Politics’ is not a dirty word!
Friday 16 October 2015

David A. Wylie
ProfM; MSc; FFPM RCPS (Glas); FFPodM
Podiatry Service Manager & Professional Lead
NHS Greater Glasgow and Clyde
Politics is not a dirty word!

Declaration of Interest

‘Politics’
is not a dirty word!
Declaration of Interest

“There are no industry related, commercial or financial interests associated with this presentation”
Politics is not a dirty word!

Learning Outcomes

- Inspiring shared purpose
- Leading with care
- Evaluating information
- Connecting our service
- Sharing vision
- Engaging the team
- Holding to account
- Developing capability
- Influencing for results

Healthcare Leadership Model

The nine dimensions of leadership behaviour
Politics: a dirty word?

Politics: (ˈpɒlɪtɪks) noun: ‘the activities associated with the governance of a country or area’
Politics: a dirty word?

Politics: (ˈpɒlɪtɪks) noun: ‘the activities associated with the governance of a country or area’

Governance
Politics: a dirty word?

Politics: (ˈpɒlɪtɪks) noun: 'the activities associated with the governance of a country or area’

Governance

Politics: (from Greek: πολιτικός politikos, definition "of, for, or relating to citizens") ‘is the practice and theory of influencing other people.’
Politics: (‘politics) noun: ‘the activities associated with the governance of a country or area’

Politics: (from Greek: πολιτικός politikos, definition "of, for, or relating to citizens") ‘is the practice and theory of influencing other people.’

Governance

Influence
Politics: (ˈpɒlɪtɪks) noun: 'the activities associated with the governance of a country or area’

Politics: (from Greek: πολιτικός politikos, definition "of, for, or relating to citizens") ‘is the practice and theory of influencing other people.’

Politics: ‘the study or practice of the distribution of power and resources within a given community.’
Politics: a dirty word?

Politics: (ˈpɒlɪtɪks) noun: ‘the activities associated with the governance of a country or area’

Governance

Politics: (from Greek: πολιτικός politikos, definition "of, for, or relating to citizens") ‘is the practice and theory of influencing other people.’

Influence

Politics: ‘the study or practice of the distribution of power and resources within a given community.’

Empowerment
Let’s start...

...at the very beginning...

...a very good place to start
“The NHS belongs to the people... It touches our lives at times of basic human need, when care and compassion are what matter most.”

The NHS Constitution
Mid Staffordshire in numbers

- **Up to 1,200** more patients died than would be expected between 2005-2008
- **37 weeks**
- **37 weeks of evidence**
- **290** witnesses or statements to the inquiry
- **£13m** spent by the Francis Inquiry to date (as of 5 February 2013)
- **2** hospital sites at Mid Staffordshire
- **807** qualified nursing, midwifery & health visiting staff at Mid Staffordshire

Mid Staffordshire’s financial performance
- **£155 million annual turnover**
- **£18.8 million underlying deficit for 2012/13**
- **£21 million cash support from the Department of Health in 2011/12**

6 February 2013

- **Standards**
- **Openness**
- **Behaviours**
- **Leadership**
- **Information**
“...there are places where unhealthy cultures, poor leadership, and an acceptance of poor standards are too prevalent.”

Robert Francis QC
Chairman: The Mid Staffordshire NHS Foundation Trust Public Inquiry
“The NHS and all who work for it must adopt and demonstrate a shared culture in which the patient is the priority in everything done;”

Robert Francis QC
Chairman: The Mid Staffordshire NHS Foundation Trust Public Inquiry
An approach to assuring continuing fitness to practise based on right-touch regulation principles

November 2012

“Closer to home…”

“In 2008, the HCPC (formerly HPC) found that the majority of its cases concerned conduct and lack of professionalism rather than competence”
Are we brave enough...?
What lies beneath…

Resources

People
KSA
Experience
Potential

+ 

Job Satisfaction
Motivation
Commitment
‘Engagement’

Performance Outputs

Mission of the NHS

Leadership

Culture

Alimo-Metcalfe (2004)
What lies beneath…

MANAGEMENT (Over-arching)

Governance Systems

Service Specification

Workforce Plan

KSF Review & PDPs

Learning & education plan
Staff governance plan
Quality improvement plan
Service improvement plan
Risk management plan
Health & safety plan
Organisational development plan
Key performance indicators
Quality performance indicators
Performance management
Complaints management
Sickness absence

