Building Leadership for Health

A Leadership Project

A Leadership Project

- **Leadership is best developed in practice**
  - A leadership development programme may include:
  - Learning modules and a Practical Leadership Project
  - To be evaluated over a period of 6 months – 3 years
  - PLP could include introducing new clinical procedures
  - A new community health programme
  - Or new patient care or home care procedures
  - Or hygiene procedures for nurses or patient families
  - Or improving performance of clinic or community teams
  - The nurse should design and implement the programme and should record the experience using the learning log
  - A mentor should support the nurse leader trainee
    - Note the Mentor/ Nurse Leader must agree to share information

A Leadership Project

- A Practical Leadership Projects
  - Should be negotiated and agreed with senior staff
  - While senior management may indicate the need for a change the trainee should be involved in defining the scope and aims of the project
  - This should establish challenging but realistic goals
  - These are different to learning objectives of the trainee
  - A trained tutor should be assigned to mentor and report on the performance of the trainee
  - Note this is a variation in the usually confidential relationship between mentor and the person mentored

Project Learning Objectives

- **Learning objectives should be developed**
  - For each trainee, derived from the courses attended
  - And related to the specific project
  - They should not evaluate the success of the project
  - But the lessons learnt by the trainee from the project
- **Evaluation might be based on**
  - Trainee learning logs and a written or oral account of the project detailing experiences and lessons learnt
  - Written or oral account should relate practical lesson learnt to literature on leadership and points made in teaching sessions
  - Reports from their Mentor
  - 360^0 Feedback from supervisors, team and patients

Project Learning Objectives

- **Learning objectives might include:**
  - Understanding of the nature and need for leadership
  - Ability to develop relationships of mutual trust
  - Knowledge of and practical demonstration of personal and professional ethical standards
  - Self-awareness of personal strengths and weaknesses
  - Ability to learn from success and failure
  - Understanding and empathy with other perspectives
  - Ability to understand and change the organisation
  - Understanding and use of formal and informal authority
  - Courage shown in speaking and taking action, to address problems and to bring about improvements

Project Learning Objectives

- **For organisational change projects:**
  - Specific objectives can be added from the course, e.g.
  - Understanding change management
  - Understanding of the difficulties of change
  - Ability to plan and implement a change programme
  - Awareness of peoples' response to change
  - Ability to communicate vision and reasons for change
  - Courage in addressing spoken and unspoken issues
  - Perseverance.

- **For innovation projects**
  - Again objectives can be added from the course, e.g.
  - Understanding of the use of innovation techniques
  - Courage in leading innovation

Project Learning Objectives

- You may add specific objectives concerning
  - Advanced clinical practice
  - Evidence based nursing
  - Nurse education
  - Health Facility and Team management
  - Health services planning
  - Information technology
  - Health finance
  - Project management
  - Community health
- Where these are relevant to the project and the nurse has received specialist training

You learn from success or failure

- Evaluation is not about the success of the project
  - Projects may succeed or fail for many different reasons
  - It is important to stress that a nurse may pass assessment
  - Even if the project fails
  - And may fail assessment even if the project succeeds
- Assessment is about the performance of the nurse in relation to the specified objectives as a Nurse Leader
- You need to develop assessment criteria - how you know Nurse Leaders have met learning objectives.
- And Marking Guidance – how should different levels of performance be assessed (sufficiency descriptors)
- The following is only an outline example you need a more developed version with training for assessors.

Project Leader Marking Scheme

Assessment Criteria	Referral	Marking Guidance Pass	Good Pass
Understands leadership	Does not show understanding	Can explain and relate to literature and action	Shows leadership behaviour to team
Develops trusts with team	Does not show ability to earn trust	Earns trust by listening and gaining agreement	Shown to earn trust by example and feedback
Shows ethical behaviour	Does not show awareness of ethics	Shows understanding and application of nurse ethics	Seen to lead others by ethical behaviour
Shows self awareness	No self reflection or learning shown	Shows self awareness, learns from experience	Behaviour is shown to develop as a leader
Listens with /empathy	Does not appear to listen, unsympathetic	Listens with empathy and understanding	Shown to listens and act on patients/team needs
Understands organisation	Does not address organisation issues	Aware of organisation issues, suggests changes	Takes lead, asking for and implementing change
Uses power appropriately	Does not show personal responsibility	Follows rules but uses personal discretion wisely	Shows personal authority beyond the rules
Shows courage	Does not take responsibility	Takes responsibility when required	Takes the lead especially in difficult situations

Assessment and Appraisal

- Assessment and appraisal are different
  - Assessment is about learning
  - Appraisal is about performance
- However for a Leadership project these are close
- PLP assessment focuses on ability to put lessons learnt from courses and books into practice
- Trainees should be aware of assessment criteria
- Assessment is not about the success or failure of the project but about learning in practical situations.

Overall Assessment

- Marking of a project depends on the level and
- The mix between taught course and project work
- Diplomas usually require 60-80 ECT learning credits
- Plus a further 20-40 ECT learning credits for MSc
- An ECT learning credit usually ~ 25-30 learning hours (European Credit Transfer and Accumulation system)
- This could be made up of say 12-15 courses with
  - 6-12 Guided Learning hours (with tutor) for each course
  - Plus 80 hours of private study for each course + assessment
  - Giving a total of some 1000 - 1300 learning hours
- Plus one major leadership project over 18 months
  - 80-100 Guided learning hours for each project (with mentor)
  - Plus 600-800 private study hours + assessment
  - Giving a total of 700-900 learning hours

Note to course leaders

- The European Credit Transfer and Accumulation System was introduced in 2004/2005
- The previous modules of the INEPEA programme were based on the UK system in which Learning Credits were considered equivalent to approximately 10 notional learning hours (with higher numbers of credits required for Diploma or MSc qualifications)
- Countries and universities still differ in their interpretation of learning credits so it will be necessary to revise the course material to reflect local usage.