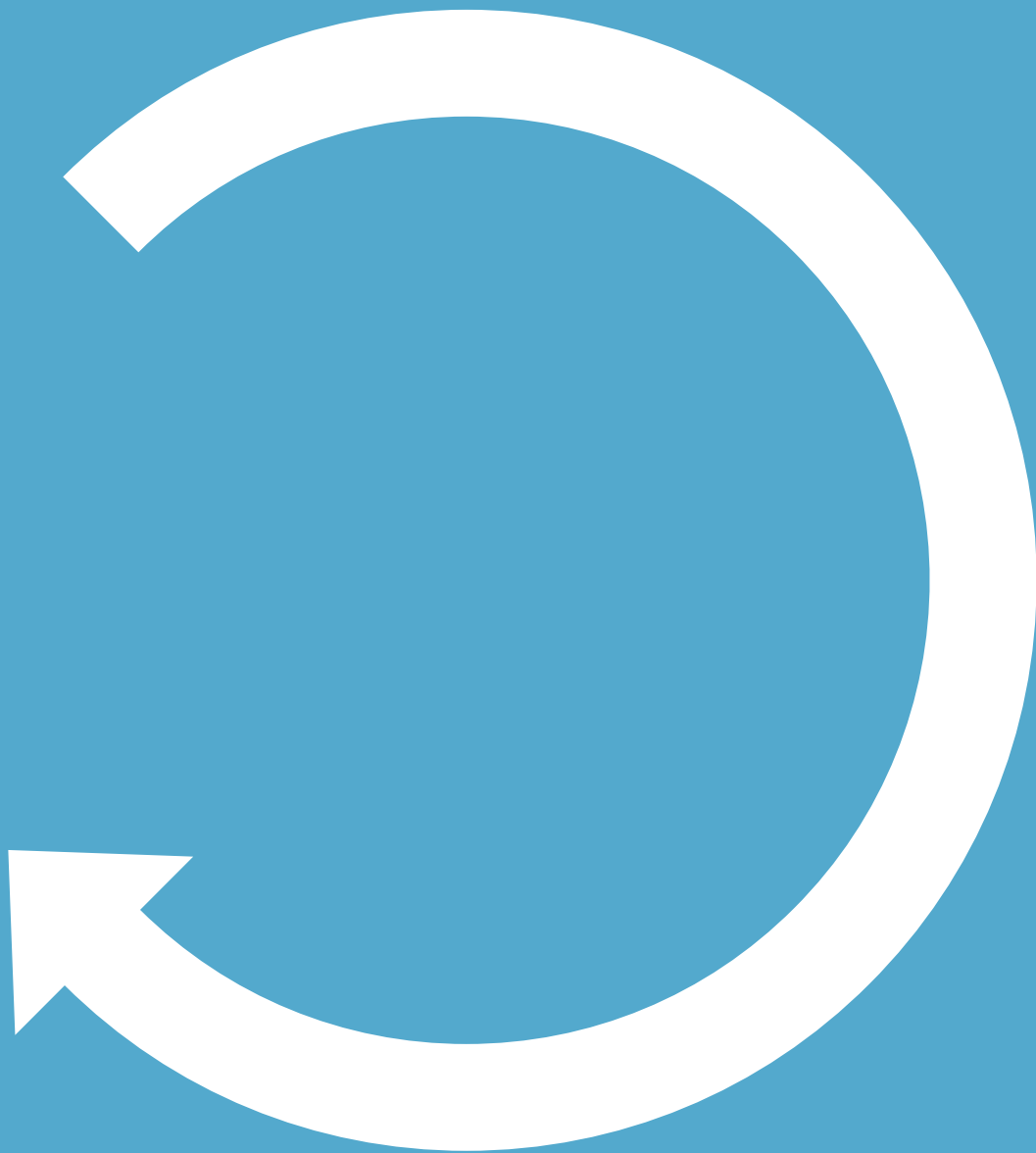


Call for applications

November 2018

GenerationQ

Cohort 9: November 2018



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The Health Foundation

The Health Foundation is an independent charity committed to bringing about better health and health care for people in the UK.

Our aim is a healthier population, supported by high quality health care that can be equitably accessed. We learn what works to make people's lives healthier and improve the health care system. From giving grants to those working at the front line to carrying out research and policy analysis, we shine a light on how to make successful change happen.

We make links between the knowledge we gain from working with those delivering health and health care and our research and analysis. Our aspiration is to create a virtuous circle, using what we know works on the ground to inform effective policymaking and vice versa. We believe good health and health care are key to a flourishing society. Through sharing what we learn, collaborating with others and building people's skills and knowledge, we aim to make a difference and contribute to a healthier population.

For more information visit:
www.health.org.uk



An introduction to GenerationQ

1

1.1 About the fellowship programme

GenerationQ is a fully funded leadership development fellowship programme, designed to generate a network of Fellows who are skilled and effective leaders of improvement in health care and who are able and willing to have an impact beyond their immediate sphere of influence. The programme is validated by Ashridge Executive Education at Hult International Business School to Masters degree level.

