



Innovative Approach to Develop Leadership Capacity and Culture Change among Middle Managers

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Pretext

Our health system is complex and sometimes fragmented. Not only does the delivery of quality and safe healthcare require highly skilled clinicians, but also managers to lead clinical and cultural change. The presentation will outline practical approaches to increasing the management and leadership effectiveness of middle healthcare managers.

Background

- Number of Health Inquiries into failings in health care systems
 - » Lack of / or lapses in leadership a common theme
- Lack of leadership training
 - » Theory-based rather than skills/behaviour development

Background

- Emphasis on 'management' training
- 'Leadership' education not as strong
 - » Reasons for this are many and varied
 - False premises
 - Belief that management = leadership
 - Belief that good clinicians make good leaders
 - Leadership development is for executives not middle managers
- Formal leadership education requires different instructional techniques
- Leadership education is about limbic rather than neo-cortex learning

Considerations in Leadership Development

- 90% of leadership happening in the middle of organisations (Maxwell, 2011)
- Common issues
 - Holding to account
 - Self management
 - Self Awareness
 - Effective and strategic influencing
 - Leading change through people

Approaches to Leadership Development

- Relational and Social Pedagogy
 - » Peer learning
 - » Narrative
 - » Group discussions
 - » Metaphor
 - » Metaxis
 - » Critical Self Reflection
 - » Theatre/drama
 - » Coaching
- Innovation requires creativity
- 'Whole-Brain' Approach to development

Considerations in Leadership Development

- Change in teaching approach
 - » Not simply 'training'
 - » Leadership can't be taught...it needs to be learnt
 - » Educator takes on role of facilitator/coach rather than the traditional role of teacher
 - » Emotional Intelligence
 - » Leadership is about Influence and Influence is about Relationships
- Creating a 'safe space' for self disclosure and growth

Introduction to “Whole Brain Learning”

At a very basic level the brain works in two distinct ways.

The left hemisphere is more verbal, analyses detail and draws conclusions.

The right hemisphere is more visual and intuitive and takes on general impressions.

**Why is the understanding of 'left' brain
and 'right' brain important for the
development of nursing managers and
leaders?**

Approaches to leadership and management development must
'...connect the two separate thought processes of the brain, linking the sequential analytical knowledge of the left brain with the conceptual patterns and images of the right brain'

(Clouse, Goodwin & Aniello et al, 2013, p. 79)

**The concept 'whole' brain training is
not new.....**

‘....schools have **overemphasized verbal, analytic, and quantitative thinking skills**, while **underemphasizing intuitive, creative, and holistic thinking skills.**’ (Thomas & Holbert, 1990, p196)

‘Study the **science of art** and the **art of science**’ (Gelb, 1998, p. 169)

‘The greatest thing by far is to have **command of metaphor**. This alone cannot be imparted by another; it is the mark of genius’ (Clouse, RW., Goodin, T., Aniello, J. *et al* 2013, p80)

Approaches in 'Right' Brain Leadership Development

Metaphor and Analogy

- Symbolic framing processes aimed at creating comprehension and acceptance (Cornelissen, Holt and Zundel, 2011)

Approaches in 'Right' Brain Leadership Development

Narrative

- Make sense of the ambiguity-opportunity cycle is to tap into storytelling (Fleming, 2001)
- Use of stories to influence:- motivate, inspire, defuse conflict, influence superiors, discover a focus and construct trust (Auvinen, Aaltio and Blomqvist, 2013)

Approaches in 'Right' Brain Leadership Development

Metaxis

- Belonging completely and simultaneously to two different autonomous worlds (Linds, 2006)
- Safe space to critique practice

Approaches in 'Right' Brain Leadership Development

- Imagery

- Context shifting (Barry & Meisiek, 2010)

