

LEADERSHIP AND MANAGEMENT IN HEALTHCARE

NEIL GOPEE and JO GALLOWAY



3RD EDITION

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SAGE Publications Ltd
1 Oliver's Yard
55 City Road
London EC1Y 1SP

SAGE Publications Inc.
2455 Teller Road
Thousand Oaks, California 91320

SAGE Publications India Pvt Ltd
B 1/I 1 Mohan Cooperative Industrial Area
Mathura Road
New Delhi 110 044

SAGE Publications Asia-Pacific Pte Ltd
3 Church Street
#10-04 Samsung Hub
Singapore 049483

Editor: Becky Taylor
Assistant editor: Charlene Burin
Production editor: Katie Forsythe
Copyeditor: Christine Bitten
Proofreader: David Hemsley
Marketing manager: Tamara Navaratnam
Cover design: Wendy Scott
Typeset by: C&M Digitals (P) Ltd, Chennai, India
Printed by CPI Group (UK) Ltd, Croydon, CR0 4YY

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First edition published 2008. Reprinted 2009, 2011 and 2012
Second edition published 2014. Reprinted 2014, 2015 and 2016 (twice)

This third edition first published 2017

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Library of Congress Control Number: 2016951242

British Library Cataloguing in Publication data

A catalogue record for this book is available from
the British Library

ISBN 978-1-4739-6501-0
ISBN 978-1-4739-6502-7 (pbk)

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ABOUT THE AUTHORS

Neil Gopee is currently employed as lecturer in Health and Life Sciences at Coventry University, having also previously worked as Associate Lecturer for the Open University. He has been an external examiner at various Higher Education Institutions, which has given Neil wide-ranging insights into the two subject areas that he teaches on and researches in: (1) learning, teaching and assessment (under- and post-graduate), and (2) management and leadership in care settings.

Having qualified in Adult Nursing, as well as in Mental Health Nursing, Neil's nursing career has included a combination of clinical experiences in acute care and primary healthcare. Studying for his doctorate provided Neil with further in-depth insights into these subject areas. His publications include various peer-reviewed articles, and two other textbooks: *Mentoring and Supervision in Healthcare* and *Practice Teaching in Healthcare*.

Jo Galloway is Executive Nurse, Quality and Patient Safety, at NHS Redditch and Bromsgrove Clinical Commissioning Group and NHS Wyre Forest Clinical Commissioning Group. With more than 20 years' experience in healthcare, Jo's career has spanned acute care, community care, practice development, education and commissioning. She has held a number of senior management positions both in the NHS and Higher Education. Jo has previously worked as a Nurse Consultant for Older People, and Lecturer Practitioner in Rehabilitation Nursing. Her areas of clinical expertise and publications include rehabilitation, care of older people and leadership. In 2012, Jo was awarded a Leadership Scholarship by The Florence Nightingale Foundation and Burdette Trust for Nursing. Jo is also an Honorary Research Fellow at the Faculty of Health and Research Centre, Health and Lifestyle Interventions, Coventry University.

LIST OF ABBREVIATIONS

5YFV	Five Year Forward View
ACL	Action-Centred Leadership
AHP	Allied Health Profession
AQP	Any Qualified Provider
BEICHMM	Buildings, Equipment, Information Technology, Consumables, Human Resources, Methods and Money
CCG	Clinical Commissioning Group
CHC	Continuing Healthcare
CHRE	Council for Healthcare Regulatory Excellence
CNO	Chief Nursing Officer
COPD	Chronic Obstructive Pulmonary Disease
CPA	Care Programme Approach
CPD	Continuing Professional Development
CPR	Cardio-Pulmonary Resuscitation
CQC	Care Quality Commission
CQUIN	Commissioning for Quality and Innovation
CSW	Clinical Support Worker
DCM	Duty Care Manager
DH	Department of Health
EBHC	Evidence-Based Healthcare
EBMgt	Evidence-based Management
EBM	Evidence-Based Medicine
EBP	Evidence-Based Practice
EPP	Expert Patient Programme
EWS	Early Warning Score
GMC	General Medical Council
GP	General Practitioner
HCPC	Health and Care Professions Council
HEE	Health Education England
HRM	Human Resource Management
ICU	Intensive Care Unit
IDPR	Individual Development and Performance Review (also known as Appraisal)
IHI	Institute for Healthcare Improvement
JSNA	Joint Strategic Needs Assessment
LA	Local Authority
LAWP	Local Workforce Action Board