This unique and challenging fellowship brings together senior leaders in clinical and non-clinical roles from across the UK, representing the wide variety of sectors working in and with the health service – including provider, commissioner, policy, regulatory, third sector, local authority and charitable organisations. As well as gaining a postgraduate academic qualification, Fellows will be able to develop their organisation's capability for quality improvement.

Through a lasting relationship with the Health Foundation, Fellows of GenerationQ will be invited to take part in continuing opportunities to connect with the Foundation and promote its learning across the UK.

GenerationQ is delivered in partnership with Ashridge Executive Education at Hult International Business School. The programme was co-designed by the Health Foundation, Ashridge Executive Education and Unipart Expert Practices (part of The Unipart Group). Bringing together in-depth understanding and expertise of both improvement methods and organisational change is one of the unique features of the programme.

GenerationQ opens for applications on **Tuesday 27 November 2018** and the deadline for applications is **12 noon, Monday 14 January 2019**.

If you have any questions regarding the GenerationQ programme, please contact a member of the team at **GenerationQ@health.org.uk** or on **020 7257 8000**.

1.2 Ashridge Executive Education at Hult International Business School

Ashridge Executive Education was founded in 1959 by a group of business leaders as a charitable trust, the Ashridge (Bonar Law Memorial) Trust, with the aim of improving the quality of provision of management development. The Ashridge (Bonar Law Memorial) Trust reinvests the surplus it generates to further its purpose of improving the practice of management and organisational effectiveness throughout the world through the provision of research, executive development and consultancy services. Ashridge Executive Education obtained its own degree awarding powers in 2008 and is one of only five non-publicly funded UK institutions able to award its own degrees. In September 2015, Ashridge operationally merged with Hult International Business School. While the two institutions stay as separate legal entities, they function as a single organisation for students and clients.

Ashridge Executive Education has 50 years of experience of working with a wide variety of international and national, private and public sector organisations, assisting them in complex organisational change and leadership development initiatives, including a dedicated focus on health care. Its continuing consulting experience provides the basis for ongoing research into organisations and developing leaders, with a particular focus on regarding organisations as complex systems. Ashridge brings this experience, combined with its academic grounding, to all the work it undertakes. For further details, visit its website: www.ashridge.org.uk.

To find out details about the core faculty for the programme, please refer to the Appendix of this document.

1.3 What is unique about GenerationQ?

GenerationQ is a unique fellowship that aims to develop skilled and effective clinical and non-clinical leaders for quality improvement in health and health care across all four countries of the UK. The curriculum, delivered at Masters level, pays equal attention to the latest thinking and research on both the ‘harder’ side of change, in terms of improvement methodologies, and the ‘softer’ side of change, in terms of leadership. It is grounded in both the art and the science of engaging others in improving quality. It is founded upon critical analysis of current research and theory, which has practical relevance to those currently leading improvement at an organisational and system level, making a difference to patients and service users.

The programme offers support and challenge from faculty and participants to help Fellows achieve a lasting and positive impact in their organisation, during and beyond the programme, and to learn from the process. This is encapsulated in the notion of an Ambition into Practice, which is one vehicle for Fellows to apply their learning from the programme back into their own organisation.

Learning is delivered through residential leadership forums at Ashridge Executive Education; action learning and one-to-one coaching; and personal reading, writing assignments and experimenting with doing things differently in practice.

1.4 What the programme offers Fellows

Through participation in GenerationQ, Fellows will:

- Become more effective and better equipped to lead quality improvement for the benefit of patients, staff and carers in today’s challenging environment.
- Learn how to do things differently rather than just working harder. Fellows may already be experienced at leading improvement, but by the end of the programme they will know how to apply frameworks; be able to apply theory and research about improvement methodology, leadership and change to their own context; and be able to articulate the reasons for their choices with confidence.

- Be more self-aware of their impact as leaders, their personal preferences and blind spots.
- Understand how to meaningfully engage with others at all levels in the wider system and use their learning to navigate their context and create a culture that is conducive to improvement.
- Achieve a postgraduate certificate in Leadership (Quality Improvement) from Ashridge Executive Education, subject to successful completion of assignments. Fellows may also choose to register for an Ashridge Executive Education postgraduate diploma or Masters in Leadership (Quality Improvement). The decision about what level to study to does not need to be made until 10 months after the start of the fellowship. All Fellows will participate in all cohort learning activities regardless of their chosen level of study.
- In addition, at the end of the programme, Fellows will be able to make a difference through their Ambition into Practice (further information on page 10), with the support and challenge of faculty and the other Fellows.

