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# Mental Health – Team Manager Development Programme for Wales

## Module 3: Day 1

### Leading Developments and Change in Mental Health Services



&

*Bore Da!*



# A safe, participative learning environment



Participate fully (attend, listen, contribute, no distractions)



Mutual respect – brave/courageous/vulnerability



Constructive challenge – inclusive leadership



Confidentiality – 'Chatham House Rules'



There is no such thing as a stupid question



To disagree agreeably.....?

# Your journey through the programme

## Orientation Session

- Introductions
- Programme set up



## Module 1 (Your leadership)

- Focus on Leadership & Quality
- Personal Development Plan



## Module 3 (Project)

- Leading and managing change to improve outcomes



## Module 2 (Case Study)

- Research into innovation i.e. doing things differently

# Programme timetable – Cohort 1

- **Module 3 (F2F) : 14<sup>th</sup> Jan' & 18<sup>th</sup> Feb' (9.30 – 4.00)**
  - Tutorials: w/c 20<sup>th</sup> January & 24<sup>th</sup> March 2025
  - Submission Date: 7<sup>th</sup> April 2025

# Overall programme outcomes

- To support all current and aspiring mental health team managers to maintain a focus on **improving good quality outcomes, including their rights and safety for people with mental health needs**
- **To provide inspiration** to all current and aspiring mental health team managers **to give the best of themselves and get the best out of others**
- **To empower** all current and aspiring mental health team managers in **providing energy and commitment** to the multi disciplinary mental health service
- To contribute to supporting all current and aspiring mental health team managers, by equipping them with the right management and leadership skills, **to continue their career development in mental health, in Wales**

# Module 3: Learning Outcomes

**Critically evaluate the benefits of different leadership and management styles as they relate to change management within mental health services**

**Demonstrate a critical understanding of how to lead and manage change within and across organisations, teams and partnerships**

**Demonstrate a critical awareness of the complexity of diverse perspectives, cultures and values in a changing and multi-disciplinary environment.**

**Present structured thoughts and arguments which communicate your project work and intentions to others via an assessed presentation**

# Module 3 - Agenda

- To explore key concepts/models of change
- Leading and managing change as part of whole systems and team working in mental health services
- Testing out approaches to leading and managing the message of change





# Module 3 – Assessment Criteria

- a) Critically evaluate the benefits of different leadership and management styles as they relate to change management within mental health services
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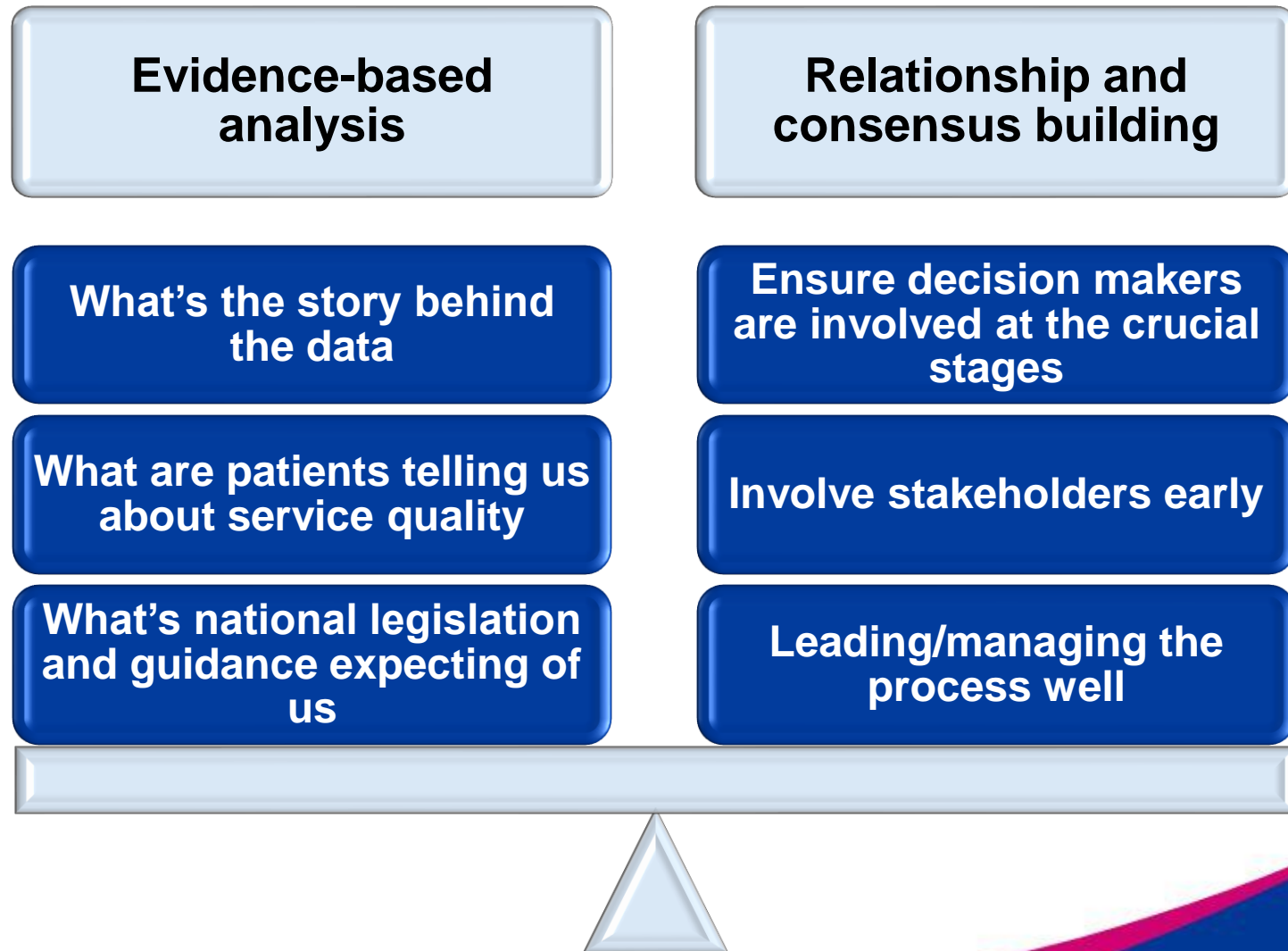
# Leading and Delivering Change in Mental Health Services

**(Your leadership project)**

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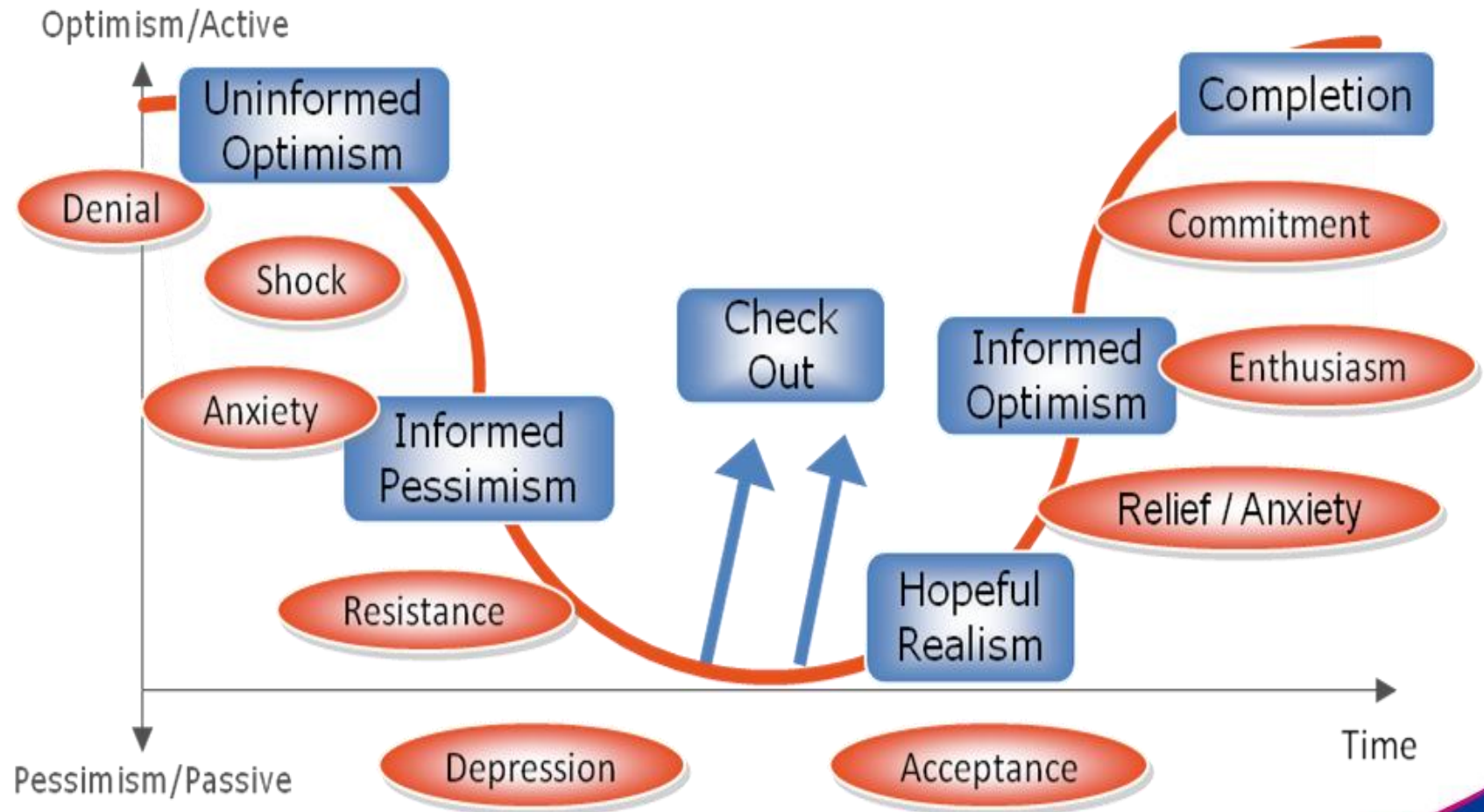
# Change - A balance of activities



# The psychology of change

- Research has shown that anyone going through any form of change will experience both an **emotional** and **psychological** process.
- The practice of effective change management is designed to help support individuals through this **transition curve**.
- The following change curve is equally applicable to **large scale organisational/service cultural change** as well as **individual/personal change**.