Value & Behaviours

Influence

Person centredness

Quality

Team Working

Cultural Systems

LEADERSHIP (Underpinning)
## Transformational Leadership in AHPs

<table>
<thead>
<tr>
<th></th>
<th>All grades (n=251) 2009</th>
<th>B7 (n=60) 2011</th>
<th>AHP Leaders (B7/8) (n=13) 2014</th>
<th>AHP Leaders (B7/8) (n=10) 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influence (Attributed)</td>
<td>2.57 (23rd)</td>
<td>2.54 (22nd)</td>
<td>2.79 (42nd)</td>
<td>2.93 (50th)</td>
</tr>
<tr>
<td>Influence (Behavioural)</td>
<td>2.72 (28th)</td>
<td>2.77 (31st)</td>
<td>3.05 (52nd)</td>
<td>3.15 (55th)</td>
</tr>
<tr>
<td>Inspirational Motivation</td>
<td>2.75 (40th)</td>
<td>2.81 (45th)</td>
<td>3.09 (54th)</td>
<td>2.83 (35th)</td>
</tr>
<tr>
<td>Intellectual Stimulation</td>
<td>2.81 (53rd)</td>
<td>2.79 (52nd)</td>
<td>3.14 (67th)</td>
<td>3.33 (73rd)</td>
</tr>
<tr>
<td>Individualised Consideration</td>
<td>3.15 (47th)</td>
<td>3.21 (48th)</td>
<td>3.29 (62nd)</td>
<td>3.43 (67th)</td>
</tr>
</tbody>
</table>

Wylie DA, Gallagher HL. 2009 Transformational Leadership in Allied Health. JAH Summer 2009 pp
Transformational Leadership in AHPs: The challenge of influence

<table>
<thead>
<tr>
<th>Transformational Leadership</th>
<th>Average Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individualised Consideration</td>
<td>3.27 (71st)</td>
</tr>
<tr>
<td>Intellectual Stimulation</td>
<td>3.02 (61st)</td>
</tr>
<tr>
<td>Idealised Influence (Behavioural)</td>
<td>2.92 (37th)</td>
</tr>
<tr>
<td>Inspirational Motivation</td>
<td>2.87 (35th)</td>
</tr>
<tr>
<td>Idealised Influence (Attributed)</td>
<td>2.70 (28th)</td>
</tr>
</tbody>
</table>
# Transformational Leadership in AHPs: The challenge of influence

<table>
<thead>
<tr>
<th>Leadership Behavior</th>
<th>Average Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individualised Consideration</td>
<td>3.27 (71&lt;sup&gt;st&lt;/sup&gt;)</td>
</tr>
<tr>
<td>Intellectual Stimulation</td>
<td>3.02 (61&lt;sup&gt;st&lt;/sup&gt;)</td>
</tr>
<tr>
<td>Idealised Influence (Behavioural)</td>
<td>2.92 (37&lt;sup&gt;th&lt;/sup&gt;)</td>
</tr>
<tr>
<td>Inspirational Motivation</td>
<td>2.87 (35&lt;sup&gt;th&lt;/sup&gt;)</td>
</tr>
<tr>
<td>Idealised Influence (Attributed)</td>
<td>2.70 (28&lt;sup&gt;th&lt;/sup&gt;)</td>
</tr>
</tbody>
</table>

The power of culture

Over 48,000 staff completed the NHS Leading an Empowered Organisation programme (LEO).

“This study provided insight into how the grade G nurses applied the principles of the LEO programme in their daily work. Their ability to apply the LEO principles was both restricted and assisted by the culture in which they worked. A partnership between theory and practice is needed.”

In the end, culture will trump rules, standards and control strategies every single time, and achieving a vastly safer NHS will depend far more on major cultural change than on a new regulatory regime.”

Berwick Report
A promise to learn – A commitment to act
1. Place the quality and safety of patient care above all other aims for the NHS. (This, by the way, is your safest and best route to lower cost.)

2. Engage, empower, and hear patients and carers throughout the entire system, and at all times.

3. Foster wholeheartedly the growth and development of all staff, especially with regard to their ability and opportunity to improve the processes within which they work.

