



IIMHL Examination of Mental Health Leadership Competencies Across IIMHL Countries

Richard H. Beinecke DPA, ACSW
Justin Spencer MPA-Health
Department of Public Management
Suffolk University, Boston



The Urgent Need to Train the Next Generation of Leaders

- 40% of US workforce over age 50
- 31% of Federal employees now eligible for retirement
- Up to 40% of senior public managers will retire within the next five years
- Line and mid-level workers including clinicians are not trained in management and leadership
- Funding for leadership training is very limited



The Project

- Collaboration with the International Initiative for Mental Health Leadership (IIMHL) (Australia, Canada, Ireland, Northern Ireland, New Zealand, Scotland, UK, US)
- Review of leadership literature
- Identification and descriptions of mental health, substance use, health, public administration, and some business leadership training programs in the countries
- Analysis of leadership program competencies and development of new competency model
- Next Steps



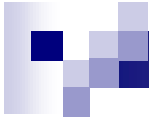
Methodology

- Extensive literature review and internet search
- Networking and report review with over 35 mental health leaders in the eight countries
- Most extensive listing of these programs and competencies ever done
- Analysis and comparison of programs



What is leadership?

- “Complex, difficult to capture, open to numerous definitions and interpretations... An intangible illusive notion, no more stable than quicksand.” (Middlehurst, 1993)
- “...the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers.” (Gardner, 1990)



- Leading and managing complex adaptive systems that operate as a series of networks with multiple stakeholder interests
- A dynamic process that emphasizes the need for quality, flexibility, adaptability, speed, and experimentation
- Critical needs: shared values, responsible and empowered members, effective communication and information sharing



Transactional and Transformative Leadership (Burns, 1978 and others)

- Transactional: Manage and maintain the current system: efficiency, planning, and goal setting
- Transformative: Visioning, proactive change, entrepreneurship, teamwork, relationships, creativity, communication, engagement and renewing
- Leader as technician or conductor (Cohen and Bradford, 1991)
- Both transactional and transformative leadership are needed: catalytic leadership (Luke, 1998), adaptive work (Heifitz, 1995), change masters (Kanter, 1985)



Is Leadership the Same As Management?

- Are they separate functions or is management an essential function of leadership?

Kotter, 1990	Management	Leadership
Creating an agenda	Planning and Budgeting	Establishing Direction
Developing a human network for achieving the agenda	Organizing and Staffing	Aligning People
Execution	Controlling and Problem Solving	Motivating and Inspiring
Outcomes	Produces a degree of predictability and order and has the potential of consistently producing key results expected by stakeholders	Produces change, often to a dramatic degree, and has the potential of producing extremely useful change



Can Leadership Be Learned?

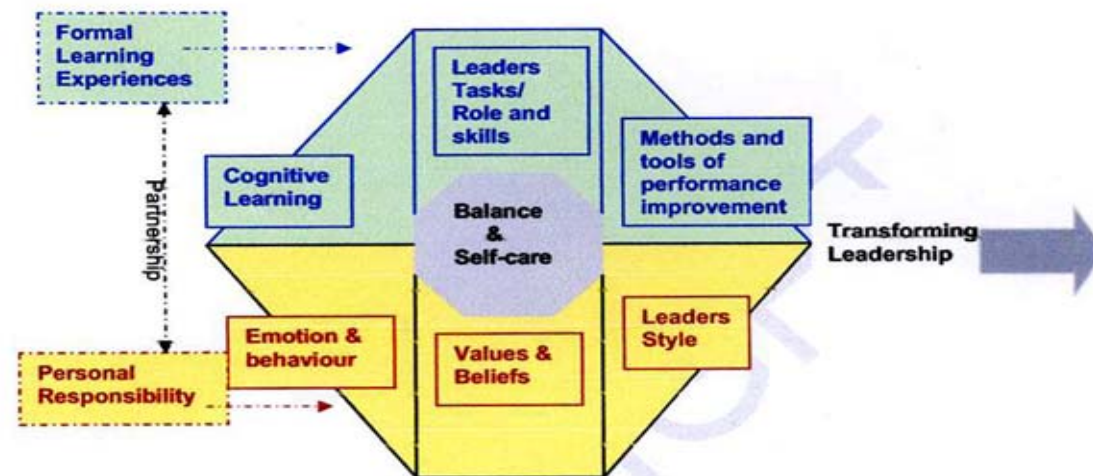
- “Many dismiss the subject (development of leaders) with the confident assertion that ‘leaders are born not made.’ Nonsense. Most of what leaders have that enables them to lead is learned. Leadership is not a mysterious activity. It is possible to describe the tasks that leaders perform.” (Gardner, 1990)
- “Leadership can be developed...leaders can improve their own effectiveness across a wide range of situations, from those requiring change and innovation to those with diverse populations and different cultures to those in crisis.” (Conger and Riggio, 2007)



What Are Leadership Competencies?