# The Change Curve



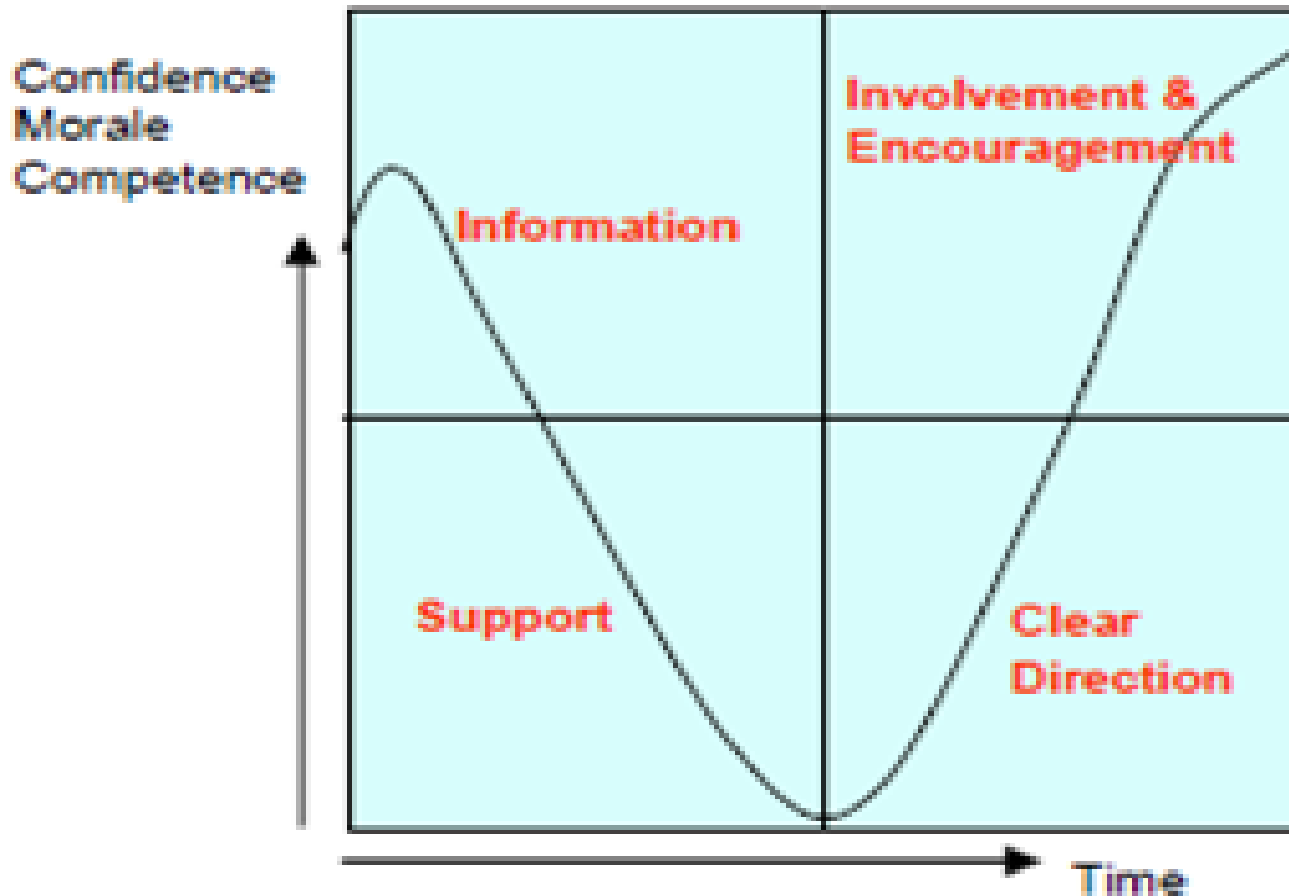
Source: Kubler Ross (1997)  
On Death and Dying

# Types of resistance



Cognitive  
Ideological  
Psychological  
Power Driven

# Change needs supporting



UCL (2008) A Toolkit: Leading and Managing  
Successful Change for Yourself & Others

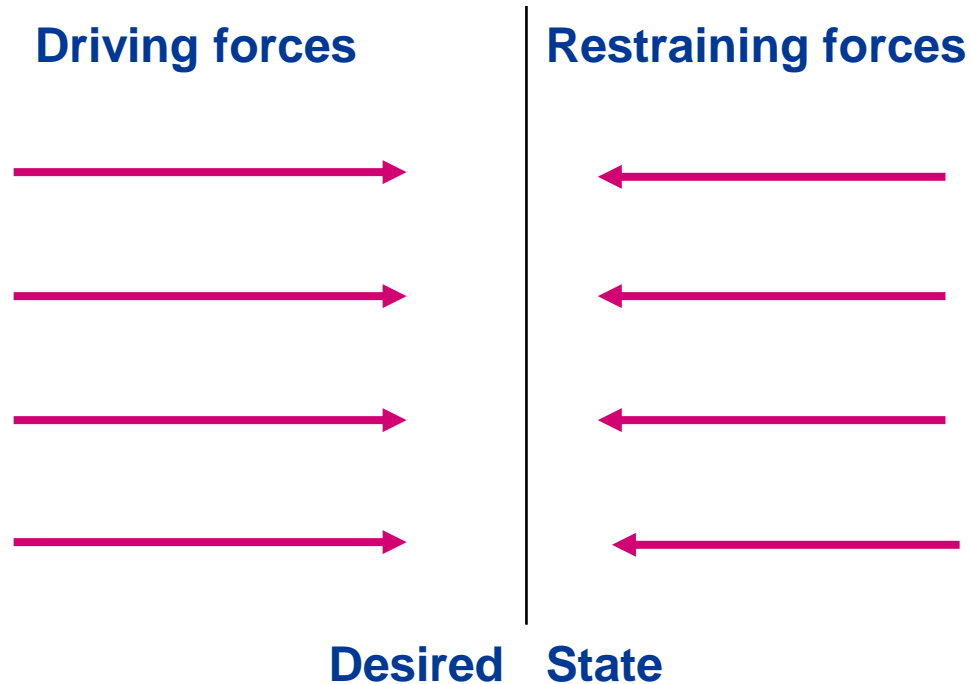


# Force field analysis

- External and internal pressures
- Driving v. restraining forces (Kurt Lewin)
  - Organisational culture
  - Individual sources

