

# Thriving in Constant Change

*Researchers' Café*  
*November 24<sup>th</sup>, 2011*  
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# Objectives /Plan

## 1 years in 20 minutes 😊

### What?

- ◆ *Opportunity*
- ◆ *Context*
- ◆ *Premises*
- ◆ *Literature review*

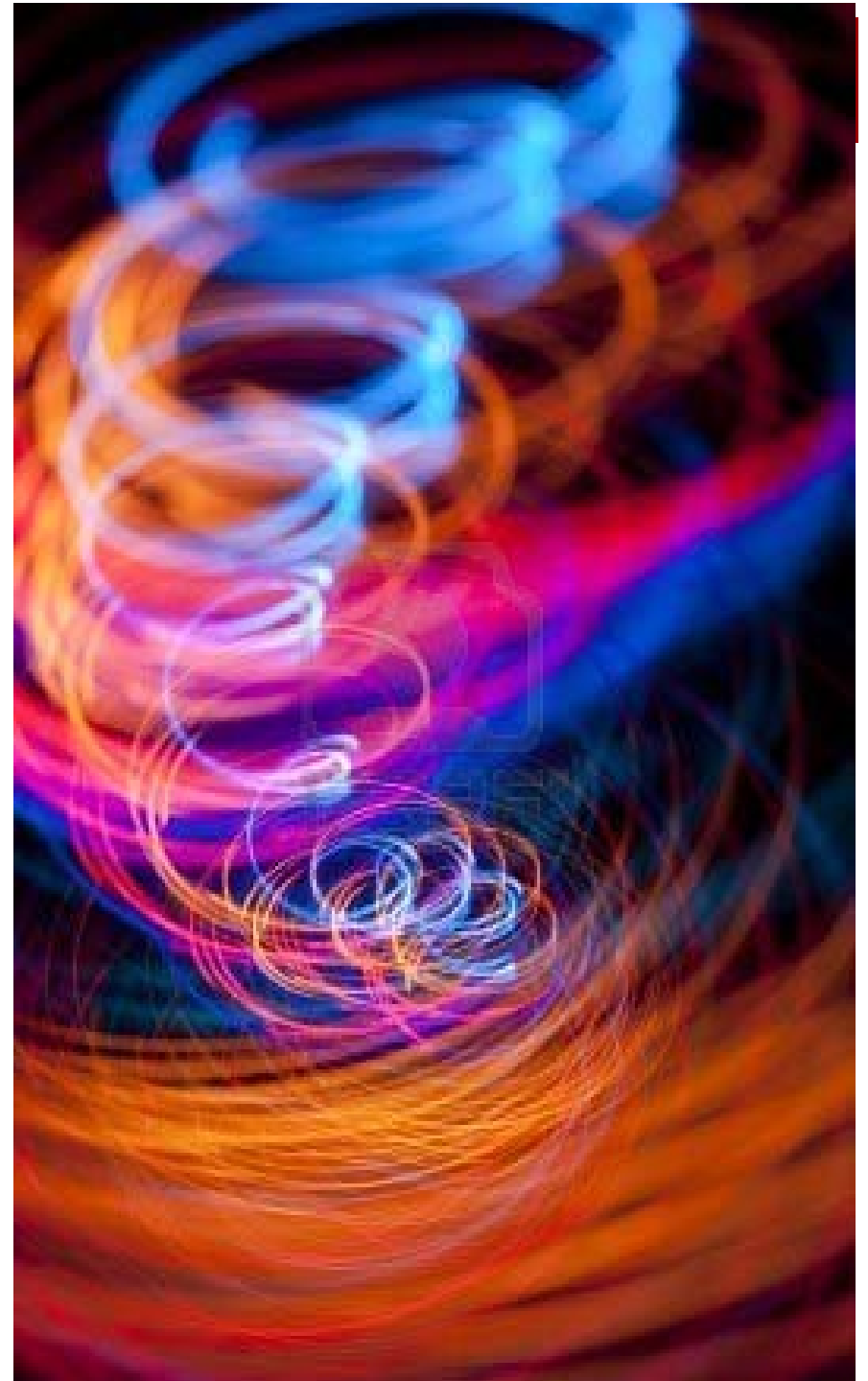
### So what?

