# Healthcare Leadership

**The influence of leadership behavior, organizational commitment, organizational support, subjective career success on organizational readiness for change in healthcare organizations.**


The purpose of this study is to investigate the influence of leadership behavior, organizational commitment, organizational support and subjective career success on organizational readiness for change in the healthcare organizations. The authors want to determine if nurses who had higher levels of organizational commitment, organizational support and subjective career success relationships were more open and prepared for change. It is important to know the extent to which healthcare professionals, especially nurses, understand how the influence of organizational support and organizational commitment on organizational readiness for change, as well as why specific leadership behavior and subjective career success, is important in implementing the change.

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## Training

**The Confident Leader**

**Primary Care Commissioning (PCC) 25 September 2018**

The Confident Leader programme is designed for those who have, or aspire to, a leadership role in primary care, accountable care systems, sustainability and transformation partnerships (STP) or as commissioners of services. PCC’s programme brings together groups of like-minded individuals in an environment to learn together and share experiences. They are supported by experienced executive coaches who provide context and with expert input on various relevant areas to the participants. This programme starting on 24 January 2019 in Birmingham aims to give the knowledge and confidence to become a leader – or a better leader – and equip leaders with the resources to push on to the next stage of development and transformation.

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**Clinical nursing leadership educational intervention for first-year nursing students: A qualitative evaluation**

Ha, L. et al

Nurse Education in Practice; Vol. 32, (Sep 2018): 37-43

Clinical nursing leadership is critical for quality care. All nurses including students should receive clinical nursing leadership education. Research pertaining to educational strategies on clinical leadership for nursing students remains sparse. The aim of this paper is to report the qualitative evaluation of a co-constructed educational intervention on clinical nursing leadership,
students. The findings from this study deepen our understanding of how self-leadership practices may decrease student stress and showcases self-leadership as an effective tool for reducing college student stress.

**Thinking of Being or Becoming a Leader: Lessons and Quotes.**

The "actions" of the nurse theorists have shaped nursing as a discipline by providing distinct knowledge that serves as a guide for research, practice, education, and leadership. With these "actions," the theorists have "inspired" generations of nurses dedicated to excellence in nursing; the theorists were and are some of the original leaders in nursing. The purpose of this paper is to reflect on a personal leading-following path guided by Parse’s humanbecoming paradigm, specifically her leading-following model.

**Managerial leadership for research use in nursing and allied health care professions: a systematic review.**

Leadership by point-of-care and senior managers is increasingly recognized as critical to the acceptance and use of research evidence in practice. The purpose of this systematic review was to identify the leadership behaviours of managers that are associated with research use by clinical staff in nursing and allied health professionals. This systematic review adds to the growing body of evidence that indicates that manager-staff dyads are influential in translating research evidence into action. Findings also reveal that leadership for research use involves change and task-oriented behaviours that influence the environmental milieu and the organisational infrastructure that supports clinical care. While findings explain how managers enact leadership for research use, we now require robust methodological studies to determine which behaviours are effective in enabling research use with nurses and allied health professionals for high-quality evidence-based care.

**Leadership in interprofessional health and social care teams: a literature review.**
Smith T, et al *Leadersh Health Serv (Bradf Engl).* 2018 Oct 1;31(4):452-467

The purpose of this study is to review evidence on the nature of effective leadership in interprofessional health and social care teams. This research identifies some of the characteristics of effective leadership of developed for 1st year preregistration nursing students.

**Using key skills training to boost support workers’ confidence**

Healthcare support workers are often able to spend more time with patients than nurses can. They are increasingly being asked to take on tasks such as training new members of staff, from newly recruited healthcare support workers to student nurses and other members of the multidisciplinary team. However, they may lack the skills – and, above all, the confidence – to fulfil these tasks. Some also feel ill-equipped to attempt to progress into nurse training, apprenticeships, make a job change or apply for promotion. The Higher Development Award is a training programme designed to improve the skills and confidence of healthcare support workers in North West London. This article describes how its approach to learning helps participants improve their communication, leadership and numeracy skills.