- Projective

- Sense-making

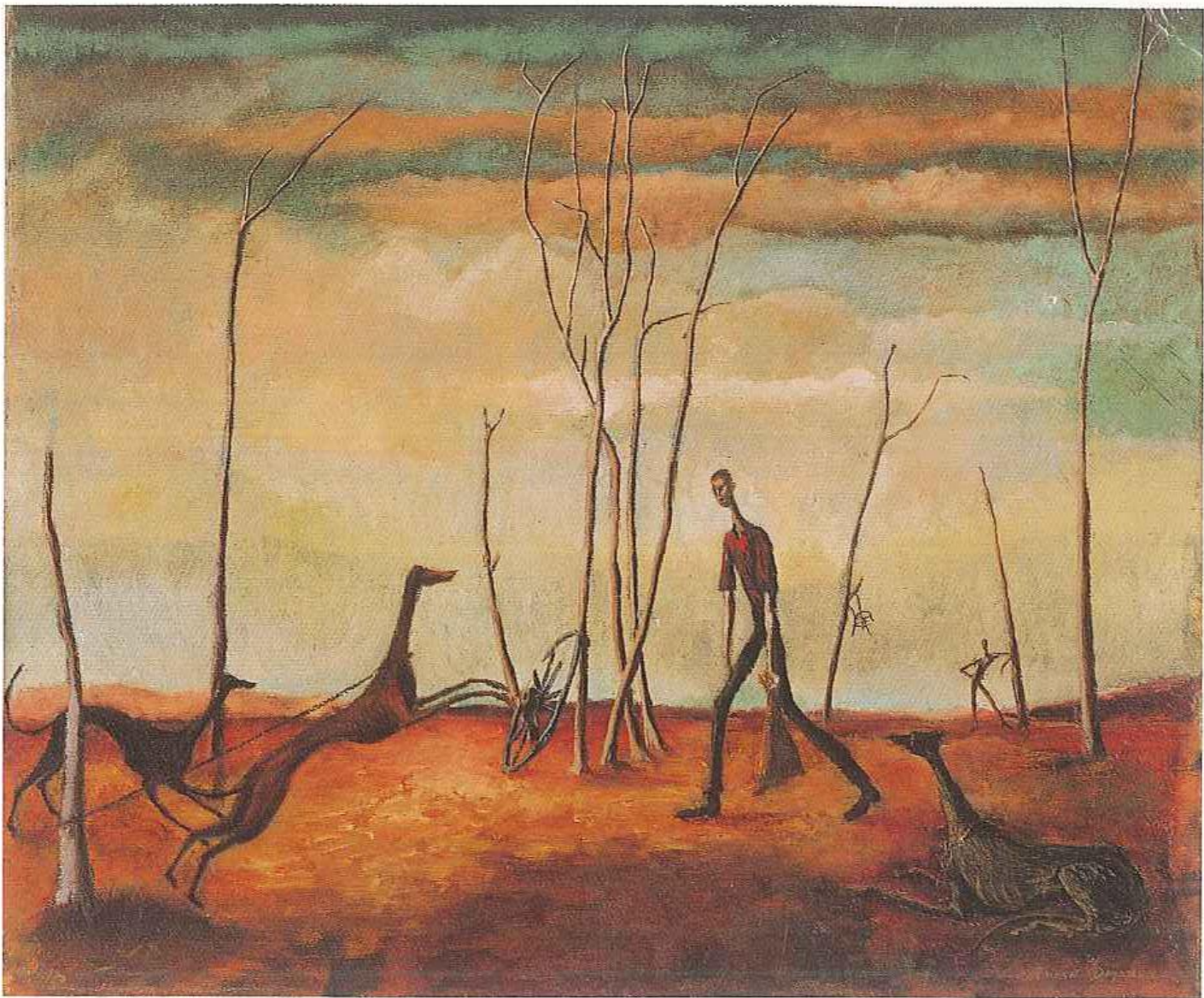
*'...when art is used to **illustrate essence**, rather than as a way to evoke personal meaning and sense-making, it embodies universally recognized qualities, situations, **emotional responses**, or ways of being.'*

(Taylor & Ladkin, 2009, p. 59)

Exercise in 'Right' Brain thinking

Examine the next image

What do you see?



