Leadership: Healthy Living Pharmacy

Declaration of interest
This information has been shared by Deborah Evans of balance based on commissioned leadership workshops set up to inspire and enable teams wishing to become Healthy Living Pharmacies in Portsmouth and across Hampshire and Isle of Wight. These workshops have been awarded the NPA training seal and will be marketed by the NPA available for other areas to commission.

The potential of community pharmacies to become healthy living hubs at the heart of local communities has been recognised since The Nuffield Report in 1986. Twenty five years on, Healthy Living Pharmacies (HLP) are realising this vision with a model which is systematically managing the large scale change necessary to make this happen.

“Most leaders contemplating change know that people matter. It is all too tempting, however, to dwell on the plans and processes, which don’t talk back and don’t respond emotionally, rather than face up to the more difficult and more critical human issues.”

In the past, those leading change in pharmacy have focused more on strategic planning – rather than the human side of change management. Work on HLP over the last few years has been different. We recognised that as well as gaining the support and vision of strategists and formal leaders, mobilising front-line staff and creating ownership are the keys to delivering big change in practice.

Supporting the management of change is therefore a critical element when enabling the roll out of the Healthy Living Pharmacy (HLP) initiative. Developing the workforce and engagement are two of the three enablers that underpin the HLP framework and effective leadership has been shown to be important characteristics of innovation. Most importantly, pharmacists and managers need to understand the broader context within which they practice, their purpose within the communities they serve and their role as leaders in making the change happen. Motivating our community pharmacists as leaders will make the change happen; no amount of strategy will.

Whilst we expected there to be a wide range of needs around leadership, we found that most individuals (in the region of 90%) had little or no experience/understanding of leadership. This did not differ between independent contractors and those employees working for nationals.

We strongly recommend investment in leadership and face to face programmes so that participants have the opportunity to explore concepts and experience with others. These can be supported by e-learning and distance learning modules. CPPE have a number of distance learning guides to supplement classroom training, for example:

- Being influential
- Delegating
- Effective change
- Managing people
- Managing teams
- Self management
Principles for delivery in Portsmouth/Hampshire and Isle of Wight

- Changing mindset and beliefs is as important as the acquisition of knowledge and development of skills
- The effective HLP manager is able to coach, lead and manage
- Experiential learning with own issues and successes throughout programme will accelerate behavioural change
- Building in reflection and review consolidates learning
- Simple and relevant to daily pharmacy practice
- Development should underpin implementation of pharmacy services
- Pharmacists and managers have to want to lead

Learning outcomes

Module 1 – Healthy Living Pharmacy leadership: developing and motivating your team

1. To inspire and motivate pharmacists and managers that they have an important role in leading the change to a supply plus model (Healthy Living Pharmacy)
2. Be able to describe the qualities seen in great leaders and how this relates to pharmacy practice leadership
3. Know how to develop and improve leadership qualities
4. Understand the pace of change happening in pharmacy, the importance of this change and impact on self and others
5. Have techniques and tips to support self and others through change
6. Know how to review and develop the team skills to plan for service implementation
7. Understand the role of the Healthy Living Champion and activities they might engage in
8. Use the situational leadership model when developing, delegating and directing others
9. Share ways of delegating more effectively
10. Have some hints and tips on time management within the pharmacy

The course has linked learning outcomes and training interventions to the (new) NHS Leadership Framework – see appendix.

Module 2 – Healthy Living Pharmacy leadership: effective engagement with GPs, the public and commissioners

1. Recognise different personality styles and delegates’ own personal preference
2. Know how to flex to establish rapport quickly and communicate effectively
3. Describe the importance of stakeholder management and define who are the key stakeholders for a HLP and how to work with them
4. Use techniques to listen actively and have awareness of listening blocks
5. Apply questioning, reflecting and summarising to establish needs of others and be able to present the benefits of an HLP based on those needs
6. Know the difference between being assertive, aggressive and passive when communicating
7. Have hints and tips on how to engage with GP practices
8. Consider how to engage with the communities they serve to reach out and encourage greater service engagement
Module 3 – Healthy Living Pharmacy leadership: sustaining improvements in quality and productivity

1. Have shared leadership interventions that they have made to engage with others and develop their workforce; learning from others
2. Understand the Quality Criteria and what this might mean to their own practice
3. Identify how they would implement the Quality Criteria within their own pharmacy including engaging their workforce and working with others. Have an outline action plan to implement Quality Criteria
4. Learn and use techniques to tackle specific issues (case studies)
5. Consider how as leaders, they can work together to continue to sustain HLP through the changes in the NHS
6. Identify ways of working with future commissioners
### 1. Demonstrating personal qualities