**Using research evidence to inform staff learning needs in cross-cultural communication in aged care homes.**

Developed countries worldwide are facing an unprecedented demand for aged care services, with recent migrants of diverse linguistic and cultural backgrounds increasingly recruited as care workers while at the same time there is growing cultural diversity among aged care residents. This situation is compounded by rapidly changing technology and varied educational levels of care workers from diverse backgrounds. The objectives were threefold: to identify staff learning needs to enable them to provide high-quality cross-cultural care; to improve team cohesion; and identify preferred learning approaches. An education package was developed to value cultural diversity in the aged care workplace for staff and residents, and provide an exemplar for evidence informed education.

**Staff**

**Thinking ahead: A review of support provided by employers to help staff plan for their future**
Gloster R. et al *IES for the Centre for Ageing Better* 2018
An exploration of what large employers are doing to support employees in their mid-life through to
interprofessional health and social care teams. By capturing and synthesising the literature, it is clear that effective interprofessional health and social care team leadership requires a unique blend of knowledge and skills that support innovation and improvement. Further research is required to deepen the understanding of the degree to which team leadership results in better outcomes for both patients and teams.

Developing and sustaining specialist and advanced practice roles in nursing and midwifery: A discourse on enablers and barriers.

Fealy GM, et al
Expanded practice is a response to population health needs, healthcare costs and practitioners' willingness to expand their scope of practice through enhanced responsibility, accountability and professional autonomy. Several factors enable role expansion, including: role clarity; credentialing and endorsement; availability of education for expanded roles; individual practitioners' dispositions towards role expansion; support from peers, other professionals and the work organisation; and costs. Where limited or absent, these same factors can constrain role expansion.

Leadership Practices and Engagement Among Magnet® Hospital Chief Nursing Officers.

Prado-Inzerillo M, et al
This is the 1st study of Magnet CNOs transformational leadership practices and their work engagement and therefore adds to our understanding of the important characteristics to build future leadership development programs for nurse leaders at the executive level. Particularly noteworthy for the development of future nurse executives is the strong link between vigor and challenging the process.

Decisional Involvement: Differences Related to Nurse Characteristics, Role, and Shared Leadership Participation.

Fischer SA, et al
A sample of 1933 registered nurses working in 24 hospitals with shared leadership was surveyed to examine perceptions of nurse decisional involvement. Council participation was associated with higher decisional involvement scores (P = .03), and nurse experience was a statistically significant predictor of decisional involvement (P < .01). Nurse manager and staff registered nurse scores were significantly different (P < .01). Shared leadership may promote staff nurse retirement, the delivery of interventions and the business context that led to interventions. The support employers offered to employees from mid-life through to retirement varied between organisations, depending on organisational priorities. There were three content areas that employers were active in: finances; health and wellbeing; and careers and working life. It was more common for employers to be delivering support for employees in relation to their finances and health and wellbeing, than careers and working lives.

Promises and Pitfalls of Diversity Statements: Proceed with Caution.

Carnes M. et al
Acad Med. 2018 Jul 31. [Epub ahead of print]
As part of their efforts to increase the diversity of their workforce and student body, medical schools, academic medical centers, and individual departments are increasingly crafting public statements about their value for and commitment to diversity. In order for these statements to effectively enhance diversity, however, care must be taken, as research shows that some diversity-related messages can backfire. To avoid the pitfalls and realize the promise of diversity statements, this article presents recommendations based on experimental studies that investigate the impact of diversity messages.

What happens after prejudice is confronted in the workplace? How mindsets affect minorities' and women's outlook on future social relations.

