

# How might you enhance your trainee's leadership and management development as an ES or CS

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# Learning outcomes for this session

- After participating in this session, you should be able to:
  - Understand modern approaches to leadership training.
  - Understand what the East midlands LMP offers and what it does not.
  - Understand the concepts of quality and quality improvement to support your trainee.
  - Facilitate leadership development conversations with your trainee that will allow you to assess and document their progress for ARCP.

# What is leadership?

- Healthcare Leadership Model (2013)
  - Competency framework produced by NHS leadership academy
  - The model is built around nine dimensions under three themes. In which leadership serves to
    - Motivate teams and individuals to work effectively
    - Provide and justify a clear sense of purpose
    - Focus in improving system performance

# Recent changes in leadership training

- Shift away from exposure to isolated programmes of ‘teaching’ and ‘training’ to a longitudinal process of personal development
- Location of learning is moving from the classroom to the workplace.
  - Acceptance of the 70:20:10 model of leadership development.
    - 70% of the learning comes from work-based tasks, challenges and problem solving;
    - 20% from learning about self from others through coaching, mentoring, role-modelling and social networks and
    - 10% only from formal education and training.

# East Midlands Leadership and management programme

- Condensed course and run over 3 years.
- Introduction a new module (year 2) based in the trainee's workplace.
  - Focused around a supervised multidisciplinary Quality Improvement Project (QIP).
- Integrate the “Leadership conversations” toolkit.

## Aims of Programme

- Empowering the future workforce to develop and practice confident Leadership & Management from the beginning of their career.
- Develop trainees understanding of patient-centred leadership and how to do it every day of their clinical career.

# Leadership Conversations Toolkit



- Developed by the National NHS Leadership academy
- Complements the leadership and management course by providing:
  - Additional content on subjects covered in the programme
  - Provides examples of experiences that trainees should seek out that are relevant to their level of training
  - Signposts to leadership assessment tools to allows trainees to establish and then prioritise their leadership development areas
  - Supports development of leadership competencies by encouraging reflecting on their leadership experiences
  - Provides a framework for discussions with Educational Supervisor to set an education plan at the beginning of each year and then to assess your progress during and in the lead up to ARCP

# Leadership and management program

Year 1	HEE based	<p><b>Session 1: Introduction and understanding yourself</b></p> <ul style="list-style-type: none"> <li>• Understand the “Leadership conversations” toolkit &amp; how it will support your learning</li> <li>• Emotional intelligence: What it is, its importance and how to develop it</li> <li>• Unconscious bias/judgement</li> </ul>	<p><b>Session 2: Leadership and teamwork</b></p> <ul style="list-style-type: none"> <li>• What is leadership &amp; management</li> <li>• Team working, hierarchy and power</li> <li>• Our individual team roles– understanding our differences</li> </ul>
		<p><b>Session 3: Constructive communication</b></p> <ul style="list-style-type: none"> <li>• Constructive communication linked to emotional intelligence</li> <li>• Difficulties in some conversations</li> <li>• Tools to support courageous conversations</li> </ul>	<p><b>Session 4: Resilience and change</b></p> <ul style="list-style-type: none"> <li>• Building Resilience             <ul style="list-style-type: none"> <li>• What is stress &amp; its effects</li> <li>• Support structures for you &amp; others</li> </ul> </li> <li>• Power and hierarchy</li> <li>• Introduction to change management</li> </ul>

# Emotional intelligence



- Emotional intelligence is at the heart of being good doctors, good team players and good leaders and influencers!
- This programme builds from that premise to support your on-going development as a doctor!

<p>Year 2</p>	<p>Workplace based</p>	<p><b>Managing and Leading Change*</b></p> <ul style="list-style-type: none"> <li>• Managing and leading change</li> <li>• Change strategies and models</li> <li>• Linear and complex change</li> <li>• Service improvements</li> <li>• Service planning and pathway design</li> </ul> <p><b>How to lead Quality Improvement Initiatives*</b></p> <ul style="list-style-type: none"> <li>• Patient safety</li> <li>• Health/quality improvement (QI)</li> <li>• Methodologies</li> <li>• QI in practice “More than just audit”</li> </ul> <p><b>Making the Patient y our first priority*</b></p> <ul style="list-style-type: none"> <li>• Handling complaints/SUIs</li> <li>• Systematic approach to complaints, errors and safety</li> <li>• Role of coroner</li> </ul> <p><b>Demystifying NHS Finance*</b></p> <ul style="list-style-type: none"> <li>• Understanding finance</li> <li>• Commissioning</li> <li>• Outcome measures / Best value healthcare</li> <li>• Business Cases</li> </ul>
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# Quality improvement in leadership training

- QIP provides the best opportunity to get leadership experience during training.
- Requires the trainee to
  - Have a belief and a stake in the departments in which they work.
  - Look critically at what they do day-to-day in their job.
  - Think how things could be done differently to enhance the care of their patients.
  - Utilise the experience of working in different organisations.
  - Have the confidence to then act on these thoughts and challenge the status quo.

