CREATING A PSYCHOLOGICALLY SAFE CULTURE IN PRIMARY CARE
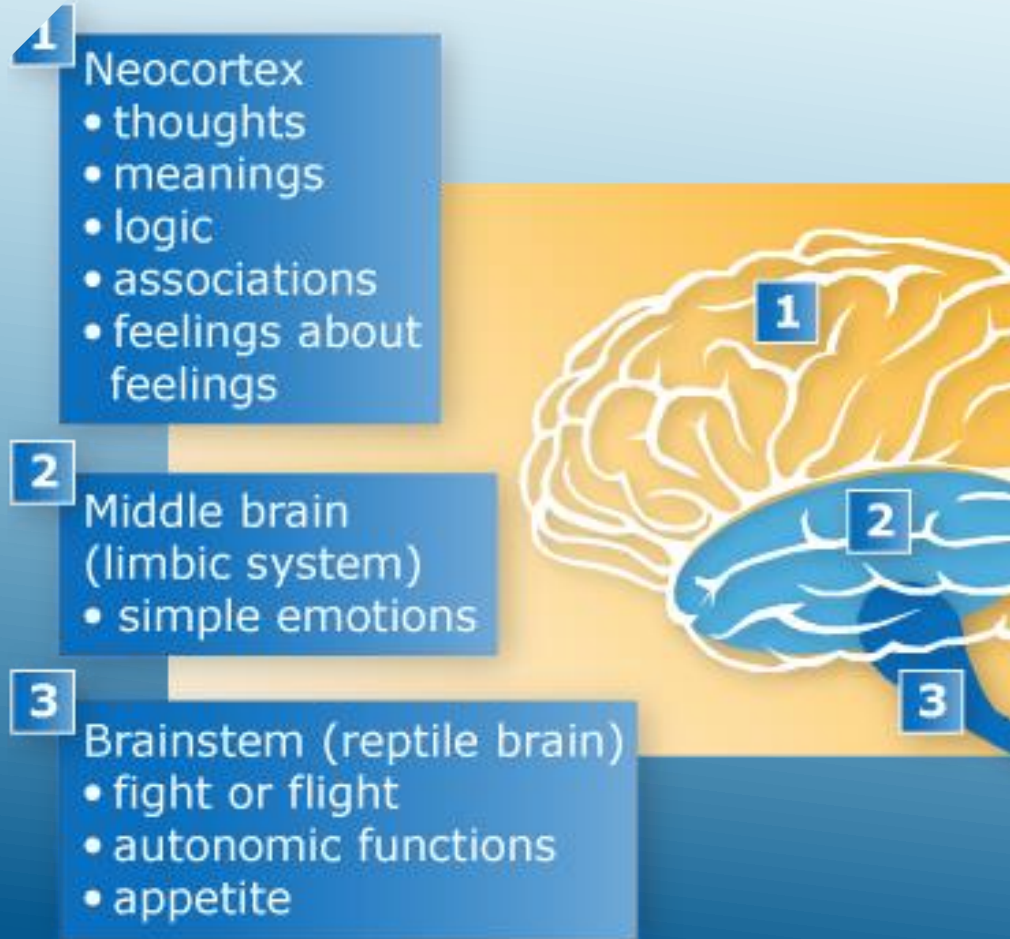
Janice Steed

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- The neuroscience behind psychological safety and co-creating culture.

- The benefits that come from psychological safety; from wellbeing and resilience, to motivation and improved performance of staff/outcomes for patients. [NB Florence Nightingale Foundation (FNF) recent report on 'raising concerns']

- The role of good leadership, and what that looks like, in creating psychological safe cultures.

- The key elements of a psychological safe culture, and how to build that.

WHAT WILL BE COVERED TODAY

Neocortex
- thoughts
- meanings
- logic
- associations
- feelings about feelings

Middle brain (limbic system)
- simple emotions

Brainstem (reptile brain)
- fight or flight
- autonomic functions
- appetite

- Moving from fight or flight(threat) emotion to an open (safe) positive state

- Understanding what motivates, creates energy, positivity and drive

- The open-loop system sharing of chemicals

- There is a need to **belong** to thrive, not just survive

- We are herd animals, just like horses and communicate through signals on how to belong

IT ALL STARTS WITH OUR BRAINS

We remember what we experience and how we feel not what is said..

