HILCA 360°

growing health leaders

Self Development Guide

"The only mistake
in life is the lesson
not learned."

ALBERT EINSTEIN

Dear Health Care Leader,

"He who knows others is wise; he who knows himself is enlightened." Lao-tzu, Chinese philosopher

For a long time, what has distinguished human growth is the drive to be better, learn more and be a part of something. The importance of understanding who you are, what motivates you, how you achieve things and what impact you have on others is vital to personal growth.

What's your view on growth?

In her book, Mindset – The New Psychology of Success, Carol Dweck shows **the power of our most basic beliefs.** Whether conscious or subconscious, they strongly "affect what we want and whether we succeed in getting it." Much of what we think we understand of our personality comes from our 'mindset.' This both propels us forward and prevents us from growing and fulfilling our potential. Much of Dweck's research centres around this question. Your answer to it is an important one.

Do you believe intelligence or personality is fixed, or that it can be developed over time?

Dweck asks: What are the consequences of thinking that your intelligence or personality is something you can develop, as opposed to something that is a fixed, deep-seated trait?

Your view of yourself can determine everything. If you believe that your qualities are unchangeable — the fixed mindset — you will want to prove yourself correct over and over rather than learning from your mistakes. This mindset leads to a desire to look smart and therefore to a tendency to avoid challenges, give up easily in the face of obstacles, see effort as fruitless, ignore useful negative feedback and feel threatened by the success of others. As a result, this mindset often leads to one plateauing early and achieving less than their full potential.

However, a **growth mindset** states the hand you're dealt is just the starting point for development. It is based on the belief that your basic qualities are things you can cultivate through your efforts. This is the mindset that allows people to thrive during some of the most challenging times in their lives. This mindset leads to a desire to learn and therefore a tendency to embrace challenges, persist in the face of setbacks, see effort as the path to mastery, learn from criticism, and find lessons and inspiration in the success of others. As a result, people with a growth mindset reach ever-higher levels of achievement.

"A comfort zone is a beautiful place… but nothing ever grows there."
*John Assaraf, author of Innercise: The New Science to Unlock Your Brain's Hidden Power*

Operating in this space —just outside of your comfort zone— is the key to improving your performance. If you are feeling discomfort, remember this is a good sign that you are growing, changing and improving.

You can approach the results from your report through two mindsets: "Am I not smart enough to learn it… or have I not learnt it <u>yet</u>?"

Your view of yourself and the world can determine everything. You get to choose what this is.

A simple way to sum this up is: **Our view of the world influences how we behave and determines the results we get.**

Your comfort zone

where the magic happens
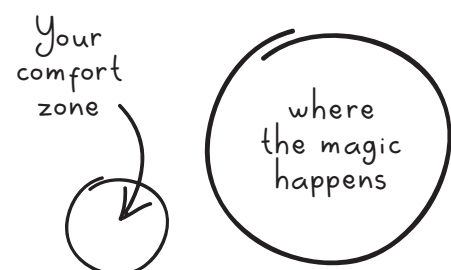
| VIEW | ACTION | RESULT |

360° surveys are a great way to explore insights from yourself and others with the intent of learning and growing (therefore not judging) the views, actions and results we have in life. It is normal for participants in 360° surveys to be encouraged and challenged by the results they receive.

"The challenge is to always improve, always get better, even when you are the best. Especially when you are the best. Embrace the challenge." James Kerr, author of Legacy - 15 Lessons in Leadership, on the New Zealand All Blacks, one of the world's most successful sporting outfits

The insights begin a journey of development towards the 'preferred self' that you envisage for yourself. This self-development guide will assist you on the journey with information to get you thinking, activities to help you reflect and action planning to get you moving. You will deepen your relationship with yourself.

The work you do will inevitably improve your relationship to your work, your industry, your colleagues and yourself. By improving your relationships, you will have a profound impact on performance and outcomes.
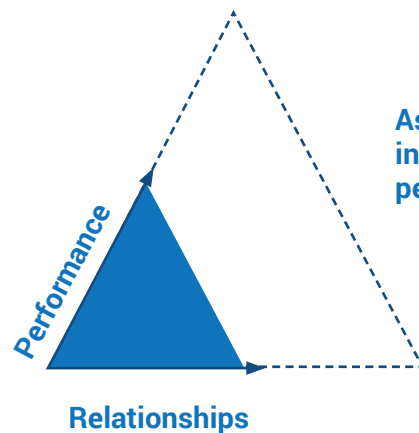
As the quality of relationships increase, so does the performance.

Performance

Relationships

Enjoy!
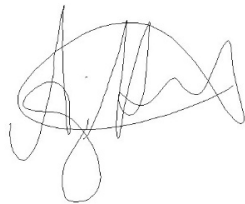
Ash Hunt
Director & Performance Coach, Veraison Training & Development

Watch this inspiring Ted Talk on learning and self-development
Link: https://bit.ly/2y9fmuK (TED TALK, Carol Dweck)
Or scan the QR code to the right

CONTENTS

1. INTRODUCTION

1.1 ABOUT THE SELF DEVELOPMENT GUIDE

This guide was developed for leaders in the health care industry and works in conjunction with your HILCA 360 Feedback Report. It was developed as a practical toolkit to help you strengthen areas for improvement through understanding of contemporary leadership practice and theory and practical activities that help you to focus on making improvement where it's desired.

1.1.1 SYMBOLS

Throughout this guide you will see various symbols to indicate an additional resource or activity which is there to supplement your development in these areas. You will get the most from this guide by taking time to read and work with the activities, talking to others about what you have read or learnt and making commitments that enable you to move towards your desired results.

Complete the activity to gain further insight into the concepts being discussed.

Scan QR code using your iPhone camera or download a QR code scanner from the App Store.

Consider what you have learnt and link any new discoveries back to your Personal Development Plan.

1.2 HOW IT LINKS TO THE HEALTH LEADS AUSTRALIA: THE AUSTRALIAN HEALTH LEADERSHIP FRAMEWORK

The HILCA 360 Survey and this guide have been based on the capabilities outlined in the Heath LEADS Australia Framework and cover each of the five leadership domains. This gives you the greatest chance of developing the capabilities required by the industry and community.

Sections 4 to 10 of this guide contain more information about what each of the domains focus on and provide relevant leadership practice and theory to increase awareness and understanding of these.

1. INTRODUCTION
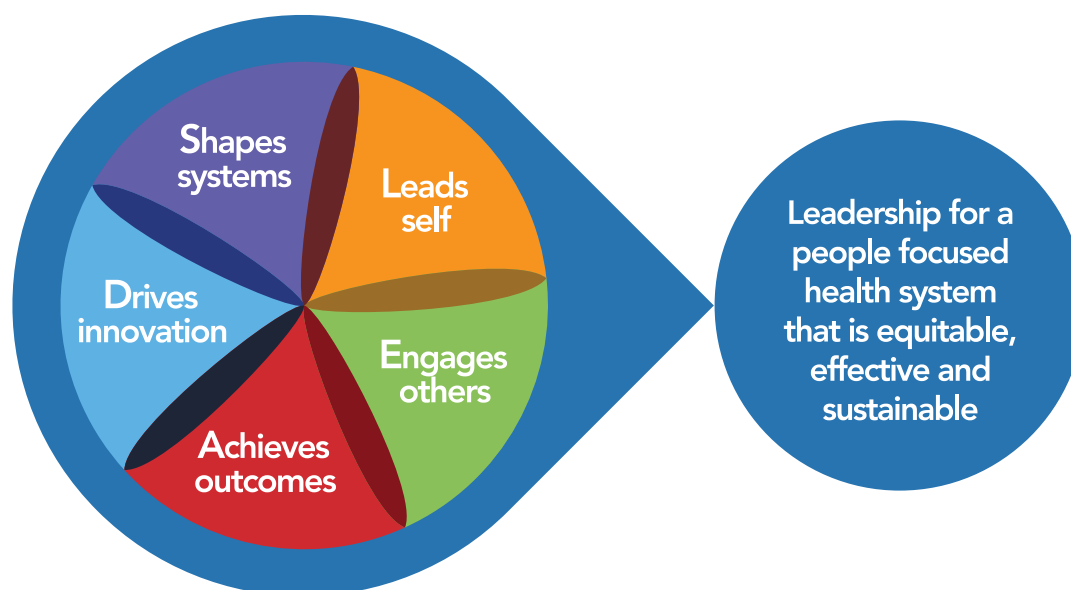
A sixth assessment area, Health Care Standards, has also been included to assist health care industry professionals increase their awareness of and relationship to the new standards, particularly where the new standards may challenge your views or beliefs.

1.3   HOW TO COMPLETE THE PERSONAL DEVELOPMENT PLAN

The next section, 'Personal Development Plan', is intended to be where you can record in one place:

1.   What you want to work on.

2.   Why you want to work on it.

3.   How you will make a change/what you commit to.

Firstly, transfer the relevant information from your HILCA 360. Then go to the relevant domain in "The Leadership Domains", sections 4 to 10 to work through some activities. Once you have completed these activities, record the 'why' and 'how' in the development plan.

This Personal Development Plan is designed to be detached from the booklet and displayed somewhere that helps keep you on track.

2. THE TRANSFORMATION MODEL

This development guide is a little different to others you may have used. It is designed to increase your technical knowledge or understanding of management techniques AND to also expand your understanding of yourself. Most leadership training programs focus on technical knowledge or more effective management 'actions' to achieve a better result. While this is important, this development guide also invites you to go deeper to examine your views, beliefs and values that also impact on your leadership performance. This transformational approach to leadership is summarised in the following VIEW – ACTION – RESULTS model that you will see regularly throughout this guide.

VIEW	ACTION	RESULT
Views, beliefs, behaviours	Technical knowledge and management techniques	Your leadership effectiveness

To truly transform as a leader, you need to explore both components of the model (VIEWS + ACTIONS). This guide is designed to do both.

Why?

Our views, beliefs, values or perceptions influence our behaviour and actions, which have an impact on the results or outcomes we get. It's these beliefs that enable us to achieve our personal definitions of successful and fulfilled lives.

Some commonly held beliefs within the health care industry for example include:

- "I am a health professional; I don't have time to look after myself."
- "My patient won't get the care they need or deserve if I'm not there."
- "It's more important to look after them, because they can't look after themselves."

Unfortunately, despite our positive intentions, often the results we achieve are not the results we intended. This is **the intent/impact gap** and common for us all in our daily lives.

It may sound strange but the reason we hold onto some of our views or beliefs, despite us not getting the result we intended, is that there are perceived benefits to having these views or beliefs - things that help keep us feeling safe, maintaining peace in relationships, or getting things done. On the flip side, there are also costs for having these views and beliefs - unintended impacts to us and others, and our relationships.

2. THE TRANSFORMATION MODEL

2.1.1 INTENT-IMPACT EXAMPLE

Let's explore this further. How might the intent to **'keep myself and a patient safe'** occur if a view or belief is that **'it's more important to look after the patient because they can't look after themselves?**

INTENT	VIEW	ACTION	RESULT
• Keep myself and the patient safe and happy.	• "It's more important to look after the patient, because they can't look after themselves."	• I don't find time to look after my own health. • I may not follow the care plan exactly.	• Unintended impact could be injury because of mobility issues and fatigue and thus being unable to look after anyone.
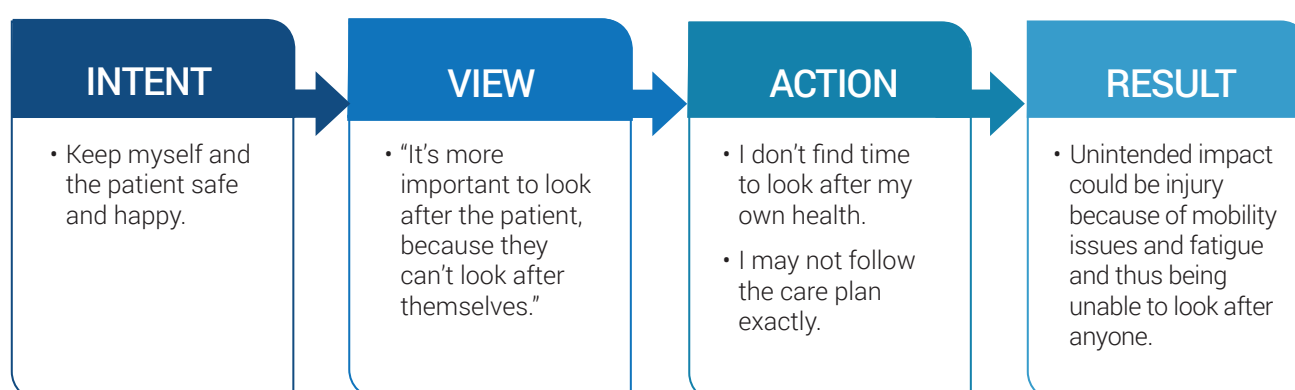
SO WHAT COULD SOME OF THE PERCEIVED BENEFITS OF THIS VIEW BE?

PERCEIVED BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?
I'm seen as a kind person who cares for others	I get positive feedback from others	I feel valued
I'm praised by the patient's family	I'm seen as a good worker	I keep my job

AND WHAT ARE THE POTENTIAL COSTS?

COST	...AND WHAT IS THE COST OF THAT?	...AND WHAT IS THE COST OF THAT?
I don't find time for myself	I get tired and stressed	I don't have time for my family and feel guilty
I help the patient instead of following the plan of care	I strain my back	I have time off work and feel guilty that I'm not at work to care for my patient

So, you can see that the impact of our actions based on a certain belief can create a gap between our intentions and the results we get. The good news is that we have control over our beliefs and views. This means as part of the development work, you will get a chance to explore your current views as well as potential alternative, more constructive views that can give you a different outcome.

Ok, so what view may be more constructive to achieving the original intent?

How about:

INTENT	VIEW	ACTION	RESULT
• Keep me and the patient safe and satisfied.	• "To be able to provide good care I need to be fit and healthy."	• Follow plan of care to keep myself and the patient safe. • Take time to look after my health and wellbeing.	• Fewer injuries • Patient happy • I'm happy
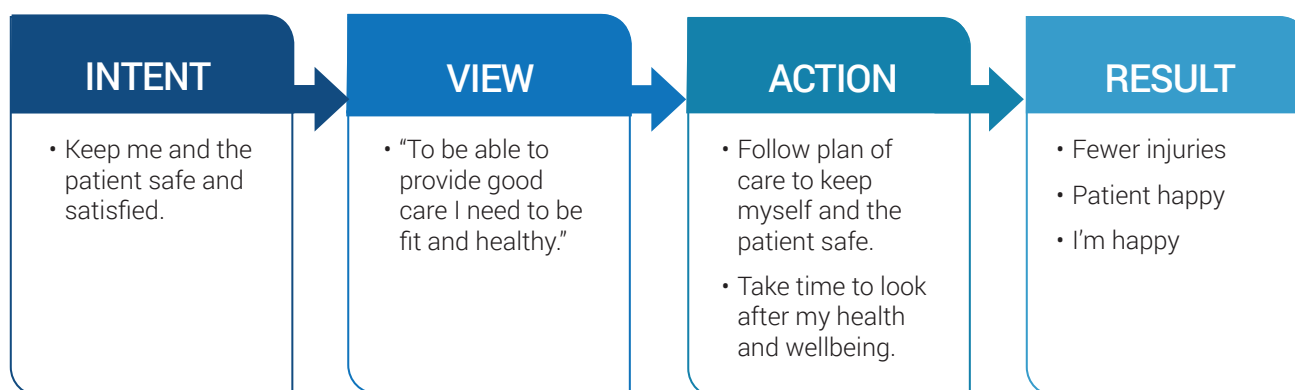
SO WHAT COULD SOME OF THE BENEFITS OF THIS NEW VIEW BE?

BENEFIT	AND WHAT IS THE BENEFIT OF THAT?	AND WHAT IS THE BENEFIT OF THAT?
More safe work practices	Seen as a caring, safe service provider	Recognised by colleagues, management, patients
Patient safe and I go home safely	I can enjoy other areas of my life	Happier overall

While the benefits are significantly greater, every alternative view also comes with challenges for you to overcome as a leader. These challenges are significantly less than the costs that you might experience with a less constructive view. It is important to recognise these challenges too.

SO, WHAT ARE SOME OF THE CHALLENGES OF THIS VIEW?

CHALLENGES	...AND WHAT IS THE CHALLENGE OF THAT?	...AND WHAT IS THE CHALLENGE OF THAT?
Finding time for my own self care	Having to speak up and create boundaries	Takes courage
Noticing pressure to perform less safe work practices	Speaking up and being heard by managers/decision makers	Takes perseverance to effectively change unsafe work practices

To get the most out of this approach, be as open and honest with yourself as possible, particularly about the costs of your current, less constructive views. Be courageous and challenge yourself with compassion. Explore and try out new views and reflect on what you learn from trying these out. We didn't learn to walk in one try, so remember you have whatever is required to make the change you want to see, don't give up.

3. PERSONAL DEVELOPMENT PLAN

3. PERSONAL DEVELOPMENT PLAN

NAME:

MY ROLE:

MY PASSION:

MY AMBITION:

3.1.1   BEING CLEAR ABOUT MY STRENGTHS AND AREAS FOR IMPROVEMENT

TOP 5 STRENGTHS	TOP 5 AREAS FOR IMPROVEMENT

MY DEBRIEF WAS ON:

KEY LEARNINGS ABOUT MYSELF:

THE DOMAIN/S AND KEY AREAS I WILL FOCUS ON ARE (TICK):

Leads Self ☐ _____

Engages Others ☐ _____

Achieves Outcomes ☐ _____

Drives Innovation ☐ _____

Shapes Systems ☐ _____

Health Care Standards ☐ _____

3. PERSONAL DEVELOPMENT PLAN

3.1.2   GETTING CLEAR ON HOW I WILL MAKE A CHANGE

ACTIVITY: MY COMMITMENTS

Now that you have an idea of what domain you want to focus on, go to that section and complete the reading and activities that are relevant. These will help you to increase your awareness of what 'good' looks like, what areas of focus may be helpful to you and therefore enable you to make a commitment/action to improve this area.

Once you have done these, record all of your commitments here:

I AM COMMITTED TO:	BY (DATE)

I will keep myself accountable by sharing and asking for support from:

We will do this by:

I will know I have made a change by:

4. THE LEADERSHIP DOMAINS

Shapes systems

Leads self

Drives innovation

Engages others

Achieves outcomes

Leadership for a people focused health system that is equitable, effective and sustainable

NOTES
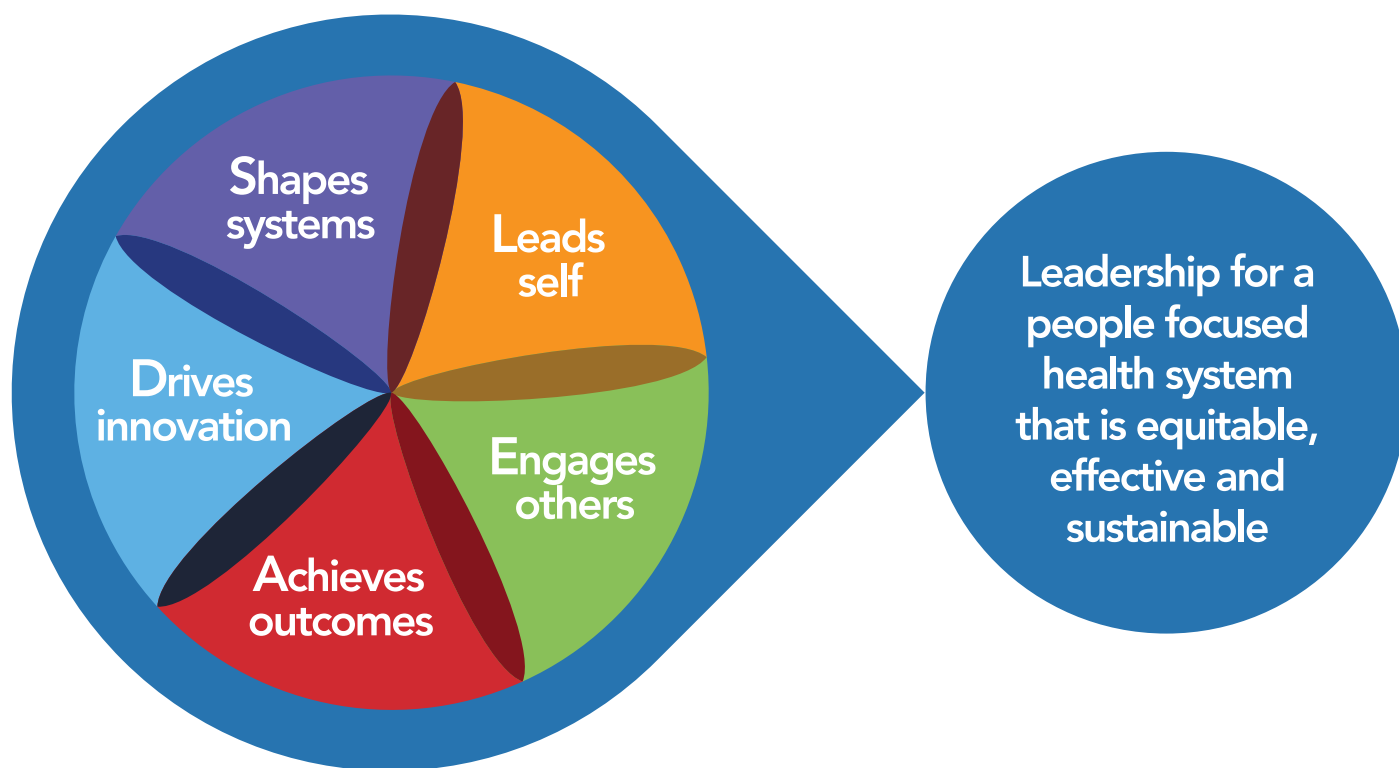
5. LEADS SELF

5. LEADS SELF

Leaders are always a work in progress. They know their strengths and limitations and commit to self-reflection and improvement. They understand and display self-awareness, self-regulation, motivation, empathy, and social skill. They demonstrate integrity in their role and context and show resilience in challenging situations[1].

CAPABILITIES	DESCRIPTORS
Is self-aware.	Understands and manages the impact of their background, assumptions, values and attitudes on themselves and others.
Seeks out and takes opportunities for personal development.	Actively reflects on their performance as a leader and assumes responsibility for engaging in learning and growth.
Has strength of character.	Is honest, trustworthy and ethical and models integrity, courage and resilience.

In this section you will find relevant information to get you thinking and exploring and activities to help you reflect on yourself in relation to Leads Self. At the end you will find a Reflection and Transformation area that is designed to assist you to get to the heart of what is holding you back, connect with a new way or preferred self and commit to action to make the change.

The five topics covered to help grow Leads Self capabilities are:

- Wellbeing
- Self-Awareness
- Self-Mastery
- Resilience / Energy
- Integrity

[1] Health Workforce Australia [2013]: Health LEADS Australia: the Australian Health Leadership Framework

5.1 WELLBEING

Wellbeing means attending to the major determinants of wellbeing, including nutritious food, adequate sleep, exercise and personal space. It refers to being mindful of, and responsible for how your own time and energy is spent and maintaining a personal support network of trusted confidants and advisors.

> *"Health and wellbeing is a state of complete physical, mental and social wellbeing –*
> *and not merely the absence of disease or infirmity."*
> *World Health Organisation[2]*

5.1.1 IMPORTANCE OF WELLBEING

Your health and wellbeing does more than just make you happy at work. It's proven that promoting health at work can make you more productive too.

The biggest risk factors affecting health are smoking, alcohol misuse, poor diet, physical inactivity and unhealthy weight. There is also a recognised relationship between many of these risk factors and mental disorders such as depression. Adequate physical activity is at the very heart of good health – it promotes emotional wellbeing and assists in the prevention and management of disease.

The direct benefits of feeling fit, healthy and happy include:

- Increased morale, job satisfaction and motivation
- Improved mental alertness, concentration and energy levels
- Decreased stress and other work-related illness
- Improved prevention of chronic diseases
- Better sleep patterns
- Higher self-rated performance

[2] https://www.who.int/about/who-we-are/constitution

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5. LEADS SELF

5.1.2   LIFE BALANCE WHEEL

The life balance wheel (or the wheel of life) is a powerful self-assessment tool and a great foundation for setting goals. It helps you reflect on the areas in your life that you find most important and assess how satisfied you feel with your current situation.

The idea of the life balance wheel originally comes from Buddhism. The modern version, created by the life coaching pioneer Paul Meyer, uses the circle as an illustration of you as a whole. The different parts of the circle represent different areas in your life.

To put it simply, if you want balance in your life you need balance among your chosen areas. Living a balanced life keeps you feeling happy, fulfilled, healthy and energised. It helps you avoid burnout and exhaustion and negative emotions like stress, resentment and anger.
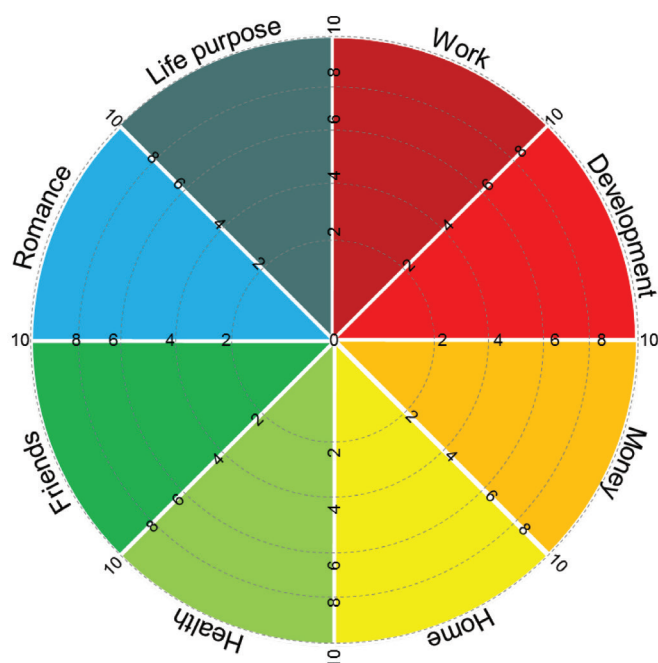
You can choose your own areas, however the key suggested areas include:

- **Work –** anything related to your work, career, colleagues, boss
- **Development –** professional and personal growth
- **Money –** your income, but also your expenditures
- **Home –** your family, parents, kids, your free time, hobbies
- **Health –** your physical and mental condition
- **Friends –** your friends, past and present, social life
- **Romance –** your love, spouse, matters of heart
- **Life Purpose –** your mission in this life

EXERCISE: LIFE BALANCE WHEEL

1. Current: How satisfied are you with each part in your life? How do you feel about each area? Mark your current level of satisfaction on the Wheel. e.g. 1 = completely unhappy, 5 = satisfied, 10 = extremely happy.

2. Connect the dots. Look at the shape. Is it more or less evenly shaped or completely uneven? If you can see obvious gaps, this means there are certain areas that require attention.

3. Where do you want to be in each area? Select your areas of focus. What do you want to change to get you where you want to be? What can you do to be more fulfilled? How do you want to feel in 3 months from now? Set yourself 3 commitments to action to move yourself up a notch in your areas of focus.

5.1.3   PERSONAL WELLNESS INVENTORY

Step 1: Rate yourself on each of the proactive stress reduction strategies with a circle on each line.

Step 2: Given that a challenge in each of these areas will help you better deal with stress, pick two or three that you'd like to work on in the next month and add a triangle to set your personal goals.

How much are you getting each week?

Exercise 0 —————————————————————————————— 10

Diet 0 —————————————————————————————— 10

Hydration 0 —————————————————————————————— 10

Fun 0 —————————————————————————————— 10

Relaxation 0 —————————————————————————————— 10

Sleep 0 —————————————————————————————— 10

Social Connection 0 —————————————————————————————— 10

LINK TO YOUR PERSONAL DEVELOPMENT PLAN

What did you learn?
What have you decided to work on?
Add your actions to your Personal Development Plan.

5. LEADS SELF

5.2   SELF-AWARENESS

Self-awareness includes the ability to monitor our inner world, our thoughts and emotions as they arise. Self-awareness is the key cornerstone to emotional intelligence, according to Psychologist, Daniel Goleman (1995).

The ability to monitor our emotions and thoughts from moment to moment is key to understanding ourselves better, being at peace with who we are and proactively managing our thoughts, emotions, and behaviours.

"Everything that irritates us about others can lead us to an understanding of ourselves."
Carl Jung, Founder of Analytical Psychology[3]

Understanding yourself is the first step in understanding others. In the workplace, a critical aspect of self-awareness is understanding your motivations. At the centre of this concept are your values and beliefs.

[3] 2018, Purrington, https://carljungdepthpsychologysite.blog/2018/12/14/carl-jung-everything-that-irritates-us-about-others-can-lead-us-to-an-understanding-of-ourselves-in-context/#.XMjze2gzbD4

Circle any values/beliefs that are important to you.

Abundance	Daring	Intuition	Recognition
Acceptance	Decisiveness	Joy	Relationships
Accountability	Dedication	Kindness	Reliability
Achievement	Dependability	Knowledge	Resilience
Advancement	Diversity	Leadership	Resourcefulness
Adventure	Empathy	Learning	Responsibility
Advocacy	Encouragement	Love	Responsiveness
Ambition	Enthusiasm	Loyalty	Safety
Appreciation	Ethics	Making a Difference	Security
Attractiveness	Excellence	Mindfulness	Self-Control
Autonomy	Expressiveness	Optimism	Service
Balance	Fairness	Open-Mindedness	Selflessness
Being the Best	Family	Originality	Simplicity
Boldness	Friendships	Passion	Spirituality
Brilliance	Flexibility	Peace	Stability
Calmness	Freedom	Performance	Success
Caring	Fun	Perfection	Teamwork
Challenge	Generosity	Personal Development	Thankfulness
Charity	Grace	Playfulness	Thoughtfulness
Cheerfulness	Growth	Popularity	Traditionalism
Cleverness	Flexibility	Power	Trustworthiness
Community	Happiness	Preparedness	Understanding
Commitment	Health	Punctuality	Uniqueness
Compassion	Honesty	Proactivity	Usefulness
Cooperation	Humility	Professionalism	Versatility
Collaboration	Humour	Quality	Vision
Consistency	Inclusiveness	Recognition	Warmth
Contribution	Independence	Risk Taking	Wealth
Creativity	Individuality	Safety	Wellbeing
Credibility	Innovation	Stability	Wisdom
Curiosity	Intelligence		

Can you narrow this list down to 3 core values? Discuss with a co-worker, friend or family member.

1. _____ 2. _____ 3._____

5. LEADS SELF

5.2.2   'WHAT PUSHES YOUR BUTTONS' EXERCISE

When was the last time you lost your temper? You might have said something to a friend or relative that you regretted afterwards.

_____

_____

_____

What do you think made you react like that? What pushed your buttons?

_____

_____

_____

Can you explain your reaction by making a link with your core values?

_____

_____

_____

5.2.3   THE JOHARI WINDOW EXERCISE

The Johari Window was originally developed by two psychologists, Joseph Luft and Harry Ingham. The best way of describing the model is a window, with four window panes that represent our relationship to ourselves and others.

The Johari Window exercise can be used to improve self-awareness and to improve interpersonal relationships within groups. It is also an exercise that can help people to understand how others see them. It can open up the lines of communication within a team and serves to show how we can be increasingly more open to others as we get to know them and share information about ourselves.

ACTIVITY:THE JOHARI WINDOW EXERCISE

Step 1: Complete the **ARENA** box. This should be simple.

Step 2: Complete the **HIDDEN** box. This might take some time as it includes things that might not be as obvious. These things don't have to be negative; it might be that you are good at something that haven't shared with others. It might also include some thoughts, beliefs, secrets, insecurities, past experiences or future goals that you keep to yourself.

Step 3: You won't be able to complete the **BLIND SPOT** area alone. Start by thinking of questions you might want to ask someone to learn more about yourself. Then find someone you trust and ask them for feedback. Be open to it! For example, they might say "do you know you say 'um' a lot when you are speaking in meetings."

Step 4: Obviously you can't complete the final box, because it's unknown information. Instead think of one or two things you want to learn about yourself. For example: What style of leader am I? Would I be good a public speaking if given the chance? Do I have a hidden sporting talent I haven't discovered yet? What do I bring to the table in a relationship?

	THINGS I KNOW ABOUT MYSELF	THINGS I DON'T KNOW ABOUT MYSELF
THINGS OTHERS DO KNOW ABOUT ME	**ARENA**: Things that people know just by looking at you and the things you tell people the first time you are introduced to them	**BLIND SPOT**: Things others know about you that you do not know, e.g. a wife not knowing she snores until her husband says so
THINGS OTHERS DO NOT KNOW ABOUT ME	**HIDDEN**: Information we may not want others to know - feelings, insecurities, future goals, past experiences	**UNKNOWN:** Things yet to be discovered

Finally, think about how the windows have changed since completing the HILCA 360 and this workbook so far. Have you learnt more about yourself? Are you more open to sharing yourself with your team?

Ideally as we move towards stronger interpersonal relationships and a higher self-awareness, our window should shift allowing for increased openness and openness to feedback.

The importance of learning more about ourselves is critical to our success in the world. It is also critical to reaching our goals, becoming independent, and building a bridge for the future.