- ◆ *Approach*
- ◆ *Methods*
- ◆ *Results*
- ◆ *Conclusions*

### Now what?

- ◆ *Implications,*
- ◆ *Recommendations*
- ◆ *Outcomes*

### Questions?



# The Opportunity





## The “C” word Context

*“chaos, crisis, complexity, conflict, conundrums, crowding, congestion, construction and (unavoidable) constant change”*

# Research question?

***“How could the inter-disciplinary Emergency Department team at Surrey Memorial Hospital enhance employees’ ability to thrive in times of constant change?”***

**A subset of questions included the following:**

1. How can thriving individuals be identified?
2. What key personal characteristics define the individuals who thrive in constant change?
3. What health practices are used by those identified as stress-thriving individuals to support their ability to thrive?
4. What leadership strategies, processes, or training interventions could those in leadership roles implement to support employees and organizations in learning to thrive in constant change?
5. What about thriving in change is important?





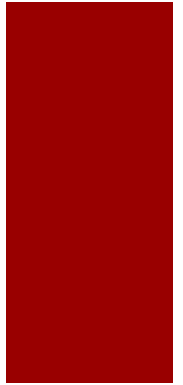
# What is thriving?

*“the capacity to benefit from adversity”*

- “high engagement, learning, growth, and sustainability in the face of adversity in environments of high work related stress” (Carver, 1998, p. 248).
- Adversity is affliction, calamity, catastrophe, hardship, trials and tribulations or hard knocks

# Literature Review Topics

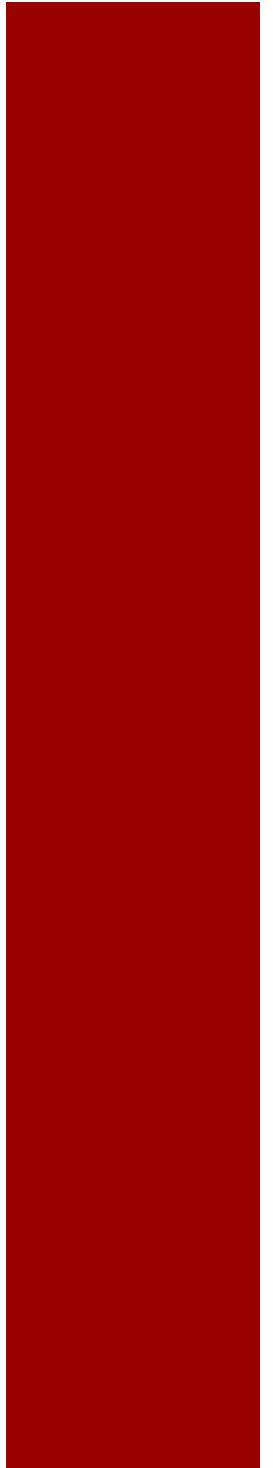
1. Thriving concepts
2. Transformational change and learning
3. Photo voice