4. Insist upon, and model in your own work, thorough and unequivocal transparency, in the service of accountability, trust, and the growth of knowledge.
Understand your culture

Exploring Public Sector Strategy

Edited by Gerry Johnson and Kevan Scholes

Source: Adapted from Johnson and Scholes (1999, p.75)
Cultural mapping

Cultural Map
The Five Stages of Culture

<table>
<thead>
<tr>
<th>Stage</th>
<th>%</th>
<th>Behavior</th>
<th>Relationship to people</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2%</td>
<td>Innocent Wonderment</td>
<td>Team</td>
<td>“Life is great”</td>
</tr>
</tbody>
</table>

The conversation involves infinite potential - not to beat a competitor, but to make a global impact. This group is in competition with what’s possible, not with another tribe.
### Cultural Map

**The Five Stages of Culture**

<table>
<thead>
<tr>
<th>Stage</th>
<th>%</th>
<th>Behavior</th>
<th>Relationship to people</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2%</td>
<td>Innocent Wonderment</td>
<td>Team</td>
<td>“Life is great”</td>
</tr>
<tr>
<td>4</td>
<td>22%</td>
<td>Tribal Pride</td>
<td>Stable Partnership</td>
<td>“We’re great”</td>
</tr>
</tbody>
</table>

People are fully themselves – happy, inspired, genuine; Culture of shared values and interdependent strategies; the bigger the adversary, the more powerful the tribe.

**Knowledge is power, so people hoard it; they have to win, and winning is personal; the mood is one of wanting help and support, whilst being continually disappointed that others “don’t have my ambition or skill.”**

---

# Cultural Map
**The Five Stages of Culture**

<table>
<thead>
<tr>
<th>Stage</th>
<th>%</th>
<th>Behavior</th>
<th>Relationship to people</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2%</td>
<td>Innocent Wonderment</td>
<td>Team</td>
<td>“Life is great”</td>
</tr>
<tr>
<td>4</td>
<td>22%</td>
<td>Tribal Pride</td>
<td>Stable Partnership</td>
<td>“We’re great”</td>
</tr>
<tr>
<td>3</td>
<td>49%</td>
<td>Lone Warrior</td>
<td>Personal Domination</td>
<td>“I’m great”</td>
</tr>
</tbody>
</table>
Stage 3 Behavioural Fingerprints
How to spot “I’m great” behaviour

Form a series of dyadic relationships creating a ‘hub & spoke’ model

Hoard information to give yourself more power than others

Try to prevent your ‘spokes’ from forming relationships with each other

Rely on spies and gossip for political information

Talk using mafia or military language

Hunger for tips, tools and techniques that will make you more efficient, protecting your ‘I’m great’ turf

Talk of values and principles – but they’re all about you. They give you an edge in the ‘I’m great’ struggle
People are passively antagonistic; seen it all before and watched it fail; quietly sarcastic and resigned; judging, yet never interested enough to spark any passion.

---

### Cultural Map: The Five Stages of Culture

<table>
<thead>
<tr>
<th>Stage</th>
<th>%</th>
<th>Behavior</th>
<th>Relationship to people</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2%</td>
<td>Innocent Wonderment</td>
<td>Team</td>
<td>“Life is great”</td>
</tr>
<tr>
<td>4</td>
<td>22%</td>
<td>Tribal Pride</td>
<td>Stable Partnership</td>
<td>“We’re great”</td>
</tr>
<tr>
<td>3</td>
<td>49%</td>
<td>Lone Warrior</td>
<td>Personal Domination</td>
<td>“I’m great”</td>
</tr>
<tr>
<td>2</td>
<td>25%</td>
<td>Apathetic Victim</td>
<td>Separate</td>
<td>“My life sucks”</td>
</tr>
</tbody>
</table>
Cultural Map
The Five Stages of Culture

<table>
<thead>
<tr>
<th>Stage</th>
<th>%</th>
<th>Behavior</th>
<th>Relationship to people</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2%</td>
<td>Innocent Wonderment</td>
<td>Team</td>
<td>“Life is great”</td>
</tr>
<tr>
<td>4</td>
<td>22%</td>
<td>Tribal Pride</td>
<td>Stable Partnership</td>
<td>“We’re great”</td>
</tr>
<tr>
<td>3</td>
<td>49%</td>
<td>Lone Warrior</td>
<td>Personal Domination</td>
<td>“I’m great”</td>
</tr>
<tr>
<td>2</td>
<td>25%</td>
<td>Apathetic Victim</td>
<td>Separate</td>
<td>“My life sucks”</td>
</tr>
<tr>
<td>1</td>
<td>2%</td>
<td>Undermining</td>
<td>Alienated</td>
<td>“Life Sucks”</td>
</tr>
</tbody>
</table>

People are despairingly hostile, banding together to survive in a harsh and unfair world.

