

# Developing Leadership Skills

Autumn Seminar

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Developing people  
for health and  
healthcare

## Aims of the session

1. Recognise the requirement for leadership training for all trainees
2. Perform group work with case studies to better understand the wider considerations of the HEEoE leadership training for all trainees strategy.

# Objectives of the session

1. To be able to explain why all trainees will be expected to undergo leadership training
2. To be able to describe the proposed HEEoE strategy for the delivery of leadership skills training
3. To be able to outline methods for engaging trainees with differing levels of motivation for leadership training
4. To be able to start to recognise leaders in your working environment that may be able to supervise or mentor leadership skills for self and trainees
5. To be able to start to identify needs and motivations for personal leadership skills development

# Setting the scene

- Why change?
- What's the plan?
- What next?

Why Change?





# Equity and Excellence; Liberating the NHS

- Putting Patients and the Public first; “no decision about me without me”
- Improving healthcare outcomes; focus on outcome measures rather than process targets
- Autonomy, accountability and democratic legitimacy; greater freedoms, devolution of power
- Cutting bureaucracy and improving efficiency
- More control to front line staff...with ownership in the hands of the professionals



**Report of  
the Mid Staffordshire  
NHS Foundation Trust  
Public Inquiry  
Executive summary**

HC 947

# The Report of the Morecambe Bay Investigation

Dr Bill Kirkup CBE

**Transforming care:  
A national response to  
Winterbourne View Hospital**

*Department of Health Review:  
Final Report*

March 2015

Why now?

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## Generic professional capabilities framework

Working with doctors Working for patients

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General  
Medical  
Council



<b>How the framework relates to education standards</b>	<b>7</b>
<b>Domain 1: Professional values and behaviours</b>	<b>8-9</b>
<b>Domain 2: Professional skills</b>	<b>10-16</b>
Practical skills	10
Communication and interpersonal skills	11-12
Dealing with complexity and uncertainty	13
Clinical skills	14-16
<b>Domain 3: Professional knowledge</b>	<b>17-18</b>
Professional requirements	17
National legislative requirements	17-18
The health service and healthcare system in the four countries	18
<b>Domain 4: Capabilities in health promotion and illness prevention</b>	<b>19</b>
<b>Domain 5: Capabilities in leadership and team working</b>	<b>20</b>
<b>Domain 6: Capabilities in patient safety and quality improvement</b>	<b>21-22</b>
Patient safety	21
Quality improvement	22
<b>Domain 7: Capabilities in safeguarding vulnerable groups</b>	<b>23</b>
<b>Domain 8: Capabilities in education and training</b>	<b>24</b>
<b>Domain 9: Capabilities in research and scholarship</b>	<b>25</b>



What's  
the  
plan?



## For trainees

- E-learning
- One day introduction to leadership course
- Masterclasses throughout training
  
- Pilot sites in Cambridgeshire currently trialling
- Invitation meeting for Norfolk October

# PREVAILING THEMES IN LEADERSHIP DEVELOPMENT

- Evolution in thinking about:
- **The educational approach**
  - *from training to development*
- **Where learning is situated**
  - *from the classroom to the workplace*
- **How career development is considered**
  - *balancing organisational and individual needs*

## Leadership Development for Doctors in Postgraduate Medical Training



# Structure for trainees leadership programme

Knowledge

e-learning Edward Jenner (Mary Seacole)

Attitudes

face-to-face delivered by trusts

Actions and Behaviours

**projects**, reflective practice, feedback and appraisal



## On-line educational module

- Why does leadership matter?
- Personal values - what's important to me?
- Understanding person-centred care
- Leadership behaviours for person centred care
- The Francis Inquiry
- Challenges in healthcare
- Emotional intelligence and leadership effectiveness
- Power and influence
- Giving and receiving feedback
- Adaptive leadership

# Introduction to Leadership for Emerging and Aspiring Doctors (I LEAD)

A Leadership and  
Management Development  
Workshop for Medical  
Trainees

- **Proposed Content:**
- Team working: how to lead and get the most out of your team
- Psychological Safety: how to create the right environment to delivery safe and high quality services
- Culture and Leadership: why it is important to engage and motivate your team
- Operational Management: delivering functional and efficient services
- Quality and Service Improvement: how to improve the quality of your services; how to write a business case to develop your services

# Leadership Development Masterclasses

- Overview of the NHS and Leadership Challenges
- NHS Commissioning and Financial Management
- Introduction to Project Management
- Quality Improvement Methodologies
- Innovation in healthcare







For faculty

?