1.5 What the programme offers Fellows' organisations

By the end of the programme, organisations will have:

- Benefited from a significant shift in quality as the Fellow applies their new knowledge and insights to build on the organisational priorities and improve key services through their Ambition into Practice.
- Benefited from the skills and insights of a senior leader who is adept at generating the cultural change necessary to underpin quality improvement.
- Experienced an increase in excitement and interest within the organisation for improving quality as the Fellow shares their learning and experiments with others.
- Made use of the opportunity for the organisational sponsor to absorb the Fellow's learning 'by proxy' to enhance their own understanding of improving quality.
- Helped develop a highly sought-after leader.

1.6 The role of organisational sponsors

Each Fellow is required to have an organisational sponsor; an important and active part of this fellowship programme. Sponsors are typically an appropriate senior member of the Fellow's organisation at the time of applying.

The sponsor will engage with the Fellow throughout the whole process, from application to completion of the programme. Who the sponsor is will depend on the Fellow's role and the structure of the organisation, but we expect that they will be a member of the executive team or board as relevant.

1.7 Financial support

The cost of participating on the GenerationQ fellowship, including fees for the Postgraduate Certificate, is met by the Health Foundation. In addition, all Fellows will receive a financial grant to assist them in covering essential costs, such as travel and for the funding of further development activities.

The option to complete the postgraduate diploma or Masters will incur further fees from Ashridge Executive Education, which will need to be met by Fellows. Some of the financial grant can be used to cover these additional fees, but Fellows should be aware that some self-funding may be required.

At the mid-point of the programme, Fellows will be required to submit financial reports outlining spend to date, and forecast spend for the remainder of the award. A final report outlining spend will be required at the end of the programme. The award sum includes expenses incurred during the completion of the fellowship programme.



Programme components,
curriculum and key dates

2

2.1 Components of GenerationQ

If you are a senior leader committed to improving the quality of health care, the fellowship programme offers the opportunity to learn with a group of experienced peers in a highly supportive and challenging environment. Specifically, the programme consists of the following:

1

Leadership forums: Six themed residential workshops, which will take place primarily at Ashridge Executive Education (Berkhamsted, Hertfordshire); some residential forums may take place elsewhere, and Fellows should be prepared to travel abroad. In these six workshops, the core faculty and Fellows, joined by guest practitioners and theorists, will work together to create an effective learning community, explore relevant theory grounded in the context of health care, and develop pertinent leadership skills. Please note the dates for these will not change and you need to be able to attend all of them to qualify for the programme.

Individual executive coaching: All Fellows will have a dedicated and experienced Ashridge Executive Coach. Their role will be to support and challenge Fellows in the process of seeking feedback, articulating their own learning agenda, learning from working on leadership issues as they arise and, finally, articulating their personal leadership statement. The coach can also 'accompany' Fellows at their place of work to observe them as they 'lead for real,' to offer feedback and to work on live issues.

2

3

Technical Practitioner support: All Fellows will have the opportunity to invite an Expert Technical Practitioner to support them in their organisation as they put into practice learning about improvement methods.

Action learning in groups: Action learning sets are facilitated peer support and challenge groups where Fellows learn both from being coached on their own leadership issues and coaching others. These groups will meet both face-to-face and virtually, to experience and develop increasingly important virtual engagement skills.

4

Ambition into Practice: This is a very important element of the fellowship programme. As part of their ongoing leadership role, Fellows will take forward and learn from a significant and deliberate initiative to lead either local or wider health care system improvement. This activity might be a current and ongoing complex piece of quality improvement work within their own sphere of control and influence, or a new focus of work that they will need to negotiate and scope with others.

5

6

Inquiry visits: Working in small groups, Fellows will be offered the opportunity to experience and explore different perspectives and organisations other than their own. This includes visiting ongoing improvement projects both in health and the private sector, and shadowing a colleague from the programme at their place of work.

7

Virtual engagement: As part of participating in the fellowship, all Fellows and their sponsors will have full use of the Ashridge Virtual Learning Resource Centre (VLRC). This is a comprehensive online library and a very useful tool to support project work, assignment writing and personal development. Developed in 1999, the resource is already used by over half a million leaders from 175 private sector, public sector and large international clients as well as the Ashridge Alumni network. The VLRC delivers learning materials compiled by Ashridge faculty and associates along with a range of third-party resources from external content providers.

8

Synchronous webinars: Several half-day synchronous webinars will be developed in response to emerging needs and interest from within the group, to deepen knowledge and understanding of subjects and topics raised within the leadership forums.

9

Personal journaling: If Fellows are to explore their full potential as leaders, one of the most powerful things they can do is to become more aware of their preferences and assumptions, and gradually develop more critically reflexive choice about how they react and respond – even when faced with the type of stimuli that trigger long-standing patterns of responses. This is not always easy as it involves reflecting on, and inquiring into, experience to uncover the patterns of assumptions and behaviours that exist. Fellows will keep and use a reflective journal to help with this process and provide valuable material for assignments.

