

Professionalism in Leadership



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Intended learning Outcomes

- To conceptualise the term professionalism
- To discuss professionalism in leadership in relation to:
 - behaving as a professional
 - fostering professionalism



Individual Task

What are the attributes of professionalism?

- Ethical practice
- Honestly and integrity
- Accountability
- Managing conflicts of interest
- Effective communication
- Altruism



Broad definition of professionalism

Professionalism signifies a set of **values, behaviours, and relationships** that underpins **the trust the public has in professionals.**

(RCP, UK 2005)



Modern Conception of Professionalism

(Chandratilake *et al* 2010)

- **Workmanship:**

Doctor's relationship with co-workers

e.g. Accountability, Reflective practice



- **Clinicianship:**

Doctor's relationship with patients

e.g. Good communication, Patient autonomy



- **Citizenship:**

Doctor's social behaviour

e.g. Law-abiding behaviour, Social responsibility



Changing professional expectations

'Old' Professionalism	'New' Professionalism
Detachment	Empathy
Paternalism	Emotional Engagement
Restricted communication with clients	Open Communication
	Client-centeredness
Beneficence as the most prominent ethical principle	Client autonomy as the most prominent ethical principle

(Borgstrom *et al.* 2010)

Group work

- What are the professionalism dilemmas you encounter in your practice?



Leadership and professionalism

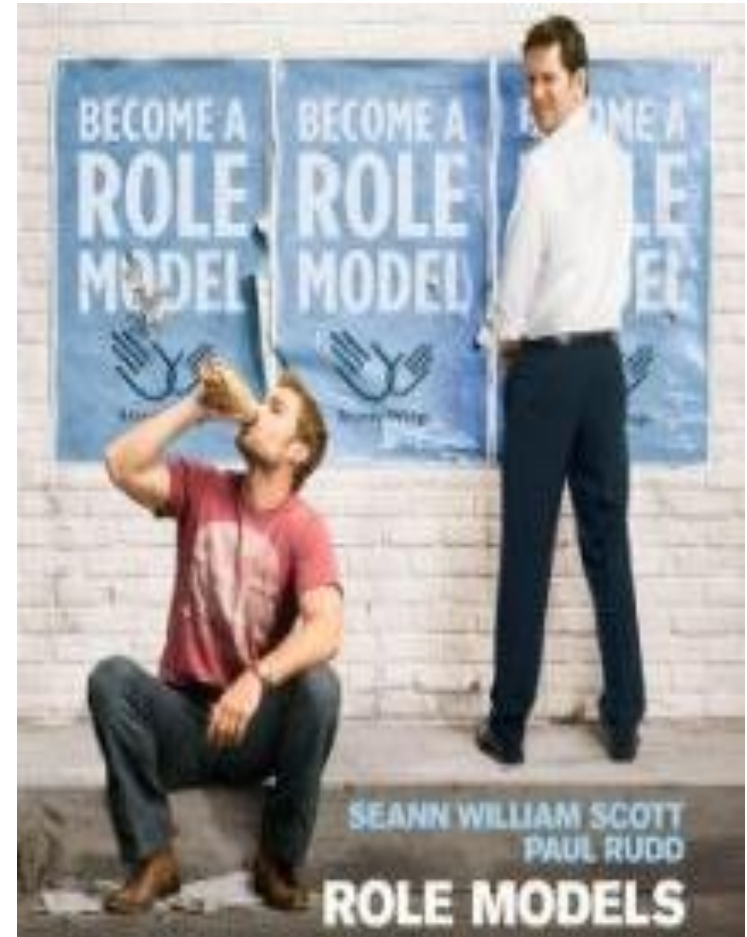
- How to behave as a professional
- How to foster professionalism