5. LEADS SELF

5.2.4 MANAGING YOUR EMOTIONS

Working in a team and working with people can often be difficult. People are not innate objects, they have opinions, emotions, beliefs and moods that can affect workplace relationships and can impact on our effectiveness in the workplace. Managing your emotions can be important in effectively dealing with different, and often difficult, people in the workplace. The following tips can help you manage your emotions.

1. **NAME YOUR EMOTION:**
   identifying your emotion is the first step in changing the emotion to a more positive one

2. **SLOW THINGS DOWN**:
   take a deep breath, regain control over your impulses and then respond with a clear head. Think about what you want to achieve.

3. **GO EASY ON YOURSELF**:
   working with people is challenging; we might not get it right every time. Don't be hard on yourself.

4. **IDENTIFY THE SOURCE OF YOUR EMOTION**:
   could it be related to your beliefs or values?

5. **USE YOUR STRENGTHS**:
   remind yourself that you have unique strengths to offer to the situation.

LINK TO YOUR PERSONAL DEVELOPMENT PLAN

What did you learn?
What have you decided to work on?
Add your actions to your Personal Development Plan.

5.3   SELF-MASTERY

"One doesn't discover new lands without consenting to lose sight of the shore for a very long time." Andre Gide, French author and winner of the Nobel prize in literature.[4]

Self-mastery is a path, an orientation one chooses to hold toward oneself and the world. It's a commitment to never-ending improvement. It's a process of becoming. Our biggest naysayers aren't "out there' - they are within us.

Self-mastery means accepting and responding constructively to feedback as well as reflecting on feedback and experiences for insight into areas for self-development. It includes actively engaging with opportunities for self-development and being aware of one's own strengths and limitations and seeking help from others as required. Self-mastery requires being courageous; feeling the fear and doing it anyway. It means expressing your honest intentions and beliefs with confidence and candour.

Someone committed to this path of self-mastery is willing to find ways to overcome their fears and break through their resistance in the pursuit of growth and reaching one's highest potential.

You can develop your understanding and strength in the abovementioned areas by completing the following exercises:

5.3.1   THINKING ABOUT YOUR THINKING: A SELF TALK EXERCISE

Throughout our daily life we experience cognitions or 'self-talk' about our behaviour and actions. We might not be aware of these cognitions, but they help shape our actions and the mood associated with those actions.

In order to positively affect our mood, we need to understand how to change these cognitions. This emotional change then leads to changes in our result.

For example:

EVENT	VIEW/COGNITION/ SELF TALK	EMOTION	RESULT
• Receive criticism at work from supervisor	• I'm a loser/ can't do anything right	• Self-doubt	• Withdrawal • Loss of confidence

Compared with:
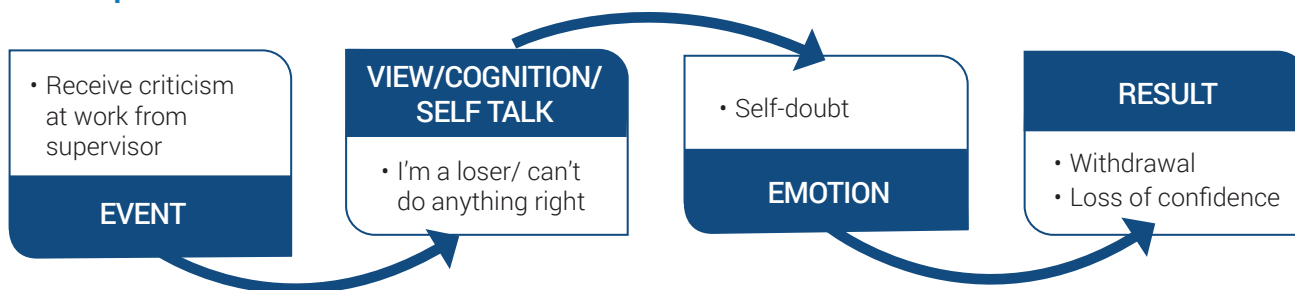
EVENT	VIEW/COGNITION/ SELF TALK	EMOTION	RESULT
• Receive criticism at work from supervisor	• This is a chance for me to learn something new	• Motivated	• Personal development and growth
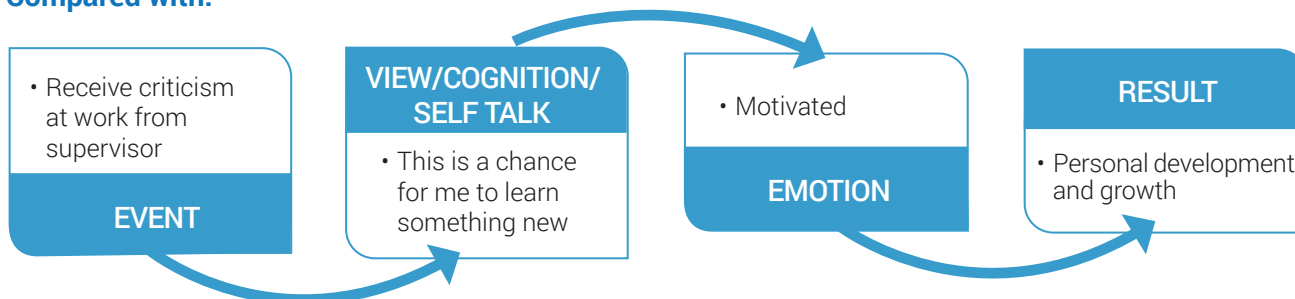
[4] Gide, A. (1925). Les faux-monnayeurs. Editions Gallimard.

5. LEADS SELF

We humans are 'meaning-making machines' and our unique personalities, past experiences, culture, family, values, job (the list goes on!) will give us unique views on events. We may not have control over the event, but we do have control over our view and the things that follow it.

VIEW → **ACTION** → **RESULT**

So how are we able to generate views? One way is considering the location of the source of your success and happiness which is known as your locus of control.

There are two types of people in this world: those with an external locus of control who believe their success and happiness is shaped by external conditions, and those with an internal locus of control who fundamentally believe their success and happiness is driven by internal decisions.

People with an external locus of control often have a victim mentality, where things happen to them which stops them achieving their goals. Our views of certain events are often distinguished by our locus of control.

There are things in the world that we can't change or control, but we can change our view.

Watch this video to learn more about Personal Mastery - Locus of Control

Link: http://youtu.be/wCa_CAAld5A

LINK TO YOUR PERSONAL DEVELOPMENT PLAN
What did you learn?
What have you decided to work on?
Add your actions to your Personal Development Plan.

5.4   RESILIENCE & ENERGY

Resilience means seldom retreating in the face of resistance or setbacks and recovering quickly from challenging circumstances. Resilience requires having a healthy and constructive approach to managing the stress that can emerge from challenging situations. It has a strong relationship with your overall energy levels as heavy stress can drain your body of its natural energy.

Resilient leaders have a healthy relationship with challenges and managing their body's response to stress.

5.4.1   MANAGING STRESS

Stress is simply our body's way of reacting to some kind of pressure or demand. When faced with a pressure or demand, our central nervous system prepares us for action by releasing chemicals into the blood that increase energy and strength. In a fight for survival (physical stress), this would help us either fight or escape (flight).

However, if the stress was caused by emotional pressure or demand, we have no outlet for the energy and strength. This leads us to feel "stressed," and how we manage these physiological symptoms can lead to the impact stress will have on our lives.

When the pressure is too low, this leads to boredom, when too high this leads to stress and anxiety. When we have the right level of pressure, we perform well.

The Inverted-U relationship between pressure and performance
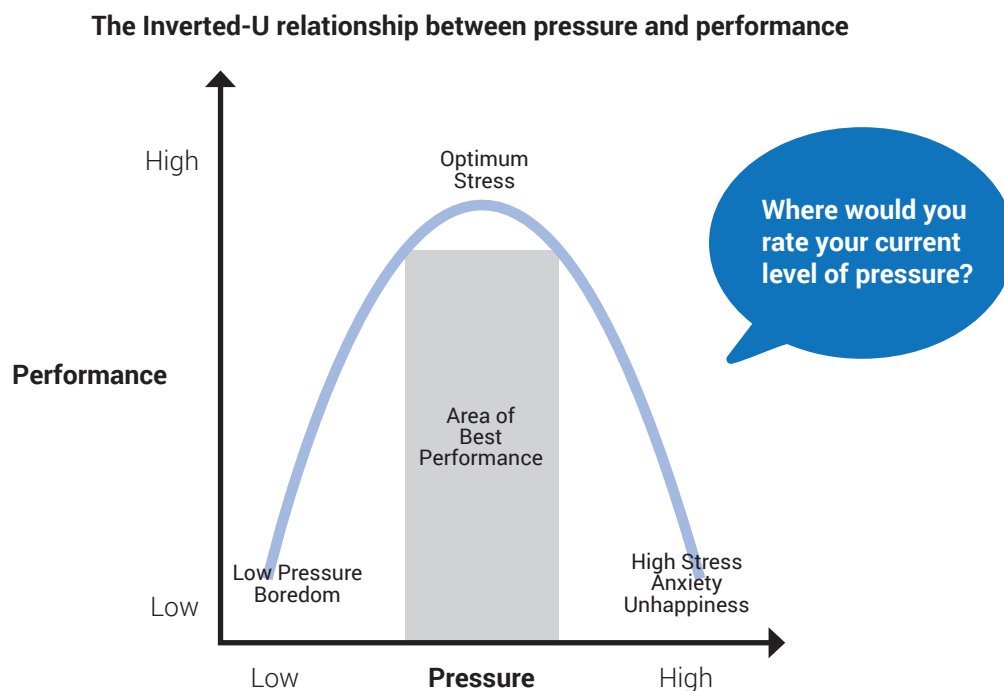
Managing stress is a matter of managing your energy. Feeling energised at work means consistently approaching work with drive and a strong desire and determination.

5. LEADS SELF

5.4.2   SELF-MANAGEMENT

Once you have mastered self-awareness, the next step is the ability to manage impulses, thoughts, feelings and behaviour. By increasing our level of control over the way we think, feel and behave, we are able to 'manage' ourselves and the way we influence internal relationships.

"I don't want to be at the mercy of my emotions. I want to use them, to enjoy them, and to dominate them."
Oscar Wilde, Irish poet and playwright[5]

5.4.3   EMOTIONS

Emotions are an adaptive form of information processing and action readiness that orients people to their environment and promotes well-being. The brain areas associated with emotions (amygdala, hypothalamus and limbic system) make up the oldest part of the brain, an area that we share with animals. Throughout evolution, emotions have been used for survival.

For example, fear has been associated with the need to escape, or FLIGHT. In order to use emotions effectively, we need to understand how they can help provide information about our environment, and the behaviour required to respond to our environment.

The **FIGHT** or **FLIGHT** mechanism is the term given to the bodily sensations associated with panic, anxiety or fear. When experiencing these emotions following a 'threat,' the body prepares for FIGHT or FLIGHT by activating the central nervous system to produce ideal biochemical changes.

In order to succeed, we must utilise these biochemical changes to our advantage. The same biochemical changes occur in times of stress. Stress affects everyone at some time in their lives. Some people have different tolerance levels to stress, and in order to respond to stress effectively, we need to understand the emotional changes associated with stress.

[5] From The Picture of Dorian Gray, 1891, http://www.theotherpages.org/quote/alpha-w3.html

ACTIVITY: STRESS SELF AWARENESS

When was the last time you were really stressed?

_____
_____
_____
_____
_____
_____

What happens when you get stressed? Describe both physical and emotional responses.

_____
_____
_____
_____
_____
_____

What can you do to manage the physical symptoms of stress? What has worked for you in the past? What would you like to try?

_____
_____
_____
_____
_____
_____
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_____

How can you RESPOND to stress, rather than REACT to stress?

_____
_____
_____
_____
_____
_____

5. LEADS SELF

5.4.4 CATEGORISING THE STRESSFUL SITUATION

Think of a current situation which is causing you stress, either at work or outside of work. Consider the individual factors of the issue or event. How much control do you have over each part? Write them out under each of the headings below.

- **100% control** means it is fully within your power to change or control (e.g. thoughts, feelings, actions)
- **50% control** means you may be able to have some influence over it but not complete.
- **0% control** means you do not have any control of that situation (i.e. it is something you will need to cope with or adapt to, e.g. someone else's behaviour)

Issue/Event:
_____

100% Control	50% Control	0% Control
Ability to change	Ability to influence	Ability to cope/adapt
Individual Factors	**Individual Factors**	**Individual Factors**
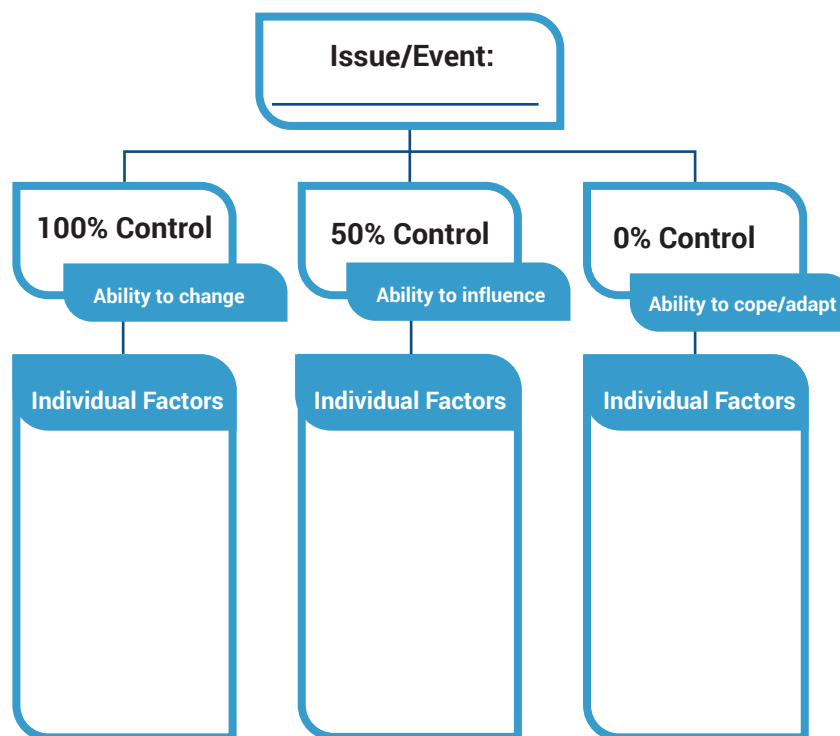
5.4.5 CONTROLLED BREATHING AND MINDFULNESS

The primary role of breathing is to absorb oxygen and to expel carbon dioxide through the movement of the lungs. Muscles that control the movement of the lungs are the diaphragm (a sheet of muscle underneath the lungs) and the muscles between the ribs. When a person is under stress, their breathing pattern changes.

Typically, an anxious person takes small, shallow breaths, using their shoulders rather than their diaphragm to move air in and out of their lungs. This style of breathing disrupts the balance of gases in the body. Controlling your breathing can help to improve some of these symptoms.

Remember! Abdominal breathing helps to control the nervous system and encourages the body to relax, bringing about a range of health benefits.

Example exercises:

- Sama Vritti or "Equal Breathing" where you breathe in for 4 counts then out 4 counts, eventually increasing to 6 and then 8 counts.
- Abdominal breathing - placing a hand on your abdomen and ensuring your diaphragm (lungs/heart) expands each time you breathe

EXTRA RESOURCES

A meditation & sleep app with hundreds of themed sessions on everything from stress and sleep, to focus and anxiety.

A free meditation app which includes an introductory technique to meditate in 12 easy steps. Experience the benefits of feeling less stressed and more energised.

Calm meditation app is a unique mix of meditation and inspiration every day. A daily meditation practice helps with lessening anxiety, worry and stress, while enhancing self-esteem and self-acceptance.

Beyond Blue provides information and support to help everyone in Australia achieve their best possible mental health, whatever their age and wherever they live.

Smiling Mind is a non-for-profit web and app-based meditation program developed by psychologists and educators to help bring mindfulness into your life.

LINK TO YOUR PERSONAL DEVELOPMENT PLAN

What did you learn?
What have you decided to work on?
Add your actions to your Personal Development Plan.

5. LEADS SELF

5.5 INTEGRITY

Integrity means doing what you say you'll do, or ensuring your actions are consistent with your words. It means being consistent, reliable, honest, authentic and leading others with both heart and mind.

Authenticity is behaviour that conveys to others that you are being "real" with them. In other words, that you are not hiding behind roles or facades, and that you are being open and honest within appropriate boundaries. Essentially, it is making sure you are not coming across as a "phoney."

It is conveyed by:

- Talking appropriately about yourself
- Responding naturally
- Sharing feelings appropriately
- Verbal behaviour consistent with non-verbal behaviour
- Not being defensive

- Not pretending to be someone or something you are not
- Being honest and up front with people
- Sharing your real feelings or thoughts in a caring and assertive manner
- Not saying things you don't believe simply because you think other people would want to hear them.

5.5.1 WHEEL OF INTEGRITY

Integrity is like a bicycle wheel.

When all spokes are intact and undamaged, the wheel rim has perfect structural integrity. All the right characteristic foundations are in place to support high performance. It can perform at its optimal functioning capacity.

However, like a broken promise, if one spoke is damaged, the structural integrity of the whole wheel is weakened.

Over time, if this spoke is not repaired, the wheel loses its shape, its performance is affected and the weakness is visible.

While we may have good intentions, occasionally we break promises or commitments. One broken spoke won't harm the wheel's performance unless it goes unfixed. The important thing is to repair the spoke and restore the structural integrity of the wheel.

ACTIVITY: BROKEN WHEEL OF INTEGRITY

Reflect on a time you broke a promise or didn't follow through on a commitment to yourself. For example, a new healthy eating plan or exercise regime. What did you do? How did you try to 'fix' the situation?

_____

_____

_____

_____

Often we try to repair a broken promise through generating excuses, reasons, justifications, explanations, or blaming others. However, this approach is costly because the integrity of your relationship with the other person remains damaged.

Where a broken promise is left unrepaired or unresolved, this baggage from the past can live on into our future. One way to resolve this is using the Completion Sequence, below (The Three Laws of Performance, Zaffron & Logan, 2009).

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5.5.2   THE COMPLETION SEQUENCE

When looking at your issue from the previous section, is there anyone involved in the situation with which you feel distance or where you sense that something is 'off', but you just can't put your finger on it? What you're seeing is an *incompletion* – something that lives in your future due to baggage from the past.

The Completion Sequence is a future-based communication process you can use to repair and restore the structural integrity of a relationship, particularly when things are left 'unsaid' or feel incomplete after a broken agreement or miscommunication.

1.   **Start a conversation with the person with whom you need to resolve something.**
     Create a scenario or frame the situation in such a way that resolving the issue is of benefit to the issue. Speak about the benefits or positive outcomes.
     E.g. "I'd like to discuss something which, if resolved, will make our working relationship much stronger, improve the team morale and increase our effectiveness and performance overall".

2.   **Address what happened.**
     Let them know your perspective on the situation and take responsibility for all parts (e.g. what decisions you made, what you did or didn't do in the situation concerning the relationship between you and the other person).
     Because you harboured and held onto it, you have to take responsibility for the diminishment of the relationship. It may even be to such an extent that you ask to be forgiven for what happened.
     E.g. "I acknowledge and take responsibility for this."

3.   **Take whatever action is necessary.**
     Apologise or give up your excuses or old stories. When we give something up, forgive or are forgiven, a new space opens up. E.g. "Today I decide to give up the grudge I've been holding onto for all these years and move forward."

In this space, a new future can be created. Both of you can move forward and learn from this situation so that it will be less likely to occur again.

ACTIVITY

Apply this completion sequence to the example given on the previous page.

_____

_____

_____

_____

LINK TO YOUR PERSONAL DEVELOPMENT PLAN

What did you learn?
What have you decided to work on?
Add your actions to your Personal Development Plan.

5. LEADS SELF

5.5.3 THE POWER OF VULNERABILITY

Vulnerability takes courage.

In today's day and age, particularly in most modern cultures, suppression of emotion is often associated with strength. Brown says, "In our culture, we associate vulnerability with emotions we want to avoid such as fear, shame, and uncertainty. Yet we too often lose sight of the fact that vulnerability is also the birthplace of joy, belonging, creativity, authenticity, and love."

Dr Brene Brown shows through her important research, the power of vulnerability and the fact that it is anything but weakness. It takes true strength, courage and bravery to allow yourself to be vulnerable. It means being courageous enough to show your imperfections.

The benefits of doing so are great. Vulnerability builds trust, connection, and gives other people permission to open up, be honest and be themselves. This trust even fosters an environment in which people feel safe enough to take risks in the pursuit of creativity, progress and innovation.

Brown says perfectionism is, "the belief that if we live perfectly, look perfectly and act perfectly, we can avoid the pain of blame, judgment and shame." Perfectionism doesn't come from a place of growth, improvement, or personal achievement, it's about avoiding judgment and fear. Brown encourages us to be brave enough to open up about our imperfections in the pursuit of growing and moving forward together.

Watch Brene Brown's 'Power of Vulnerability' TED Talk for tips on building trust
Link: https://bit.ly/2NOIuBP (TED TALK, Brene Brown)
Or scan the QR code to the right

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ACTIVITY: VULNERABILITY CHECK IN

How would you define vulnerability? What are your feelings and beliefs around being vulnerable?

_____
_____
_____
_____
_____
_____

How was vulnerability viewed in your family? What were the lessons (spoken or unspoken) about being vulnerable?

_____
_____
_____
_____
_____
_____

What gets in the way of being vulnerable for you?

_____
_____
_____
_____
_____

Knowing the benefits of being vulnerable (building trust, innovation, collaboration, creativity) what's one thing you could do to encourage vulnerability in your team?

_____
_____
_____
_____
_____
_____

5.6 VIEW-ACTION-RESULT REFLECTION & TRANSFORMATION EXERCISE

5.6.1 DEMONSTRATED EXAMPLE – LEADS SELF

What development area from Leads Self have you chosen to work on?	*Improving health.*
Why is working on this area important to you?	*I want to set a good example to my kids and team. I want to have more energy to do the things I love.*

Note: Before completing the following exercises, you can read the View Action Result (VAR) Instruction, found in section 2. This section provides background to the VAR model, why it's so important, how it works and examples to help you work through your own i.e.

VIEW
- What is your current view of this area?
- Consider the beliefs, thought & opinions you hold.

ACTION
- How does your view cause you to act (or react)?
- Consider your feelings & behaviours.

RESULT
- What are the intended and unintended impacts of these actions?
- Consider the longer term impacts and consequences on yourself, your team, family and organisation.
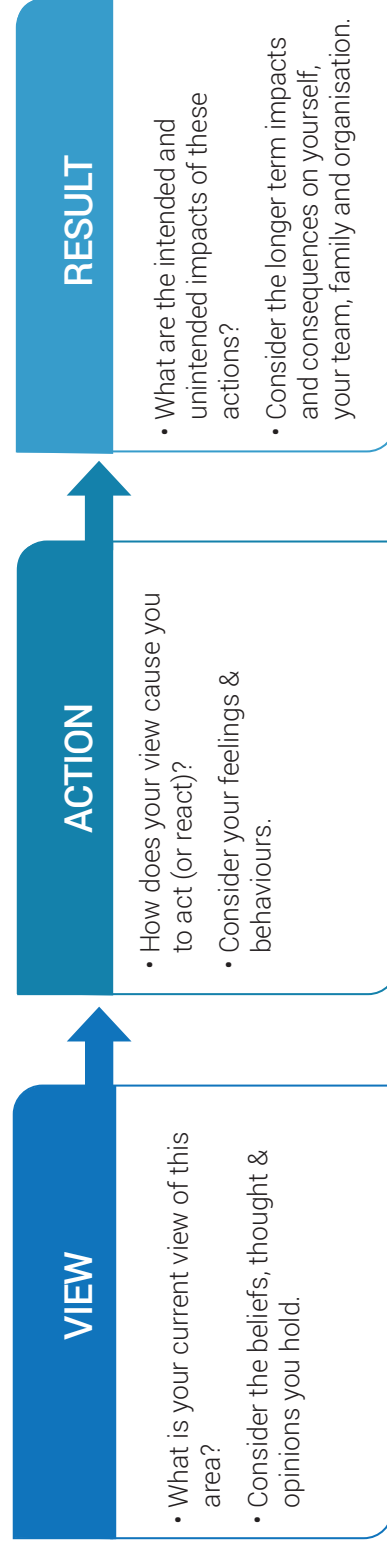
5.6.2   EXAMPLE - CURRENT VIEW OF "HEALTH"

VIEW	ACTION	RESULT
Work is more important than my health because work pays the bills.	Prioritise work Work long hours Eat junk food No exercise	Seen as hard worker Feel tired, low energy Lack of mental clarity / brain fog

PERCEIVED BENEFITS. WHAT ARE THE PERCEIVED BENEFITS OF HAVING THIS VIEW?

PERCEIVED BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?
People see me as a hard worker	Praised by my boss	Given more opportunities
More time at work	Get more done	Feel worthy / satisfied
Don't have to worry about eating well	Can eat junk food on the run	Easy

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW?

COST	...AND WHAT IS THE COST OF THAT?	...AND WHAT IS THE COST OF THAT?
Energy is low or inconsistent	Not as productive at work	Miss deadlines, don't achieve goals
Brain fog, feel down sometimes	Take longer to make decisions, lack clarity	Work done inefficiently, mistakes made
Eat bad food	Feel sick, feel lethargic	Take sick leave

5.6.3   EXAMPLE - CONSTRUCTIVE VIEW OF "HEALTH"

VIEW	ACTION	RESULT
Making time for my health helps me perform better at work.	Prioritise health Make time to do more exercise Eat more healthy food	Feel more energised Feel happier More mentally alert Positive impact on team morale Set good example to team and kids Live longer, less injury and illness

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW?

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?
More energy	Get more done, work longer and smarter	Perform better
Better mental clarity	Make better decisions	Do things more efficiently
Exercise and eat well	Feel happier and healthier	Positive impact on team morale

CHALLENGES. WHAT ARE THE CHALLENGES OF HAVING THIS CONSTRUCTIVE VIEW?

CHALLENGE	...AND WHAT IS THE CHALLENGE OF THAT?	...AND WHAT IS THE CHALLENGE OF THAT?
Have to carve out time to exercise	Have to get up earlier in the morning	Fewer sleep ins
Have to leave work on time	Some colleagues might make it mean I'm not a hard worker	Have to overcome worrying about what others think of me

5.7 VIEW-ACTION-RESULT REFLECTION & TRANSFORMATION EXERCISE – YOU LEADS SELF

What development area from Leads Self have you chosen to work on?	
Why is working on this area important to you?	

YOUR CURRENT VIEW

VIEW	ACTION	RESULT

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5. LEADS SELF

PERCEIVED BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

COST	...AND WHAT IS THE COST OF THAT?	...AND WHAT IS THE COST OF THAT?

WHAT BLIND SPOTS IN YOUR PERFORMANCE ARE OPENING UP FOR YOU WITH REGARDS TO THIS VIEW?

WHAT IS AN ALTERNATIVE, MORE CONSTRUCTIVE VIEW OR NEW BELIEF THAT COULD GIVE YOU A DIFFERENT RESULT OR OUTCOME? EXPLORE THIS USING THE ACTIVITY BELOW.

VIEW	ACTION	RESULT

5. LEADS SELF

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW COULD THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

CHALLENGES. WHAT ARE THE CHALLENGES OF HAVING THIS VIEW? (I.E. HOW COULD THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

CHALLENGE	...AND WHAT IS THE CHALLENGE OF THAT?	...AND WHAT IS THE CHALLENGE OF THAT?

WHAT NEW ACTIONS MIGHT BE POSSIBLE FOR YOU WITH THIS NEW VIEW?

6. ENGAGES OTHERS
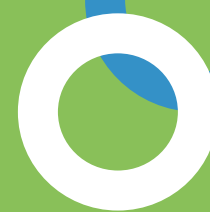
6. ENGAGES OTHERS

Leaders enable people to engage with a vision or goal through stories and explanations that make sense of complexity. Leaders encourage others to see and accept opportunities to contribute, learn and grow[6].

CAPABILITIES	DESCRIPTORS
Values diversity and models cultural responsiveness.	Recognises first Australians and ensures all people, consumers and workers, are treated with dignity and respect in all health care settings.
Communicates with honesty and respect.	Is approachable, listens well, presents ideas and issues clearly, and participates in difficult conversations with consumers and colleagues with humility and respect.
Strengthens consumers, colleagues and others.	Inspires and enables others to share ideas and information, to take opportunities to grow and lead and to collaborate for high performing groups and teams.

In this section you will find relevant information to get you thinking and exploring and activities to help you reflect on yourself in relation to Leading Others. At the end you will find a Reflection and Transformation area that is designed to assist you to get to the heart of what is holding you back, connect with a new way or preferred self and commit to action to make the change.

The five topics covered to help grow Engages Others capabilities are:
- Quality Relationships
- Developing Others
- Adaptability
- Trust & Integrity
- Influence

[6] Health Workforce Australia [2013]: Health LEADS Australia: the Australian Health Leadership Framework

6.1 QUALITY RELATIONSHIPS

Effective leaders are adept at building and maintaining strong, trusting and relations with employees, and other stakeholders.

Leaders with a strength in this area appreciate situations and issues from the perspectives of others, they recognise the impact of their own behaviour or operating style on others and strive to find the best way of working with and leading others.

You can develop your strength in this area by completing the following exercise:

6.1.1 HOW WELL DO YOU KNOW YOUR TEAM?

The following exercise is designed to compare how well you think you know each member of your team, to how well you actually know them. Fill in the following table for 3 other team members.

Name:			
How well do you think you know them? 1-10?			
What are their 3 most important values?			
What are their strengths?			
What do they love doing?			
When are they at their happiest?			
Can you name any fav. books? food? music?			

Once you have completed as much as you can on your own, we suggest finding out the rest of the answers by getting to know your team mates even further.

6. ENGAGES OTHERS

6.1.2   BUILDING RELATIONSHIPS

The better we know someone, the better we work with them. It explains why a sporting team made up of talented individuals who haven't played together before will always be beaten by a team that is less talented individually but have trained and played together for a long time.

It is also true in the workplace. As we increase the quality of the relationships with the people we work with, we also increase our overall performance with them.
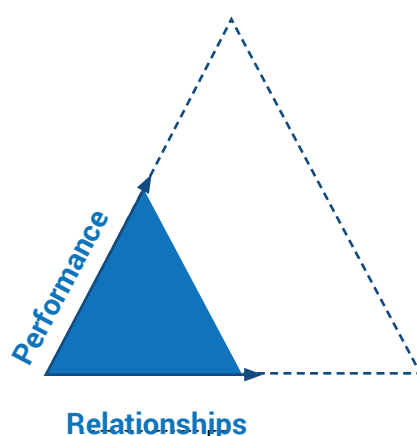
Research has shown that there are three fundamental skills to making effective relationships. These skills can be best described under three headings: Respect, Empathy, Genuineness **(R-E-G).**

Respect

Respect is behaviour that conveys to others that they are worthwhile, unique and valuable. It involves a commitment to interact with people in such a way that you hope to make others feel important. Respect is conveyed by:

- Giving positive attention
- Active listening
- Giving your time
- Remembering the person's name
- Introducing yourself
- Basic courtesies – offering a chair
- Asking questions
- Being complimentary
- Giving positive and corrective feedback.
- Asking their opinion

- Checking out assumptions you have made about the other person
- Being thoughtful, e.g. remembering concerns a person may have and enquiring as to how that is going
- Showing concern
- Remembering something they have told you before and reminding them of it
- Asking for assistance or support
- Being assertive rather than aggressive

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Empathy

Empathy is behaviour that shows you understand, or are trying to understand, another person's worldview. In other words, you are trying to see the world in their way, or "walk a mile in their shoes." Empathy is conveyed by:

- Reflecting back to the other person feelings you are picking up i.e "you must have felt very angry" or "you sound very happy"
- Smiling when the other person smiles, frowning when the other frowns, etc. – behavioural mirroring
- Trying to understand why a person "did what they did", or "said what they said"
- Asking questions to gather information
- Spending time listening
- Sharing related experiences of your own

Genuineness

Genuineness is behaviour that conveys to others that you are being "real" with them. In other words, that you are not hiding behind roles or facades, and that you are being open and honest within appropriate boundaries. Essentially, it is making sure you are not coming across as a "phoney." Genuineness is conveyed by:

- Talking appropriately about yourself
- Responding naturally
- Sharing feelings appropriately
- Being spontaneous
- Verbal behaviour consistent with non-verbal behaviour
- Not being defensive
- Not pretending to be someone or something you are not
- Being honest and up front with people
- Sharing your real feelings or thoughts in a caring and assertive manner
- Not saying things you don't believe simply because you think other people would want to hear them.

How would you rate yourself on these three elements?

LINK TO YOUR PERSONAL DEVELOPMENT PLAN

What did you learn?
What have you decided to work on?
Add your actions to your Personal Development Plan.

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6. ENGAGES OTHERS

6.1.3   THE CONFLICT CONTINUUM

Working well in teams requires a healthy amount of conflict. Many teams operate at one end of the spectrum which is 'artificial harmony' and believe that any step towards conflict is negative, however experiencing some level of constructive conflict is important for teams to grow.

Watch this video with Patrick Lencioni as he explains the conflict continuum
Link: https://www.youtube.com/watch?v=XUEYL-cKaMM
Or scan the QR code to the left

6.2   DEVELOPING OTHERS

This area refers to providing a supportive environment that inspires self-improvement and growth, finding and implementing ways to creatively challenge and develop others. This also includes managing performance, communicating expectations, rewarding achievement and providing constructive feedback. This means dealing with unacceptable behaviour promptly and effectively.