# Thriving Concepts

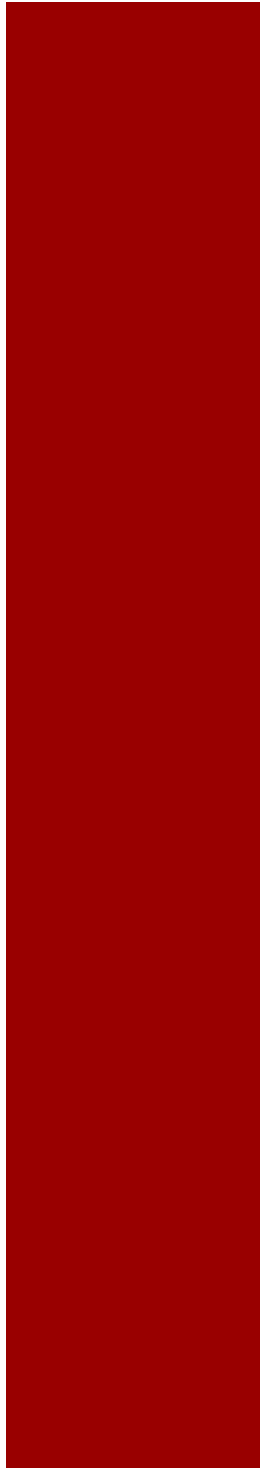
*What is going on in this image? What thoughts, feelings does this image evoke?*





## Transformational Learning and Change

What is symbolic about the “gold nugget”?