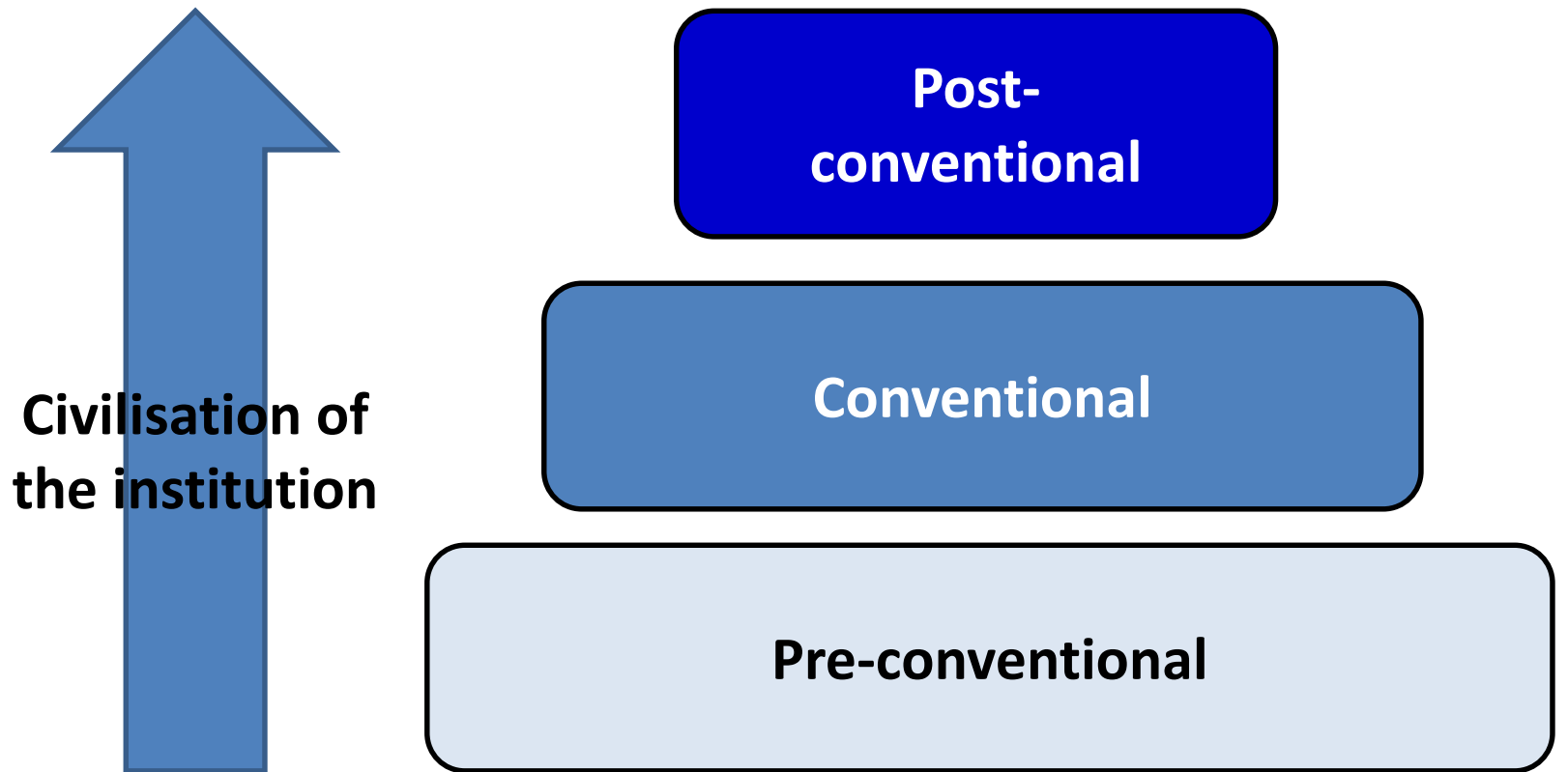
Leader as a role model of professionalism

Professionalism:

- learnt through *role models*
- transmitted through workplace culture



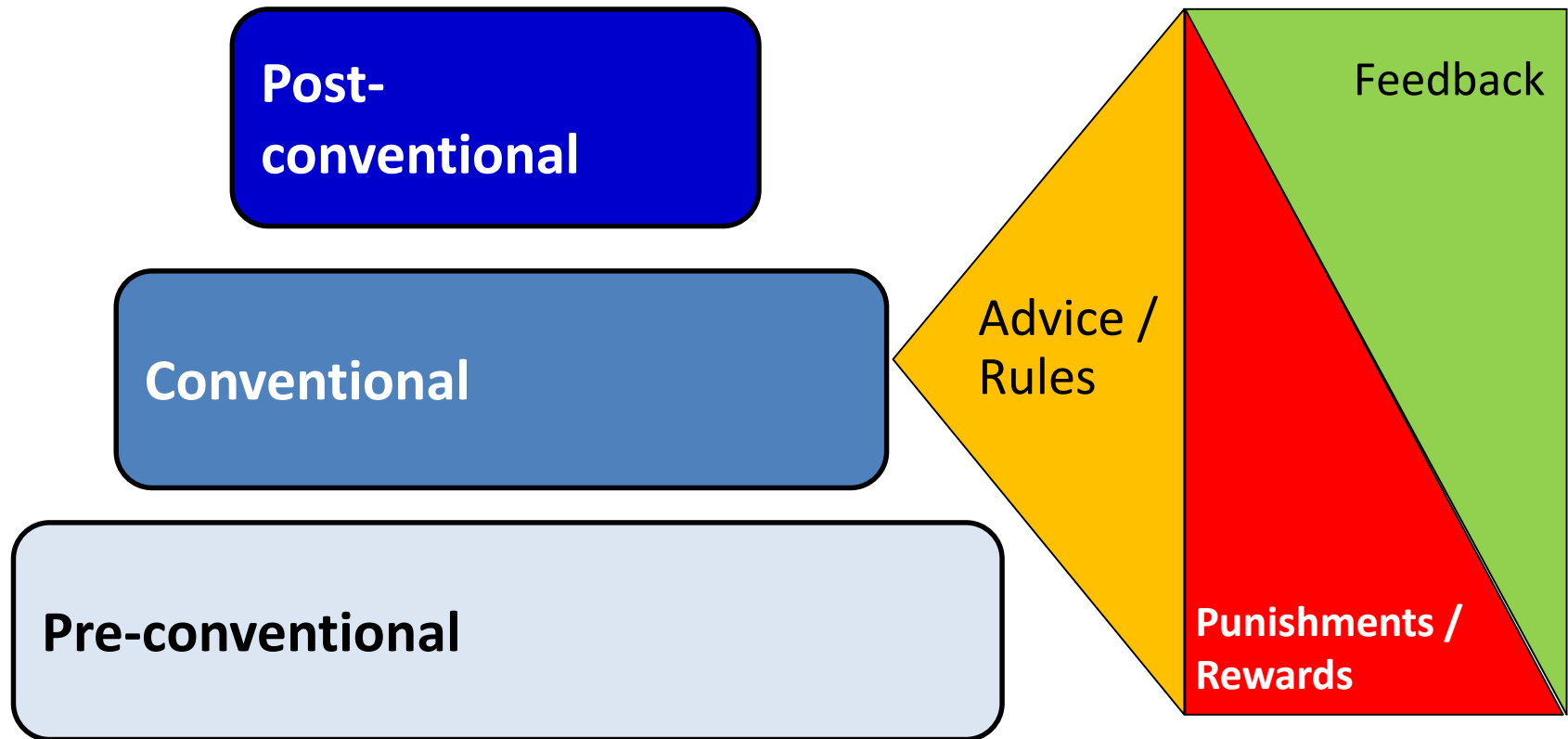
The goal of leadership in professionalism



Stages of moral development (after Kohlberg 1969)