6.2.1   COACHING SKILLS

Coaching is an integral skill used in strong leadership. Coaching can challenge previous thinking and problem solving, develop innovative ways of thinking and amplify the growth of your team.

Leadership coaching is defined as an interaction between two people aimed at helping someone to define and work towards goals in a problem-solving, solution-focused context. With effective coaching, an employee can improve the quality of their working life in a collaborative and supportive environment.

6.2.2   SOLUTION FOCUSSED COACHING

The following provides a framework to provide solution focussed coaching to a team member or colleague.

Step 1: Measure performance	Where would you put yourself on the scale of 0-10 with regards to performance? 0 = not performing well 10 = outstanding performance
Step 2: Understanding their view	"What are you doing now that says you are at that rating?" Collect their views, don't challenge at this stage, just use active listening.
Step 3: Sharing your view	Add your feedback about what they are doing well.
Step 4: Identifying the goal or 10/10	"What would you be doing if you were at a 10?" Add additional things that you would like to see at a 10/10.
Step 5: Identify a '+1'	"If we met in _____ time and you had moved one point up the scale, what would you be doing differently?"
Step 6: Identify plan/ support	"What do you need to do to achieve this +1?" "How can I support you to achieve this +1?"
Step 7: Remeasure and repeat	Book in regular catch ups to check in on progress and any support needed.

6. ENGAGES OTHERS

6.2.3   WILLING AND ABLE MODEL

A useful tool to understand and assess employee performance is the Willing and Able Model. Performance can be measured on two scales:

1.   Someone's willingness to do their job (motivation, attitude etc.)

2.   Someone's ability to do their job (skills, knowledge, practical performance)

Plotting these two scales together provides us with four quadrants representing four performance categories.

See if you can think of someone you work with who would fall in each category.

ACTIVITY: SEE IF YOU CAN THINK OF SOMEONE YOU WORK WITH WHO WOULD FALL IN EACH CATEGORY.

	NOT ABLE WILLING	ABLE WILLING
WILLING	NOT ABLE NOT WILLING	ABLE NOT WILLING
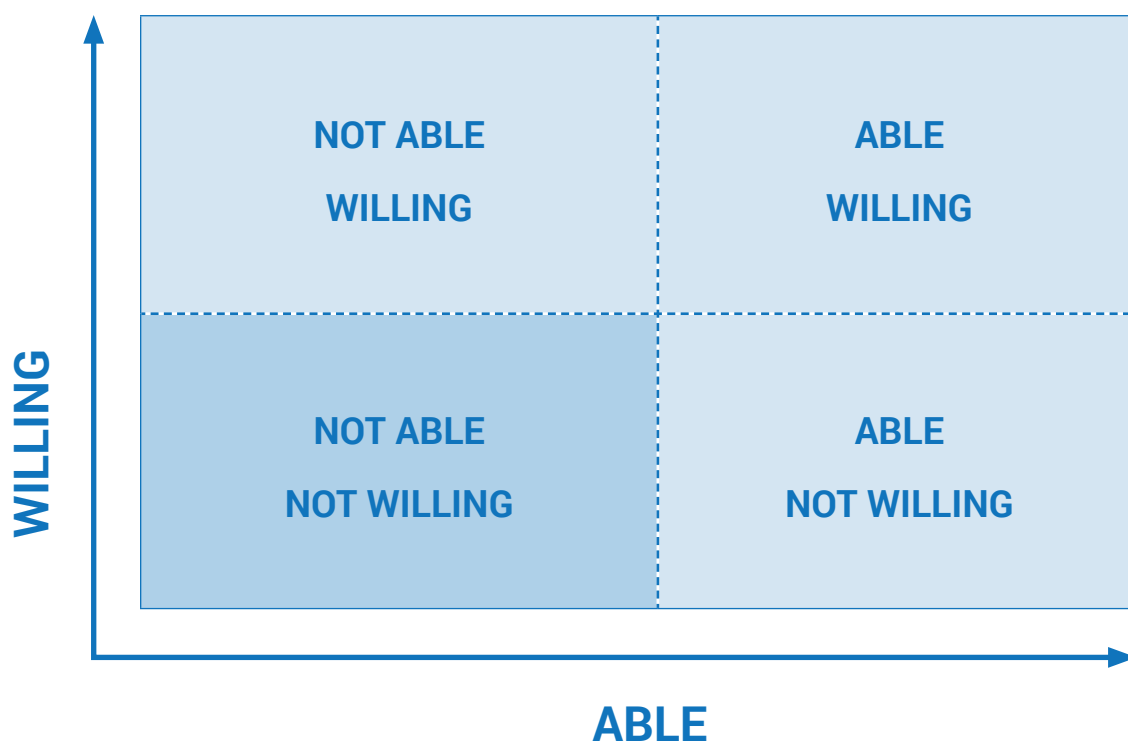
ABLE

The appropriate performance management approach will vary depending on the quadrant the employee fits into. The following table provides an explanation of the appropriate approach. Complete the table with the four people you had in mind.

QUADRANT/ CATEGORY	APPROPRIATE APPROACH	YOUR EXAMPLE	YOUR IDEAS TO APPROPRIATELY MANAGE THIS PERSON
Able and willing: high performers	Give feedback, acknowledge their contribution, challenge them, further develop them etc.		
Not able but willing: keen person who lacks skills	Give feedback, training, coaching, mentoring, additional support etc.		
Not willing but able	Give feedback. Understand what has impacted their willingness and see if there is anything you can do about it e.g.; they might be bored		
Not willing or able	Formal performance management plan or improvement process to manage poor performance.		

6. ENGAGES OTHERS

6.2.4   CAUSES OF POOR PERFORMANCE

Think of someone you are/were working with who was underperforming. What was the reason for their under-performance? Where do they fit in the Willing and Able model?

_____

_____

_____

_____

_____

_____

_____

Think back to the last time you weren't performing at your best. What were the main causes? Where were you in the Willing and Able model?

_____

_____

_____

_____

_____

_____

_____

_____

_____

6.2.5   NECESSARY CONVERSATION TOOL – BIP-C

BIP-C is a framework for having necessary conversations or providing feedback to someone in a constructive way. It presents four key ingredients of a constructive conversation that will help structure a meaningful message. It can be used to help prepare for a conversation or afterwards when a conversation didn't go so well - you can use it to see which ingredient was missing.

 The four key ingredients are:

BEHAVIOUR, IMPACT, PREFERENCE, CONSEQUENCE.

BEHAVIOUR	IMPACT	PREFERENCE	CONSEQUENCE
What happened? Observable, specific	What impact did it have on you? How did you feel?	What behaviour would you prefer to see?	What is the benefit of this preference for BOTH of you? Buy-in
Yesterday when you didn't put the equipment back	I couldn't find it and felt frustrated spending time looking for it	It would be great if you could return the equipment to where it belongs or ask someone if you are unsure	That way we can both keep track of everything
Hint: Be truthful, avoid 'always' and 'never' statements	Hint: The impact needs to be about YOU, not the other person. Use 'I' statements	Hint: The preference needs to be reasonable and achievable.	Hint: The consequence is more powerful when it is positive.

They can be used in any order, in a way that feels comfortable or natural for you.

ACTIVITY: IF YOUR EMPLOYEE IS WILLING, BUT NOT ABLE, CONSIDER USING THE BIP-C TO MAP OUT A CONVERSATION WITH THEM: E.G. ABLE BUT NOT WILLING

BEHAVIOUR	IMPACT	PREFERENCE	CONSEQUENCE

6. ENGAGES OTHERS

BEHAVIOUR	IMPACT	PREFERENCE	CONSEQUENCE

6.2.6   WORKED EXAMPLE – MANAGING UNDERPERFORMANCE

Can you think of a time when you have had to manage substandard performance, or is there currently a staff member who is failing to meet their performance requirements who you need to deal with? Describe the situation or poor performance.

_____

_____

_____

What is your expectation of this person? What is the desired performance level of this person?

_____

_____

_____

_____

Does this person have the adequate resources and information to perform at the desired level? Is this person aware of your expectations?

_____

_____

_____

_____

Have you tried to deal with this issue already?

_____
_____
_____
_____

Map out a BIP-C conversation to open up a meaningful performance discussion.

_____
_____
_____
_____
_____
_____
_____

BEHAVIOUR	IMPACT	PREFERENCE	CONSEQUENCE

LINK TO YOUR PERSONAL DEVELOPMENT PLAN
What did you learn?
What have you decided to work on?
Add your actions to your Personal Development Plan.

6. ENGAGES OTHERS

6.3   ADAPTABILITY

There is a Chinese proverb that says that the wise adapt themselves to circumstances, as water moulds itself to the pitcher.

Perhaps at no other time in recent history has adaptability been more important than it is now. Adaptability is the ability to change (or be changed) to fit new circumstances and is a crucial skill for leaders. Different situations call for different responses, approaches and styles in leadership and communication.

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6.3.1   LEADERSHIP STYLES (PART 1)

What type of leadership and communication style do you use most? Consider each of the statements and circle the one that is most appropriate to you.

1	Engage employees in working towards a shared vision	OR	Nurture personal relationships between your employees
2	Get active participation from all your team members	OR	Keep tight control, preferring not to delegate
3	Have a high level of initiative and are ready to seize opportunities	OR	Help employees identify their unique strengths and areas for development
4	Allow problems to be resolved through team discussions	OR	Clearly link performance and strategy with the vision
5	Role model high standards of performance and expect the same of others	OR	Expect 'do it because I say so'
6	Help employees to establish plans for achieving long-range development goals	OR	Value your employees, their feelings and openly share emotions
7	Guide employees to create their own solutions in moving forward	OR	Ensure close monitoring and don't rely on employee input
8	Quickly pinpoint poor performers and demand more from them	OR	Allow decision making to occur though consensus
9	Promote harmony and foster friendly interactions	OR	Develop and articulate an inspiring vision of how the future will look
10	Are more focused on your goals than on your employees goals	OR	Demand immediate compliance with your orders, without explanation
11	Actively collaborate with your employees to seek out their new ideas	OR	Encourage your employees to innovate, experiment and take calculated risks in pursuit of the vision
12	Link employees' strengths and areas of development to their personal career development goal	OR	Identify opportunities for positive feedback and praise for your employees
13	Expect employees to know what to do without clear guidelines	OR	Operate from a common set of shared core values and beliefs
14	Listen intently to your employees thoughts and concerns	OR	Provide feedback on what employees have done wrong
15	Limit constructive advice on how to improve as relationships are more important	OR	Encourage employees to take on challenging assignments that stretch their capabilities
16	Remind employees of the larger purpose of their work	OR	Know exactly the way things should be done
17	Focus on the emotional needs of your employees over task direction, goals and standards	OR	Link personal and career development goals with organisational results
18	Trust your employees' capability and experience	OR	Rescue the situation, if your employee doesn't deliver on performance
19	Create a team where employees feel a sense of belonging to your team and the organisation	OR	Encourage your employees to work together as a team
20	Apply continual high pressure to achieve performance goals	OR	Focused on telling others what they need to do
21	Avoid performance related confrontation with others	OR	Provide ongoing constructive performance feedback that builds motivation
22	When giving instructions, believe in 'Do as I do'	OR	When giving instructions believe in 'try this' then 'how does that work for you?'

6. ENGAGES OTHERS

6.3.1   LEADERSHIP STYLES (PART 2)

The following table corresponds to the type of Goleman's (2000) leadership style that best matches the descriptions. Copy your answers from the descriptions to the following table to indicate which type of leadership style you chose in each case.

1	Authoritative	OR	Affiliative
2	Democratic	OR	Coercive
3	Pace Setting	OR	Coaching
4	Democratic	OR	Authoritative
5	Pace Setting	OR	Coercive
6	Coaching	OR	Affiliative
7	Coaching	OR	Coercive
8	Pace Setting	OR	Democratic
9	Affiliative	OR	Authoritative
10	Pace Setting	OR	Coercive
11	Democratic	OR	Authoritative
12	Coaching	OR	Affiliative
13	Pace Setting	OR	Authoritative
14	Democratic	OR	Coercive
15	Affiliative	OR	Coaching
16	Authoritative	OR	Coercive
17	Affiliative	OR	Coaching
18	Democratic	OR	Pace Setting
19	Authoritative	OR	Democratic
20	Pace Setting	OR	Coercive
21	Affiliative	OR	Coaching
22	Pace Setting	OR	Coaching

6.3.2   THE LEADERSHIP STYLES IN DETAIL

Leaders use six leadership styles, but only four of the six consistently have a positive effect on climate and results. They are all valuable and useful in different situations.

The Authoritative Style (also known as Visionary)

Primary Objective: Inspiring others by providing long-term direction and vision for individuals

The Coaching Style

Primary Purpose: Long-term professional development of individuals.

The Affiliative Style

Primary Purpose: Creating harmony among individuals and between leaders and individuals.

The Democratic Style (also known as Participative)

Primary Objective: Building commitment and generating new ideas.

The Pacesetting Style

Primary objective: Accomplishing tasks to high standards of excellence.

The Coercive Style (also known as Directiveness or Commanding)

Primary Objective: Immediate compliance.

You can read more about the Styles here:
Link: https://bit.ly/2oHe7jG
Or scan the QR code to the right

6. ENGAGES OTHERS

6.3.3   LEADERSHIP ACTIVITY

Which leadership style do you use the most?

_____

_____

How do you think this has impacted the team?

_____

_____

_____

_____

Which of the leadership styles would you like to introduce more/less often in your current role and why?

_____

_____

_____

_____

What will you do to develop new styles of leadership?

_____

_____

_____

_____

_____

6.4   TRUST & INTEGRITY

Integrity means doing what you say you'll do and ensuring your actions are consistent with your words. It means being reliable, honest, authentic and leading others with both heart and mind.

Authenticity is behaviour that conveys to others that you are being 'real' with them. In other words, that you are not hiding behind roles or facades, and that you are being open and honest within appropriate boundaries. Essentially, it is making sure you are not coming across as a 'phoney,' or 'wishy-washy.'

It is conveyed by:

- Talking appropriately about yourself
- Responding naturally
- Sharing feelings appropriately
- Verbal behaviour consistent with non-verbal behaviour
- Not being defensive

- Not pretending to be someone or something you are not
- Being honest and up front with people
- Sharing your real feelings or thoughts in a caring and assertive manner
- Not saying things you don't believe simply because you think other people would want to hear them.

6. ENGAGES OTHERS

6.4.1   WHEEL OF INTEGRITY

Integrity is like a bicycle wheel.

When all spokes are intact and undamaged, the wheel rim has perfect structural integrity. All the right characteristic foundations are in place to support high performance. It can perform at its optimal functioning capacity.

However, like a broken promise, if one spoke is damaged, the structural integrity of the whole wheel is weakened.

Over time, if this spoke is not repaired, the wheel loses its shape, its performance is affected and the weakness is visible.

While we may have good intentions, occasionally we break promises or commitments. One broken spoke won't harm the wheel's performance unless it goes unfixed. The important thing is to repair the spoke and restore the structural integrity of the wheel.

What's an example of a time you have broken a promise or not followed through on a commitment to someone? How did you try to fix the situation?

_____

_____

_____

_____

Often we try to repair a broken promise through generating excuses, reasons, justifications, explanations, or blaming others. However, this approach is costly because the integrity of your relationship with the other person remains damaged.

Where a broken promise is left unrepaired or unresolved, this baggage from the past can live on into our future. One way to resolve this is using the Completion Sequence, below (The Three Laws of Performance, Zaffron & Logan, 2009).

6.4.2   THE COMPLETION SEQUENCE

When looking at your issue from the previous section, is there anyone involved in the situation with which you feel distance or where you sense that something is 'off', but you just can't put your finger on it? What you're seeing is an *incompletion* – something that lives in your future due to baggage from the past.

The Completion Sequence is a future-based communication process you can use to repair and restore the structural integrity of a relationship. Particularly when things are left 'unsaid' or feel incomplete after a broken agreement or miscommunication.

1. **Start a conversation with the person with whom you need to resolve something.**
    Create a scenario or frame the situation in such a way that resolving the issue is of benefit to the issue. Speak about the benefits or positive outcomes.
    E.g. "I'd like to discuss something which, if resolved, will make our working relationship much stronger, improve the team morale and increase our effectiveness and performance overall".

2. **Address what happened.**
    Let them know your perspective on the situation and take responsibility for all parts (e.g. what decisions you made, what you did or didn't do in the situation concerning the relationship between you and the other person).
    Because you harboured and held onto it, you have to take responsibility for the diminishment of the relationship. It may even be to such an extent that you ask to be forgiven for what happened.
    E.g. "I acknowledge and take responsibility for this."

3. **Take whatever action is necessary.**
    Apologise or give up your excuses or old stories. When we give something up, forgive or are forgiven, a new space opens up.
    E.g. "Today I decide to give up the grudge I've been holding onto for all these years, and move forward."

In this space, a new future can be created. Both of you can move forward and learn from this situation so that it will be less likely to occur again.

LINK TO YOUR PERSONAL DEVELOPMENT PLAN
What did you learn?
What have you decided to work on?
Add your actions to your Personal Development Plan.

6. ENGAGES OTHERS

6.4.3   TRUST COMES FROM FEELING SAFE

In Simon Sinek's TED talk on Why Great Leaders Make You Feel Safe, Simon shows that leaders who makes their employees feel secure, draw their teams into a circle of trust. In this environment, everyone has each other's back.

Watch this great Ted Talk as Simon Sinek explains why good leaders make you feel safe
Link: https://youtu.be/lmyZMtPVodo (Simon Sinek - Safe)
Or scan the QR code to the left

ACTIVITY: BUILDING TRUST

Who would you consider to be in your 'circle of trust'?

_____
_____
_____
_____
_____

How do you know that you can trust these people? What do they do (or not do) that makes you feel safe?

_____
_____
_____
_____

How can you show your team that you 'have their back'? How can you build their trust for you?

_____
_____
_____
_____
_____

6.5 INFLUENCE

Influence refers to the ability to make things happen through others without relying on formal authority. It shapes outcomes by steering negotiations and influencing stakeholders. It can also include presenting reasonable and convincing arguments to persuade others and shape outcomes.

6.5.1 EXERCISE: WHAT'S MY PREFERRED STYLE OF INFLUENCE?

There are different ways of influencing others. Some examples of these are explained in the table below. Rank the styles of Influence in the order (1-7) that you use them the most. To clarify, think back to memorable occasions or conversations.

RANK	INFLUENCE STYLE	BEST USES	WORST USES
	Friendliness Influencing others by making them like you	Personal favours. Cross-functional situations. You're not in charge	You are in charge, especially for new supervisors – employees expect a boss Substituting it for formal authority
	Bargaining Influencing others by exchanging favours	Need something from a co-worker or peer. Equal exchange of resources	Overuse sets pattern of obligations and paybacks You give more than you get back Use it instead of formal authority
	Reason Influencing others by relying on facts, data and concrete information	Most popular strategy in organisations. Discussions based on prepared logic and evidence	Overuse when situation calls for emotional response too, i.e. downsizing Poor logic or facts disguised as truths
	Higher Authority Influencing others by referring to chain of command	Back-up strategy for seeking compliance on unpopular changes or rules. Support for lower managers' opinions	Seen as "running to the principal", potentially creates mistrust in team Perceived as incapable of making own decisions or taking own actions
	Aggressiveness Influencing others by showing you are "in charge"	Need employee compliance with standard rules and regulations You're absolutely sure you're right	Overuse results in resentment and fear among employees "Crying Wolf"
	Assertiveness Seeking support through clearly and respectfully stating your views and preferences and asking for your needs to be met	No hidden agendas Opens up room for negotiation and learning	None
	Coalition Building Seeking support from most likely proponents first in order to take on severest critics	Gain alliances to get what you need Sell your ideas or requests to others	Overuse seen as a conspiracy, especially by insecure leaders Seen as "rocking the boat"

6. ENGAGES OTHERS

6.5.2   DRAMA TRIANGLE

The drama triangle is a social model that was conceived by Stephen Karpman, a student studying under Eric Berne, the father of transactional analysis.

The Karpman Drama Triangle models the connection between personal responsibility and power in conflicts, and the destructive and shifting roles people play. Drama occurs when people are focussed on assigning blame, wanting to be right, toxic relationships and fear.

He defined three roles in the conflict; Persecutor (or Villain), Rescuer (or Hero) and Victim.
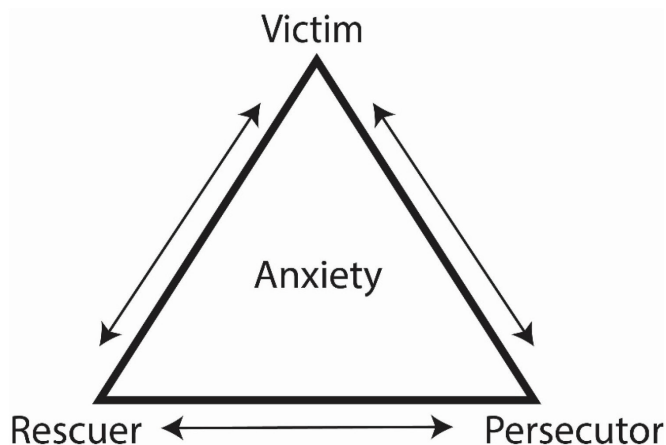
The **Victim** is helpless, powerless, can never cut a break or get a head. They say things like, "This always happens to me". Victims are at the effect of life – life is happening to them (whether it be a person, a circumstance or condition).

The **Rescuer (or Hero)** takes responsibilities for other people's problem – they make it their own problem rather than looking at their own life which could be a mess. They say things like, "I'll do it for you." This creates dependency on them and they seek value by being needed by others.

The **Persecutor (or Villain**) is self righteous and needs to be right. They blame others and say things like "They're wrong. They need to do what I say."

While we can often find ourselves moving in and around and between these roles, there is often a "starting gate" with which we most naturally enter into. However, all of the roles often cause drama and anxiety and result in powerlessness or helplessness.

Reflecting on the above roles, which one tends to be your most natural "starting gate" that you enter?

_____

_____

_____

So, how do we get out of the drama triangle?

1. If you are victim, become a **Survivor.** Think like a problem solver, ask questions like, What do I want? What steps can I take to get what I want? Reflect on what is going your way. Write down 3 things you're grateful for or a list of things you achieved this week?

2. If you are rescuer, become a **Coach.** Rather than giving them a fish sandwich, teach them how to fish, coach them, enable and empower them. Ask questions like, "What would you like to see happen?" Set boundaries around responsibilities.

3. If you are persecutor, become a **Challenger.** Be firm but fair. Set boundaries around areas of responsibility – remember not all problems are yours to solve.

When our relationships are free of drama, we are happier, healthier and more constructive. We are not so drained and powerless. Teams that step out of drama and reacting and choose to respond and be present are more creative, aligned, engaged and energised. They have more fun and get things done.

What can you commit to doing to move yourself and your team members out of a drama triangle towards a state of presence?

_____

_____

_____

_____

Watch this video to learn more about operating in Presence Vs the Drama Triangle by the Conscious Leadership Group.
Link: https://www.youtube.com/watch?v=ovrVv_RlCMw
Or scan the QR code to the left

6. ENGAGES OTHERS

6.6 VIEW-ACTION-RESULT REFLECTION & TRANSFORMATION EXERCISE

6.6.1 DEMONSTRATED EXAMPLE – ENGAGES OTHERS

What development area from Engages Others have you chosen to work on?	*Delegation of work to others*
Why is working on this area important to you?	*I want to get better at this because I am too busy right now*

Note: Before completing the following exercises, you can also read the VAR Instruction, found in section 2. This section provides background to the VAR model, why it's so important, how it works and examples to help you work through your own.

VIEW
- What is your current view of this area?
- Consider the beliefs, thought & opinions you hold.

ACTION
- How does your view cause you to act (or react)?
- Consider your feelings & behaviours

RESULT
What are the intended and unintended impacts of these actions?

Consider the longer term impacts and consequences on yourself, your team, family and organisation
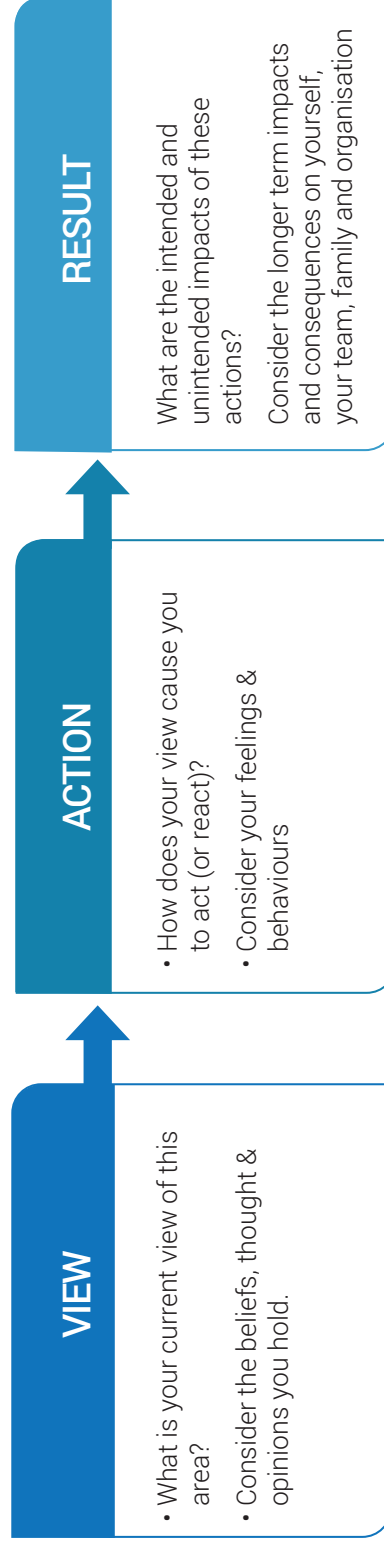
EXAMPLE - CURRENT VIEW OF "DELEGATION"

VIEW	ACTION	RESULT
I don't have time to delegate, it's quicker if I do it myself.	Never delegate	Always busy
	Do everything myself	Stay back, work long hours
		My team never learns or develops their own skills
		My team depends on me for everything

PERCEIVED BENEFITS. WHAT ARE THE PERCEIVED BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?
Look busy and important	People see me as a hard worker	Get praise and status
Always in control	I know everything that's going on	Feel like nothing can go wrong, no mistakes
Don't have to take the time to explain it	Meet deadlines	Seen as competent and capable

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

COST	...AND WHAT IS THE COST OF THAT?	...AND WHAT IS THE COST OF THAT?
Always busy or 'reacting'	Feel overworked and stressed	Burnt out, time off for sick leave
Team doesn't know how to do it themselves	They don't grow and can't step up	Team feel bored and disengaged
Team can't make decisions on their own	More work for me	Nothing ever changes and I just get more overloaded

6.6.3 EXAMPLE - CONSTRUCTIVE VIEW OF "DELEGATION"

VIEW	ACTION	RESULT
Delegating helps build my team's skills	Take the time to delegate to my team Not do everything myself	Builds my team's skills and develops them Team gets involved and steps up I am freed up to do higher level work

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?
Team is growing and developing skills	Team feels happy and confident	More productive and engaged, positive morale
I have more time to plan and be proactive	We are better organised	Do things more efficiently, I look like a more capable leader
Less stress	More happy and calm at work	Positive impact on team morale

CHALLENGES. WHAT ARE THE CHALLENGES OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

CHALLENGE	...AND WHAT IS THE CHALLENGE OF THAT?	...AND WHAT IS THE CHALLENGE OF THAT?
They might do it differently to me	I have to realise things might not be done 'my way'	Acceptance that different approaches can achieve the same objective
It takes longer to teach them initially	Investing time now to free up time in the future	Having to make the time to teach them now
Having to develop their capability	Dedicating the time to set them up for success	Having to give feedback

NOW IT'S YOUR TURN...

6.7 VIEW-ACTION-RESULT REFLECTION & TRANSFORMATION EXERCISE – YOU ENGAGE OTHERS

What development area from Engages Others have you chosen to work on?	
Why is working on this area important to you?	

6.7.1 YOUR CURRENT VIEW

VIEW	ACTION	RESULT

6. ENGAGES OTHERS

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

COST	...AND WHAT IS THE COST OF THAT?	...AND WHAT IS THE COST OF THAT?

WHAT BLIND SPOTS IN YOUR PERFORMANCE ARE OPENING UP FOR YOU WITH REGARDS TO THIS VIEW?

What is an alternative, more constructive view or new belief that could give you a different result or outcome? Explore this using the activity below.

VIEW	ACTION	RESULT

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

6. ENGAGES OTHERS

CHALLENGES. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

CHALLENGE	...AND WHAT IS THE CHALLENGE OF THAT?	...AND WHAT IS THE CHALLENGE OF THAT?

WHAT NEW ACTIONS MIGHT BE POSSIBLE FOR YOU WITH THIS NEW VIEW?

7. ACHIEVES OUTCOMES

7. ACHIEVES OUTCOMES

Leaders are people who work to make a difference. They set a direction that is inspiring and motivating, they enable energy and effort to succeed, and they keep their eye on the goal. Health leaders work with compassion to influence the quality of care and the sustainability of the system[7].

CAPABILITIES	DESCRIPTORS
Influences and communicates the direction.	Collaborates with consumers, colleagues and others to identify, influence and set goals that achieve the vision.
Is focussed and goal oriented.	Influences alignment of resources and decisions with goals and evidence to enable quality, people-centred health work and continuous improvement.
Evaluates progress and is accountable for results.	Continually monitors and improves, celebrates achievements and holds self and others accountable for individual and service outcomes.

In this section you will find relevant information to get you thinking and exploring and activities to help you reflect on yourself in relation to Achieving Outcomes. At the end you will find a Reflection and Transformation area that is designed to assist you to get to the heart of what is holding you back, connect with a new way or preferred self and commit to action to make the change.

7.1   PURPOSE

A clear and inspiring purpose is positively demanding. It's collective, individual and gives the organisation a conscience. It describes what the company knows must change in the world and the role it sees for itself in helping to achieve that change. It explains why people come to work. It gives each person a reason to be proud and engaged in what they do. The French call it their "raison d'etre" (reason for being) and is a central driver of effort and focus.

In 1960, in a speech by David Packard to Hewlett-Packard's training group, he said,

"Purpose (which should last at least 100 years) should not be confused with specific goals or business strategies (which should change many times in 100 years).

Whereas you might achieve a goal or complete a strategy, you cannot fulfill a purpose; it's like a guiding star on the horizon—forever pursued but never reached.

Yet although purpose itself does not change, it does inspire change. The very fact that purpose can never be fully realized means that an organisation can never stop stimulating change and progress."

[7] Health Workforce Australia [2013]: Health LEADS Australia: the Australian Health Leadership Frameworkk

7.2   VISION AND VALUES

Leaders who are strong in this area approach their leadership in line with the organisation's vision, purpose (or mission), and values. They provide clear direction and priorities to support the implementation of the organisation's vision as well as identifying and challenging behaviour that contravenes organisational values.

ACTIVITY

What is your organisation's purpose (or mission)?

_____

_____

_____

_____

What is your organisation's vision?

_____

_____

_____

_____

What are your organisation's values? What do each of the values mean? How do they play out in the workplace?

_____

_____

_____

_____

How do you currently lead and 'live' the organisational values?

_____

_____

_____

_____

Where are there inconsistencies or gaps in your behaviour and the organisation's values? How could you improve in these areas?

_____

_____

_____

_____

7. ACHIEVES OUTCOMES

7.2.1 WAYS TO EMBED PURPOSE, VISION AND VALUES:

Communicate purpose, vision and value-focused info everywhere: For example, you can share updates and information related to your vision and values in emails, during meetings, presentations and announcements.

Integrate it into your processes. You can integrate your vision and values into your culture by recruiting, training, measuring, recognising, developing, and promoting based on how your staff align to these areas. For example, if one of your values is teamwork, you can reinforce the value of teamwork by praising and recognising anyone who is shown to support their team members.

Link their role with the organisation purpose. Articulate how you expect each person or department within your business to play a part in this purpose. What is valuable about their work and how is it part of the bigger picture? How does it connect to them on a personal level?

Recognise and empower the 'flames'. Flames are those employees that believe in and understand the greater purpose of your business. They are the key influencers who determine your team culture. Show them how their actions are expressing the company purpose and how they're making an impact.

You can do this by celebrating them when they go above and beyond and do well on behalf of the organisation (no matter how big or small). Look for the ones who are passionate about creating positive change; you can always develop a set of skills, but it's more challenging to 'teach' a positive attitude. This will also help those who don't believe in the concept of purpose to move onto their next chapter. This helps bring out the best in people, it gives them fulfilment and benefits beyond the financial side which is exactly what intrinsic motivation is all about. It's a win-win.

7.2.1.1   PURPOSE, VISION AND VALUES ACTIVITY

Reflecting on what you have learnt, how can you integrate and reinforce the Purpose, Vision and Values of your organisation into your work as a leader with your employees?

_____

_____

_____

_____

Watch Simon Sinek explain how the WHY relates to Vision
Link: https://bit.ly/2VFnpff (TED TALK, Simon Sinek)
Or scan the QR code to the right

LINK TO YOUR PERSONAL DEVELOPMENT PLAN
What did you learn?
What have you decided to work on?
Add your actions to your Personal Development Plan.