# Three Learning Pillars

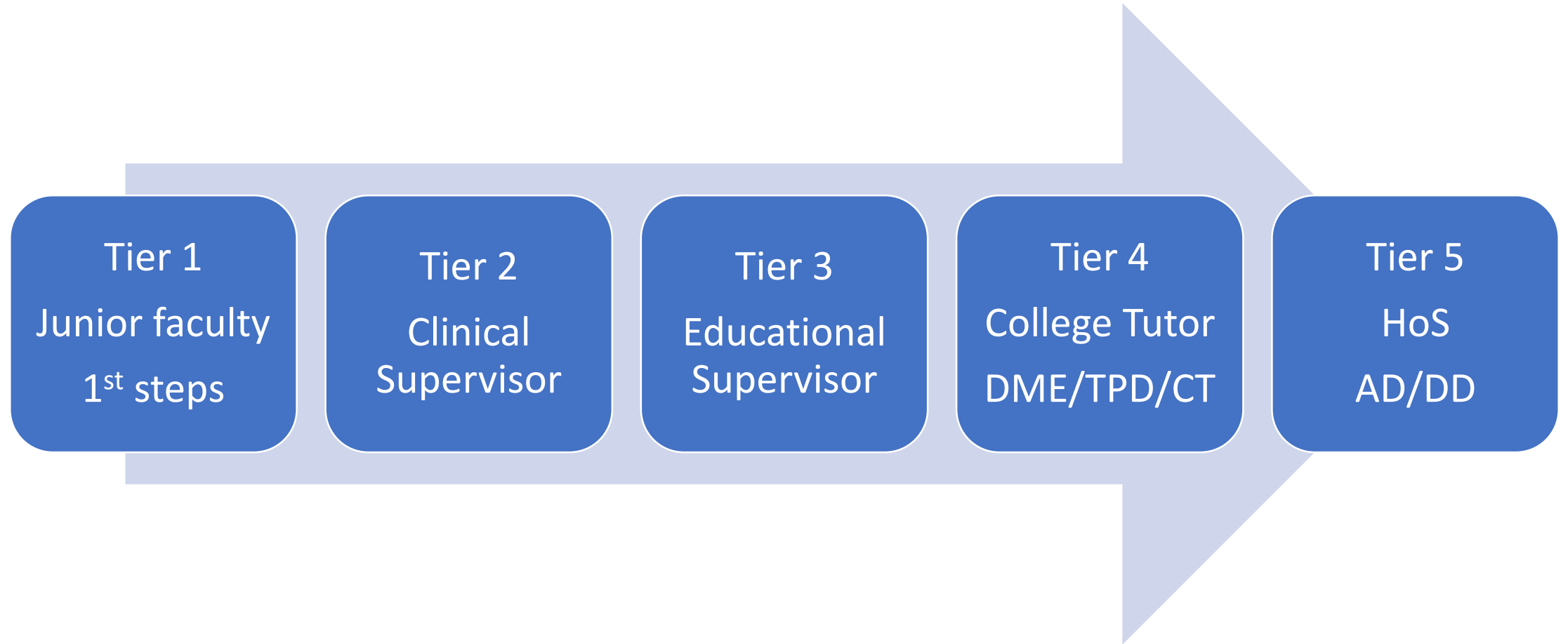
Leading Self

Leading others/teams

Leading for Improvement

Patient Safety, Innovation and Resources

# Tier system for the Faculty of Educators



# Group work

Explore the strategy more



3 cases to consider



Suggestions for discussion on each slide



Work in your tables



Aim for 10 minutes discussion in your group per case



5 minutes whole room discussion

The reluctant

The able

The stage

The masses

With what

Level of expectation

Case 1 – encouraging skills in trainees

# Case 2 – developing faculty

- Who?
- How to feedback to ES?
- What method to assess?
- Speakers
- Mentors
- Monitors
- Where does this fit with faculty of educators?



# Case 3 – developing yourself



- Knowledge
- Attitudes
- Behaviours
- What tier of faculty of educators? Separate tiers?
- What do you want?
- What do you need?
- Developing yourself to supervise or to lead?