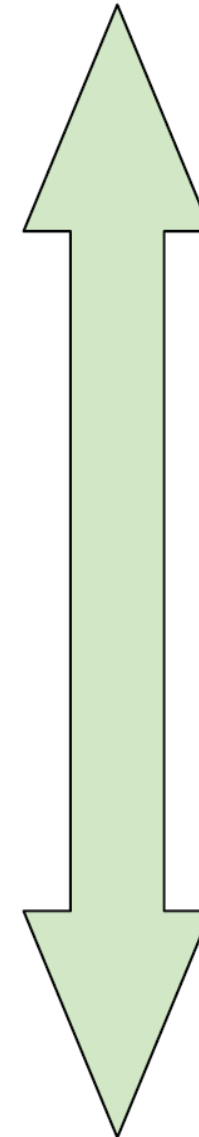
# Force field analysis

## CURRENT SITUATION



# Change management strategy

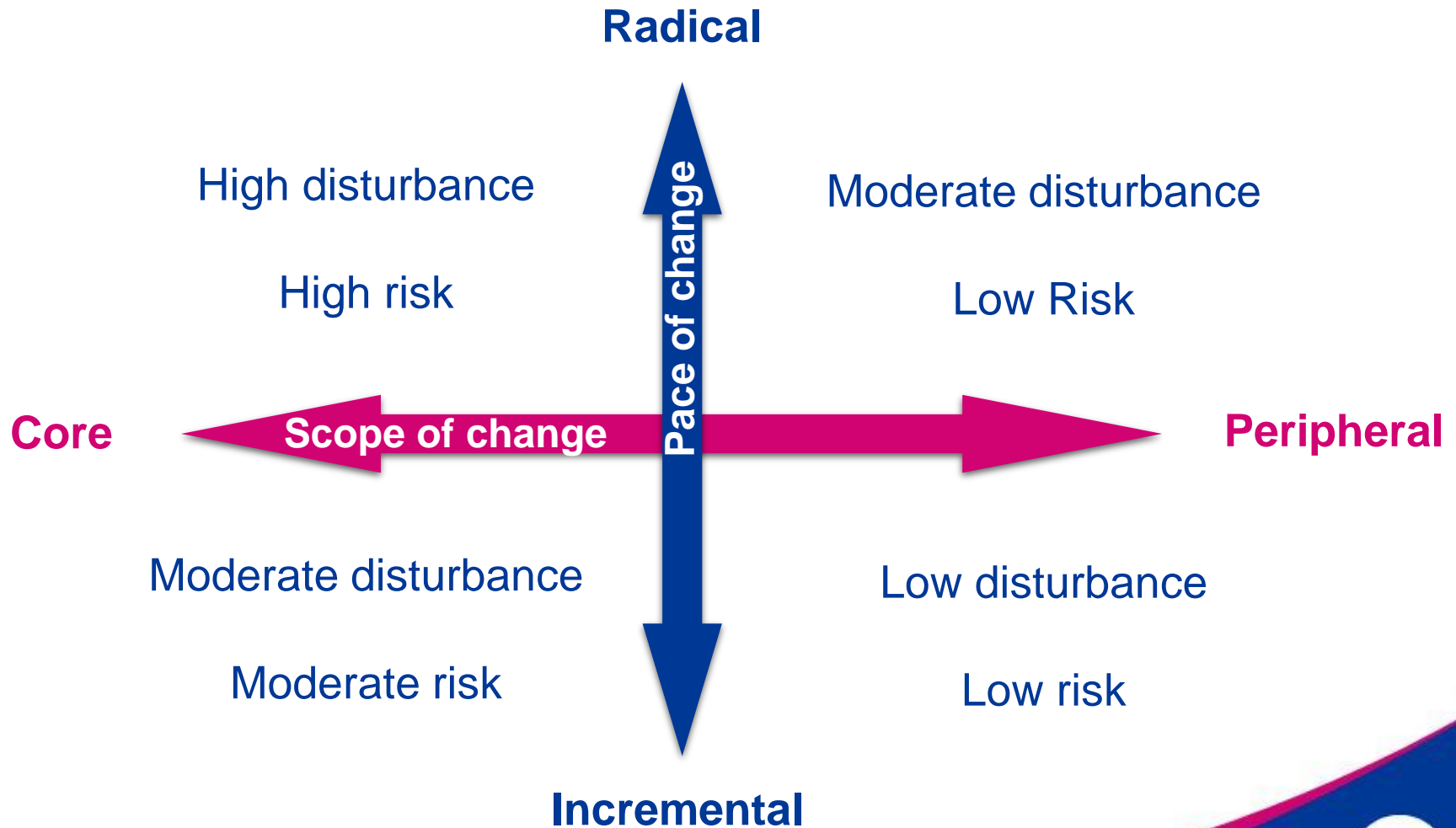
Strategy	Advantages	Disadvantages
Directive	Relatively fast	Ignores the views of those affected by change
Expert	Use relevant expertise Small groups required Relatively fast to implement	Expertise may be challenged Resistance of those not consulted
Negotiated	Change recipients have some say Resistance to change likely to be reduced (or areas of disagreement highlighted)	May be relatively slow Anticipated change may have to be modified
Educative	People committed to change	Relatively slow Likely to require more resources and more costs involved
Participative	Change more likely to be accepted More people committed to change More opportunity	Relatively slow to implement More complex to manage Will require more resources Increased costs



**FAST**  
Clearly Planned  
Little Involvement  
Need to overcome resistance

**SLOW**  
Exploratory  
Wide Involvement  
Minimise Resistance

# Potential impact of change...



# The Change Jigsaw

Key: **ESSENTIAL FOR CHANGE**  
Symptom of missing piece

Adapted from  
Kotter, J (1996)

**BURNING  
PLATFORM**

Apathy & complacency

**VISION**

Lack of direction or  
coherence so change  
fizzles out

**LEADERSHIP**

Poor alignment  
& inertia

**CAPACITY & CAPABILITY**

Anxiety &  
frustration

**COMMUNICATE  
& ENGAGE**

People feel the  
change won't  
affect them

**OWNERSHIP  
AT ALL LEVELS**

Poor design that  
won't last

**QUICK WINS**

Cynicism that  
change is possible  
& disbelief

**PERSONAL  
IMPACT**

Lack of individual  
commitment

**EMBED CHANGE  
SO IT'S BUSINESS  
AS USUAL**

Revert to the  
old ways

# Change – your leadership projects: from theory to practice

Consider the models of change in relation to your leadership project:

- How might these models help to guide your work on the project?
- What might be some of the diverse perspectives/cultures/values you'll need to take into account



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## **Systems Leadership - Key to Delivering Change in Mental Health Services**

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# What the mechanical paradigm is good for:

Technical problems: may be complicated, but there are knowable solutions if you have the expertise e.g.

- mending a car, computer or washing machine
- choosing a move in chess
- finding an accounting error



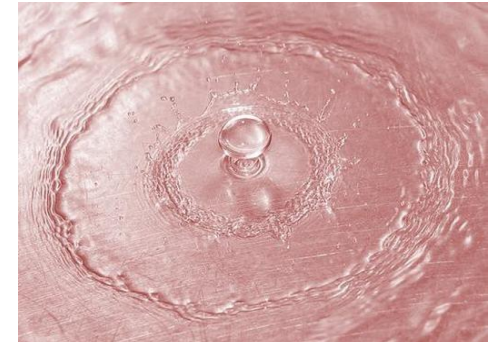
# Problems with the mechanical paradigm: people are not machines...

- People don't obey instructions – they think, react, rebel, interpret!
- People make different assumptions and have conflicting views and perspectives.
- People have different ways of making sense of the world.
- People's values are different; one person's knock down evidence is seen by another as irrelevant.



# The 'new science' – living system paradigm

- Human systems are living systems i.e. they are constantly changing, diverse and unpredictable. They can't be controlled, measured or fixed as if they were machines.
- Knowledge is emergent and constantly has to be discovered.
- Synergy: everything is connected – understanding the relationships and connection between things matters.



# Lessons from Geese



<https://www.youtube.com/watch?v=-TBwdLG4ljc>

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# **Systems Leadership – The Team as a System**

# Teamworking

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*To enable health and social care staff to deliver high quality, compassionate care and to flourish, all must work together to create positive, supportive, compassionate and inclusive workplaces*