## Challenges and opportunities

- Within organisations such as the NHS there are hierarchies that appear daunting and maybe stifling of innovation.
- However, the NHS needs to utilise the energy and talents of junior doctors who are going to be some of the most intelligent and skilled people in your age group in our country.
- Successful and dynamic companies outside medicine are much better at harnessing this young talent to drive change in their organisations to help them adapt to a rapidly changing world.

# What defines Quality?



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Leadership &  
Management  
Programme



# Six Dimensions



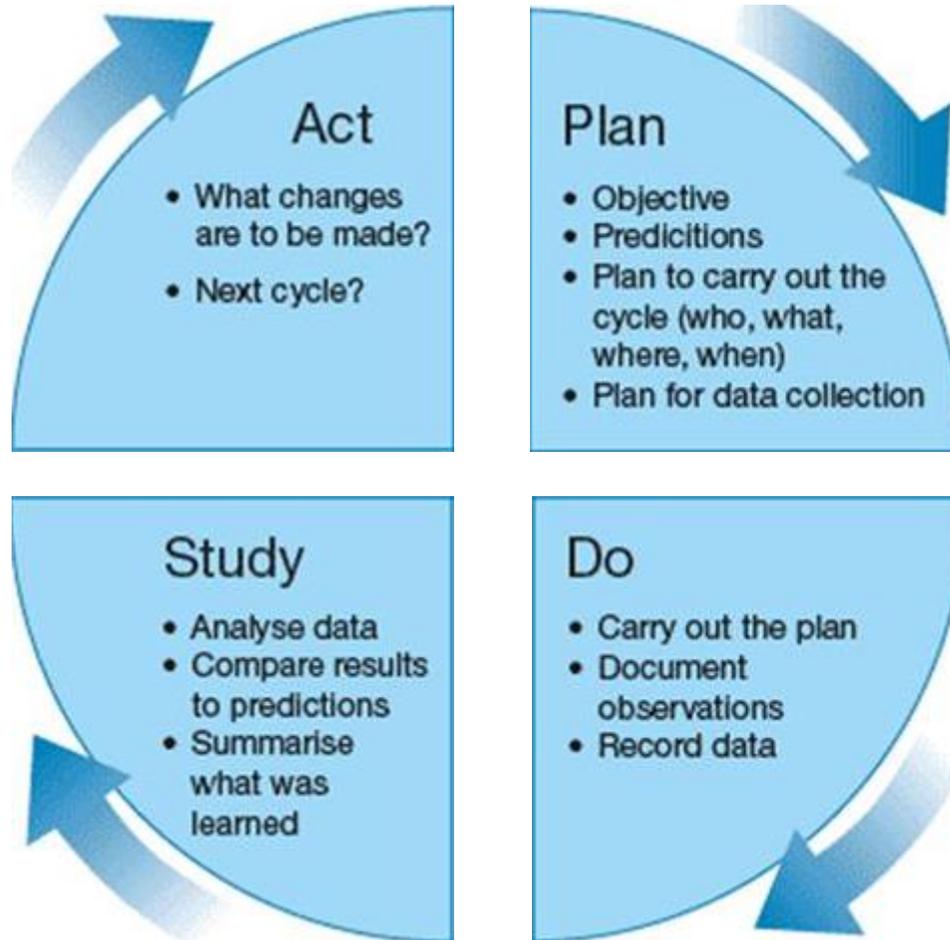
# Two key tools for planning and measuring quality



