

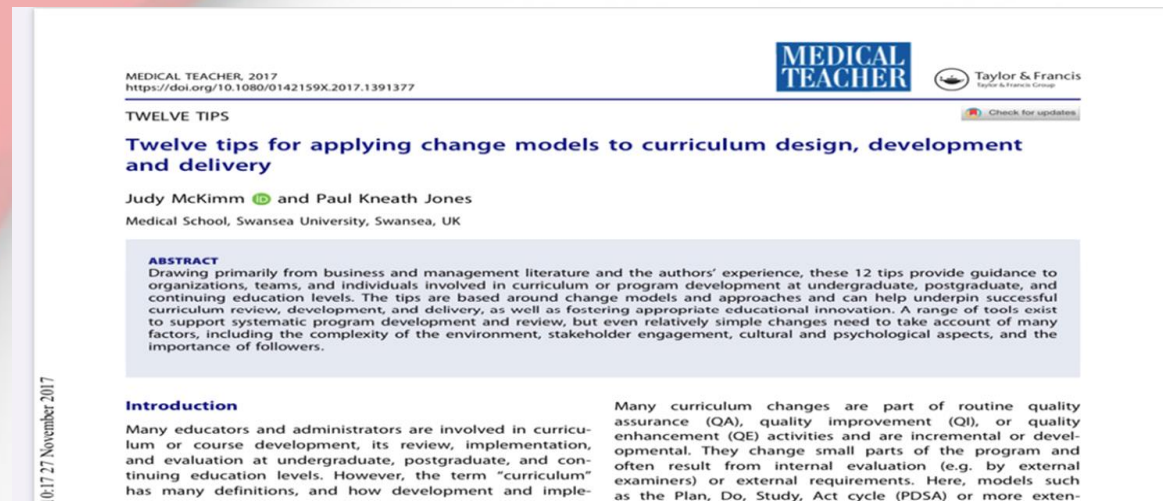


Leadership and Change in Medical and Health Professions Education during Covid19 pandemic

**Professor Judy McKimm
23 April 2020**

This presentation will provide

- A perspective on leaders as change agents during this pandemic
- Some suggestions about useful leadership approaches
- Some tools and techniques for thinking about and managing change



3 skill sets – the *‘leadership triad’*

- **Management** is about planning, providing stability and order (doing things right)
- **Leadership** is about change, setting direction and adaptability (doing the right thing)
- Organisations, teams or situations need both leadership and management in varying amounts depending on the **context**

We do not lead all the time. Being able to be a good **‘follower’** (who is supportive, active, questioning and helpful) is important to ensure groups, teams and organisations function smoothly

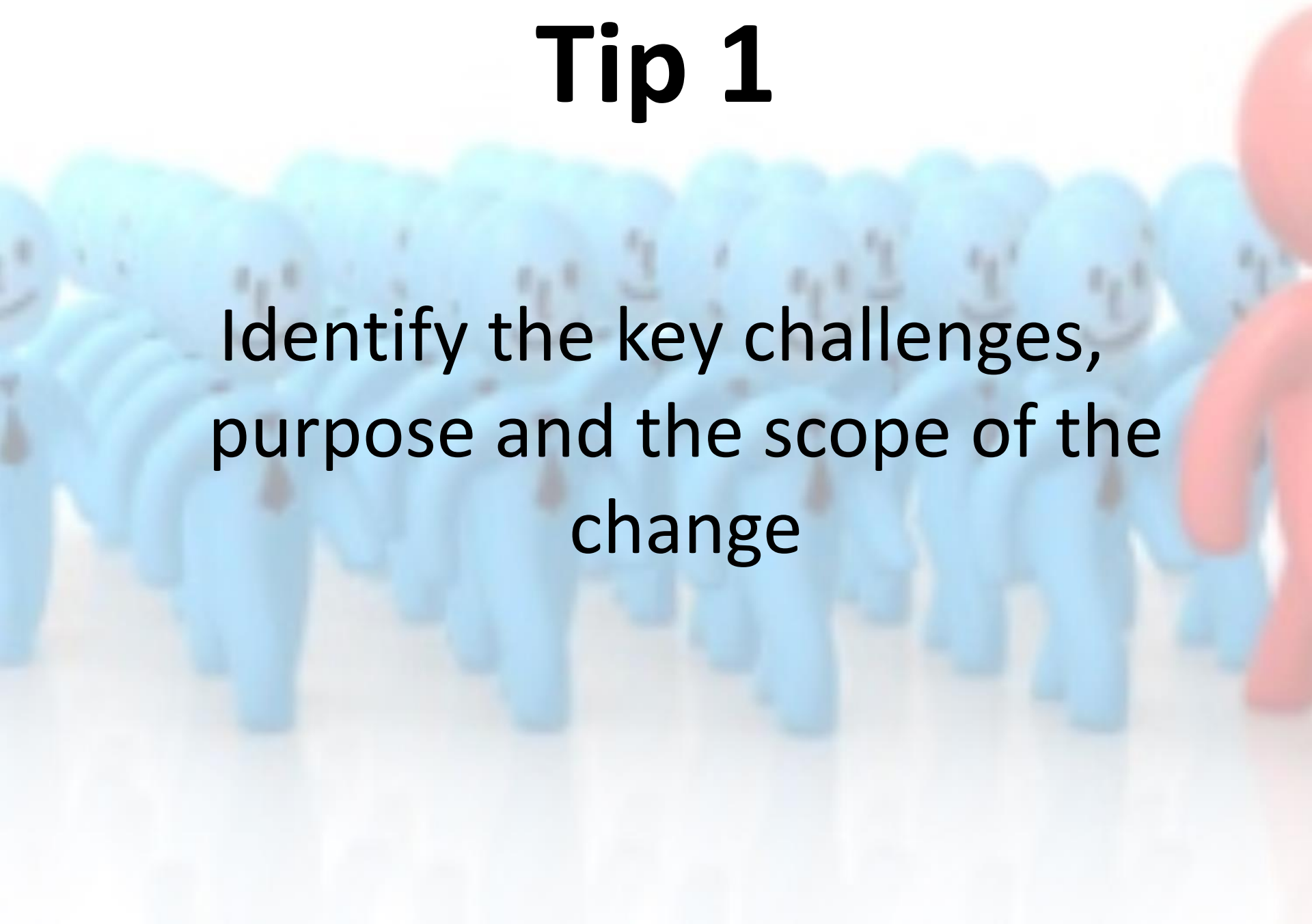
What is change?

