Beyond Nursing: Right Person, Right Roles

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Flow of presentation

- New expectations of nurse leaders
- Defining leadership
- Attributes of a leader
- The need for well qualified nurse leaders
- Leadership challenges
- Succession planning: The experience in other countries
  - The Malaysian experience
- Preparation of nurse leaders
- Conclusion
- References
Introduction

- Nursing profession experienced tremendous changes
- Domain of nursing knowledge and scope of practice has increased
- Demand for big expansion in health care workforce
- Work roles are changing as needs change
- Traditional models of care delivery are disappearing
- Great emphasis on disease prevention and health promotion
- Technology playing a prominent role
New Expectations of Nurse Leaders

- More complex, expanding and demanding role
- Expertise in strategic planning, human resource management, business management and clinical care
- More specialised, accountable and focused on patient and population outcomes
Defining leadership

- **Influencing** others to **accomplish** common **goals**
  Described as a complex and **multifaceted process**
  involves providing support, motivation, coordination 
  and resources to individuals or teams to **achieve**
  **collective objectives**

(Australian college of Nursing, 2015)
Top 4 characteristics of leader

1. **Honesty** – principled, ethical and truthful
2. **Competence** – track record & ability to get things done with respect to the expectations of the position
3. **Inspiring** – excited, energetic, positive about the future
4. **Forward thinking** - ability to look ahead and have a sense of direction – a point of view about the future.

Good leaders are able to make a big difference

(Kouzes & Posner, 2017)
Need for well qualified nurse leaders

- A report from the IOM (2010), entitled The Future of Nursing: Leading Change, Advancing Health, recommended transformational changes in nursing education and practice, which position nurses to be a strong influence in shaping healthcare delivery systems, healthcare policy, and overall healthcare practices in the future.

- One specific recommendation is to prepare nurses at all levels to assume leadership positions.

- A Report by the All-Party Parliamentary Group on Global Health 2016 calling to develop nurse leaders and nurse leadership.
Leadership challenges

- Ongoing shortage of nurses and nurse leaders
- Impending retirement of baby boomers
- Absence of an adequate leadership pipeline
- Need for nursing leaders to play additional key roles
- Invisibility of nurse leaders and the underestimation of their contribution
- Cut in nursing activities/funds and reduction/no creation of new nursing post
- Migration of nurses
The common practice

- Staff nurses promoted into formal leadership roles such as nurse manager because of their clinical competence and seniority, not because they have demonstrated leadership behaviors.

- Many nurse leaders have often “fall into their positions” without leadership education (Sherman, Bishop, Eggenberger & Karden, 2007).
Succession planning

- Means of identifying critical management positions, starting from middle level, extending up to the highest position in the organization (Rothwell, 2008)
- Developing nursing leaders with the right competency skills to fit into the position
- Structured process that involves the identification and preparation of a potential successor to assume a new role
Succession planning:
The experience in other countries
Health Leadership Talent Management and Succession Planning – North Shore-LIJ Health System

- Serves 7 million residents in Long Island Manhattan, 2nd largest healthcare provider
- Invest in workforce development to continuously grow and harness potential leaders
- Started in 2010, program is affiliated with Harvard & GE
- Principles of their succession planning:
  - talent management is a key business strategy and No 1 priority
  - active engagement by senior leadership
  - transparency
  - emphasis on the job learning experience
  - continuous evaluations of future talents
  - leveraging of technology
The Key elements in succession planning

- **Step 1:** Identification of potential candidates
- **Step 2:** Selection of potential candidates
- **Step 3:** Assessing high potentials
- **Step 4:** Developing high potentials

Health Leadership Talent Management & Succession Planning, North Shore-LIJ Health System
Step #1: Identifying High Potential Candidates

- Nominate individuals who have been with the organization for at least one year
- Strong performance record
  - exceptional performance with respect to service, quality, and operational/financial issues
  - Excellent ratings to six core organizational values: excellence, caring, innovation, teamwork, integrity, and patient experience
  - Contributions to the organization or facility
Step #2: Selecting High Potential Candidates

- Senior leadership reviews and endorse the application and move it to the next step
- Endorsed applications verified and submitted to NSLIJ talent management team known as the Corporate Talent Management
- Reviews all applications to ensure meets all criteria for acceptance to the program
- Conduct a final review to sign off on acceptance to the program.
Step #3: Assessing High Potentials

- Participants learn about assessment and developmental resources available and receive exposure to the same strategic information shared at the top management leader’s retreat.

- Participate in a comprehensive 360-degree assessment; individuals who have worked with the candidate, her manager and three peers and three team members who report directly to the candidate.

- Further assessments through use of the Emotional Intelligence Inventory, and evaluation of other key performance metrics.
Step #4: Developing High Potentials

- Candidate is assigned an internal peer coach
- Each high potential participant becomes a peer coach to practice the art and competency of coaching
- Classes beneficial to the candidate’s career development, along with specific on-the-job assignments
- Developmental programs which include a variety of courses, there are 6 core courses and participants choose up to four courses with various elective courses aligned with the organization’s leadership levels.
Impact from this succession planning

- Increased the number of leaders ready to take on critical positions
- Reducing the costs associated with the external hiring of executives
- High employee satisfaction up to 85% (above the industry norm of 59%)
- Lower turn over associated with cost savings (save roughly 7 million)
- External recognition – received the Taleo Customer Award
NHS Healthcare Leadership Model
- Self assessment tool to help individuals assess their leadership behaviour and understand their leadership development
- Prepare emerging leaders to take up leadership roles
- Evidence based research model that reflects:
  - values of NHS
  - what you know about effective leadership
  - what you have learned from the leadership framework
  - what your patients and communities are asking from you as Leaders
The Healthcare Leadership Model is made up of nine behavioural dimensions:

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

What is it?
- Building capability to enable people to meet future challenges
- Using a range of experiences as a vehicle for individual and organisational learning
- Acting as a role model for personal development

Why is it important?
Leaders champion learning and capability development so that they and others gain the skills, knowledge and experience they need to meet the future needs of the service, develop their own potential, and learn from both success and failure.

