Session Agenda

1. Context

2. Research aims and objectives, methods and approach

3. Findings on board member profile

4. Findings on experiences being a board member and the lay majority

5. Findings on onboarding/induction

6. A lifecycle model of onboarding evolves

7. Potential future impact at a national policy level

8. Practical learnings from the experience

9. References

Section One: Context

Context: Drivers for change and the rise of the lay majority

- Paradigm changes occurring in UK healthcare arising from healthcare scandals (Bevan 2008)

- Irish healthcare scandals such as the 'Lourdes Hospital Inquiry' (Harding Clark, 2006) led to similar concerns in Irish healthcare

- 'political opportunism' O'Regan & Killian (2014, p629)

- Benton, Catizone and Chaudhry (2017) recount similar changes evolving internationally

- Ideological shifts led to regulatory evolution for nursing and midwifery in Ireland (Murphy, Gilligan & Watson, 2021)

Context: shifting board composition in the regulatory environment

- 2011 ACT signalled a shift from self regulation model to a stakeholder board model

- Stakeholder boards used within Irish public sector to manage the 'range and plurality of stakeholders (Horan and Mulreany, 2021, p. 126)

- A non professional majority of 1, colloquially referred to as the Lay Majority

- Professions feared '**inadequate**' board composition and that it would result in loss of '**relevant expertise**

Details of composition	1918 Midwifes (Ireland) Act	1919 Nurses Registration (Ireland) Act	1950 Nurses Act (27 of 1950)	1985 Nurses Act (18 of 1985)	2011 Nurses and Midwives Act (41 of 2011)
Total non-nurse non-midwives on board	7 63.64%	6 40%	11 47.82%	11 37.93%	12 52.17%
Total registered professionals	4 36.36%	9 60%	12 52.17%	18 62.06%	11 47.82%
Of which directly elected by the professions	0 0%	6 6%	10 43.47%	17 58.62%	8 34.78%
Total	11	15	23	29	23

Context: A personal journey of recovery and a desire to give back

- 2010 – near death experience
- Hospitalised April discharged Sept
- Appreciated that when in hospital (long term) nurses make or break the experience
- Had some of the most compassionate and kind professionals care for me
- Post recovery wanted to somehow give back to the

Context: Personal reflections on initial board experiences

- Initially somewhat of a 'them and us' environment

- 'Legacy' and other issues outside the board's control/remit seemed to preoccupy

- Was the lay majority the issue?

- Were the professional bodies /unions stated fears being realised?

- At times the board room environment was so different to what I was used to from the business environment I was known to question at times 'what planet we were actually on?'

- The D Prof gave me opportunity to explore

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Section Two: Research aim, objectives, methods and approach

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Aim and objectives

- Gain insight and understanding of the lay majority as experienced by the board itself so as to add to professional regulation and onboarding knowledge bases

1. Create a board member profile of the appointees under the 2011 Act

2. Explore experiences of working with and as part of a lay majority board

3. Explore the concept of Board Member Identity, is it understood? Is it enabled?

4. Evolve from board members experiences the approach to onboarding they received and what they deem most appropriate to devise a model for onboarding

Some comments on researcher positionality

- My concern is not with truth and reality but perception, experience and context.

- Diverse working background - valuing difference and multiple perspectives or '**intersubjectivity**' (Holloway, 2008, p. 133).

- I subscribe to theories of **interpretivism**, constructivism and **socioculturalism** (Bryman & Bell, 2011)

- I appreciate the role of **interplay** (Bristow & Saunders, 2014) of the personal, interpersonal and community planes in **shaping my reality** (Rogoff, 2008).

- I expect that '**situatedness**' within context changes my and others understandings, worldviews and identity (Lave & Wenger, 1991, p. 31). Concepts such as right and wrong, for me are open to discussion and interpretation as issues such as gender, religion, social-class, social-history, politics and many other factors shape our worldviews.
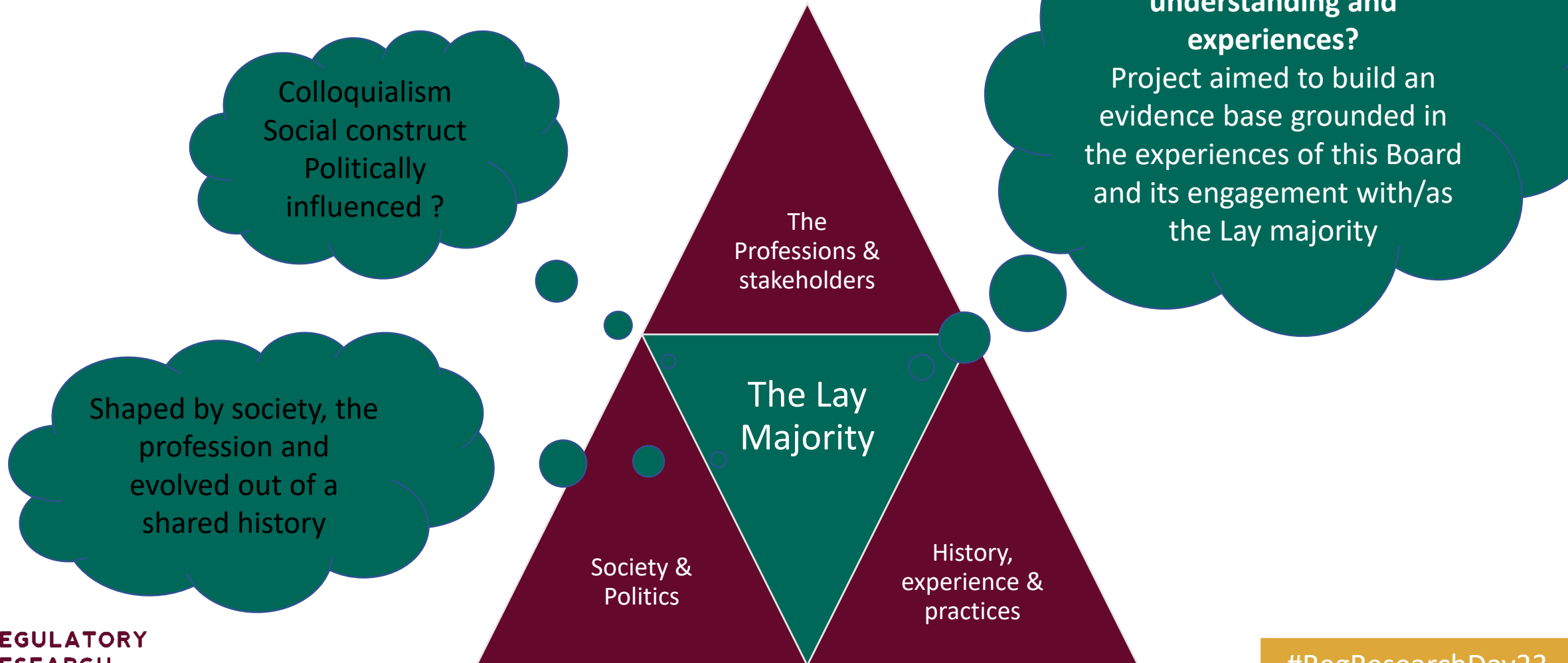
Socio-culturalism: in case you don't know

- Knowledge like reality is 'temporal' and contextually experienced (Wenger, 1998, pp. 144-159)

- About viewing 'the whole person in action' (Lave 1988, p18), and that we cannot ever really disentangle the professional from the personal

- Engaging with our 'nexus of multi-membership', (the multiple communities of practices we engage with), the more our knowledge, learning and our identity evolves (Wenger, 1998, p.105).

