



Stellenbosch

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forward together
sonke siya phambili
saam vorentoe

Health professions education leadership

BIG L

little l

LEADERSHIP



McKimm & Lieff (2013)

Health Professions Education Leadership

Ultimate goal

- Meeting changing societal health needs & improving current & future patient outcomes
- Producing highly skilled, socially accountable professionals

Context

- HPE leadership takes place in complex educational, healthcare and regulatory environments ('crowded stage')
- Educators and managers at all levels provide leadership to their learners, colleagues and others



“Educators carry the double burden of managing and leading teams and institutions in a rapidly changing educational environment whilst working in close collaboration with a range of healthcare professionals to deliver safe and high-quality patient care.”

McKimm & Swanwick 2011

BIG L Leadership

- Formal authority positions in HPE institutions for the purpose of managing and leading
 - Big projects
 - Senior levels (Vice Dean Teaching and Learning; Director of Health Professions Education Scholarship Unit)

little l leadership

- Health professions educators who on a daily basis:
 - lead teams
 - create effective learning environments in classroom or clinical settings
 - act as role models to students and junior staff

HPE leadership: desirable competencies, skills and attributes



HPE leadership: desirable competencies, skills and attributes



“No-one is terribly enthusiastic about managers who don’t lead: they are boring, dispiriting. Well, why should we be any more enthusiastic about leaders who don’t manage: they are distant, disconnected. Hence I shall argue for leading embedded in managing, by recognizing its true art and respecting its true craft.”

Mintzberg 2009




“Managing is a tapestry of the threads of reflection, analysis, worldliness, collaboration and proactiveness, all of it infused with personal energy and bonded by social integration.”

Mintzberg 2009

Practices of leaders within HPE organisations



 Education leaders need to invest in valuing, supporting and caring for faculty and students and think carefully about the alignment of faculty interests with organizational needs in order to engage people (a human resource frame).

Lieff & Albert 2010

Table 42.1 Leadership theories and approaches

Leadership theory	Key features	Indicative theorists
Adaptive leadership	This leader facilitates people to wrestle with the adaptive challenges for which there is no obvious solution.	Heifetz & Linsky 2004
Affective leadership	Involves expressed emotion, the 'dance of leadership'. Leaders rapidly assess the affective state of the other, analyse their affective state and select the appropriate affect to display in order to achieve the desired (or best achievable) outcome.	Denhardt & Denhardt 2006, Newman et al 2009
Authentic leadership	Extends from authenticity of the leader to encompass authentic relations with followers and associates. These relationships are characterized by transparency, trust, worthy objectives and follower development.	Luthans & Avolio 2003
Charismatic leadership Narcissistic leader	Hero leader, strong role model, personal qualities important, 'leader as messiah'. Organization invests a lot in one senior person, often seen as rescuer, doesn't recognize human fallibility. Leader fails to distribute/share power and can lead organization to destruction.	Maccoby 2007a,b
Complex adaptive leadership	Views leadership work as embedded in systems of interdependence that are constantly changing in response to internal and external forces. Diversity of perspectives and experimentation are the norm.	Zimmerman et al 1998
Collaborative leadership	Ensure all those affected are included and consulted. Work together (networks, partnerships) to identify and achieve shared goals. The more power we share, the more power we have.	Bradshaw 1999

Table 42.1 Leadership theories and approaches

Leadership theory	Key features	Indicative theorists
Contingency theories	Leadership varies according to (contingent on) the situation or context in which the leader finds him- or herself.	Goleman 2000
Dialogic leadership	Promotes inquiry and advocacy practices in order to explore possibilities and stimulate creative thinking.	Isaacs 1999
Distributed, dispersed leadership	Informal, social process within organizations, open boundaries, leadership at all levels, leadership is everyone's responsibility.	Kouzes & Posner 2002
Eco leadership	Connectivity, interdependence and sustainability. Socially responsive and accountable.	Western 2012
Emotional intelligence (EI)	Comprises self-awareness; self-management; social awareness; social skills: can be learned.	Goleman 2000
Engaging leadership	Nearby leadership, based on relationship between leaders and followers. Effective style for public services.	Alimo-Metcalfe & Alban-Metcalfe 2008
Followership	Followers are as important as (if not more than) leaders. All have different styles and behaviours (active, passive, independent thinkers, critical, negative, star followers, pragmatists, yes people) that impact on leadership. A mix of followers is helpful; take care not to stereotype.	Kelley 1988, 1992, Collinson 2006
Leader-member-exchange (LMX) theory	Every leader has a unique, individual relationship with each follower. These relationships differ in terms of the quality of the interactions based on whether the follower is part of the 'in-group' or 'out-group'.	Graen & Uhl-Bien 1995, Seibert et al 2003

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Leadership theory	Key features	Indicative theorists
Ontological leadership	'Being' a leader is central, in terms of process, actions and impact on others and self.	Erhard et al 2011
Relational leadership	Emerged from human relations movement. Leaders motivate through facilitating individual growth and achievement.	Binney et al 2004
Servant leadership	Leader serves to serve first, then aspires to lead; concept of stewardship is important.	Greenleaf 1977
Situational leadership	Leadership behaviour needs to adapt to readiness or developmental stage of individuals or the group, e.g. directing, coaching, supporting, delegating. Attention equally on task, team, individual.	Adair 2004, Hersey & Blanchard 1993, Laiken 1998
Trait theory 'Great man' theory	Based on personality traits and personal qualities, e.g. 'big five' personality factors: extraversion, agreeableness, conscientiousness, neuroticism, openness to new experience	Judge et al 2002, Maccoby 2007a,b
Transactional leadership	Similar to management, relationships seen in terms of what the leaders can offer subordinates and vice versa. Rewards (and sanctions) contingent on performance.	Burns 1978, Bass 1996
Transformational leadership	Leads through transforming others to reach higher order goals or vision. Used widely in public services, e.g. the UK National Health Service <i>Leadership Qualities Framework</i> .	Bass & Avolio 1994
Value-led Moral leadership	Values and morals underpin approaches and behaviours.	Collins 2001

Effective HPE leaders: BIG L and little l

- **Change agents** - negotiating complexity & effecting positive change in uncertain & rapidly changing environments to meet the needs of society
- **Adaptive** - adapting strategy to internal & external change
- **Boundary spanners** - negotiate across and within organizational, professional, department and team boundaries to work within the 'spaces between' (which is where change is effected)
- **Emotional labour**
 - Authentic & consistent personal leadership
 - knowing self
 - 'people work'
 - modelling the way towards a shared goal

HPE leadership



When leading education change: “never a checklist, always complexity.”

Fullan 2002

Education leaders must realize that fragmentation is a natural tendency of a complex system; therefore, their role is to enable coherence making. They must keep their eye on the central focus of student learning and ideas that will further the thinking and vision of the educational institution as a whole (Fullan 2002).

Conclusion

Contemporary HPE leadership approaches

Adaptive

Authentic

Dialogic

Eco

Relational

Transformational

Value-led

HPE leadership takes place in an arena where the social accountability role of medical schools is being questioned and co-created, where the concept of being and becoming a doctor and a professional is debated, researched and challenged, and where the importance and impact of emotional labour is acknowledged.