“the process of aligning people, resources and culture with a shift in organisational direction...change is the only predictable constant ...the ability to manage change has become the defining characteristic of successful leaders”

Carr, Hard and Trahant (1996)

Tip 1

Identify the key challenges,
purpose and the scope of the
change



COINNS

Challenges – what are the key challenges we face, short and longer term as a result of the pandemic?

Opportunities – what opportunities can we see, how can we capitalise on these?

Ideas – what strategies can we share and what learning lessons from across the university and around the world are there?

Needs – what do we need to ensure continuity of teaching and procedures, for leaders, administrators, faculty, the university, students

Next Steps – what could be done this week, next week?
Who needs to do what?

Challenges

- Keeping students and faculty safe & supported
- Maintaining communications
- Maintaining continuity of teaching/learning
- Assessment and progression
- Continuation of research and supervision
- Longer term considerations, quality assurance, recruitment

Dealing with problems

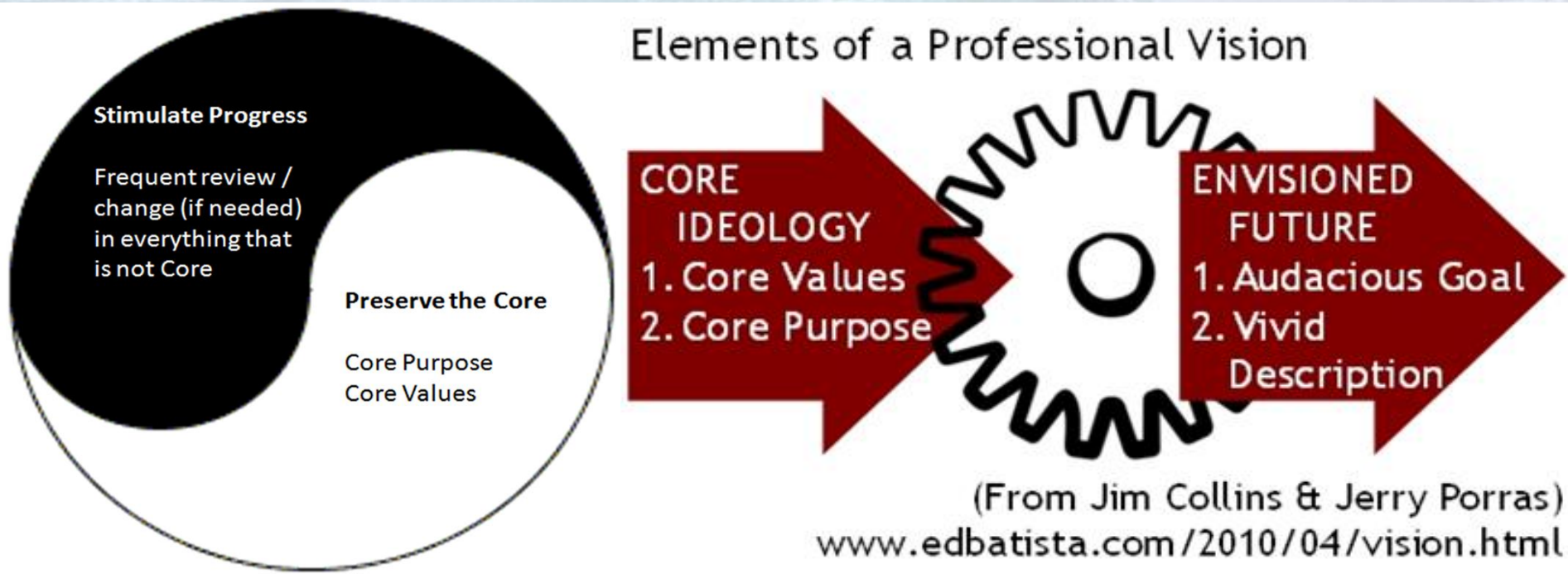
Routine and repetitive problems usually have robust systems in place to deal with them and the previous solution is reapplied

Differentiated problems have some elements of routine problems but with some additional features

Unique problems are outside the individual or organisation's experience and therefore need unique solutions

Tip 2

Create the vision of the 'now' and the 'future'



Mission and vision



Mission is the overarching purpose of the organisation – what are we here for and what are we trying to do?

Vision is the imagined future – how do we see this once the change is fully implemented? How do we want others to describe us?