- Research through inductive inquiry on a context bound phenomena where context is, reinterpreted by each individual, influenced by our social-status, religion, history, experiences,

Socioculturalism: Visualising the problem

Colloquialism
Social construct
Politically influenced ?

But what about the Board's understanding and experiences?
Project aimed to build an evidence base grounded in the experiences of this Board and its engagement with/as the Lay majority

The Professions & stakeholders

Shaped by society, the profession and evolved out of a shared history

The Lay Majority

Society & Politics

History, experience & practices

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Method: Insider Action Research

- Generates 'context bound' knowledge (Dickens & Watkins 2008, p.185)
- Engages 'members of the community in the design and development' of the research (Lake & Wendland 2018, p.15), moves participants from 'passive research subjects' to active co-creators of the research (Coleman 2019, p156)
- Positionality, identity and alignment between researcher and researched (Jacobson &
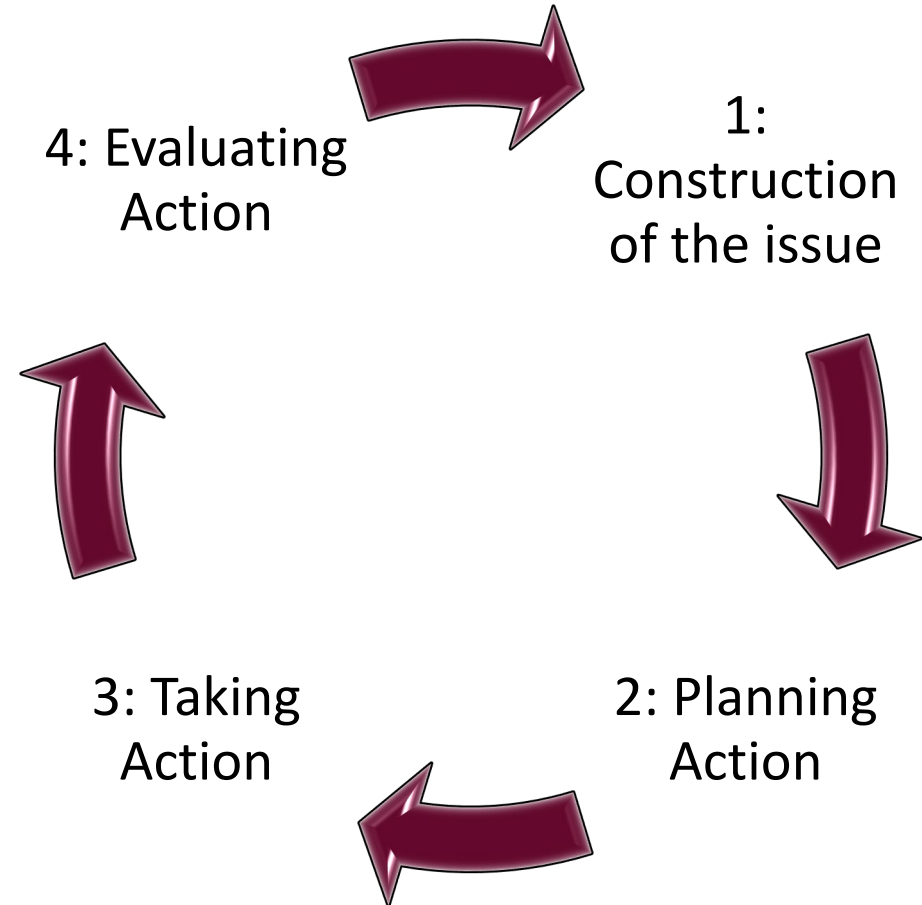
- Advantages: (Berkovic, et al 2020).
  - facilitating a nuanced perspective, builds credibility with participants
  - equalized relationship between the researcher and participants
- Disadvantages (Chavez 2008), (Greene 2014)
  - compromised researcher objectivity and professionalism,
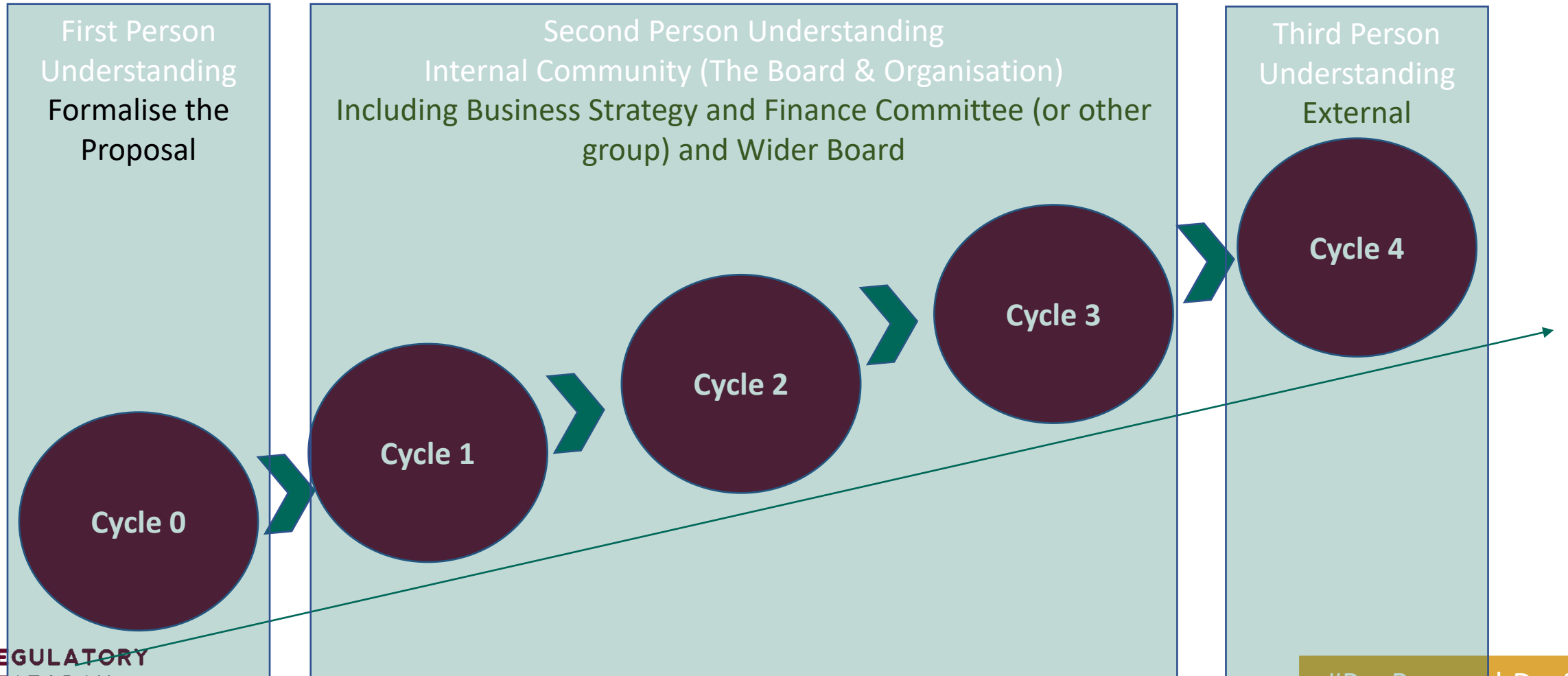 - Bias relationship and

