Transformational Change through System Leadership

Programme information
Welcome and introduction

The Transformational Change through System Leadership (TCSL) programme is a four-month development opportunity for leaders in health and care systems who want to learn and apply the concepts, tools and techniques of transformational change.

The conceptual starting point for the programme is that transformational change, although it includes many smaller scale changes, is fundamentally different from small scale change or service improvement for three reasons:

- the need to manage the expectations and interests of many stakeholders, often across different organisations
- the complexity of system dynamics, with many interacting services, pathways and processes
- the challenge of dealing with uncertainty and unplanned changes during the transformation.

Transformational change involves us shifting our focus from what we would pay attention to in smaller scale changes. This shift is illustrated in the table below.

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<th>Small scale improvement</th>
<th>Transformational change</th>
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<td>1. The project and deliverables</td>
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<td>2. The plan and Gantt chart</td>
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<td>12. Competence in change management</td>
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<td>13. Role modelling objectivity</td>
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<td>15. Getting compliance</td>
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<td>16. Knowing the problems</td>
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As a participant on the programme you will learn and apply many of the techniques proven to deal with this shift in focus. The programme is designed for transformational changes at any stage but will most benefit systems in the early phase.

Our goal as a faculty is to create a safe environment that allows you to learn and practise new ways of working, with the thinking space to decide how you will apply this learning to your specific transformational change.

We ask that you join us on the programme with a willingness to experiment, a desire to share your wisdom with others and an openness to talk about the challenges you are grappling with in your work as a change leader.

The Faculty
Background

The curriculum for our programme is shown on the outer ring in the image below.

Figure 1: Delivering transformational change

The inner elements are how we describe the activities you may undertake as a leader of transformational change.

- In **creating direction** your focus is on understanding your transformational change needs, creating a vision and deciding what you will do to deliver it.

- In **building readiness** your focus is on the system delivering your change, ensuring you, your team and those in the wider system are ready and able to deliver it.

- In **leading transformation** your focus is on establishing new ways to lead change, both personally and through others, as well as shaping the systems that oversee and shape change delivery.
Working on these areas should help you answer three related questions:

- Creating direction: What are we going to change to achieve our goals?
- Building readiness: What do we need to do in our system to be ready to make these changes?
- Leading transformation: How do we need to lead differently so that these changes occur?

Getting a system and its leaders ready to deliver change is a major undertaking in itself so we focus as much on these enablers as we do on the transformation.

The outer elements of Figure 1 describe the curriculum topics in the programme. (For more details see the next section). Many also relate to all three questions.
Curriculum topics

Our curriculum is an evolving conceptual map of important topics in the delivery of transformational change.

Over the last few years it has developed to:

- bring together the literature on major change, from the healthcare sector and industry
- take into account learning from the delivery of the programme so far and the experiences of those delivering change
- integrate academic and professional knowledge.

The curriculum will continue to evolve as we learn more about transformational change and particular barriers or enablers in the NHS.

It is important to note that the curriculum is not specific to a particular change topic. It can be applied to the redesign of urgent care services or creation of an organisational safety culture, but the relevance of each topic will vary according to the change being made and the local context.

Linked to this, our approach to guiding others in the delivery of transformational change is non-directive. We do not offer a formula that says ‘start with A, then do B’, although some elements (such as creating a vision) do typically occur earlier in a change process. There is no magic formula or set of steps that can be applied to every scenario. Each change is unique and our curriculum represents our knowledge of the range of areas that leaders need to consider in designing their local change.

Curriculum modules are listed below (with their full titles) and then described in more detail.

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**Topics in detail**

1. **Exploring key concepts in transformational change**

   This topic starts our exploration of transformational change. It identifies how our approach to delivering change is governed by the ways in which we characterise the systems and the challenges we are working with. Systems ‘as machines’ or ‘as sets of relationships’ are the dominant metaphors in system change, each with its own implications for how we choose to tackle change. Drawing on the field of complexity thinking we describe four system types using the Cynefin Model and contrast the approaches to change in each. We close this topic by offering insights into the factors affecting success or failure in delivering transformational change in the NHS, previewing many of the concepts we cover in the programme.

   By the end of this topic you will:

   - have a critical awareness of different system types and approaches to change
   - be able to assess your system against the key factors affecting the success or failure of transformational change.