Tip 3

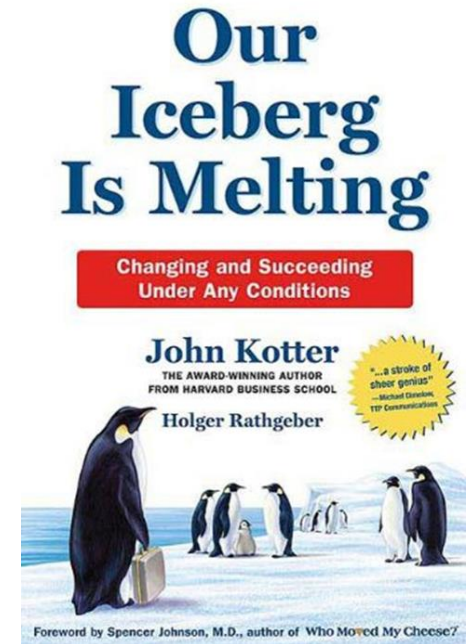
Start developing a response strategy

Consider key stakeholders and who should lead various aspects



KOTTER'S 8 STEPS

- 1 Establish a sense of urgency
- 2 Create the guiding coalition
- 3 Develop the vision and strategy
- 4 Communicate the change vision
- 5 Empowering broad-based action
- 6 Quick visible wins
- 7 Consolidate change and produce more wins
- 8 Embed the change in the culture



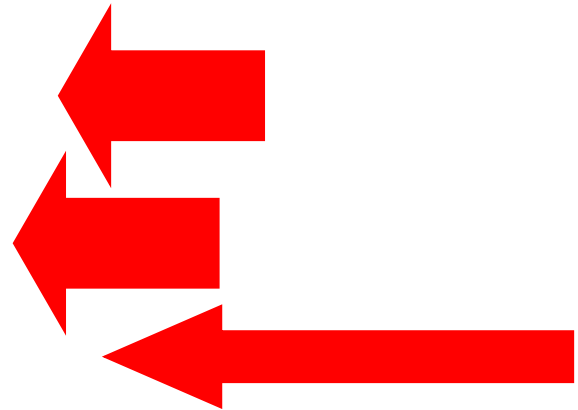
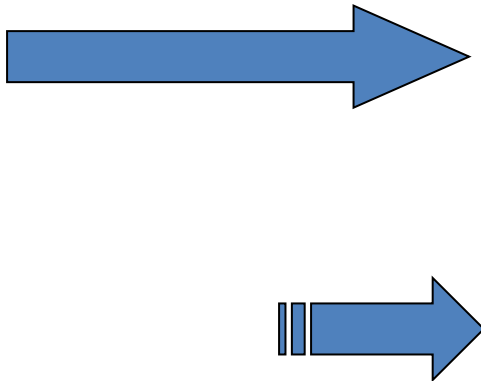
Tip 4

Use management tools to analyse the internal and external environment so you can understand enablers and barriers

Lewin's forcefield: drivers and resistors to change

DRIVERS

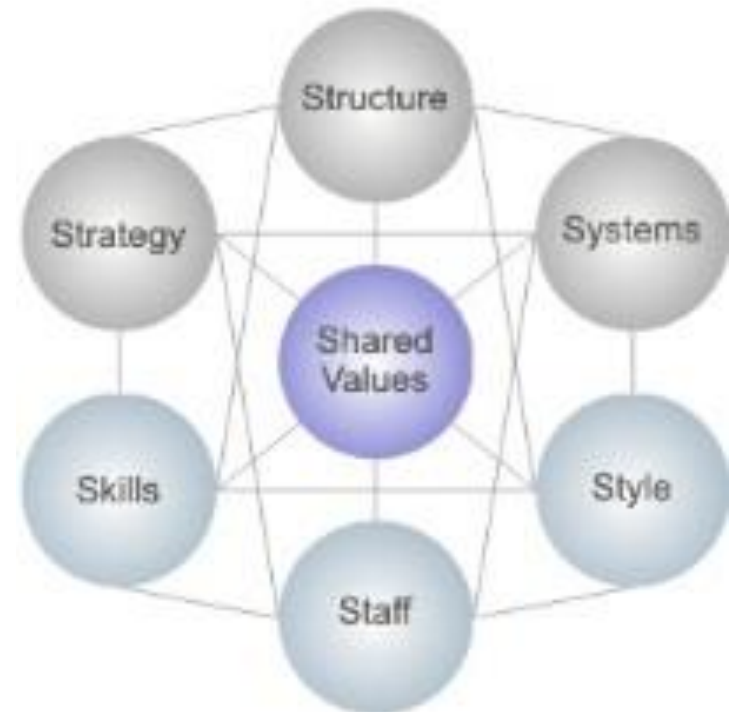
RESISTORS



Formal and informal systems: McKinsey's 7S model

www.mindtools.com/pages/article/newSTR_91.htm

Figure 1: The McKinsey 7S Model



- An integrated way of thinking about organisational change
- Change in any one area of the organisation will have impact on other areas

External forces (**PESTLE** model)

Political – national, regional, community events, trends etc.

Economic – world, national and local trends/situations

Socio-cultural – developments in society, cultures, behaviour, expectations, composition