Approach: The Action Research Cycle (Coghlan 2019) as a backbone to guide the research

1. Construction through
   - Dialogue, articulation or the issue and context
2. Planning Action
   - Steps to change, priorities, targets etc
3. Taking Action
   - Implementing collectively,
4. Evaluating Action
   - Evaluating the activity, leading to next cycle

4: Evaluating Action

1: Construction of the issue

3: Taking Action

2: Planning Action

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The project life cycle
First, Second and Third Person perspectives (Reason & Bradbury, 2008)

First Person Understanding
Formalise the Proposal

Cycle 0

Second Person Understanding
Internal Community (The Board & Organisation)
Including Business Strategy and Finance Committee (or other group) and Wider Board

Cycle 1

Cycle 2

Cycle 3

Third Person Understanding
External

Cycle 4

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So by drawing on Zuber-Skerritt (2018) what evolved was…

Individual Thesis Work

Conclusions

Evaluating

Thesis research and development

Planning

Taking Action

Collaborative Action Research Cycles Informing and informed by the individual thesis work

ARCS1 The Proposal
- Initial Proposal
- Pres. to BSF
- Pres. to Board

ARCS2 The Survey
- Draft Survey
- Final Survey
- Initial Report

ARCS3 Exploring Induction
- Understand induction experience
- Focus Groups
- One to One Interview
- Areas for improvement Defined

ARCS4 The Model
- Model evolution
- BSF input
- Learning Artefact

ARCS5 Dissemination
- National
- International
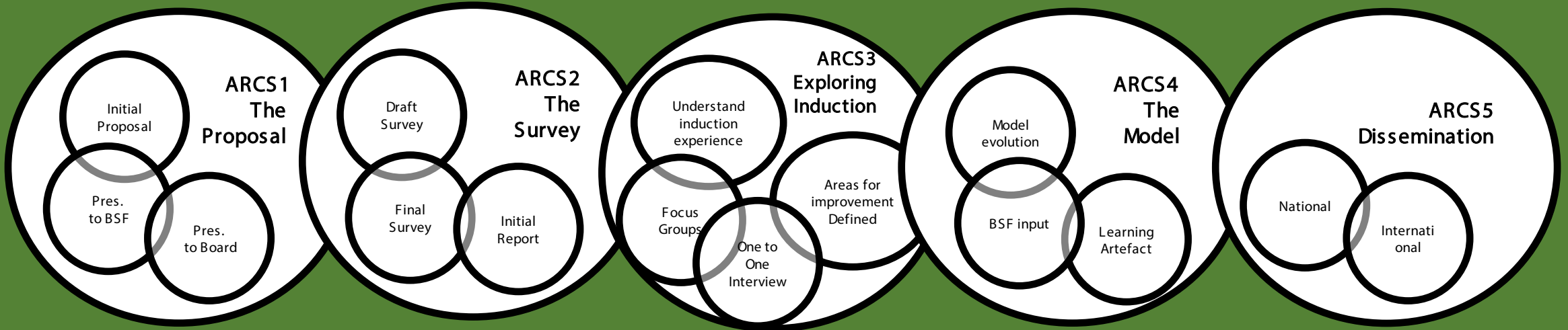
Moving through First – Second – Third person action research strategies

Individual Thesis Work

Reflections and Conclusions

Evaluating, feedback, proofing

Thesis writing

Planning final draft

Writing final draft

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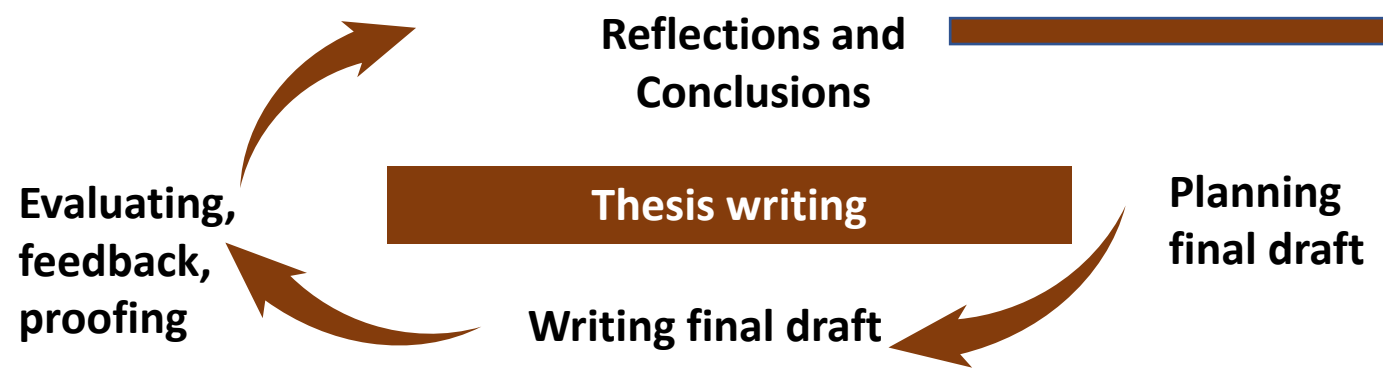
Future research