<table>
<thead>
<tr>
<th>Element</th>
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<th>Stage 2: whole service/across team</th>
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<tbody>
<tr>
<td>Developing self awareness</td>
<td>Reflects on how factors such as own values, prejudices and emotions influence their judgement, behaviour and self belief. Uses feedback from appraisals and other sources to consider personal impact and change behaviour. Understand personal sources of stress.</td>
<td>Appreciates the impact they have on others and the impact others have on them. Routinely seeks feedback and adapts their behaviour appropriately.</td>
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<tr>
<td>Managing yourself</td>
<td>Plans and manages own time effectively and fulfils work requirements and commitments to a high standard, without compromising own health and wellbeing. Remains calm and focussed under pressure.</td>
<td>Ensures that own work plans and priorities fit with the needs of others involved in delivering services. Demonstrates flexibility and sensitivity to service requirements and remains assertive in pursuing service goals.</td>
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<tr>
<td>CPD</td>
<td>Takes responsibility for own personal development and seeks opportunities for learning. Strives to put learning into practice.</td>
<td>Puts self forward for challenging assignments and projects which will develop strengths and address development areas.</td>
</tr>
<tr>
<td>Acting with Integrity</td>
<td>Behaves in an open, honest and inclusive manner, upholding personal and organisational ethics and values. Shows respect for the needs of others and promotes equality and diversity.</td>
<td>Acts as a role model for others in demonstrating integrity and inclusiveness in all aspects of their work. Challenges where organisational values are compromised.</td>
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### 2. Working with others

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<td>Building and maintaining relationships</td>
<td>Communicates with and listens to others, recognising different perspectives. Empathises and takes into account the needs and feelings of others. Gains and maintains trust and support.</td>
<td>Builds and maintains relationships with a range of individuals involved in delivering the service. Manages sensitivities between individuals and groups.</td>
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<tr>
<td>Encouraging contribution</td>
<td>Seeks and acknowledges the views and input of others. Shows respect for the contributions and challenges of others.</td>
<td>Creates a supportive environment which encourages others to express diverse opinions and engage in decision-making. Constructively challenges suggestions and reconciles conflicting views.</td>
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<tr>
<td>Working within teams</td>
<td>Understands roles, responsibilities and purpose within the team. Adopts a collaborative approach and respects team decisions.</td>
<td>Helps lead others towards common goals, providing clear objectives and offering appropriate support. Shows awareness of team dynamics and acts to promote effective team working. Appreciates the efforts of others.</td>
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3. Managing services

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<td>Managing resources</td>
<td>Understands what resources are available and organises the appropriate type and level of resources required to deliver safe and efficient services.</td>
<td>Identifies resource requirements associated with delivering services. Manages resources and takes action to ensure their effective and efficient use.</td>
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<tr>
<td>Managing People</td>
<td>Supports others in delivering high quality services and excellence in health and care.</td>
<td>Provides others with clear purpose and direction. Helps others in developing their roles and responsibilities.</td>
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<td>Managing performance</td>
<td>Uses information and data about performance to identify improvements which will strengthen services.</td>
<td>Works with others to set and monitor performance standards, addressing areas where performance objectives are not achieved.</td>
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4. Improving services

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<td>Encouraging improvement and innovation</td>
<td>Questions established practices which do not add value. Puts forward creative suggestions to improve the quality of service provided.</td>
<td>Acts as a positive role model for innovation. Encourages dialogue and debate in the development of new ideas with a wide range of people.</td>
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<td>Facilitating transformation</td>
<td>Articulates the need for changes to processes and systems, acknowledging the impact on people and services.</td>
<td>Focuses self and others on achieving changes to systems and processes which will lead to improved services.</td>
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5. Setting direction

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<td>Identifying the contexts for change</td>
<td>Understands the range of factors which determine why change is made.</td>
<td>Identifies the external and internal drivers of change and communicates the rationale of change to others</td>
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<td>Making decisions</td>
<td>Consults with others and contributes to decisions about the future direction/vision of their service.</td>
<td>Involves key people and groups in making decisions, actively engages in formal and informal decision-making processes about the future of services.</td>
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<tr>
<td>Evaluating impact</td>
<td>Assess the effects of change on service delivery and patient outcomes. Makes recommendations for future improvements.</td>
<td>Evaluates and embeds approaches and working methods which have proved to be effective into the working practices of teams and individuals.</td>
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3. A Qualitative survey of innovation in community pharmacies – December 2010. Dr Jane Portlock, University of Portsmouth