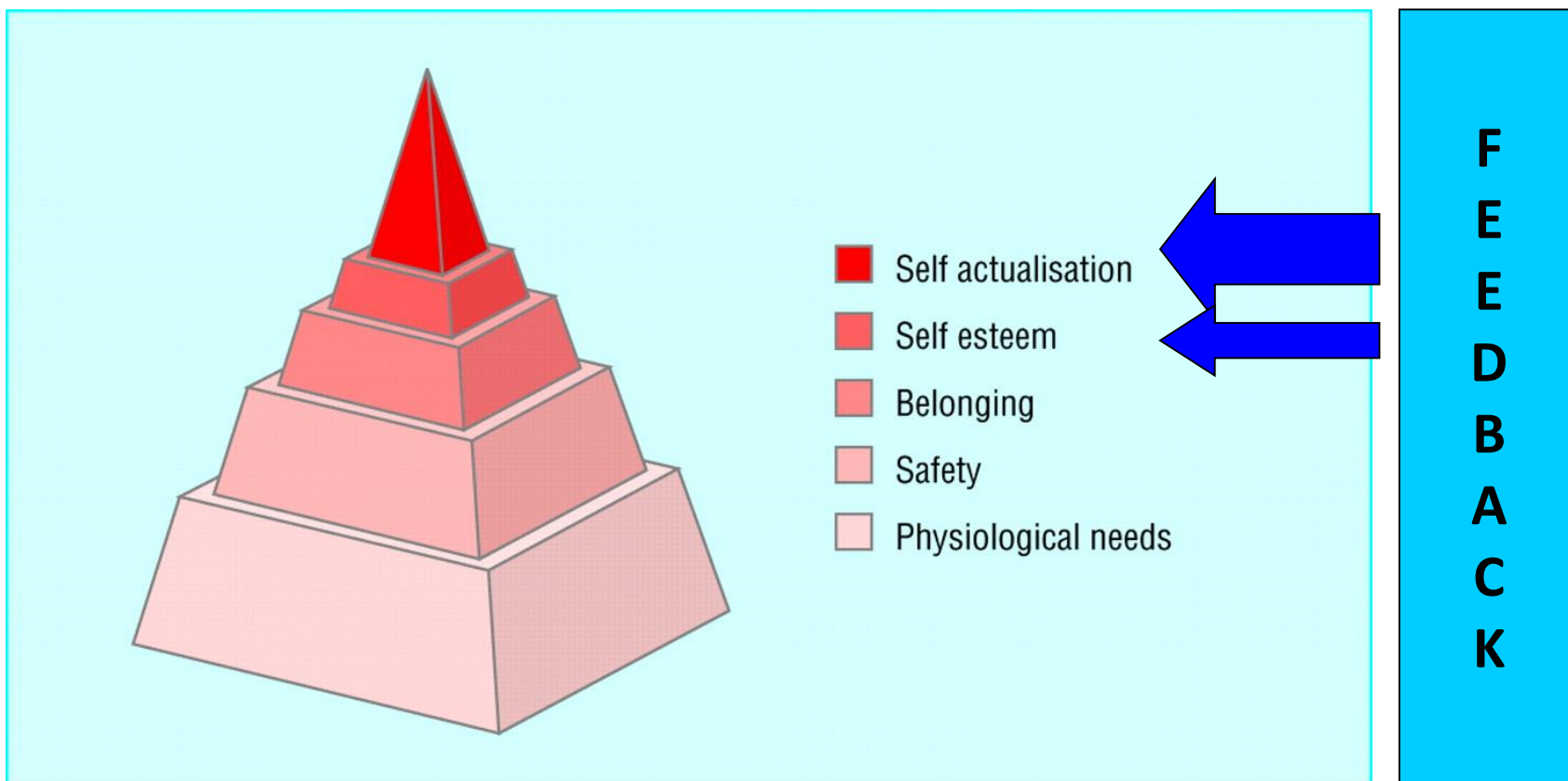
Stages of moral development

(after Kohlberg 1969)