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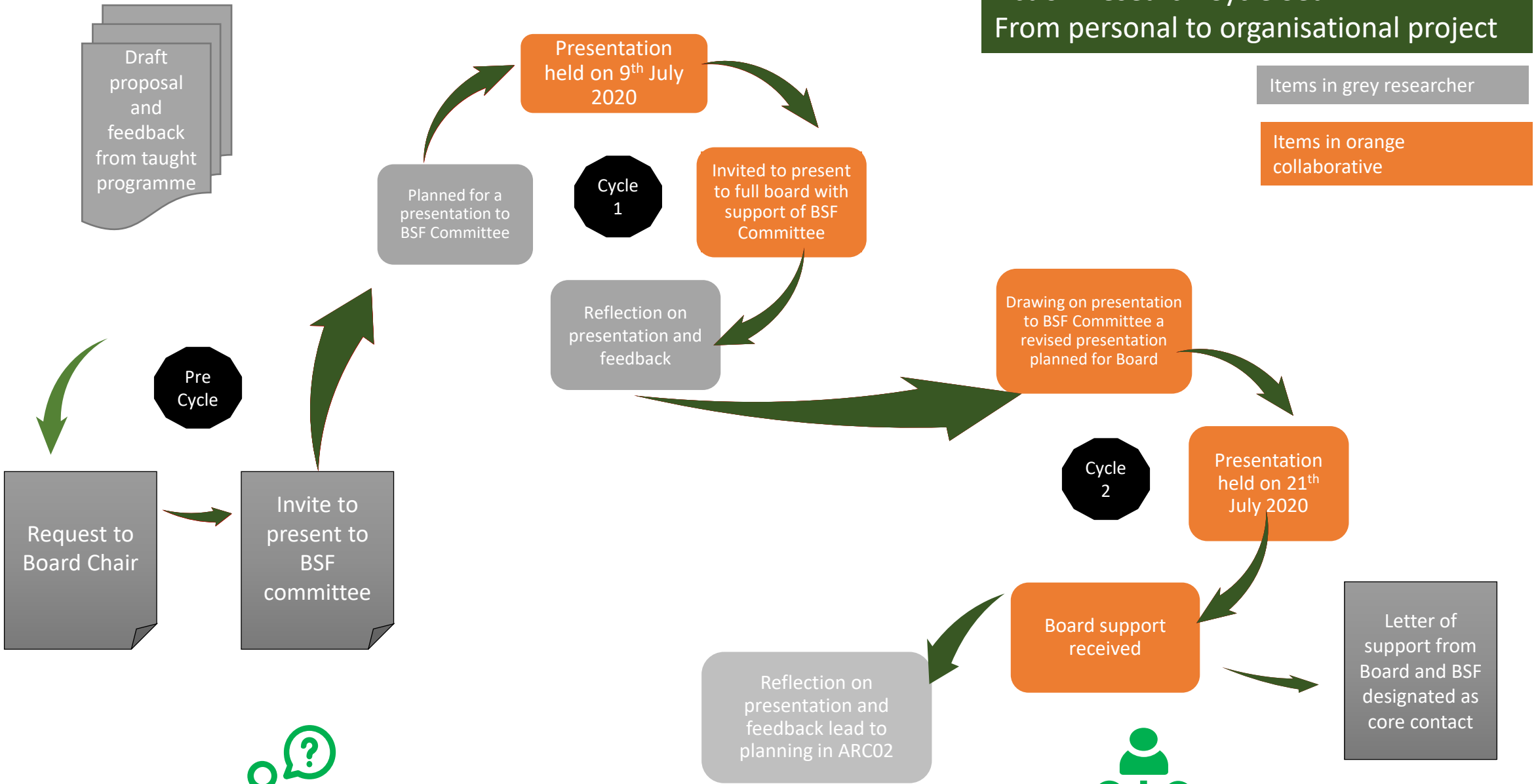
At a practical level data collection involved

- Online survey co-created with Business Strategy and Finance Committee

- Board member profile: (Q1-18 & 51)

- The Lay Majority: (Q19-29, 48 & 49)

- Board member identity: (Q30-38 & 50)

- Board member induction: (Q39-47 & 52)

Summary report and key learnings: Voices from the boardroom: a perceptions and experience

- Focus groups and interviews using Zoom
  - Areas of focus as suggested in findings of survey
  - Experience of Lay majority
  - Experiences and understanding of Being a Board Member and the concept of Board Identity
  - Experiences of Induction and Onboarding

Summary Report and Key Learnings: Socialisation, professionalism, trust and experience: Perceptions and experience of becoming an NMBI board member identity opportunities to evolve the induction process. July 2022 Report to Business Strategy and Finance Committee

Response rates

- **Survey Response: The final overall response rate was circa 87% (86.792)**
  - 47.83% were registered members of nursing or midwifery professions, equating to 88.46% of the total number of registered professionals that have served
  - 52.17% were non-nurses or non-midwives commonly referred to as 'Lay' representative, equating to 85.19% of those lay appointees since enactment.
- **Focus Groups and Interview participations: 52% of all appointees participated**
  - 58% of registrants
  - 46% of non registrants

Section Three: Findings on board member profile and board member identity

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BOARD MEMBER PROFILE

GENDER & AGE

58.7% are female
41.3% are male.

58.7%

41.3%

AGE AT DATE OF APPOINTMENT:
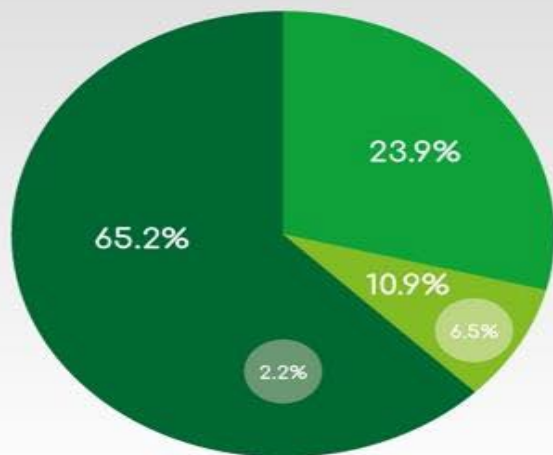
19.6%   25 to 44 years

73.9%   45 to 64 years

6.5%   65 years and over

93.5% identify as "white irish"

20% are on their second term

EMPLOYMENT STATUS

23.9%

65.2%

10.9%

6.5%

2.2%

- 65.2% full time employment
- 2.2% self-employed
- 10.9% part time employment
- 6.5% self-employed
- 23.9% retired

AREA OF PROFESSIONAL PRACTICE

AREA	%
Academia	17.4
Healthcare Management	17.4
Nursing / Midwifery Practice	17.4
Nursing Management	17.4
Management - Governance	15.2
Other Healthcare Prof	8.7
Civil/Public Service	4.4
Barrister	2.2

PROFESSIONAL EXPERIENCE

Coded classification of response	Responses	
Academia: Nurse or Midwife	5	10.87
Academia: Non Nurse or Midwife	3	6.52
Legal: Barrister	1	2.17
Civil/Public Service	2	4.35
Healthcare: Management	8	17.39
Healthcare: Nursing Management	8	17.39
Healthcare: Nursing / Midwifery Practice	8	17.39
Healthcare: Other Prof	4	8.70
Management: Governance	4	8.70
Management: Retired	1	2.17
Management: Finance	1	2.17
Management: Education	1	2.17

Previous Governance Experience

69.7%

ACADEMIC AND BOARD EXPERIENCE

100% of respondents hold a post secondary qualification or higher.