Cultural mapping

Cultural Anatomy

“Life is great”  Webbed Network Team

“We’re great”  Stable Partnership Triads

“I’m great”  Hub & Spoke Dyads

“My life sucks”  Interior Monad

“All life sucks”  Exterior Monad

The cultural challenge

5 Stages of Culture

% of Tribes at each Stage

<table>
<thead>
<tr>
<th>Stage One</th>
<th>Stage Two</th>
<th>Stage Three</th>
<th>Stage Four</th>
<th>Stage Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alienated</td>
<td>Separated</td>
<td>Domination</td>
<td>Partnerships</td>
<td>Team</td>
</tr>
<tr>
<td>&quot;Life sucks&quot;</td>
<td>&quot;My life sucks&quot;</td>
<td>&quot;I'm great&quot;</td>
<td>&quot;We're great&quot;</td>
<td>&quot;Life's great&quot;</td>
</tr>
</tbody>
</table>

Low Performing

High Performing

The cultural challenge

5 Stages of Culture

% of Tribes at each Stage

- Stage One: Alienated "Life sucks" 2%
- Stage Two: Separated "My life sucks" 25%
- Stage Three: Domination "I'm great" 49%
- Stage Four: Partnerships "We're great" 22%
- Stage Five: Team "Life's great" 2%

Low Performing

High Performing

I loved winning. I loved being the lone ranger. I loved coming into town and slaying the dragon, with everyone saying “great job – we needed you.”

It was a complete ego hit, so I couldn’t see that I wasn’t making an impact.

But, when I got it – I got it. And then I was relentless”
Dysfunctional teams

Characterised by:

Fear of vulnerability
Fear of challenge
Powerful ego “I’m great”

The Five Dysfunctions of a Team Jossey Bass SF
<table>
<thead>
<tr>
<th>Team performance</th>
<th>Cultural currency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Absence of TRUST</strong></td>
<td><strong>Invulnerability</strong></td>
</tr>
</tbody>
</table>

# Fear of vulnerability

<table>
<thead>
<tr>
<th>Team performance</th>
<th>Cultural currency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Fear of CONFLICT</td>
<td>Artificial harmony</td>
</tr>
<tr>
<td>Absence of TRUST</td>
<td>Invulnerability</td>
</tr>
</tbody>
</table>

*The Five Dysfunctions of a Team* Jossey Bass SF
<table>
<thead>
<tr>
<th>Team performance</th>
<th>Cultural currency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of COMMITMENT</td>
<td>Ambiguity</td>
</tr>
<tr>
<td>Fear of CONFLICT</td>
<td>Artificial harmony</td>
</tr>
<tr>
<td>Absence of TRUST</td>
<td>Invulnerability</td>
</tr>
</tbody>
</table>

*The Five Dysfunctions of a Team* Jossey Bass SF
# Fear of vulnerability

<table>
<thead>
<tr>
<th>Team performance</th>
<th>Cultural currency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoidance of ACCOUNTABILITY</td>
<td>Low standards</td>
</tr>
<tr>
<td>Lack of COMMITMENT</td>
<td>Ambiguity</td>
</tr>
<tr>
<td>Fear of CONFLICT</td>
<td>Artificial harmony</td>
</tr>
<tr>
<td>Absence of TRUST</td>
<td>Invulnerability</td>
</tr>
</tbody>
</table>

*The Five Dysfunctions of a Team* Jossey Bass SF
# Fear of vulnerability

<table>
<thead>
<tr>
<th>Team performance</th>
<th>Cultural currency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inattention to RESULTS</td>
<td>Status and ego</td>
</tr>
<tr>
<td>Avoidance of ACCOUNTABILITY</td>
<td>Low standards</td>
</tr>
<tr>
<td>Lack of COMMITMENT</td>
<td>Ambiguity</td>
</tr>
<tr>
<td>Fear of CONFLICT</td>
<td>Artificial harmony</td>
</tr>
<tr>
<td>Absence of TRUST</td>
<td>Invulnerability</td>
</tr>
</tbody>
</table>