What is it not?
- Focusing on development for short-term task accomplishment
- Supporting only technical learning at the expense of other forms of growth and development
- Developing yourself mainly for your own benefit
- Developing only the ‘best’ people

### Essential

**Providing opportunities for people development**

- Do I often look for opportunities to develop myself and learn things outside my comfort zone?
- Do I understand the importance and impact of people development?
- Do I build people development into my planning for my team?

### Proficient

**Taking multiple steps to develop team members**

- Do I explore and understand the strengths and development needs of individuals in my team?
- Do I provide development opportunities for other people through experience and formal training?
- Do I look for and provide regular positive and developmental feedback for my team to help them focus on the right areas to develop professionally?

### Strong

**Building longer-term capability**

- Do I explore the career aspirations of colleagues in my team and shape development activities to support them?
- Do I provide long-term mentoring or coaching?
- Do I spot high-potential colleagues or capability gaps in my team and focus development efforts to build on or deal with the situation?

### Exemplary

**Creating systems for succession to all key roles**

- Do I create the conditions in which others take responsibility for their development and learn from each other?
- Do I take a strategic approach to people development based on the future needs of the NHS?
- Do I share in broad organisational development and succession planning beyond my area of work?
Self assessment Tool to assess leadership behaviour and to fully understand your leadership development

A 360 degree feedback tool to give an insight into other people’s perceptions of your leadership abilities and behaviour
The Malaysian Experience
Formal Training: Post Basic Courses in MOH

- Ward Mx (4 month course)
- Ward Mx (6 month course)
- Health Personnel Mx (6 month course) Diploma
- Health care Mx (1 year Adv. Diploma)
Formal Training: In the University

ANEPM (1 yr)
Education/Nursing Administration

Degree Programme
(2 yr full time)
Education/Nursing Management/CNS
TALENT GROOMING PROGRAMME (TGP)

- Started in 2014, initiative of Ministry of Health
- Attract best people, recruit and groom them to be future leaders
- Ensure a continual stream of effective leaders who are knowledgeable, confident, courageous and resilient to lead the way
- 2-3 years to complete programme
- Technical health professionals
## Our Potential Talents : Criteria

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<td>LNPT &gt; 85% for 3 consecutive years</td>
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<td>CPD &gt; 50 credit points</td>
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<td>Good Physical &amp; Mental Condition</td>
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<td>Socially Spirited, self motivated</td>
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<td>Free of any disciplinary action</td>
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<td>Expected to work independently</td>
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<td>Willing to be transferred for attachment &amp; exposure</td>
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<td>Willing to accept higher responsibility</td>
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<td>Manifest leadership qualities</td>
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Structure

Step 1
• Talent Identification

Step 2
• Selection & Categorization

Step 3
• Professional Development

Step 4
• Assessment & Evaluation for completion of the programme

Step 5
• Talent Registry
Competency Domains

**Communication & Relationship**
- Communication and presentation skills
- Networking ability
- Interpersonal skill
- Negotiation skill
- Collaborative skill

**Organizational Governance**
- Organization awareness
- Human capital management
- Process management
- Financial skill & Budget management

**Professional Values**
- Professional development
- Involvement in Quality Improvement Activities

**Personal Values**
- Personality
- Ability to cope with stress
- ICT friendliness

**Leadership**
- Self confidence, creative & innovative
- Change leadership, proactive
Methods of Learning

Institute
- Formal training
- Courses
- TGP Project

On Job training
- Informal Training
- Attachment

Transforming Great Potentials
Talent Assessment

**Talent**
- 80% of compulsory courses
- Completed TGP project
- Completed the competency matrix assessment
- Updated CV

**Panel**
- Talent TGP project report
- Presentations & Publications
- Competency Matrix assessment report (pre & post)
- Self reflection on learning
Ideal preparation of nurse leaders

- IOM committee calls for nurses to achieve higher levels of education and suggests that they be educated in new ways that better prepare them for leadership roles

- Nurses in leadership roles should be minimally prepared at the baccalaureate or master's level in nursing

Nurse leaders at the highest levels of executive leadership encouraged to seek educational preparation at the doctoral level.”

(AONE, 2010)
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<td>2. PhD</td>
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<td>3. Dual Degree: MSN/MBA</td>
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<td>4. MSN or MBA</td>
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<tr>
<td>5. BSN/MBA</td>
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Cummings et al (2008) in her systematic review on Factors contributing to nursing leadership and the effectiveness of educational interventions in developing leadership behaviors among nurses.

Findings from 24 studies reported significant increased leadership behaviors post intervention.

Studies examining traits and characteristics of nursing leaders found that higher levels of education and experience led to increased leadership effectiveness.
Conclusion

- Growing future nurse leaders is a long term quest that requires both planning and action.
- Nursing talents should be developed early in order that they have the right competency skills to fit into positions.
- Nurses undertake different roles in different circumstances, and are guided by professional education, knowledge, practical skills and values that makes them particularly well placed to meet both present and future needs beyond Nursing.
I AM NOT AFRAID OF AN ARMY OF LIONS
LED BY A SHEEP;
I AM AFRAID OF AN ARMY OF SHEEP
LED BY A LION.

~ Alexander the Great
THANK-YOU
References

- Sverdlik, B. (2012). Who will be our nursing leaders in the future? The role of succession planning. The Journal of Nursing Administration, 42(7/8), 383-385.