- “The complete competency set or model for an individual role identifies all the knowledge, skills, experiences, and attributes a person should display in their behaviour when they are doing the job well.”
(Mackay, 1997)
- “The combination of attributes, skills, and knowledge that contribute to a person’s ability to perform a job to an appropriate standard. Includes personal attributes, knowledge, and skills (Health Research Council of New Zealand, July 2005)

Competency Models: Developing Leadership & Performance Improvement in Health Care (New Zealand)



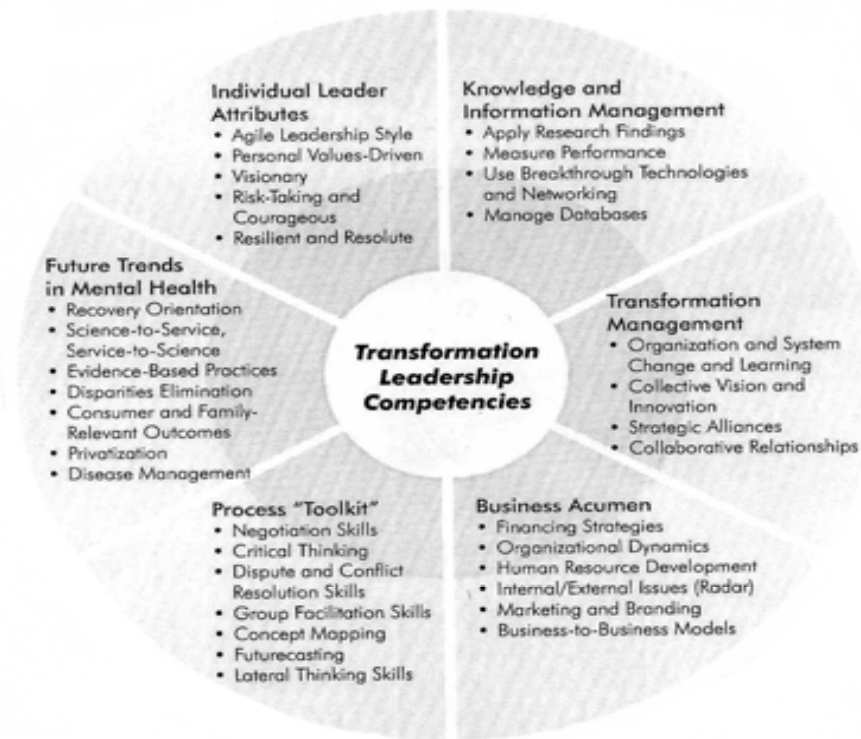
Leadership Competency Architecture (New Zealand)



NHS Leadership Qualities Framework (UK)



SAMHSA Transformation Leadership Competencies Wheel (US)



The NCHL model provides breakthrough research and a comprehensive database for defining the competencies required for outstanding healthcare leadership for the future.



© Copyright 2004 National Center for Healthcare Leadership. All rights reserved.



The Leadership and Management Skill Set (Beinecke and Spencer, 2007)

- Based on review of mental health, substance use, public administration, and business leadership literature and programs from eight countries
- Full listing of competencies from theory and programs
- Identification of specific competencies found in reviewed leadership training programs

The Model



PERSONAL SKILLS AND KNOWLEDGE

COMPETENCY	# OF PROGRAMS
Emotional intelligence (self-awareness, personal reflection, personal style, conscious use of self)	11
Leader's values and beliefs (honesty/integrity, respect for others, courage, humility/generosity/empathy/caring, showing genuine concern)	9
Ethics, morality, respect for human rights	8
Adaptability, creativity, flexibility, situational awareness	5
Intelligence, knowledge, competence	5
Being responsible	5
Confidence	4
Reflective thinking and practicing, challenging thinking	4
Critical thinking	4
Being decisive, taking responsibility, determination	3
Customer orientation	3
Self-care, work-life balance, stress management	3
Personal development plan	3
Being accessible, collegial, open-minded	2
Passion	2
Conceptual thinking	2
Perseverance	2
Recovery orientation	2
Professionalism	2
Listening	2