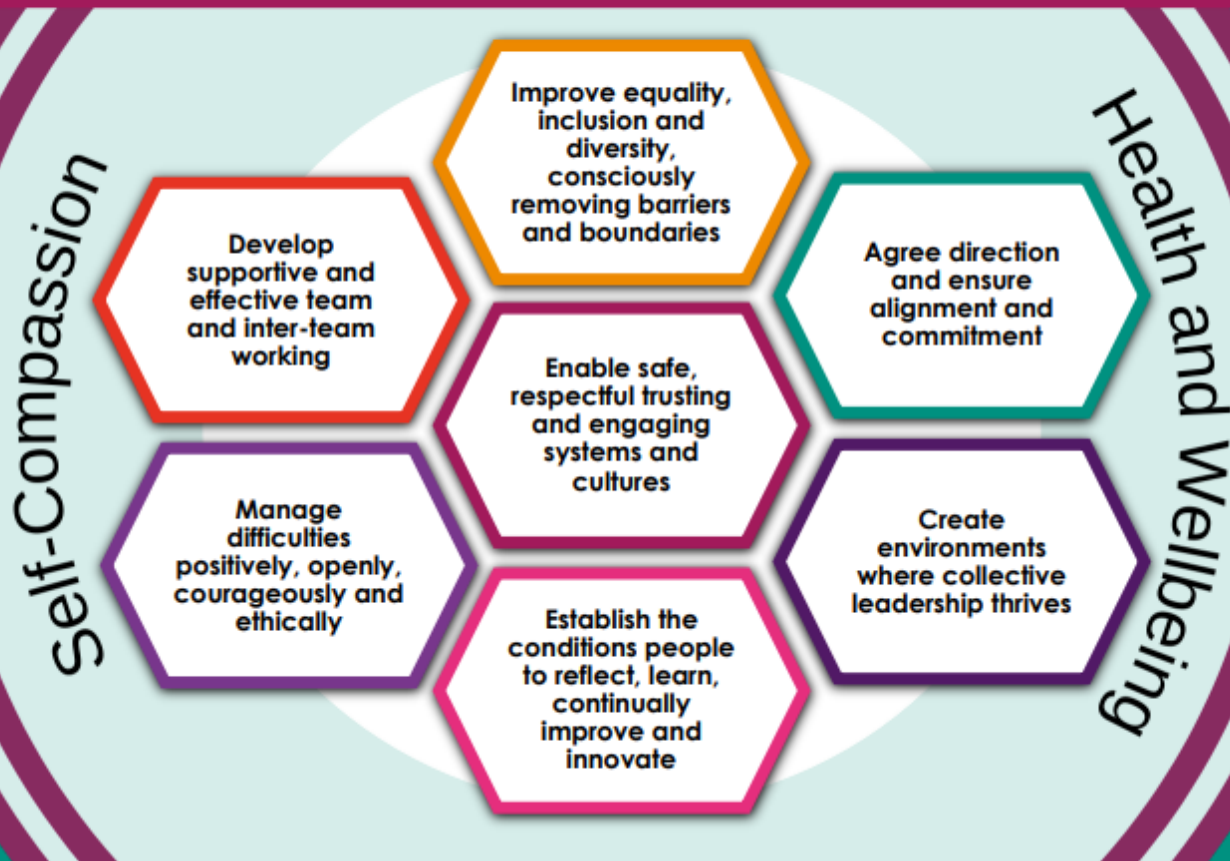
**M West (2021)**



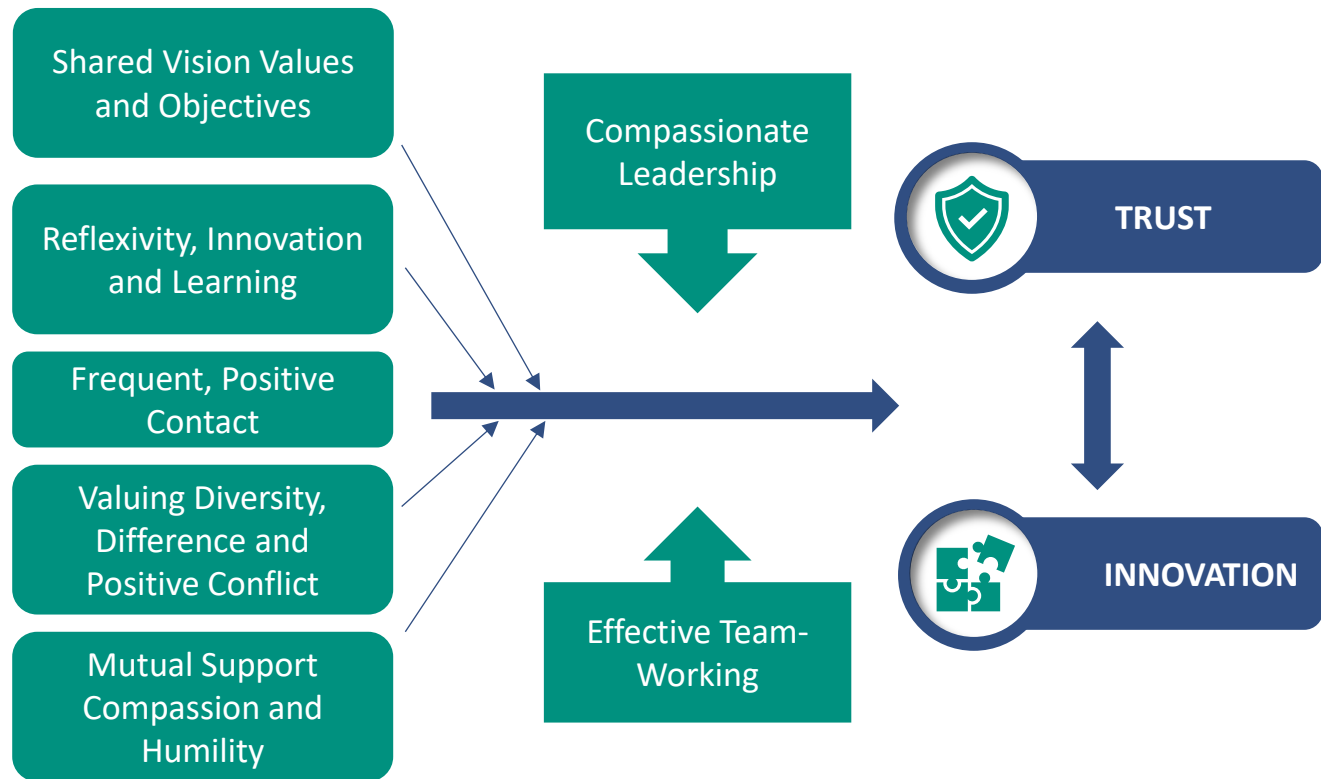
## Compassionate Leadership Principles

These overarching principles underpin our ambition that by 2030, leaders in the health and social care system will display collective and compassionate leadership

As Compassionate Leaders across Health and Social Care in Wales we will...

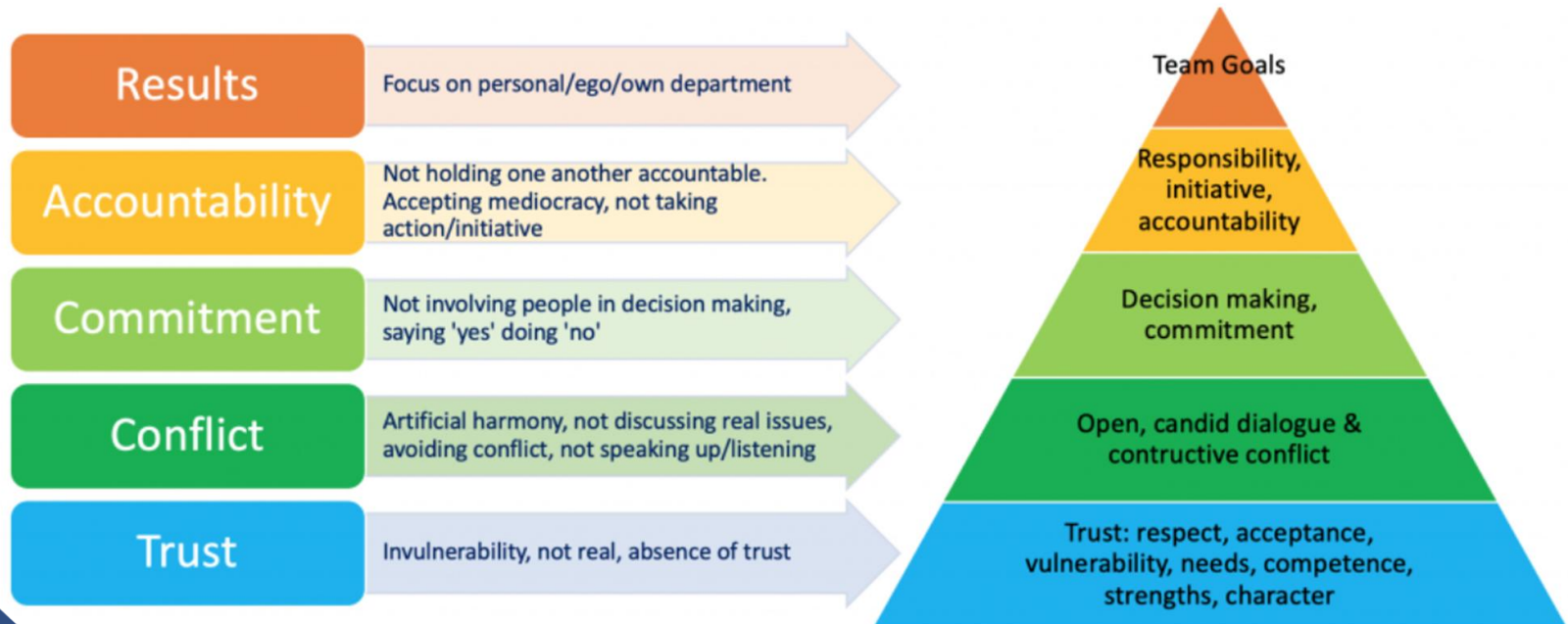
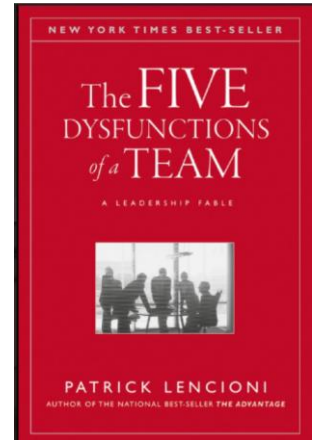


# The key elements that nurture team psychological safety





# The Five Dysfunctions of Team



# Systems Leadership and Your Teams

With reference to the 'living system' paradigm and compassionate leadership model of 'psychological safety':

- How ready are your teams/the system to receive the change?
- What might you start to do to prepare your teams/the system for the change?

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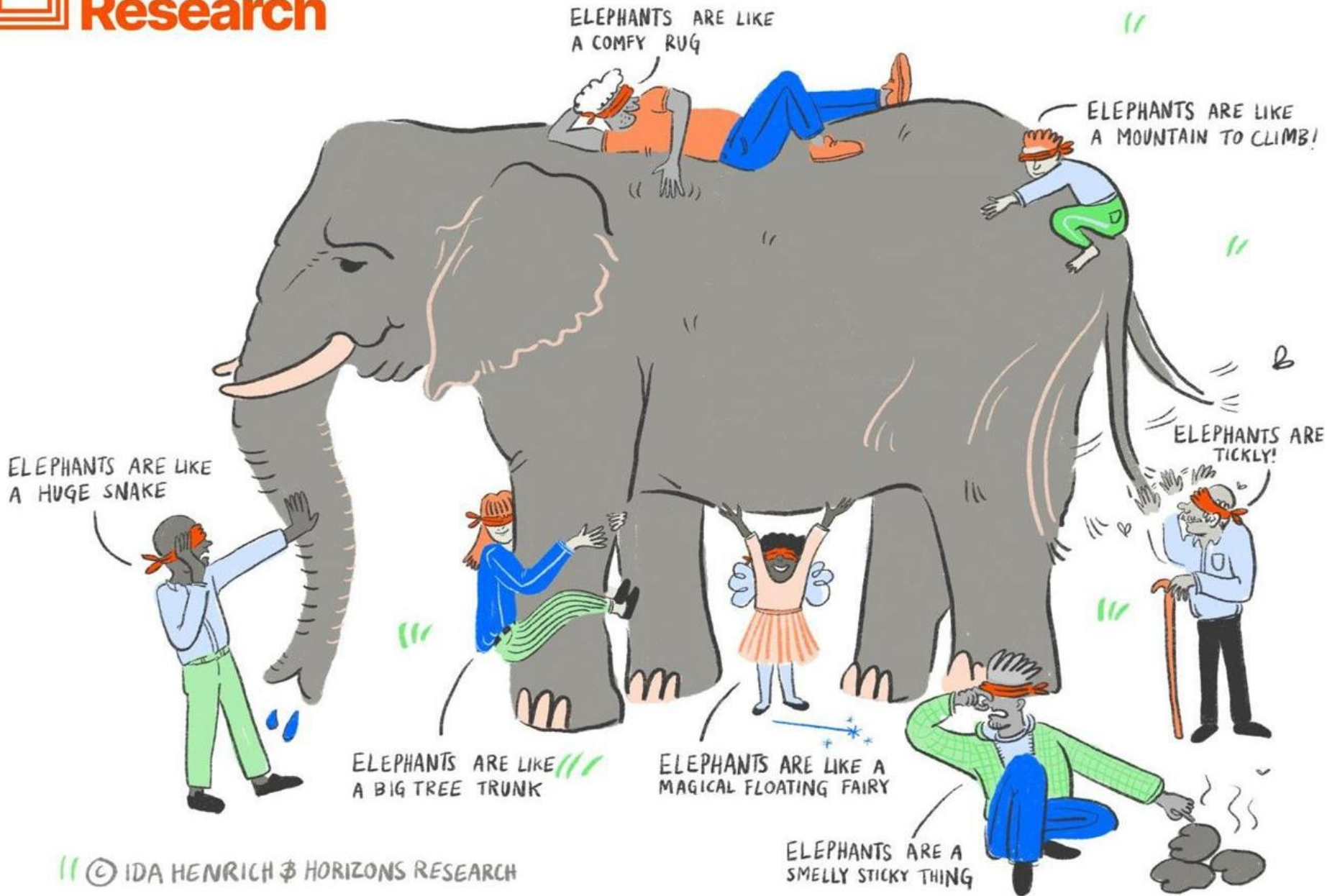
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# Working with difference and multiple perspectives