*The Five Dysfunctions of a Team* Jossey Bass SF
## Fear of vulnerability

<table>
<thead>
<tr>
<th>Team performance</th>
<th>Cultural currency</th>
<th>Influence for change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inattention to RESULTS</td>
<td>Status and ego</td>
<td>Focused team outcomes</td>
</tr>
<tr>
<td>Avoidance of ACCOUNTABILITY</td>
<td>Low standards</td>
<td>Confront difficult issues</td>
</tr>
<tr>
<td>Lack of COMMITMENT</td>
<td>Ambiguity</td>
<td>Force clarity &amp; closure</td>
</tr>
<tr>
<td>Fear of CONFLICT</td>
<td>Artificial harmony</td>
<td>Mine for conflict</td>
</tr>
<tr>
<td>Absence of TRUST</td>
<td>Invulnerability</td>
<td>‘Go first’</td>
</tr>
</tbody>
</table>

*The Five Dysfunctions of a Team* Jossey Bass SF
Fear of challenge

- High Support, Low Challenge:
- High Support, High Challenge:
- Low Support, Low Challenge:
- Low Support, High Challenge:

Daloz, L. (1986)
*Effective Teaching and Mentoring* Jossey Bass SF
Fear of challenge

High Support, Low Challenge:

High Support, High Challenge:

Low Support, Low Challenge:

**Feedback effect:**
No intellectual stimulation;
low confidence;
boredom

**APATHY & STASIS**

Low Support, High Challenge:

High Challenge

Daloz, L. (1986)
*Effective Teaching and Mentoring* Jossey Bass SF
Fear of challenge

High Support, Low Challenge:

- Feedback effect: No intellectual stimulation; low confidence; boredom
- APATHY & STASIS

Low Support, Low Challenge:

- Feedback effect: Demoralised; fearful; risk averse
- STRESS & RETREAT

High Support, High Challenge:

Low Support, High Challenge:

Daloz, L. (1986)
Effective Teaching and Mentoring Jossey Bass SF
# Fear of challenge

<table>
<thead>
<tr>
<th>High Support, Low Challenge:</th>
<th>High Support, High Challenge:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback Effect:</td>
<td>Encouraged and challenged to do more and better; High Performance</td>
</tr>
<tr>
<td>APATHY &amp; STASIS</td>
<td>STRESS &amp; RETREAT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Low Support, Low Challenge:</th>
<th>Low Support, High Challenge:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback effect:</td>
<td>Feedback Effect:</td>
</tr>
<tr>
<td>No intellectual stimulation; low confidence; boredom</td>
<td>Demoralised; fearful; risk averse</td>
</tr>
</tbody>
</table>

---

Daloz, L. (1986) *Effective Teaching and Mentoring* Jossey Bass SF
## Fear of challenge

<table>
<thead>
<tr>
<th>High Support, Low Challenge:</th>
<th>Low Support, Low Challenge:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Feedback effect:</strong> Status Quo; Keep doing same things; “I’m great”</td>
<td><strong>Feedback effect:</strong> No intellectual stimulation; low confidence; boredom</td>
</tr>
<tr>
<td><strong>Feedback Effect:</strong> Encouraged and challenged to do more and better; High Performance</td>
<td><strong>Feedback Effect:</strong> Demoralised; fearful; risk averse</td>
</tr>
<tr>
<td><strong>COMPLACENCY &amp; CONFIRMATION</strong></td>
<td><strong>APATHY &amp; STASIS</strong></td>
</tr>
<tr>
<td><strong>GROWTH</strong></td>
<td><strong>STRESS &amp; RETREAT</strong></td>
</tr>
</tbody>
</table>

---

Daloz, L. (1986) *Effective Teaching and Mentoring* Jossey Bass SF
Influencing culture

Understanding culture
Measuring culture

From                      To

...some tools to help!
Influencing culture

Humming Corporate Cultural Questionnaire

6 Business Domains

Service Focus
Internal Communications
Values
Discipline in the business
Workplace Behaviours
Workplace Harmony
Influencing culture