2. **Building trust and understanding with others**

   When working to convince others to join us in a change it is easy to undermine our efforts by working from flawed assumptions. This topic discusses some practical approaches to building trust and understanding with others, moving towards a platform of commitment to change. Using some simple techniques we explore who you need to engage with, what you know about their goals in relation to your change area and how you can communicate about your programme to maximise buy-in, trust and commitment.

   By the end of this topic you will:

   - be able to do a broad assessment that identifies your stakeholders from across your system and your knowledge of them
   - be able to communicate changes to maximise the likelihood of stakeholder engagement, applying concepts such as ‘framing’ and ‘attractor patterns’ in your change work
   - understand ways in which you can role model new leadership approaches that help to build trust and broad commitment to change.
3. Working through distributed leadership and networks

The scale and complexity of transformational change mean it cannot usually be delivered through a model of centralised control. Instead we have to look towards new ways of working that involve a wider group of change leaders. This ‘distributed leadership’ approach brings with it challenges, such as how to create, support and align these leaders and what it means to be a ‘system leader’ who is ‘in command, not in control’. Taking different aspects of distributed leadership we begin to plan how you can make this approach effective in your system, building on the latest thinking around system leadership and networks.

By the end of this topic you will:

- have a broad understanding of the concepts of distributed and system leadership and best practice in the creation and support of networks
- be able to develop advanced leadership arrangements in your system that balance centralised direction with local ownership of actions
- have formulated plans for using distributed leadership and networks through a critical awareness of key concepts and consideration of your local system.

4. Creating a vision

Visions are often seen as little more than catchy straplines or management rhetoric. In this topic we unpack what constitutes a vision and how it can play a central role in transformation. We describe a ‘visioning’ process and offer a simple approach for creating a vision with a team or group. We also discuss some of the attributes of a good vision and give you the opportunity to assess the current vision for your transformation or plan your process for creating one.

By the end of this topic you will:

- have an integrated understanding of the content and role of a vision and visioning process in transformational change
- be able to evaluate how best to develop your local vision or assess the adequacy of your current vision
- be able to use a vision as an effective communication and engagement mechanism
- be able to work in partnership and support others in creating a vision.
5. Effective action-planning

This topic introduces simple tools and techniques that support effective action-planning. Starting with two tools many teams have found helpful (30/60/90 days cycles and ‘taking two steps down’), we then look at a range of simple techniques borrowed from Agile methods and apply these to actions arising from the programme.

By the end of this topic you will:

- be able to apply a range of simple action planning techniques specific to your change programme
- have developed a range of actions that support you and your system in moving forward with your transformational change.

6. Understanding your system – sense-making with others

Healthcare systems are usually complex. Cause and effect relationships are unclear, different people have competing perspectives on the system’s purpose (and what needs to change), and the ongoing evolution of the system is shaped by stakeholder reactions to changes. In this topic we therefore introduce a simple framework for making sense of your system with others to provide a platform for action-planning. Building on ideas introduced by W. Edwards Deming, we use the lenses of system understanding, psychology, knowledge and variation to increase our understanding of our systems.

By the end of this topic you will be able to:

- use a framework for gathering a broad range of information and perspectives so that you can make sense of complex systems
- use the ‘lens’ framework as a learning, sense-making and engagement approach to creating broad system understanding as a basis for planning changes
- support the contribution of staff at all levels in identifying system strengths and weaknesses of your vision and goals.

7. Using qualitative intelligence

As an ‘evidence-based’ service the NHS has made significant advances in using quantitative data and statistical analysis to determine best practice. It is also increasingly adept at using quantitative data for improvement. However, its use of qualitative data is less advanced and often limited to specific contexts. This topic explores the role and benefits of gathering qualitative data to aid our understanding of social systems. It expands on what we mean by qualitative data, how it can be
used to support change and typical techniques that we might use in healthcare. By applying some simple principles you will start to identify the potential for increased use of qualitative data in your change programme.

By the end of this topic you will:

- be able to judge the types of qualitative data required to support your change and plan data-collection processes
- be able to use qualitative data as part of your analytical and communication processes in your transformational change
- understand the role of qualitative data in system evaluation and strategy.

8. Working with resistance to change

Resistance to change can be thought of as a response to loss (eg loss of status, relationships, services, etc) and a way to manage threat and anxiety. Using a psychological perspective, this topic discusses how we can identify potential resistance and minimise its impact. Taking the position that resistance is a normal (and perhaps welcome) aspect of transformational change, we work through a range of models, concepts and tools that can help in planning a change programme.

