Developing Leadership Skills

Autumn Seminar

Jane Sturgess - Associate Dean, HEE EoE
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
Transforming care:
A national response to Winterbourne View Hospital

Department of Health Review:
Final Report

The Report of the Morecambe Bay Investigation

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

Dr Bill Kirkup CBE

March 2015
Why now?
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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
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

What's the plan?
Three Learning Pillars

Leading Self

Leading others/teams

Leading for Improvement

Patient Safety, Innovation and Resources
Tier system for the Faculty of Educators

Tier 1
Junior faculty
1st steps

Tier 2
Clinical Supervisor

Tier 3
Educational Supervisor

Tier 4
College Tutor
DME/TPD/CT

Tier 5
HoS
AD/DD
Group work
Explore the strategy more

- 3 cases to consider
- Work in your tables
- 5 minutes whole room discussion
- Suggestions for discussion on each slide
- Aim for 10 minutes whole room discussion in your group per case
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
- Meetings planned in Norfolk (October 15\textsuperscript{th}) and Essex (TBA)
- Review feedback from pilot sites
- Roll out sister trust support
- Launch region wide leadership training for all trainees
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Trainee Development

Trainer Development

Faculty Development
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Thank you

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Resources
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, ongoing 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 trainees 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.

Medical and clinical leadership resources

1. Leadership frameworks: Healthcare Leadership Model; EPIC framework document; EPIC summary MLCF
2. Clinical and medical leadership faculty websites (with resources):
   - Faculty of medical leadership and management (FMLM)
   - Leadership and leadership development in healthcare: the evidence base
   - Medical leadership curriculum
   - FMLM leadership and management standards for individuals and teams
   - NHS Leadership Academy (NHS LA)
3. Leadership Development for Doctors in Postgraduate Medical Training
4. General Medical Council (GMC) Generic Professional Capabilities (GPCs)
5. National Institute for Health Research - Possibilities and pitfalls implementing the 'Darzi model' of clinical leadership

6. Views from independent think-tanks:
   - The King's Fund
   - Patient-centred leadership: learning from the Francis inquiry
   - Personal perspectives: Matthew Rice; Drola Douglas
   - The Nuffield Trust
   - Learning from clinical leadership in the US
   - The NHS needs managers as well as leaders
7. 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 (eg Healthcare Leadership Model)
  - Personality and team inventories (eg Myers-Briggs)
  - e-learning (eg the Edward Jenner programme, NHS Leadership Academy)
- e-learning modules on quality improvement (QI) such as with the Institute for Health Improvement
- Leadership mentoring (available with FLM/M membership)

**Early specialist training (ST/CT 1-3), GP training**
- Developing team leadership skills
  - Read key literature (eg FLM/M Individual Leadership standards, and Developing People - Improving Care)
  - Self-assessment leadership tools and Leadership 360 review (NHS LA and FLM/M)
  - Leadership development programmes (eg deanery, NHS LA, FLM/M)
  - Mentorship training (eg Ethical mentoring programme)
  - Leadership coaching with FLM/M 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 FLM/M)
  - e-learning for finance (eg introduction to Healthcare Finance)
  - Higher leadership programmes (eg NHS LA and FLM/M)
  - Talent management conversations (eg NHS LA)
  - Leadership assessment (eg apply for FLM/M Fellowship)

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### 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 teamwork during acute emergency and resuscitation scenarios
  - Participate in team debrief sessions
  - Devise and lead teaching sessions
  - Coordinate 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 coordinator
  - 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

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### On-going opportunities

**Professional development**
- Leadership training through professional bodies
- Subscribe to clinical leadership journals (eg BMJ Leader), which is included as part of FLM/M membership
- Websites and e-learning (eg through NHS LA, FLM/M, GMC, HFEA or the King’s Fund)
- Clinical training courses focused on leadership principles (eg the Generic Instructor Course)
- Royal College and FLM/M 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 FLM/M 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 FLM/M (applying to become a Fellow of FLM/M)
  - 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 FLM/M)
  - “Darzi” fellowship in clinical leadership
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