10

Reading and written assignments: Wide reading relevant to the four leadership domains and subject areas will be encouraged. Core and supplementary texts will be recommended for each subject area. Recognising the reality of significant time pressure for all Fellows, specific chapters will be recommended as core preparation for each leadership forum. Fellows will be expected to write a number of assignments. The assignments are designed to be reflective, to support the integration of theory into practice, and be highly relevant to the challenges Fellows face in their local contexts. Extensive and personalised feedback is offered on all assignments.

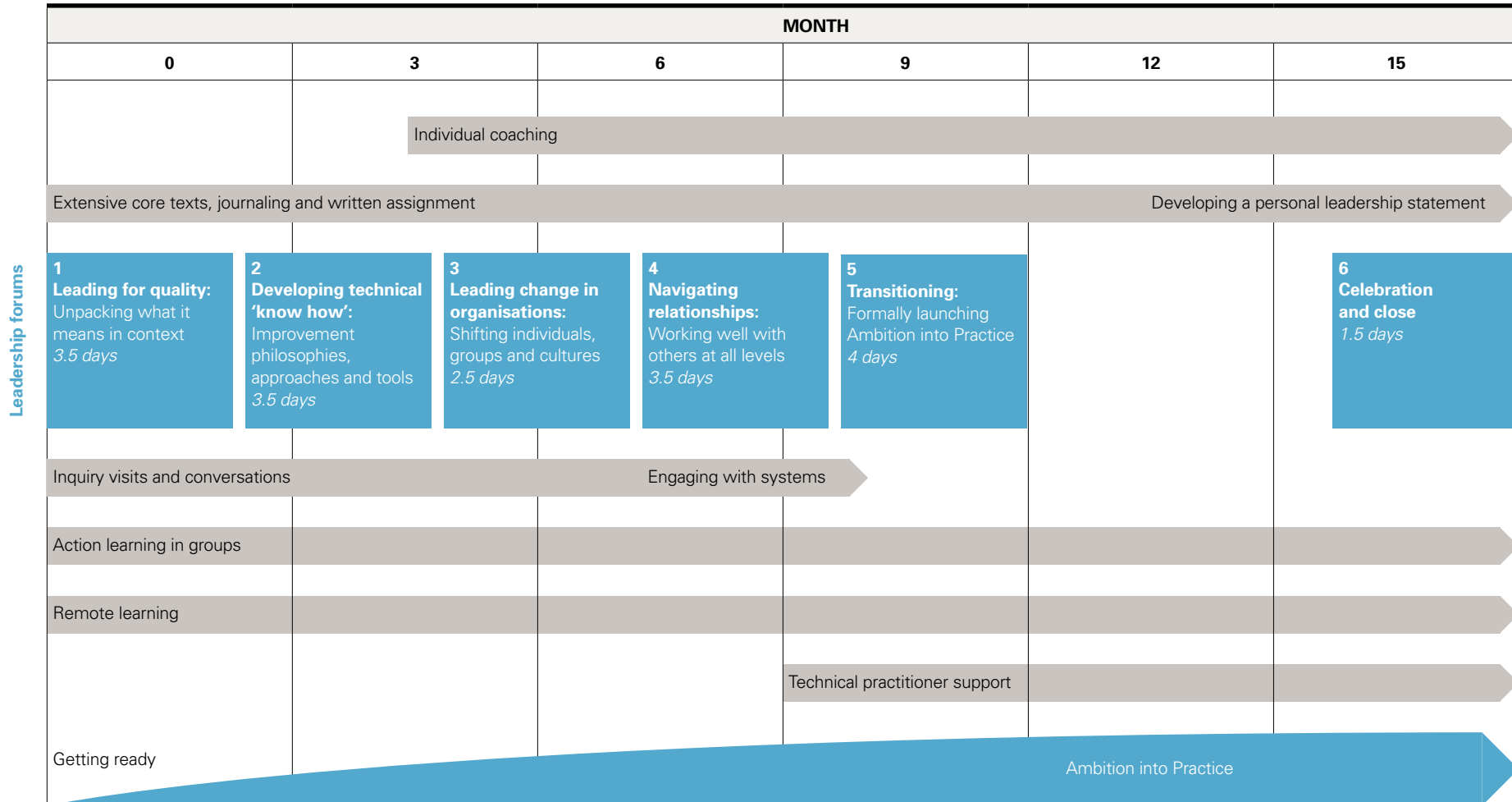
The opportunity to work closely with, and learn from, a multidisciplinary group of peers:

The group (up to 18 in total) will represent the diversity of the health care sector and aims to include patient representative organisations and health care policymakers from across the UK.

11

GenerationQ components

Figure 1 illustrates how the components of the programme are delivered over the 18 months.



2.2 Programme curriculum

The programme curriculum is based on the four GenerationQ leadership domains – see Figure 2 below.