➤ **Am I fulfilled – inspired, motivated, useful, growing, respected?**

➤ **Am I well led with good role modelling, direction and aspiration?**

▸ **Is there a positive culture where poor behaviour is not tolerated?**

▸ **Do we discuss and learn from mistakes?**

▸ **Am I involved with clear communication and expectations?**

▸ **Can I cope with what is being asked of me?**

▸ **Can I question and challenge when appropriate?**

WHAT WE EXPERIENCE IS WHAT MATTERS

PRODUCTIVITY – DOWN   Low morale, energy and retention

ABSENCE RATES – UP   High levels of stress and sickness

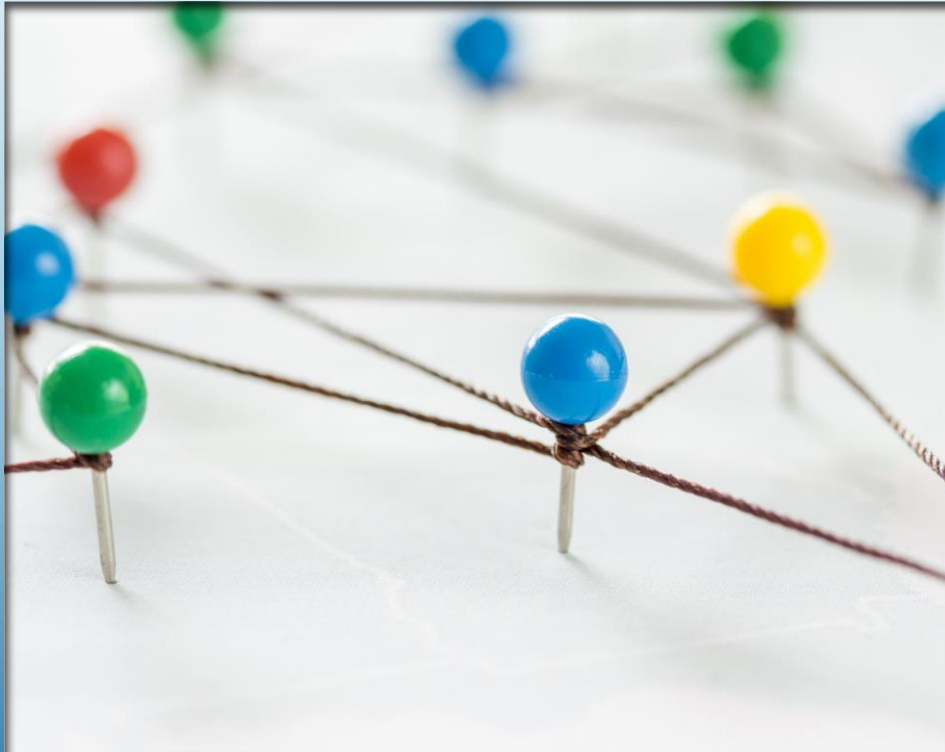STAFF TURNOVER - UP   Blame and negative, toxic culture

FIRE-FIGHTING – UP   Lack of review learning and development

REPUTATION – DOWN   Service poor, complaints and incidents up

WHAT HAPPENS WHEN THERE IS AN UNSAFE CULTURE WITH LOW MOTIVATION?

- **Personal**

  Belonging, Fulfilment, self-determination, creativity

- **Achievement**

  Financial, authority, expertise

- **Relational**

  Recognition, social connections, direction

Adapted from Motivational Maps developed by James Sale

www.motivationalmaps.com

KEY MOTIVATORS AT WORK (INDIVIDUAL, TEAM, ORGANISATIONAL)

LEADERSHIP IN PRIMARY CARE –

WHO ARE THE LEADERS ANYWAY?

Climate and culture – setting the tone, creating the conditions, ensuring accountability for actions

Politics – managing the environment

Confidence and hope – inspiring loyalty and belief

Values, trust and aspiration – shared purpose, belonging and worth striving for

LEADERSHIP: FOLLOWERSHIP AND THE INFLUENCE BETWEEN

Skills

- **Communication**
- **Influence**
- **Emotional intelligence**
- **Delegation**
- **Learning agility**

Qualities

- **Integrity**
- **Respect**
- **Inspiring**
- **Empathy**
- **Self-awareness**

THE LEADERSHIP ESSENTIALS – SKILLS AND QUALITIES

Self-Awareness	• your ability to accurately perceive your emotions and stay aware of them as they happen
Self-Management	• your ability to use awareness of your emotions to stay flexible and positively direct your behaviour
Social Awareness	• your ability to accurately pick up on emotions in other people and understand what is really going on
Empathy	• your ability to respond from a place of understanding **their** perspective
Social competence	• made up of your social awareness and relationship management skills; your ability to understand other people's moods, behaviour, and motives in order to improve the quality of your relationships