Rattan A, Dweck CS.
J Appl Psychol. 2018 Jun;103(6):676-687
Organizations are increasingly concerned with fostering successful diversity. Toward this end, diversity research has focused on trying to reduce prejudice and biased behavior. But what happens when prejudice in the workplace inevitably occurs? Research also needs to focus on whether recovery and repair of social relations after expressions of prejudice are possible. To begin investigating this question, we develop a new framework for understanding reactions to prejudice in the workplace. We hypothesized that when women and minorities choose to confront a prejudiced comment in a workplace interaction (vs. remain silent) and hold a growth (vs. fixed) mindset—the belief that others can change—they remain more positive in their subsequent outlook in the workplace.

Understanding the invisibility of black nurse leaders using a black feminist poststructuralist framework

Jefferies, K. et al
perceptions of involvement in decision-making.

**How leader networking, external monitoring, and representing are relevant for effective leadership**

Hassan, S. et al


Understanding why a leader is effective in a particular context requires examining joint effects and different patterns of external behaviour. Past research on external leader behavior only examined one of the specific behaviors or examined a broadly defined behavior that included more than one of the three specific behaviors. The study provides new insight into the independent and joint effects of the three external leadership behaviors on managerial effectiveness and workgroup performance.

**As healthcare changes, systems need to broaden search to find disruptive CEOs**

Meyer, Harris.


Critics say today’s health system CEOs haven’t proved willing or able to shift their business model to meet the demands of consumers accustomed to rapid, high-quality service in other industries.

**Explicit preferred leader behaviours across cultures**

Littrell, R.F. et al.


The purpose of this paper is to develop a reliable and valid field survey research instrument to assess national cultural cognitive templates of preferred leader behaviour dimensions to facilitate education, development, and training of managerial leaders operating across diverse organisations.

**Transformational Change through System Leadership (TCSL)**

*NHS Improvement* - 21 September 2018

This fully funded programme provides access to expert, professional support and peer groups from healthcare systems across the country. It is targeted at teams of senior leaders who are working on a transformational change as part of an STP or ICS work programme. During the workshops, the teams are supported to put theory into practice as they work on their own system-wide, transformational change. Based upon the proven concepts, tools and techniques used when working within complex healthcare environments, TCSL covers a broad range of topics. The workshops integrate a wide


This paper explores the invisibility and underrepresentation of Black nurses in formal and informal leadership roles using a Black feminist poststructuralist framework. The paper describes historical and contemporary challenges experienced by Black nurses throughout their nursing education and in practice. It also highlights how social and institutional discourses continue to marginalise and oppress Black nurses as leaders and render them invisible.

**Quality Improvement**

*Quality improvement in hospital trusts: Sharing learning from trusts on a journey of QI*  
*CQC. 11 September 2018*

This report shares learning from acute, community and mental health trusts. All had adopted and embedded Quality Improvement (QI) across their organisation. This is a systematic approach to improving service quality, efficiency and morale. This report highlights what these trusts told us about their experiences of using QI. The report is not a ‘how-to guide’. It uses the words of hospital staff to share learning with other trusts. Case studies aim to inspire those who may be considering adopting a QI approach.

**Leadership for improvement — board development programme**

*NHS Improvement* - 17 September 2018

QI methods accelerate the rate and improve the effectiveness of change to deliver positive clinical and operational outcomes for all. They enhance the uptake of evidence-based approaches to care and reduce unwarranted variation. The aim of the programme is to enable boards to know what it takes to lead improvement in organisations where QI is a core enabler to delivering the triple aim of achieving improvements in value for money, patient experience (satisfaction and outcomes), and population health. This new programme builds on the programme pilot and is available free of charge to NHS provider organisations.

**The spread challenge: How to support the successful uptake of innovations and improvements in health care**

Horton, T. et al

*Health Foundation* 24 September 2018

This report shines a light on the challenges facing the NHS in improving the uptake of new ideas and
range of perspectives and theories — from complexity and system theories to the psychology of change — and participants have time to use various tools to shape their programme and build their change leadership capability.

