



# Designing and delivering managerial training for the turnaround of an NHS

Lessons and reflections from literature evidence and the exemplary case of the Romanian NHS

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# Capacity development

WP 1

## Mapping the gap

Identifying skill gaps and training needs

WP 2

## Designing for impact

Developing targeted training content and methodologies

WP 3

## Grounded in reality

Shaping training through international collaboration

WP 4

## Training the Trainers

Delivering leadership and managerial programs

WP 5

## Tools for transformation

Creating materials

WP 6

## Building excellence

Theoretical and physical

WP 7

## Amplifying voices

Communicating outcomes and engaging the community

# Research questions and methods

- What **design/process** better supports the identification of context-specific managerial and leadership skills and competences to generate institutional capacity building in each NHS?
  - Which **critical success factors** allow to deliver effective training programs, overcoming professional, cultural and institutional barriers in the dissemination of a managerial culture in public health systems?
- **Literature review**
    - Why managerial training matters?
    - Which are the main managerial training trends in literature?
  - **Critical case-study**
    - Semi structured interviews
    - Online survey

# Why managerial training matters

## Transformational leadership

(Burns, 1978)



“Leaders and followers **help each other** to advance to a higher level of **morale and motivation**”



“**Interpersonal, inspirational and visionary leadership**”  
(Ellen, 2016)

## Adaptive leadership

(Heifetz, 2009)

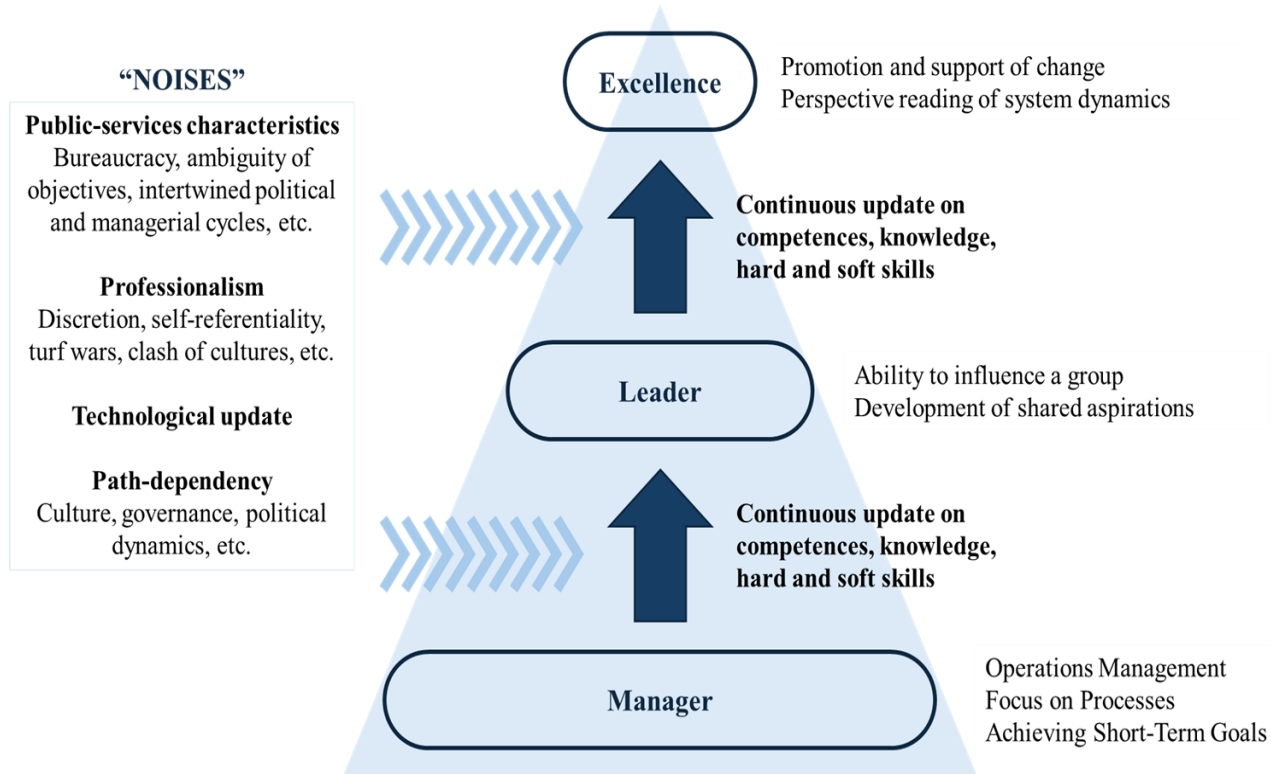


If focuses on leaders’ ability to **navigate the organization through uncertainty**