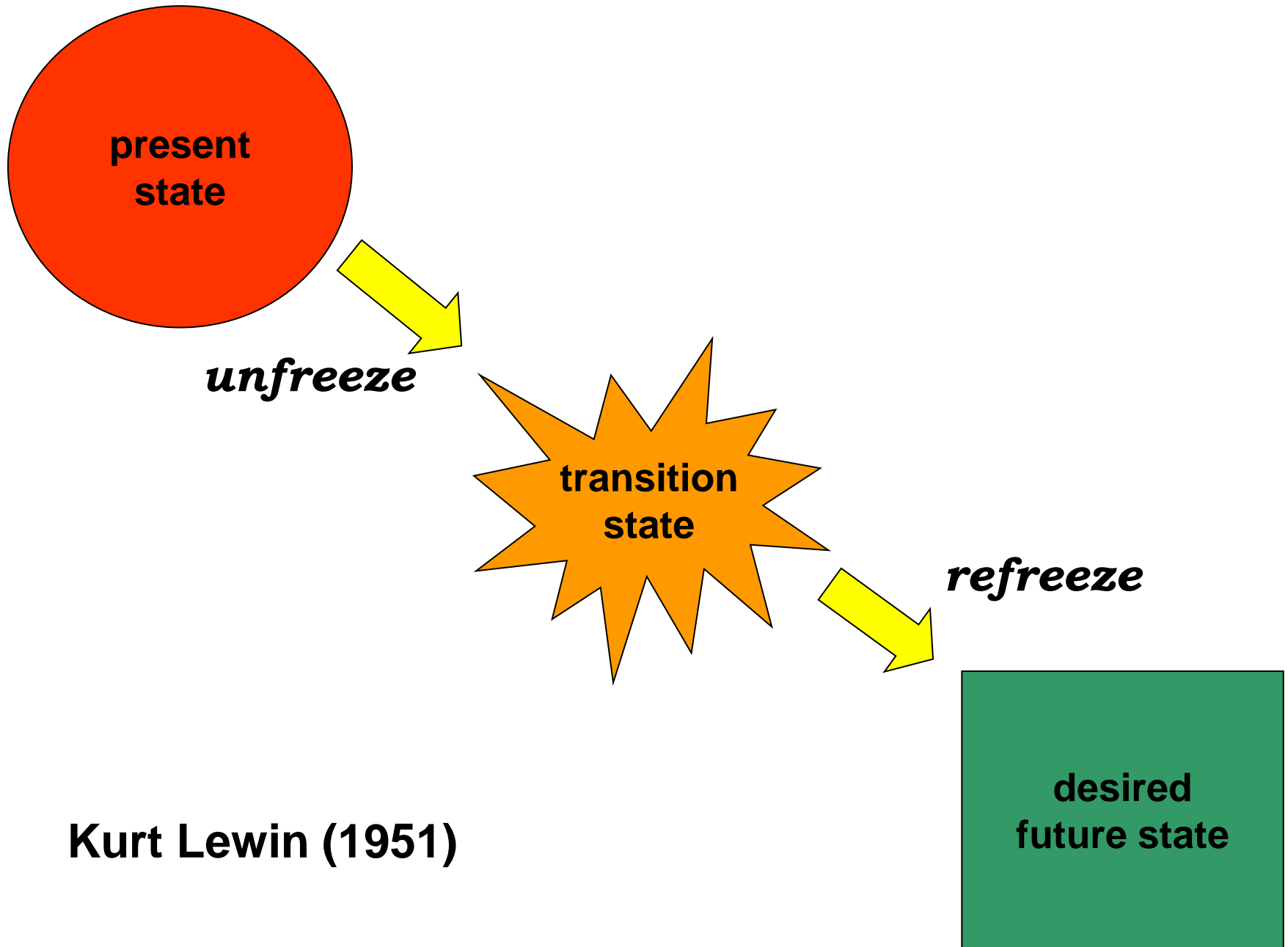
Technological – IT applications, materials, products and processes

Legal – world, national, legislation changes, prospects

Environmental – global, national, local, pressures, constraints

Tips 5 and 6

Use linear models of change and project management techniques for planning and operational aspects