Exercise in 'Right' Brain thinking

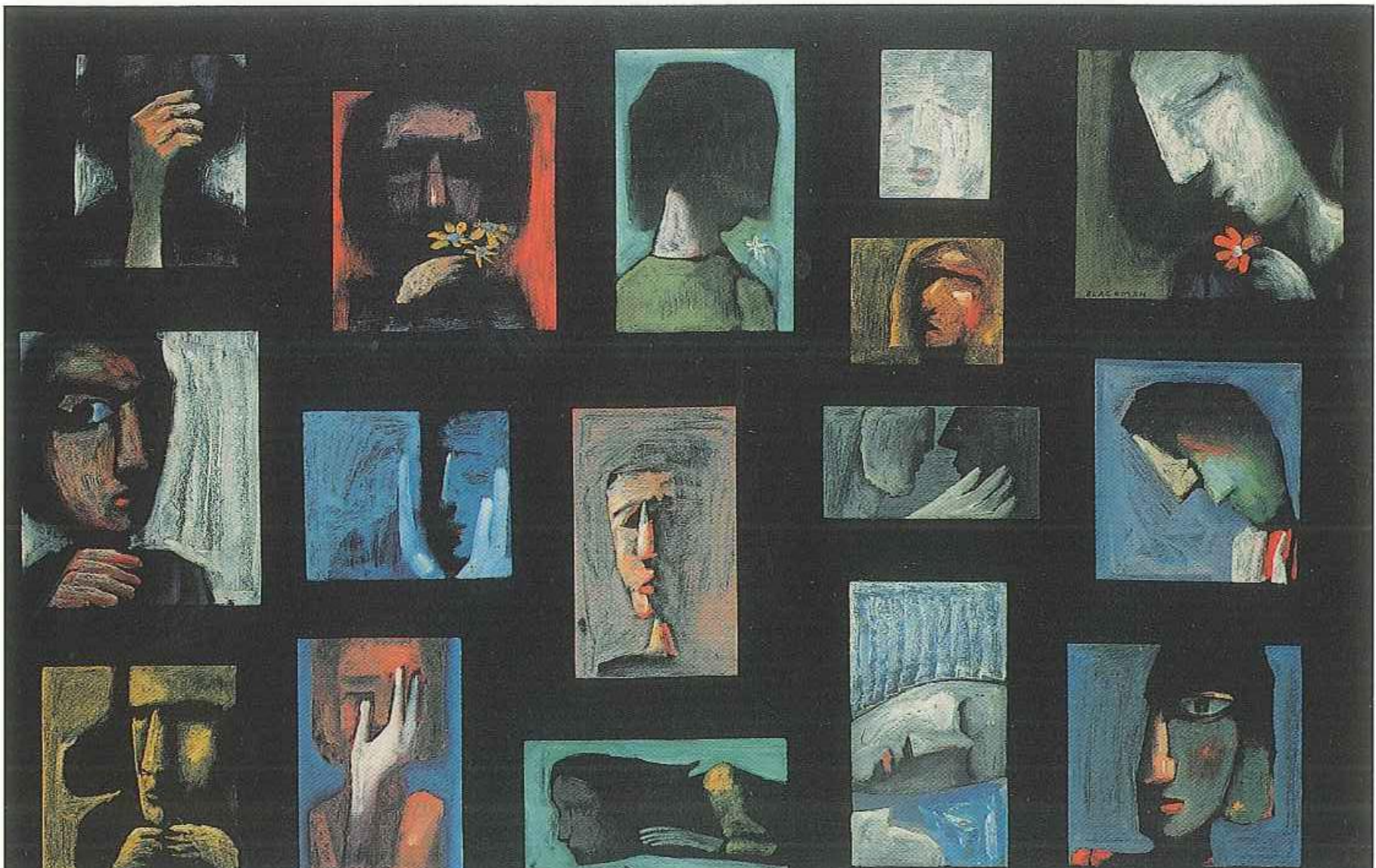
Most managers go straight to image interpretation (left brain)

Rather than image appreciation and understanding the elements (right brain)

Exercise in 'Right' Brain thinking

Let's try that again

What do you see?



Exercise in 'Right' Brain thinking

Now you have really looked at the images, what interpretation do you make?

Exercise in 'Right' Brain thinking

- What is your understanding of what is being portrayed in the last image?
- How do you feel about the image as a piece of art?
- What is it a metaphor for?

What are the lessons we can take from this presentation?

- Introducing 'right' brain activities can expand the effectiveness of nurse managers
- Increasing 'right' brain functioning releases more creative solution making
- Take the time to gather all of the information/data before moving to interpretation
- Understand and embrace diversity of opinion
- If you want your managers to deal with complexity, innovation and change, you can't make them concrete thinkers

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