**Need** for adequate and contingent **leadership tools and managerial skills**

# Health systems in transition from good to great



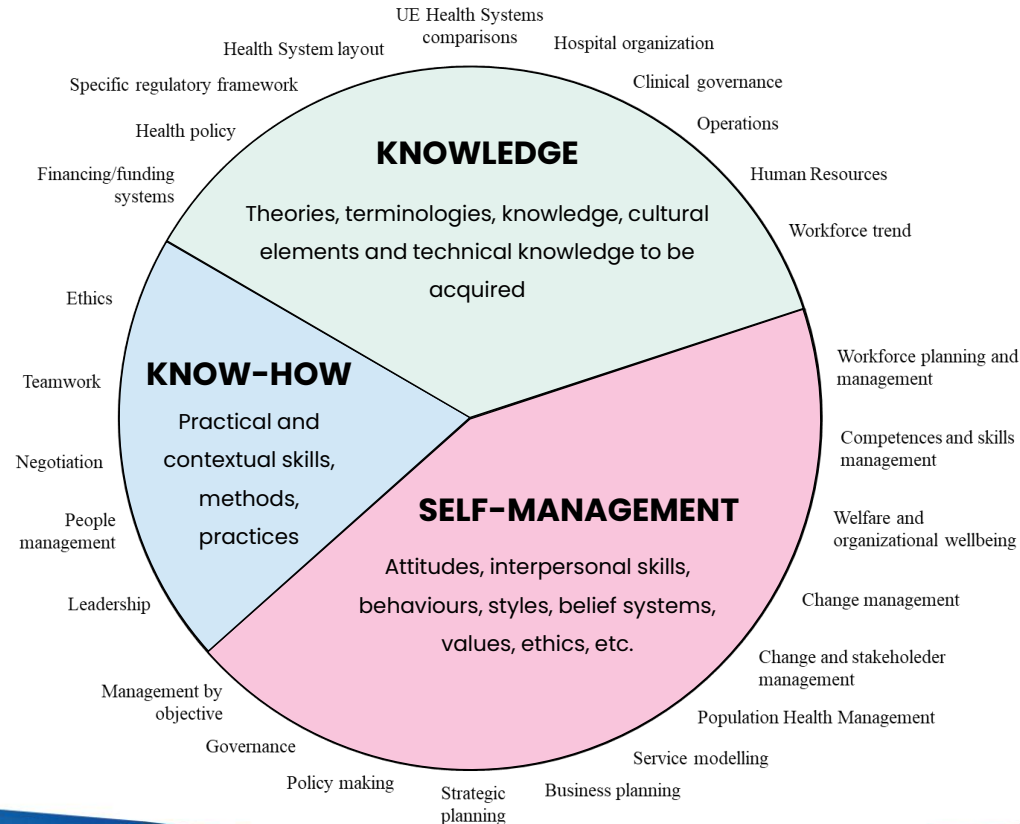
# Grounding in reality

Key managerial roles	Focus Group participants	Online survey response rate
	(invited)	(out of 1.200 invited)
1. Public Health Authority and Insurance Houses	5	111
2. Public hospital Directors	3	36
3. Public hospital middle management	1	121
4. General Practitioners	4	N.A. (*)
5. HR manager	1	17
6. Ambulance service managers	0	42
<b>Total</b>	<b>14</b>	<b>304 (25,3%)</b>