7. ACHIEVES OUTCOMES

7.3 GOAL SETTING

Setting SMART goals are the heart of every successful organisation.

SMART goals ensure you have clarity over exactly what you are working towards, what needs to be achieved and by when.

The SMART goals framework is a highly effective way of defining outcomes and goals to be achieved.

Specific	Measurable	Achievable	Realistic	Timely
S G	**M** O	**A** A	**R** L	**T** S
What do you want to do?	How will you known when you've reached it?	Is it in you power to accomplish it?	Can you realistically achieve it?	When exactly do you want to accomplish it?

What is a goal you and your team are working on right now? Try creating a SMART goal around it:

S ....

M ....

A ....

R ....

T ....

7.4   INSPIRATION AND MOTIVATION

Leaders who inspire and motivate are those who exude passion and energy about the organisation, its goals and the work itself. They encourage and reward great work, create a climate in which people want to do their best and share ownership and visibility of activities and achievements.

"Inspire" translates to "in spirit" and is a drive that comes from within. Inspiration pulls one towards something that stirs their heart, mind, or spirit. For example, one is inspired by an idea, a person, or a potential envisioned future. The root word of "motivate" is "motive," and is an external force that pushes one to take action when motivated by the result. For example, a financial reward, recognition or accolade.

7.4.1   HOW GREAT LEADERS INSPIRE

As Simon Sinek taught us in his TED Talk, "How Great Leaders Inspire Action," no one follows a leader for the leader. They follow a leader for themselves. The most inspirational leaders ignite a spark within their employees and followers that move them to action. They don't require motivation to act because they've been inspired from the inside to act.

What follows is a collection of strategies compiled from various studies and sources.

- **Communicate a Clear Vision, Mission, and Values.** Inspiring leaders know that the most effective way to inspire others is to clearly articulate what the organisation believes in, why it exists, and where they are going. They make it tangible enough that it is easy to understand and apply.

- **Create Stretch Goals.** Paint a bold picture for your employees that helps them visualize the potential future you are working towards.

- **Work with Them.** The most inspiring leaders are highly collaborative. They work alongside their people to make things happen, rather than issuing directives. Two of the most inspiring words are we and together.

- **Encourage Self-Development.** Inspiring leaders want their people to develop. They invest in them, and they encourage activities that foster physical, intellectual, emotional, and spiritual growth & well-being.

- **Invest Time in Good Communication.** Inspiring leaders understand the impact of great communication, and the harm of poor communication. They know communication can be a catalyst to growth and use it as a strategic tool to achieve their goals.

- **Listen.** Again, employees want to know they matter. It's not enough to share the vision. Employees want to contribute their ideas and perspectives as well.

- **Act with Integrity; Inspire Trust.** Employees take their cues from their leaders. They are always watching, whether consciously or unconsciously. They believe in their leaders, they must **BELIEVE THEM.** Inspiring leaders are true to their 'word' and know every action matters.

7. ACHIEVES OUTCOMES

Who is an example of a leader who inspires you?

_____

_____

_____

What is it that they do (or don't do) that leads you to feel inspired?

_____

_____

_____

_____

How can you inspire your people? What is your commitment going forward?

_____

_____

_____

_____

_____

7.4.2   MOTIVATION

Reflect on these motivation activities:

WHAT MOTIVATES YOU?	WHAT MIGHT MOTIVATE THOSE AROUND YOU?

7.4.3   HERZBERG'S THEORY OF MOTIVATION

The key to understanding Herzberg's Motivation-Hygiene Theory is that the factors that involve job content (motivation factors) tend to lead to job satisfaction. When these factors are not present on the job, workers do not tend to be dissatisfied – they simply are "not satisfied."

Workers who are "not satisfied" do not tend to restrict productivity; they just don't get involved in their job or put forth the extra effort to do a good job. Workers who are "satisfied" put forth that extra effort and productivity increases.

MOTIVATION FACTORS: DEAL WITH CONTENT AND LEAD TO SATISAFACTION	HYGIENE FACTORS: DEAL WITH CONTEXT AND LEAD TO DISSATISFACTION
• Growth • Work itself • Responsibility • Achievement • Advancement • Recognition	• Policies and administration • Supervision • Interpersonal relations • Status • Working conditions • Security • Salary and benefits

Factors that involve job context (hygiene factors) tend to lead to job dissatisfaction. When these factors are considered good, or acceptable, workers do not tend to become "satisfied", they simply become "not dissatisfied." Productivity is not restricted – it is just held at an acceptable level. When workers become dissatisfied with any of these factors they tend to restrict output.

LACK OF HYGIENE FACTORS	PRESENCE OF MOTIVATION FACTORS

DISSATISFIED	NEUTRAL	SATISFIED

7. ACHIEVES OUTCOMES

MOTIVATING FACTOR	HOW IMPORTANT IS THIS TO YOU?	HOW IMPORTANT IS THIS TO YOUR EMPLOYEES?
Good personal 'fit' • Work location, hours • Flexibility • Work/life balance • Using your skills and expertise		
Team Culture 'fit' • Working in a team where values are lived • Great working relationships • Connection with peers • Leaders demonstrate values		
Feedback and Recognition • Verbal praise and acknowledgement • Constructive feedback about development areas • Opportunities for recognition e.g. awards • Acts of appreciation e.g. thank you cards, gifts		
Training, Development and Challenge • Opportunities to grow and develop • Participating in training • Feeling challenged by tasks		
Financial • Salary • Other financial benefits or inclusions		
TOTAL	**/25**	**/25**

7.5   DECISION MAKING STYLES

The decision-making skills curve shows the relationship between conflict and the decision quality and how they affect different decision-making styles.
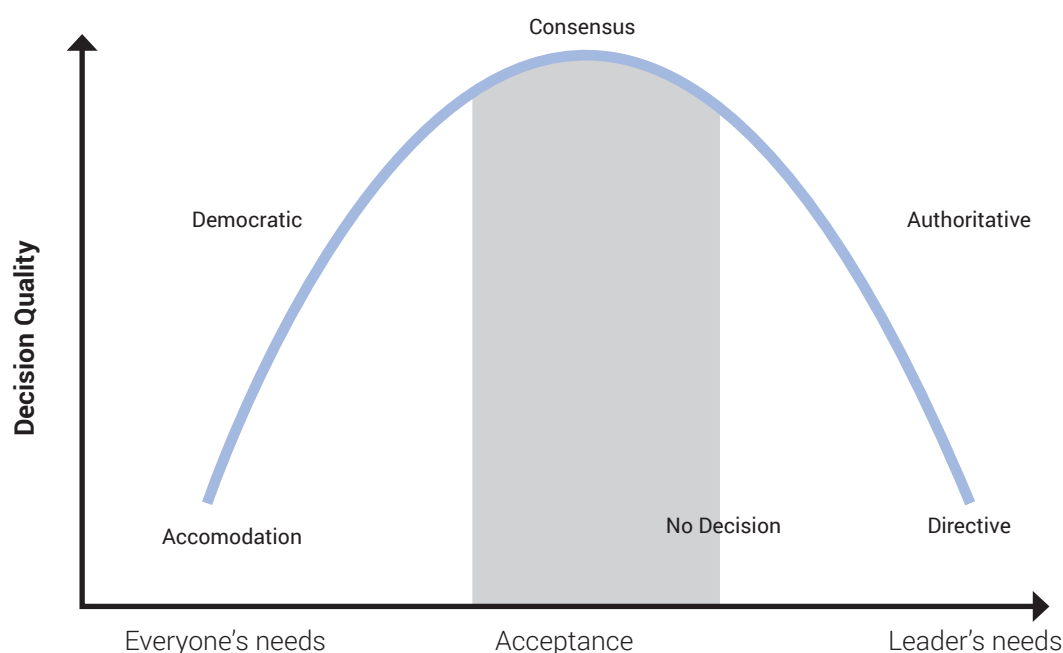
Consensus - Input is sought from all key stakeholders. All valid information and options are put forward and evaluated by the team. This is generally the most effective style of decision making that involves/empowers all members involved. Most importantly it means the agreement of most participants but also the resolution or mitigation of minority objections.

Democratic - Input is sought from all key stakeholders and a number of options are generated. All members of the team vote on the options and the majority (>51%) wins. This method involves less discussion and less consensus as the final vote counts. This can also lead to a low decision quality if only a small majority wins.

Accommodating - Input is sought from all key stakeholders. A decision is made by trying to please everyone in the team. The leadership style is driven by considering other people's needs and feelings.

Authoritative - Input is sought from all key stakeholders but the leader makes the final decision. The authoritative decision-making style is useful when the leader possesses all the necessary information from the group and has the required expertise to make the best decision. He/she makes the decision and the subordinates are then informed of what the decision is.

Directive - The directive method is based on a top-down decision-making model. The leader makes the ultimate decision based on his/her knowledge and the decision is often unwavering. The decision does not take into account the group's input. This method is mainly only effective when safety or time is a concern.

7. ACHIEVES OUTCOMES

7.5.1   CHECKLIST FOR DECISION MAKING

Sometimes decision making does not come naturally or is left to intuition. The following checklist can provide a useful guide when trying to make a decision.

	Do I have all the facts from everyone's viewpoint?
	Who are the stakeholders, and have I considered all of them?
	Is there a previous framework/policy/legislation that needs to be considered?
	What similar decisions have been made in the past or in other departments?
	Have I considered every option - even the abstract ones?
	Do I have authority to make this decision?
	What is the potential impact on my team? Others? Externally?
	Have I done a risk assessment?
	Do I have the skills and competence to make this decision? Is it within my reach?
	What are my recommended decisions?
	Will I have my manager's support on this decision?
	Do I need to refer to anyone else before making the decision?
	Is there anyone else I need to discuss options with?

7.5.2   DECISION MAKING CONVERSATION FRAMEWORK

The following questions can be useful in shaping a conversation with a colleague or your manager about your decision-making capabilities. Make a time to have this conversation with a manager in the next week.

What are your expectations of me in making decisions?

_____

_____

_____

_____

What are my parameters or scope of authority for making and for referring decisions?

_____

_____

_____

_____

How do you currently rate my decision-making ability?

_____

_____

_____

_____

In your experience, how can I improve upon my decision making?

_____

_____

_____

_____

Document areas of development that your manager can support.

_____

_____

_____

_____

_____

7.5.3   AVOIDING INEFFECTIVE DECISIONS

Eventually, even good managers will make ineffective decisions, but there are ways to minimise the frequency and severity of mistakes. The following examples are underlying faults in thinking that decision makers should watch out for and avoid, as well as examples of disastrous past decisions that have resulted from corporate leaders falling prey to these four logical missteps.

1. **Misleading experiences,** or memories that seem similar to the current situation, but in reality are not. This fault contributes to more than half of all flawed decisions.

2. **Misleading prejudgments** or situations where previous decisions or judgments influence current decision making.

3. **Inappropriate self-interests** or personal interests that conflict with the responsibilities leaders have for other stakeholders. Crystal clear case in point: NMHS executive John Fullerton charged with fraud and bribery in 2019, highlighting the need for oversight when re- awarding public sector procurement /contracts.

4. **Inappropriate attachments,** or the strong feelings people tend to have towards a particular group, tribe, place or possession, and which are inappropriate given the decision. For an example, look at President Obama's appointment of Tom Daschle, with whom he had a close relationship, despite early warning signs that the nomination would run into trouble.

7. ACHIEVES OUTCOMES

7.5.4   GROUP DECISION MAKING

When used effectively, group decision making can result in greater outcomes and higher quality decisions. The following table introduces some advantages and disadvantages of group decision making.

Advantages (if managed well)	Disadvantages (if not managed well)
Access to more information and knowledge	Time consuming
Generation of more alternatives	Responsibilities are sometimes ambiguous
Several stakeholders are involved	Unequal participation
Can increase acceptance and legitimacy	Domination of a minority or leader
Greater quality decisions based on more ideas	Pressures to conform
Can you think of any other examples?	Can you think of any other examples?

7.5.5   PRIORITISING

"I have two kinds of problems: the urgent and the important.
The urgent are not important, and the important are never urgent."
Former U.S. President Dwight D. Eisenhower.

Understanding the difference between urgency and importance will help you prioritise your tasks so that you can spend more energy on tasks that will lead you to achieve greater outcomes. All tasks can be measured by their level of 'urgency' i.e. when it has to be completed and their level of 'importance,' i.e. how significant the task is to you being effective in your role. When considered together, we end up with four quadrants illustrated in the following diagram.

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	Urgent	Not Urgent
Important	**IMPORTANT AND URGENT** These include tasks that need to be done straight away and are critical to your role. E.g. A staff member has been injured. While you need to complete these tasks straight away, it takes a lot of energy to operate in this quadrant so you need to limit the amount of time you spend here by being more proactive where possible. **What examples do you have?**	**IMPORTANT BUT NOT URGENT** Highly effective leaders spend most of their time in this quadrant. These tasks involve planning, having crucial conversations and approaching work proactively so you spend less time in the Important and Urgent quadrant. E.g. Having a performance management conversation with a staff member before it becomes critical. **What examples do you have?**
Not important	**URGENT BUT NOT IMPORTANT** These include tasks that are often important to other people that can interrupt or distract you from achieving your goals. E.g. Interruptions by a staff member about their leave dates. Effective leaders will delegate these tasks to others or create boundaries so that they don't distract from the more important tasks. **What examples do you have?**	**NEITHER URGENT OR IMPORTANT** These tasks are timewasters and should be avoided if possible. You need to be honest with yourself about your timewasters and identify where they are getting in your way. E.g. checking social media instead of responding to a complaint email. **What examples do you have?**

7. ACHIEVES OUTCOMES

How do you prioritise your time? What are your rocks and pebbles?

Watch this short video to explore how to prioritise the big stuff and the small stuff.
Link: https://www.youtube.com/watch?v=zV3gMTOEWt8
Or scan the QR code to the left

LINK TO YOUR PERSONAL DEVELOPMENT PLAN
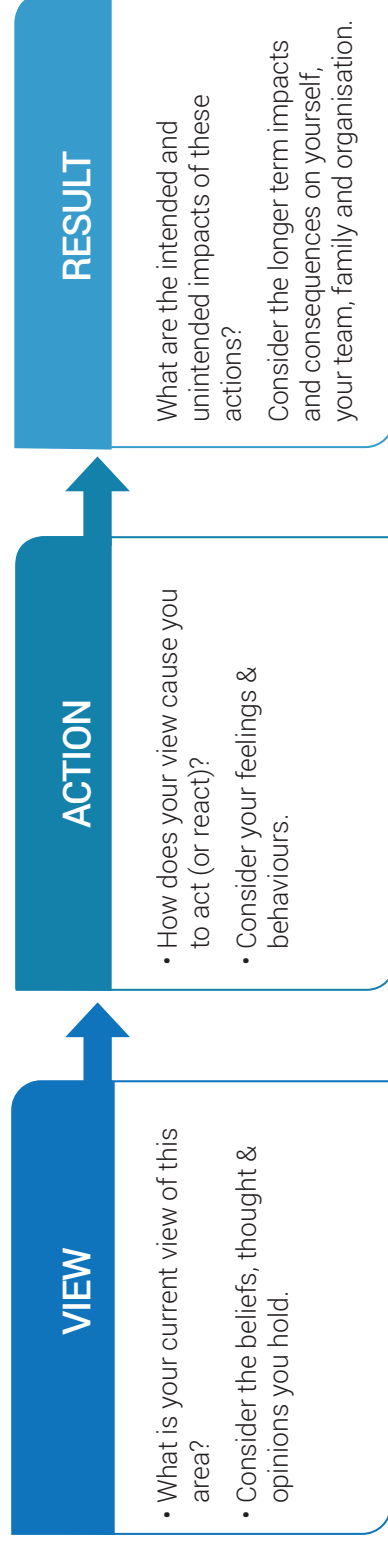What did you learn?
What have you decided to work on?
Add your actions to your Personal Development Plan.

7.6   VIEW-ACTION-RESULT REFLECTION & TRANSFORMATION EXERCISE

7.6.1   DEMONSTRATED EXAMPLE – ACHIEVES OUTCOMES

What development area from Achieves Outcomes have you chosen to work on?	*Lives the organisation's values*
Why is working on this area important to you?	*Want to be seen as a good leader doing the right thing*

Note: Before completing the following exercises, you can also read the VAR Instruction, found in section 2. This section provides background to the VAR model, why it's so important, how it works and examples to help you work through your own.

VIEW	ACTION	RESULT
• What is your current view of this area? • Consider the beliefs, thought & opinions you hold.	• How does your view cause you to act (or react)? • Consider your feelings & behaviours.	What are the intended and unintended impacts of these actions? Consider the longer term impacts and consequences on yourself, your team, family and organisation.

7.6.2   EXAMPLE – ONE VIEW OF "VALUES"

VIEW	ACTION	RESULT
"Values Shmalues" – that's wishy-washy BS	*Don't look at the values* *Don't live them* *Make fun of them / snigger behind management's backs*	*My team doesn't see them as important* *Do my own thing*

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7. ACHIEVES OUTCOMES

PERCEIVED BENEFITS. WHAT ARE THE PERCEIVED BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

PERCEIVED BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?
Don't have to live up to any standards	No rules to worry about, act how I want	Easier (don't have to think/ challenge myself)
Seen as a "cool" / easy going leader	Liked by team	Feel a sense of camaraderie with my team.
Not be seen as buying into the corporate BS	Seen as a strong, independent, authentic leader	Feels good

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

COST	...AND WHAT IS THE COST OF THAT?	...AND WHAT IS THE COST OF THAT?
My team doesn't live the values, they just do their own thing	Selfish behaviour, dishonesty, work to their own agenda	Culture and teamwork suffers, toxicity ensues
Staff confused as to what to do and what's right or wrong	Inconsistent, unpredictable behaviour	Bad reputation with patients/patients
Not seen as a serious leader	Leadership reputation damaged	Not looked up to by staff

7.6.3   EXAMPLE - CONSTRUCTIVE VIEW OF "VALUES"

VIEW	ACTION	RESULT
Values are important – they help guide behaviour, give direction and get everyone on the same page	Respect the values, take them seriously	Seen as a leader who walks the talk
	Live the values through my behaviour	Team also lives the values

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?
Seen as a leader of integrity, who walks the talk	People look up to me	Feel respected and happy
Reward and recognise staff who live the values	Positive, aligned behaviour is rewarded and encouraged	Positive team culture; morale spreads
Team has a clear set of guidelines for behaviour	Staff feel secure in knowing what's expected	Staff feel safe and happy

CHALLENGES. WHAT ARE THE CHALLENGES OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

CHALLENGE	...AND WHAT IS THE CHALLENGE OF THAT?	...AND WHAT IS THE CHALLENGE OF THAT?
Need to behave consistently in line with values	It will stand out when I don't live the values	It will take commitment and integrity
I'll notice when others do not behave in line with values	I'll have to have necessary conversations with those people	It will take courage – need to overcome my fear of conflict
Having to develop their capability	Dedicating the time to set them up for success	Having to give feedback

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NOW IT'S YOUR TURN...

7.7 VIEW-ACTION-RESULT REFLECTION & TRANSFORMATION EXERCISE – YOU ACHIEVING OUTCOMES

What development area from Achieving Outcomes have you chosen to work on?

Why is working on this area important to you?

7.7.1 YOUR CURRENT VIEW

VIEW	ACTION	RESULT

PERCEIVED BENEFITS. WHAT ARE THE PERCEIVED BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

COST	...AND WHAT IS THE COST OF THAT?	...AND WHAT IS THE COST OF THAT?

WHAT BLIND SPOTS IN YOUR PERFORMANCE ARE OPENING UP FOR YOU WITH REGARDS TO THIS VIEW?

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7. ACHIEVES OUTCOMES

7.7.2   A CONSTRUCTIVE VIEW

What is an alternative, more constructive view or new belief that could give you a different result or outcome? Explore this using the activity below.

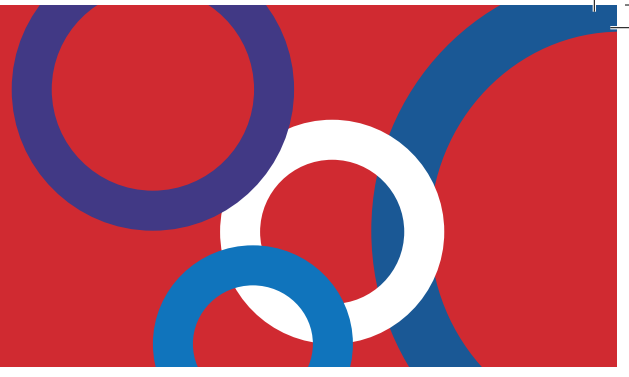| VIEW	ACTION	RESULT

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

CHALLENGES. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

CHALLENGE	...AND WHAT IS THE CHALLENGE OF THAT?	...AND WHAT IS THE CHALLENGE OF THAT?

WHAT NEW ACTIONS MIGHT BE POSSIBLE FOR YOU WITH THIS NEW VIEW?

NOTES

8. DRIVES INNOVATION

8. DRIVES INNOVATION

Innovation in health is not just for a new product. It includes fundamental changes to business and models of care to achieve people-centred quality services. A key factor for successful innovation is passionate leadership, without which the status quo cannot be challenged[8].

CAPABILITIES	DESCRIPTORS
Champions the need for innovation and improvement.	Inspires and leads others to question, recognise where change is needed, canvas possibilities, support fresh thinking, take risks and collaborate for improvement.
Builds support for change.	Influences informed discussion on health issues in every encounter, encourages diverse voices and consumer involvement and advocates for better outcomes.
Positively contributes to spreading innovative practice.	Initiates and maintains momentum for assessing, sharing and celebrating changes for people-centred service and system improvement.

In this section you will find relevant information to get you thinking and exploring and activities to help you reflect on yourself in relation to Drives Innovation. At the end you will find a Reflection and Transformation area that is designed to assist you to get to the heart of what is holding you back, connect with a new way or preferred self and commit to action to make the change.

The four topics covered to help grow Drives Innovation capabilities are:
- Creativity & Innovation
- Continuous Improvement
- About Change
- Change Champion

[8] Health Workforce Australia [2013]: Health LEADS Australia: the Australian Health Leadership Framework

8.1   CREATIVITY & INNOVATION

Creativity is the capacity within individuals to develop ideas for the purpose of solving problems and exploiting opportunities.

Innovation is the application of creativity to give rise to a new product, service or process delivering something new and better to the world.

To really be creative and innovative means breaking or suspending conventional thinking styles. Conventional styles are characterised by conservative and traditional thinking, tendency to follow group norms, follow rules and avoid risk. However, the conventional style has both costs and payoffs that contribute to its ongoing presence.

Breaking Convention – what are some of the payoffs and costs you can see to a conventional style of thinking? Connecting with Creativity – what are some of the payoffs and challenges you can see with creative style of thinking?

PAYOFFS OF CONVENTIONAL	COSTS OF CONVENTIONAL
e.g. don't have to think	e.g. might not be the best way

PAYOFFS OF CREATIVITY	CHALLENGES OF CREATIVE

8. DRIVES INNOVATION

8.1.1   THE NEED FOR NEW THINKING

With technological advances, workload pressures, ability to contact people outside of hours and constantly changing environment, we are becoming proficient multitaskers, attempting to do many things at lightning speed, and with 'always on' handheld devices – instant information and contact.

This leads to:

• Brain overload that increases tunnel vision and fragmented thinking (survival mode)
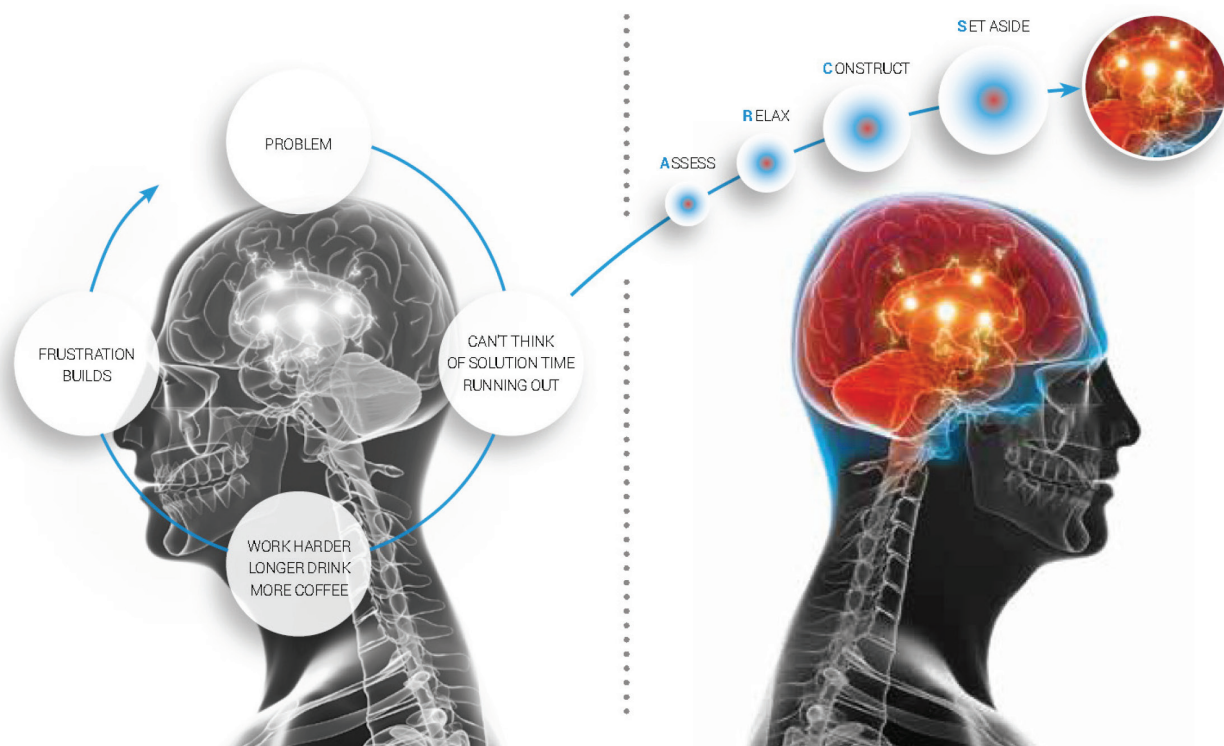
• Linear problem solving

Where do leaders do their best thinking?

• Walking/running

• In the shower

• During early hours of the morning

• Doing routine or recreational activities

When we consciously focus on a problem, we activate the neural networks required to work through the issue and they remain activated for a time even after we have stopped consciously attending to the problem – leading to "Aha!" moments.

**How can a leader create a mental environment for "Aha!" moments?[9]**

Switching from over thinking to free thinking:

[9] October 2018, https://www.human-synergistics.com.au/resources/content/2018/10/16/culture-bites---026-supermind-neuro-science-of-creativity

- Assess your state of mind – are you in the 'trying too hard' cycle?
- Reframe the stress or frustration by understanding you are on track to a breakthrough

- Breathing techniques
- Self talk
- View
- Remove deadline (if possible)
- Remove 'noise' or distractions

Assess

Relax

Construct

Set Aside
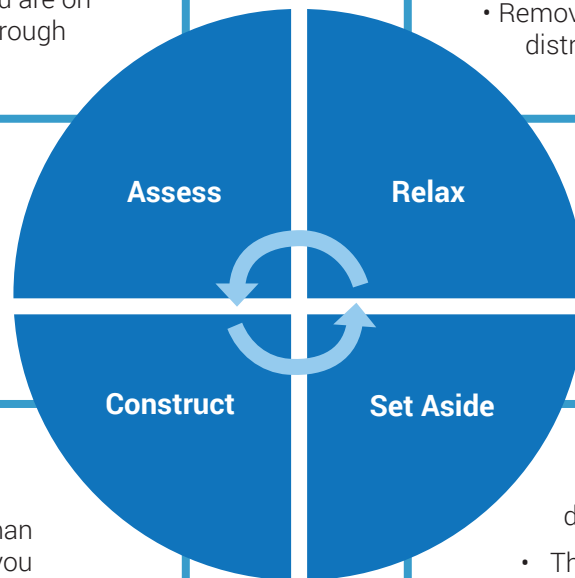
- Construct the problem rather than letting it control you
- Physical Environment
- Can you shake things up?
- The problem
- Do you understand as much about the problem a possible?
- The wider you search, the more you understand about the issue, the greater the chance of a quality solution

- Complete mental divorce for 10-15mins
- Think of opportunities to promote incubation for yourself and your team when you are problem solving e.g. Go for walk, Hold the meeting in two parts, Grab a coffee
- Give as much info as possible to everyone before the meeting
- Keep a notepad handy for aha moments

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8. DRIVES INNOVATION

8.1.2 STYLES OF THINKING FOR DIFFERENT STAGES OF PROBLEM SOLVING/INNOVATING

The following diagram shows two stages of innovation: the ideation or expansion stage requires different skills and style to the evaluation/understanding impact or convergence stage. Some people have a natural tendency to prefer 'expansion' thinking i.e. they come up with a number of different ideas and really enjoy the brainstorming process. Others have a natural tendency to prefer the 'convergence' thinking i.e. they prefer to turn ideas into a reality and talk about the 'how, why and what.'
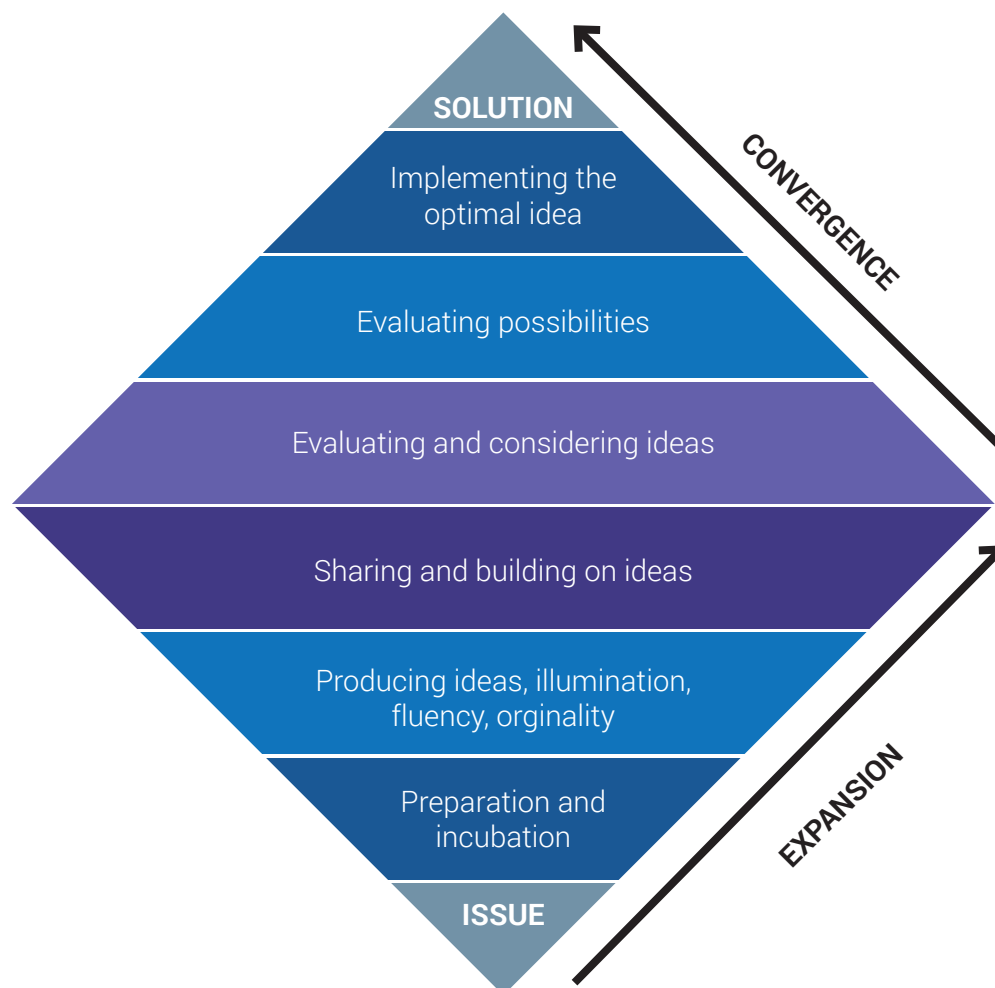
What are your creative strengths? I.e. which step in the process? Which thinking style do you prefer (convergence or expansion)?

_____

_____

_____

_____

_____

_____

What are your blockers to creativity?

_____

_____

_____

_____

_____

_____

If you are a convergence thinker and find the expansion phase challenging or frustrating, you may need a tool or framework to keep you in the 'idea' space. Otherwise you might find you jump into action with the first idea that comes to mind and it might not be the best idea. Often the best idea emerges after numerous mediocre or even 'crazy' ideas.

The following two activities are designed to assist you to stay in the expansion phase and overcome your natural tendency to move from idea generation into action.

If you are an expansion thinker you won't need the following frameworks or strategies to stay in the idea generation phase – instead you might need to set a timer or develop a strategy to put a boundary on the expansion phase to make sure you leave enough time for convergence thinking!

If you are an expansion thinker you won't need the following frameworks or strategies to stay in the idea generation phase – instead you might need to set a timer or develop a strategy to put a boundary on the expansion phase to make sure you leave enough time for convergence thinking!

8. DRIVES INNOVATION

8.1.4   IMPROVING EXPANSION PHASE: ALPHABET STRATEGY

Think of a problem you are currently facing:

_____

_____

Starting with the letter 'A,' see if you can produce suggestions or ideas for each letter that is relevant to the problem.