Role of feedback in professionalism

Maslow hierarchy (1954) of needs for motivating learning



Hutchinson, L. *BMJ* 2003;326:810-812

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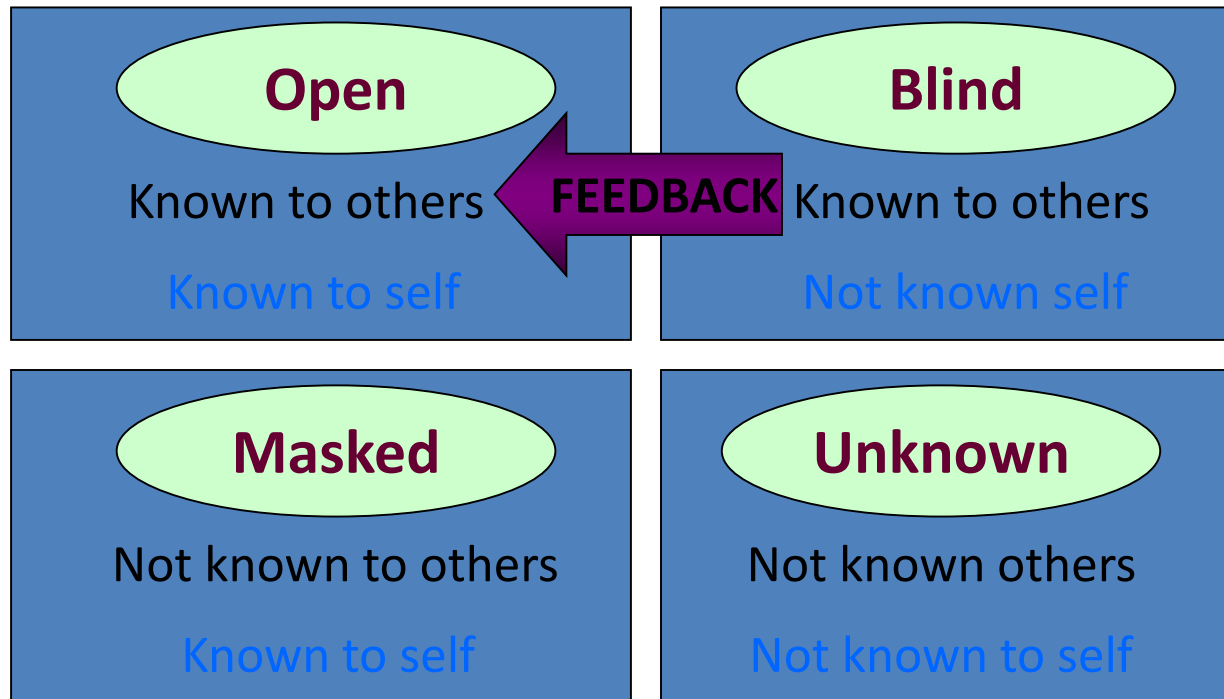
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How does feedback help learning?

People around you



You

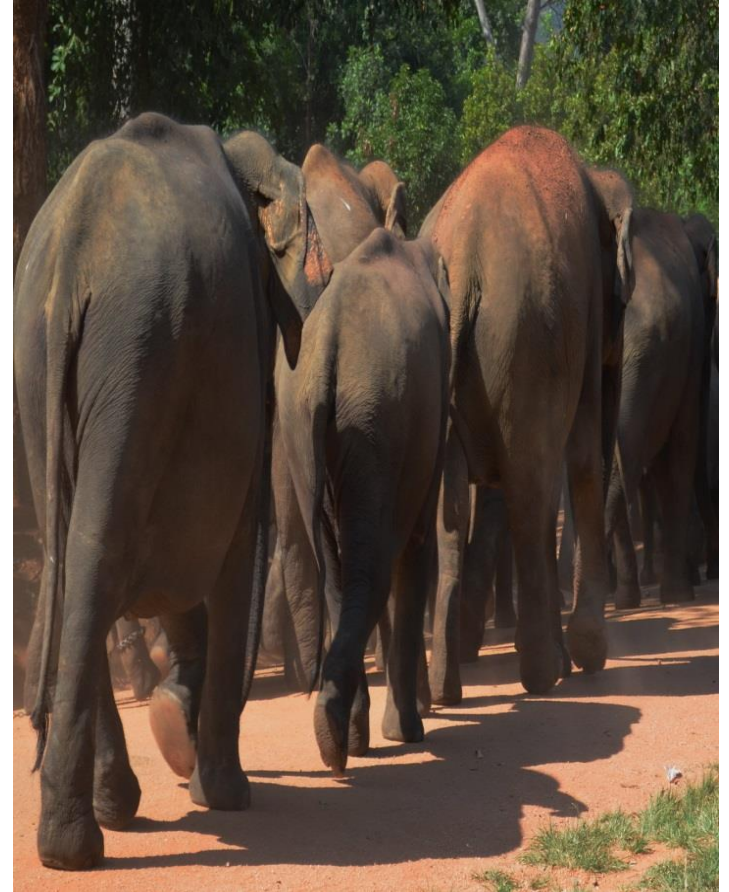


Johari Window (Luft & Ingham, 1955)

The effects of (un) professional culture

(Lempp and Steele, 2004)

- Loss of idealism
- Adoption of “ritualised” professional identity
- Emotional neutralisation
- Change of ethical identity
- Acceptance of hierarchy
- Learning of the less formal aspects of “good doctoring”