- 50.00% a Master's Degree
- 23.91% a Doctoral Degrees
- 19.57% unspecified post graduate qualification,
- 4.34% other post secondary qualifications
- 2.17% 3rd Level Degree

PREVIOUS BOARD EXPERIENCE

AREA	%
Other regulator or professional body	32.6
No previous governance experience	30.4
Other board experience	15.2
Member of other state board	10.9
In attend as management	10.9

PREVIOUS NMBI BOARD ENGAGEMENT

No previous engagement — 41.3%

Previous Nursing and Mid-Wifery Bard engagement — 58.7%

Some quotes on from the registrants on the boards composition

I very quickly realised, with the board business that we had to do that there is no way that we could do it ourselves as registrants in the profession.

I mean, we don't know everything, nobody does, and anybody who does needs to walk away from it. And that's why I think everybody brings something different to the table'

It's it is about nursing and midwifery, but it is about running a successful organisation that protects the public within the requirements of the act'

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Board member identity: learning and opportunities for consideration

Data suggest that experiencing a sense of a board collaborative, may be impacted by the route to board nomination and election. Being classified as Lay/Nurse-Midwife, Nominate/Elected sets members apart rather than bring them together.

Some respondents felt that while they acknowledged the potential difficulties, it may be time to consider reducing the size of the board, altering how members are elected, suggesting a standard appointment system for all based on specified skill requirements rather than appointment by sole right of being a member a profession or organisation.

Being a member of a regulatory professional board is acknowledge as a prestigious and responsible task by board appointees. They see it as a complex and at times challenging activity with a considerable workload. Appointees recognise the value to cross-regulatory training and perhaps even the creation of a programme of study to enable a pool of pre-qualified board candidates.

Longer-term discussion with stakeholder, the Unions and Department in particular should be considered.

Section Four
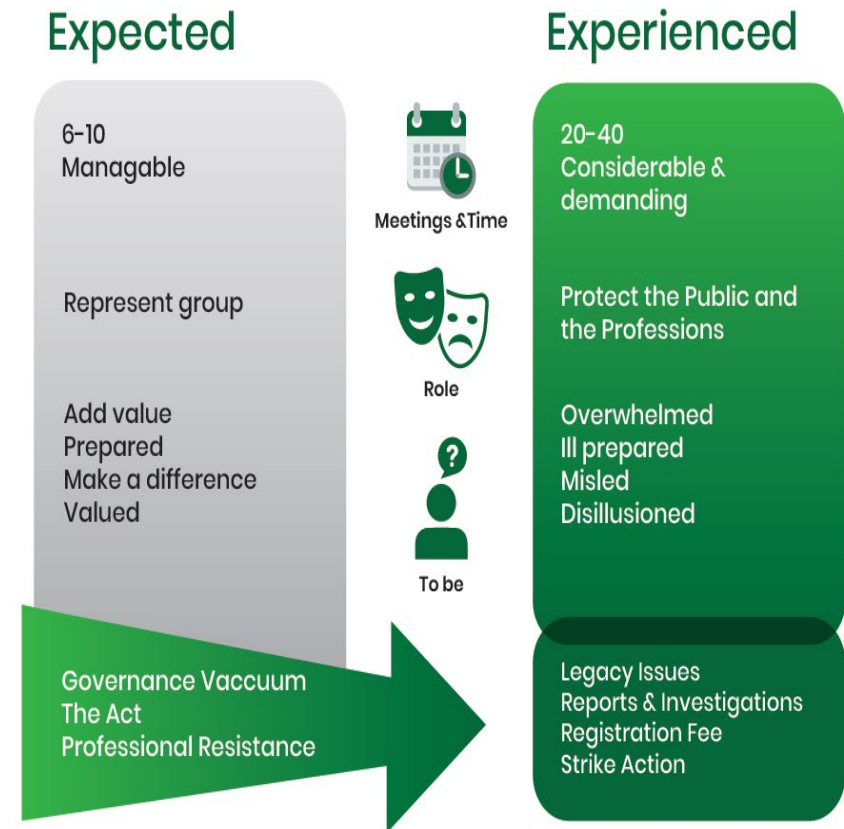# Findings
on being a board member

Being a board member: Expectations versus reality

- **Our experienced reality was one of**
  - Considerable and unexpected **workload**
  - Misleading/confusing **role definitions**
  - Professional versus nurse **narrative**
  - Lack of guidance and support at times
  - Role of executive

Expected

6-10 Managable

Represent group

Add value
Prepared
Make a difference
Valued

Governance Vaccuum
The Act
Professional Resistance

Meetings &Time

Role

To be

Experienced

20-40 Considerable & demanding

Protect the Public and the Professions

Overwhelmed
Ill prepared
Misled
Disillusioned

Legacy Issues
Reports & Investigations
Registration Fee
Strike Action

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A selection of quotes from board members

my first impression was the **level of mistrust there was between the board and the registrants.** So, and I got to know, a lot of the nurses and midwives who didn't live in Dublin, because we stayed in the same hotel. And, you know, so that's helped to build relationships and understand where people were coming from

I left because I just couldn't give it the time. And I left before my term was finished.... It was hugely beneficial to me professionally, **but I left because I just couldn't give it the time.**

I went in with all, you know, gusto thinking yet, I'll be delighted to work on this. **But it was a week, a month, effectively, there's no way I would have a week a month**

when I compare this with other commitments I might have or have had, it's **a very demanding board,** which means that somebody who's in full time work is, you know, can they see the scale of the commitment, or they hear about it from others, then they might back away from it

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Over time however.

- The lay majority shifted from a contentious big bang change to an almost non-issue
- **Contextual** issues had impact
- Legacy issues and a **Governance vacuum**
- From representation to consensus
- **Collective decision making**: Board members learning to be board members and why they are here takes time
- Managing **expectations**

