

Inspiring innovation in Victorian health services

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Outline

- Innovation in health care
- Management Innovation Learning Sets
- Impact on management skills
- Implications for innovation

Innovation is difficult in health care

- Health care systems have not been successful in incorporating acknowledged best practice (Braithwaite and Hindle 1999, Zuckerman 2000, Adamson & Adamson 2001, Ibrahim and Majoor 2002, OECD 2004)
- Recent inquiries into health care crises throughout the world have illustrated the lack of basic management processes and systems to ensure safe & effective care delivery (Dyer 2001, Kennedy 2001, World Health Organisation 2001, McLean & Walsh 2003)
- Systemic factors may limit innovation (Mintzberg 1991, Dwyer and Leggat 2002, Leggat and Dwyer 2005, National Institute for Clinical Studies 2003)

Management Innovation Learning Sets

- Victorian Health Service Management Innovation Council established the sets in 2007
- Managers from hospital and community health services in metropolitan, rural and regional areas participate in six learning set sessions over 12 months
- In 2007 55 managers; in 2008 32 managers; in 2009 50 managers
- 13 participants did not complete – pregnancy, change of jobs, realisation that learning sets are not for everyone

Learning set goals

- Equip participants with a range of strategies to act on challenges of organisational change
- Enhance the capacity and confidence of the participants to deal with a range of situations using strategic thinking and problem solving skills
- To establish and maintain ongoing multi-disciplinary professional peer support networks for the participants and cross fertilisation of ideas within and across the participating organisations through group learning.

Action Learning

- Dynamic cycle of “problem – diagnosis – action – review – learning – action.” (Bryman, 1989; Cherry 1999; Prideaux, 1990).
- Participants define and analyse their issues to develop appropriate problem solving action. The action is evaluated, learned are applied, and further action taken if necessary.
- Participants leave a meeting with a plan for testing an action in their workplace, and come to the next meeting with an evaluation of that action to discuss.

Content

Overwhelmingly the issues focused on managing people:

- managing up (getting ideas heard & on the agenda, overcoming blocking from above, ensuring support, understanding governance)
- managing down (managing poor performance, managing change, communication)
- managing colleagues (getting the doctors to play, managing change)

Also enhancing practice (DOSA models, process redesign, inter-hospital transfers, consent policies, principles for organisational restructuring etc)

Where was the innovation?

- Leadership behaviours related to initiation: intellectual stimulation, knowledge diffusion, task assignment.
- Leadership behaviours related to implementation: feedback, rewards, resources.
- Leadership behaviours related to both: role modelling, providing vision, consulting, delegating, visible support for innovation, recognition, monitoring (de Jong & Den Hartog 2007).

Evaluation

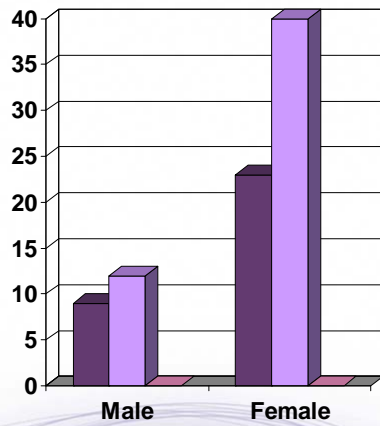
- Conditions for Work Effectiveness (Laschinger et al 2001) measures perceptions of health care worker's access to the four work empowerment structures described by Kanter: access to opportunity, information, support, and resource
- General Self-Efficacy (Schwarzer and Jerusalem 1992)
- Psychological Empowerment (Thomas and Velthouse 1990)
- Psychological Safety (Edmondson 1999)

Demographics

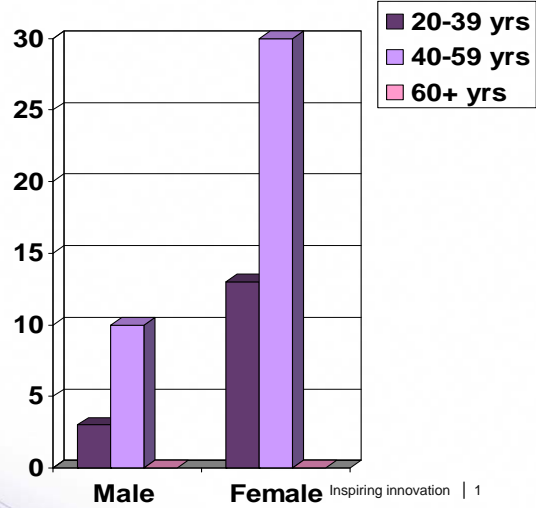
	2007				2008			
	Pre		Post		Pre		Post*	
	Male	Female	Male	Female	Male	Female	Male	Female
Age								
20-39	6	13	2	7	3	10	1	6
40-59	9	27	6	18	3	13	4	12
Total	15	40	8	25	6	23	5	18
Full-time	15	34	8	23	6	20	5	15
Part-time	0	6	0	3	0	3	0	3
Tenure								
<=1 year	8	9	4	4	3	6	0	1
1-5 years	5	9	4	9	0	9	1	11
>5 years	2	22	0	12	3	8	4	6