LEA	Leadership Effectiveness Analysis
LETB	Local Education and Training Board
MBO	Management by Objectives
MDT	Multi-Disciplinary Team
MEWS	Modified Early Warning Score
MRSA	Methicillin-Resistant Staphylococcus Aureus
NAO	National Audit Office
NHS	National Health Service
NHSE	NHS England
NHSI	NHS Improvement
NHS IQ	NHS Improving Quality
<i>NHS KSF</i>	<i>NHS Knowledge and Skills Framework</i>
NHSLA	National Health Service Litigation Authority
NICE	National Institute for Health and Care Excellence
NMC	Nursing and Midwifery Council
NNSSCC	National NHS Staff Survey Co-ordination Centre
NPfIT	National Programme for Information Technology
NQHP	Newly Qualified Healthcare Practitioner
NQN	Newly Qualified Nurse
ONS	Office for National Statistics
PALS	Patient Advice and Liaison Service
PHE	Public Health England
PREP	Post-Registration Education and Practice
PROMS	Patient-Reported Outcome Measures
PSA	Professional Standards Authority for Health and Social Care
QIPP	Quality, Innovation, Productivity and Prevention
RCN	Royal College of Nursing
RCT	Randomised Controlled Trial
RN	Registered Nurse
SIGN	Scottish Intercollegiate Guidelines Network
STP	Sustainability and Transformation Plan
SWOT	Strengths, Weaknesses, Opportunities and Threats
TQM	Total Quality Management
TTO	Tablets to Take Out
WBL	Work-Based Learning
WTE	Whole Time Equivalent

ACKNOWLEDGEMENTS

With special thanks to Roberto, Robyn, Sacha and Eileen for their ongoing support and encouragement

– Jo Galloway

Thank you to my daughters Hema, Sheila and Neeta for always being proud of my scholarly achievements

– Neil Gopee

The authors would also like to thank Sheila Gopee who is a specialist social worker, for her contribution in providing social care perspectives in this textbook, especially Figure 4.2.

PUBLISHER'S ACKNOWLEDGEMENTS

The publishers would like to thank the following individuals for their invaluable feedback on the proposal and draft chapters:

Liz Crighton, London South Bank University, UK

Dr Julie Cullen, University of Southampton, UK

Carole Doherty, former lecturer at the University of Surrey, UK

Winnie Lai-sheung Cheng, Tung Wah College, Hong Kong

Dr Jacqueline Leigh, Reader Teaching and Learning Health Professional Education, University of Salford, UK


Chris Payne, Sheffield Hallam University, UK

Sue West, University of Bradford, UK

The authors and publisher are also grateful to the following for their kind permission to reproduce material:

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ABOUT THE COMPANION WEBSITE

The third edition of *Leadership and Management* is supported by a wealth of online resources for both students and lecturers to aid study and support teaching, which are available at <https://study.sagepub.com/gopeeleadership3e>. Look out for the companion website icon  to direct you to the relevant materials.

For students

- A selection of contemporary case studies from the UK and around the world that bring the content of the book ‘to life’, linking theory with practice and drawing out key principles.
- A flashcard glossary, which features terms from the book, is an ideal tool to help you get to grips with research, key terms and revise for exams.
- Read more widely! A selection of free SAGE journal articles for each chapter to help deepen your knowledge.
- Weblinks provide direct links to the online resources listed at the end of each chapter.

For lecturers

- Seminar questions and activities to use in class or for assignments.