By the end of this topic you will:

- have an integrated understanding of psychological models of resistance and change that will support you in determining your tactics for change
- be able to apply several analytical processes to judge how best to work with your stakeholders to minimise the impact of resistance
- have new perspectives on the causes and remedies of resistance that allow you to adapt your leadership behaviours.

9. Undertaking action learning and reflection

Donald Schön, an expert on learning, noted that much of our work as professionals occurs in ‘indeterminate zones of practice’ where our taught learning does not directly apply. Change leaders therefore need to build their capacity to reflect and learn, developing new insights from their practice and that of others. Through action learning and guided study you will develop your ability to reflect and support others on a similar journey.

By the end of this topic you will:

- have experienced and internalised approaches to reflection and action learning
• be able to direct your own learning through the effective use of action learning techniques.

10. Improving team and individual effectiveness

Transformational change is rarely delivered by a sole leader. It is often the result of the combined efforts of a change team. While these teams might be fluid in their membership and go by many different names, it is clear that their effectiveness is crucial to the success of a change. Here we offer insights into how change teams may struggle and tips for improvement. We also expand on the simple principle that ‘everyone is different’ to explore how you can get the best from your team, avoid dysfunctional team behaviours and personally connect better with your team and wider stakeholders.

By the end of this topic you will:

• understand typical challenges faced by change teams and have a range of tactics to improve effectiveness
• be able to communicate in your team and across your change programme in new ways that recognise individual preferences
• be able to work in partnership and support your change team to work more effectively using simple tools and techniques.

11. Acting as a leader of transformational change

Theories about leadership have moved from a belief that leaders are ‘born not made’ to more recent views that leadership style needs to be adapted to context. Here we bring the concept of leadership up to date, discussing what it means to be a system leader, to be authentic and to act with emotional intelligence. Building on earlier ideas of ‘burning ambition’ we explore how you can act with emotional intelligence and some of the demands that will require resilience as a leader. You will get the opportunity to reflect on your style of leadership and how you might need to stretch yourself to adopt new ways of being emotionally intelligent, able to be aware of, control, and express your emotions, and handle interpersonal relationships judiciously and empathetically.

By the end of this topic you will be able to:

• reflect on your personal approach to leadership
• role model appropriate leadership behaviours and ensure that the ‘signals’ you send out support your vision through a consistent approach.
12. Engaging through narrative

Traditionally leaders of change have been encouraged to be dispassionate and objective, putting their head before their heart. However, evidence shows that people don’t always listen with their head and instead look for how the messages they hear from a leader align with their values and beliefs. They also look for signs that they can trust a leader, wanting to know what drives their push for change. Storytelling techniques have a long history in motivating people to change, powerfully exemplified by Martin Luther King and more recently by Barack Obama in his campaign for the presidency of the USA. In this topic we unpack the structured storytelling technique of public narrative as taught by Marshall Gantz (who guided much of Obama’s campaign). We initially develop our story of ‘now’, later building to include other elements.

By the end of this topic you will:

- understand the role, structure and skills of public narrative in supporting change
- be able to communicate your change messages in powerful new ways that support you in reaching diverse audiences, drawing on your own experiences, values and motivations.

13. Managing your programme

Various methods exist for designing and delivering change programmes. In the NHS and wider public sector, Managing Successful Programmes (MSP) is the accepted standard and many organisations have adopted it in full or in part. We try to get to the heart of MSP-like approaches and explore how their techniques and activities can be viewed through the lens of complex, emergent change, often across organisational boundaries in situations of significant uncertainty. Together we distil the key messages and principles and plan how to apply them in our change programmes.

By the end of this topic you will:

- critically understand key principles, processes and strategies used in programme management
- be able to integrate good practice in programme management into your change activities
- be able to create a culture and set of local processes for programme management and governance that match the complexity of your change programme
14. Defining the principles of transformation

Expanding on earlier discussions of transformational change, this topic explores how we define it and the key principles that underpin the practice. Discussing a range of good practice tips and building on the ‘wisdom in the room’ we develop practical ideas for how you can enhance your change programme.

By the end of this topic you will:

- understand the various definitions of transformational change, its key features and how it differs from smaller scale service improvement
- be able to adopt good practice tips for leading and managing a complex change programme, taking into account your local context and requirements
- be able to integrate a range of perspectives on transformational change to make judgements about suitable local activities
- be able to support others in leading change through effective application of key principles, processes and strategies.