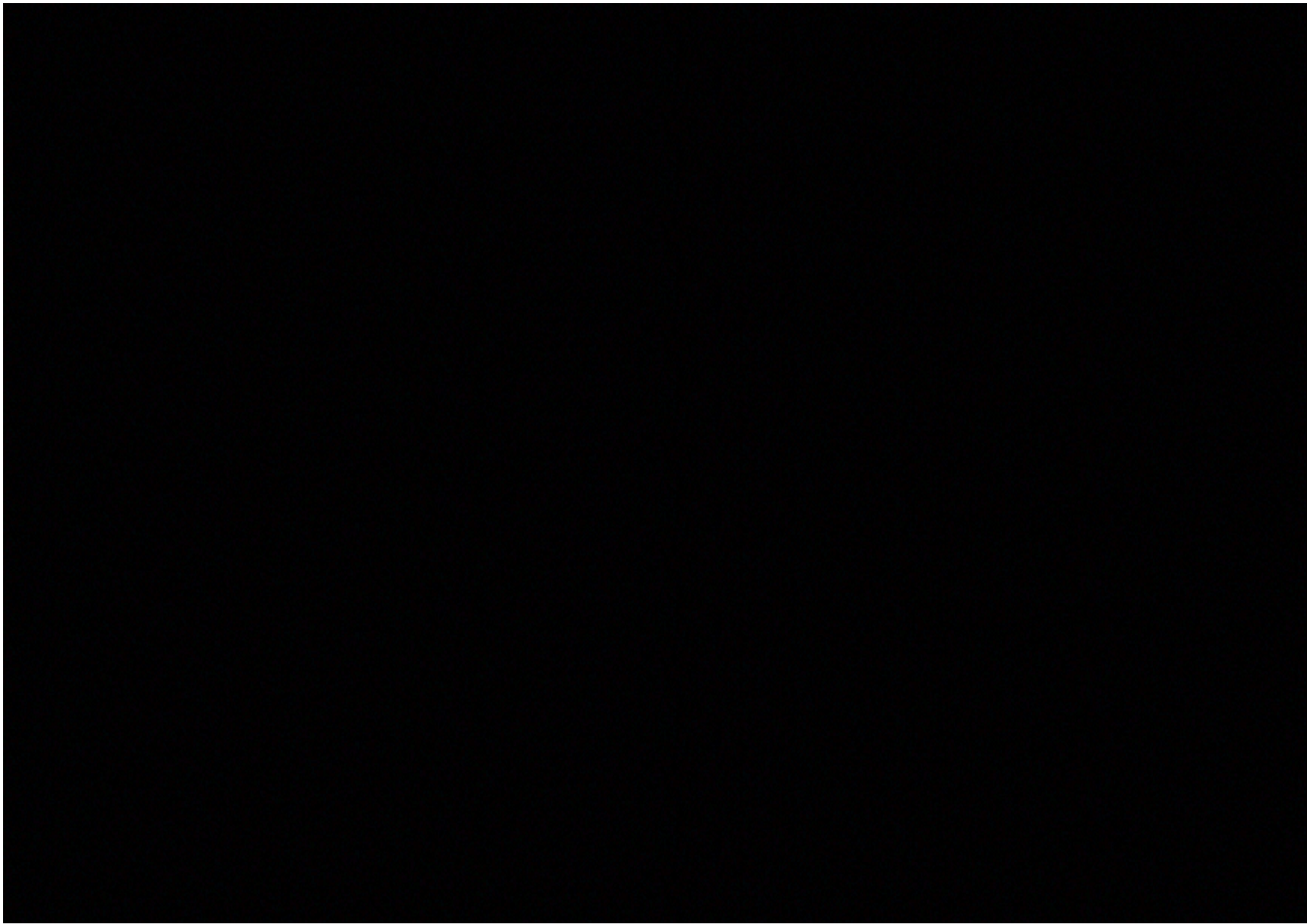


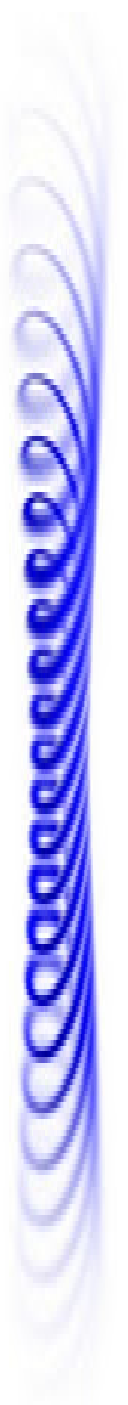
# Photo voice Concepts

A flexible tool to engage