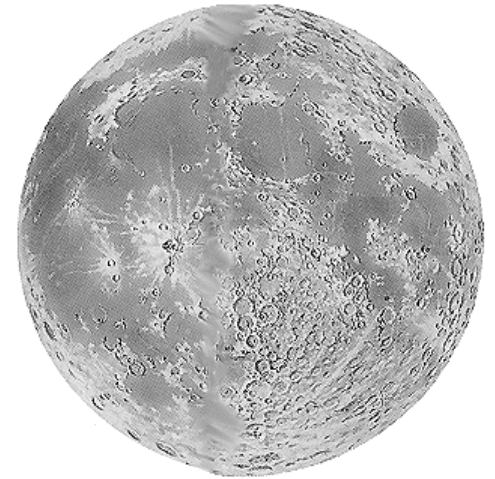


- Being a professional.....

An example

Choose your apprentice

- You are an entrepreneur
- You need to 'hire' an engineer to set up life on the moon!
- It's a big, challenging job that will make history.
- It needs the right apprentice - someone with resilience, determination, engineering expertise and great people skills!



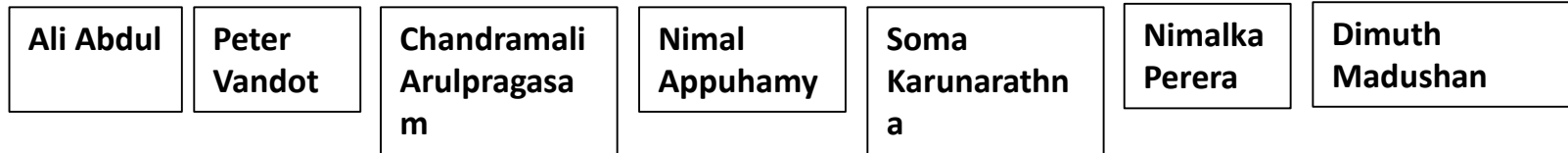
Choose your apprentice

The apprentices...

Fire one now so you have six remaining

Ali	Peter	Chandramal i	Nimal	Soma	Nimalka	Dimuth
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Choose your apprentice



Fire one now so you have five remaining

Choose your apprentice

Fire one now so you have four remaining

Ali Abdul	Peter Vandot	Chandra mali Arulprag asam	Nimal Appuhamy	Soma Karunarithna	Nimalka Perera	Dimuth Madus han
						








Choose your apprentice

Fire one now so you have three remaining

Ali Abdul	Peter Vandot	Chandra mali Arulpragasm	Kumara n Krishnas ami	Soma Karunar athna	Nimalka Perera	Dimuth Madus han
						
Hetero-sexual	Gay	Lesbian	Hetero-sexual	Hetero-sexual	Hetero-sexual	Hetero-sexual

Choose your apprentice

Fire one now so you have two remaining

Ali Abdul	Peter Vandot	Chandra mali Arulpragasm	Nimal Appuhamy	Soma Karunarithna	Nimalka Perera	Dimuth Madusahan
						
Physically fit but wears glasses	Physically and mentally fit	Physically fit and mentally fit	Physically disabled, mentally fit	Physically and mentally fit	Pregnant, physically & mentally fit	Physically fit but suffers anxiety

Choose your apprentice

Fire one now so you have one remaining

Ali Abdul	Peter Vandot	Chandra mali Arulpragasm	Nimal Appuhamy	Soma karunarithna	Nimalka Perera	Dimuth Madusahan
						
Ex-Army	Entrepreneur / business man	Nurse	Doctor of engineering	Engineer and project manager	Army engineering officer	Engineer graduate

Who was your choice?

- What choice did you make?
- Are you pleased with your hired apprentice?
- Would you have made a different decision if you had the qualifications information first?
- What is wrong with judging people with such little information?
- What do you think influenced your decisions?
- Do you think people often judge people like this in our everyday life?
- What could be the consequences of pre-judging people?

Creating professional workplace-based environment

→ **Equity and Diversity**

Equity: Treating everybody fairly and impartially

Diversity: Accepting and respecting the individual differences

Main challenges for equality and diversity

- **Prejudice**

"feeling, favourable or unfavourable, toward a person or thing, prior to, or not based on, actual experience".

