



# The Perpetuating Elements Paradigm: optimising motivation and self-development potential within the leadership, education and clinical domains.

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Motivation is the catalyst that permeates throughout self-development and professional progression. This poster presents a conceptual model and framework for optimising motivation and self-development potential within the leadership, education and clinical domains of a large NHS Trust.

The paradigm aims to describe the factors contributing to the self-actualisation and performance improvements for practitioners. Analysis via robust longitudinal empirical research will determine the validity of the concept, scope of application, plus future evolution.

## 1. RATIONALE & RELEVANCE

Motivation is intrinsically linked to personal growth, professional progression and academic attainment. Gaining and maintaining clinical knowledge, skill and expertise form the fundamentals of standards of professional competency.

The demands on contemporary paramedic practice and integrated national healthcare systems are evolving. Key areas of foci are identified as investment in clinical training and innovative development (HEE, 2017; HCPC, 2017; College of Paramedics, 2018; 2019; NHS England, 2013; 2015; 2017; 2019).

This growth exemplifies the sector academic shift to the complex higher-order cognitive skill taxonomies (Bloom, Media and Krathwohl, 1964). Motivation and education are the pivotal enablers to this clinical quality and profession growth. Through understanding which factors influence this, the optimum catalyst and culture can be created.

## 2. METHODOLOGY & SYNTHESIS

A regional team of specialist clinical practice officers were developed and embedded within a large NHS Trust, consisting of six Band 7 leaders with impact and influence at organisational and system-wide levels. A unifying combination of character, behaviours and values was quickly ascertained, all influencing individual intrinsic self-motivation. Exploration of those drivers suggested meaningful purpose and understanding *why*, was the key that encapsulated this state (Sinek, 2009).

A framework was then designed of six extrinsic elements to enhance the drivers, relating to identity, security, autonomy, empowerment, resources and support. Combined, these notions happen to self-perpetuate in a powerful positive feedback mechanism. They appear to correlate to psychological needs, optimise potential, and promote ascent towards self-actualisation – both at individual and team performance levels (Maslow, 1933; 1954; 1971).

An analogy is that the intrinsic motivation drivers provide the ignition, the extrinsic motivation elements provide the energy, and both must be hosted within the optimal environment to thrive exponentially (Figure 1).

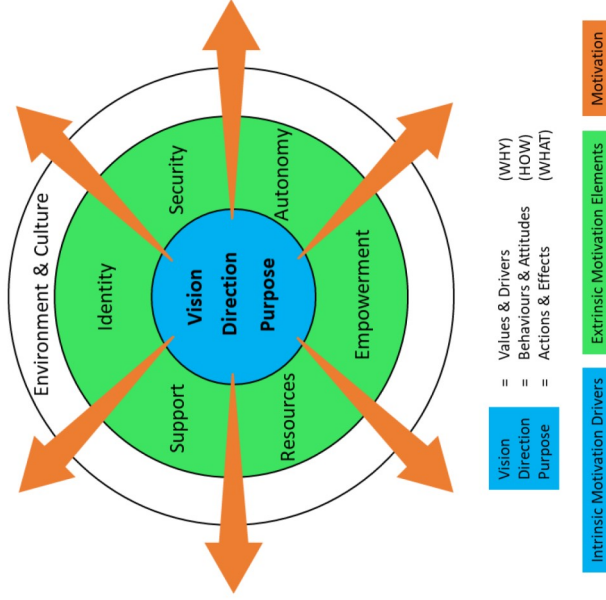


Figure 1. The Perpetuating Elements Paradigm

## 3. APPLICATION & PRELIMINARY FINDINGS

Applying these principles we enable our clinicians and leaders with essential knowledge, skills, behaviours, attitudes, vision and values to perform effectively, whilst equipped with adaptability and metacognition to be progressive in their professional capabilities. The aim is an environment and culture that inspires and encourages everyone the opportunity to have a tangible purpose. Thus, reach meta-motivation and the zenith of Maslow's hierarchy.

This concept permeates through the various phases of training, education and clinical practice. A pivotal juncture in this learner journey is the evolution from competence to proficiency (Dreyfus and Dreyfus, 1980; Benner, 1984). It coincides with moving from core training to frontline clinical practice, and the theoretical to experiential transition witnessed (Figure 2).

This vulnerable phase benefits greatly from a culture and environment tailored towards the learners' psychological needs. Innovative structures, processes, and systems have been designed, developed and embedded across this learner and clinician journey to specifically focus on this premise. With regional influence, this philosophy in turn cascades to all students, clinicians and staff, thus shaping organisational culture.

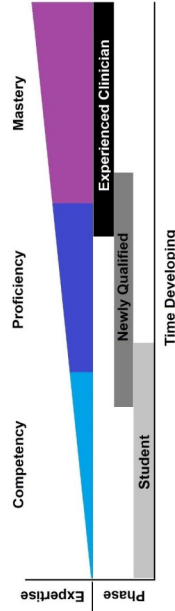


Figure 2. Competency to mastery model

## 4. CONCLUSIONS

Early qualitative and quantitative results from testing the paradigm are positive. Analysis via robust longitudinal empirical research will determine the validity of the concept and scope of wider application. Specific focus will centre on understanding the synergy between the intrinsic and extrinsic factors, plus ascertain the correlation and dominance on motivation. Furthermore, understanding the application of this conceptual construct within the real-world environment and further synthesis of the paradigm.

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