- PDSA
- Run charts

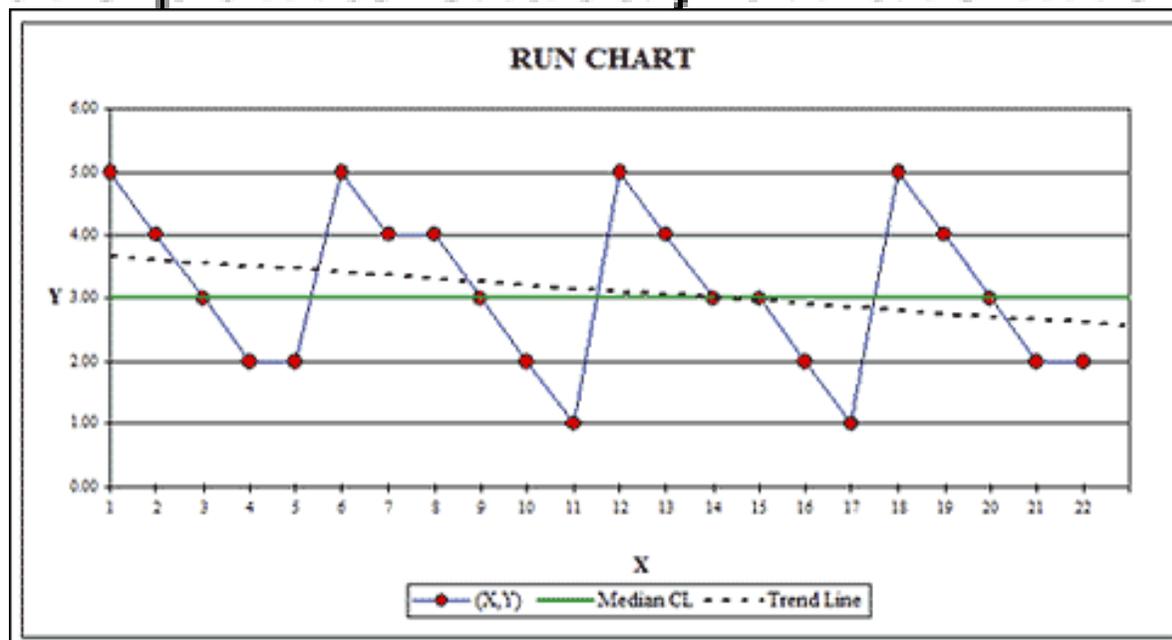
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# PDSA



# A Run

- A run is a sequence of consecutive points which all lie on the same side of the line
- Ignore points exactly on the line!





# Keys to successful project

- Get the trainee to do some self-directed learning using
  - National leadership academy “Leadership conversations” content (page 18)
  - Courses provided by your trust, check what support is available.
- Ensure that it is patient centred and will improve patient care
  - Look at existing patient experience data for your service (feedback/complaints)
- Gather a multidisciplinary team and listen to their views on the problem. Try to include the key groups of staff that might be impacted by the change.
- Start with a modest change of perhaps one aspect of the problem.

# Keys to successful project

- Decide what you are going measure to demonstrate a change has occurred.
  - Try to ensure this data collection is going to be as easy as possible to allow quick analysis of the data to allow multiple rapid PDSA cycles occur with hopefully incremental improvement.
- Decide how you are going communicate what you are going to do and who would the important allies be, and why they may resist change.
- Work out a timeline for the project and don't be afraid to hand over projects when having to rotate to the incoming team.
- **Reflect on your experience good and bad so that when you do the next one you have learnt from the experience.**

# The role of the supervisor

- To ensure that trainees integrate learning about leadership throughout their training years.
- At the start of each training year, agree which HLM leadership behaviours (up to three) to prioritise for the year ahead.
  - Joint decision taking into account current work and opportunities within the organisation
- Agree a plan for developing these behaviours; resources and signposting will be identified, and when progress reviewed.
- Evidence/demonstration of learning in these areas will be uploaded to each trainee's ePortfolio for review at ARCP every year.

## The role of the supervisor

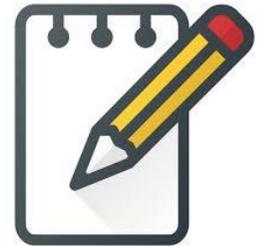
- Discuss progress with their trainees throughout the year, offering conversations to
  - Review developmental progress with the prioritised leadership behaviours
  - Recognise the leadership they are demonstrating in their day to day work.

## Three reflective questions will facilitate these conversations

- Tell me about how your behaviour has developed with leadership in mind?
- What have you observed and learned from others in respect of leadership behaviours?
- What have people told you about your leadership behaviours - include feedback from individuals and multisource feedback?

## The role of the supervisor

- A summary line of progress with the toolkit could be incorporated into the Educational Supervisor's final report for ARCP.
- For those trainees who demonstrate a natural flare or wish to take their learning in management and leadership further, trainers should discuss the options available in the 'taking it further section' at the end of the toolkit. This will also covered in 3 year of EM LMP



# Exercise

## In breakout rooms

- What is the key learning you have gained from this session?
- Discuss what you will do differently following this session?

# Summary

- Leadership training should be centred around experience in the workplace rather than going on courses.
- Supporting trainees effectively with QIP is vital.
- Use “Leadership conversations” to guide training.
- Set realistic leadership PDP at induction
- Review throughout year and assess progress at end of year using 3 reflective questions.
- **Get the trainees to reflect on all aspects of the process to help make them a better leaders.**

# Questions?

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