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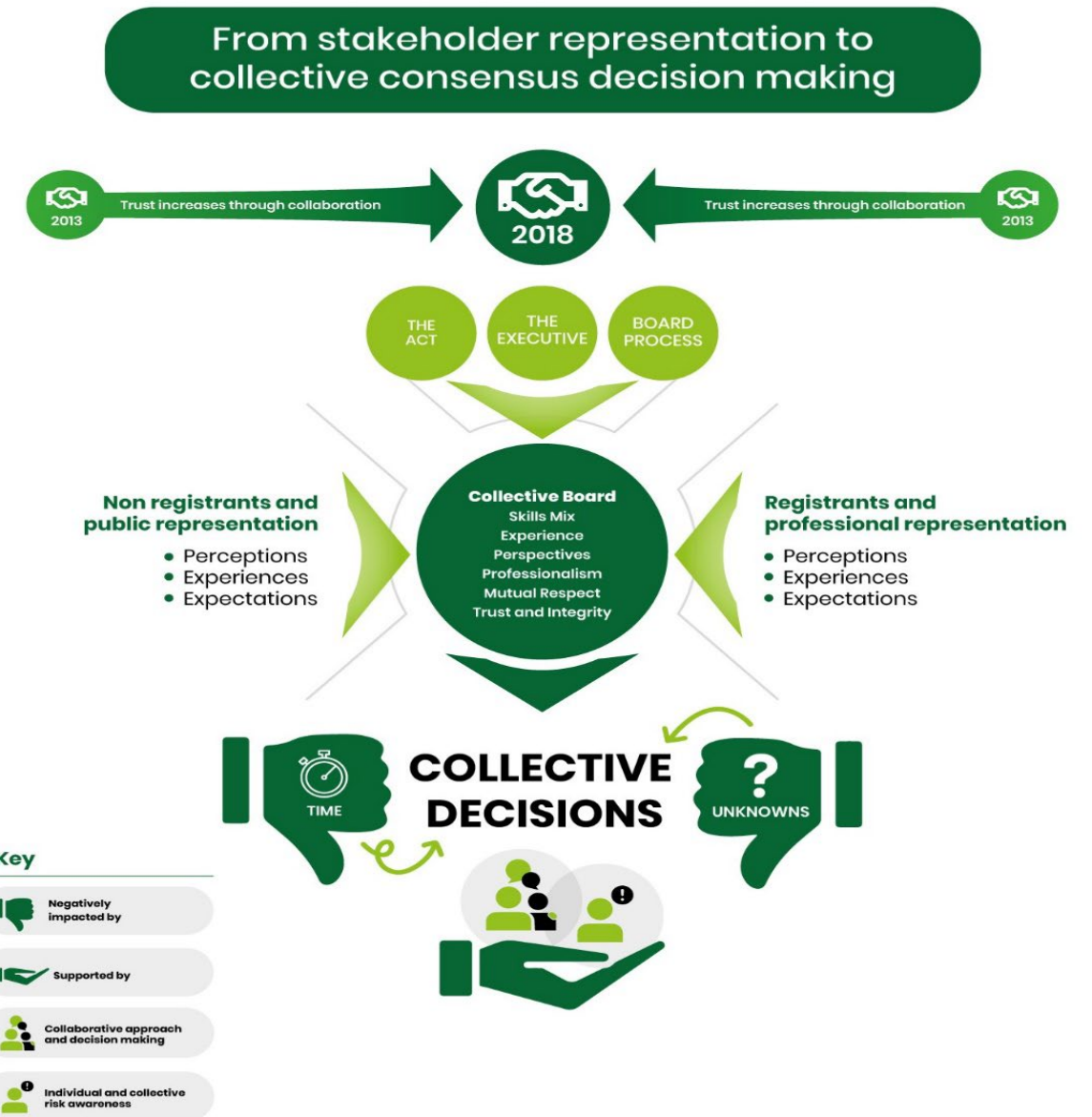
A selection of quotes from board members

And if anything was **three silos, there was the registrant's silo, there was the lay member side, and it was very much the executive side.** Yeah. I mean, that was a very difficult I mean, I used to go to those meetings, not knowing what side I was on, you know, if any.

But back in the days, **we did have some really dark days,** and you very much identified as a board member, because you were in a very unique position.

I can see how it **actually in practice, it actually works really well**, because there's so many people coming from backgrounds of regulation and other disciplines, and everybody really contribute

Because without that **collective approach to it, and the drive and the ambition that we had**, we would not have an organisation today

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Section Five
Findings
on onboarding/induction

Improving Induction and Onboarding

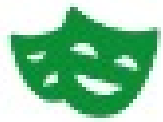|		
Role expectations mis leading	Buddy system good but needs formalization	Staged induction 12 to 18 months
Formal induction too much too soon	Observer status helps	Ongoing updates encoraged
Training useful but want to hear from Board	Get to know each other and the system	No use alone must be as group

Continually Learn & Reflect

Some learning to inform change

Role definition

Mentor-buddy system

Reflection and Learning

Collaborative approach and decision making

Observation & participation enables understanding and collective decision making

Socialisation enabled induction and process

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A selection of quotes from board members

you need that **social** element whereby you can engage with people who are different to you, not the same for the group think was who are different and you can't do that all the time. And the construct doesn't allow us.

it's more the understanding the nuances, maybe or picking up asking someone can they explain something to you over a cup of **coffee** that you didn't actually present. Can you tell me...? Can I run that by you? That type of thing.

And to be honest, **I refused to sit in the fitness to practice for about three years, because it wasn't comfortable that I had sufficient overall understand**, you know, and then I was sort of pushed into it

...the **socialisation element is absolutely crucial**, because you may have deliberated at a particular point, and there might have been an innuendo or you know, an interpretation that you're being argumentative, but having that socialisation ability to debrief and reflect and over a cup of tea or a **coffee** or whatever, and or going to the car park is essentially important as well...

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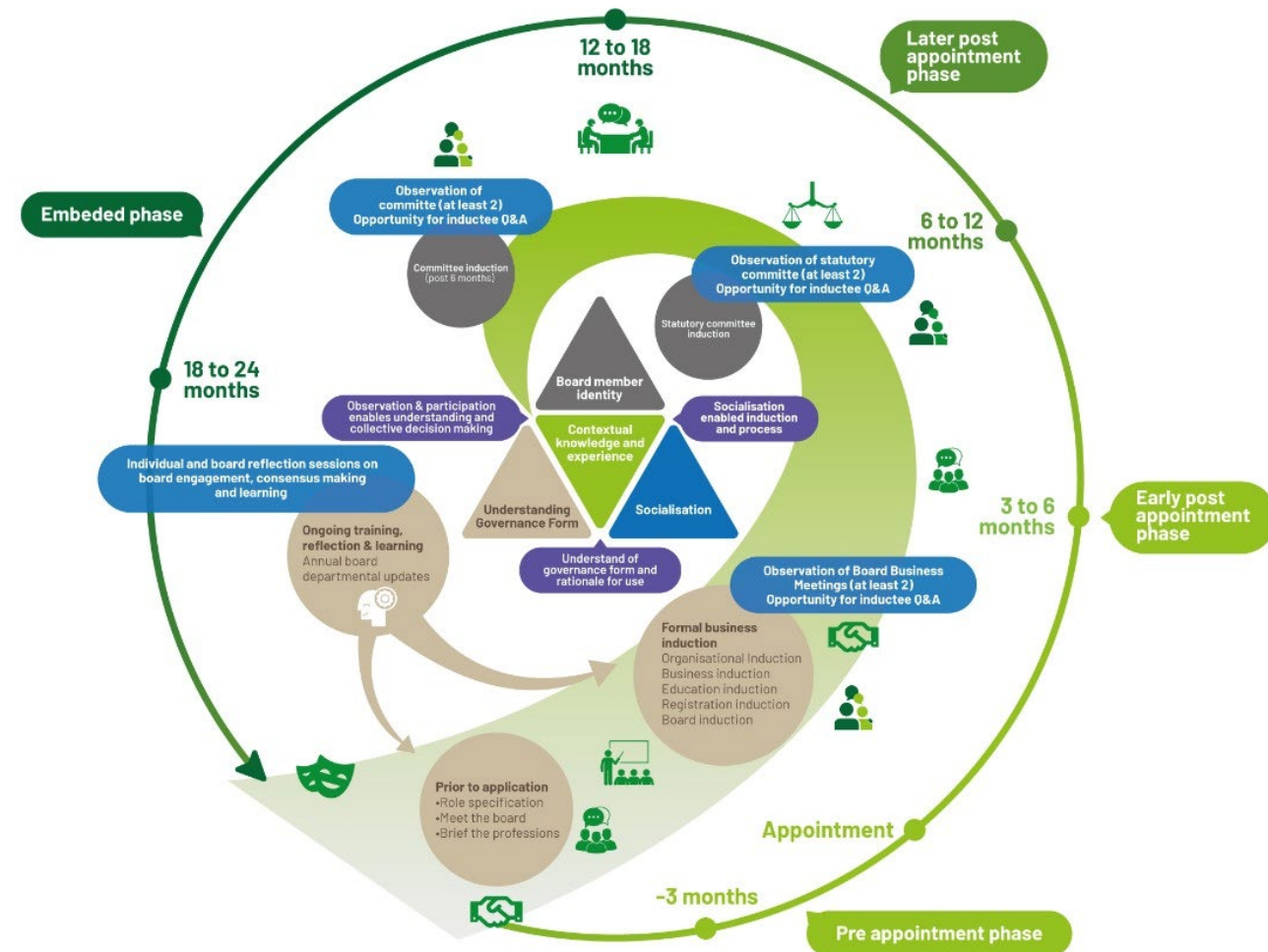
The foundations of the model that evolved...