15. Exploring volatility, uncertainty, complexity and ambiguity

Increasingly it is recognised that one of the major challenges of delivering change at scale is the need to deal with volatility, uncertainty, complexity and ambiguity (VUCA). In this topic we define what these terms mean and discuss their practical implications for leading change in the public sector. In particular, we explore their implications for how we deal with risks, design projects and plan actions in our programmes.

By the end of this topic you will:

- understand what is meant by VUCA and its implications for programme design, risk management and project plans
- be able to create a local approach to risk management and decision-making that takes account of VUCA
- be able to direct local systems for quality assurance and effective governance in light of the likelihood of VUCA.
16. Understanding the innovation process

Innovation is more than simple creativity - it is a process. Before ever getting to think creatively it is necessary to gather information to help define the topic for creative thinking. After generating ideas it is necessary to select the best, refine them, prototype them and eventually move on to piloting and implementation. In this topic we learn from some of the most successful innovators in industry to identify some simple techniques we can apply in our systems to ensure a successful innovation process.

By the end of this topic you will:

- be able to implement best practice innovation processes to support your change programme
- be able to develop your own (and others’) innovation effectiveness, supporting your ability to use original or novel solutions in your change.

17. Applying the tools of innovation

There are a range of proven tools and techniques that support the innovation process. You will experience using a range of these tools that encourage broader thinking, helping you to get out of your existing ‘mental valleys’. As a change leader you will see how to facilitate their use and explore the types of problems or situations where they offer most value.

By the end of this topic you will:

- be able to apply a range of innovation techniques and select appropriate techniques depending on your local context
- be able to increase involvement of stakeholders in identifying actions or outcomes that are relevant to your change programme sing many methods.

18. Creating a culture of innovation to support transformation

Having the right tools is just one enabler of effective innovation. In this topic we discuss the seven key dimensions of culture that distinguish highly innovative organisations. Based on systematic evidence review we outline what works and offer practical ideas for creating a culture that supports innovation – and by extension, supports transformation. You will explore what you can do to support innovation both in your change programme environment and more broadly across your system.

By the end of this topic you will:

- understand the seven key dimensions of culture that distinguish highly innovative organisations and some practical actions to make these a reality
• be able to develop a culture of innovation in your change programme.

19. Supporting dialogue and mapping polarities

Should care be provided conveniently close to home or in the safety of a large central hospital? Debates like these are examples of a particular type of problem known as a ‘polarity’. In a polarity, we often end up describing something as a choice when in fact it is actually a problem to be managed – with no definitive right answer. In this topic we define what we mean by a polarity and show how polarities are prevalent in nearly all transformational changes and are an inherent part of the change process itself. By mapping a particular polarity we will see how polarities can be identified and worked with in transformational change as part of supporting a move towards dialogue rather than ‘either/or’ debates.

By the end of this topic you will:

• understand what a polarity is, common types of polarity and techniques for using polarities in change programmes
• be able to map a polarity and support others to manage polarities you encounter in your work
• be able to communicate changes more effectively by recognising polarities and exploring ‘both/and’ solutions to managing polarities in your change programme.

20. Developing driver diagrams to design programmes of change

Transformational change can involve hundreds of inter-related smaller scale projects yet too often we simply represent these as a long list without adequately showing how each contributes to the overall goal. Driver diagrams are a simple yet powerful tool for explaining the logic model behind a range of projects. Created in a simple tree-like structure a driver diagram shows how projects link to achieve higher level aims which in turn eventually together achieve an overall goal. Here we will cover how to create a driver diagram for your change programme and use it as the basis for a measurement framework.

By the end of this topic you will:

• be able to create a driver diagram that describes your logic model for achieving your programme goals
• understand the structure of a driver diagram, how it supports creation of a measurement framework and how to use it to represent a change strategy on a page
• be able to support others to create local driver diagrams to plan and evaluate changes.

21. Assessing your project portfolio

Sometimes transformational change programmes inherit or accumulate existing projects to become part of the overall portfolio of change. In this topic, we look at how to assess projects across several dimensions to determine if they are fit for purpose. Using the Innovation, Design, Experimentation and Alignment (IDEA) approach we explore aspects of innovation, project design, the role of experimentation and the alignment between projects. Here you will develop your ability to critically assess your change projects and those that become part of your wider change portfolio.

By the end of this topic you will:

• understand the IDEA approach and how it can be used to critically assess your change projects

• be able to apply IDEA to ensure that your change projects are fit for purpose.