# Summary of cases

1

Encouraging skills in trainees

2

Developing faculty

3

Developing yourself





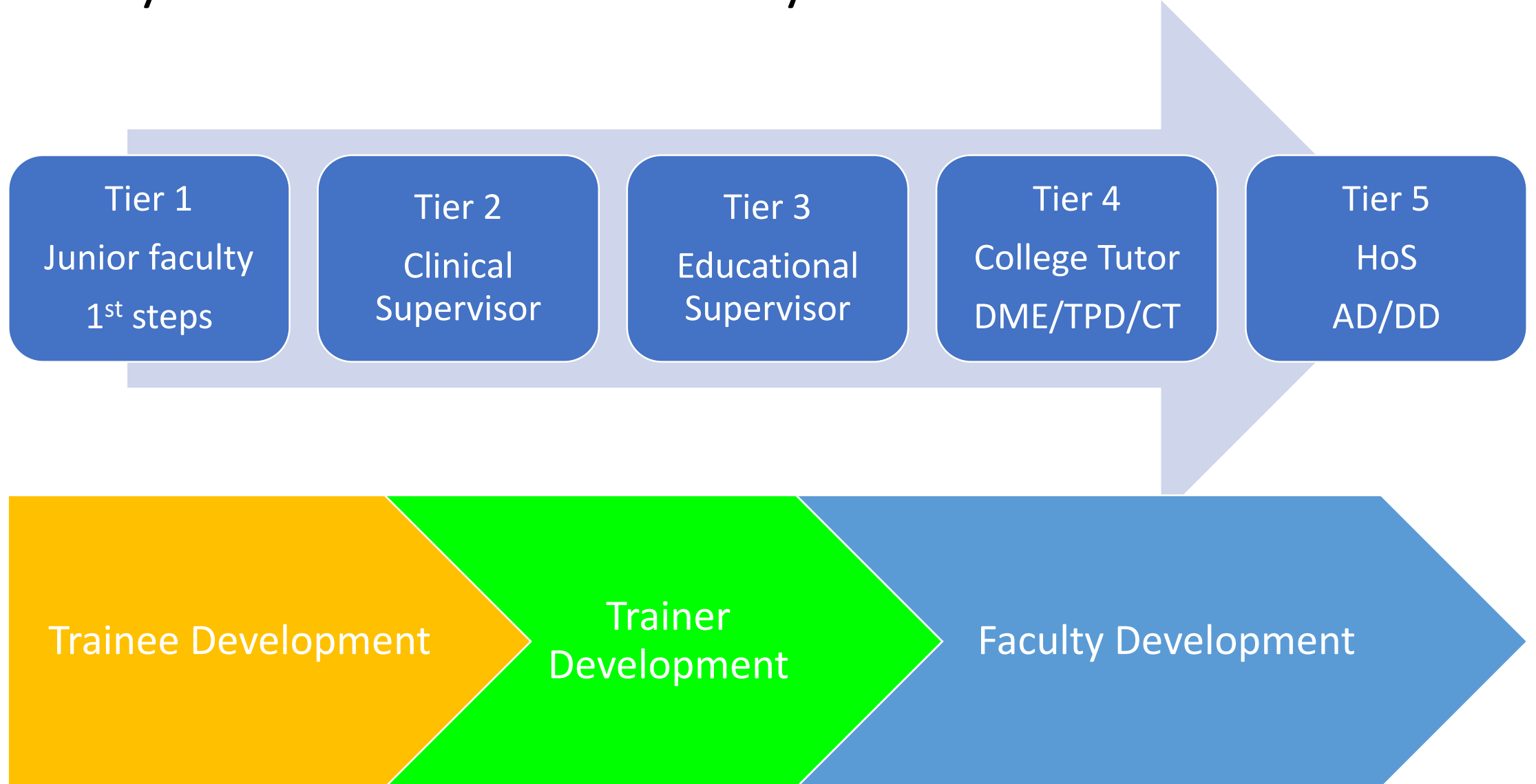
**Ok**  
**Ok**  
**What's**  
**Next?**

- Meetings planned in Norfolk (October 15<sup>th</sup>) and Essex (TBA)
- Review feedback from pilot sites
- Roll out sister trust support
- Launch region wide leadership training for all trainees