6 Business Domains

1 Service Focus
CLEAR OBJECTIVES; INDIVIDUAL CLARITY OF ROLE; RIGOROUS RECRUITMENT

2 Internal Communications
SHARING STRATEGY; SHARING RESULTS; APPRAISALS; MANAGEMENT COMMUNICATION

3 Values
CLEAR SERVICE ETHOS; FUTURE CONFIDENCE AND CERTAINTY

4 Discipline in the Business
MEASURING PERFORMANCE; FEEDBACK; SERVICE IMPROVEMENT; ADDRESSING POOR PERFORMANCE

5 Workplace Behaviours
ENCOURAGEMENT; PRAISE; ORGANISATIONAL CITIZENSHIP

6 Workplace Harmony
MORALE; TENURE; SOCIAL; CONFIDENTIALITY; POSITIVITY
Influencing culture

NHSGGC Podiatry Service
Humming Cultural Questionnaire Profile

Service Focus: Senior Team 105.5, Staff Team 99.1
Internal Communications: Senior Team 94.5, Staff Team 87.3
Values: Senior Team 86.4, Staff Team 68.8
Organisational Discipline: Senior Team 88.9, Staff Team 83.0
Workplace Behaviours: Senior Team 81.4, Staff Team 67.6
Workplace Harmony: Senior Team 74.2, Staff Team 83.0
Organisational Culture Assessment Instrument (OCAI)

4 Cultural Types

Clan
Adhocracy
Market
Hierarchy

- Internal focus and integration vs external focus and differentiation
- Stability and control vs flexibility and discretion

http://www.ocai-online.com
OCAI: Clan Culture

**Characteristics:** A pleasant place to work, where people have a lot in common

**Leader Type:** facilitator, mentor, team builder

**Value Drivers:** commitment, communication, development

**Theory for Effectiveness:** human development and participation are effective

**Quality Strategies:** empowerment, team building, employee involvement, Human Resource development, open communication

http://www.ocai-online.com
OCAI: Adhocracy Culture

**Characteristics:** A dynamic, entrepreneurial, and creative place to work

**Leader Type:** Innovator, entrepreneur, visionary

**Value Drivers:** Innovative outputs, transformation, agility

**Theory for Effectiveness:** Innovation, vision, and new resources are effective

**Quality Strategies:** Surprise and delight, creating new standards, anticipating needs, continuous improvement, finding creative solutions

http://www.ocai-online.com
OCAI: Market Culture

Characteristics: A results-oriented organisation whose major concern is getting the job done

Leader Type: hard driver, competitor, producer

Value Drivers: goal achievement, profitability

Theory for Effectiveness: aggressive performance and customer focus are effective

Quality Strategies: measuring customer preferences, improving productivity, creating external partnerships, involving customers and suppliers

http://www.ocai-online.com
OCAI: Hierarchy Culture

**Characteristics:** A very formalised and structured place to work, focused on efficiency

**Leader Type:** Coordinator, monitor, organiser

**Value Drivers:** Efficiency, punctuality, consistency, and uniformity

**Theory for Effectiveness:** Control and efficiency with appropriate processes are effective

**Quality Strategies:** Error detection, measurement, process control, systematic problem solving, quality tools

http://www.ocai-online.com
NHSGGC Podiatry OCAI

Current Culture

Internal focus and integration

A (Clan)

Flexibility & Freedom to Act

B (Adhocracy)

D (Hierarchy)

C (Market)

Stability & Control

External Focus and differentiation
<table>
<thead>
<tr>
<th>Staff Governance Element</th>
<th>Development Required</th>
<th>Action for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership Behaviours</strong></td>
<td>Facilitator; Mentor; Team Builder; Innovator; Entrepreneur; Visionary</td>
<td>All Senior Team with Mentor Listening Skills All B7s Lead on Clinical Stream</td>
</tr>
<tr>
<td><strong>Value Drivers</strong></td>
<td>Commitment; Communication; Development; Innovative outputs; Transformation; Agility</td>
<td>Clinical B6/7 attend SMTs Devolved Annual Reviews/PDP Quality Assurance of KSF/PDP Broaden Clinical Baseline</td>
</tr>
</tbody>
</table>

http://www.ocai-online.com
<table>
<thead>
<tr>
<th>Staff Governance Element</th>
<th>Development Required</th>
<th>Action for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theory for Effectiveness</strong></td>
<td>Effective human development and participation; Innovation; Vision; New resources</td>
<td>Structured OD Programme Stress Audit Complaints feedback Practice development unit</td>
</tr>
<tr>
<td><strong>Quality Strategies</strong></td>
<td>Empowerment; Team building; Employee involvement; Human Resource development; Open communication; Surprise and delight; Creating new standards; Anticipating needs; Continuous improvement; Finding creative solutions</td>
<td>Clinical Support/Supervision FootNotes Newsletters ‘Meet the Boss’ FootNotes KPIs with staff involvement Incident Reporting Reports</td>
</tr>
</tbody>
</table>

http://www.ocai-online.com
Creating a Learning Culture

EMPOWERMENT
Learning empowers people to achieve dramatically improved results compared to more traditional mindsets.