Age group

Pre-set

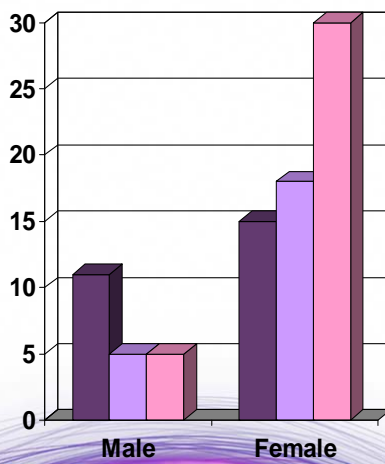


Post-set

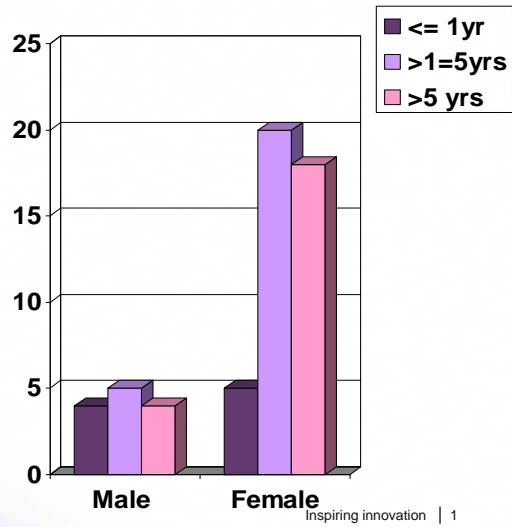


Tenure with organisation

Pre-set



Post-set



Conditions of work effectiveness

Variable	Pre-set		Post-set	
	Mean	Std D	Mean	Std D
Opportunity:				
Opportunity for challenging work	4.46	.73	4.33	.89
Opportunity to gain new skills	4.03	.83	3.84	.94
Opportunity for tasks using skills	4.25	.81	4.14	.85
Rewards for innovation	2.63	.90	2.54	1.17
Information:				
Information about state of organisation	3.87	.83	4.02	.79
Information about values of management	3.91	1.03	3.91	.97
Information about goals of management	3.80	1.04	3.86	.95
Resources:				
Time for paperwork	2.94	.97	2.82	.83
Time to accomplish job	2.99	.90	2.86	.77
Acquiring temporary help	2.25	1.00	2.16	.94

Psychological safety within the sets

Variable	Mean	Std D
If you make a mistake, it is held against you	1.40	.528
Members able to bring up problems and tough issues	4.50	.682
Members reject other for being different	1.66	1.035
It is safe to take a risk	4.43	.596
It is difficult to ask other members for help	1.62	.855
No one would undermine my efforts	4.48	.504
My unique skills and talents are valued and utilised	4.00	.621

Impact on empowerment

Variable	t	df	Sig.
Work I do is important	-1.959	140.4	.052
Job activities are meaningful	10.245	126.7	.746
Work I do is meaningful	-2.985	128.4	.003
I am confident about my ability to do my job	-2.049	131.3	.042
I am self-assured about my capabilities	-2.341	122.9	.021
I have mastered skills necessary for my job	-1.420	127.1	.158
I have autonomy	-1.218	115.3	.226
I can decide how to do my work	-3.008	135.9	.003
I have opportunity for independence	-1.551	126.4	.123
My impact is large	-2.957	120.0	.004
I have control over what happens	-3.151	113.2	.002
I have influence	-3.142	119.7	.002

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Suggestions for improvement

- Minimum group size
- More commitment from other set members (e.g. variable attendance, preparation of issues to discuss)
- Management process for 'no-shows'
- As sets progress move from specific issues to general discussion themes
- More focus on personal skills development
- Mixed advice on participants from same organisation

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Identified benefits

- Increased confidence – consistent qualitative feedback
- Able to analyse issues differently (e.g. see different sides, focus on analysis before solution, looking at bigger picture)
- Focus on things I can control
- Allowing myself to be human and make mistakes
- Not taking work issues so personally
- Using similar methods with my teams
- Access to resources outside my workplace

Relevance for policy & practice

“I remind myself daily that I am not alone and that all peers in all organisations face the same struggles that I do”

- Benefits of the learning set approach
- Equipping participants for innovation

Thank You



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