusioned learner
Increasing level of:
- professional competence
- interpersonal skills
- clarity of values & beliefs
- knowledge of self
Low level of:
- commitment

D1 Enthusiastic beginner
Low level of:
- professional competence
- interpersonal skills
- clarity of values & beliefs
- knowledge of self
High level of:
- commitment

Situational Leader: - Diagnoses the performance, competence & commitment of the follower, is flexible in leadership style and partners to improve follower's performance – taking the follower through the developmental levels in order to manage the care environment and deliver person-centred care.

Model of Situational Leadership in Residential Care

Time 2 Data: LPI questionnaires, Interviews & Focus groups

Leader B's Action cycle

Working with individual leaders on LPI feedback

Leadership Intervention with leader B

Action learning sets with group of leaders

General Actions

Session on PCC with leader and care worker

Leader A's Action cycle

1:1 Facilitated critical reflection

Leadership Intervention with leader A

Facilitated values clarification exercise ✓

S. Leadership session with group of leaders ✓

Action WCCAT 1

Time 1 Data:
WCCAT Observations; LPI questionnaires; Interviews; Reflective field notes
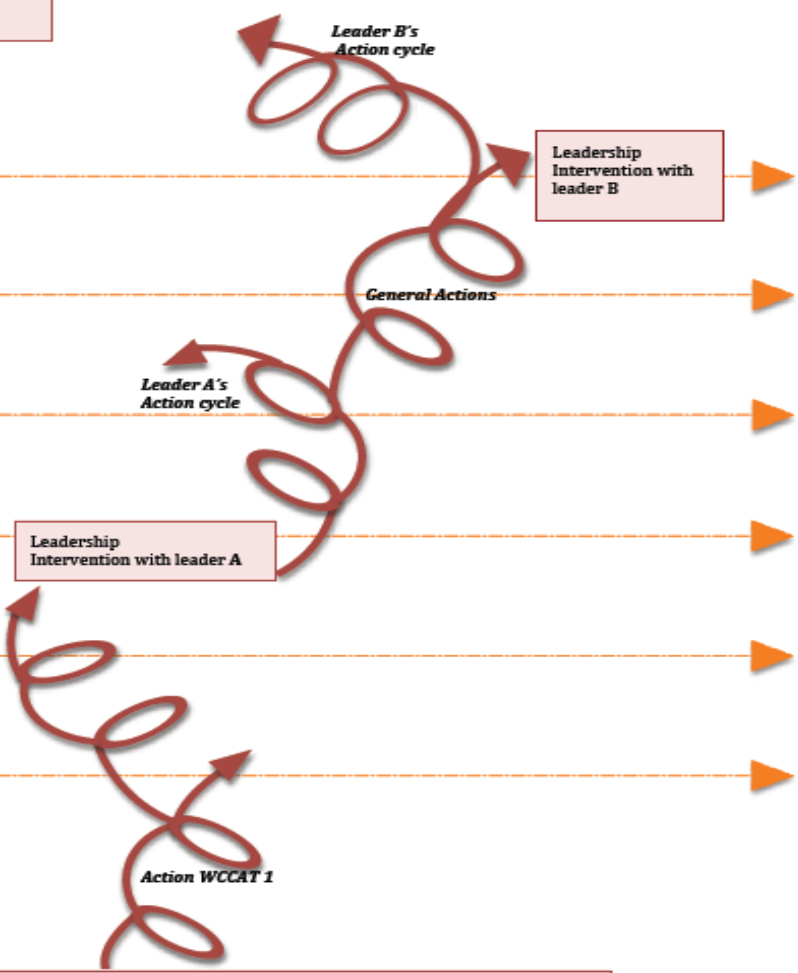
The Fifteen Properties of Nature

- Strong Centres
- Levels of Scale
- Boundaries
- Good Shape
- Positive Space
- Local symmetries
- Alternating Repetition
- Deep interlock & ambiguity

- Contrast
- Gradients
- Roughness
- Echoes
- Voids
- Simplicity & Inner Calm
- Not separateness

'The Nature of Order' by Christopher Alexander

Queen Margaret University
EDINBURGH

www.qmu.ac.uk

A Strong Centre

Levels of Scale

All life tends to form multi-levelled structures of systems within systems … the different 'nested' levels help each other, perform different tasks, and are necessary to the functioning of the whole … (Quillien 2008)

Boundaries

A boundary helps focus attention on the centre

Good Shape

Positive Space

Accomplished dancers will naturally create between and around themselves a flow of changing positive spaces. Beginners not well centred in themselves and out of sync with their partners will be less connected by the spaces in-between

Local Symmetries

Alternating Repetition

Roughness

Roughness pertains to the resolution of problems when diverse elements come together in three-dimensional space

Every successful centre depends on the existence of a still place

Simplicity and Inner-calm

Not-Separateness

Not-seperateness is experiencing a living whole as being at one with the world. Ponds, such as this one, cannot be sharply isolated from their surrounds. In the same way, old farming villages are not separate from their fields.

"You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete

(Buckminster Fuller, cited in Quillien, 2008)

As I walked out the door toward the gate that would lead to my freedom, I knew if I didn't leave my bitterness and hatred behind, I'd still be in prison.

Nelson Mandela
1918 - 2013