ENABLEMENT
Learning enables staff to:
• more easily adapt to change
• actually anticipate change
• be more responsive to peoples’ needs
• grow through innovation
• generate more energetic, loyal and goal-oriented employees
A Learning Culture

10 Pre-requisites for a learning culture...

1. Top management’s commitment
2. Aligning learning culture to business needs
3. Setting clear objectives
4. Personalising learning
5. Create the right environment for learning
6. Developing contract for learning
7. Removing barriers in learning
8. Building learning culture
9. Encourage experimental mindset
10. Listen to the feedback
"Management that is destructively critical when mistakes are made kills initiative. And it's essential that we have many people with initiative if we are to continue to grow.”
"Management that is destructively critical when mistakes are made kills initiative. And it's essential that we have many people with initiative if we are to continue to grow."

“To create a Learning Culture involves building a culture where employees are “encouraged to exercise their initiatives” and to whom “organisation and responsibility” are delegated and where individuals take a personal ownership in their personal Learning and Development, at all levels within the Organisation.”
A Learning Culture

Wm L. McKnight 3M 1949-66

"Management that is destructively critical when mistakes are made kills initiative. And it's essential that we have many people with initiative if we are to continue to grow."

“To create a Learning Culture involves building a culture where employees are "encouraged to exercise their initiatives," and in whom "organisation and responsibility" are delegated and where individuals take a personal ownership in their personal Learning and Development, at all levels within the Organisation.”

FEAR

TRUST

CHALLENGE
# A Learning Culture

## Organisational Learning Culture Questionnaire

### Pro-learning culture

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>People at all levels ask questions and share stories about successes, failures, and what they have learned</td>
<td></td>
</tr>
<tr>
<td>Everyone creates, keeps, and propagates stories of individuals who have improved their own processes</td>
<td></td>
</tr>
<tr>
<td>People take at least some time to reflect on what has happened and what may happen</td>
<td></td>
</tr>
<tr>
<td>People are treated as complex individuals</td>
<td></td>
</tr>
<tr>
<td>Managers encourage continuous experimentation</td>
<td></td>
</tr>
<tr>
<td>People are employed and promoted with recognition of their competencies in their capacity for learning and adapting to new situations</td>
<td></td>
</tr>
<tr>
<td>Performance reviews include and pay attention to what people have learned</td>
<td></td>
</tr>
<tr>
<td>Senior managers participate in training programs designed for new or high-potential employees</td>
<td></td>
</tr>
<tr>
<td>Senior managers are willing to explore their underlying values, assumptions, beliefs, and expectations</td>
<td></td>
</tr>
<tr>
<td>Conversations in management meetings constantly explore the values, assumptions, beliefs, and expectations underlying proposals and problems</td>
<td></td>
</tr>
<tr>
<td>External and internal feedback is solicited, actively examined, and included in the next operational or planning cycle</td>
<td></td>
</tr>
<tr>
<td>Managers presume that energy comes in large part from learning and growing</td>
<td></td>
</tr>
<tr>
<td>Managers think about their learning quotient, that is, their interest in and capacity for learning new things, and the learning quotient of their employees</td>
<td></td>
</tr>
</tbody>
</table>