INTRODUCTION

The months leading up to and after the point of registration with the relevant professional regulatory body can be both an exciting and a challenging time for health and social care practitioners. Completing final assignments and practice competencies, applying for and securing your first post as a qualified care professional, coping with the accountability and responsibility of your new role as a registered practitioner, ensuring that you get the right support and fit into your new team are to name but a few of these challenges. This textbook has been designed to support you on your journey from an emerging registered care professional through to becoming a care manager.

Leadership and management are essential skills for all qualified care professionals, regardless of the position that they hold. These skills have relevance for everyday practice in delivering care today, and also in leading and managing change and new ways of working for the care that is delivered tomorrow. It is well recognised that if you do what you always do then the results will be the same, and therefore to effect change we need to work differently. This book has been developed as a composite resource on leadership and management to support the everyday practice of care professionals working at Bands 5 and 6, or their equivalent levels. It is also intended as an essential resource for emerging practitioners, namely care profession students who are in the final year of their pre-registration course.

From our experience of teaching leadership and management within higher education, we are aware that the majority of books on this subject area within health and social care are either aimed at Ward Manager/Band 7 level or are based around the healthcare systems of other countries. We recognised the need to have a core text that is set in the context of health and social care that is delivered in the United Kingdom and which also focuses on supporting leadership and management development for new and emerging care professionals. This book is therefore firmly rooted within management and leadership in care delivery and professional practice within the United Kingdom, albeit a number of policies examined are those that have been issued, and apply predominantly to England.

Because management and leadership theories are generic and can be applied across disciplines and geographical boundaries, this book will also be of interest to care professionals from other countries, in order to facilitate comparative analysis with the care systems and care delivery methods and issues within their respective countries.

We recognise that a gap can sometimes exist between what is taught at university and the care that is actually delivered in the practice setting. As authors, we have a strong background of working within clinical practice and managing care, as well as teaching in higher education institutions. The book has been written with the intention of bridging this theory–practice gap, through drawing upon relevant theories and supporting the reader through Action Points to apply them to their individual practice settings.

Our shared philosophy is that learning should be enjoyable and that we can all learn something from our everyday experiences and interactions. The book uses reflection within the Action Points as a way of supporting you to turn your experiences into learning opportunities. We hope that you find the book to be an invaluable resource to support you in your everyday practice to deliver high quality, person-centred care and to achieve your aspirations.

Organisation of the Book

Chapter 1

How does government policy relate to the care that is delivered within my practice setting?

Chapter 1 sets the scene for socio-economic and political contexts of care provision and care delivery. It examines the current demographic changes that impinge on care delivery as well as government policy that directly affects the care that you deliver daily in your practice setting as a care manager. This chapter will help you to apply a number of these policies to your practice setting and your role.

Chapter 2

There are so many management theories, how do they relate to me and how can I use them to develop my management skills?

Chapter 2 begins by identifying the everyday management activities of the Duty Care Manager (DCM), and will enable you to explore the management theories, roles, styles and features to best advantage. It also explores the qualities and personal skills of effective managers and will also support you to organise care delivery, as well as ensure effective communication with your patients and colleagues.

Chapter 3

What is the significance of leadership in care settings, and how can I be a good leader?

Effective care leadership is essential for the development of health and social care practice and the delivery of care services. This chapter focuses on the DCM's leadership and provides you with the opportunity to reflect on the various dimensions, potentials and styles of leadership, along with well-tested prevailing theories to support personal leadership development.

Chapter 4

Problem-solving, decision-making and managing conflict – what tools can I draw upon to support my practice?

Health and social care professionals are faced with a range of decisions that they have to make on a day-to-day basis. This chapter analyses the nature of problems, decisions and conflict, and presents you with frameworks for decision-making, problem-solving and conflict resolution within the context of professional practice.

Chapter 5

How can I ensure my patients receive high quality care?

Quality improvement is everybody's business and the DCM has a key role in supporting ongoing quality improvement, monitoring and assurance. This chapter examines quality frameworks and tools that you can use to maximise use of time and continuously improve the quality of care that is delivered within your practice setting.

Chapter 6

Change, change and more change – how can I inspire change and facilitate the change management process at my level in the practice setting?