A lifecycle model of inductee onboarding

- Four Phases of onboarding
  - Pre appointment phase
  - Early post appointment phase
  - Later post appointment phase
  - Embedded phase

Pre appointment phase
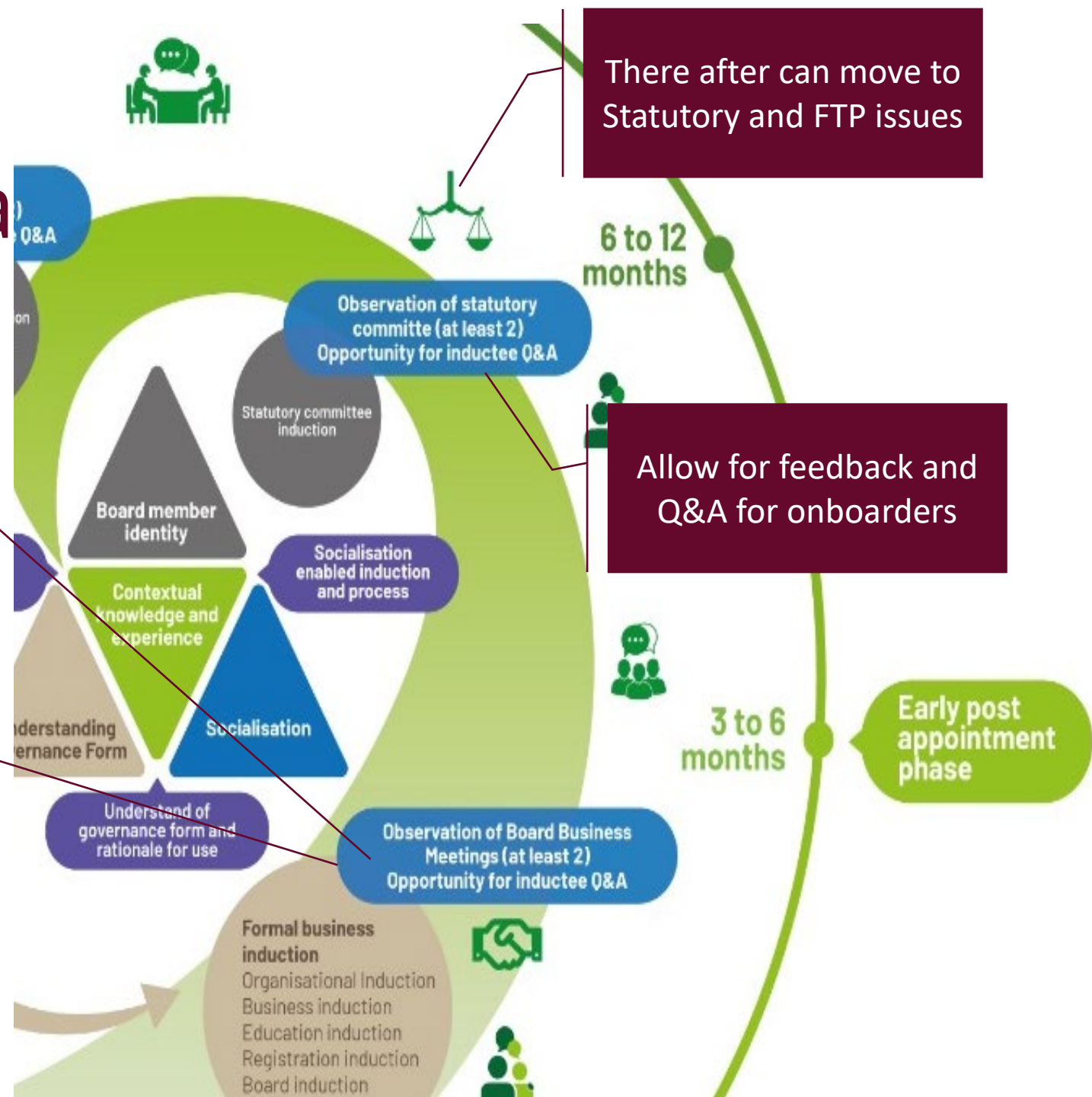

Be realistic!