**Total for pro-learning culture**

### Anti-learning culture

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managers share information on a need-to-know basis. People keep secrets and don’t describe how events really happened</td>
<td></td>
</tr>
<tr>
<td>Everyone believes they know what to do, and they proceed on this assumption</td>
<td></td>
</tr>
<tr>
<td>Little time or attention is given to understanding lessons learned from projects</td>
<td></td>
</tr>
<tr>
<td>People are treated as objects or resources without attention to their individuality</td>
<td></td>
</tr>
<tr>
<td>Employees proceed with work only when they feel certain of the outcome</td>
<td></td>
</tr>
<tr>
<td>People are employed and promoted on the basis of their technical expertise as demonstrated by credentials</td>
<td></td>
</tr>
<tr>
<td>Performance reviews focus almost exclusively on what people have done</td>
<td></td>
</tr>
<tr>
<td>Senior managers appear only to “kick off” management training programs</td>
<td></td>
</tr>
<tr>
<td>Senior managers are defensive and unwilling to explore their underlying values, assumptions, beliefs, and expectations</td>
<td></td>
</tr>
<tr>
<td>Conversations tend to move quickly to blaming and scapegoating with little attention to the process that led to a problem or how to avoid it in the future</td>
<td></td>
</tr>
<tr>
<td>External and internal feedback is not solicited and is often ignored when it comes in over the horizon</td>
<td></td>
</tr>
<tr>
<td>Managers presume that energy comes from “corporate success,” meaning organisational performance and senior management achievement</td>
<td></td>
</tr>
<tr>
<td>Managers think that they know all they need to know and that their employees do not have the capacity to learn much</td>
<td></td>
</tr>
</tbody>
</table>

**Total for anti-learning culture**

### Overall Learning Culture Score

<table>
<thead>
<tr>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pro minus Anti</td>
</tr>
</tbody>
</table>
Mentorship: A non-hierarchical way forward

- inherently causes fear of looking uninformed
- increases vulnerability to peers by discovering what they don’t know
- lowers the guard, removing the barrier to collaborative learning
- focuses on delivering knowledge, but also on learning from experiences and knowledge of others
Mentorship: Egan’s Skilled Helper Model

Belmont, CA: Thomson Wadsworth
## Coaching: Reframing

<table>
<thead>
<tr>
<th></th>
<th>Limiting Frame</th>
<th>Productive Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everything seen as</td>
<td>Everything seen as a problem</td>
<td>Everything seen as a learning opportunity</td>
</tr>
<tr>
<td>a problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focusing on one</td>
<td>Focusing on the issue as a whole</td>
<td></td>
</tr>
<tr>
<td>element of an issue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noticing only your</td>
<td>Noticing how events affect others</td>
<td></td>
</tr>
<tr>
<td>own perspective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus is on points</td>
<td>Focus is on resolving differences</td>
<td></td>
</tr>
<tr>
<td>of disagreement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Eaton, J and Johnson, R (2001) *Coaching Successfully*  
London: Dorling Kindersley
Influencing change

5 Tools to Help…

Leadership Questionnaire

Cultural Web

Humming Cultural Questionnaire

OCAI

Learning Culture Questionnaire
Change the Conversation

Caring Conversations

BE COURAGEOUS - What matters? What would happen if we gave this a go? What is the worst that could happen if you did this?

CONNECT EMOTIONALLY - How did this make you feel? I feel…….. You made a difference to my day because…….

BE CURIOUS - What strikes you about this? Help me to understand what is happening here? What prompted you to act in this way? What helped this to happen? What stopped you acting in the way you would have wanted to?

COLLABORATE - How can we work together to make this happen? What do you need to help you to make this happen? How would you like to be involved? How would you like me to be involved? What would the desired goal/success look like for you?

CONSIDER OTHER PERSPECTIVES - Help me to understand where you are coming from? What do others think? What do you expect to happen? What is real and possible?

COMPROMISE - What is important to you? What would you like to happen? How can we work together to make this happen? What do you feel you can do to help us to get there? What would you like me to do?

CELEBRATE - What worked well here? Why did it work well? How can we help this to happen more of the time? If we had everything we needed what would be the ideal way to do this? What are our strengths in being able to achieve this? What is currently happening that we can draw on? I like when you…….

© Dewar 2012
‘I'm starting with the man in the mirror
I'm asking him to change his ways
And no message could have been any clearer
If you want to make the world a better place
Take a look at yourself, and then make a change’

Michael Jackson
May 1987

Big Conversation:
‘Have you had the conversation yet?’
Karen Middleton
Feb 2012
The Challenge

Influencing culture change

From

Hierarchy

Fear

“I’m great”

Empowerment

Trust

“We’re great”

To
1 Absence of TRUST

“When you are willing to take 100% responsibility for yourself, you no longer have to worry about not trusting anyone else.”

“We're not responsible for what happens to you. We're responsible for what we make happen.”

“The Challenge
Influencing culture change

Lead within your sphere of influence
Politics: not a dirty word

It’s the day job...

Governance

Influence

Empowerment