EMOTIONAL INTELLIGENCE AND RELATIONSHIP MANAGEMENT

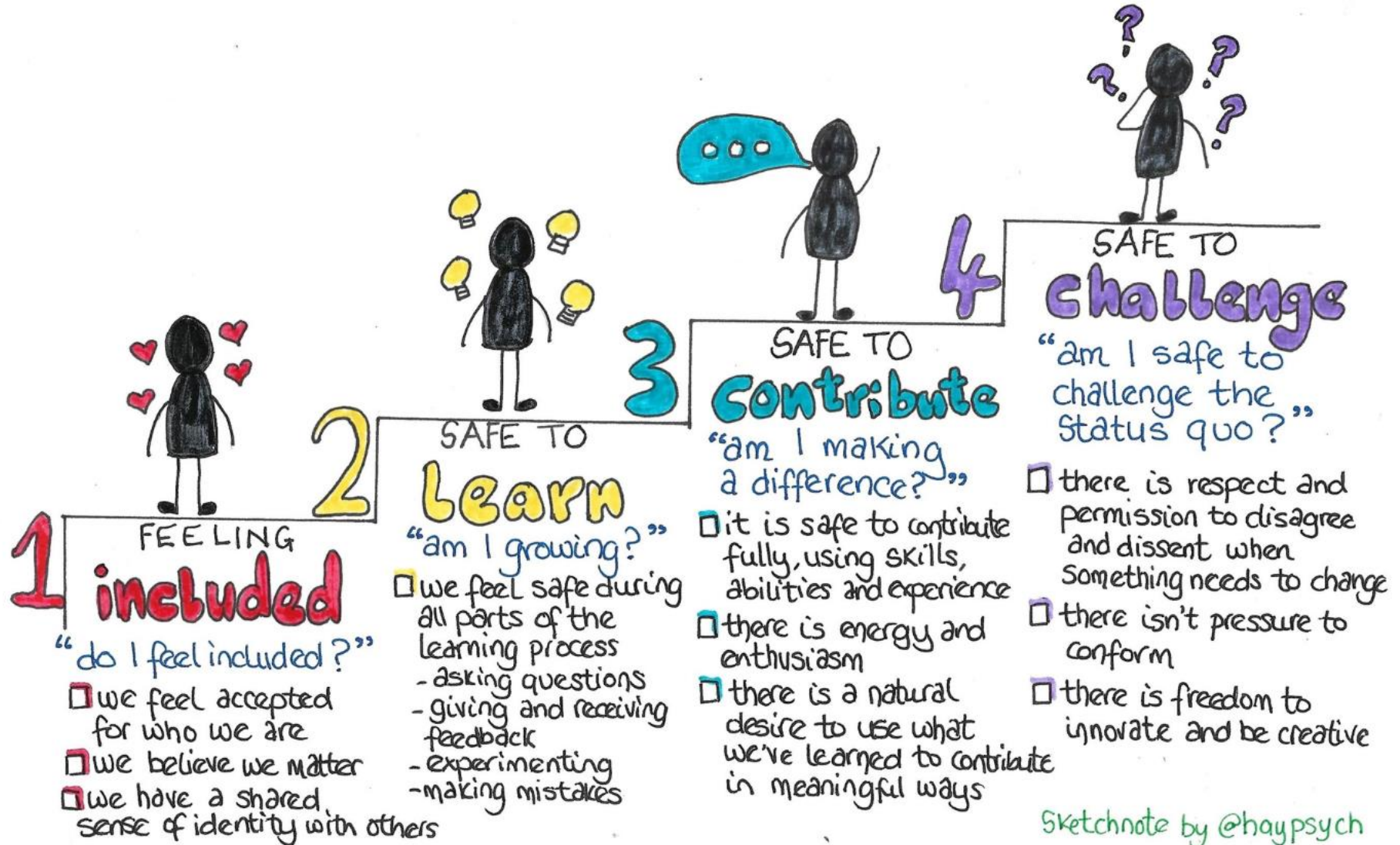*(ADAPTED FROM DANIEL GOLEMAN – NEW LEADERS & EMOTIONAL INTELLIGENCE; WHY IT CAN MATTER MORE THAN IQ)*

Stories ......

WHAT HAS GOOD (AND BAD) FELT LIKE TO YOU?

the 4 STAGES of PSYCHOLOGICAL SAFETY

the 4 stages of psychological safety: Defining the path to inclusion and innovation
by Timothy R Clark

1 FEELING included
"do I feel included?"
- ☐ we feel accepted for who we are
- ☐ we believe we matter
- ☐ we have a shared sense of identity with others

2 SAFE TO Learn
"am I growing?"
- ☐ we feel safe during all parts of the learning process
  - asking questions
  - giving and receiving feedback
  - experimenting
  - making mistakes

3 SAFE TO contribute
"am I making a difference?"
- ☐ it is safe to contribute fully, using skills, abilities and experience
- ☐ there is energy and enthusiasm
- ☐ there is a natural desire to use what we've learned to contribute in meaningful ways

4 SAFE TO challenge
"am I safe to challenge the status quo?"
- ☐ there is respect and permission to disagree and dissent when something needs to change
- ☐ there isn't pressure to conform
- ☐ there is freedom to innovate and be creative

Sketchnote by @haypsych

QUESTIONS

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