(Gordon Allport)

- **Stereo-typing**

to believe unfairly that all people or things with a particular characteristic are the same.



**Take
home message*

- You may make **incorrect judgements** due to **prejudice and stereotyping** if the capabilities of individuals are unknown.
- Engagement helps **identify the capacities and capabilities** of individuals make more **accurate judgements**.

How to behave as a professional

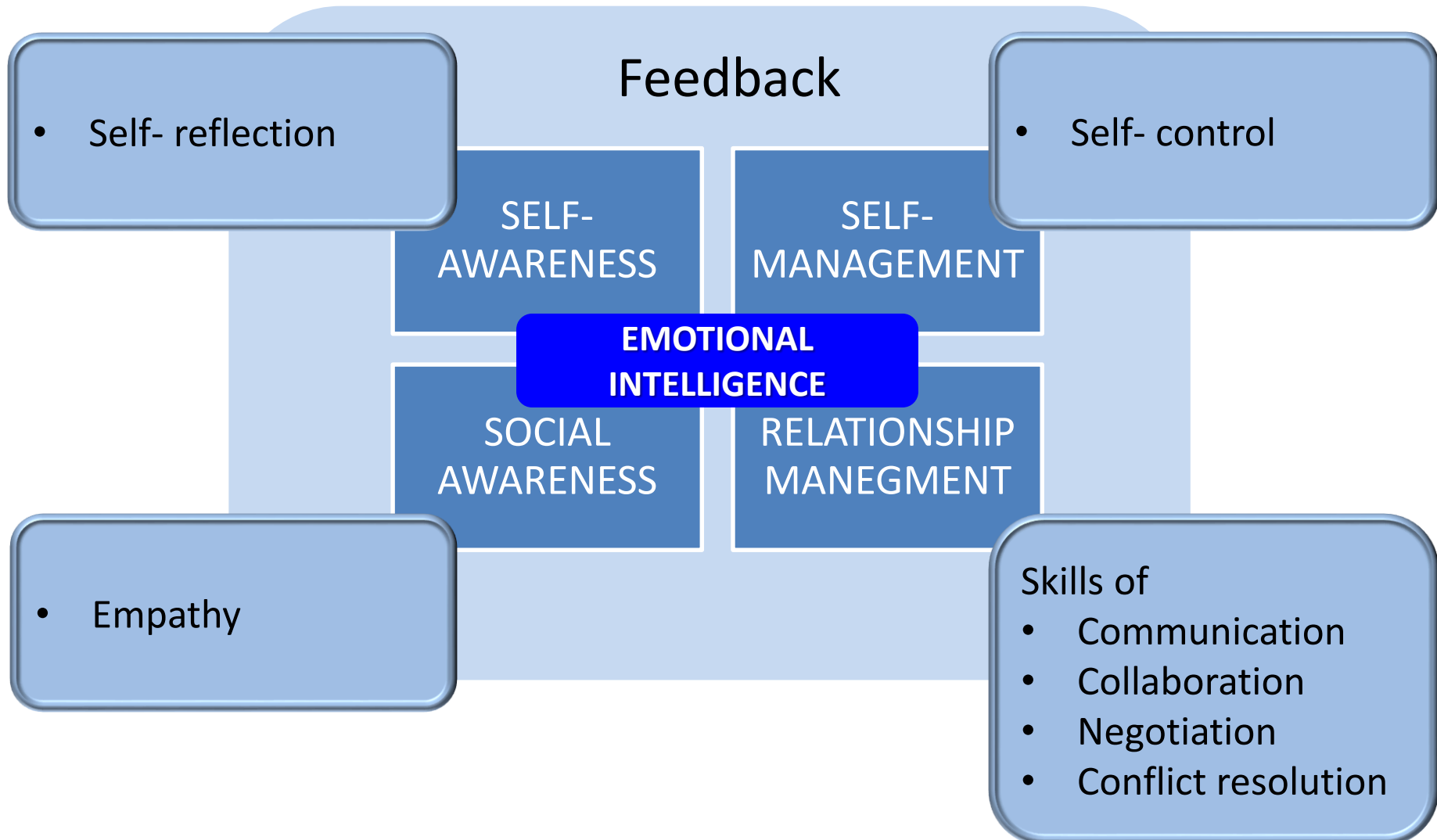
Professional behaviour of individuals

- Your **IQ** (what you know and what you can do) contributes
- Your **EMOTIONAL INTELLIGENCE** determines



