



Stockport
NHS Foundation Trust

Leading with Impact

Part 1 – QIP: LIMS changeover within Microbiology
Part 2 - Learning

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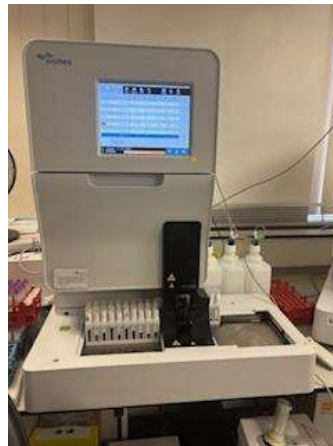
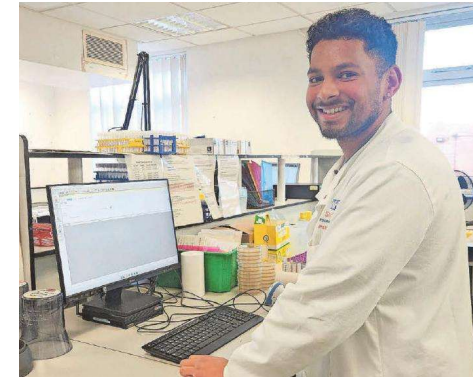


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Making a difference every day

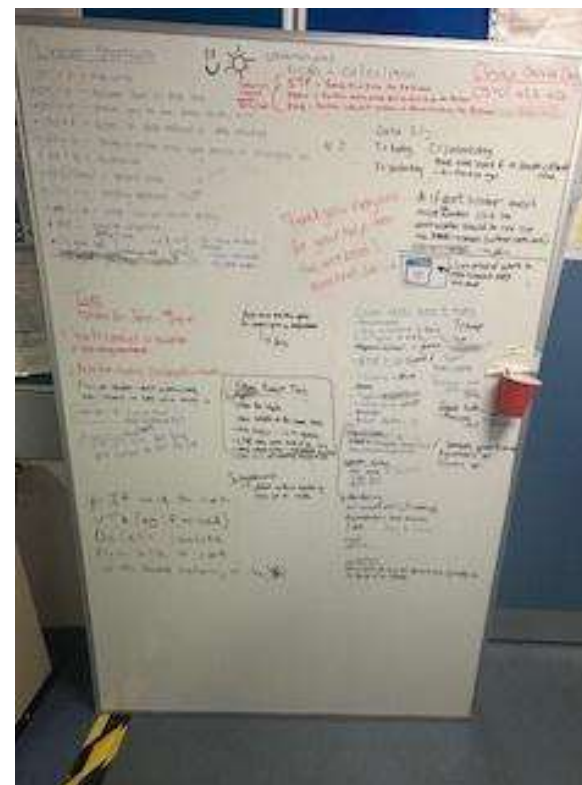
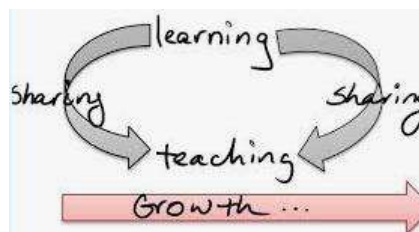
LIMS project background

- ~3 years from the start until project go-live
- HLD, LLD, testing
- Used as an opportunity to change some practices and align with SMIs/ implement improvements
- Communications – trust wards, GPs, Infection prevention and pharmacy, internal pathology team
- Training



Go-live week

- Daily huddles morning and afternoon
- Whiteboard for shared learning
- Project team on site for any fixes
- Limited annual leave for staff availability and senior team/ 'super user' availability
- Overtime offered – evenings and weekends



Since go-live

- Still experience issues
- Still have safety checks in place – extra workload for senior team
- Continuous communication with service users
- Continuous updates with laboratory team
- Further training planned



Thoughts running through the project

- Session leading change – importance of people's perceptions
- What is more important in change? leadership or management?
 1. Defined roles for individuals – level of involvement
 2. Communications
 3. Network, hierarchy, dual model



Learning from the Project

- Create vision/ objectives, communicate vision, empower people, small tasks to keep urgency up and celebrate these wins, keep learning from experiences, embed into culture
- Follow up – what is still to do, not finished, more feedback, shared learning, training
- What would we do differently? Resources, more training, set realistic timeframes
- Overall - proud of the microbiology team and their proactiveness/ enthusiasm



Part 2 – Learning from the course and examples

- Fall out from LIMS project followed by UKAS assessment straight away
- Alongside the last 4 months of change – high levels of stress, tension within senior team, support
- Didn't seem to be working so reached out to Ian and James to discuss how else I could approach this. Coaching questions, how can others tell when you're at your best and at your worst?
- Could I have done more with the SCARF model?
Relatedness (safety)
- Lessons learnt, Gibb's reflective cycle, debrief with Ian and James, journal
- Not as easy to implement these theories as it is discussing them

Gibbs Reflective Cycle



	What It Influences	Why It Matters	How to Apply Effectively
S Status	Self-worth & social standing	Higher status perception boosts confidence and performance	Recognize achievements, provide career advancement, offer meaningful feedback
C Certainty	Predictability & stability	Reduces stress and enhances focus, leading to better decision-making	Set clear expectations, provide structured processes, communicate changes proactively
A Autonomy	Control & independence	Increases ownership and motivation, leading to higher job satisfaction	Offer flexible work arrangements, delegate decision-making, reduce micromanagement
R Relatedness	Sense of belonging & trust	Stronger team bonds improve collaboration and engagement	Foster inclusion, create mentorship programs, encourage team-building activities
F Fairness	Perception of equity & justice	Perceived fairness enhances trust and reduces workplace conflicts	Maintain transparency, apply policies consistently, and ensure unbiased decision-making

Overall

- Enjoyed the course
- One of the best parts is meeting a great team of senior leaders that I have (and can) learn from others within the organisation
- Been in B7 and B8 roles for 9 years now and completed multiple leadership courses but there are still lots of things that I'm learning and will continue to do so
- This course in particular and our group has inspired me - 'I would like to be a leader like them one day'.
- Own wellbeing - there's a great support network at this trust with other senior colleagues, our OD team and SPAWs
- So, thank you!



Thank you

Any questions?