# Summary

# Tier system for the Faculty of Educators



# Structure for trainees leadership programme

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Thank you

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# Resources



## Generic professional capabilities framework

Working with doctors Working for patients

General  
Medical  
Council

[https://www.gmc-uk.org/-/media/documents/generic-professional-capabilities-framework--0817\\_pdf-70417127.pdf](https://www.gmc-uk.org/-/media/documents/generic-professional-capabilities-framework--0817_pdf-70417127.pdf)



<https://www.fmlm.ac.uk/members/resources/leading-as-a-junior-doctor>



## The state of medical leadership and management training for junior doctors

FMLM 2017 junior doctor survey

Dr Gareth Hynes, FMLM Trainee Steering Group Deputy Chair and Communications Lead  
Dr Lewis Peake, National Medical Director's Clinical Fellow RCP London and FMLM, and FMLM Douglas Fellow  
Dr Judith Tweedie, Research Fellow, Royal College of Physicians and past-Chair FMLM TSG  
on behalf of the Faculty of Medical Leadership and Management Trainee Steering Group (FMLM TSG)



# Developing medical leadership skills

## A toolkit

### Why is clinical leadership important?

The NHS, like most developed world health systems, is faced with multiple complex challenges; an aging population, the increasing burden of long term conditions and comorbidities, on-going health system redesign, and the integration and application of scientific advances - all set against a background of financial constraint and the need to improve productivity alongside quality of care.

The scope of these challenges necessitates that all doctors in training develop leadership skills, both to improve current service delivery and positively impact future health systems.

An expanding evidence base supports increased clinician engagement in leadership tasks with improved healthcare quality and outcomes. Clinical leadership is no longer an option for doctors in training, it is a responsibility.

### Learning to lead

The General Medical Council's Generic Professional Capabilities describe the common, broad set of skills required for safe and effective patient care. Clinical leadership and quality improvement constitute two of the nine domains.

Excellent opportunities, resources and pockets of leadership training already exist in the NHS. However, on a national level there is significant discrepancy in awareness, availability and uptake of leadership training opportunities. This has led to an unacceptable variation in clinical leadership skills. Postgraduate curricula reform is an opportunity to deliver improved training in these domains on a national scale.

The intention of this toolkit is to increase awareness of, and provide a structure for medical leadership development that is relevant, accessible and applicable to all doctors in training in England.

It is hoped that trainees and trainers use the suggested list of opportunities at appraisal and supervision meetings to reflect upon, plan and augment their development of clinical leadership and quality improvement capabilities.

### What is in this toolkit?

*The toolkit signposts learners and trainers to three parallel strands for leadership development.*

#### Career-stage related training

This includes opportunities concerning your career-stage from foundation training to ST 4 and over. Includes information on key literature, e-learning, self-assessment tools and joining trainee networks.

#### Work-based learning

This covers opportunities that are available within clinical practice including developing quality improvement skills and leadership opportunities for trainees.

#### On-going opportunities

Options for development that apply throughout your time as a junior doctor. These include representation on committees, further leadership training opportunities, and out-of-programme schemes such as the National Medical Director's Clinical Fellow Scheme.

### Medical and clinical leadership resources

- Leadership frameworks: [Healthcare Leadership Model](#); [DPIC framework document](#); [DPIC Summary](#); [MLCF](#)
- Clinical/medical leadership faculty websites (with resources):
  - [Faculty of medical leadership and management \(FMLM\)](#)
    - [Leadership and leadership development in health care: the evidence base](#)
    - [Medical leadership curriculum](#)
    - FMLM leadership and management standards for [individuals](#) and [teams](#)
  - [NHS Leadership Academy \(NHS LA\)](#)
- Leadership Development for Doctors in Postgraduate Medical Training
- General Medical Council (GMC) [Generic Professional Capabilities \(GPCs\)](#)
- National Institute for Health Research - [Possibilities and pitfalls implementing the 'Darzi model' of clinical leadership](#)
- Views from independent think-tanks:
  - [The King's Fund](#)
    - [Patient-centred leadership \(learning from the Francis Inquiry\)](#)
    - Personal perspectives: [Matthew Rice](#); [Durka Douqall](#)
  - The Nuffield Trust
    - [Learning from clinical leadership in the US](#)
    - [The NHS needs managers as well as leaders](#)
- Wider research
  - [Clinical leadership and hospital performance: assessing the evidence base](#)
- Video / media content on clinical leadership
  - [TED: A story of medicine and leadership](#)