22. Gaining understanding through systems thinking

‘Systems thinking’ has been around for many years and is typified by the works of people like Peter Senge. In this topic we describe the basic building blocks of systems thinking, showing how feedback in organisations or wider systems can lead to unexpected or unwanted results. Using examples and introducing a range of commonly recurring system patterns (‘archetypes’) we explore how you can apply systems thinking in your change work. You will start to identify some of the archetypes in your system and see how to apply standard change strategies.

By the end of this topic you will:

• understand the core concepts of systems thinking, the role of feedback loops and the structure of common archetypes

• be able to effectively analyse your system with others to identify archetypes and take appropriate actions to change the system behaviour

• gaining understanding through systems thinking.

23. Role modelling

One of the most important things you do as a leader is be a role model. As a leader, people around you are constantly observing your actions and listening to what you say. You are therefore constantly acting as a role model whether you realize it or not. This topic area focuses on why role modelling is so important for leaders of system-
wide change and encourages you to think about what that means for you as a system leader, a ‘signal generator’. What are the values and behaviours you want to role model and how can you enhance your influence using role modelling?

By the end of this topic you will:

- be able to role model appropriate leadership behaviours and ensure the ‘signals’ you send out consistently support your vision.
Advancing Change and Transformation (ACT) Academy faculty

Julia Taylor, Director

Dr Taylor has worked in the healthcare improvement field at national and international level since 2001. Previously she was the National Programme Director for Building Transformational Change Capability at NHS Improving Quality and before that, Director of Learning and Development at the NHS Institute for Innovation and Improvement. She has held the post of National Programme Director for Ambulance Trusts and has been Director of an NHS trust.

Julia has extensive experience of supporting change management and leadership development in complex environments and building organisational effectiveness. She is a recognised authority on service improvement and large-scale change approaches to transformation. She has expertise in delivering transformational change across organisational boundaries in complex settings through system leadership. An experienced qualified executive coach, Dr Taylor has studied with the Harvard Kennedy School for Executive Education among other prominent educational centres. She holds a master’s degree with distinction in Leading Innovation and Change and a doctorate in Transformational Change in Healthcare and is an academic consultant for Middlesex University. She was invited to be part of the NEF: Innovation Institute’s Innovation Council in 2013.

Dr Taylor has an extensive knowledge and understanding of health and care services gained through both academic study and hands-on management experience of delivering complex change on the ground. She has significant experience in supporting challenged trusts and has designed and delivered national and local developmental capability building programs for senior leaders commissioned by organisations such as the Department of Health, NHS England, and Australian and New Zealand health authorities.

For example:

- *Organising for Quality and Value* (improvement science education programme): Department of Health, Strategic Health Authorities, NHS trusts, New Zealand Department of Health
- *NHS Vanguard for Emerging Leaders* (leadership development with an innovative design): Department of Health, Leadership Centre, Strategic Health Authorities
- *Leading Large-scale Change*: senior NHS and Australian health care leaders
- *No Delays*: developmental programme for Health and Wellbeing Boards, DH
- **Bespoke master classes** (eg Authentic Leadership): NHS boards.

Dr Taylor has designed and facilitated large group interventions for a range of partners including the Department of Health, the Academy of Medical Royal Colleges and Health Workforce Australia.

Julia has also developed and published detailed guidance on improvement methods and resources as well as other quality improvement focused papers including in peer reviewed journals. For example, *Delivering Quality in the NHS, The Handbook of Quality and Improvement Tools, Transforming Access - Clinical Governance an International Journal*.

Dr Taylor’s work on reducing delays for patients is internationally renowned; she is an international speaker, a contributor to healthcare publications and sits on a number of forums.

All requests for speaking engagement or articles – please email: lynsey.ogilvie@nhs.net

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**Stephanie Reid, Senior Manager**

Stephanie Reid’s expertise and experience lie in supporting local and large scale service transformations and reviews.

She has 20 years' experience working in local, regional and national roles in the NHS and Department of Health. Previous roles have included accountancy, business performance management and front-line service improvement at organisational and regional level as well as national roles focused on complex programmes of service redesign and strategy development and implementation.

During the last 10 years, Stephanie has also worked within the private sector providing consultancy support for a large variety of clients with particular focus on leading and supporting projects delivering clinical pathway and care model redesign. She has worked as an associate for major consultancy firms in the health and local government sectors using her expertise to support both local and larger scale service transformations and reviews including service development planning and the implementation of new organisational models of service delivery.

Stephanie leads on Quality and Service Redesign (QSIR). She has supported the delivery of the NHS Vanguard programme designed for emerging leaders which included facilitating virtual action learning sets (VALS). She is currently contributing
to the Kings College London Health Services and Population Research Department’s MSc in Implementation and Improvement Science.

