

Subject Area Narratives

Subject Area – Contextual Leadership

Subject Area Title:	Contextual Leadership (Certificate)
Level:	Level 7 (Masters)
Credit Points:	20 (Module 1)
Method of Assessment:	Written assignments
Module Leaders:	Janet Smallwood and Brian Marshall

Aims

The aim of the Contextual Leadership module is to develop leaders who:

- Understand national policy for healthcare quality improvement and implications for their immediate context
- Shape and influence local healthcare strategy, leadership and culture to become more conducive for quality improvement
- Take account of and work with existing contexts (both local and national) in leading quality improvement.

Curriculum

Knowledge and understanding

On completion of this module of the programme the successful participant will have specific knowledge and understanding of:

- The different definitions of quality and the relationship between delivering quality, value and local strategy
- The national healthcare policy environment, particularly as it appertains to quality improvement
- Perspectives on the phenomenon of organisation, including understanding organisations as complex social processes
- Differing models of leadership, including the emerging model informed by interpretations of complexity theory in relation to social processes
- Organisational culture and the role culture plays in creating environments conducive to quality improvement
- The significance of engagement and conversational forms in leading for improvement.

Cognitive (thinking) skills

On completion of this module of the programme the successful participant will be able to demonstrate specific intellectual capabilities, to be able to:

- Critically reflect upon their own organisational culture, leadership and quality improvement context, and on their personal perspectives and assumptions held
- Understand and assess the implications of the macroeconomic health environment and wider system on their immediate organisational culture, leadership and quality improvement context
- Appreciate the thinking and emotional capability required to hold different perspectives, paradoxes and tensions simultaneously
- Engage cognitively with the implications of leading in ambiguity and uncertainty.

Content

1. Quality, value and strategy

Exploring the different definitions and meanings of quality in healthcare, notably the differences in stakeholder perspectives of what constitutes quality, and the implications for leading quality improvement in healthcare, particularly presenting tensions such as quality versus cost; exploring the concept of value as used in the Improvement Sciences and examining the relationship between value and quality. This will be followed by an examination of approaches to leading improvements and delivering value in the Technical Leadership Module. Quality management systems (for example, ISO 9000) will not be an explicit curriculum focus although their role in supporting quality outcomes will be recognised and acknowledged.

2. National and local policy for healthcare and implications for quality improvement agenda

Exploring the trends and possible scenarios in healthcare policy e.g. QIPP (Quality, Improvement, Performance and Prevention) and the implications for quality improvement strategy at local levels.

3. The nature of organisation and organising

Examining different metaphors and ways of seeing and working with organisations (e.g. machine, system, political and complex social process); critically examining the implications for what leaders pay attention to and how they act when leading quality improvement, especially when crossing formal organisational boundaries.

4. Views of leadership

Examining the evolution of leadership theory, in particular the emerging model of leadership informed by complexity theory. This will be followed by an examination and practise of aspects of relational leadership in the Relational Leadership Module.

5. Organisation cultures conducive to quality improvement

Examining theory and research related to culture and the role it plays in creating healthcare environments and participants' experience of the relationship between culture and quality improvement. This will be followed by exploring how to influence and shift culture in the Relational Leadership Module.

6. The significance of conversational forms

Considering the importance of engaging well with others when leading to improve quality and the different forms of conversational engagement, including the difference between debate and dialogue. This will be built upon in all other Modules.

7. The application and use of models and perspectives

Reflecting upon what it means to hold different organisational and leadership perspectives and whether these need to be integrated in a single model or whether it is possible to hold different perspectives simultaneously.

Assessment overview

At Certificate level, two individual work-based written assignments of 2,500 words are required:

- Assignment 1a: Reflecting on your views of leading quality improvement in context
- Assignment 1b: Examining culture and cultures conducive to quality improvement.

Subject Area Narrative – Technical Leadership

Subject Area Title: Technical Leadership (Certificate and Diploma)

Level: Level 7 (Masters)

Credit Points: 20 Certificate (Module 2)

20 Diploma (Module 5)

Method of Assessment: Written assignments

Module Leaders: Howard Atkins and Peter Dudgeon

Aims

The aim of the Technical Leadership modules is to develop leaders who:

- Understand and have some experience of the full range of improvement methodologies and underlying orientations of the different methodologies
- Are able to critically assess both strengths and weaknesses of each methodology
- Are able to decide and make the case for adoption and adaptation of particular improvement methodologies, dependent upon situation and context.

Curriculum

Knowledge and understanding

On completion of these modules of the programme the successful participant will have specific knowledge and understanding of:

- The key methodologies used in the healthcare context to deliver improvements: i) The core steps to Lean process transformation, ii) Six Sigma problem solving & process optimisation, iii) Theory of Constraints bottleneck identification, control and exploitation, iv) The Institute for Health Improvement's Model for Improvement
- The potential pitfalls in delivering sustained and ongoing improvement
- Key leadership challenges involved in delivering performance improvement through people engagement
- The role of metrics and data transparency in providing the case for, and delivering improvement.