the heart, mind, body and spirit.

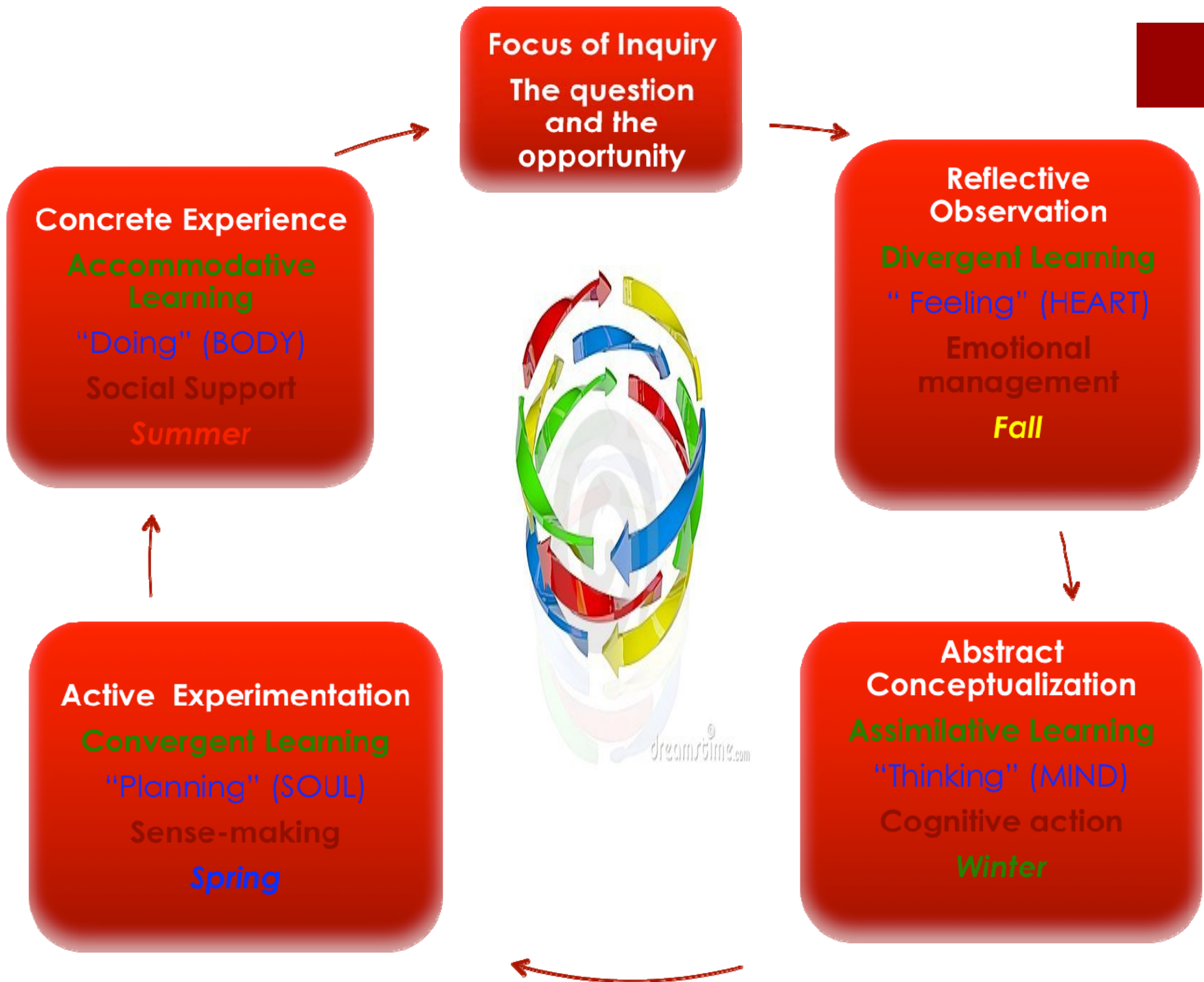
Participants  
Approach  
Methodology  
Ethical Issues