Emotional Intelligence (EQ)

(Goldman 2001)

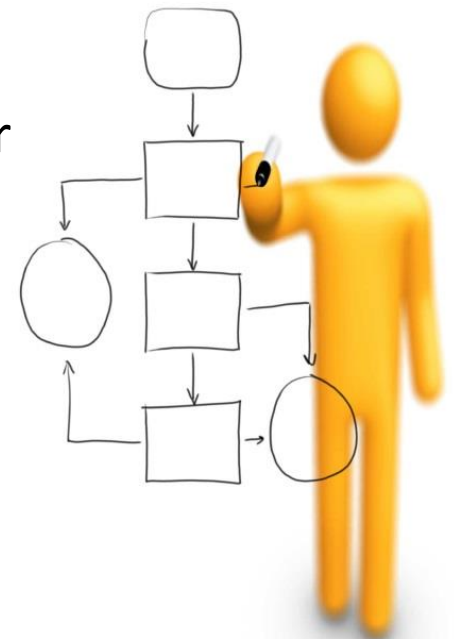


Group work

How do you attribute the professional lapses you identified to the different components of emotional intelligence?

i.e. where was the problem?

- Self-awareness (You did not understand yourself)
- Self-management (You understood yourself but your reaction was poorly managed)
- Social awareness (You did not understand people around you)
- Relationship management (You understood people around you but you manage your relationship with them poorly)



Self-reflection

- What did I do well?
- What should have done differently?
- How should I do better?



Self-control

- Depleted self-control
 - promotes unethical behaviour
 - impairs individuals' ability to recognise that their behaviour is unethical
- High moral identity → depletion of self-control is less
- Resisting unethical behaviour itself consumes self-control.



(Gino *et al* 2011)

Individual Task

When does the self-control put to real challenge?

Working

- under a tight deadline
- with frequent interruptions



Empathy

- **Respectful listening**
 - deep understanding of others' points of view
- **Feeling the impact on others**
 - impact of one's words / actions
- **Service orientation**
 - desire to help



Skills of Relationship Management



Leadership and professionalism

- How to behave as a professional
- How to foster professionalism



Fostering professionalism in workplace

- Being a role model
- Reflective practice
 - e.g.
 - Significant Event Analysis (SEA)
 - Audits



Significant Event Analysis (SEA)

Significant Event Analysis (SEA)

Involves reviewing individual cases or events which have happened as a part of everyday practice and are deemed to be 'significant' by members of the healthcare team involved.

(NHS Education for Scotland)

SEA

- A structured way of reflecting, improving patient care and minimising risk
- A team-based activity
- Encompasses no blame approach
i.e. *what* is wrong rather than *who* is wrong

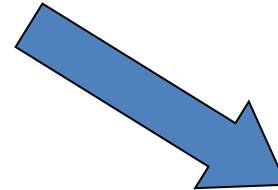
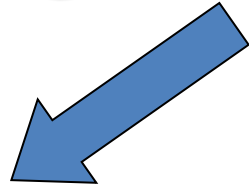
What is a Significant Event?

Any event thought by anyone in the healthcare team as to be significant in the care of patient or the conduct of the organisation



Significant Events

In reality



Critical /Adverse

Celebrate

Adverse occurrences

Near misses

Errors

Significant Events

- Compliments / complaints received
- Breaches of confidentiality
- A public outcry
- Political intervention
- Reprimand in courts
- Coping with staff illness
- Comment by a colleague

SEA - Steps

1. Identifying and prioritising a significant event for analysis
2. Collect and collate factual information
3. Analyse the significant event
4. Writing up
5. External comment on the standards of event analysis



Analysis of the significant event

- **What happened?**

description of the incident

- **How did it happen?**

possible reasons

- **What have you learned?**

learning needs to prevent recurrence

- **What do you do differently next time?**

measures actually undertaken

Group work

- SEA



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Thank you

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What are your questions?