Tip 7

Quick visible wins and
clear communications
are vital



Leaders as change agents

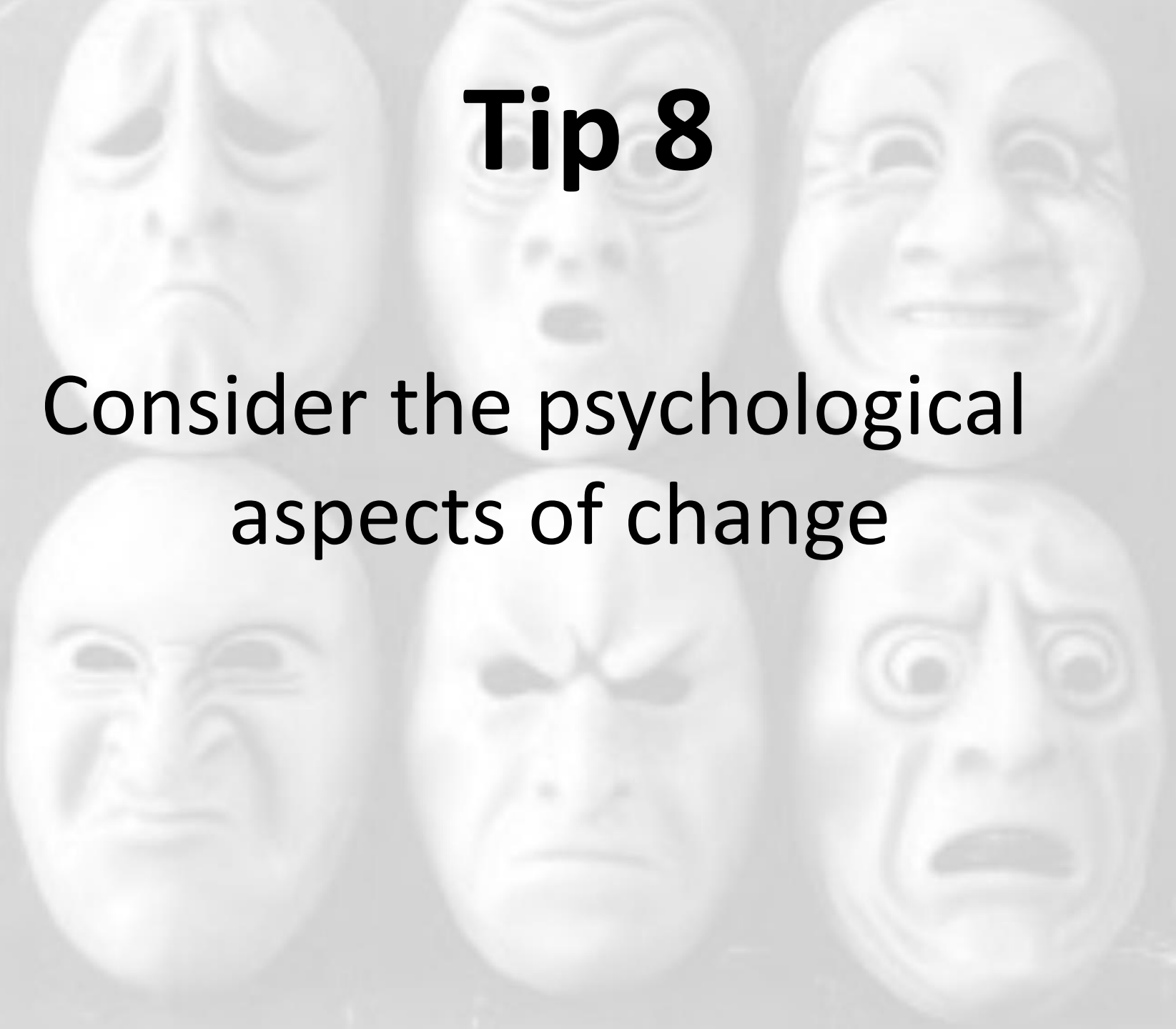


Bennis (1984) identifies 4 competencies of leadership:

- **Management of attention** - ability to communicate clear objectives and direction
- **Management of meaning** - creating and communicating meaning so that it is understood and people's awareness is raised
- **Trust** - the ability to be consistent and clear in complex circumstances so that leaders are seen as dependable
- **Self-awareness** - and ability to work with own strengths and weaknesses

Tip 8

Consider the psychological
aspects of change

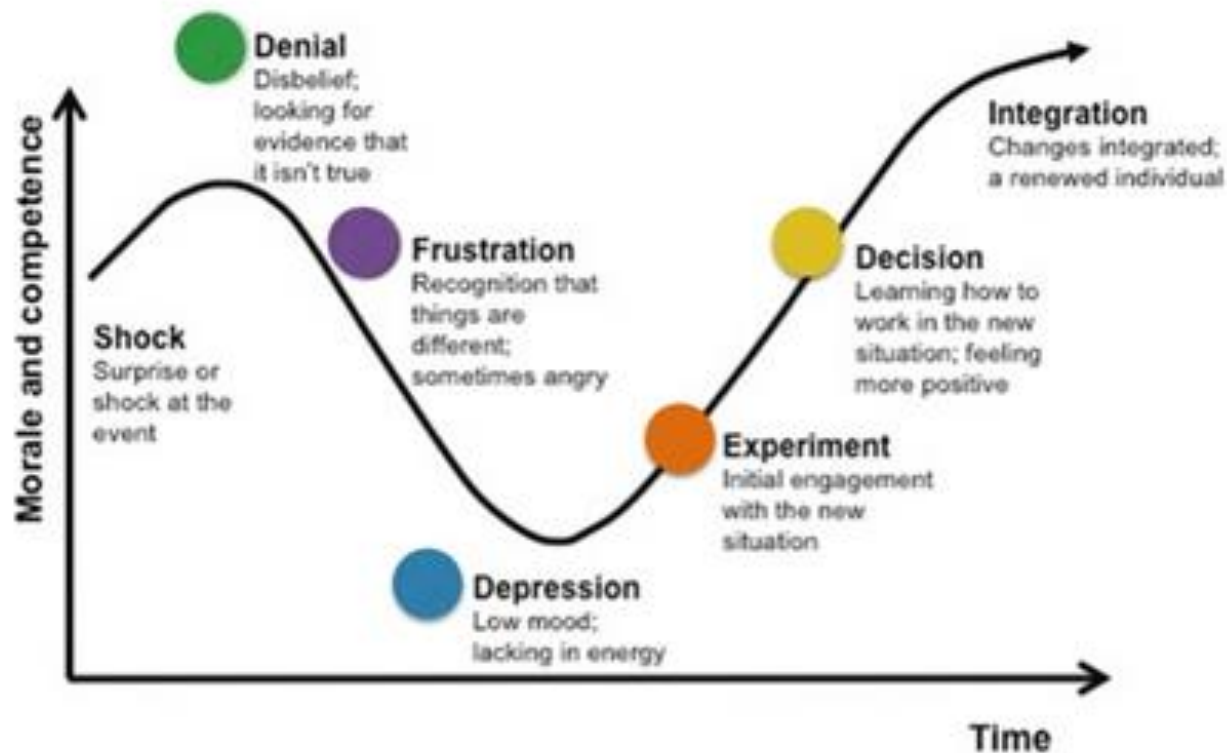


Why people resist change

- Self-interest
- Misunderstanding
- Low tolerance of change
- Different assessment of the situation

Kotter, JP and Schlesinger, LA (1979), *Choosing strategies for change*, Harvard Business Review