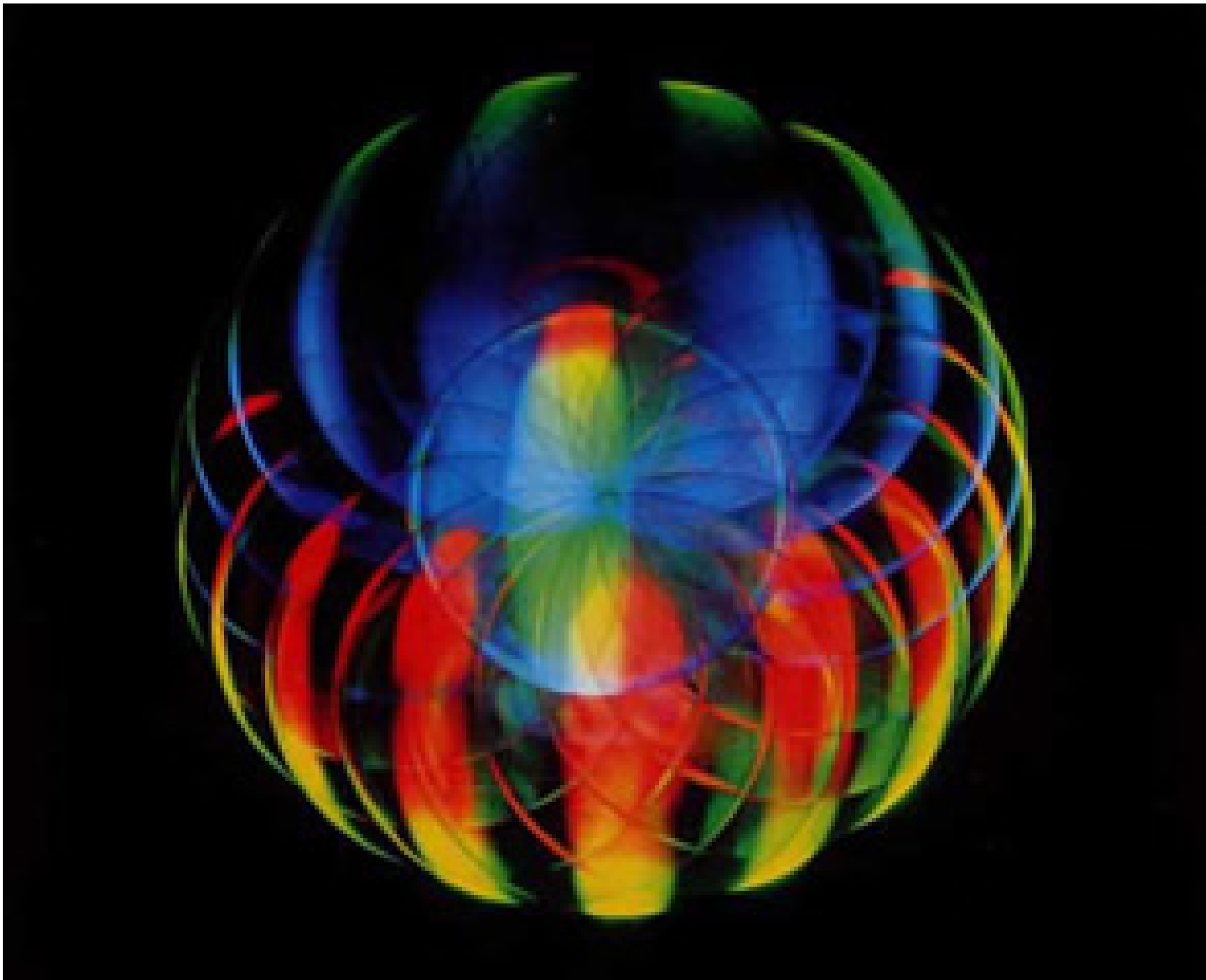






|   |   |   |   |
|---|---|---|---|
| <p><b>Thriving Concepts</b><br/>View adversity as challenge, tolerance for lack of control, tenacity, hardiness and resilience.</p> | <p><b>Themes from Data Analysis and links to Literature</b><br/>Chaos<br/>Compassion, optimism and hope.<br/><i>From photos</i></p> | <p><b>Research Conclusions and Links to Literature</b><br/><b>Conclusion 1:</b><br/>Employees experience their workplace as chaotic and feel challenged to meet the privacy needs of patients.<br/><b>(HOLISTIC EXPERIENCE)</b></p> | <p><b>Research Recommendations</b><br/>1.Support the use of photo voice techniques.-Chaos and change<br/>2. Support education and training in the four literature recognized and research supported domains of thriving</p> |
| <p>Optimism and hope<br/><b>Cognitive Thinking (MIND)</b></p>   | <p>Chaos<br/>Compassion, optimism and hope.<br/>From photos and narratives<br/><b>Cognitive Action</b></p>                          | <p><b>Conclusion 2:</b><br/>Communication skills, optimism, hope support a thriving response in change.<br/><b>Cognitive Action</b></p>   | <p>(a) Communications in Crisis to foster optimism and hope.<br/><b>Cognitive Action (MIND)</b></p>   |
| <p>Extroversion, confidence, social supports strategies, adaptability, creativity.<br/><b>Behavioral Doing (BODY)</b></p>           | <p>Teamwork, adaptability and creativity.<br/><i>Narratives and interviews</i><br/><b>Social Support</b></p>                        | <p><b>Conclusion 3:</b><br/>Teamwork, adaptability and creativity are skills and abilities that support thriving in constant change.<br/><b>Social Support</b></p>  | <p>(b) Teamwork to support adaptability, creativity and teamwork.<br/><b>Social Support (BODY)</b></p>  |
| <p>Self-efficacy, personal mastery, self-management.<br/><b>Emotional Feeling (HEART)</b></p>                                       | <p>Communication skills, work-life balance.<br/><i>Narratives , interviews</i><br/><b>Emotional Management</b></p>                  | <p><b>Conclusion 4:</b><br/>Emotional intelligence and self-management practices support an ability to thrive in constant change.<br/><b>Emotional Management</b></p>   | <p>(c) EI to support communication, awareness, self and social management.<br/><b>Emotional Management (HEART)</b></p>  |
| <p>Spirituality<br/><b>Being (SPIRIT)</b></p>   | <p>Transformative learning, finding meaning and change.<br/>Photos, narratives, interviews<br/><b>Sense making Spiritual</b></p>    | <p><b>Conclusion 5:</b><br/>Transformative learning experiences support an ability to find meaning at work and will enhance a thriving response.<br/><b>Sense making</b></p>  | <p>(d) Coaching to cultivate finding meaning and change.<br/><b>Sense making (SPIRIT)</b></p>   |