INTERPERSONAL (PEOPLE) SKILLS

COMPETENCY	# OF PROGRAMS
Communicating (written, verbal including listening, presenting)	16
Teamwork and small group skills, collaboration, meeting management	15
Coaching, mentoring, development, personal growth, enabling and building leadership skills in others	15
Negotiating, resolving conflict, facilitating, agreement building, mediation	12
Working with people of other cultures, promoting diversity	9
Motivating, inspiring, energizing, empowering others	8
Supporting recovery, working with stakeholders, inclusion and empowerment of stakeholders including consumers, families, and providers	7
Managing others, holding others accountable, disciplining and supervision	6
Networking	5
Building trust	5
Trusting others, delegating and sharing tasks	4
Ability to lead teams	2
Affirming and regenerating values	1

TRANSACTIONAL (EXECUTION, MANAGEMENT) SKILLS

COMPETENCY	# OF PROGRAMS
Quality management (CQI), accountability, measuring, monitoring and reporting, evaluation, outcomes, performance assessment, data use, evidence-based practices	15
Human resource management, staffing, recruiting	12
Finance, budgeting, and funding, health economics	11
Organizational theory and design	9
Information systems and technology, software and data base management, applying technology	9
Project planning and management	8
Planning and priority setting, agenda setting, decision making	6
Problem solving and decision making, analytical models and skills, task management	6
Business acumen: business plan development, business-to-business models	6
Marketing	6
Service and systems design and improvement, operations management, managing service improvements and patient care	5
Keeping the system functioning, maintaining the institution, building the organization	4



TRANSACTIONAL (EXECUTION, MANAGEMENT) SKILLS

Contracting management, performance contracting	3
Legal	3
Working with the media	3
Process improvement	2
Risk management	2
Resource management	2
Governance	1
Research methods and data collection	1
Developing partnerships	1



TRANSFORMATIONAL SKILLS

COMPETENCY	# OF PROGRAMS
Visioning and setting shared strategic vision and mission, strategic thinking and planning, innovative strategic thinking, broad scanning, anticipating trends, future thinking and positioning, systems thinking	20
Managing of complex organizational change, renewing, leading innovation, being a catalyst	14
Goal setting, setting direction, alignment, driving for results, leading through influence	10
Mobilizing support, influencing, inspiring and motivating others, creating energizing environments, being a conductor	7
Working across complex inter-organizational systems, external relationships, working collaboratively	7
Political astuteness and awareness, skills, and management	5
Creating and empowering the organizational culture	4
Role modeling, leading by example	4
Policy development	3
Community development, capacity building	3
Support of lifelong and continuous learning	2



POLICY AND PROGRAM KNOWLEDGE: UNDERSTANDING

COMPETENCY	# OF PROGRAMS
Local, state, and Federal government and policies; political knowledge	5
Recovery principles and experience and, in health, “patient centered care”	3
The policy formation process/policy development	2
History, organization, funding, policies, and legislation of the mental health, substance use, and health systems in one’s country and globally	2
Discrimination, stigma, racism, social inclusion, users’ rights	2
Clinical and service areas	1
Issues in medical ethics	1
Community services and resources	0



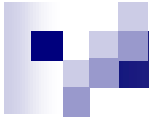
Key Findings

- Leadership development a critical challenge in all countries.
- Core leadership competencies are the same for mental health, health, public administration, and business, and do not vary by country.
- Knowledge of policies vary by field, country, and level of job position.
- Many leadership training programs are offered, but they scattered, only partially cover the core competencies, and are not well organized or coordinated or funded.



Next Steps

- Presentation and discussion at IIMHL conference in August in Ottawa. Other follow up IIMHL activities including publication in an international journal, article in print on how to teach competencies to different levels of staff. Follow up edited issues on mental health leadership in two journals; edited issue of the Innovation Journal on public administration leadership
- Presentation at ASPA, and “Leading the Future of the Public Sector: Third Transatlantic Dialogue,” Delaware June 2007



- Expanding work with developed countries to developing countries (Sonia Chehil, Allen Daniels).
- Exploring mental health consumer and family leadership needs.
- Exploring follow-up activities possibly including
 - expanding lists of programs and creating a web based directory
 - organizing list serve of mental health and health leadership leaders
 - Updating study and expanding study to other countries
 - studying most effective teaching methods (Annapolis Coalition)
 - funding, developing, and linking leadership training programs.