<p>Contextual leadership</p> <p>Enhancing local conditions (formal and informal strategy, culture and environment) to be more conducive for quality improvement in the context of the macroeconomic agenda (including national policy and politics, opportunities and constraints).</p>	<p>Technical leadership</p> <p>Making informed choices about how to go forward based on awareness, understanding and some experience of the full range of improvement philosophies, approaches, methods and tools.</p>
<p>Relational leadership</p> <p>Leading change and engaging skilfully with others at all hierarchical levels, and including patients and carers, in the complex and challenging environments of the wider system.</p>	<p>Personal leadership</p> <p>Being highly self-aware and authentic; knowing one's own strengths, motivations, patterns, needs and limitations.</p>

Figure 2: GenerationQ leadership domains

A detailed description of curriculum aims and content for each domain is available in the GenerationQ curriculum (please see the Appendix).

2.3 Key programme dates

Please note that the following dates are mandatory for all GenerationQ grant holders.

Activity	Date
Leadership Forum 1	Tuesday 21 – Friday 24 May 2019
Welcome & Action learning sets at the Health Foundation	Thursday 20 June 2019
Leadership Forum 2	Tuesday 23 – Friday 26 July 2019
Leadership Forum 3	Wednesday 2 – Friday 4 October 2019
Leadership Forum 4	Tuesday 7 – Friday 10 January 2020
Health Foundation Day	Wednesday 4 March 2020
Leadership Forum 5 including Sponsors' Day	Tuesday 28 April – Friday 1 May 2020
Leadership Forum 6	Monday 2 – Tuesday 3 November 2020

Please hold these dates now and keep them free; we will not be able to change them and successful applicants will be expected to attend all activities. Further dates will be scheduled with Fellows for action learning meetings, coaching sessions, and graduation. Failure to attend events may result in Fellows losing their place on the programme.

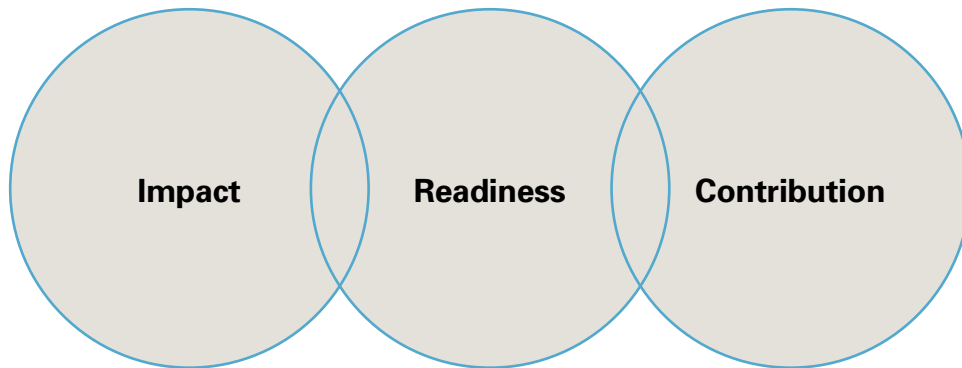


Eligibility

3

3.1 Selection criteria

There are three elements that we take into consideration for selection into the GenerationQ programme: the applicants' **impact, readiness and contribution**.



Impact

Senior leaders in a relevant health related role

The fellowship is aimed at senior clinical and non-clinical leaders who are in a position to lead across boundaries at least within their organisation, and who are likely to, now or in the future, have impact across the wider health and care system. We know that organisations flourish when the workforce is diverse, and GenerationQ aims to reflect the diversity of those working in and with the UK health service.

Applications are welcomed from people working in health and health care related organisations such as professional bodies, Royal Colleges, government/policy departments and health/patient focused charities, in addition to all sectors of the NHS.

We understand that job titles do not give the whole picture of seniority and impact, but as a guide, applicants may already be a director, or aspiring to be one, or a clinician or practitioner in a leadership or managerial position. Examples of roles include, but are not restricted to, the following:

- Medical Director or Associate/Deputy Medical Director
- Director or Associate Director of Nursing
- Chief Operating Officer
- Director of Operations
- Director of Improvement/Quality
- GP in a senior position in the local Clinical Commissioning Group (such as Clinical Chair)
- National or Regional Director (for those in a charity, or professional or government body)
- Director of Public Health or Social Care

The learning on this fellowship programme will take place within the context of the Fellows' organisations. Those on secondment or in a fixed-term post will be eligible to apply, but such applicants will need to show how they will make sure systems or relationships are in place to enable continued improvement.

Potential to develop a high profile and have wide reach

GenerationQ is for leaders who will use their learning and development on the programme to have a far-reaching impact on the quality of health and health care. We will therefore be looking for evidence that Fellows are already building their profile and demonstrating a capacity to influence beyond their immediate sphere. We welcome participants from small and large organisations, and expect applicants to take an active interest in their wider system. We need to be convinced that Fellows' potential for impact will, at least in time, reach beyond a single setting.