A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	
M	
N	
O	
P	
Q	
R	
S	
T	
U	
V	
W	
X	
Y	
Z	

Think of an existing product, service, process or strategy you currently work with that you think is out-dated or needs a redesign.

_____

_____

_____

Use the **SCAMMPER** checklist to help generate ideas about how to redesign your product, service, process or strategy.

S - SUBSTITUTE

What components, materials, people, processes, etc, can be replaced or swapped?

_____

_____

_____

C - COMBINE

What parts can be mixed, combined or merged?

_____

_____

_____

A - ADAPT

What can be altered, changed or incorporated with something else?

_____

_____

_____

M - MAGNIFY

What could you increase or reduce the scale of?

_____

_____

_____

M - MODIFY

What can be manipulated, reformed?

_____

_____

_____

8. DRIVES INNOVATION

P - PUT TO ANOTHER USE
How could it be applied differently?

_____

_____

_____

E - ELIMINATE
What can be removed or taken away?

_____

_____

_____

R - REVERSE
What can be turned inside out, upside down? What can be rearranged?

_____

_____

_____

EXTRA RESOURCES

We talk about what Neuroscience tells us about creative thinking and give some tips on how you can unlock your unconscious mind to solve complex problems
Link: https://bit.ly/2IMRvXR (Human Synergistics - The Science of Aha)
Or scan the QR code to the left

If this discussion on leading change has raised some thoughts/views that you want to work with, go to the end of the "Drive Innovation" domain and complete the activity.

LINK TO YOUR PERSONAL DEVELOPMENT PLAN
What did you learn?
What have you decided to work on?
**Add your actions to your Personal Development Plan.**

8.1.6 BLOCKER TO CREATIVITY AND INNOVATION – KNOWER VERSUS LEARNER

In the introduction to this guide we introduced the growth and fixed mindset concepts, where the fixed mindset is characterised with people who want to prove themselves correct over and over rather than learning from their mistakes. This mindset leads to a desire to look smart and therefore to a tendency to avoid challenges, give up easily in the face of obstacles, see effort as fruitless, ignore useful negative feedback and feel threatened by the success of others. As a result, this mindset often leads to one plateauing early and achieving less than their full potential. You can also see how this mindset would dampen creativity and innovation.

However, a growth mindset states the hand you're dealt is just the starting point for development. It is based on the belief that your basic qualities are things you can cultivate through your efforts. This mindset leads to a desire to learn and therefore a tendency to embrace challenges, persist in the face of setbacks, see effort as the path to mastery, learn from criticism, and find lessons and inspiration in the success of others. As a result, people with a growth mindset reach ever-higher levels of achievement. This mindset enables creativity and innovation more.

Another way to think about mindsets is "knower versus learner". Read the information below, taken from an article written by Brian Hinkin[10] of The Systems Thinker and consider: which are you?

The Learner's Path, illustrated here, describes the underlying process of learning. In considering a given issue, when you answer questions 1–3 successfully, you have become a learner and must now decide how deep you will engage your learning. The deeper you go with your learning, the more leverage you will have for creating sustainable results. If you decide to address question 4, you are engaged in single-loop learning (changing your doing). If you address questions 5 and 6, you are engaged in double-loop learning (changing your thinking) and triple-loop learning (changing your being), respectively.

[10] https://thesystemsthinker.com/moving-from-knower-to-learner/
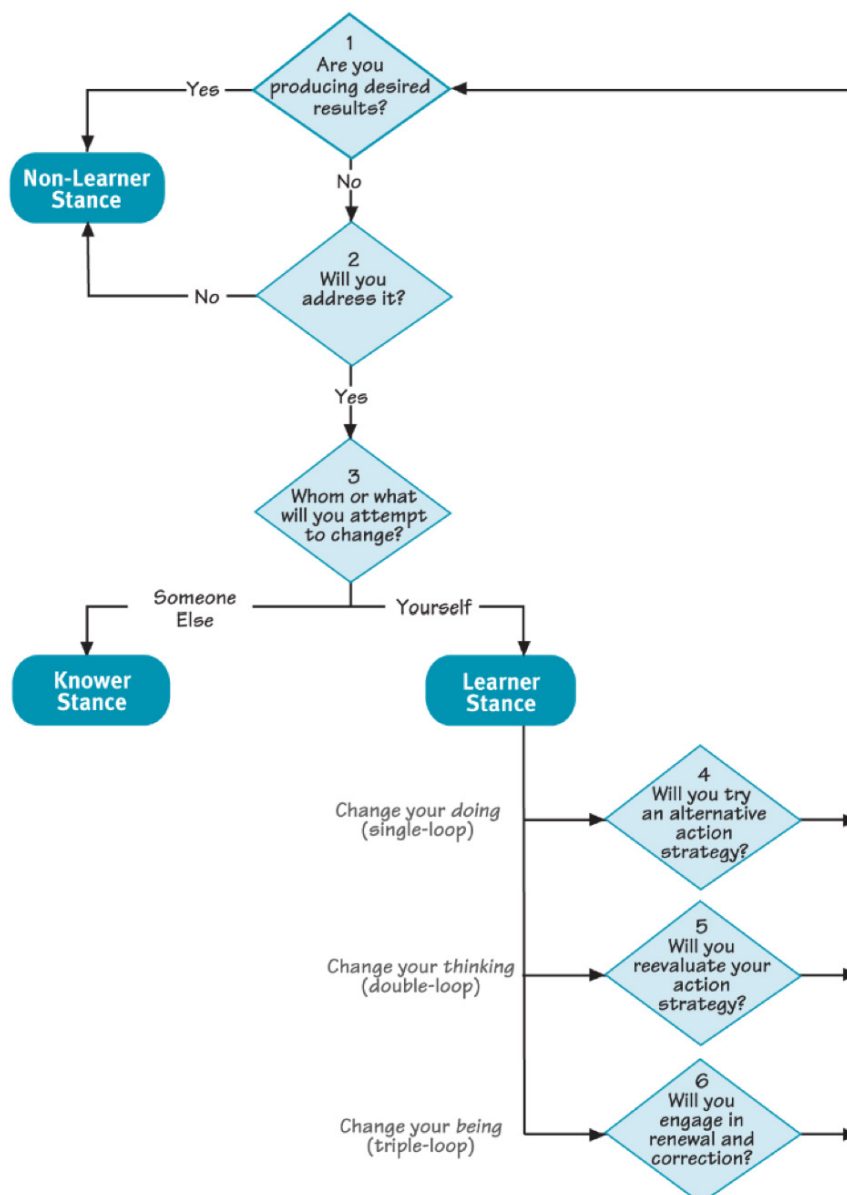
8. DRIVES INNOVATION

The non-learner stance can quickly morph into a knower stance if you are less than honest with yourself or if you try to blame others for subpar results. Knowers get stuck on any of the first three questions when they can't "go public" with their true answers. Learners successfully traverse the path because they can openly reveal their answers and are willing to be influenced by others or by data that contradicts their beliefs.

KNOWERS	LEARNERS
Publicaly deny current results are less than desired unless the cause can be attributed to someone or something beyond their control.	Publicly and unconditionally acknowledge current results are less than desired.
Publicly deny responsibility for addressing less-than desired results unless the cause can be attributed to someone or something beyond their control	Publicly and unconditionally accept resonsibility for addressing less-than-desired results.
Publicly deny the need to try an alternative action strategy to achieve desired results unless the cause can be attributed to someone or something beyond their control.	Publicly acknowledge the need to try an alternative action strategy.
Always blame an external challenge or circumstance to explain less-than-desired results.	Always examine their "ability to respond" to explain less-than-desired results.

Knowers operate (perhaps unknowingly) from a set of thinking habits, called "the secrets of a knower." These thinking habits serve them well in protecting their egos but have devastating effects on their ability to achieve their desired results.

SECRETS OF A KNOWER	CAPACITIES OF A LEARNER
The tendency to let other people and circumstances define desired results	The ability to bring something new into existence
The tendency to force group members to comply in order to get things done	The ability to co-create collective aspiration
The tendency to focus attention exclusively on one's own little piece of the world	The ability to see their role in the whole
The tendency to protect oneself during conversations	The ability to distinguish between "myself" and "my view"
The tendency to direct and debate during group interactions	The ability to generate collective insight

Begin by walking yourself through the Learner's Path questions whenever you realize that you are no longer achieving your desired results. Notice where you become stuck. Then use the chart below to discover: (1) the necessary "willingness" you need to cultivate, (2) the associated discipline used to develop that willingness, and (3) some specific, high-leverage practices.

Learner's Path Questions	Necessary Willingness	Primary Learning Disciplines*	Practices of a Recovering Knower
1. Are you producing desired results? [NO]	Acquire a desire	**Personal Mastery:** developing personal effectiveness and the ability to create the results one most desires	You are pulled by internal desire because you uncover your personal mission and vision. You understand success includes failed attempts. You identify your current reality and desired results, and act to move the reality toward the result (based on Robert Fritz's structural tension model).
	Acquire a desire (collectively)	**Shared Vision:** creating collective aspiration and mutual commitment	You use four practices (share all valid information; give free, informed choice; ensure participation; and align with personal vision) to generate commitment and co-create collective aspiration.
2. Will you address it? [YES] 3. Whom or what will you attempt to change? [YOURSELF]	See your role in the whole	**Systems Thinking:** understanding the whole (including one's own part), and how structures and systems are interconnected	You see the web of interconnections and influences by looking deeper (at patterns and structures) using the iceberg model, and looking wider (at feedback loops) using various types of causal loop methods.
4. Will you try an alternative action strategy? [YES]	Pursue a new view	**Mental Models:** reflecting on one's attitude and perceptions, thereby increasing mutual understanding and insight into oneself	You seek reciprocal understanding with others by considering multiple perspectives using tools such as the ladder of inference and left-hand column, both developed by Chris Argyris.
	Pursue a new view (collectively)	**Team Learning:** generating collective insight by transforming how a group thinks and interacts together	You generate new collective insights through mutual learning by using the practice of dialogue and other conversational methodologies.

From The Fifth Discipline, by Peter M. Senge.

This video by the conscious leadership group on choosing creativity or being right may also be helpful
Link: https://conscious.is/video/are-you-choosing-curiosity-over-being-right
Or scan the QR code to the right

8. DRIVES INNOVATION

CONTINUOUS IMPROVEMENT

How well can a leader identify and implement changes to systems (processes, practices, tools, etc) and structures (how the team is organised)? How well can they engage and empower their team to also identify and implement changes that support individual, team and organisational goals?

One of the roles leaders have is to harness the collective brainpower of staff and create a culture that encourages and rewards participation in identifying and implementing opportunities for improvement. Here is what successful leaders have done to achieve this:[11]

PUT YOUR MONEY WHERE YOUR MOUTH IS
It's one thing to tell your employees that you want them to improve their work processes... it's another to give them the time and encouragement they need to actually do it. Successful leaders make sure their employees have the time and resources they need to think about and implement positive changes.

WALK THE WALK
As a leader, your employees are watching you like hawks. They look to you to model the behaviours you ask of them, in continuous improvement as much as in any other area. Take the time to examine your own processes, identify opportunities for improvement, and implement changes. Don't be afraid to share what you find with your staff - they'll take note that you're walking the walk and be more willing to contribute on their own.

GIVE PUBLIC HIGH FIVES
Public recognition for good work is the best way to motivate your employees to engage in your organisation's continuous improvement efforts. If you have employees who are doing good improvement work, let them know that you've noticed! Whether it's a high five in a daily huddle, formal recognition in an annual ceremony, or a virtual badge, take the time to recognise those who are participating in the improvement process.

GET DOWN IN THE TRENCHES
Sitting in your office sending out memos telling your staff to improve their work is probably the least effective way to engage your employees. Highly successful leaders get out from behind their desks and actually go to the place where the work is happening. There, they can learn about existing processes, identify opportunities for improvement with the help of the people who actually do the work, and follow up on implemented improvements.

BE HARD ON THE PROCESS, NOT THE PEOPLE
If you go to the front lines and start criticizing people, assigning blame for mistakes, and reprimanding them for systemic errors, you're bound to create a culture that sweeps errors under the rug. Successful leaders ask, "What's wrong with the process that allowed this to happen?" This approach is hard on the process, rather than the person, which makes employees feel safe in reporting errors and finding solutions that prevent recurrences.

DELEGATE, DELEGATE, DELEGATE
It's at least as important for leaders to know when to delegate (and actually do it) as it is for them to be able to deliver results themselves. Continuous improvement should be part of every person's job, and successful continuous improvement leadership knows that the person who identified the opportunity for improvement probably has the most invested in seeing that it's implemented. Allowing people to take responsibility for their own ideas ensures that more improvements are made.

[11] Adapted from - https://blog.kainexus.com/continuous-improvement/continuous-improvement-leadership/6-habits-of-highly-successful-continuous-improvement-leaders

Thinking about the above, how can you improve the way you and the team identify and implement improvements to processes, systems and structures in your organisation?

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What are some of the barriers you may need to overcome? How could you overcome them?

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If this discussion on systems and strategy has raised some thoughts/views that you want to work with, go to the end of the "Leading Change" domain and complete the activity.

8. DRIVES INNOVATION

8.2   ABOUT CHANGE

"Progress is a nice word. But change is its motivator. Change has its enemies."
Robert Kennedy, 64th United States Attorney General

8.2.1   THE CHANGE CURVE CHALLENGE

An organisational change has many effects. According to Jaffe & Scott (2003), change is like a rock thrown in a pond; it ripples throughout the company. It causes disruption, excitement, distress, and sometimes crisis. The usual, safe, known and comfortable ways of doing things are now in question. Where there was clarity and certainty, there is now ambiguity and uncertainty.

Change often breeds a climate of mistrust and suspicion. Everything seems like it is up in the air and people get worried. Information feels unclear, people don't know who they can trust or which information they can trust. Often people don't feel safe which breeds an environment where every man and woman looks out for themselves. The productivity of work slows as people are less able to focus on their work.

8.2.2   THE CHANGE CURVE

Change does not occur in a straight line. It is a journey that flows through a series of different stages as people come to terms with the change (for example, a Change Curve is provided below). According to Jaffe & Scott (2003), the Change Curve consists of four phases. It starts with business as usual at the top left ('Denial') with little change showing outwardly. When the changes manifest, there is a turn downward into a zone that involves stress, uncertainty, upheaval, and reduced productivity ('Resistance'). As acceptance of the change takes place there is a climb up the other side of the curve towards 'Commitment', as a sense of direction is regained, new skills and roles are learned, and a new way of working begins.

Jaffe & Scott (2003) state that complete mastery of change involves people moving through each of the four stages, particularly if the change was imposed upon them. People can move through changes at different speeds and orders. Sometimes people move back to a previous phase or get stuck in one phase. Regardless, one must always reach 'Commitment' in order to be engaged and perform well within the changed organisation.
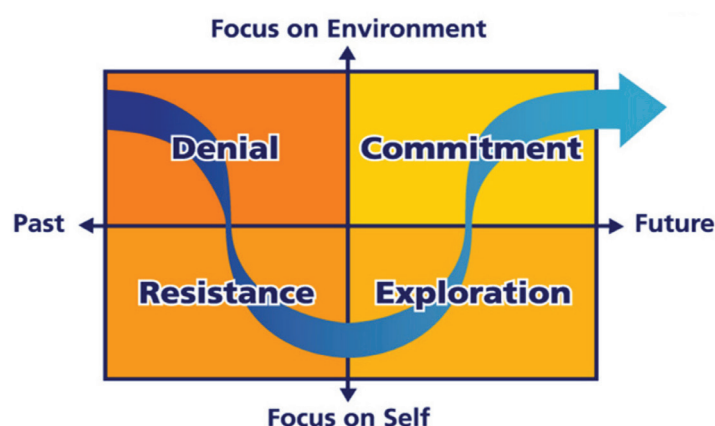
## 8.2.3   LEADING TRANSFORMATION AND WORKING THROUGH AMBIGUITY

The role of a leader in change - Managing the Performance Dip

There are two key roles a leader has in leading through change; to lead self and to lead others through change. The types of behaviours assessed in the Leading Change domain are based on the typically expected behaviours for all levels of leadership. The change curve provides a frame for leaders to consider why, what and how to manage Transformation and Working with Ambiguity.

Organisations often experience a 'dip' in performance during periods of change. This corresponds to the change curve as employees are responding to the change through each of the four phases. While the four phases are part of the normal human response to change, a leader can reduce the amount of time employees spend in the denial and resistance phase. A leader can also make a significant impact once employees have moved into the commitment phase by acknowledging and supporting them.

A leader can make a positive impact during change in three key ways, each of which requires a different leadership style:

1. **Decreasing the depth of the resistance** i.e. helping people move through denial and resistance quickly

2. **Shortening the duration of the exploration phase** i.e. helping people move through their concerns and questions and into commitment

3. **Sustaining the gains** i.e. supporting and acknowledging those that have committed to the change
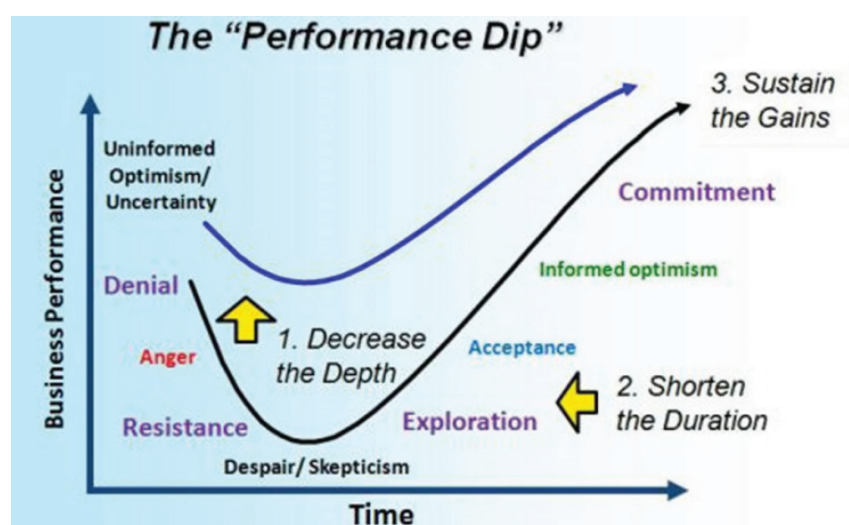
A different leadership style is needed at each stage because employees are presenting differently. E.g. an employee in Denial will need to be listened to rather than 'talked to' in a way that might be more suited to those in exploration.

8. DRIVES INNOVATION

ACTIVITY: ADAPTING LEADERSHIP STYLES DURING CHANGE:

Consider the table below. Thinking of the needs of the employees during each phase, what do leaders need to do at different stages of the change process in order to:

Decrease the depth i.e. move through denial and resistance quickly	Shorten the duration i.e. move from exploration to commitment quickly	Sustain the gains i.e. maintain commitment

ACTIVITY: LEADING SELF THROUGH CHANGE

When you face major change and feel threatened/vulnerable, what is your default way of handling these feelings? What does it look like?

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What pay-offs does this way provide you?

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What are the costs of your default way in regards to change? I.e. impact on yourself and others.

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_____

8.2.4   UNDERSTANDING THE HUMAN RESPONSE TO CHANGE:

It is normal for people to respond to any major or minor change with resistance. There are various causes and types of resistance to change, particularly at the organisational level. Individuals resist change as they fear letting go of the old, safe, routine ways of conducting their work for something that is potentially unknown.

As humans, we prefer routines and tend to stick to our habits. But fear of change may be attributed to the possibility of failure, the relinquishing or diminishing of one's span of control and authority or that the planned change has little or no effect on the organisation whatsoever.

People may need time to integrate and get comfortable with the change. Any one of these possibilities can cause doubt and thus fear, understandably causing resistance to the change efforts.

Consider some negative behaviours/responses to change that you have seen in the past. Then consider the emotions or 'views' that might underpin the negative behaviour. You may see that the majority of behaviours come from a place of 'fear or vulnerability.

ACTIVITY: HUMAN RESPONSE TO CHANGE

Negative behaviours or response	Emotions or thoughts (views) that might underpin
E.g. spreading rumours to others	E.g. 'I don't know what's happening'

As a leader, what can you do to effectively manage change given these views or perceptions of change?

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_____

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If this discussion on leading change has raised some thoughts/views that you want to work with, go to the end of the "Leading Business" domain and complete the activity.

LINK TO YOUR PERSONAL DEVELOPMENT PLAN
What did you learn?
What have you decided to work on?
Add your actions to your Personal Development Plan.

8. DRIVES INNOVATION

8.3   CHANGE CHAMPION

So what does it mean to be a champion? How does a leader need to be, to demonstrate their willingness and capability to be a champion?

Here are some ideas of what is looked for in a change champion:[12]

A WILLINGNESS TO LISTEN TO NEW IDEAS
A champion for change is usually open to feedback, new ideas and they are often, though not always, quite creative. They embrace change, think critically and are not afraid to move from the way things have always been done.

THEY ARE GOOD NETWORKERS
Able to interact across the organisation and make connections between others.

A FOCUS ON SOLUTIONS
Rather than making a fuss or placing blame when things don't go well, they come to you with options to resolve the situation and move forward.

UNDERSTANDING OF THE ORGANISATION
They know how the organisation works and understand its culture, challenges and strengths. They are also 'tuned in' to the mood of different areas of the organisation and able to provide clarification about the change where there is a misunderstanding, or identify when and where communication is needed.

NOT AFRAID TO TAKE RISKS
A strong change champion recognises that we can learn from things that don't go well and then build on this learning.

ABLE TO COMMUNICATE THE POSITIVES
A key aspect of change is that people naturally look for 'what's in it for me'; an effective change champion can translate the outcomes of the change into positives for individuals and teams.

NOT AFRAID TO ASK FOR HELP
They recognise that everyone can benefit from the experience and ideas of others, whether that is a coach, a member of their team or a line manager.

THEY ARE PEOPLE FOCUSSED
They want to get the best out of others in the situation they face. Whilst they are enthusiastic about the change, they have empathy with those who are being affected by it.

NOT AFRAID TO SPEAK UP
Whilst championing the change, they are also not afraid to give feedback to leaders when they feel something could be tackled in a different manner.

THEY ARE VALUES-DRIVEN
They stand by their values whatever the situation.

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[12] https://peopledevelopmentmagazine.com/2015/10/12/10-characteristics-of-a-change-champion/

ACTIVITY: HOW WOULD YOU RATE YOURSELF AS A CHAMPION?

1	2	3	4	5
Closed to new ideas Reluctant to speak up Afraid to take risks or ask for help				Good listener Great networker Strong organisational understanding Effective influencer

What are you doing well that contributes to your self-rating?

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_____

What would you like to improve?

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8. DRIVES INNOVATION

8.4   VIEW-ACTION-RESULT REFLECTION & TRANSFORMATION EXERCISE

8.4.1   DEMONSTRATED EXAMPLE – DRIVES INNOVATION

What development area from Shapes Systems have you chosen to work on?	*Creativity & Innovation*
Why is working on this area important to you?	*I want to be able to make improvements for my team.*

Note: Before completing the following exercises, you can also read the VAR Instruction, found in section 2. This section provides background to the VAR model, why it's so important, how it works and examples to help you work through your own.

VIEW
- What is your current view of this area?
- Consider the beliefs, thought & opinions you hold.

ACTION
- How does your view cause you to act (or react)?
- Consider your feelings & behaviours

RESULT
What are the intended and unintended impacts of these actions?

Consider the longer term impacts and consequences on yourself, your team, family and organisation
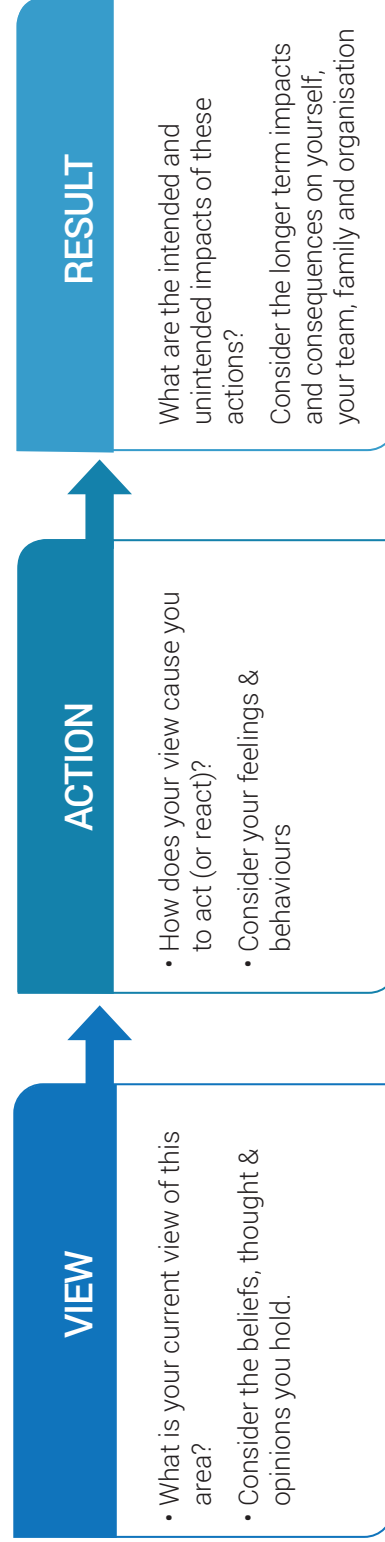
8.4.2 EXAMPLE – ONE VIEW OF "CREATIVITY & INNOVATION"

VIEW	ACTION	RESULT
'I say it as I see it'	Share views on everything	Others don't get heard
	Point out what is wrong and right about ideas	Ideas don't get progressed
		Your voice gets heard

PERCEIVED BENEFITS. WHAT ARE THE PERCEIVED BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?
You get to have a voice	Your ideas are heard	Respected by management
You get the last word, win	Confirming to yourself that you are right	Ego boost/feel valued
Things get done your way	You feel justified in your approach	Keep saying it as you see it

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

COST	...AND WHAT IS THE COST OF THAT?	...AND WHAT IS THE COST OF THAT?
No new ideas from others get tried	No new solutions, no collaboration	No improvements for team or patients
People dread working with you	Excluded from meetings or forums	Isolated from the team
If my idea doesn't work, it's my fault	Seen as stupid	Feel embarrassed

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8. DRIVES INNOVATION

8.4.3   EXAMPLE - CONSTRUCTIVE VIEW OF "CREATIVITY & INNOVATION"

VIEW	ACTION	RESULT
No such thing as a bad idea	I listen and ask questions about ideas	Improvements are generated
	I offer thoughts to build on ideas	More ideas are shared
	I encourage even 'crazy' ideas	Team selects appropriate options

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?
I get heard/the team gets heard	Ideas are created together	Better ways of doing things for the team/patient
New ways are tried and tested	Respected by team	Feel value/sense of accomplishment
Respected by management	Included in other activities	Opportunity to influence other areas

CHALLENGES. WHAT ARE THE CHALLENGES OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

CHALLENGE	...AND WHAT IS THE CHALLENGE OF THAT?	...AND WHAT IS THE CHALLENGE OF THAT?
Lots of ideas to manage	Takes time	Have to delegate other work or find ways of making the time.

8.5 VIEW-ACTION-RESULT REFLECTION & TRANSFORMATION EXERCISE – YOU DRIVING INNOVATION

What development area from Drives Innovation have you chosen to work on?	
Why is working on this area important to you?	

8.5.1 YOUR CURRENT VIEW

VIEW	ACTION	RESULT

PERCEIVED BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

COST	...AND WHAT IS THE COST OF THAT?	...AND WHAT IS THE COST OF THAT?

WHAT BLIND SPOTS IN YOUR PERFORMANCE ARE OPENING UP FOR YOU WITH REGARDS TO THIS VIEW?

What is an alternative, more constructive view or new belief that could give you a different result or outcome? Explore this using the activity below.

VIEW	ACTION	RESULT

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

8. DRIVES INNOVATION

CHALLENGES. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

CHALLENGE	...AND WHAT IS THE CHALLENGE OF THAT?	...AND WHAT IS THE CHALLENGE OF THAT?

WHAT NEW ACTIONS MIGHT BE POSSIBLE FOR YOU WITH THIS NEW VIEW?

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9. SHAPES SYSTEMS

9. SHAPES SYSTEMS

Health is a complex evolving system where all the parts, including services, legislation and funding, are interconnected. A change in one part has implications for the whole. Leaders who recognise patterns of interdependency are able to explain trends and facilitate strategies that achieve maximum benefits and minimise unintended harm or negative consequences[13].

CAPABILITIES	DESCRIPTORS
Understands and applies systems thinking.	Communicates system awareness and negotiates within and across health teams, services and sectors to improve individual and local health outcomes.
Engages and partners with consumers and communities.	Involves consumers and communities in decision making for health policy, education and training and health care delivery and improvement.
Builds alliances.	Promotes understanding, respect and trust between different groups, professions, organisations, sectors and points of view to enable effective collaboration, enhance connectivity, and minimise unintended consequences.

In this section you will find relevant information to get you thinking and exploring and activities to help you reflect on yourself in relation to Shaping Systems. At the end you will find a Reflection and Transformation area that is designed to assist you to get to the heart of what is holding you back, connect with a new way or preferred self and commit to action to make the change.

The two topics covered to help grow Shaping Systems capabilities are:

• Strategic & Systems Thinking (Integral model and 7S model 'start with why')

• People-centred focus (INNOC, coaching)

• Decision Making (Complexity and internal locus of control)

[13] Health Workforce Australia [2013]: Health LEADS Australia: the Australian Health Leadership Framework

9.1 STRATEGIC & SYSTEMS THINKING

9.1.1 INTEGRAL MODEL

The integral model details the importance of both objective (or visible) factors and subjective (or invisible) factors relating to business performance. Often leaders focus on the visible factors only, e.g. business process, performance management systems, shared information systems, training, skills and staff competency.

While consideration of these factors is crucial to any organisation, the organisational performance will also rely on the subjective/invisible factors e.g. beliefs, values, attitudes, resilience, motivation, morale, shared purpose and team dynamics.

All quadrants within the system need to be optimally **interconnected** and **interdependent** for organisations to reach their full potential.

	INVISIBLE	VISIBLE
INDIVIDUAL	VALUES BELIEFS ATTITUDES	BEHAVIOURS SKILLS
ORGANISATIONAL	CULTURE	SYSTEMS PROCESSES PRACTICES

9. SHAPES SYSTEMS

9.1.2 MCKINSEY 7S MODEL

The 7-S Model is another systems view of an organisation. You can use the 7-S model in a wide variety of situations where it's useful to examine how the various parts of your organization work together[14] – i.e. understanding all the parts of the system. For example, it can help you to improve the performance of your organization, or to determine the best way to implement a proposed strategy.

The framework can be used to examine the likely effects of future changes in the organization, or to align departments and processes during a merger or acquisition. You can also apply the McKinsey 7-S model to elements of a team or a project.

The seven elements are:

- **Strategy:** the plan devised to set and deliver on organisational vision and goals.
- **Structure:** the way the organisation is structured and who reports to whom.
- **Systems:** the daily activities and procedures that staff members engage in to get the job done.
- **Shared** Values: these are the core values of the company that are evidenced in the corporate culture and the general work ethic.
- **Style:** the style of leadership adopted.
- **Staff:** the employees and their general capabilities.
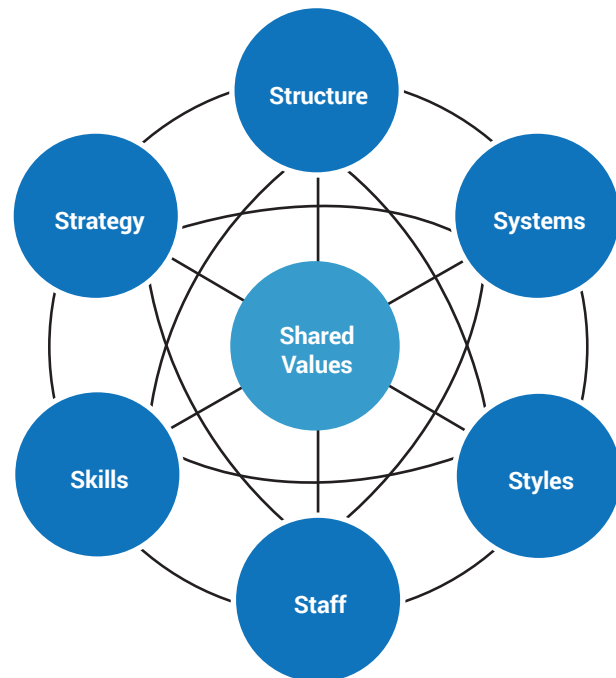- **Skills:** the actual skills and competencies of the employees working for the company.

Figure 1: The McKinsey 7S Model

9. SHAPES SYSTEMS

You can also use it to identify which elements you need to realign to improve performance, or to maintain alignment and performance during other changes. These changes could include restructuring, new processes, an organisational merger, new systems, and change of leadership.

Follow these steps:

- Start with your shared values: are they consistent with your structure, strategy, and systems? If not, what needs to change?
- Then look at the hard elements. How well does each one support the others? Identify where changes need to be made.
- Next, look at the soft elements. Do they support the desired hard elements? Do they support one another? If not, what needs to change?
- As you adjust and align the elements, you'll need to use an iterative process of making adjustments, and then re-analysing how that impacts other elements and their alignment. The end result of better performance will be worth it.