Cognitive (thinking) skills

On completion of these modules of the programme the successful participant will be able to demonstrate specific intellectual capabilities:

- Be able to make the case for change (including the business case) and make informed choices of specific improvement methodologies
- Explain their strategy for improvement, based on their own improvement context: recognising the voice of the patient, current health care climate and budgetary restrictions
- Be able to cite real cases of significant healthcare improvements, identifying opportunities to draw on best practice as well as identifying opportunities to improve the approaches observed.

Practical skills

The aim of this programme is not to equip leaders with the in-depth skills of an experienced improvement change agent. However, this module aims to ensure participants have some experience and familiarity of various quality improvement philosophies, tools and techniques.

Content

1. Improvement methodologies

Exploring the schools of thought in Improvement, within industry and the healthcare sector, over the last 40 years; examining the merits and restrictions of the methodologies of each. Primary focus will be i) Lean – value, value stream, flow, pull, perfection. Toyota’s Temple: standards, built in quality, Just-in-Time. ii) Six Sigma- define measure, analyse, improve, control. iii) Theory of Constraints – Bottleneck: identification, exploitation, subordination, elevation, review iv) Institute for Health Care Improvement – Plan, Do, Study, Act.

2. Defining quality and value in improvement cycles

Critically examining the specific challenges in defining quality and value in the healthcare context and exploring when data is ‘good enough’, given the level of risk involved with a change. Examining the alignment, selection and de-selection of metrics, in recognition of what internal and external ‘customers’ value.

3. Analysing an existing condition

Exploring the use of system and process diagnostic tools in understanding the current (as is) state; tools covered include: value stream mapping (of the patient pathway, for example), bottleneck identification, and waste analysis, Pareto of systems, failure, cause and effect.

4. Improving the condition

Exploring the available options to those seeking to make improvement; considering quality improvement, waste elimination, variation reduction and flow improvement techniques chiefly at a principle level but also at a practical level, as they relate to healthcare improvement.

5. Keys to sustainment

Exploring the available technical mechanisms, as well as the associated behavioural attributes, which contribute to successfully sustaining improvement. Reflecting the impact of leadership visibility, people engagement, audit, statistical process control, visual management and problem solving. Examining both success and failure in organisational transformation in both private sector and health service; paying attention to both cultural as well as technical aspects of these initiatives and application to quality improvement.

Assessment overview

At Certificate level, two individual work-based written assignments of 2,500 words are required (each 50% of marks) for 20 credit points:

- Assignment 2a: Critiquing classical improvement philosophies and practice
- Assignment 2b: Data, evidence and metrics: effective application and pitfalls.

At Diploma level (for those participants who elect to study to Diploma), a 5,000 word written assignment is required for 20 credit points:

- Assignment 5: Leading Improvement.

Subject Area Narrative – Relational Leadership

Subject Area Title:	Relational Leadership (Certificate and Diploma)
Level:	Level 7 (Masters)
Credit Points:	20 Certificate (Module 3) 20 Diploma (Module 4)
Method of Assessment:	Written Assignments
Module Leaders:	Liz Wiggins and Janet Smallwood

Aims

The aim of the Relational Leadership modules is to develop leaders who are able to:

- Skilfully engage with others at all hierarchical levels
- Lead or influence change at an individual, team, organisation and system-wide level.

Curriculum

Knowledge and understanding

On completion of these modules of the programme the successful participant will have specific knowledge and understanding of:

- A range of approaches to organisational change and their different underlying assumptions and implications for leadership
- Ways of understanding individual responses to change, conceptualizing resistance and working with both
- Broader perspectives on the phenomenon of power and politics within organisations, including the notion and manifestations of 'stuckness'
- Frameworks and approaches to engagement and communication
- Conceptual understanding of the dynamics of relationships that allow for the building of constructive relationships and working with difference.

Cognitive (thinking) skills

On completion of these modules of the programme the successful participant will be able to demonstrate specific intellectual capabilities:

- Understand and appreciate the complexities of organisational change and different approaches to it and the implications for leadership
- Understand the dynamics and interplay of relationships within, and between, individuals and groups, particularly when introducing change
- Recognise patterns of power, politics and 'stuckness' at an organisational and sub-organisational level
- Understand the relationship and tensions between technical approaches and relational approaches and where each might be appropriate in leading quality improvement.

Practical skills

The practical skills developed in these modules are all critical to leading people in change and include the ability and skill to:

- Coach others for development and learning

- Design and facilitate sessions to engage others
- Design and chair meetings effectively
- Manage conflict and hold difficult conversations
- Map and influence stakeholders.