**Communication and conflict handling  
styles**

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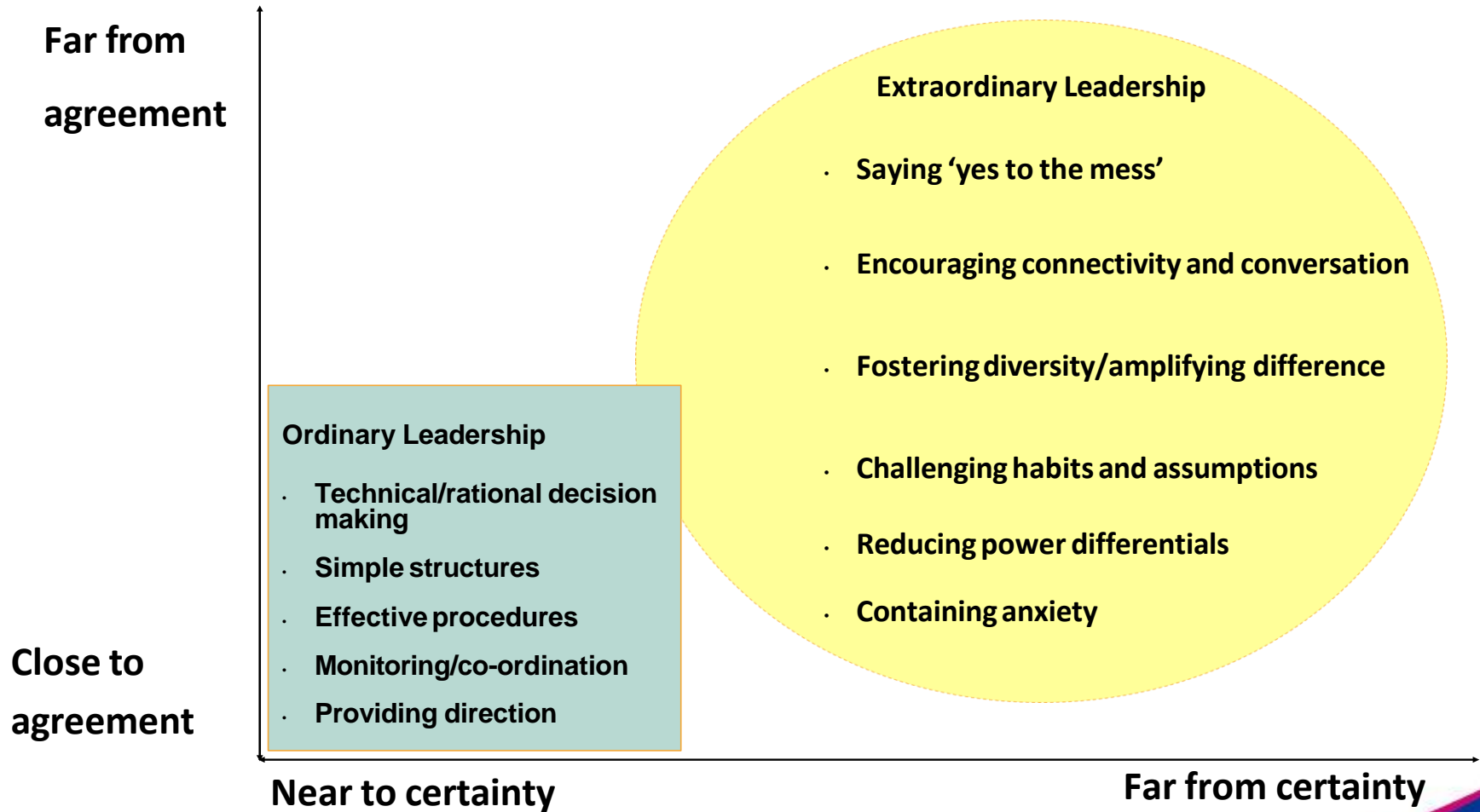


# Different types of problem – Different type of approach...

<b>Mechanistic (complicated/technical)</b>	<b>Living (complex)</b>
Tame	Wicked
Stable	Unpredictable
Unambiguous	Multiple perspectives
Predictable, linear change	Iterative innovation
Solutions/knowledge is known	Solutions/knowledge is discovered
The parts matter complicated	The relationships matter complex

