Leadership and Person-Centredness: Time for Change!

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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
“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 all 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

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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
- Key findings: importance of ‘inspiring a shared vision’ and ‘challenging the process’
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)
Brighide's work
Time 1 Data: WCCAT Observations; LPI questionnaires; Interviews; Reflective field notes

Time 2 Data: LPI questionnaires, Interviews & Focus groups

Leader B’s Action cycle

Working with individual leaders on LPI feedback

Action learning sets with group of leaders

Session on PCC with leader and care worker

1.1 Facilitated critical reflection

Facilitated values clarification exercise

5. Leadership session with group of leaders

Leadership Intervention with leader B

General Actions

Leader A’s Action cycle

Leadership Intervention with leader A

Action WCCAT I
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
A Strong Centre
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 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-separatedness 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)