# Research Outcomes

- Personal learning
- ER Team learning and culture shift
- Strangers in Crisis Communication Workshops for all FH ED employees
- Emotional Intelligence and Leadership Communication/Coaching Workshop for Managers
- Photo voice at ER Conference and within my own program

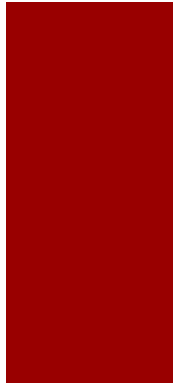


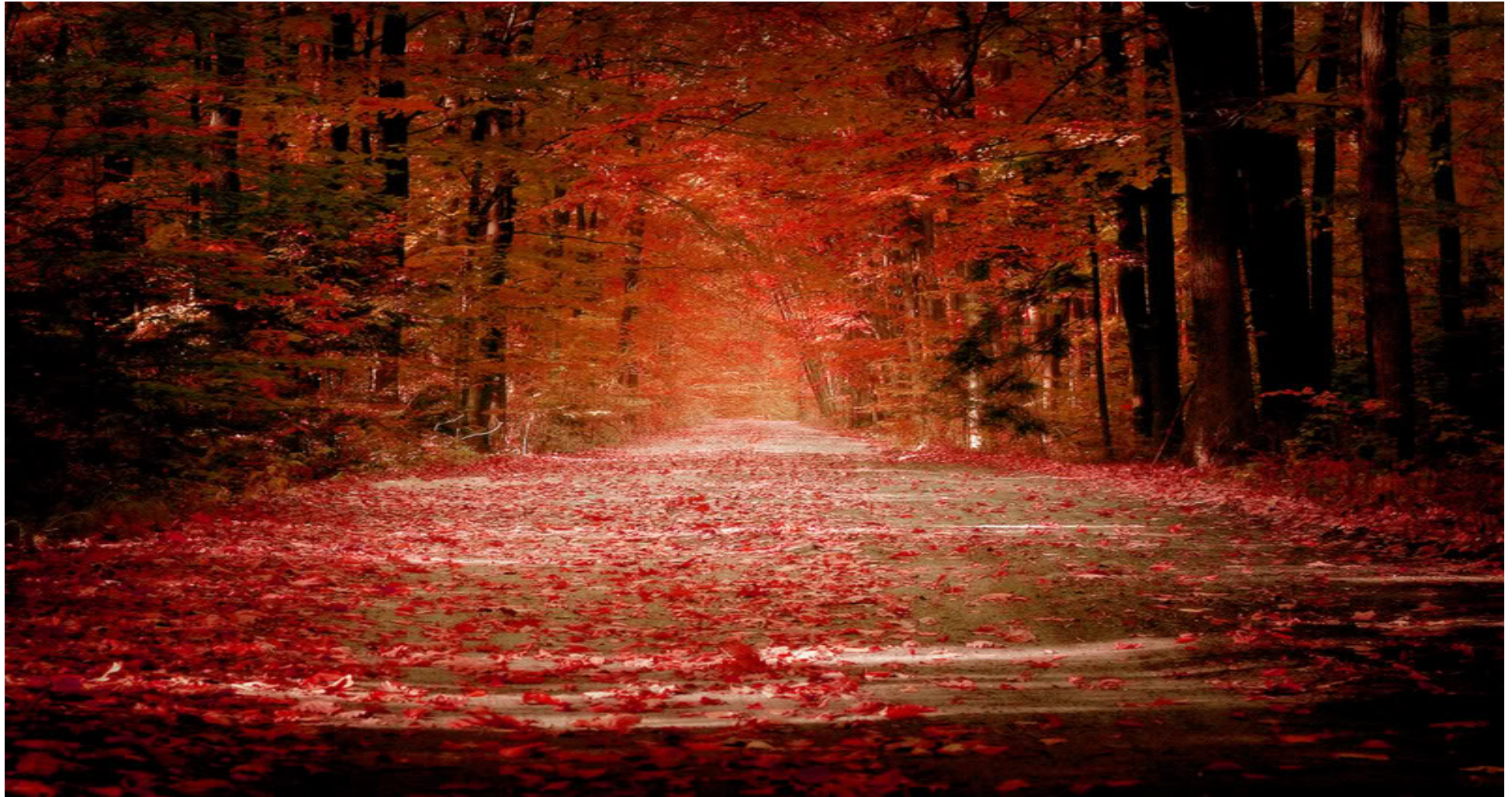
# Fraserhealth Organizational Sponsor Royal Roads University Academic Advisor