9.1.3   START WITH WHY - STRATEGIC PLANNING FRAMEWORK

Most people know 'what' they do at work. Some people know 'how' they do their work and very few people can meaningfully connect with 'why' their organisation or team does what they do.

WHY: Your vision, purpose, mission

HOW: Your strategy, values

WHAT: Your actions

Simon Sinek uses Apple as an example of an organisation who clearly distinguishes and articulates the difference between WHY, HOW and WHAT.

WHY: "We aim to challenge the status quo."

HOW: "Our products are user-friendly, beautifully designed, and easy to use."

WHAT: "We happen to make great computers."

WHAT
HOW
WHY
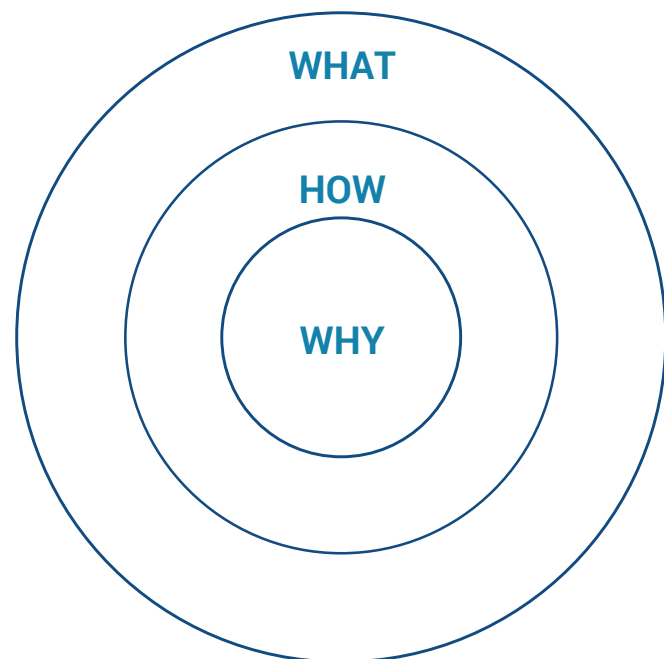
Watch Simon Sinek explain the importance of organisational purpose in his clip Start with Why – How Great Leaders Inspire Action
Link: https://bit.ly/2SJVo08 (TED TALK, Simon Sinek)
Or scan the QR code to the left

ACTIVITY: STRATEGIC PLANNING FRAMEWORK

Complete the following table for your organisation and how it translates through to your department, team and individuals.

WHY	• Mission • Vision • Purpose			
HOW	Strategies Link with Values Consider SWOT Analysis			
WHAT	Priorities Actions Outcomes Timeline Accountability	What are you actually going to do to achieve this? What is the biggest priority? Where will you start? What is your timeline i.e. when will this be achieved? How will you know you have achieved it i.e. how will you measure this? Who is accountable for this? What support do they need?		

9. SHAPES SYSTEMS

9.2   DECISION MAKING

Decision making can be regarded as the mental processes resulting in the selection of a course of action among several alternative scenarios. Every decision-making process produces a final choice (decision). There are many different contexts in which a decision needs to be made. Some decisions are harder than others and this is often to do with the environment, people involved and the number of options available. These are highlighted in the table below.

9.2.1   COMPLEXITY IN DECISION MAKING

CONTEXT	DESCRIPTION
Simple	These are characterised by a controlled environment and clear cause and effect relationships. The right answer or option is often clear and undisputed. Simple contexts, properly assessed, require straightforward management and monitoring. Here, leaders' sense, categorise, and respond. That is, they assess the facts of the situation, categorise them, and then base their response on established practice.
Complicated	In more complicated contexts there are often multiple right answers and while the clear cause and effect relationship is there, this may not be clear to everyone. While leaders in a simple context must sense, categorise, and respond to a situation, those in a complicated context must sense, analyse, and respond. This approach is not easy and often requires expertise.
Complex	In a complicated context, at least one right answer exists. In a complex context, however, right answers can't be 'ferreted' out. Most situations and decisions in organisations are complex because some major change—a bad quarter, a shift in management, a merger or acquisition—introduces unpredictability and flux. That is why, instead of attempting to impose a course of action, leaders must patiently allow the path forward to reveal itself. They need to probe first, then sense, and then respond.
Chaotic	In a chaotic context, searching for right answers would be pointless: The relationships between cause and effect are impossible to determine because they shift constantly and no manageable patterns exist—only turbulence.

Can you think of an example in your workplace for each of these contexts? What decisions were harder than others to make?

CONTEXT	DESCRIPTION	EXAMPLE	YOUR EXAMPLE
Simple	These are characterised by a controlled environment and clear cause and effect relationships. The right answer or option is often clear and undisputed. Simple contexts, properly assessed, require straightforward management and monitoring. Here, leaders' sense, categorise, and respond. That is, they assess the facts of the situation, categorise them, and then base their response on established practice.	A patient makes a complaint because they did not receive the right treatment and needs an apology.	
Complicated	In more complicated contexts there are often multiple right answers and while the clear cause and effect relationship is there, this may not be clear to everyone. While leaders in a simple context must sense, categorise, and respond to a situation, those in a complicated context must sense, analyse, and respond. This approach is not easy and often requires expertise.	A motorist may know that something is wrong with his car because the engine is knocking, but he has to take it to a mechanic to diagnose the problem.	
Complex	In a complicated context, at least one right answer exists. In a complex context, however, right answers can't be 'ferreted' out. Most situations and decisions in organisations are complex because some major change—a budget blowout, a shift in management, a merger or acquisition—introduces unpredictability and flux. That is why, instead of attempting to impose a course of action, leaders must patiently allow the path forward to reveal itself. They need to probe first, then sense, and then respond.	Cutbacks in a team need to be made while reshuffling in other departments are occurring contributing to confusion and lack of security within the team.	
Chaotic	In a chaotic context, searching for right answers would be pointless: The relationships between cause and effect are impossible to determine because they shift constantly and no manageable patterns exist—only turbulence.	Crisis, significant incident or accident in the workplace.	

9. SHAPES SYSTEMS

9.2.2   ETHICAL DECISION MAKING – HUMAN ERROR

Ethical conduct can be defined as, 'Acting in ways consistent with what society and individuals typically think are good values. Ethical behaviour tends to be good for business and involves demonstrating respect for key moral principles that include honesty, fairness, equality, dignity, diversity and individual rights.' This concept has links to integrity covered in Leading Self.

Ethics in the workplace is defined as the moral code that guides the behaviour of employees with respect to what is right and wrong, and to what is good and bad, in regard to conduct and decision making.[6,7] Ethical decision making in the workplace takes into account the individual employee's best interest and also takes into account the best interest of those impacted.[8] The latter part of the definition is often where individual employees struggle to act ethically. Furthermore, ethical behaviour doesn't only apply to individual employees, the organisation itself should exemplify standards of ethical conduct.[6]

Why is ethical behaviour in the workplace important?

It's important to understand that ethical behaviour in the workplace can stimulate positive employee behaviours that lead to organisational growth, just as unethical behaviour in the workplace can inspire damaging headlines that lead to organisational demise.

Simply put, organisational stakeholders, that include individuals, groups and organisations of various types, enter into a relationship with a business organisation for that business to protect their interests in a specific way.[9,10,11,12] Therefore, there is a mutual expectation that stakeholders and business organisations act in an ethical manner and in each other's best interest.[15]

Managing situations where an employee or manager may have breached the organisation's conduct expectations in a fair and equitable way is one challenge leaders face in the workplace. In these situations, a 'fair play model' can help guide leaders and subject matter experts. It helps to create a safe working environment as it provides a clear, transparent, equitable and consistent approach for all employees.

A fair play model takes into consideration the types of human error that can occur in the workplace, contributing factors to that error and appropriate responses to that error.

[15] https://workinstitute.com/resources/workplace-wisdom-blog/articleid/2248/how%20to%20define%20ethical%20behavior%20&%20why%20it's%20important%20in%20the%20workplace
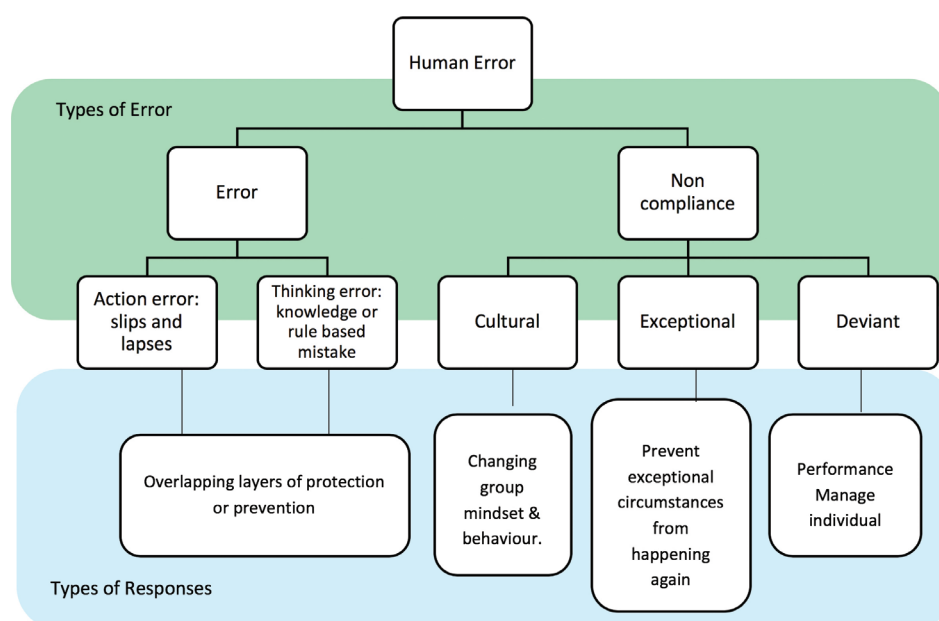
The following table describes each of the types of human error. Can you think of an example of each type from your work/team? Based on the examples, what do you think is the appropriate action to take when following up each type of error?

HUMAN ERROR	YOUR EXAMPLE	APPROPRIATE ACTION
Action error: slips and lapses *Turn on windscreen wipers instead of indicator (because of unfamiliarity with car)* *Reading 1000mls instead of 100mls.*		
Thinking error: knowledge or rule based mistake *Assuming $20 will be enough for lunch but underestimating prices.* *Referring to and following an out-dated procedure.*		
Routine/Cultural error (when noncompliance becomes the norm) *The rules state that everyone must wear sunscreen when outdoors for more than 20mins, but no one follows it.* *Driving 5kms over the speed limit.*		
Exceptional or situational *Completing a task unsupervised because supervisor was late.* *Not wearing gloves because there were none left.*		
Deviant *Modifying budget amounts to make the department look more profitable.* *Not wearing gloves because of laziness.*		

If this discussion on ethical conduct has raised some thoughts/views that you want to work with, go to the end of the "Shapes Systems" domain and complete the activity.

9. SHAPES SYSTEMS

9.2.3   INTERNAL LOCUS OF CONTROL – DECISIONS START WITH YOU.[16]

Locus of Control as a principle was originated by Julian Rotter in 1954. It considers the tendency of people to believe that control resides internally within them, or externally, with others or the situation.

Note that, like other preferences, this is a spectrum. Some people have a wholly internal or external locus of control, but many will have some balance of both views, perhaps varying with each situation. For example, some may be more internal at home but more external at work.

INTERNAL - People with a high internal locus of control believe in their own ability to control themselves and influence the world around them. They see their future as being in their own hands and that their own choices lead to success or failure.

Rotter (1990) describes the internal locus of control as:

> *'The degree to which persons expect that a reinforcement or an outcome of their behaviour is contingent on their own behaviour or personal characteristics'*

Their belief in their ability to change things may well make them more confident and they will hence seek information that will help them influence people and situations. They will also likely be more motivated and success-oriented. These beliefs may even lead them to be more politically active.

They are more likely to have expectancy shifts, where a sequence of similar events is expected to have different outcomes. They tend to be more specific, generalizing less and considering each situation as unique. People in middle age tend to have the highest internal locus of control.

A challenge of an internal locus of control is that, in accepting responsibility, the person could fall into the trap of being blamed for failures. Alternatively, they could view failure as a necessary ingredient for success.

EXTERNAL - People with a high external locus of control believe that control over events and what other people do is outside them, and that they personally have little or no control over such things. They may even believe that others have control over them and that they can do nothing but obey. E.g. "because the weather is bad, I have no choice but to be in a bad mood because my plans for the day are ruined."

Rotter (1990) describes the external locus of control as:

> *'The degree to which persons expect that the reinforcement or outcome is a function of chance, luck, or fate, is under the control of powerful others, or is simply unpredictable.'*

With such beliefs, people with an external locus of control tend to be fatalistic, seeing things as happening to them and that there is little they can do about it. This tends to make them more passive and accepting. When they succeed, they are more likely to attribute this to luck than their own efforts.

They are less likely to have expectancy shifts, seeing similar events as likely to have similar outcomes. They hence step back from events, assuming they cannot make a difference. Younger and older people tend to have higher external locus of control than people in middle age.

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[16] http://changingminds.org/explanations/preferences/locus_control.htm

Do you have an internal or external locus of control?

ACTIVITY: INTERNAL LOCUS OF CONTROL

Think about a situation where you had an external locus of control view. Examples might be when a change was introduced, a new process or way of doing something, or when an incident occurred or when someone provided feedback to you.

Example: "I reversed my work vehicle into the roller door of the tool shed."

Your situation:

_____

_____

_____

What was your first reaction (feeling, thoughts, actions):

Example: "I felt annoyed and embarrassed, I thought about how the reversing sensor must not be working, the signage wasn't clear, there should be a bollard there to protect the door. I reported the incident and wrote the cause as faulty reversing sensor."

I felt……

_____

I thought……

_____

What I did or said was…..

_____

_____

9. SHAPES SYSTEMS

What was the impact of the external focus? Consider impact on self and on others.

What were the benefits for you of having this view?	What were the costs for you and others of having this view?
Example: "I saved face, I didn't have to fix anything."	Example: "Lost opportunity for learning, to keep others safe, prevent repeat incident, loss of respect from people who thought I wasn't taking responsibility."

After your initial reaction, what did you do to shift to an internal locus of control?

Example: "Reflected on the incident - As I was writing up the report I realised I should have checked behind me before getting into the car."

_____

_____

_____

_____

What else could you do? How could you build on what you already do?

Example: "Take a step back in the moment and be curious."

_____

_____

_____

_____

What are the payoffs of an internal locus of control?

Example: "Respect from others, demonstrate safety leadership, improve safety practice."

_____

_____

_____

_____

9.3   PEOPLE-CENTERED FOCUS

Holding a people-centred focus means health care practices honour and uphold the preferences, needs and values of the recipients. It also means ensuring care recipients are central to decision-making regarding their care and that leaders consistently model respect for care recipients' home environments.

9.3.1   CONSENSUS FRAMEWORK - INOCC

INOCC is a framework that can be used to achieve consensus or 'win/win' outcomes when different parties are committed to generating options to find one that best meets the needs of each member of the group.

The following INOCC framework can be used as a step-by-step guide for reaching a consensus decision that best meets the needs of all parties. It can also be used as the framework for meetings that need to recognise a range of needs from different people. The framework accounts for the Issue, Needs (of all parties), Options, Consideration of the options i.e. pros and cons of each, and Consensus decision.

See how INOCC is used to come to a consensus decision below and then think of your own challenge and apply the framework your relevant situation. Work through the sections below using a relevant situation for you right now which involves the recipients of care, taking into consideration their needs and the 'givens' to generate a win/win outcome.

ACTIVITY: INOCC

EXAMPLE SITUATION – Manager keeps overloading team member with work when they know you are at full capacity.

INOCC	EXAMPLE	YOUR RELEVANT SITUATION
ISSUE What is the common goal? What can you both agree you need to achieve?	*Work is completed without undue stress on team member*	
NEEDS What are my needs? What are your/their needs? My needs + your needs = our needs. Differentiate needs from options.	*Work is completed* *Workload of team member is manageable* *That manager has a full understanding of workload*	

9. SHAPES SYSTEMS

INOCC	EXAMPLE	YOUR RELEVANT SITUATION
OPTIONS Generate options that meet and address each need (not just your own).	Increase team size Allocate work to another person Team member is the only person trained to do some of the work Share work with another person Other work removed from workload Way of being more efficient identified Identify priorities to allow workload to be more manageable	
CONSIDER OPTIONS Consider the pros and cons of each	No budget to increase team size Train another person to be able to do some of the work – practical for some tasks Review workload and allocate some tasks to another person – Can be done Cease some tasks that are no longer needed Process is capable of review for efficiency Priority discussion to be included in weekly meeting	
CONSENSUS DECISION	1 task allocated to another team member 3 minor tasks to be ceased Team member to work with leader to improve efficiency Priority review to be added to agenda for weekly meeting	

9.3.2 COACHING STYLE OF LEADERSHIP

As a leader of people within your organisation, coaching is a skill or style of leadership that is universal to any situation or issue and enables a leader to engage others in decision making, delivering results and improvement. The four key coaching skills that can be used to assist you as a leader help make your staff, environment and patients more safe are:

Asking open questions

Listening to understand

Acknowledging good work

Acting on learnings

Asking open questions	Listening to understand	Acknowledging good work	Acting on learnings
How might we...	The needs of all parties	What is working?	What process, system, policy etc needs to change?
What else...	Options for solutions	What went well?	What else is required to make it safer?
Tell me about..	Barriers or enablers	Look for good attitudes and intentions as well as good work	
Walk me through what you are doing...		Genuine care	
What is keeping you safe...			
What could make you safer...			

9. SHAPES SYSTEMS

ACTIVITY: COACHING STYLE OF LEADERSHIP

How do you view your current coaching style skills?

_____
_____
_____
_____
_____
_____

Out of the skills above, what are you doing too well?

_____
_____
_____
_____
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_____
_____

What else can you do to increase your coaching style?

_____
_____
_____
_____
_____
_____

LINK TO YOUR PERSONAL DEVELOPMENT PLAN
What did you learn?
What have you decided to work on?
Add your actions to your Personal Development Plan.

9.4 VIEW-ACTION-RESULT REFLECTION & TRANSFORMATION EXERCISE

9.4.1 DEMONSTRATED EXAMPLE – SHAPES SYSTEMS

What development area from Drives Innovation have you chosen to work on?	*Decision making*
Why is working on this area important to you?	*My colleagues have provided feedback that they are sometimes frustrated by how long it takes for me to make decisions.*

Note: Before completing the following exercises, you can also read the VAR instruction, found in section 2. This section provides background to the VAR model, why it's so important, how it works and examples to help you work through your own.

VIEW	ACTION	RESULT
• What is your current view of this area? • Consider the beliefs, thought & opinions you hold.	• How does your view cause you to act (or react)? • Consider your feelings & behaviours.	What are the intended and unintended impacts of these actions? Consider the longer term impacts and consequences on yourself, your team, family and organisation.
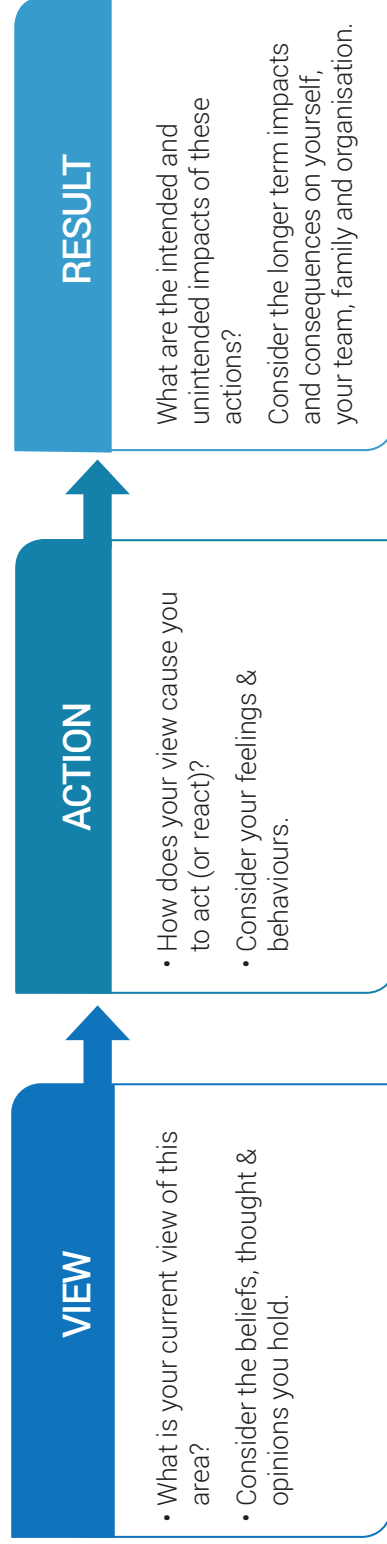
9.4.2 EXAMPLE – ONE VIEW OF "DECISION MAKING"

VIEW	ACTION	RESULT
I'm afraid I'll make a bad decision.	*I ask for many opinions before making any decision.* *I put off decisions until I can get others' views.*	*Decisions are delayed, action late/delayed.* *Colleagues are frustrated.* *I distract people.*

9. SHAPES SYSTEMS

BENEFITS. WHAT ARE THE PERCEIVED BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?
I'm seen as collaborative	People feel included	Sense of value/belonging
Reduced risk of wrong decision	Decisions that are accepted by everyone	Happy team/happy boss – fewer problems for me to resolve
I can't get blamed if it's the wrong decision as it's not my idea alone	Keep my position	Keep an income

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

COST	...AND WHAT IS THE COST OF THAT?	...AND WHAT IS THE COST OF THAT?
Spend lots of time collecting views	Less time to do other work	Miss deadlines – unhappy boss
Worry about decision and who to talk to	Feel anxious and tired	Take out feelings on others (family)
Decisions take a long time	Team becomes frustrated with me	Team may like me but don't respect me/want to follow me. They feel anxious.

9.4.3   EXAMPLE - CONSTRUCTIVE VIEW OF "DECISION MAKING"

VIEW	ACTION	RESULT
It's ok if I make a less effective decision because we'll learn from it.	I distinguish which decisions need input from others, and those that don't. I trust my own knowledge and skills.	Decisions are made quicker. Progress is made. Team has clear direction and fewer distractions.

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?
Decisions are made in a more timely manner	Team gets direction and clarity sooner	Team can make progress and feel sense of achievement
Team can make progress and feel sense of achievement	My team follow me because they respect me	Sense of value and belonging
Team achieves	Happy boss/happy patients/happy families	Sense of achievement

CHALLENGES. WHAT ARE THE CHALLENGES OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

CHALLENGE	...AND WHAT IS THE CHALLENGE OF THAT?	...AND WHAT IS THE CHALLENGE OF THAT?
Some decisions may not be liked by others	Temporary dissatisfaction in team	Need to manage consequence of dissatisfaction
I might make the 'wrong' decision initially	It could open up learning opportunities for the whole team.	I will need to be open to discussing my process with others, owning any mistakes so that we can all learn from them.

NOW IT'S YOUR TURN...

9.5 VIEW-ACTION-RESULT REFLECTION & TRANSFORMATION EXERCISE – YOU SHAPING SYSTEMS

What development area from Shapes Systems have you chosen to work on?

Why is working on this area important to you?

9.5.1 YOUR CURRENT VIEW

VIEW	ACTION	RESULT

PERCEIVED BENEFITS. WHAT ARE THE PERCEIVED BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

COST	...AND WHAT IS THE COST OF THAT?	...AND WHAT IS THE COST OF THAT?

WHAT BLIND SPOTS IN YOUR PERFORMANCE ARE OPENING UP FOR YOU WITH REGARDS TO THIS VIEW?

9. SHAPES SYSTEMS

9.5.2   A CONSTRUCTIVE VIEW

What is an alternative, more constructive view or new belief that could give you a different result or outcome? Explore this using the activity below.

VIEW	ACTION	RESULT

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

CHALLENGES. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

CHALLENGE	...AND WHAT IS THE CHALLENGE OF THAT?	...AND WHAT IS THE CHALLENGE OF THAT?

WHAT NEW ACTIONS MIGHT BE POSSIBLE FOR YOU WITH THIS NEW VIEW?

NOTES

10. HEALTH CARE STANDARDS

10. HEALTH CARE STANDARDS

ABOUT THE HEALTH CARE STANDARDS

The National Safety and Quality Health Service (NSQHS) Standards provide a nationally consistent statement of the level of care consumers can expect from health service organisations.

The NSQHS Standards were developed by the Commission in collaboration with the Australian Government, states and territories, private sector providers, clinical experts, patients and carers. The primary aims of the NSQHS Standards are to protect the public from harm and to improve the quality of health service provision. The eight NSQHS Standards provide a nationally consistent statement about the level of care consumers can expect from health services[17].

[17] https://www.safetyandquality.gov.au/standards/nsqhs-standards

10.1 LEADERSHIP CAPABILITY – HEALTH SERVICES STANDARDS

As a leader in the health care industry, understanding what is required of your organisation to provide quality care that supports positive patient AND organisational outcomes is part of your role. Outlined below are the eight standards and the leadership behaviours that have been assessed in the HILCA 360. If visible, these behaviours demonstrate you are living those quality care standards.

Clinical Governance	Partnering with Consumers	Preventing and Controlling Healthcare-Associated Infection	Medication Safety
Ensures that systems are in place to maintain and improve the reliability, safety and quality of health care Manages risks to patients receiving care Ensures team has sufficient skills Creates an enviroment that is welcoming to all	Patients, carers, families and consumers are encouraged to be partners Consumers are encouraged to give feedback Seeks input from all stakeholders Seeks input from workforce Committed to continuous improvement	Ensures systems are in place to support and promote prevention and control infections Ensures antimicrobial stewardship program is effective Promotes commitment to effective infection control	Ensures staff comply with medication safety procedures Ensures only clinicians with the requisite authority prescribe, dispense and administer medicines Ensures medication review process is adhered to Patients are partners in medication reviews Ensures medication management processes are compliant

Comprehensive Care	Communicating for Safety	Blood Management	Recognising and Responding to Acute Deterioration
Multidisciplinary collaboration and teamwork is promoted Manages risks to patients receiving care	Influences clinical handovers to be effective Focuses on effective clinical communication for key high-risk situations Ensures critical information is documented and communicated with those who share patient responsibility	Ensures blood management processes are compliant Manages risks to patients receiving blood products Focuses on minimising blood wastage	Promotes the detection of acute deterioration (physical and/or mental) and ensures action is taken Appropriate and timely care is provided to patients whose condition is acutely deteriorating

10. HEALTH CARE STANDARDS

In the pages following, activities have been included to help strengthen your understanding and relationship with the standards and behaviours.

10.1.1   STANDARD 1: CLINICAL GOVERNANCE

10.1.1.1   THE STANDARD EXPLAINED:

This standard aims to ensure that there are systems in place within health service organisations to maintain and improve the reliability, safety and quality of health care.

Criteria 1	Criteria 2	Criteria 3	Criteria 4
Governance, leadership and culture	**Patient safety and quality systems**	**Clinical performance and effectiveness**	**Safe environment for the delivery of care**
Leaders at all levels in the organisation set up and use clinical governance systems to improve the safety and quality of health care for patients.	Safety and quality systems are integrated with governance processes to enable organisations to actively manage and improve the safety and quality of health care for patients.	The workforce has the right qualifications, skills and supervision to provide safe, high-quality health care to patients.	The environment promotes safe and high-quality health care for patients.

10.1.1.2   LEADERSHIP BEHAVIOURS ASSESSED

• Ensures team has sufficient skills
• Regularly appraises work performance of staff/team
• Ensures team members adhere to policies, procedures and protocols
• Ensures high-risk groups are considered in the planning and delivery of care and services
• Manages risks to patients receiving care

10.1.1.3 REFLECTION

What governance mechanisms am I aware of that enable me and my organisation to be committed to quality health care and services and the best interests of patients? How do we set and communicate our strategic direction? How do we create a culture of safety and quality? How do we encourage and make continuous improvements from the shop floor to organisational policy?

In thinking about this you could use the Integral Model. This model ensures a balanced focus on both the visible and invisible, organisational and individual contributing factors to performance in organisations. As shown in the diagram below, this approach emphasises the importance of all the quadrants in transforming culture and performance.

Capture in the diagram what you understand about how your organisation is currently or working towards meeting its governance standards. If you have already completed a standards self-assessment this is just an opportunity to quickly reflect on what you picked up in the self-assessment.

	Invisible	Visible
Individual Capability	Beliefs/Values/Attitudes	Behaviours
Organisational Capability	Culture	Processes/Systems/Polies

10. HEALTH CARE STANDARDS

ACTIVITY: ABOUT ME, THE STANDARD AND LEADERSHIP BEHAVIOURS

How leaders enact, utilise and engage their staff in the organisation's governance systems and approaches is an important part of their role. Linking this for staff to the achievement of reliable, safe and high-quality health care is also important. How you do this as a leader is influenced by your own views of the governance system; how good it is, how it relates to you/your team, its value, etc. In the above model, this is shown in the top left quadrant.

Reflecting on this standard, your 360 results and what's expected of your leadership role, go through the View-Action-Result exercise below to understand views that you currently have about the governance approach and views that may be more effective in helping you achieve your leadership capability expectations and your organisations achievement of the standard.

What do you notice about the how your view has changed?

Current view:	New view:

What are your commitments to action over the next month to ensure that you achieve your desired results? Capture these in Your Action Plan Summary.

ABOUT MY ORGANISATION AND THE STANDARD

How does my organisation ensure that there is appropriate clinical governance in place? Consider and capture what your organisation already has in place that supports you, other leaders and staff to meet the standard.

_____

_____

_____

_____

_____

The model below can help you consider what is in place from different aspects of the organisation: If you have already completed a standards self-assessment this is just an opportunity to quickly reflect on what you picked up in the self-assessment.

Strategy: the plan devised to set and deliver on organisational vision and goals.

Structure: the way the organisation is structured and who reports to whom.

Systems: the daily activities and procedures that staff members engage in to get the job done.

Shared Values: these are the core values of the company that are evidenced in the corporate culture and the general work ethic.

Style: the style of leadership adopted.

Staff: the employees and their general capabilities.

Skills: the actual skills and competencies of the employees working for the company.

Figure 1: The McKinsey 7S Model

ABOUT ME, THE STANDARD AND LEADERSHIP BEHAVIOURS

Our leadership behaviours are influenced by what is important to us – our values. In the workplace, and as a leader, understanding your values and what motivates you is an essential. This is covered in more detail in the Achieves Outcomes domain.

Our values will certainly influence our views on how clinical governance is achieved. In terms of the leadership expectations and health care standard of clinical governance – think about your values.

10. HEALTH CARE STANDARDS

ACTIVITY: ABOUT ME, THE STANDARD AND LEADERSHIP BEHAVIOURS

Circle any values/beliefs that are important to you.

Abundance	Daring	Intuition	Recognition
Acceptance	Decisiveness	Joy	Relationships
Accountability	Dedication	Kindness	Reliability
Achievement	Dependability	Knowledge	Resilience
Advancement	Diversity	Leadership	Resourcefulness
Adventure	Empathy	Learning	Responsibility
Advocacy	Encouragement	Love	Responsiveness
Ambition	Enthusiasm	Loyalty	Safety
Appreciation	Ethics	Making a Difference	Security
Attractiveness	Excellence	Mindfulness	Self-Control
Autonomy	Expressiveness	Optimism	Service
Balance	Fairness	Open-Mindedness	Selflessness
Being the Best	Family	Originality	Simplicity
Boldness	Friendships	Passion	Spirituality
Brilliance	Flexibility	Peace	Stability
Calmness	Freedom	Performance	Success
Caring	Fun	Perfection	Teamwork
Challenge	Generosity	Personal Development	Thankfulness
Charity	Grace	Playfulness	Thoughtfulness
Cheerfulness	Growth	Popularity	Traditionalism
Cleverness	Flexibility	Power	Trustworthiness
Community	Happiness	Preparedness	Understanding
Commitment	Health	Punctuality	Uniqueness
Compassion	Honesty	Proactivity	Usefulness
Cooperation	Humility	Professionalism	Versatility
Collaboration	Humour	Quality	Vision
Consistency	Inclusiveness	Recognition	Warmth
Contribution	Independence	Risk Taking	Wealth
Creativity	Individuality	Safety	Well-Being
Credibility	Innovation	Stability	Wisdom
Curiosity	Intelligence		

Can you narrow this list down to 3 core values? Discuss with a co-worker, friend or family member.

1. _____ 2. _____ 3._____

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10.1.1.4   VALUES BASED LEADERSHIP

Values-based leadership is the idea that leaders should draw on their own and followers' values for direction, inspiration and motivation. The Oxford English Dictionary says that values in this context means: "Principles or standards of behaviour; one's judgement of what is important in life." Values-based leadership philosophy asserts that people are mostly motivated by values; people care deeply about their personal values and live according to these values. In other words, values are our most natural motivators.

So it makes sense, and is natural, for leaders to refer to their own values in creating a vision or making decisions. And equally it makes sense for leaders to connect with their followers' values - because this appeals to what is important to people - which makes people (followers) more likely to act.

Richard Barrett, author of Building a Values-Driven Organisation, defines values-based leadership as "...a way of making authentic decisions that builds the trust and commitment of employees and patients."

Values based leadership is also seen as leading the team and evaluating performance - both your own and the team's - based more so on the organisation's set of values.[18]

Connecting with your organisation's values and comparing them to your own is important reflective work. This can identify if there are any differences or gaps between your values and the organisational ones.