Ability to lead improvement

A significant element of this fellowship programme will be sharing experiences and learning with the wider group. It is not designed to teach individuals how to lead improvement, but rather to draw on shared experiences and to introduce and discover together new ways of thinking and acting that help to have a greater impact on the improvement of health care quality. We anticipate that applicants will have some prior experience in leading improvement and will expect to see evidence of previous work in their application form, as well as opportunities for further work.

Commitment to improvement

The aim of this fellowship programme is not simply to give personal and professional development; it has been developed to equip leaders with the capabilities and techniques that will enable them to drive forward improvement across their organisation or system and to influence others to lead improvement. We are looking for demonstrable enthusiasm for learning how to lead and influence improvement.

Readiness

Capacity for reflective learning

We believe that leaders need to step back from their day-to-day lives and reflect thoughtfully on their experiences. In other words, personal learning and developing personal leadership capability is achieved by both doing and reflecting on doing. Fellows will need to show their capacity for probing, analysing, synthesising and self-awareness. It is necessary to think not just about what has happened, but why it has happened and how the situation under reflection is similar or different from other issues. When leaders reflect on their roles and actions in situations they need to be able to reflect openly on both their strengths and weaknesses.

Able to study at Masters level

The fellowship does not require a minimum standard of academic achievement; for example, we do not expect all Fellows to be graduates. However, the programme is demanding in its academic rigour and therefore we are looking for both awareness and experience of what this means in practice, particularly reading and learning from academic texts, and writing assignments to satisfy the demanding assessment criteria. In addition, where English is not the Fellow's first language, we will be seeking evidence of significant professional experience of using spoken and written English.

Contribution

Willingness to learn from peers

Fellows will be expected to work with peers as part of the whole community and via action learning sets: facilitated peer support and challenge. This will involve sharing their own issues at work and will require them to be curious about others' situations and perspectives, and be open to both giving and receiving robust feedback.

Able to commit to the time and other demands of the fellowship programme

The time commitment for the programme includes attendance at six residential leadership forums and participation in a range of virtual and face-to-face action learning sets, coaching and further optional learning activities. In addition, we anticipate an average of 10-25 hours of personal study per month over an 18-month period, for those completing the postgraduate certificate or diploma. For those choosing to study for the Masters qualification, the programme duration is extended to two years. For more information about the key dates for the six residential leadership forums, please see page 13 .

Active sponsorship by a senior executive (for example, Director, Chief Executive or Chair)

In order to assist Fellows in achieving impact, we recognise the importance of full and active support from a senior representative from their organisation or system. The organisational context and readiness for change will be instrumental in the success of leading wide-reaching improvements. Therefore, applications need to be endorsed by the Chief Executive, or relevant leader on the senior leadership team.

3.2 Key selection dates

In order to gain a place on the programme, candidates are required to attend one Assessment Centre; places will be randomly allocated. Please keep the dates for all three Assessment Centres free, as it is unlikely we will be able to accommodate individual requests.

More information about the application process can be found in the [Application and selection process](#) document.

Activity	Date
Open for applications	Tuesday 27 November 2018
Application deadline	12 noon, Monday 14 January 2019
Shortlisted candidates invited to an Assessment Centre and briefed on the organisational inquiry process	By Monday 4 February 2019
Deadline for the return of organisational inquiries	Friday 22 February 2019
Assessment Centre 1, 2 or 3	Monday 4 – Tuesday 5 March 2019
	Monday 11 – Tuesday 12 March 2019
	Monday 18 – Tuesday 19 March 2019
Final selection of the cohort	Week commencing Monday 8 April 2019
Verbal feedback about strengths and development areas for all participants in the Assessment Centres, whether finally selected or not	April/May 2019







Appendix

4

GenerationQ curriculum

Contextual Leadership

 Subject title	 Level	 Credit points	 Assessment
Contextual Leadership (Certificate)	Level 7 (Masters)	20 Certificate (Module 1)	Written assignments

Aims

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

- understand national policy for health care quality improvement and implications for their immediate context
- shape and influence local health care 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

This module focuses on knowledge and understanding, and cognitive (thinking) skills.

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 within a national health care policy environment.

They will also be able to demonstrate and critically reflect upon their own organisational culture, leadership and quality improvement context, and on their personal perspectives and assumptions held.

Technical Leadership

 Subject title	 Level	 Credit points	 Assessment
Technical Leadership (Certificate and Diploma)	Level 7 (Masters)	20 Certificate (Module 2) 20 Diploma (Module 5)	Written assignments

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





These modules focus on knowledge and understanding, and cognitive (thinking) and practical skills.

On completion of these modules of the programme the successful participant will have specific knowledge and understanding of the key methodologies used in the health care context to deliver improvements, and the potential pitfalls in delivering sustained and ongoing improvement.

They will also be able to demonstrate specific intellectual capabilities. For example, being able to make informed choices of specific improvement methodologies and explain their strategy for improvement, based on their own improvement context: recognising the voice of the patient, current health care climate and budgetary restrictions.