All requests for speaking engagement or articles – please email: nhsi.act@nhs.net

@StephJR01

Daljit Shokur, Senior Manager

Daljit Shokur’s expertise is in building organisational and individual capability to deliver sustainable change. She has wide ranging experience of supporting organisations and individuals at all levels, both locally and nationally, in circumstances where organisations have been challenged with delivery. She has built a solid track record of delivering complex and demanding projects on time and budget. She is adept at identifying enablers and barriers to change, facilitating resolution and developing strategies to mitigate risk.

Her recent work with NHS Improving Quality and the NHS Institute for Innovation and Improvement has included design, delivery and coaching for the Call to Action mobilisation training based on social movement theory. This is underpinned by her successful completion of the ‘Leadership Organising and Action’ programme led by Marshall Ganz at the Harvard Kennedy School for Executive Education. She is a proficient trainer and coach in public narrative, enabling leaders to inspire commitment and change.

Daljit has worked for the NHS for 20 years, at national and local level, in a variety of roles including director of primary care at a primary care trust. Prior to this she worked in the voluntary sector. She has worked for the Department of Health on national programmes and contributed to the development of the Department’s Framework for Commissioning External Suppliers. She has worked with prisons to commission prison healthcare and has identified ways organisations with very different cultures can be encouraged to work together effectively to achieve agreed outcomes. She led a highly successful project to assist women to return to work through support and targeted training initiatives, which won a national ‘Business in the Community’ award in the training category.

All requests for speaking engagement or articles – please email: nhsi.act@nhs.net
Andrew Singfield, Senior Manager

Andrew Singfield specialises in organisational development, the application of improvement science at a system level, transformational change and the design and facilitation of group learning events.

Andrew led the original development of the Leading Large Scale Change programme within the NHS Institute for Innovation and Improvement, supporting 25 senior teams to deliver transformational changes over a nine month period. He has also led the development of support to health and social care systems and oversaw a large programme to help commissioners implement improvement science activities in commissioning. This resulted in his creating the published guide An Improvement Framework for Commissioners.

He has worked for 20 years in a variety of management and organisational development roles in the NHS mostly centred upon supporting leaders and teams improve their service delivery. Initially joining the NHS through the National Management Training Scheme, Andrew spent his early NHS career focused on clinical governance. He has worked in both acute services and commissioning organisations and spent five years supporting ‘challenged’ NHS organisations.

Throughout his career Andrew has developed a significant level of expertise and experience in integrating leadership and improvement science methods to support change. This has taken him into areas such as the effective use of data (eg. he has authored two papers on statistical process control methods in healthcare), governance systems and the use of psychological profiles to support individual and team development.

He has a first class degree in physics and an MBA and is currently undertaking a doctorate in transformational change.

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Dr Alison Tweed, Senior Manager

Dr Tweed has been part of the ACT teaching faculty since she joined NHS Improving Quality in November 2014. She has taken a lead role in developing and implementing a quality assurance framework for the Leading Transformational Change and Quality Service Improvement and Redesign (QSIR) programmes. With a background in academia, she has applied adult education principles to develop robust assessment processes for programme participants and set the basis for ongoing accreditation and formal recognition of achievement.

In previous roles, she has worked in partnership with Health Education England in the delivery of doctoral-level professional clinical psychology training. As part of her work with students, she developed a validated measure for the standardised assessment of clinician therapeutic skill in-vivo, which has helped re-shape observational methods for clinicians in training at a national level. Her experience of quality assurance work has involved the role of external examiner at a number of universities both in the UK and oversees, and as a member on the accreditation committee for the British Psychological Society.

Dr Tweed has over 20 years' experience working within the NHS and Higher Education settings. She is a clinical psychologist by profession and spent a number of years working as a front-line clinician in medical and adult mental health services. With a move to clinical psychology professional training as a lecturer (and latterly, principal lecturer), she has gained a reputation as a psychological qualitative researcher, publishing a number of peer-reviewed journal articles and book chapters. Her specialist interests include thematic qualitative analysis, specifically Grounded Theory, process factors within psychological change and skills-assessment. She brings this unique perspective and a quality assurance and standards background to the Advancing Change & Transformation (ACT) Academy

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NHS Improvement is the operational name for the organisation that brings together Monitor, NHS Trust Development Authority, Patient Safety, the National Reporting and Learning System, the Advancing Change team and the Intensive Support Teams.

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