ACTIVITY: VALUES BASED LEADERSHIP

What might be the impact of differences in values in the workplace?

_____

_____

_____

_____

_____

_____

What would be indicators of values differences? What behaviours might you observe?

_____

_____

_____

_____

_____

_____

[19] https://www.businessballs.com/leadership-philosophies/values-based-leadership/

10. HEALTH CARE STANDARDS

What can you as a leader do in these situations – using values-based leadership philosophy?

_____

_____

_____

_____

_____

_____

If this discussion on values-based leadership or clinical governance has raised some thoughts/ views that you want to work with, go to the end of the "Health Care Standards" domain and complete the activity.

BEST PRACTICE

Leaders are responsible for ensuring that their staff have the right skills to competently and safely complete their work. Some of the questions that leaders often ask however, are:

- What skills? Balancing both technical/hard and soft skills.
- How do I assess them? What are the ways in which I can get information about both the hard and soft skills capability and performance?
- How do I give feedback and manage my staff capabilities and performance?

A word on skills… What are hard and soft skills?

	Hard/Technical	Soft
Defined	Hard skills are taught skills. They are quantifiable and are often learned in school, through earned certifications, or in previous work experience. Hard skills are specific to each job and are often the basis of job requirements. They are obtained not just through formal education, but through work experience, various types of training, self-learning, informal education, internships, observing, and listening.	Soft skills are non-measurable, subjective skills that are not specific to one job or career. They typically speak to how well a person interacts with others. Soft skills are "people" skills.
Examples	Patient handling, medication processes, driving, gardening, law, languages, management	Good assertive communication, high emotional and social intelligence, or willingness to share knowledge with others. Teamwork, effective communication, problem-solving, leadership, decisiveness, time management, and flexibility.

The new heath care standards are placing an increasing emphasis on the need to have effective communication to ensure patient care, safety and partnership in treatment decisions. Having a good balance of hard and soft skills is key to successful communication in any environment. How is the balance of skills across your team?

10.1.1.5 ASSESSING SKILLS AND CAPABILITIES OF YOUR TEAM

Each organisation typically has its own process and method for assessing staff technical skills. Skills are the most important assets your staff possess. Well-honed skill sets give them the opportunity to master tasks and improve their work performance. This is why skills assessments are an essential part of organisations practices. They allow you to identify and narrow the performance gaps by identifying the core skills your team needs to fulfil their work responsibilities.

Here is an overview of some elements to undertaking a skills assessment.[19]

Assess both technical and soft skills.

It's vital to test both technical and soft skills when you are conducting skills assessments. This is due to the fact that both types are required in the workplace. For example, a corporate learner may know a great deal about the equipment they repair, but they might not be able to communicate effectively with patients in order to troubleshoot common issues.

Focus on job-specific skills.

Rather than testing generic skills that every employee should know, try to focus on job-specific skills assessments that are based on work responsibilities and everyday tasks. Essentially, you want to concentrate on skills that actually matter and directly relate to their on-the-job performance. You can discover which skills are truly important by observing them in the workplace, speaking with their supervisors, and conducting surveys.

Find the ideal assessment method.

After you've identified which skills need to be assessed, you must determine how you can effectively assess those core skills. While some skills can be assessed through written exams or a review of documentation, others may require a more creative approach which may include activities such as observations, role plays and simulations. Feedback from colleagues, patients and others in their workplace can also form part of your assessment of their capability.

Personalise each skills assessment.

Skills assessments should not have a "one size fits all" approach. In fact, every employee should be given a personalized assessment based on their needs, preferences, and position within the company. At the very least, every department in your organisation should have its own skills assessments. This gives you the opportunity to test skills that are tied to employees' work performance, rather than assessing skill sets that may be irrelevant. A sales employee does not need to know how to repair a computer, for instance, just as an IT technician does not need to know how to negotiate with a patient.

Provide feedback

Be specific: provide specific and recent examples. Give the person a chance to explain. Avoid definite or final statements such as "you need to," "all the time," "you are." Be sensitive; people can take comments about their work very personally. Explain your preferred outcome and make sure they understand.

The BIPC model (Behaviour, Impact, Preference, Consequence) can be used in feedback situations to express to staff your view in a structured and assertive way.

An example might be: Behaviour: 'I noticed you were not looking at the patient as they were telling you about a concern'; Impact: 'The patient stopped talking and said not to worry'; Preference: 'I'd prefer you to actively listen by making eye contact and acknowledging the patient'; Consequence: 'That way we can be more confident we are meeting the patient's needs ….'

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[19] https://elearningindustry.com/6-tips-conduct-successful-skills-assessment-corporate-audience

10. HEALTH CARE STANDARDS

10.1.1.6   FURTHER SUPPORT MATERIAL

The Australian Commission on Safety and Quality in Health Care provides additional resources to support Health Care workers and leaders in effectively implementing the standards:

The following website provides further resources on this topic
Link: https://www.safetyandquality.gov.au/our-work/clinical-governance
Or scan the QR code to the left

LINK TO YOUR PERSONAL DEVELOPMENT PLAN
What did you learn?
What have you decided to work on?
Add your actions to your Personal Development Plan.

10.1.2   STANDARD 2: PARTNERING WITH CONSUMERS

10.1.3 THE STANDARD EXPLAINED

This Standard aims to ensure that consumers are partners in the design, delivery and evaluation of healthcare systems and services, and that patients are given the opportunity to be partners in their own care.

Criteria 1	Criteria 2	Criteria 3	Criteria 4
Clinical governance and quality improvement systems to support partnering with consumers	**Partnering with patients in their own care**	**Health literacy**	**Partnering with consumers in organisational design and governance**
Systems are designed and used to support patients, carers, families and consumers to be partners in healthcare planning, design, measurement and evaluation.	Systems that are based on partnering with patients in their own care are used to support the delivery of care. Patients are partners in their own care to the extent that they choose.	Health service organisations communicate with consumers in a way that supports effective partnerships.	Consumers are partners in the design and governance of the organisation.

10.1.3.1   THE LEADERSHIP BEHAVIOURS ASSESSED

- Effectively promotes person-centred care.
- Collects and acts on patient feedback

**Linked with Engages Others and Shapes Systems domain

10.1.3.2 PARTNERING TO ACHIEVE OPTIMAL OUTCOMES

The ability to engage and empower patients in their health care planning and assessment is supported by leadership capabilities also explored in the Engages Others domain. The desire to make this happen is driven by a belief that by including others in planning and decisions, a better outcome is achieved than if done by an individual. What does a 'better' outcome mean though?

The 'orange' analogy can be used to understand the difference between partnering with someone to achieve consensus or 'win/win' outcomes vs. competing or 'giving in.' Of course, the orange is an analogy, it can be replaced with anything you might be trying to decide on or negotiate about with someone else.

If there was one orange left in a fruit bowl and both you and the other person wanted it, what could you do?

1. **Give it to them**
    While this option might be the 'nice' option it can actually lead to a relationship breakdown between you and the other person. Your needs aren't being met and over time, this may lead to resentment building in your relationship. It is known as the passive or 'flight' way of dealing with conflict. This is especially relevant for people who 'give the orange' all the time because eventually this resentment builds and erupts.

2. **Take it from them**
    You could take it from them so that your needs are met, but it means the other person's needs are not met and again, this will lead to resentment in the relationship. This is known as the aggressive or 'fight' way of dealing with conflict. Even if they insist you take it, if you haven't discussed ways of getting both your needs met they may fall into the category above.

3. **Cut it in half**
    Most people when faced with this analogy suggest cutting it in half. It might seem like the 'right' answer but it actually falls into one of the above two categories because the crucial aspect of partnership is missing – communication. When we jump to cutting it in half without discussion about needs and options, we might find that cutting it in half doesn't meet either person's needs. What if one of you wanted to eat the flesh of the orange and the other person wanted to bake a cake with the rind? A conversation about this would enable you to get both of your needs met. Ultimately, if you have discussed your needs and options and it is the only orange you can get your hands on and you are both satisfied with cutting it in half then go for it – but only after a thorough discussion.

Together with the analogy, the following framework can be used as a step-by-step guide for reaching a consensus decision that best meets the needs of all parties. It can also be used as the framework for meetings that need to recognise a range of needs from different people.

10.1.3.3 REFLECTION

About me, the standard and leadership behaviours

How can a leader enable win-win outcomes can be achieved? We offer this simple process to use.

INNOC - CONSENSUS FRAMEWORK

How can a leader enable win-win outcomes be achieved? We offer this simple process to use.

Step	Intent	Types of questions to ask
Issue	To get a full view of the issue from different perspectives	What is the common goal? What can you both agree you need to achieve?
Needs	My needs + your needs = our needs. Differentiate needs from options. e.g. I need to get from home to work versus I need a car (which is an option)	What do we need to be able to do? What capability do we need to have? Who do we need to consider? What requirements/rules/standards do we need to consider? What's the end goal?
Options	The team generates options that meet each need - not just their/your own.	How could we… How might we… Where has this been done before…
Consider Options	Understand the pros and cons of each option	What will this option give us (in relation to our needs) what won't it? Are there any unintended outcomes/impacts? Can these be mitigated?
Consensus decision	Agree on a final option or outcome	What are the next steps? Can we get behind the decision and support it?

10. HEALTH CARE STANDARDS

ACTIVITY: ABOUT ME, THE STANDARD AND LEADERSHIP BEHAVIOURS

Thinking about the orange analogy, what option is your natural tendency? I.e. do you tend to 'give' oranges when faced with conflict? What impact does this have (on you and others)?

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What could you do differently to create optimal solutions?

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How do I ensure patients and their carers are fully empowered in the development of care plans?

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If this discussion on partnering with consumers has raised some thoughts/views that you want to work with, go to the end of the "Health Care Standards" domain and complete the activity.

LINK TO YOUR PERSONAL DEVELOPMENT PLAN
What did you learn?
What have you decided to work on?
Add your actions to your Personal Development Plan.

10.1.6.3 Handling a complaint

You can't change the other person - they might be angry for a reason beyond your control. But you can change the way you respond to the person.

Step 1- Acknowledge the complaint

Often when people get a response to their complaint, it indicates to them that the matter has been taken seriously. If the response also acknowledges their concerns and experiences, and takes responsibility for what happened, then the complaint may well be on the way to being resolved. Empathise and show understanding. Often this is the main reason the patient is complaining. They just want to be understood.

- Practise active listening
- Mirror/summarise what you hear and feed it back to them
- Repeat/acknowledge any feelings or emotions: 'I can see this has really upset you' 'I can see how this would make you angry.'

Step 2- Understand the problem

Understand and be aware of the different views of the people involved. Many complaints arise from underlying issues with communication. Make sure that you have a very clear understanding of what the patient is saying, define the problem, write it down and clarify with the patient at all times. Separate the facts from assumptions and summarise the problem 'in a nutshell.'

Step 3 - Control emotional response

Monitor and control your thoughts and emotions; try to remain professional, neutral and calm.

Complaint	VIEW	ACTION	RESULT
Patient yells and becomes angry.	They are horrible.	You become frustrated.	Ignore them, they become more angry and complain to a supervisor.
Patient yells and becomes angry.	They are under distress.	You remain calm and understanding.	Patient feels heard and acknowledged. You handle the situation professionally.

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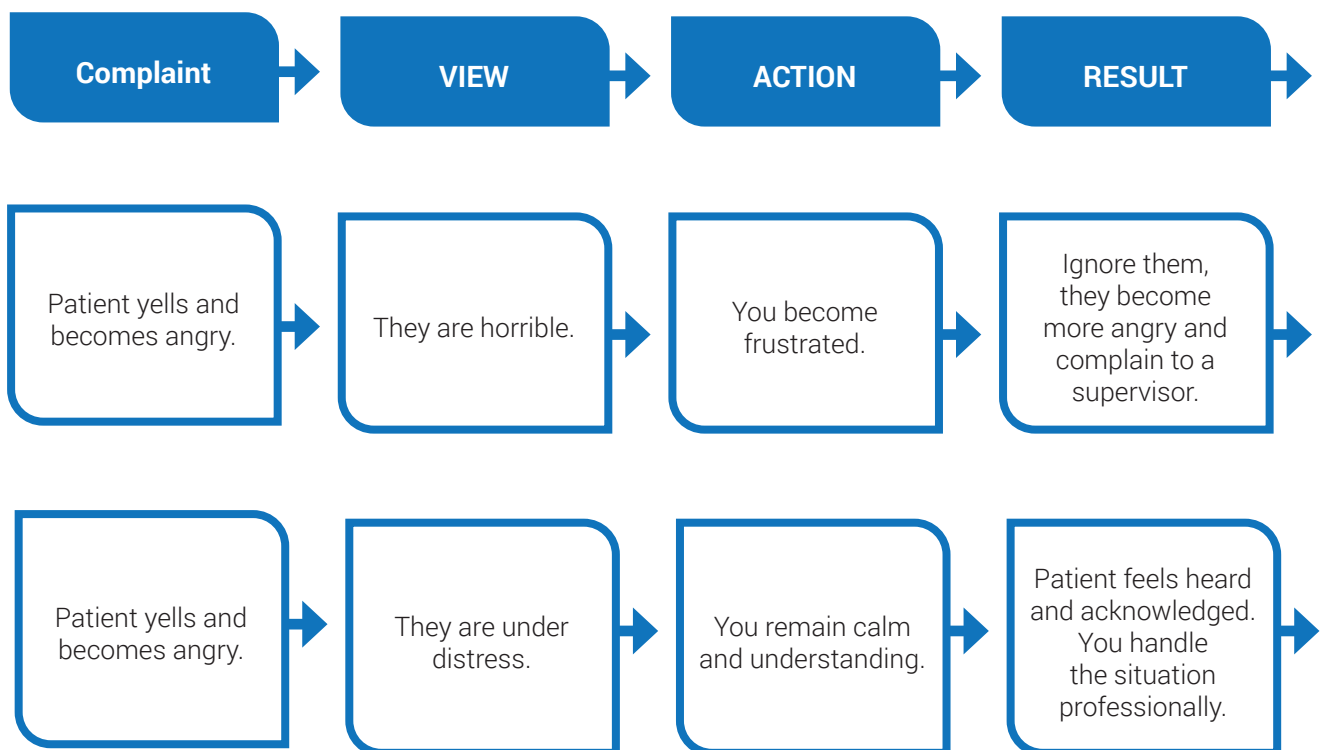
Step 4 - Find a solution in partnership

Weigh up all the possibilities, construct a list of solutions with your patient's input and make the best solution that suits both the patient and the people involved. Follow protocols and reporting lines so that the complaint is handled professionally.

- 'Let's think about all of the possible options here'
- Explain to them what you will do first
- Put a realistic timeframe on it.

ACTIVITY: ABOUT MY ORGANISATION AND THE STANDARD

How would I describe the organisation's processes, practices and expectations in regard to handling feedback and complaints?

Organisational Intent	Impacts (positive/negative)

A leader's experiences, beliefs and views on feedback and complaints will influence how they interact with the organisation processes, patients, carers and staff in these situations.

Think of a time when you had to make a complaint and you were happy about the way you were handled. What behaviours/actions did that person exhibit that made you a satisfied with your treatment?

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Think of a time when you have made a complaint and you weren't happy with the way you were handled. What was it about their behaviour/actions that ticked you off? Why weren't you satisfied with your treatment?

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Think about a time you were handling a complaint and your intent did not match the impact you wanted? What may have impacted the intent/impact gap in that situation? Reflect using the information in the "handling complaints' item above.

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What have you revealed about your views and approaches that you want to change? What commitment would you make to help make that change? Capture your ideas here, then transfer a commitment to your action plan summary.

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10. HEALTH CARE STANDARDS

What difference will these changes make to yourself and others?

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How will you know if your changes have been effective? What will you see?

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10.1.3.5   FURTHER SUPPORT MATERIAL

The Australian Commission on Safety and Quality in Health Care provides additional resources to support Health Care workers and leaders in effectively implementing the standards:

The following website provides further resources on this topic
Link: https://www.safetyandquality.gov.au/our-work/partnering-consumers
Or scan the QR code to the left

LINK TO YOUR PERSONAL DEVELOPMENT PLAN
What did you learn?
What have you decided to work on?
Add your actions to your Personal Development Plan.

10.1.4   STANDARD 3: PREVENTING AND CONTROLLING HEALTHCARE-ASSOCIATED INFECTION

10.1.4.1   THE STANDARD EXPLAINED

The Standard aims to reduce the risk of patients getting preventable healthcare associated infections, manage infections effectively if they occur, and limit the development of antimicrobial resistance through the appropriate prescribing and use of antimicrobials.

Criteria 1	Criteria 2	Criteria 3	Criteria 4
Clinical governance and quality improvement to prevent and control healthcare-associated infections and support antimicrobial stewardship	**Infection prevention and control systems**	**Reprocessing of reusable medical devices**	**Antimicrobial stewardship**
Systems are in place to support and promote prevention and control of healthcare-associated infections and improve antimicrobial stewardship.	Evidence-based systems are used to prevent and control healthcare-associated infections. Patients presenting with, or with risk factors for, infection or colonisation with an organism of local, national or global significance are identified promptly, and receive the necessary management and treatment. The health service organisation is clean and hygienic.	Reprocessing of reusable equipment, instruments and devices is consistent with relevant current national standards, and meets current best practice.	The health service organisation implements systems for the safe and appropriate prescribing and use of antimicrobials as part of an antimicrobial stewardship program.

10.1.4.2   LEADERSHIP BEHAVIOURS ASSESSED

• Effectively implements infection prevention and control systems

How leaders engage with, supervise, mentor and educate their staff is an important part of their role, especially in areas critical to the success of the organisation. As a leader you will play a key role in ensuring this standard is met in your part of the organisation. Things for leaders to consider are;

• ensuring that your team have an understanding of the policies/procedures that apply

• developing processes and activities to ensure compliance

• dealing with aberrant behaviour in relation to the policy/procedure

• responding to breaches/crises

10.1.4.3   UNDERSTANDING RISK

RISK CAN BE DEFINED AS a situation involving exposure to danger. Assessing risk generally has two elements; consequence (severity of e.g. extreme, high, low) and likelihood (possible, probably, likely, etc.). By considering these two elements we can increase the visibility and understanding of a risk and therefore improve our decision making.

Risk perception is the subjective judgement that people make about the characteristics and severity of a risk. This is based on our different experiences and skills; hence we all have different risk perceptions. The person who does professional car racing on the weekend will have a different risk perception of driving than a learner driver.

Our perception of risk is influenced by two elements; competence (skills and knowledge) and time (experience). Using the graph below and the driving example, when a new driver first starts they have low competency or skill in driving and their awareness of risk is high. They are at high risk. On the other hand, someone who has been driving for a long time can become normed to the risks – so their awareness reduces. This is called complacency. This may sound like, "I've been doing this for years, I know what I am doing". Ever arrived at work and realise that you don't even remember leaving home? We kind of go on 'autopilot'. Another way of viewing this is that we are essentially 'asleep at the wheel'. The real risk with complacency, is that we are unaware that we are complacent, and it takes an event (a near miss or incident) to wake us up.

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WHERE ARE WE?
(where am I?)
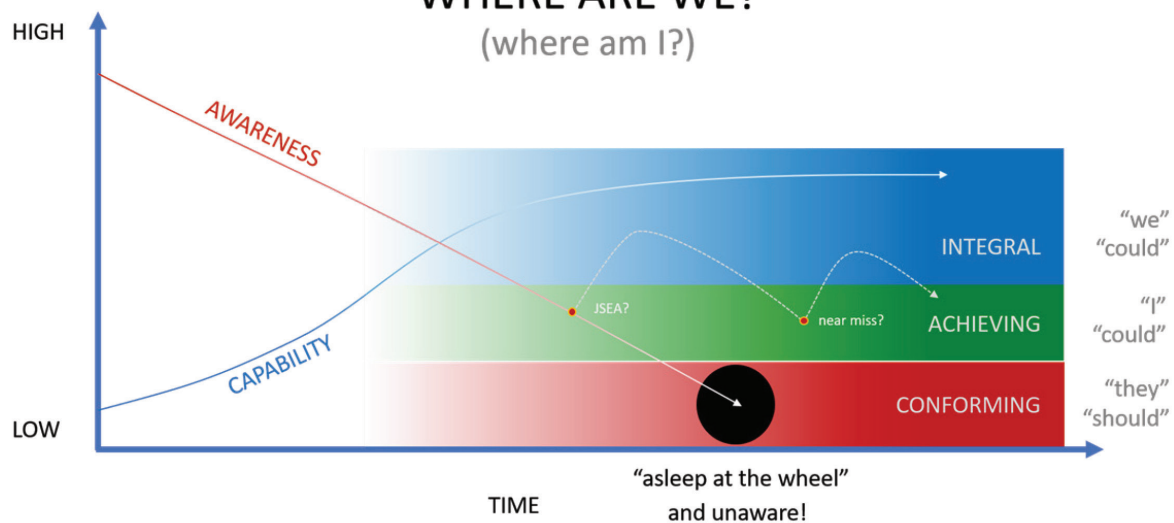
In the work place this could be a routine check-up or inspection, something you do every day. Interestingly, the longer you've been doing something, the more 'at risk' you are of being 'asleep at the wheel' and not even realise it.

The challenge for everyone, and particularly those leading people, is to help them be in the Integral (blue) zone, in the diagram above. This is where we match our high capability with high awareness, of what we're doing and why we're doing it.

Some examples may be

- Use processes and systems to help keep awareness at constructive level e.g. 'step backs' or safe job planning
- Use training to keep capability increasing and as opportunities to see risks in a different way
- Encourage staff mentoring to have experienced and new staff working together so that experience can be shared and help manage the anxiety of new staff. New staff could even share with the experienced staff a different/fresh perspective on the risks
- Engage a variety of people in incident reviews to get different perspectives on risks and solutions
- Share lessons learnt, rather than each of us having to learn the hard way
- Reminding each other, in handover meetings, why it's important that we're aware of the risks
- Adding a safety 'thought of the day' to the staff notice board

Creating a safety culture within healthcare settings is crucial, so that all staff take some responsibility. With infection control and appropriate antibiotic prescribing integrated into healthcare settings, moving beyond doing no harm to improving health outcomes becomes more likely[20].

[20] Preventing and controlling healthcare-associated infections. (2009). The Lancet, 372(9656), 2088. doi:http://dx.doi.org.libproxy.murdoch.edu.au/10.1016/S0140-6736(08)61901-7

10. HEALTH CARE STANDARDS

How does my organisation ensure it is effective in preventing and controlling healthcare-associated infection? Consider and capture what your organisation already has in place that support you, other leaders and staff to meet the standard.

Use the model below to help consider what is in place from different aspects of the organisation: If you have already completed a standards self-assessment this is just an opportunity to quickly reflect on what you picked up in the self-assessment.

Strategy: the plan devised to set and deliver on organisational vision and goals.

Structure: the way the organisation is structured and who reports to whom.

Systems: the daily activities and procedures that staff members engage in to get the job done.

Shared Values: these are the core values of the company that are evidenced in the corporate culture and the general work ethic.

Style: the style of leadership adopted.

Staff: the employees and their general capabilities.

Skills: the actual skills and competencies of the employees working for the company.

Figure 1: The McKinsey 7S Model

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Where am I on the risk perception graph in preventing and controlling healthcare-associated infection? Why am I there?

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How could I lead my team to be in the Integral (blue) Zone? (see section 10.1.4.3)

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How could I lead myself and my family to be in the Integral (blue) Zone? (see section 10.1.4.3)

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How else could I have a positive impact on understanding risk in the preventing and controlling healthcare-associated infection?

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If this discussion preventing and controlling healthcare-associated infection raised some thoughts/ views that you want to work with, go to the end of the "Care Standards" domain and complete the activity

LINK TO YOUR PERSONAL DEVELOPMENT PLAN
What did you learn?
What have you decided to work on?
Add your actions to your Personal Development Plan.

10. HEALTH CARE STANDARDS

EXTRA RESOURCES

The following article provides a perspective on the role of performance management in relation to health care associated infections
Link: https://bit.ly/2NAxnK4
Or scan the QR code to the left

Read this article on a collaborative approach to reducing healthcare associated infections
Link: https://bit.ly/2MF17Wz
Or scan the QR code to the right

The following article discusses the relationship between job satisfaction and healthcare associated infections
Link: https://bit.ly/2KXdmM2
Or scan the QR code to the left

10.1.4.5 FURTHER SUPPORT MATERIAL

The Australian Commission on Safety and Quality in Health Care provides additional resources to support Health Care workers and leaders in effectively implementing the standards

The following website provides further resources on this topic
Link: https://www.safetyandquality.gov.au/our-work/healthcare-associated-infection
Or scan the QR code to the right

10.1.5   STANDARD 4: MEDICATION SAFETY

10.1.5.1   THE STANDARD EXPLAINED

Aims to ensure that clinicians safely prescribe, dispense and administer appropriate medicines, and monitor medicine use. It also aims to ensure that consumers are informed about medicines, and understand their own medicine needs and risks.

Criteria 1	Criteria 2	Criteria 3	Criteria 4
Clinical governance and quality improvement to support medication management	**Documentation of patient information**	**Continuity of medication management**	**Medication management processes**
Organisation-wide systems are used to support and promote safety for procuring, supplying, storing, compounding, manufacturing, prescribing, dispensing, administering and monitoring the effects of medicines.	A patient's best possible medication history is recorded when commencing an episode of care. The best possible medication history, and information relating to medicine allergies and adverse drug rations are available to clinicians.	A patient's medicines are reviewed, and information is provided to them about their medicines needs and risks. A medicines list is provided to the patient and the receiving clinician when handing over care.	Health service organisations procure medicines for safety. Clinicians are supported to supply, store, compound, manufacture, prescribe, dispense, administer, monitor and safely dispose of medicines.

10.1.5.2   LEADERSHIP BEHAVIOURS ASSESSED

- Ensures staff comply with medication safety procedures
- Ensures only clinicians with the requisite authority prescribe, dispense and administer medicines
- Ensures medication review process is adhered to.

How leaders engage with, supervise, mentor and educate their staff is an important part of their role, especially in areas critical to the success of the organisation. As a leader you will play a key role in ensuring this standard is met in your part of the organisation. Things for leaders to consider are;

- ensuring that your team have an understanding of the policies/procedures that apply
- developing processes and activities to ensure compliance
- dealing with aberrant behaviour in relation to the policy/procedure
- responding to breaches/crises

10. HEALTH CARE STANDARDS

10.1.5.3   REFLECTION: ABOUT MY ORGANISATION AND THE STANDARD

How does my organisation ensure that requirements for medication safety are met? Consider and capture what your organisation already has in place that support you, other leaders and staff to meet the standard.

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Use the model below to help consider what is in place from different aspects of the organisation. If you have already completed a standards self-assessment this is just an opportunity to quickly reflect on what you picked up in the self-assessment.

Strategy: the plan devised to set and deliver on organisational vision and goals.

Structure: the way the organisation is structured and who reports to whom.

Systems: the daily activities and procedures that staff members engage in to get the job done.

Shared Values: these are the core values of the company that are evidenced in the corporate culture and the general work ethic.

Style: the style of leadership adopted.

Staff: the employees and their general capabilities.

Skills: the actual skills and competencies of the employees working for the company.

Figure 1: The McKinsey 7S Model

What are your communication strengths and weaknesses? Complete the table below.

Strengths	Weaknesses

What might be the driver behind my weaknesses? What views or beliefs may be not working for me in the way I communicate with staff, patients and families?

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10. HEALTH CARE STANDARDS

10.1.5.4   PARTNERING TO ACHIEVE OPTIMAL OUTCOMES

The ability to engage and empower patients in their health care planning and assessment is supported by leadership capabilities also explored in the Engages Others and Shapes Systems domains. The desire to make this happen is driven by a belief that by including others in planning and decisions, a better outcome is achieved than if done by an individual. What does a 'better' outcome mean though?

The 'orange' analogy can be used to understand the difference between partnering with someone to achieve consensus or 'win/win' outcomes vs. competing or 'giving in.' Of course the orange is an analogy, it can be replaced with anything you might be trying to decide on or negotiate about with someone else.

If there was one orange left in a fruit bowl and both you and the other person wanted it, what could you do?

1. **Give it to them**
   While this option might be the 'nice' option it can actually lead to a relationship breakdown between you and the other person. Your needs aren't being met and over time, this may lead to resentment building in your relationship. It is known as the passive or 'flight' way of dealing with conflict. This is especially relevant for people who 'give the orange' all the time because eventually this resentment builds and erupts.

2. **Take it from them**
   You could take it from them so that your needs are met, but it means the other person's needs are not met and again, this will lead to resentment in the relationship. This is known as the aggressive or 'fight' way of dealing with conflict. Even if they insist you take it, if you haven't discussed ways of getting both your needs met they may fall into the category above.

3. **Cut it in half**
   Most people when faced with this analogy suggest cutting it in half. It might seem like the 'right' answer, but it actually falls into one of the above two categories because the crucial aspect of partnership is missing – communication. When we jump to cutting it in half without discussion about needs and options, we might find that cutting it in half doesn't meet either person's needs. What if one of you wanted to eat the flesh of the orange and the other person wanted to bake a cake with the rind? A conversation about this would enable you to get both of your needs met. Ultimately, if you have discussed your needs and options and it is the only orange you can get your hands on and you are both satisfied with cutting it in half then go for it – but only after a thorough discussion.

Together with the analogy, the following framework can be used as a step-by-step guide for reaching a consensus decision that best meets the needs of all parties. It can also be used as the framework for meetings that need to recognise a range of needs from different people.

10.1.5.5 REFLECTION

About me, the standard and leadership behaviours

How can a leader enable win-win outcomes can be achieved? We offer this simple process to use.

INNOC - CONSENSUS FRAMEWORK

How can a leader enable win-win outcomes be achieved? We offer this simple process to use.

Step	Intent	Types of questions to ask
Issue	To get a full view of the issue from different perspectives	What is the common goal? What can you both agree you need to achieve?
Needs	My needs + your needs = our needs. Differentiate needs from options. e.g. I need to get from home to work versus I need a car (which is an option)	What do we need to be able to do? What capability do we need to have? Who do we need to consider? What requirements/rules/standards do we need to consider? What's the end goal?
Options	The team generates options that meet each need - not just their/your own.	How could we… How might we… Where has this been done before…
Consider Options	Understand the pros and cons of each option	What will this option give us (in relation to our needs) what won't it? Are there any unintended outcomes/impacts? Can these be mitigated?
Consensus decision	Agree on a final option or outcome	What are the next steps? Can we get behind the decision and support it?

10. HEALTH CARE STANDARDS

ACTIVITY: ABOUT ME, THE STANDARD AND LEADERSHIP BEHAVIOURS

Thinking about the orange analogy, what option is your natural tendency? I.e. do you tend to 'give' oranges when faced with conflict? What impact does this have (on you and others)?

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What could you do differently to create optimal solutions?

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How do I ensure the requirements of the medication safety standard is effectively met?

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If this discussion on Medication Safety has raised some thoughts/views that you want to work with, go to the end of the "Health Care Standards" domain and complete the activity.

EXTRA RESOURCES

Read this article on Transformational Leadership and medication safety education
Link: https://bit.ly/2ZrSa94
Or scan the QR code to the right

10.1.5.6 FURTHER SUPPORT MATERIAL

The Australian Commission on Safety and Quality in Health Care provides additional resources to support Health Care workers and leaders in effectively implementing the standards:

The following website provides further resources on this topic
Link: https://www.safetyandquality.gov.au/our-work/medication-safety
Or scan the QR code to the right

LINK TO YOUR PERSONAL DEVELOPMENT PLAN
What did you learn?
What have you decided to work on?
Add your actions to your Personal Development Plan.

10. HEALTH CARE STANDARDS

10.1.6 STANDARD 5: COMPREHENSIVE CARE

10.1.6.1 THE STANDARD EXPLAINED

Aims to ensure that patients receive comprehensive health care that meets their individual needs, and that considers the impact of their health issues on their life and wellbeing. It also aims to ensure that risks to patients during health care are prevented and managed through targeted strategies.

Criteria 1	Criteria 2	Criteria 3	Criteria 4
Clinical governance and quality improvement to support comprehensive care	Developing the comprehensive care plan	Delivering comprehensive care	Minimising patient harm
Systems are in place to support clinicians to deliver comprehensive care.	Integrated screening and assessment processes are used in collaboration with patients, carers and families to develop a goal-directed comprehensive care plan.	Safe care is delivered based on the comprehensive care plan, and in partnership with patients, carers and families. Comprehensive care is delivered to patients at the end of life.	Patients at risk of specific harm are identified, and clinicians deliver targeted strategies to prevent and manage harm.

10.1.6.2 LEADERSHIP BEHAVIOURS ASSESSED

• Multidisciplinary collaboration and teamwork is promoted

• Manages risks of harm to patients receiving care

**Linked to Engages Others and Achieves Outcomes leadership capability domains.

How leaders engage with, supervise, mentor and educate their staff is an important part of their role, especially in areas critical to the success of the organisation. As a leader you will play a key role in ensuring this standard is met in your part of the organisation. Things for leaders to consider are;

• ensuring that your team have an understanding of the policies/procedures that apply

• developing processes and activities to ensure compliance

• dealing with aberrant behaviour in relation to the policy/procedure

• responding to breaches/crises

ACTIVITY: ABOUT MY ORGANISATION AND THE STANDARD

How does my organisation ensure that patients receive comprehensive health care aligned to their needs and considers the impact of their issues on their life and wellbeing? Consider and capture what your organisation already has in place that support you, other leaders and staff to meet the standard.