NB: often a mixed picture

# A complexity approach



**After Ralph Stacey** IRISS, Imagining the Future Leading  
the Future Programme

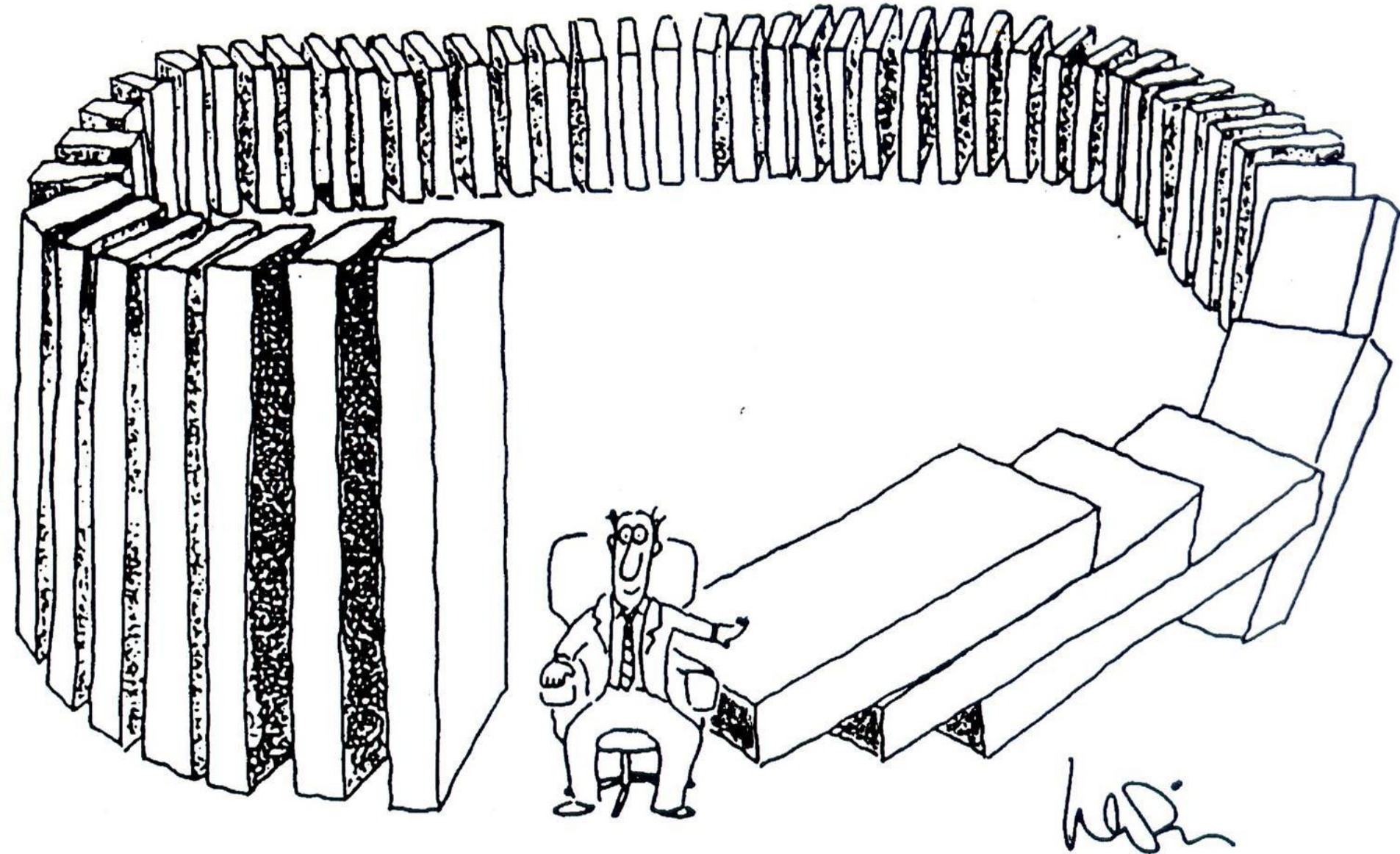


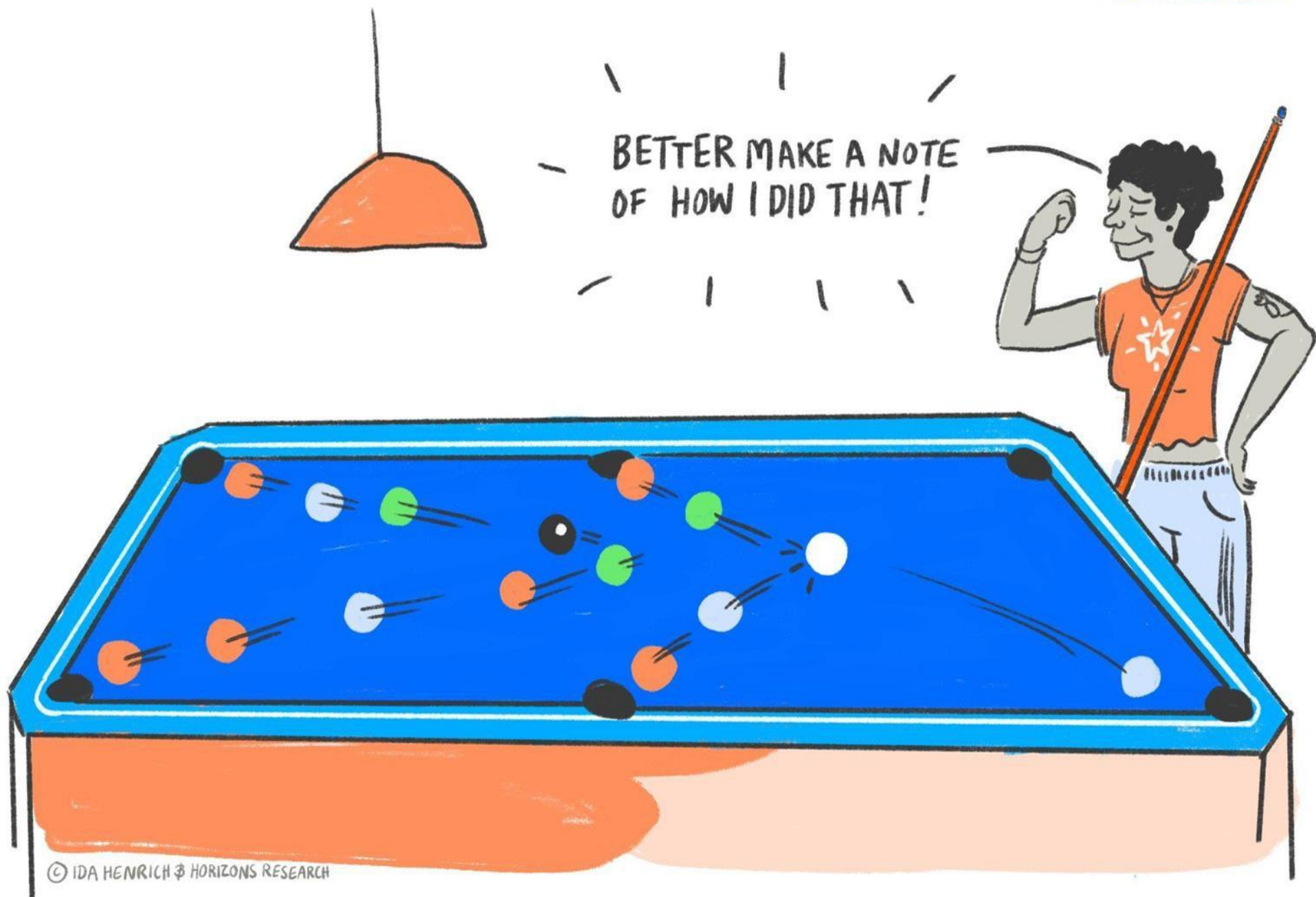
# System leaders habits...

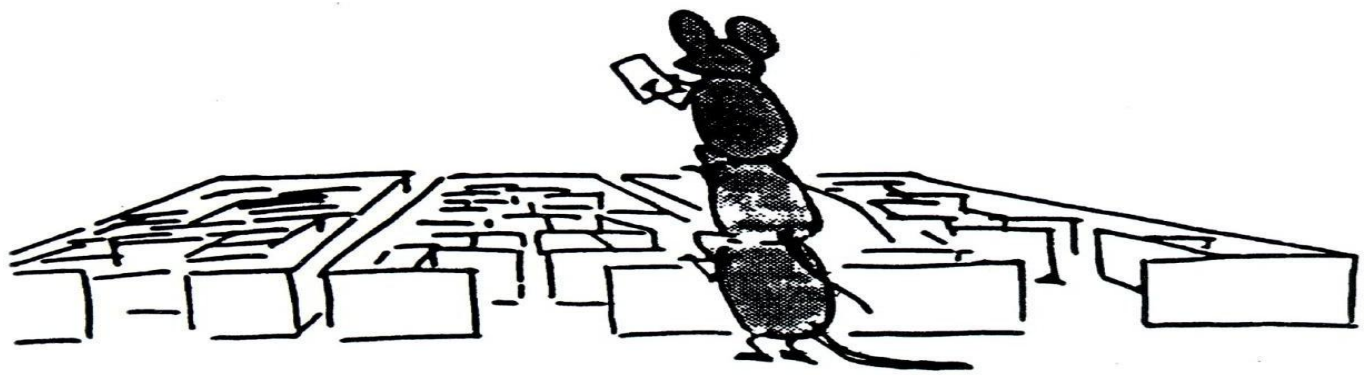
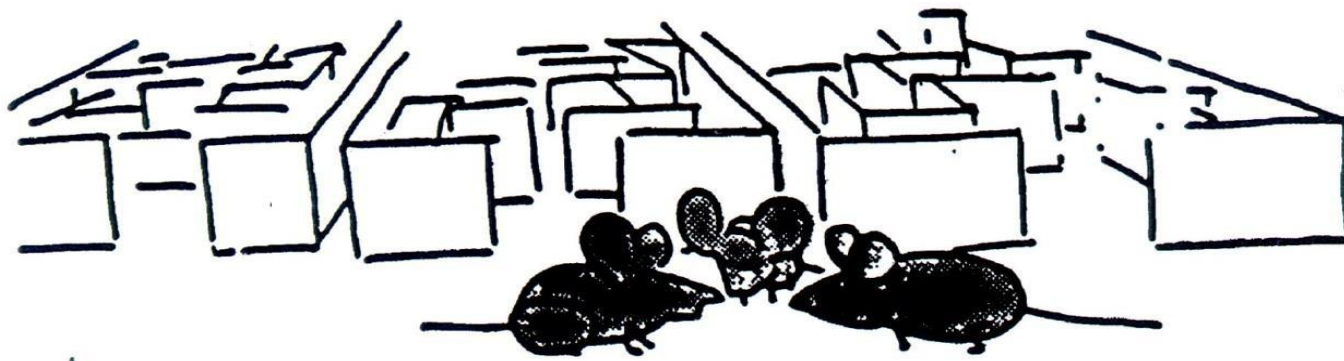
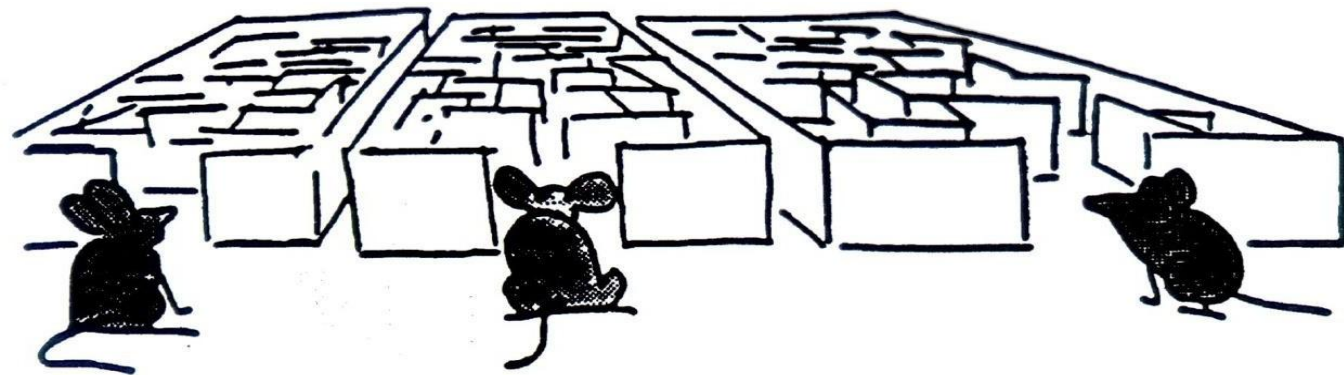
- Use **personal authority** as much as role authority – legitimacy comes from influence, not positional power.
- **Reflective** - ask questions & make meaning rather than provide answers – can notice and think about thinking (own & others).
- Are **experimental** - see failure as an opportunity for discovery, create learning environments; happy with progress not fixing.
- Can **tolerate anxiety & uncertainty** - can work well with conflict; take risks.
- **See difference and multiple perspectives as a resource.**