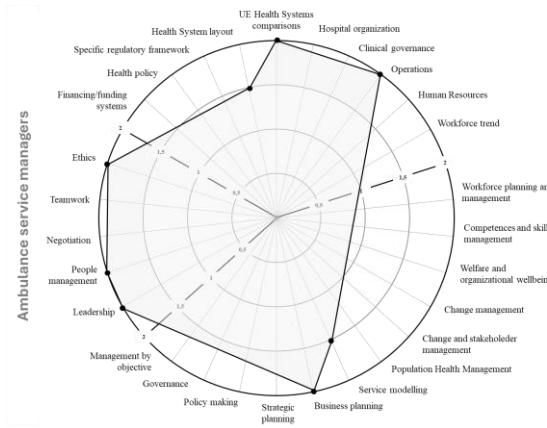
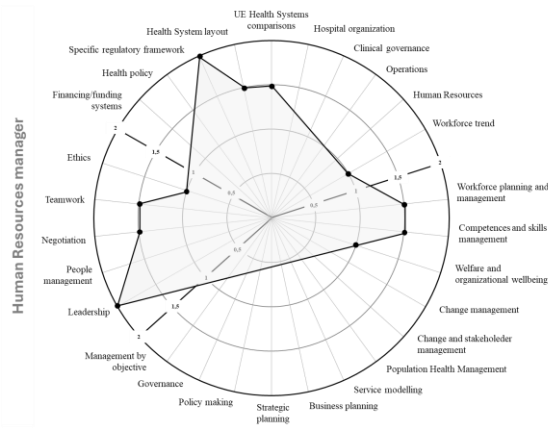
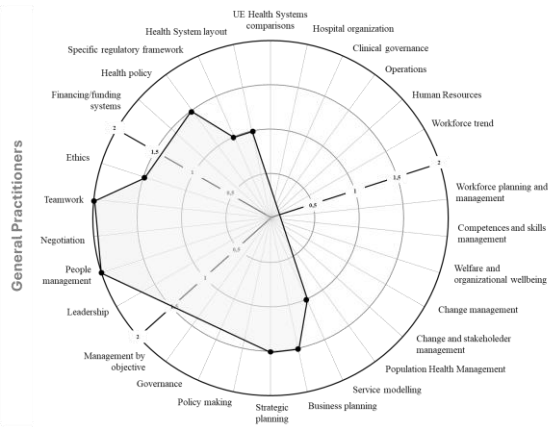
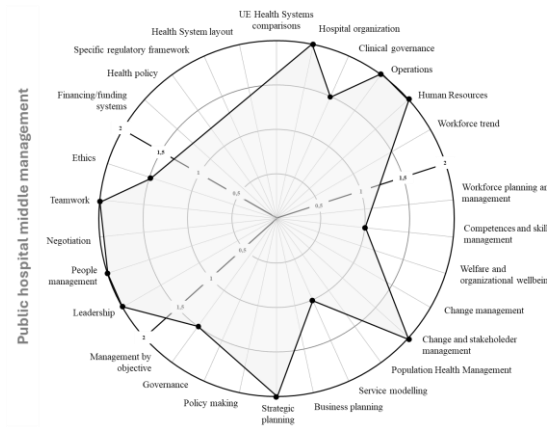
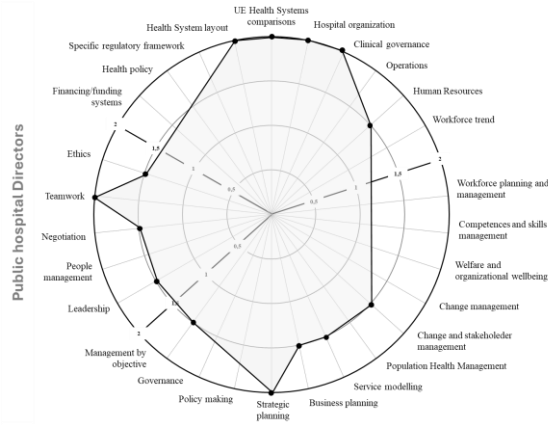
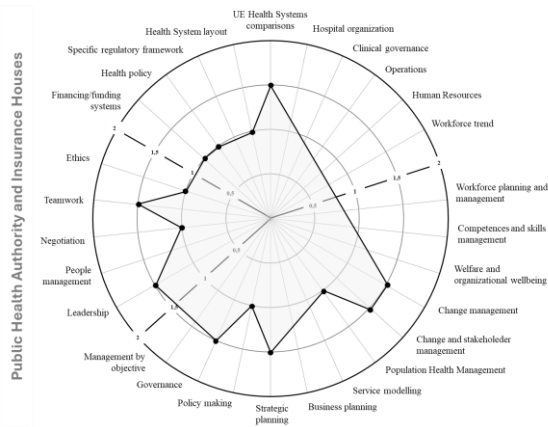
(\*) General Practitioners were not involved in the online survey in line with the interview results.

1	2	3	4	5
The topic is totally useless for the target audience	The topic is potentially useful but not necessary	The topic is interesting, and its basic principles are needed	The topic is relevant and necessary	The topic is fundamental for the target audience
0 days of training	0,5 day of training	1 day of training	1-2 days of training	>2 days of training

# Grounding in reality



# Results



# Critical success factors

## Participants

- Targeted by role and background
- Adaptive training paths
- Motivation and engagement

## Contents

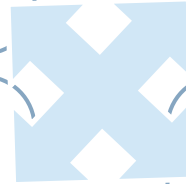
- Customization to workplace needs
- Practical > theoretical
- Constant update to EU & local priorities

## Trainers

- Context-aware & credible
- Build trust & peer learning
- Use of shared heuristics

## Delivery models

- International benchmarking
- Intensive short formats (< 6 days)
- Accreditation = retention & legitimacy



# Implications and conclusions

- **Managerial training matters**

- A manager cannot really achieve excellence without continuously updating his hard and soft skills and knowledge

- **Trainees matter**

- The evaluation of the personal and contingent needs, as well as the previous knowledge, of the trainees is the first element for the creation of a training program that aims at excellence.

- **Trainers matter**

- Cultural anchors, heuristics and similar organizational patterns from a provenance improve the transfer of knowledge and skills



# Thanks for the attention!

We hope it has interested you and made you think.

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