**Thomi Glover MA Divinity  
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ICF Accredited Coach**



**Martha Cloutier MA RN  
Director  
Emergency Program**

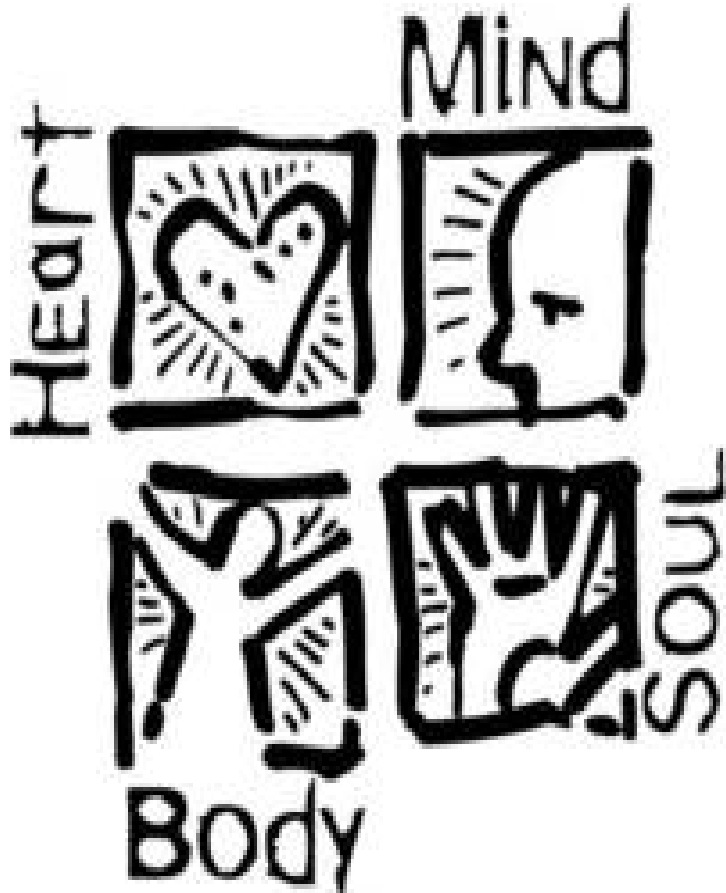




***“Connecting the heart and mind to the voice and touch” (Depree,2006,p.47)***

# Thriving in Adversity

*“Connecting the heart and mind to the voice and touch” (Max DePree)*



- **MIND (THINKING)** *View adversity as a challenge and a tolerance for chaos*
- **HEART (FEELING)** *Emotional intelligence, self and relationship management*
- **BODY (DOING)** *Self- efficacy, compassion, creativity, resilience, hope and optimism*
- **SOUL (BEING)** *Spirituality, meaning, passion and purpose*

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