## What opportunities are available after medical school?

### Career-stage related training

#### Foundation training and baseline tools

##### *Developing self-awareness and role as a team member*

- Read the NHS Constitution
- Self-assessment vs Healthcare Leadership Model
- Personality and team inventories (eg Myers-Briggs)
- e-learning (eg the Edward Jenner programme, NHS Leadership Academy)
- e-modules on quality improvement (QI) such as with the Institute for Health Improvement
- Leadership mentoring (available with FMLM membership)

#### Early specialist training (ST/CT 1-3), GP training

##### *Developing team leadership skills*

- Read key literature (eg FMLM individual leadership standards, and Developing People - Improving Care)
- Self-assessment leadership tools and Leadership 360 review (NHS LA and FMLM)
- Leadership development programmes (eg deanery, NHS LA, FMLM)
- Mentorship training (eg Ethical mentoring programme)
- Leadership coaching (with FMLM or Local LA)
- Join local trainee networks (eg Next Generation GP)

#### Higher specialist training (ST 4+), GP training

##### *Developing system leadership and corporate responsibility*

- Read key policy literature (eg King's Fund paper on system leadership)
- Self-assessment leadership tools and Leadership 360 review (NHS LA and FMLM)
- e-learning for finance (eg Introduction to Healthcare Finance)
- Higher leadership programmes (eg NHS LA and FMLM)
- Talent management conversation (eg NHS LA)
- Leadership assessment (eg apply for FMLM Fellowship)

FMLM - Faculty of Medical Leadership and Management  
NHS LA - National NHS Leadership Academy

### Work-based learning

#### Chances to learn during clinical practice

##### *Developing leadership skills on-the-job*

- Lead effective clinical handover
- Participate in and lead ward rounds
- Lead teams out-of-hours
- Participate in simulation training
- Be conscious of developing teamworking during acute emergency and resuscitation scenarios
- Participate in team debrief sessions
- Devise and lead teaching sessions
- Co-ordinate multi-disciplinary teams
- Mentor and support trainee colleagues
- Drive local clinical governance process

#### Quality improvement (QI)

##### *All trainees should develop QI skills, which increases knowledge of systems and their complexity*

- Foundation training level - actively participate in QI project work
- Early ST level - lead on QI project work
- Higher ST level - assess the service benefit and financial impact of QI projects

#### Leadership opportunities in training rotations

##### *Make the most of your opportunities by taking on one of the following leadership roles at this stage in your career*

- Trainee rota co-ordinator
- Trainee representative with at a Deanery, college, or school
- Trainee lead for education or training
- Trainee lead for clinical governance
- Shadow the trust's senior management board

### On-going opportunities

#### Professional development

##### *Leadership training through professional bodies*

- Subscribe to clinical leadership journals (eg *BMJ Leader*, which is included as part of FMLM membership)
- Websites and e-learning (eg through NHS LA, FMLM, GMC, HFMA or the King's fund)
- Clinical training courses focused on leadership principles (eg the Generic Instructor Course)
- Royal College and FMLM leadership courses
- Care Quality Commission (CQC) Specialist advisor
- Inspirational days in external organisations

#### Junior doctor representation on committees

##### *Take the opportunity to represent your peers*

- Join representative bodies such as the FMLM Trainee Steering Group, BMA committees, Royal College committees and the Academy of Royal Colleges committees
- Representation with charities and other third parties

#### Further leadership training

##### *Pursuing a special interest in clinical leadership*

- Chief Registrar Scheme
- Portfolio-based accreditation through FMLM (applying to become a Fellow of FMLM)
- Higher degrees in clinical leadership (eg CASS Executive Masters in Medical Leadership)

#### Out-of-programme schemes

##### *Apply to be accepted onto one of the competitive schemes below*

- National Medical Director's Clinical Fellow Scheme (managed by FMLM)
- 'Darzi' fellowship in clinical leadership

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/213215/final-report.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/213215/final-report.pdf)

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**Transforming care:  
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*Department of Health Review:  
Final Report*

THE MID STAFFORDSHIRE  
NHS FOUNDATION TRUST  
PUBLIC INQUIRY

Chaired by Robert Francis QC

**Report of  
the Mid Staffordshire  
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Executive summary**

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# **The Report of the Morecambe Bay Investigation**

Dr Bill Kirkup CBE

March 2015