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.

Relational Leadership

 Subject title	 Level	 Credit points	 Assessment
Relational Leadership (Certificate and Diploma)	Level 7 (Masters)	20 Certificate (Module 3) 20 Diploma (Module 4)	Written assignments

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




These modules focus on knowledge and understanding, and cognitive thinking and practical skills.

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. This will include ways of understanding individual responses to change, conceptualising resistance and working with both, and broader perspectives on the phenomenon of power and politics within organisations, including the notion and manifestations of ‘stuckness’.

The successful participant will be able to understand and appreciate the complexities of organisational change and different approaches to it, and the implications for leadership. They will be able to understand the relationship and tensions between technical approaches and relational approaches and where each might be appropriate in leading quality improvement – and how this might affect the dynamics and interplay of relationships within, and between, individuals and groups, particularly when introducing change.

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, to map and influence stakeholders, and engage others.

Personal Leadership

 Subject title	 Level	 Credit points	 Assessment
Personal Leadership (Diploma)	Level 7 (Masters)	20 Diploma (Module 6)	Written assignments

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 workplace and learn from the experience
- are resourced to sustain the personal challenges of leading to improve quality.

Curriculum

This module focuses on knowledge and understanding, and cognitive thinking and practical skills.

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, and personal psychology as relevant to a leader in health care.

They will also have 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. This enhanced reflexivity and awareness of 'personal theories-in-action' and 'personal values-in-action' will inform their practice as leaders.

While this programme is not targeted at personal skill development, we believe that the learning process will enhance conscious attention to self (thoughts, feelings, theories in action. . .), attention to others, active listening, staying present in a situation, and making critical subjective judgement and evaluation.

Ashridge Executive Education at Hult International Business School

Core Faculty



Brian Marshall

Brian joined Ashridge from his role as Head of Organisation Development and Design for the British Civil Service. In this role, he led a team of internal consultants from across all government departments and was involved in a broad range of leadership development programmes, board facilitation, large group interventions and individual coaching. The aim of this work was to equip departments to work more efficiently through higher staff engagement and enable more effective policy creation and delivery. His clients have included the Ministry of Justice, the Home Office, Defra, the Department for Transport and many more.

Brian has worked with a range of clients in both private and public sectors globally, and has worked on change projects in sectors such as telecommunications, manufacturing, FMCG and health. He also has a background in Lean and Six Sigma, as well as other improvement methods.

Previously, Brian was the Director of Strategy and OD for Unipart Group globally and had responsibility for looking at acquisitions and the overall direction of the business. He led a number of company-wide initiatives on strategic decision making and customer engagement, supporting this with leadership development programmes.

His formative career was in general management and logistics, with companies such as British Oxygen, Black and Decker and Exel (now part of DHL). He was MD of Unipart Technology Logistics and grew this business from a standing start to a highly profitable company with a blue chip client list.

Brian graduated from London University and has a Masters degree in Organisation Consulting with Distinction from Ashridge Business School.



Liz Wiggins

Liz feels incredibly privileged to love her work and finds working with senior leaders in the NHS incredibly rewarding and inspiring intellectually and emotionally. She has co-led GenerationQ from its inception in 2009. She is also part of NHS England Senior Leader Coaching Pool and a member of the Ashridge team who support the NIHR. Prior to Ashridge, she held a variety of senior leadership roles in marketing, HR and communications at Unilever and BT, living in both France and the Netherlands, and working across Europe and Asia.

Liz has led and participated in a wide range of consulting assignments, from strategy implementations and culture change to internal communication and engagement. Clients have included Microsoft, Royal Holloway College, University of London, the National Trust, the Home Office and Oxfam. As her husband is a GP, she rather enjoys finding their work worlds now coming closer together. She and her husband live in Norfolk, along with her two children and rather temperamental Scottie called Willoughby.

Liz's academic background is Psychology and Philosophy. She has a BA from Durham, an MSc and PhD from Birkbeck College London and a Masters with distinction in Coaching from Ashridge. Her latest book was co-authored with a GenerationQ Fellow and is called *Relational Change: The Art and Practice of Changing Organizations*. She is an Associate Professor of Change and Leadership.



Peter Dudgeon

Peter's area of expertise is in organisational transformation, specialising primarily in the fields of Lean and Six Sigma. Before joining Ashridge, Peter Dudgeon consulted internationally for organisations such as Zurich Insurance, Her Majesty's Revenue and Customs, and the Cabinet Office. Prior to his consulting work, he was an operational manager for the Unipart Group of Companies.

Peter has a first degree in English Language and Literature, and has numerous business improvement qualifications including a Six Sigma Black Belt. His blend of process improvement and learning and development expertise has helped clients within and beyond the health service to develop their improvement capability.

Peter has a specific interest in the interplay between the relational, contextual and technical aspects of leading improvement.