The Kübler-Ross change curve



Create Alignment

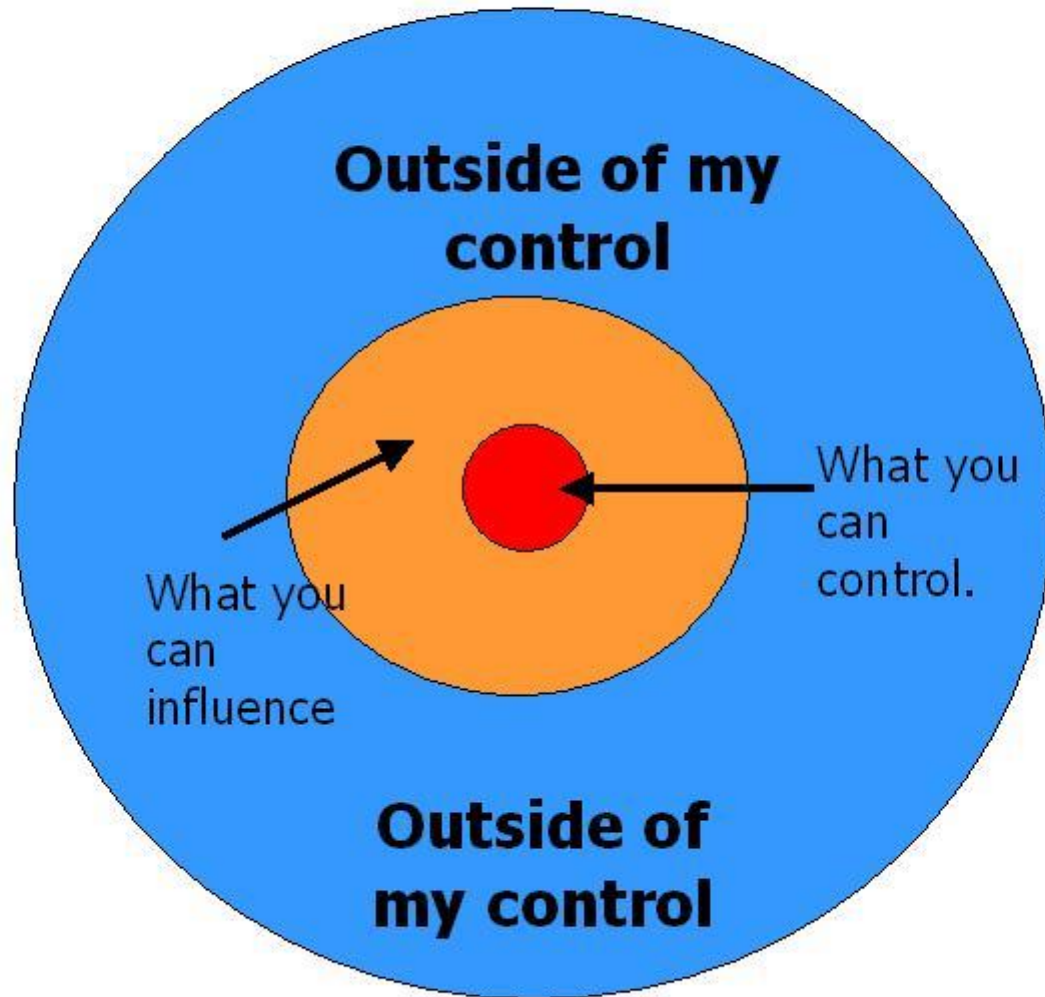
Maximize Communication

Spark Motivation

Develop Capability

Share Knowledge

The 3 Spheres of Control



Tip 9

Plan for transition and competency loss



MOBILISE

MOVE

SUSTAIN

The transition curve



ENDING

NEUTRAL ZONE

BEGINNING

Leader
activities

Minimise shock
Help individuals let go of the past
Communicate Intentions
Anticipate Resistance

Help Individuals Change
Listen and sympathise
Encourage and Coach
Education, training and
Development

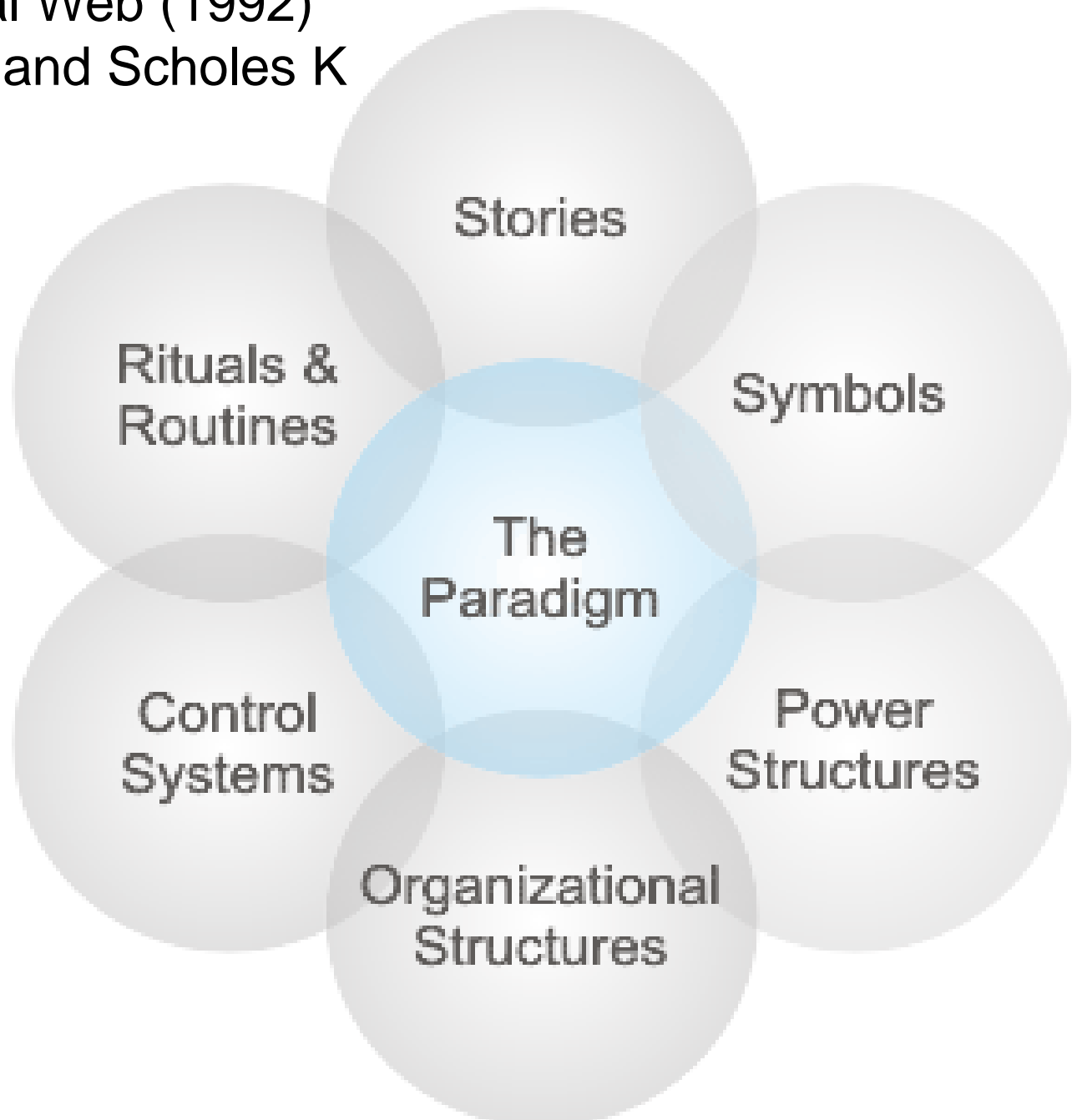
Support in new roles
Celebrate successes
Encourage reflection