Content

1. Organisational change

Exploring the different theoretical and practical approaches to organisational change, both deliberate and emergent; for deliberate such as directive and facilitative; understanding the differences between both 1st order and 2nd order change, and incremental and transformational change; building an appreciation of what is required to design organisational change. (This element of the Relational leadership module will both complement and challenge some of the underpinning philosophy of Improvement Science which will be explored in the Technical Leadership Module. It will also continue to build upon aspects of organisation culture and culture change introduced in both Contextual and Technical Leadership)

2. Individual Change

Exploring different ways of understanding individual responses to change, including i) the impact of change on personal and professional identity ii) the interplay of emotions and change iii) the paradoxical nature of change. Individual responses over time, and potential leadership responses, will be explored through the Change House and the change curve and different ways of conceptualizing resistance. Critical coaching skills such as the use of the Heron interventions styles and active listening will be introduced.

3. The nature of groups and teams

Examining theory and research about the difference between groups and teams; what makes teams work effectively and the causes of dysfunctionality including when does a group need to be a team, group think, task anxiety etc. Participants will be encouraged to experiment with this learning in their 'Ambition into Practice', within action learning and within the learning community of the cohort.

4. Working with stakeholders

Understand organisations as networks of interest groups with divergent views on improvement quality, exploring the sources of difference and ways of mapping stakeholders; introducing the notion of front stage and back stage activity and applying this to their own organisation and their work within it.

5. Power and politics; influence and conflict management

Understanding theoretical ways of conceptualising power and politics and exploring the origins of both from a systemic perspective as well as from the organisational and individual; critically reviewing the potential responses to others' power and political activity and reflecting on own preferences and patterns.

6. Engagement and communication

Unpacking and exploring the nature of engagement and the various options available to leaders, along with their implications for organisational change and improvement. Recent research and case studies will be used to illustrate a range of tools ranging from data driven dash boards, visual management and storytelling. Participants will have an opportunity to apply these in practice and learn from the experience.

7. Unpacking the dynamics of relationships

Understanding and working with the psychodynamic and psychological patterns that emerge between people and are often heightened during change situations; participants will also become more aware of their own hooks and patterns. This will be further explored in the Personal Leadership Module.

Assessment overview

At Certificate level, a 5,000 word written assessment is required:

- Assignment 3: Developing relational leadership skills.

At Diploma level (for those participants who elect to study to Diploma), a work-based written assignments of 5,000 words is required:

- Assignment 4: Leading organisation change.

Subject Area Narrative – Personal Leadership

Subject Area Title:	Personal Leadership (Diploma)
Level:	Level 7 (Masters)
Credit Points:	20 Diploma (Module 6)
Method of Assessment:	Written Assignment
Module Leaders:	Guy Lubitsh and Brian Marshall

Aims

The aim of the Personal Leadership Module is to develop leaders who:

- View their own personal development as part of the ongoing process of leading quality improvement
- Seek to continuously develop their self-awareness and personal leadership framework in their role as leaders of quality improvement
- Experiment with new behavioural actions in the work place and learn from the experience
- Are resourced to sustain the personal challenges of leading to improve quality.

Curriculum

Knowledge and understanding

On completion of this module of the programme the successful participant will have specific knowledge and understanding of:

- Theories of learning, personal growth and change
- Personal psychology as relevant to a leader in healthcare.

Cognitive (thinking) skills

On completion of this module of the programme the successful participant will be able to demonstrate specific intellectual capabilities:

- A heightened awareness of themselves as individuals and how they engage with, and impact on other individuals in the organisation context, and in their role as leaders of quality improvement
- Awareness of personal 'theories-in-action' and 'personal values-in-action' that inform their practice as leaders
- Awareness of personal patterns, needs, traps and vulnerabilities and the ability to ask for help
- Enhanced reflexivity; to be able to notice more 'in the moment', make informed choices about personal action, and to learn from everyday experience.

Practical skills

Whilst this programme is not targeted at personal skill development we believe that the learning process will enhance skills in the following areas:

- Giving and receiving feedback, learning from feedback received and making critical subjective judgement and evaluation
- Conscious attention to self (thoughts, feelings, theories in action...), attention to others, active listening, and staying present in a situation
- Communicate, motivate and engage with others more effectively.

Content

A significant part of this module will be achieved through self reflection (including journaling and reflecting upon the experience of the 'Ambition into Practice'), support and challenge from an executive coach, and learning with peers in action learning. In addition, specific content aspects to be addressed within the Leadership Forums include:

1. Reflection and learning in practice

Considering the skills and processes of learning and reflective practice including theories of single-loop and double-loop learning, using a personal learning journal and writing as a form of reflection.

2. Personal psychology

An overview of different schools of thought as relevant for leadership in organisations and building upon the work on individual change in The Relational Leadership Module: psychodynamic, humanistic and relational. Consideration to noticing and dealing with self and others' defensive routines, including the personal consequence for leaders of processes of transference and projection.

3. Personal leadership statement

An inquiry into personal leadership: leadership style, consistency and congruency in behaviour, motivation (including personal purpose and values), communication and engagement patterns, hooks and drivers, strengths and vulnerabilities.

Assessment overview

At Diploma level (for those participants who elect to study to Diploma), a work-based written assignments of 5,000 words is required for 20 credit points:

- Assignment 6: Personal Leadership Statement: Theory and Practice.