Change is omnipresent in health and social care and is essential to the modernisation of care services, together with the quest for ongoing improvements to quality and patient outcomes. This chapter critically examines change management theories and provides a framework for you to plan and implement change effectively in your practice setting, together with ways of sustaining the change.

Chapter 7

How can I deliver high quality care whilst ensuring best value for money and working within a set budget?

Health and social care resources need to be effectively and efficiently managed in order to maximise outcomes for patients or service users and ensure best value for money. This chapter addresses both the management of human and consumable resources and supports you to develop budget management skills in the current ethos of value-for-money and efficiency savings.

Chapter 8

So many competing priorities, targets to meet and demands on my time – what can I do to ensure that myself and my team members feel supported?

Care professionals have a number of challenges, competing priorities and demands to manage throughout the course of their day-to-day practice. This chapter will support you to draw on actual and potential support mechanisms, as well as develop self-management strategies.

Chapter 9

How can I involve patients in their care, and work with my team to deliver care that is person-centred?

Current national policy priorities include the provision of personalised care and patient and public involvement in the delivery of care services. This chapter explores the power base of both care professionals and patients, and provides you with opportunities to utilise mechanisms that promote patient involvement in their care.

Chapter 10

Healthcare is delivered in the context of teams with a shared purpose – how can I be both a good team player and an effective team leader?

Achieving seamless services and ensuring timely transfers of patient care are reliant upon effective teamwork between primary, secondary, community and social care. This chapter explores team roles and supports you to identify and apply mechanisms to maximise and evaluate team performance.

Chapter 11

How can I support registrants and other colleagues to further develop their clinical proficiency, and also develop my own competence as an effective leader and manager?

Education, training, and continuing professional development are essential to support service development and ongoing improvements to the quality of care and patient outcomes. The DCM has responsibility for their own continuing learning, and also to support the development of new registrants and other learners in the team. This chapter will support you to identify development needs and to make the most of the learning opportunities that are available.

How to Use the Book

The book includes a number of features that have been integrated to support your learning and development. These features will support you to use the book as a resource that you can come back to again and again to further expand and reinforce your learning.

Action Points: Action Points are included throughout all of the chapters to support you to reflect on current practice and to learn from your experiences. Action Points enable you to apply your learning to practice situations and to look at suggested supporting materials in more depth to enhance the scope of your knowledge in the identified area.

Chapter summaries: Summaries are provided at the end of each chapter as an aide memoir and to support you to relocate and revisit pertinent points as required.

Good practice guidelines: Good practice guidelines are provided at the end of each chapter to highlight the key messages that have been constituted, to inform your practice and for you to apply within your practice setting.

Glossary: A glossary of terms has been incorporated at the end of the book to help you understand the meaning of a number of key concepts that are inherent within leadership and management.

Terminology

The following terminology is used throughout the book.

The term **'patient'** is used as a generic term to refer to 'users' of health and social care in the widest sense and therefore also represents service users and clients.

The terms **'practice setting'** and **'care setting'** are used interchangeably to signify the locations where health and social care practitioners carry out their roles, that is to address patients' or service users' health or social care needs, and includes hospital wards, clinics, GP surgeries, nursing homes and the patient's own home.

'Care' is used as a generic term that includes nursing care, but also represents therapy and treatment.

The terms **'healthcare professional'**, **'care professional'** and **'registrant'** are used interchangeably to refer to qualified nurses, and allied health and social care professionals, who are registered with their respective professional regulatory bodies. **'Healthcare practitioner'** refers to all members of staff who are employed to deliver care directly to patients or service users, even if they are not registered with a professional regulatory body such as the Nursing and Midwifery Council.

'Duty Care Manager' (DCM) is the term used throughout the book to refer to a healthcare professional who has management responsibility for a group of patients, a team of staff or a practice setting. This responsibility may be for the duration of a **span of duty** (e.g. managing the practice setting), or may be more permanent in nature (e.g. managing a team of staff or a group of patients). The term is used as a way of differentiating between the role and responsibilities of the first line manager from those of middle and senior managers in healthcare settings. Please see the Glossary for definitions of other terminologies used in this textbook.

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