Tip 10

Consider cultural aspects
of change

Inclusive leadership
needed

The Cultural Web (1992)
Johnson G and Scholes K



0				100
more egalitarian	—	Power Distance	+	embraces hierarchy
collectivist	—	Individualism	+	individualistic
nurture more important	—	Feminine/Masculine	+	power more important
comfortable with ambiguity	—	Uncertainty Avoidance	+	ambiguity creates anxiety
put short-term goals first	—	Long-term Orientation	+	put long-term goals first
happiness can be bad	—	Restraint/Indulgence	+	happiness is always good

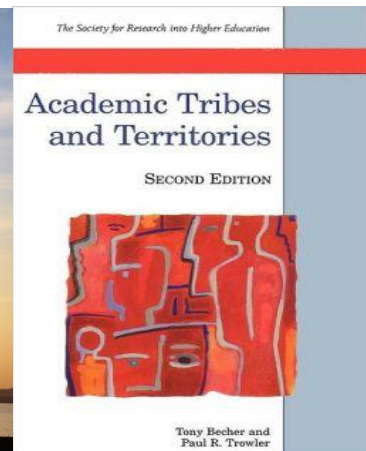
Tip 11

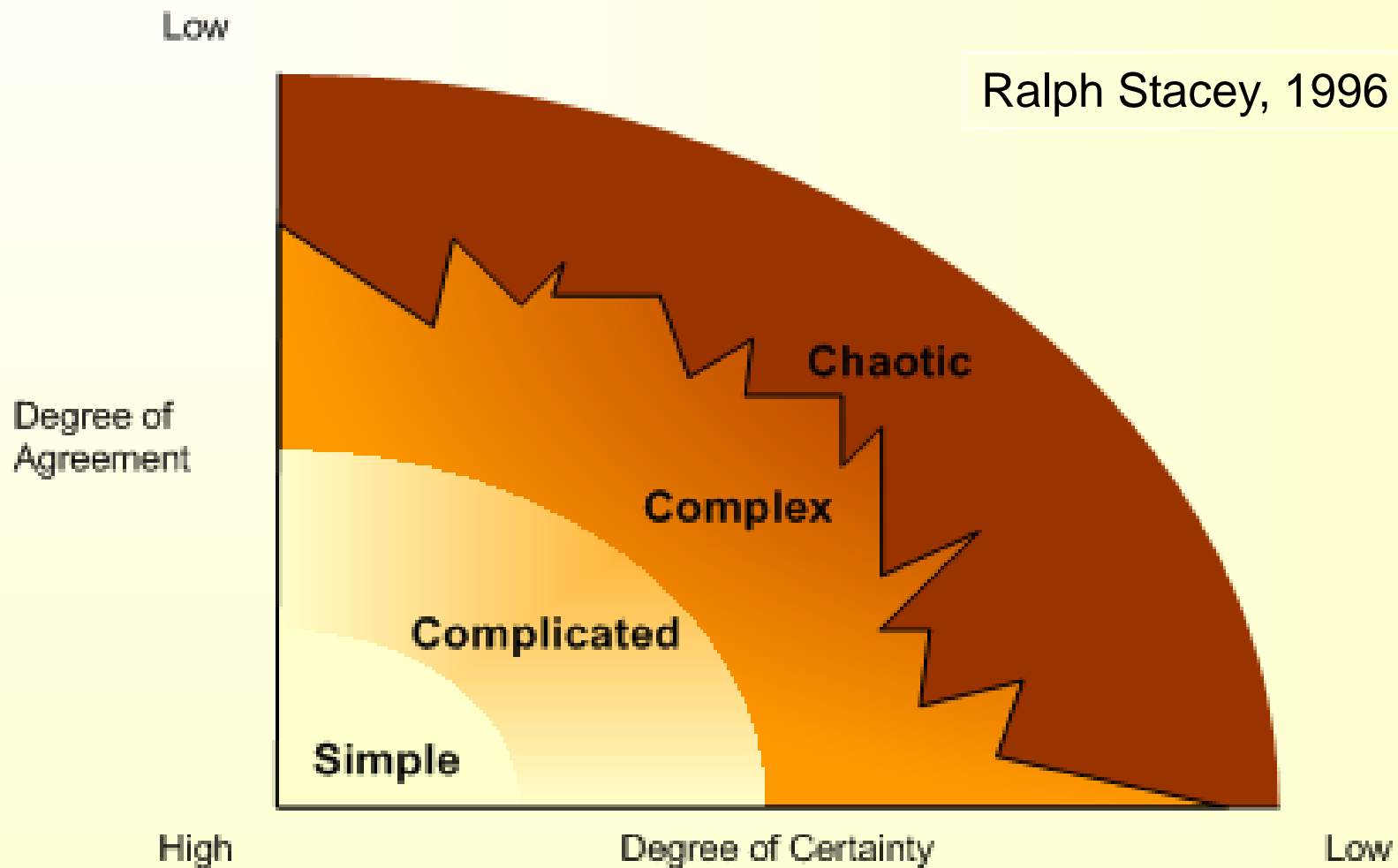
It's complex!