**Is this person thinking systemically?**







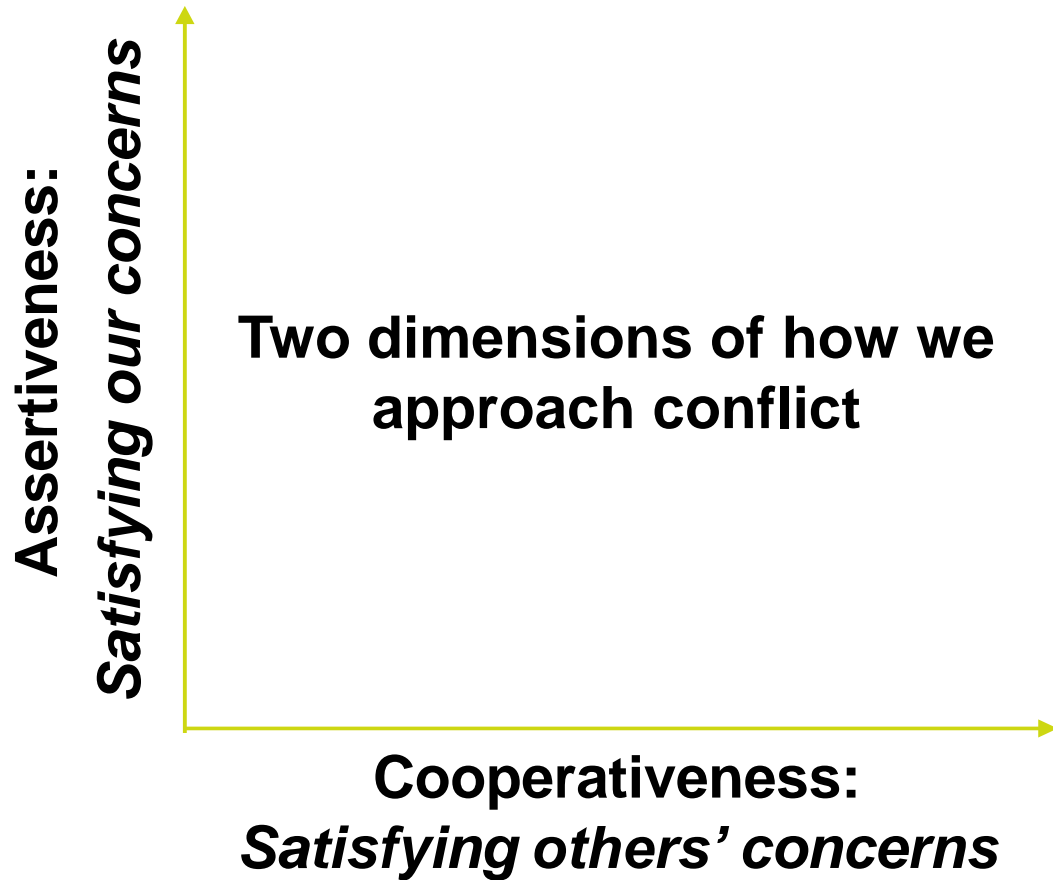


# Conflict is...

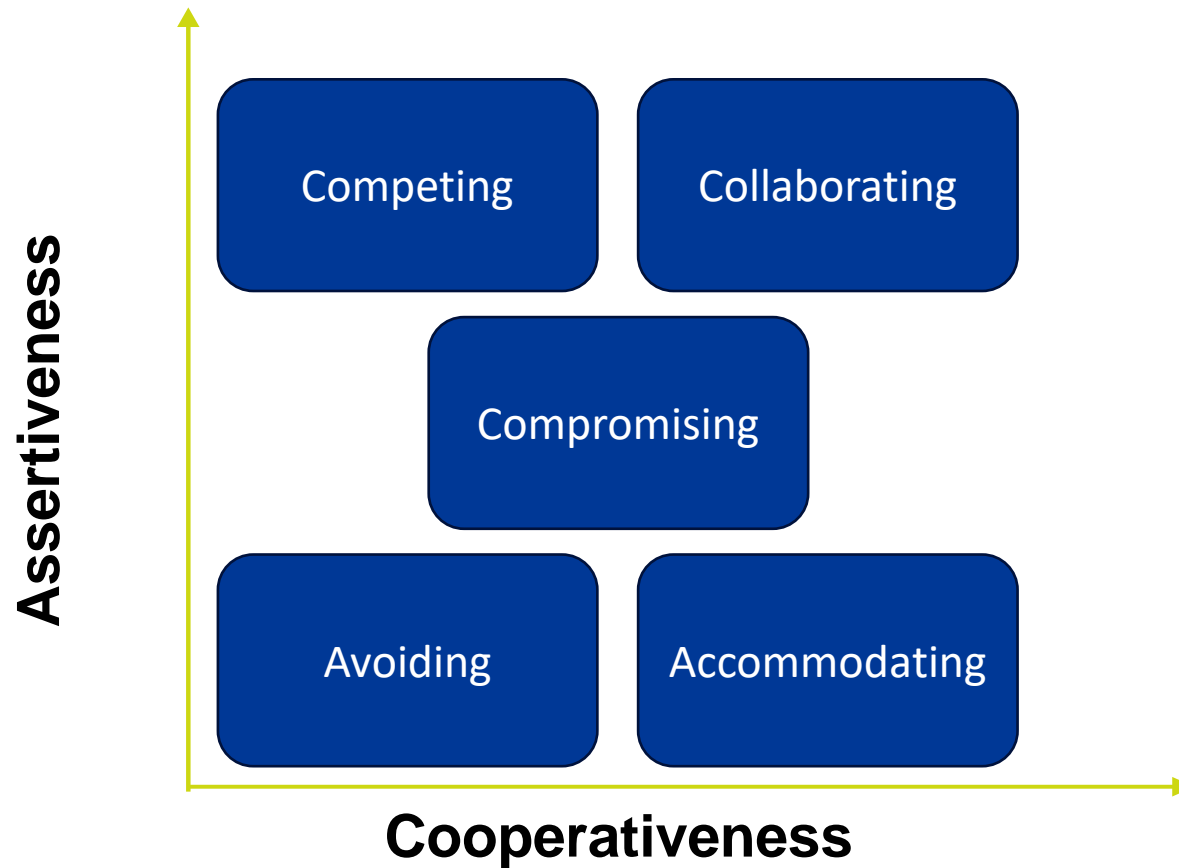
Any situation in which your concerns or desires differ from those of another person.

Thomas and Kilman

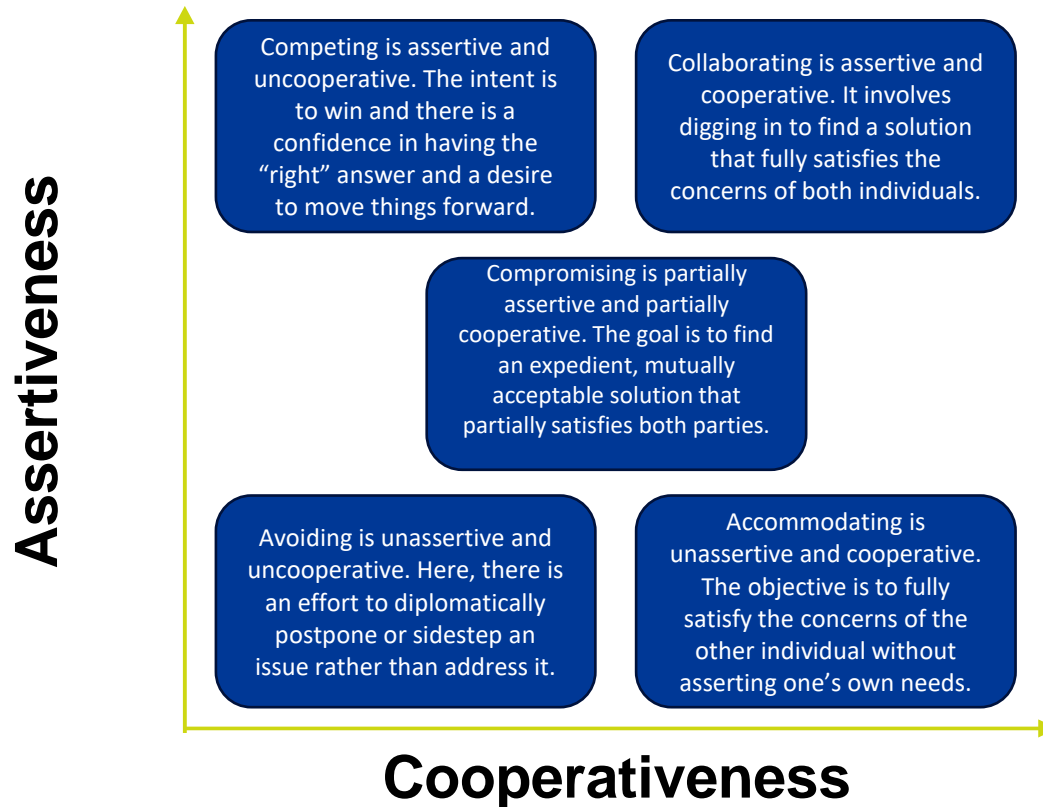
# Underlying theory



# The 5 conflict styles



# The 5 conflict styles





# Choosing a conflict mode

- Everyone uses all five conflict modes from time to time, but we tend to primarily use one or two styles.
- Our preferred conflict style is dependent on how skilled we are in the use of a particular mode, and as well as the needs of the current situation.
- All the strategies are equally 'good', when used in the right situation.
- Undesirable situations develop when a conflict strategy is used too little or too much.

# Understanding the 5 conflict modes

With reference to the 5 conflict modes, both your own and any identified for your team/service, consider the following:

- Is there a culture in Mental Health Services which encourages a particular style/s?
- What conflict styles are/may emerge in your change projects and how can you best prepare and respond to these?