Mentoring

**Developing nursing leadership talent - Views from the NHS nursing leadership for south-east England.**
Cabral A, Oram C, Allum S.
*J Nurs Manag.* 2018 Sep 27
This article explores the views of current nursing leaders in the National Health Service on the actions and resources that are required to develop and maintain nursing leadership talent. Although there is considerable talent and expertise within the nursing leadership community, numerous unfilled vacancies and gaps have been identified in competence and capability, with a national analysis indicating that nearly a third of National Health Service director posts are filled by interim appointments or are vacant. Nursing director posts are amongst those vacant for the longest periods. Talent identification and support need to be timely, structured, experientially based, and focused on building resilience and confidence.

Coaching, mentoring, and support networks are considered crucial. Nursing leadership talent needs to be formally identified, developed and supported within organisations and networks should be maintained to reduce professional isolation and counter negative perceptions.

**Mentoring Aspiring Program Directors in Adult Cardiothoracic Anesthesiology-Perspectives From Program Directors Around the United States.**
Capdeville M. et al
With the rapid growth of ACTA fellowship programs, there is a serious ongoing requirement for high-quality program directors. Strong educational leadership is at the core of a successful training program. The program director’s role in maintaining accreditation and creating a rich learning environment for future adult cardiothoracic anesthesiologists cannot be overstated. Programs should plan for the future, including eventual changes in program leadership. Associate program directors often are part of a succession plan to maintain consistency and quality within a program’s core leadership. Early identification of potential candidates for program director, strong mentoring, and exposure to the many resources available to help develop future program directors will not only make for practices, and the need for new approaches when developing national and local programmes to support the spread of innovation.

**Q: The journey so far. Connecting improvement across the UK – insights and progress three years in**
Pereira, P. et al
**Health Foundation** September 2018
Widespread change is necessary to make the health sector fit for the future. Organisations need to be able to reduce waste and unhelpful variation, while developing new models of prevention-focused care. And it is vital that the health sector makes good use of the improvement ideas and expertise that already exist in every part of the UK. Three years after it started, the Q initiative is growing rapidly and providing an insightful picture of the range and location of people involved in improvement efforts. This report reflects the commitment of the Health Foundation and NHS Improvement to share progress and learning from the Q initiative as it develops. It accompanies the publication of RAND Europe’s interim evaluation of Q and the report on the first Q Lab project.

**Independent evaluation of the Q Improvement Lab. Final Report**
Liberati, E.
**RAND Corporation for The Health Foundation** 2018
Around the world social labs are being established as a way of tackling complex challenges. The aim of these labs is to work creatively and collaboratively to formulate and test new ideas. The first Q Improvement Lab (‘Q Lab’), funded by the Health Foundation and NHS Improvement, was launched in the spring of 2017. RAND Europe and the University of Cambridge were commissioned by the Health Foundation to undertake a real-time, formative evaluation to support the Q Lab pilot. The evaluation addressed the overarching question: ‘Is the Q Lab approach likely to become an effective, valuable way of developing ideas or interventions to support positive change at multiple levels of the health and care system?’

**Leadership books in the library**
**Professionalizing leadership [electronic resource]**
Kellerman, Barbara
**Oxford University Press** 2018
The public health crisis survival guide : leadership and
a seamless transition of high-quality leadership, but also will prepare these talented individuals for success and hopefully many years of satisfaction in their new educational leadership roles.

management in trying times [electronic resource]
Sharfstein, Joshua M.
Oxford University Press 2018

The role of leadership educators : transforming learning
Guthrie, K.L et al
Information Age Publishing 2018

Leadership : theory and practice Eighth edition [electronic resource]
Northouse, Peter
SAGE 2018

This bulletin is based partly on the leadership blog for Thames Valley and Wessex Leadership Academy: https://blogs.bodleian.ox.ac.uk/tvw-knowledge-hub/home/

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