Cognitive complexity
and systems thinking
needed

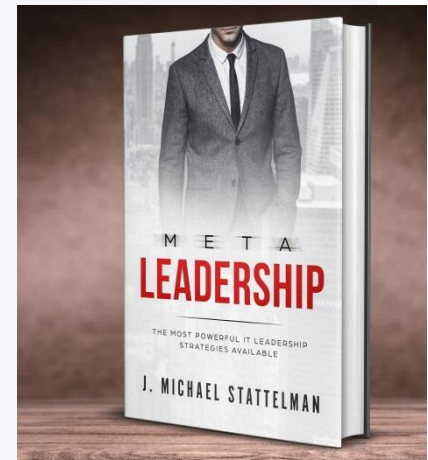
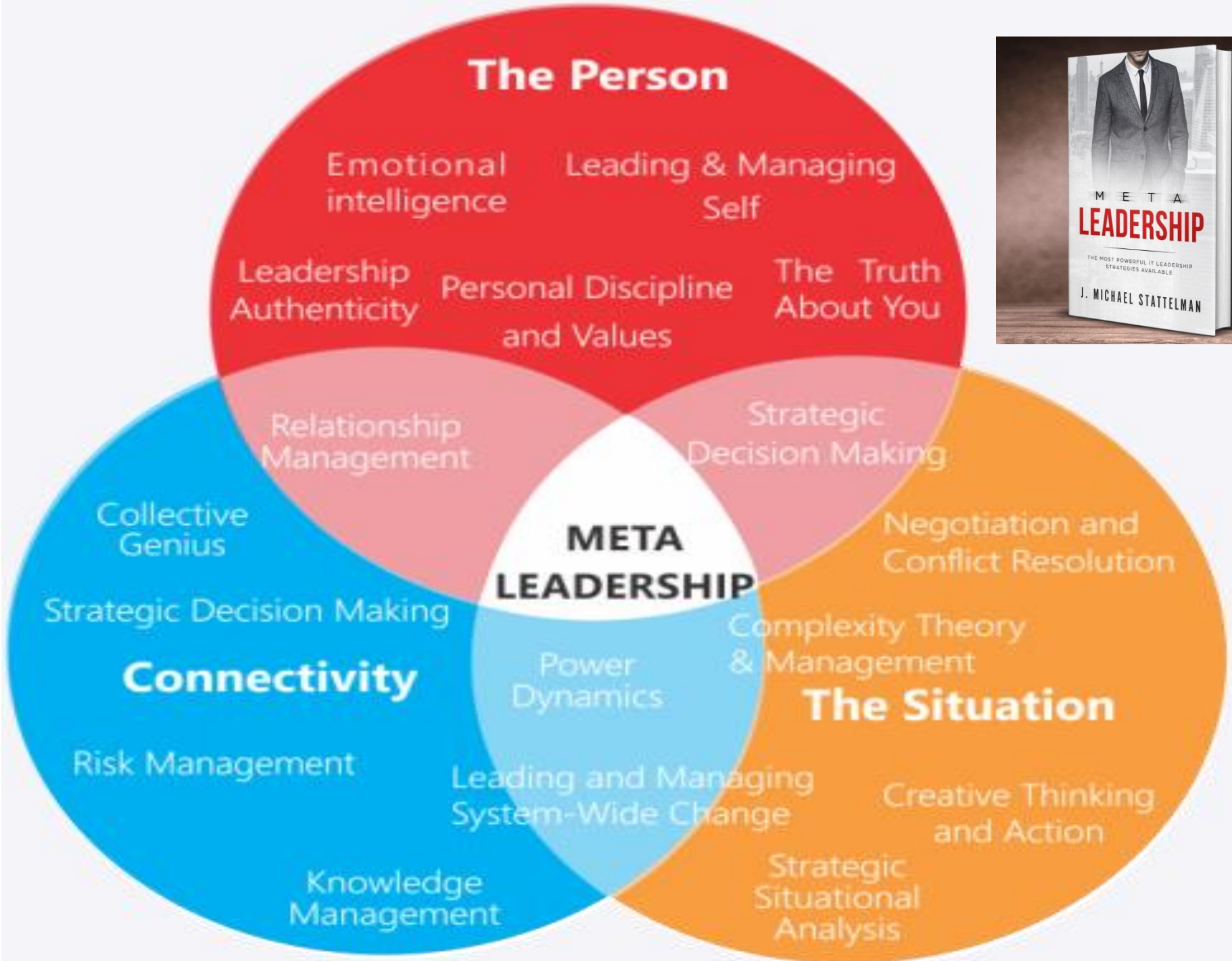
The educational organisation

- ‘A political arena’
- ‘Tribes and territories’ (Becher and Trowler, 2001) or a ‘jungle’ (Bolman and Gallos, 2011)
- An opportunity for change & innovation





Stacey, 1996



Tip 12

Celebrate successes and
acknowledge the shift to
the 'new reality'



In summary

- Change is the only constant, but COVID-19 is like no other
 - Leaders need to frame crisis and change in positive yet honest ways
 - Clear, regular communication is essential
 - Linear models of change are useful for project type activities but complex changes need to be managed in different ways
 - People adapt to change differently
 - Things will never go back to 'normal', let's learn from this
- 