# Lunch



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# **Organisational Political Intelligence**

**(Your own/team/service/organisations  
ability to respond to leading and managing  
change)**

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# What is political intelligence?

- Ability to see the big picture.
- Knowing the rules and norms of the organisation – e.g. formal & informal power base.
- Understanding of ones own motives and agenda.
- Clarity about how far one will compromise ones own agenda, values, beliefs etc.
- Use of personal authority rather than positional power.
- Tolerance of ambiguity and uncertainty.
- Networking and partnership building skills.

# What is organisational politics?

- Actions undertaken to acquire, enhance and use power to obtain preferred outcomes when there is no consensus about choices.
- Where A persuades B to do something they would not normally do and there is a quid pro quo action.



# Why do organisational politics exist/matter?

- The struggle for power, autonomy, security and prestige.
- The need to protect and advance ones own position or interests.
- All groups are political coalitions, therefore all individuals have to compromise, negotiate and use personal relationships to advance specific interests, especially when there is uncertainty or disagreement.

(Pfeffer)

Politically aware

Clever fox

Wise owl

Psychological game  
playing

Acting with integrity

Inept donkey

Innocent sheep

Politically unaware

# Clever Fox

- Interested in power and associating with locus of power.
- Do not display feelings spontaneously – well guarded.
- Knows who cares, who knows, who can...
- Knows the formal and informal ways of the organisation.
- Can recognise and exploit key weaknesses in allies and opponents and likes win/lose games.

# Clever Fox - often heard to say....

- “It would be unwise of me to take this one, its very delicate, how about you.. you know how good you are”.
- I share some of her feelings on this, even if not so passionately.
- Leave it to me, I’ll have a word with him, he’s terribly out of touch.
- Could we get on with the main task of this meeting.

Politically aware

Clever fox

Wise owl

Psychological game  
playing

Acting with integrity

Inept donkey

Innocent sheep

Politically unaware

# Inept Donkey

- Has authority but not skilled.
- Plays psychological games but does not read those of others.
- Poor interpersonal skills when networking/ building alliances.
- Not tuned into the grapevine.
- Concerned with own views and feelings rather than others.
- Doesn't recognise direction or political purpose.

# Inept Donkey – often heard to say....

- Let's decide what we want and then make it look like what they want.
- We all know how he got that position don't we?
- If the Director wants to come to our meeting we'll just get together beforehand won't we?
- I know the Director, I'm sure she will agree to this.



Politically aware

Clever fox

Wise owl

Psychological game  
playing

Acting with integrity

Inept donkey

Innocent sheep

Politically unaware

# Innocent Sheep

- Principled/ethical.
- Does not appreciate political purpose.
- Does not network or get support for ideas.
- Exaggerated support for logic/rationality.
- Believes in experts and positional power.
- Sees authority and power as the same.
- Open, shares information freely and equally.

# Innocent Sheep – often heard to say...

- Could we please get on with the main task of the meeting.
- Well, in strictly hierarchical terms it's X's decision.
- In my professional opinion.
- I'm sure it will all be fine, he'll come round.
- I'm sure they want us to have it.

Politically aware

Clever fox

Wise owl

Psychological game  
playing

Acting with integrity

Inept donkey

Innocent sheep

Politically unaware

# Wise Owl

- Aware of purpose.
- Personal ethics.
- Uses coalitions.
- Reflects on events and own role in them.
- Knows the formal and informal organisation.
- Knows who cares, who knows, who can...
- Good interpersonal skills, can cope with being disliked.
- Gets support and negotiates/co-operates.

# Wise Owl – often heard to say.....

- Let me make sure I understand what you are saying.
- I wonder what lies behind these ideas?
- How are we going to sort this out?
- What is driving me is my belief in X.
- What makes you say that?
- Can you say more?

Clever Foxes and Wise Owls share political awareness –  
but they have different motives.

Do not mistake them!



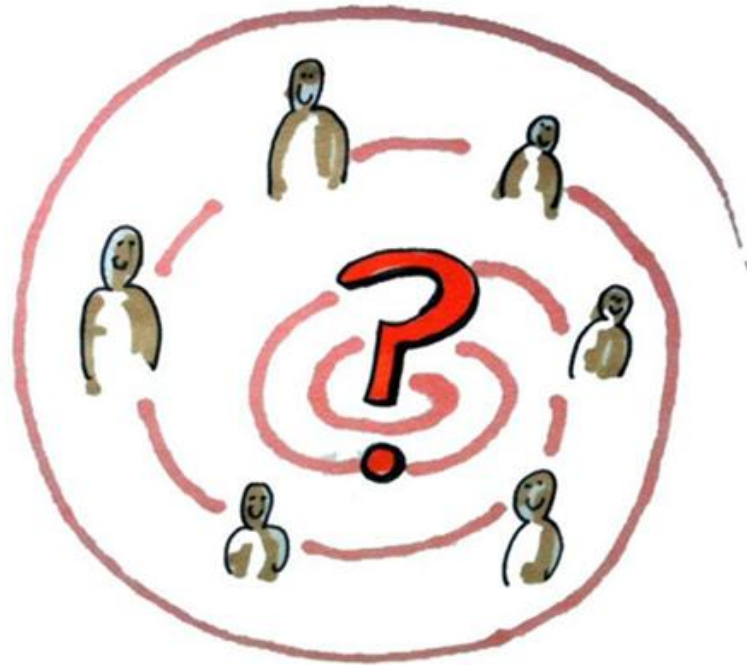
Innocent Sheep and Inept Donkeys share political unawareness – but not the basis of principle which causes them to act.

Do not mistake them!

# Understanding Organisational and Political Behaviours

- Where have you seen these kinds of political/organisational behaviours and impact?
- What are the areas you need to develop?
- What kinds of organisational and political behaviours may you encounter within your leadership/change projects?

# **‘A problem shared is a problem halved’**



## **Action Learning Sets**

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# The Action Learning Set Process



## Present

The presenter describes their issue and what they want to achieve



## Clarify

The group ask questions to better understand the problem



## Listen and Learn

The group to share experiences with the presenter in order to create a better understanding of the problem and ways forward



## Reflect

The presenter reflects on what they have heard and says what they will do



The facilitator evaluates the set

# Each Action Learning Set

- 10 minutes – ‘presenter’ talks through leadership challenge
- 10 minutes – individuals ask questions of clarity
- 5 minutes – individual reflection (optional)
- 15 minutes – individuals, drawing on their own experiences, take turns to feedback suggestions/comments
- 5 minutes – feedback from ‘presenter’

**45 minutes total**

# Action Learning Sets

Mannon

Karen

Johanna

Michelle J

Gayle

Emma D

Rachel

Michelle L

Rhiain

Clare P

Louise-Marie

Rhys

Sarah

Ceri

Emma H

Amiee-Leigh

Cheryl

Menna

Lenora

Caroline

Mark

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# **Leading and Managing the Message for Change (Your Day 2 Presentations)**



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# **Presentations: Your leadership of change and it's importance in closing a 'quality gap'**

Presentation assessment will last 30 minutes in total:

- First 15 minutes will be you presenting via a medium of your choice e.g. power point, flip chart, story telling etc etc.
- Second 15 minutes will be a question/answer and sharing of ideas with colleagues
  - You showing your leadership/management skills in influencing/persuading colleagues of the change and it's contribution to improving good quality outcomes in mental health

# Presentation assessment

- Your presentation assessment makes up 10% of your overall grade for the module 3 assignment and is criterion (d) within the assessment scheme
- Held on: **Tuesday 18<sup>th</sup> February 2025**. This will be assessed by the course tutors on the day and you'll receive feedback/a grade within a week.

# Key areas of presentation assessment

Area	
Structure	<ul style="list-style-type: none"><li>• Clear statement of focus of presentation</li><li>• Clear beginning, middle, end</li><li>• Logical flow of ideas</li><li>• Coherence and unity of argument</li></ul>
Content	<ul style="list-style-type: none"><li>• Clarity of key areas of change/innovation under consideration i.e. the 'quality gap', evidencing research evidence/knowledge</li></ul>
Communication	<ul style="list-style-type: none"><li>• Effective communication through use of appropriate presentation tools &amp; materials</li><li>• Leadership behaviours, both verbal &amp; non-verbal, which takes your audience with you</li></ul>

# Next Steps



# Tutor groups – checking in / catching up

- General learning/experience of doing assignment's 1 & 2
- Change projects – any thoughts/questions
- Line Manager Engagement – via the Line Manager Observation Statement (LMOS)
- Agreeing tutorial times – **w/c 20<sup>th</sup> January 2025**

# Tutorial groups – checking in



Tutor - Caroline	Tutor - Llinos	Tutor - Mark
Louise	Ceri	Emma D
Sarah	Mannon	Rhys
Menna	Johanna	Emma H
Karen	Lenora	Cheryl
Rachel	Michelle J	Rhiain
Michelle		
Gayle		
Amiee-Leigh		

# Programme timetable – Cohort 1

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  - Tutorials: w/c 20<sup>th</sup> January & 24<sup>th</sup> March 2025
  - Submission Date: 7<sup>th</sup> April 2025



# Contact us

## IPC Course Director:

Fiona Richardson

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<https://ipc.brookes.ac.uk>



[ipc@brookes.ac.uk](mailto:ipc@brookes.ac.uk)



[@ipc\\_brookes](https://twitter.com/ipc_brookes)



01865 790312

## IPC Course Administrators:

[ipc\\_courses@brookes.ac.uk](mailto:ipc_courses@brookes.ac.uk)

## Programme Facilitators & your Academic Advisers:



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