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10.1.6.3   SAFE CULTURE

Leaders play the most important role in creating the culture of the organisation as team members follow their lead (words and especially behaviours/actions). This is true of the organisation as a whole and of the component parts of the organisation. A culture that is focussed on the safety of patients will inevitably contribute to positive outcome for the patient.

"A culture of safety encompasses the following elements (adapted from Kizer, 1999): shared beliefs and values about the health care delivery system; recruitment and training with patient safety in mind; organizational commitment to detecting and analysing patient injuries and near misses; open communication regarding patient injury results, both within and outside the organization; and the establishment of a just culture" [21].

[21] Erickson, S. M., Wolcott, J., Corrigan, J. M., & Aspden, P. (Eds.). (2003). Patient safety: achieving a new standard for care. National Academies Press.

10. HEALTH CARE STANDARDS

ACTIVITY: SAFE CULTURE

How do you view your role as a culture leader?

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What are you doing to cause high performance in others and yourself?

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What else can you do?

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How might a different view impact how you as a leader behave and are experienced as a culture leader? What are the likely results of those behaviours and actions?

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10.1.6.4 BELONGING

Belonging means acceptance as a member or part - such a simple word for huge concept. A sense of belonging is a human need, just like the need for food and shelter[22]. Why is belonging so important? "I find the concept of "belonging" a critical factor for overcoming social isolation and for creating organisations that have a positive impact on people and performance. Belonging draws on attachment theory, which essentially states that when someone has strong emotional attachment to another (person or organisation), personal well-being increases. This improved well-being, in turn increases personal productivity and overall organisational performance. (David Ulrich)[23]

What impact does our environment have on our sense of belonging?

Want to explore how human centred design is changing the health care industry? Steelcase is an organisation that focusses on creating great experiences by offering a range of architecture, furniture and technology products and services designed to help people reach their full potential. Here are two articles from their website related to designing awesome environments for patients and staff in the health care industry.

ADDITIONAL RESOURCES

Read article on the Embold Collection; where they're working on creating inviting healthcare spaces
Link: https://bit.ly/2Lk2yds (Steele Case - Inviting Healthcare)
Or scan the QR code to the right

Read article on how thought leaders are working on redesigning healthcare to improve the experience for patients and providers.
Link: https://bit.ly/2AQP9Sc (Redesigning Healthcare Experience)
Or scan the QR code to the left

[22] https://www.psychologytoday.com/au/blog/pieces-mind/201403/create-sense-belonging
[23] https://www.forbes.com/sites/rodgerdeanduncan/2018/06/08/belonging-a-fresh-look-at-engagement/#4a088cc273b4

10. HEALTH CARE STANDARDS

What impact can leaders have on creating a sense of safety and belonging for both their staff and their patients?

A leader has an invaluable impact on their environment. Trust comes from the environment leaders create – the circle of safety. Your team knows you will sacrifice the numbers to save the people. That's a powerful tool for a leader to wield.

How do you, as a leader, create a positive impact on your environment?

By understanding your own emotions and their impact on others, you can practise self-leadership and composure. This enables you to regulate your behaviour when you're having a bad day or are dealing with a negative situation. You become a constant source of positivity and inspiration for others, encouraging an environment of collaboration and optimism.

By demonstrating consistency in your thoughts and actions, you ensure your team feels safe in that they can always predict what the outcome of a given situation will be.

By unleashing positivity in the workplace, that your team sees you leading by example, and feels as though their environment is supportive and optimistic about the future.

By focusing on understanding and improving on your leadership capabilities. Your HILCA 360 report enables feedback of how your leadership competencies are viewed which in turn generates insights and encourages action – you can use it to assess your views and capabilities and find ways to improve your leadership.

Creating trust and safety — especially in an uneven economy — means taking on big responsibility. If the leaders focus on creating a safe environment, then every single person has the ability to be a hero, to make sacrifices so that others may gain. And a business will flourish as a result.[24]

Watch this great Ted Talk as Simon Sinek explains why good leaders make you feel safe
Link: https://bit.ly/1LqYfSh (Simon Sinek - Safe)
Or scan the QR code to the left

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[24] https://advisory.works/2017/10/23/the-circle-of-trust-how-good-leaders-make-their-team-feel-safe/

How does my organisation ensure patients a comprehensive care suited to their particular needs? Consider and capture what your organisation already has in place that supports you, other leaders and staff to meet the standard.

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Use the model below to help consider what is in place from different aspects of the organisation: If you have already completed a standards self-assessment this is just an opportunity to quickly reflect on what you picked up in the self-assessment.

Strategy: the plan devised to set and deliver on organisational vision and goals.

Structure: the way the organisation is structured and who reports to whom.

Systems: the daily activities and procedures that staff members engage in to get the job done.

Shared Values: these are the core values of the company that are evidenced in the corporate culture and the general work ethic.

Style: the style of leadership adopted.

Staff: the employees and their general capabilities.

Skills: the actual skills and competencies of the employees working for the company.

Figure 1: The McKinsey 7S Model

10. HEALTH CARE STANDARDS

ACTIVITY: ABOUT ME, THE STANDARD AND LEADERSHIP BEHAVIOURS

How do I engage with my team and patients to understand their comprehensive care needs?

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How do I create a sense of importance for comprehensive care with my team and patients?

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How else could I have a positive impact on the team?

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If this discussion on the service environments raised some thoughts/views that you want to work with, go to the end of the "Health Care Standards" domain and complete the activity.

EXTRA RESOURCES

Read this article on the challenges of clinical leadership
Link: https://bit.ly/2U99Lxu
Or scan the QR code to the right

Consider the ideas put forward in this article regarding the challenge of leadership in clinical teams struggling to meet policy demands
Link: https://bit.ly/2KXYZam
Or scan the QR code to the left

Read this article to gain an international perspective on GP's views in leadership in primary health care
Link: https://bit.ly/2Zj5woQ
Or scan the QR code to the right

For a more in depth exploration of this topic consider reading this book on Transformational Leadership in Nursing.
Link: https://bit.ly/32a6eSp
Or scan the QR code to the left

10. HEALTH CARE STANDARDS

10.1.6.6   FURTHER SUPPORT MATERIAL

The Australian Commission on Safety and Quality in Health Care provides additional resources to support Health Care workers and leaders in effectively implementing the standards:

The following website provides further resources on this topic
Link: https://www.safetyandquality.gov.au/our-work/comprehensive-care
Or scan the QR code to the right

LINK TO YOUR PERSONAL DEVELOPMENT PLAN
What did you learn?
What have you decided to work on?
Add your actions to your Personal Development Plan.

10.1.7.1   THE STANDARD EXPLAINED

Aims to ensure that there is effective communication between patients, carers and families, multidisciplinary teams and clinicians, and across the health service organisation, to support continuous, coordinated and safe care for patients.

Criteria 1	Criteria 2	Criteria 3	Criteria 4	Criteria 5
Clinical governance and quality improvement to support effective communication	Correct identification and procedure matching	Communication at clinical handover	Communication of critical information	Documentation of information
Systems are in place for effective and coordinated communication that supports the delivery of continuous and safe care for patients.	Systems to maintain the identity of the patient are used to ensure that the patient receives the care intended for them.	Processes for structured clinical handover are used to effectively communicate about the health care of patients.	Systems to effectively communicate critical information and risks when they emerge or change are used to ensure safe patient care.	Essential information is documented in the healthcare record to ensure patient safety.

10.1.7.2   LEADERSHIP BEHAVIOURS ASSESSED

• Influences clinical handovers to be effective

• Ensures timely communication to relevant persons when critical information emerges

**Linked to Engages Others and Achieves Outcomes leadership capability domains.

10. HEALTH CARE STANDARDS

10.1.7.3   COMMUNICATION

More on communication can be found in the Engaging Others domain.

Communication is key to achieving outcomes in life and the workplace. To enable care professionals to understand a patient's challenges, goals, roles and needs and convey these to staff and family to support the achievement of quality care is clearly an important skill and process.

COMMUNICATION PROCESS

This refers to the exchange of information between two or more people. For communication to succeed, both parties must be able to exchange information and understand each other. If the flow of information is blocked for some reason or the parties cannot make themselves understood, then communication fails.[25]

The Sender

The communication process begins with the SENDER, who is also called the COMMUNICATOR or SOURCE. The sender has some kind of information—a command, request, question, or idea—that he or she wants to present to others. For that message to be received, the sender must first encode the message in a form that can be understood, such as by the use of a common language or industry jargon, and then transmit it.

The Receiver

The person to whom a message is directed is called the RECEIVER or the INTERPRETER. To comprehend the information from the sender, the receiver must first be able to receive the sender's information and then decode or interpret it.

The Message

The MESSAGE or CONTENT is the information that the sender wants to relay to the receiver. Additional subtext can be conveyed through body language and tone of voice. Put all three elements together—sender, receiver, and message—and you have the communication process at its most basic.

The Medium

Also called the CHANNEL, the MEDIUM is the means by which a message is transmitted. Text messages, for example, are transmitted through the medium of cell phones.

Feedback

The communication process reaches its final point when the message has been successfully transmitted, received, and understood. The receiver, in turn, responds to the sender, indicating comprehension. Feedback may be direct, such as a written or verbal response, or it may take the form of an act or deed in response (indirect).

[25] https://www.thoughtco.com/what-is-communication-process-1689767

Other Factors

The communication process isn't always so simple or smooth, of course. These elements can affect how information is transmitted, received, and interpreted:

Noise: This can be any sort of interference that affects the message being sent, received, or understood. It can be as literal as static over a phone line or radio or as esoteric as misinterpreting a local custom.

Context: This is the setting and situation in which communication takes place. Like noise, context can have an impact on the successful exchange of information. It may have a physical, social, or cultural aspect to it. In a private conversation with a trusted friend, you would share more personal information or details about your weekend or vacation, for example, than in a conversation with a work colleague or in a meeting.

Communication Blockers

Another way to look at noise in the communication process is as blockers to communication. Blockers can impact the way a message is sent and the way it is received. Examples of blockers may include: lack of eye contact, perceived as not approachable, timid/shy, perceived as overly sensitive, perceived as authoritative or aggressive, language differences, body language and tonality. Tone can significantly change a message.

ACTIVITY: COMMUNICATION BLOCKERS

Think about a time when an interaction hasn't gone well and identify what some of your communication blockers might be?

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What could you do to minimise or remove these blockers and improve communication?

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10. HEALTH CARE STANDARDS

OTHER BLOCKERS ARE:[26]

Accusing

Accusing and blaming are the most destructive forms of communication. When accusing, the other person feels that you assume he/she is guilty, even without hearing their side of the story.

Judging

As an example, if one person is suspecting that you judge him/her, he/she will not open up to you and tell you all what they want to tell you. Instead, they will tell you what they think as 'safe' to tell you.

Sarcasm

In order to have effective communication, you need to show respect to others. If you show no respect, you get no information. This is exactly what sarcasm does. If you become sarcastic towards a person, that person will surely hold back a lot of valuable information that is important to you.

Globalizing

Avoid using words such as "always" or "never." These make the parties involved in the discussions uncomfortable and it gives the notion of negativity. Try to avoid such globalizing words and try to focus on the issue in hand.

Interrupting

When interruptions take place, the person who talks may feel that you are no longer interested in what they are saying and unheard. This may have the impact of that person withdrawing from the communication, and you not understanding the situation.

Changing the Subject

Changing subject in the middle of some discussion can be understood as your lack of interest on the subject as well as your unwillingness to pay attention. This may result in unproductive and ineffective communication outcomes.

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[26] https://www.tutorialspoint.com/management_concepts/communication_blockers.htm

CLEAR COMMUNICATION TEMPLATE

Here is a simple way to plan out, either mentally or on paper, a message.

Acknowledge	Intention/ Goal	The Givens	My Commitment	My Request
Where did the feedback come from? Do you need to thank anyone?	What is your intention? Big Picture Buy-in	What are the 'givens' that need to be factored in? e.g. budget, time constraints, external pressures	What is your commitment? What can you do to achieve your intention/goal?	What do THEY need to do to achieve the intention?
Is there anyone you need to recognise or acknowledge?	Does the intention match the feedback? Have you made it mean something?	Have you communicated these givens? Was it in a way that doesn't sound like you are making excuses?	Is it meaningful? Is it realistic? Is it challenging? Have you linked your commitment to the intention?	What is their responsilbility to creating the 10/10 culture
"I want to thank you for the honest feedback. What I heard is that you don't feel listened to."	"My intention is to make a plan so that you do feel listened to." "I want you to feel listened to."	"We only have 45 mins for the meeting because of staffing constraints and opening hours, so we need to explore other options for two way communication."	"I'm committed to maintaining open communication via email, one-on-ones and finding more opportunities for informal discussions."	"To make sure this happens I need you to check your emails every day at the beginning of your shif; this will be the first point of call of all communication"

10. HEALTH CARE STANDARDS

BEST PRACTICE

"Do what you do so well that they will want to see it again and bring their friends." Walt Disney

Patient service is an essential part of the health care and aged care industry

- It is 6 to 10 times more costly to attract a new patient than it is to retain an existing one.
- A satisfied patient only tells five other people.
- An unhappy patient tells approximately 20 other people.
- It only takes 30 seconds for a patient to form an opinion.

There are a number of reasons why people complain. It is important to keep in mind that people usually complain because they are dissatisfied and that a complaint can be seen as an opportunity to increase understanding of the perspectives of client/patients. Gaining an insight into the client/patient perspective can help to improve the service that you offer.

Common reasons for complaints include:

- They want an acknowledgement that something went wrong, and an explanation of why, and they want an apology for the distress they experienced.
- They do not want to see other people facing a similar problem.
- They want to improve the service for themselves or others in the future.
- They want someone to be blamed, punished or held accountable for what happened.
- They want financial compensation (or a full or partial refund).
- They have a bad attitude or are not willing to seek a solution for themselves.

Often there can be a gap between the intent and the impact of our actions, practices, processes, engagements, etc. when handling feedback and complaints. The gap is what causes the potential for complaint or dissatisfaction with the way a complaint is handled.
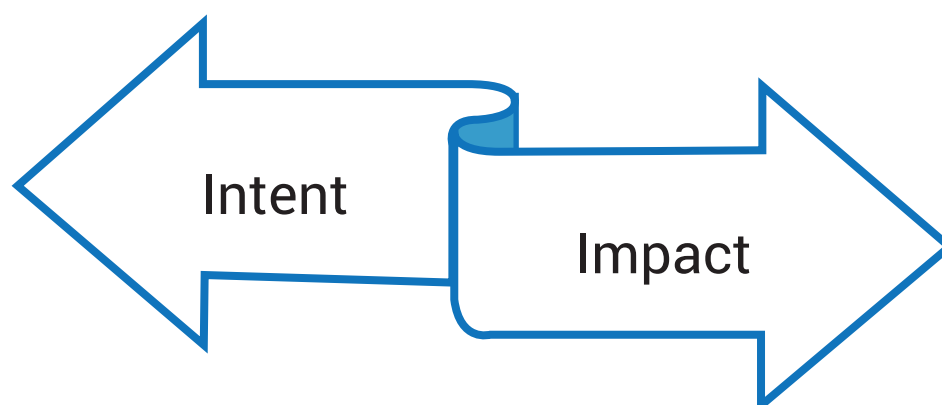
10.1.7.4   REFLECTION: ABOUT MY ORGANISATION AND THE STANDARD

How would I describe the organisation's processes, practices and expectations in regard to communicating for safety?

Organisational Intent	Impacts (positive/negative)

ACTIVITY: ABOUT ME, THE STANDARD AND LEADERSHIP BEHAVIOURS

A leader's experiences, beliefs and views on clinical communication will influence how they interact with the organisation processes, patients, carers and staff in these situations.

Think of a time when you were involved in clinical communication and you were happy about the way it was conducted. What behaviours/actions did that person exhibit that made you a satisfied with your involvement?

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Think of a time when you were involved in clinical communication and you weren't happy with the way it was conducted. What was it about their behaviour/actions that ticked you off? Why weren't you satisfied with your involvement?

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10. HEALTH CARE STANDARDS

Think about a time you were involved in clinical communication and your intent did not match the impact you wanted? What may have impacted the intent/impact gap in that situation? Reflect using the information in the "communication" item above.

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What have you revealed about your views and approaches that you want to change? What commitment would you make to help make that change? Capture your ideas here, then transfer a commitment to your action plan summary.

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What difference will these changes make to yourself and others?

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How will you know if your changes have been effective? What will you see?

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LINK TO YOUR PERSONAL DEVELOPMENT PLAN
What did you learn?
What have you decided to work on?
Add your actions to your Personal Development Plan.

10.1.7.5 FURTHER SUPPORT MATERIAL

The Australian Commission on Safety and Quality in Health Care provides additional resources to support Health Care workers and leaders in effectively implementing the standards:

The following website provides further resources on this topic
Link: https://www.safetyandquality.gov.au/our-work/communicating-safety
Or scan the QR code to the right

10. HEALTH CARE STANDARDS

10.1.8   STANDARD 7: BLOOD MANAGEMENT

10.1.8.1   THE STANDARD EXPLAINED:

Aims to ensure that patients' own blood is safely and appropriately managed, and that any blood and blood products that patients receive are safe and appropriate.

Criteria 1	Criteria 2	Criteria 3
Clinical governance and quality improvement to support blood management	**Prescribing and clinical use of blood and blood products**	**Managing the availability and safety of blood and blood products**
Organisation-wide governance and quality improvement systems are used to ensure safe and high-quality care of patients' own blood, and to ensure that blood product requirements are met.	The clinical use of blood and blood products is appropriate, and strategies are used to reduce the risks associated with transfusion.	Strategies are used to effectively manage the availability and safety of blood and blood products.

10.1.8.2   LEADERSHIP BEHAVIOURS ASSESSED

• Ensures staff comply with blood management procedures

**Linked to Achieving Outcomes domain

How leaders engage with, supervise, mentor and educate their staff is an important part of their role, especially in areas critical to the success of the organisation. As a leader you will play a key role in ensuring this standard is met in your part of the organisation. Things for leaders to consider are;

• ensuring that your team have an understanding of the policies/procedures that apply
• developing processes and activities to ensure compliance
• dealing with aberrant behaviour in relation to the policy/procedure
• responding to breaches/crises

What mechanisms are in place to support me in meeting the leadership behaviours associated with Blood Management?

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How would I rate my relationship with these mechanisms?

1	2	3	4	5
Don't use them Don't understand them Don't believe they are effective				Use them regularly Understand them well – what, why, how to use them They help me be an effective leader

10. HEALTH CARE STANDARDS

ACTIVITY: ABOUT ME, THE STANDARD AND LEADERSHIP BEHAVIOURS

As a leader of staff with a variety of skills and capabilities, who needs to undertake assessments, provide feedback, plan work based on their capabilities, etc consider:

How do I need to be as a leader to effectively undertake these activities? What soft skills do I need?

What views/beliefs would support positive staff and patient outcomes?

How could I improve my relationship with our current mechanisms/practices?

Capture your ideas here, then transfer a commitment to your action plan summary.

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LINK TO YOUR PERSONAL DEVELOPMENT PLAN
What did you learn?
What have you decided to work on?
Add your actions to your Personal Development Plan.

10.1.9.1   THE STANDARD EXPLAINED:

Aims to ensure that acute deterioration in a patient's physical, mental or cognitive condition is recognised promptly and appropriate action is taken.

Criteria 1	Criteria 2	Criteria 3
Clinical governance and quality improvement to support recognition and response systems	**Detecting and recognising acute deterioration and escalating care**	**Responding to acute deterioration**
Organisation-wide systems are used to support and promote detection and recognition of acute deterioration, and the response to patients whose condition acutely deteriorates. These systems are consistent with the National Consensus Statement: Essential elements for recognising and responding to acute physiological deterioration, the National Consensus Statement: Essential elements for safe and high-quality end-of-life care, the National Consensus Statement: Essential elements for recognising and responding to deterioration in a person's mental state, the National consensus statement: essential elements for safe and high-quality paediatric end-of-life care, and the Delirium Clinical Care Standard.	Acute deterioration is detected and recognised, and action is taken to escalate care.	Appropriate and timely care is provided to patients whose condition is acutely deteriorating.

10.1.9.2   LEADERSHIP BEHAVIOURS ASSESSED

• Creates an environment where staff are focused on recognising and responding to acute deterioration

• Ensures timely referral to mental health services when patient mental state has acutely deteriorated

• Ensures timely referral to relevant services when patient physical state has acutely deteriorated

How leaders engage with, supervise, mentor and educate their staff is an important part of their role, especially in areas critical to the success of the organisation. As a leader you will play a key role in ensuring this standard is met in your part of the organisation. Things for leaders to consider are;

• ensuring that your team have an understanding of the policies/procedures that apply

• developing processes and activities to ensure compliance

• dealing with aberrant behaviour in relation to the policy/procedure

• responding to breaches/crises

10. HEALTH CARE STANDARDS

10.1.9.3   REFLECTION: ABOUT MY ORGANISATION AND THE STANDARD

What mechanisms are in place to support me in meeting the leadership behaviours associated with recognising and responding to acute deterioration?

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How would I rate my relationship with these mechanisms?

1	2	3	4	5
Don't use them Don't understand them Don't believe they are effective				Use them regularly Understand them well – what, why, how to use them They help me be an effective leader

ACTIVITY: ABOUT ME, THE STANDARD AND LEADERSHIP BEHAVIOURS

As a leader of staff with a variety of skills and capabilities, who needs to undertake assessments, provide feedback, plan work based on their capabilities, etc consider:

How do I need to be as a leader to effectively undertake these activities? What soft skills do I need?

What views/beliefs would support positive staff and patient outcomes?

How could I improve my relationship with our current mechanisms/practices?

Capture your ideas here, then transfer a commitment to your action plan summary.

10. HEALTH CARE STANDARDS

EXTRA RESOURCES

Read the following article on the factors that influence the recognizing and responding to adult patient deterioration
Link: https://bit.ly/2zu3hj6
Or scan the QR code to the right

Consider the ideas put forward in this article on consumers' perspectives on their involvement in recognizing and responding to patient deterioration
Link: https://bit.ly/2ZsA7vn
Or scan the QR code to the left

Read the following article nursing students' decision-making in teams during simulations of acute patient deterioration
Link: https://bit.ly/2LfZWtP
Or scan the QR code to the right

LINK TO YOUR PERSONAL DEVELOPMENT PLAN
What did you learn?
What have you decided to work on?
Add your actions to your Personal Development Plan.

What mechanisms are in place to support me in meeting the leadership behaviours associated with Recognising and Responding to Acute Deterioration?

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How would I rate my relationship with these mechanisms?

1	2	3	4	5
Don't use them Don't understand them Don't believe they are effective				Use them regularly Understand them well – what, why, how to use them They help me be an effective leader

10. HEALTH CARE STANDARDS

ACTIVITY: ABOUT ME, THE STANDARD AND LEADERSHIP BEHAVIOURS

As a leader of staff with a variety of skills and capabilities, who needs to undertake assessments, provide feedback, plan work based on their capabilities, etc consider:

How do I need to be as a leader to effectively undertake these activities? What soft skills do I need?

What views/beliefs would support positive staff and patient outcomes?

How could I improve my relationship with our current mechanisms/practices?

Capture your ideas here, then transfer a commitment to your action plan summary.

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10.1.9.5   FURTHER SUPPORT MATERIAL

The Australian Commission on Safety and Quality in Health Care provides additional resources to support Health Care workers and leaders in effectively implementing the standards:

The following website provides further resources on this topic
Link: https://www.safetyandquality.gov.au/our-work/recognising-and-responding-deterioration
Or scan the QR code to the right

LINK TO YOUR PERSONAL DEVELOPMENT PLAN
What did you learn?
What have you decided to work on?
Add your actions to your Personal Development Plan.

10.2 VIEW-ACTION-RESULT REFLECTION & TRANSFORMATION EXERCISE

10.2.1 DEMONSTRATED EXAMPLE – LEADING HEALTH CARE STANDARDS

What development area from Health Care Standards have you chosen to work on?	*Managing risk*
Why is working on this area important to you?	*I'm worried about keeping my team and patients safe.*

Note: Before completing the following exercises, you can also read the VAR instruction, found in section 2. This section provides background to the VAR model, why it's so important, how it works and examples to help you work through your own.

VIEW
- What is your current view of this area?
- Consider the beliefs, thought & opinions you hold.

ACTION
- How does your view cause you to act (or react)?
- Consider your feelings & behaviours.

RESULT
What are the intended and unintended impacts of these actions?

Consider the longer term impacts and consequences on yourself, your team, family and organisation.
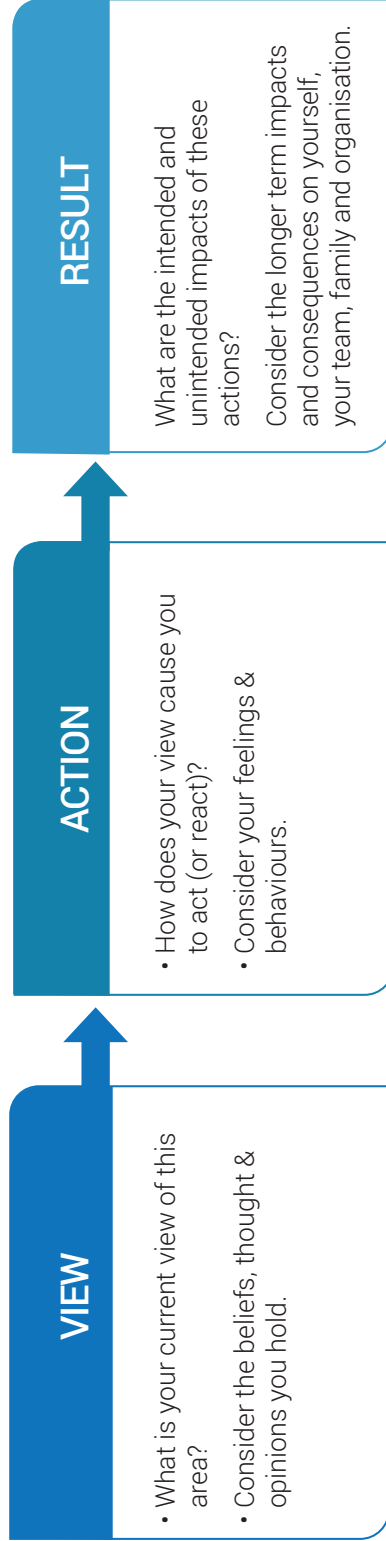
10.2.2 EXAMPLE – ONE VIEW OF "MANAGING RISK"

VIEW
'Rules are there to be followed.'

'Following the rules keeps us safe.'

ACTION
The rules and processes are followed to the letter.

Don't hear concerns of others if they don't fit within the process or challenge the rules.

RESULT
Don't see what is not covered by the paperwork/forms.

May miss an emerging issue/risk.

10. HEALTH CARE STANDARDS

PERCEIVED BENEFITS. WHAT ARE THE PERCEIVED BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

PERCEIVED BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?
Seen as responsible	Good compliance results	Boss happy
Protect myself by following rules	Safe from getting in trouble	Keep my job

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

COST	...AND WHAT IS THE COST OF THAT?	...AND WHAT IS THE COST OF THAT?
Risks/concerns don't get raised	Don't see some risks that need to managed	Injury/near miss
Staff only follow process/stop thinking for themselves	Don't see some risks that need to managed	Injury/near miss
Injury/near miss	Non-compliance	Time, money

10.2.3 EXAMPLE - CONSTRUCTIVE VIEW OF "MANAGING RISK"

VIEW	ACTION	RESULT
People AND rules/processes help us stay safe	Use processes and ask questions/listen to ideas	Compliance plus improvement, risks identified, staff thinking for themselves
	Encourage people to use their skills and knowledge to stay safe	Fewer injuries
	Help team understand the intent of rules/processes rather than the 'letter'	Good performance results

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?
Good safety performance	No injury	Happy/healthy staff/patients
Good safety performance	Happy boss	Keep job/promoted
Ideas/risk raised	Safety is always improving	Happy/healthy staff/patients

CHALLENGES. WHAT ARE THE CHALLENGES OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

CHALLENGE	...AND WHAT IS THE CHALLENGE OF THAT?	...AND WHAT IS THE CHALLENGE OF THAT?
Improvements to make	Have to find the time to make these improvements	Need to delegate or create boundaries to make improvements that will save time in the long run
Issues to resolve	Staff will notice if I don't resolve them	It will take commitment and perseverance from me to resolve them, especially if I'm busy.

10. HEALTH CARE STANDARDS

NOW IT'S YOUR TURN...

10.3 VIEW-ACTION-RESULT REFLECTION & TRANSFORMATION EXERCISE – HEALTH CARE STANDARDS

What development area from Health Care Standards have you chosen to work on?	
Why is working on this area important to you?	

10.3.1 YOUR CURRENT VIEW

VIEW	ACTION	RESULT

PERCEIVED BENEFITS. WHAT ARE THE PERCEIVED BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

COST	...AND WHAT IS THE COST OF THAT?	...AND WHAT IS THE COST OF THAT?

WHAT BLIND SPOTS IN YOUR PERFORMANCE ARE OPENING UP FOR YOU WITH REGARDS TO THIS VIEW?

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10.3.2   A CONSTRUCTIVE VIEW

What is an alternative, more constructive view or new belief that could give you a different result or outcome? Explore this using the activity below.

VIEW	ACTION	RESULT

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

CHALLENGES. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

CHALLENGE	...AND WHAT IS THE CHALLENGE OF THAT?	...AND WHAT IS THE CHALLENGE OF THAT?

WHAT NEW ACTIONS MIGHT BE POSSIBLE FOR YOU WITH THIS NEW VIEW?

11. NOTES

11. NOTES

11. NOTES

11. NOTES

12. VIEW-ACTION-RESULT

12. VIEW-ACTION-RESULT

NOW IT'S YOUR TURN...

12.1 BLANK VIEW-ACTION-RESULT REFLECTION & TRANSFORMATION EXERCISE

What development area have you chosen to work on?

Why is working on this area important to you?

12.1.1 YOUR CURRENT VIEW

VIEW	ACTION	RESULT

PERCEIVED BENEFITS. WHAT ARE THE PERCEIVED BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

COST	...AND WHAT IS THE COST OF THAT?	...AND WHAT IS THE COST OF THAT?

WHAT BLIND SPOTS IN YOUR PERFORMANCE ARE OPENING UP FOR YOU WITH REGARDS TO THIS VIEW?

12. VIEW-ACTION-RESULT

12.1.2 A CONSTRUCTIVE VIEW

What is an alternative, more constructive view or new belief that could give you a different result or outcome? Explore this using the activity below.

VIEW	ACTION	RESULT

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

CHALLENGES. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

CHALLENGE	...AND WHAT IS THE CHALLENGE OF THAT?	...AND WHAT IS THE CHALLENGE OF THAT?

WHAT NEW ACTIONS MIGHT BE POSSIBLE FOR YOU WITH THIS NEW VIEW?

NOW IT'S YOUR TURN...

12.2   BLANK VIEW-ACTION-RESULT REFLECTION & TRANSFORMATION EXERCISE

What development area have you chosen to work on?	
Why is working on this area important to you?	

12.2.1   YOUR CURRENT VIEW

VIEW	ACTION	RESULT

PERCEIVED BENEFITS. WHAT ARE THE PERCEIVED BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

COST	...AND WHAT IS THE COST OF THAT?	...AND WHAT IS THE COST OF THAT?

WHAT BLIND SPOTS IN YOUR PERFORMANCE ARE OPENING UP FOR YOU WITH REGARDS TO THIS VIEW?

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12. VIEW-ACTION-RESULT

12.2.2   A CONSTRUCTIVE VIEW

What is an alternative, more constructive view or new belief that could give you a different result or outcome? Explore this using the activity below.

VIEW	ACTION	RESULT

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

CHALLENGES. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

CHALLENGE	...AND WHAT IS THE CHALLENGE OF THAT?	...AND WHAT IS THE CHALLENGE OF THAT?

WHAT NEW ACTIONS MIGHT BE POSSIBLE FOR YOU WITH THIS NEW VIEW?

12. VIEW-ACTION-RESULT

NOW IT'S YOUR TURN...

12.3 BLANK VIEW-ACTION-RESULT REFLECTION & TRANSFORMATION EXERCISE

What development area have you chosen to work on?

Why is working on this area important to you?

12.3.1 YOUR CURRENT VIEW

VIEW	ACTION	RESULT

PERCEIVED BENEFITS. WHAT ARE THE PERCEIVED BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

COST	...AND WHAT IS THE COST OF THAT?	...AND WHAT IS THE COST OF THAT?

WHAT BLIND SPOTS IN YOUR PERFORMANCE ARE OPENING UP FOR YOU WITH REGARDS TO THIS VIEW?

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12. VIEW-ACTION-RESULT

12.3.2   A CONSTRUCTIVE VIEW

What is an alternative, more constructive view or new belief that could give you a different result or outcome? Explore this using the activity below.

VIEW	ACTION	RESULT

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

CHALLENGES. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

CHALLENGE	...AND WHAT IS THE CHALLENGE OF THAT?	...AND WHAT IS THE CHALLENGE OF THAT?

WHAT NEW ACTIONS MIGHT BE POSSIBLE FOR YOU WITH THIS NEW VIEW?

NOTES

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