As a collective and often

Clarity on board role

Clarity on board role

Early post appointment phase

There after can move to Statutory and FTP issues

Starting with business observation helps create shared views

Allow for feedback and Q&A for onboarders

Observing meetings helps settle in and build confidence (suggest at least 2 business)

6 to 12 months

Observation of statutory committe (at least 2) Opportunity for inductee Q&A

Statutory committee induction

Board member identity

Socialisation enabled induction and process

Contextual knowledge and experience

Socialisation

3 to 6 months

Early post appointment phase

Understanding governance Form

Understand of governance form and rationale for use

Observation of Board Business Meetings (at least 2) Opportunity for inductee Q&A

Formal business induction
Organisational Induction
Business induction
Education induction
Registration induction
Board induction

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Later post appointment phase

Managing workload is a challenge so priority should be statutory duty committees
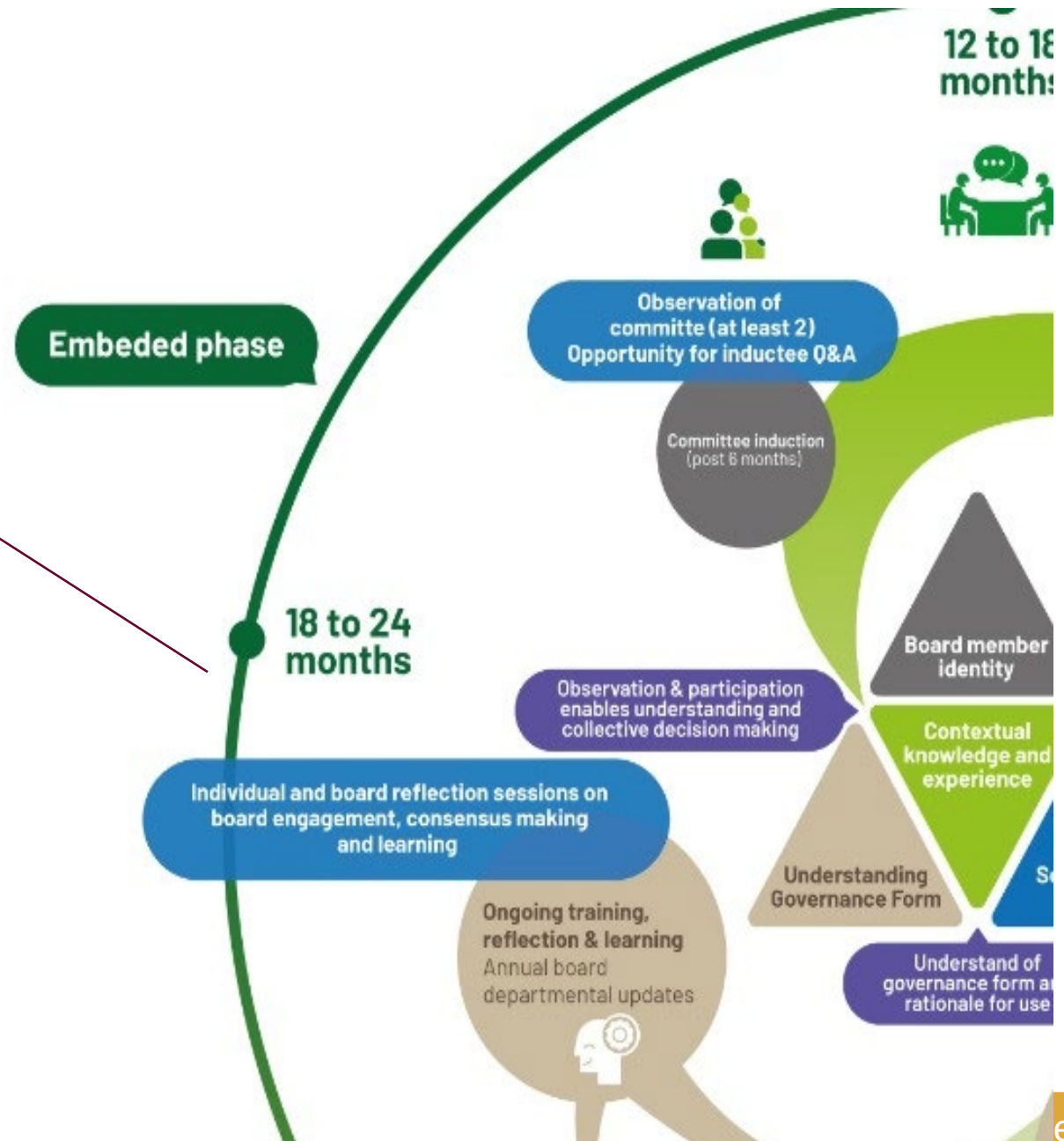
The suggestion from experience is that it takes upto 18 months before the individual feels they add value and contribute

Later post appointment phase

12 to 18 months

6 to 12 months

Observation of committe (at least 2) Opportunity for inductee Q&A

Committee induction (post 6 months)

Observation of statutory committe (at least 2) Opportunity for inductee Q&A

Statutory committee induction

Board member identity

Observation & participation enables understanding and collective decision making

Socialisation enabled induction and process

Embedded phase

Time to reflect, learn and evolve systems should be factored into the schedule so as to ensure role is clearly updated etc

Embeded phase

12 to 18 months

Observation of committe (at least 2) Opportunity for inductee Q&A

Committee induction (post 6 months)

18 to 24 months

Board member identity

Observation & participation enables understanding and collective decision making

Contextual knowledge and experience

Individual and board reflection sessions on board engagement, consensus making and learning

Understanding Governance Form

Ongoing training, reflection & learning
Annual board departmental updates

Understand of governance form a rationale for use

Section Seven
Potential learning for organisation and for national policy level influencers

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Organisational Quick Wins

- Keep board member role up to date and realistic
- Allow observation early and often
- Don't overload in early induction attempts
- Allow for regular socialisation at meetings
  – coffee – lunch – hotel – away days – etc
- Allow for regular reflection and learning as a collective board post meetings
- Encourage and seek input from new starters on how it was for them (even if only in observation capacity)

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Sorter term policy changes to support socialisation

- Allow observation of meetings by those appointed but not yet commenced or inducted

- Greater proactive communication on the board members role with the registrant body to enable clearer understanding of what is within its remit

- Exploration of the creation of a share regulatory board members training programme by the healthcare regulators

- Explore updating of UG curriculum to include regulation and the regulators role in a more upfront manner

Longer term changes to consider

- Reconsideration of length of term of office (If it takes 18 months to settle in, then a four year term seems short and over relies on the experienced taking on two terms to allow for cohesion)

- Review of Fitness to practice remits for healthcare workers, is there a better way to do this work at a national level. It is the largest component of the work financially and operationally for board members.

- Perceptions of the value of professional regulation need standardisation. Simple approaches like a standardised stipend for board members will help level the playing field, currently there is considerable diversity between regulators

Section Eight
Practical learnings from the experience

May 3, 2023
Dublin, Ireland

Learning as a board room insider researcher

- **Insider Action Research is useful however not without challenges**
  - Navigating meaningful collaboration and academic integrity
  - Managing schedules, the committee's, the doctoral timeline and the day job
  - Fitting the creativity of AR into the standard doctoral report can be frustrating

- **If I knew then what I know now**
  - The critical role of the gate keeper(s) to enable co creation early
  - Managing methodological evolution and co-creation takes a certain mind-set that takes time to develop

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Acknowledgement and sincere thanks to

- The Board Presidents and Vice Presidents for their support
- Business Strategy and Finance Committee Chairs for being the conduit to the board
- The CEO and executive management team
- Academic Supervisory Team
- Board Governance and Secretariat Manager for acting as gate keeper
- All my fellow board members since 2013 for their trust, openness and willingness to participate

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Section Nine
References & Questions

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May 3, 2023
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Happy to connect

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