Tsheli Lujabe

Tsheli is an experienced OD and Change practitioner with more than 18 years of experience in consulting to both private and not-for-profit organisations. She works with organisations, teams and individuals to facilitate culture change, support talent management and leadership development, and enhance performance and effectiveness. As a qualified Executive Coach, she works with senior leaders to design effective responses to their leadership dilemmas and develop their strategic leadership capabilities. Having worked across Europe, Africa and the Middle East as well as diverse industries from Financial Services, Pharma, Health and Automotive to FMCG, Tsheli is culturally sensitive, commercially astute and highly adaptive.

Tsheli's work is informed by complexity theory and gestalt as well as more traditional approaches. With the ability to work face-to-face and virtually at all levels of an organisation, she is passionate about using different learning methods to ensure that the diversity of individuals and teams enable sustainable impact on both the individuals and the organisations. Tsheli has worked with clients including Continental AG, Swarovski, Friesland Campina, STADA, International Committee of the Red Cross (ICRC), National Institute for Health Research (NIHR), and Care Quality Commission (CQC).

In addition to her consulting practice, she has a robust academic practice, including teaching organisational change to MBA students and teaching and supervising Masters students in leadership development.

Prior to joining Ashridge, Tsheli was a Partner and Senior Management Consultant at Yudelowitz, Shannon and Associates (YSA), a leadership and organisational development consulting firm in South Africa. At YSA, Tsheli focused on business development, relationship management, leading and facilitating major engagements, with a particular focus on transforming organizational behaviour, capability and culture. Tsheli was also a Management Consultant at Gemini Consulting, South Africa where she delivered organisational development and change management solutions for large-scale clients across sectors.

Tsheli's varied career started as a Clinical Psychologist in Cape Town, South Africa where she worked as a therapist with survivors of violence and torture as well as refugees and with the South African Human Rights Commission where she coordinated projects on child and disability rights.

Tsheli has an MSc Ashridge Masters in Organisational Change (AMOC) from Ashridge Executive Education; an MA in Clinical Psychology cum laude from the University of Cape Town, South Africa; a BA (Hons) in Applied Psychology from the University of the Witwatersrand (Wits University, Johannesburg, South Africa); an Advanced Diploma in Education (Child Development) from the University of London; and a BA in Psychology from Richmond College, The American University in London. Her ongoing professional development includes Coaching for Consultants (Ashridge Executive Education), Creating Change through Positive Micro-interventions (Gestalt International Study Centre) and Process Psychology training (Process Work Institute). She is qualified on the MBTI and FIROB psychometric instruments and is experienced in providing 360 degree feedback.

Originally from South Africa, Tsheli has resided in Nigeria, Botswana and Norway and currently lives in the UK, where she has Indefinite Leave to Remain.



Julian Thompson

Julian's work focuses on helping people achieve higher levels of purpose, productivity and fulfilment in their working lives. With an academic background in anthropology and social psychology, and practical interests in social innovation, participatory change and sustainability, he is dedicated to helping organisations unlock the talent and energy of their people for the benefit of those they serve.

Julian applies a range of methods including large group interventions, design thinking, collaborative social media, leadership and organisation development, and group-based action inquiry.

In his three years at Ashridge, Julian has conducted award-winning work for voluntary, public and private sector clients, spanning global financial services (Euroclear), welfare-to-work (Shaw Trust), health and social care regulation (Care Quality Commission), national government (UK Civil Service) and hi-tech innovation (CDT). Among other things he currently runs the UK Civil Service's Senior Leaders Scheme, a year-long programme for 100 members of the senior Civil Service.

Before joining Ashridge, Julian spent five years at the RSA, a social innovation charity, where as an Executive Director he managed a diverse portfolio of social research and innovation projects. Prior to that, he spent 10 years at the research agency Ipsos MORI. As a Research Director, he specialised in qualitative research, large-scale public engagement and deliberative dialogue, foresight and innovation.

Julian holds a MA in Social Anthropology from Cambridge University, a Postgraduate Conversion Diploma in Psychology from London Guildhall University and an MSc in Organisational Psychology from Birkbeck College, University of London.

He lives in North London with his wife, a doctor – whose tales have long inspired him to work in health – and his four young kids whose primary health contribution is to stop him ever sitting down.



Harriet Hunter

Harriet began her career as a midwife, and quickly became interested in systems change and quality improvement. In 2005, after a variety of roles in the NHS in Scotland related to quality improvement, she began working at the Scottish Government in the Health Directorates. Harriet worked on and led a variety of national improvement programmes, supporting staff across the NHS in Scotland to use improvement methodology to improve the quality of services for patients.

Harriet was in the first cohort of Generation Q, gaining her Masters in 2011. She went on to co-author the book *Relational Change: The Art and Practice of Changing Organisations* with Liz Wiggins.

Harriet is currently head of Organisational Development at the Scottish Government, where she works on organisational wide change and provides team development support to leaders and their teams within the government.

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