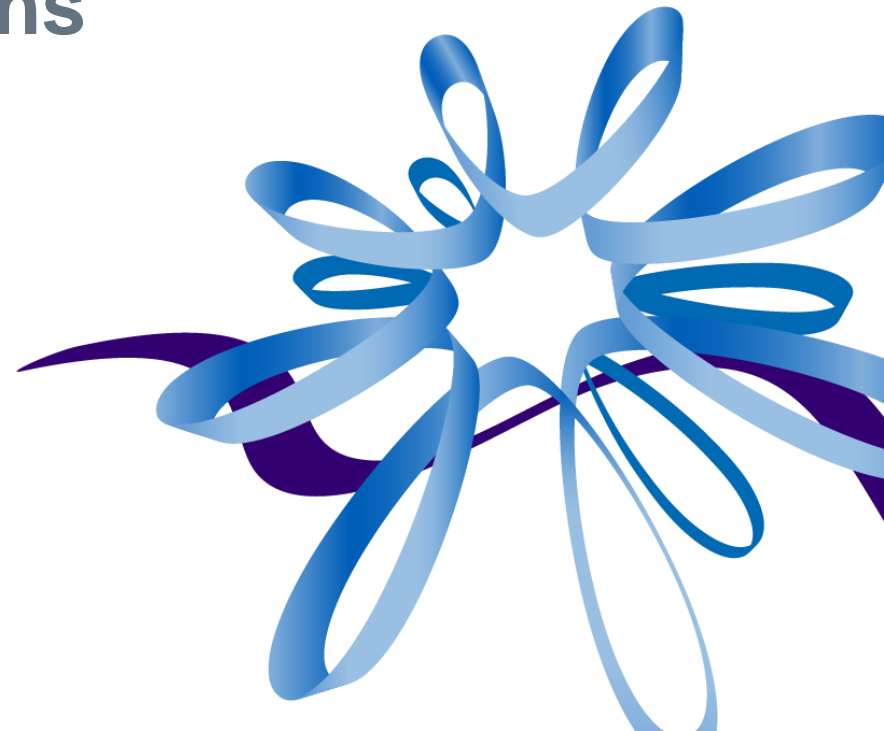




Leadership Academy

Medical Education Supervisors'

Leadership Conversations



Workshop Aims

Prepare Supervisors to integrate leadership learning into their regular conversations with junior doctors through:

- Familiarising Supervisors with the new 'Leadership Conversations in Postgraduate Medical Training' resource pack
- Offering practice and guidance on managing conversations for leadership learning

Introductions

1. Quick round of introductions (name, role, organisation)
2. Two x four minute conversations in pairs, discussing *how you describe leadership and its importance to junior doctors.*

Background to Postgraduate Leadership Development

- NHS leadership academy
- Jeremy Hunt
- AoMRC
- GMC
- Post Graduate Deans Leadership development group



Department
of Health

Clinical Leadership: Barriers & Enablers – FMLM review

20 November 2017

Focus Groups: essential messages

From two groups of eight Supervisors:

Challenges

- Time (ours and trainees')
- Perspective (CS spend more time with trainees)
- **“I’m not sure I have the skills needed to educate the next generation of doctors”**
- “How can I be confident that what I’m saying is right?”

What would really help

- A consistent definition and set of expectations (about leadership, leadership behaviours “help us to understand what leadership is and how to demonstrate it to others” and of our role)
- Toolkits for trainees and supervisors
- Knowing how to make leadership relevant and applicable
- **Seeing leadership as everyday rather than hierarchical**
- Personalising leadership development for each trainee
- Development/virtual support groups for Supervisors

Focus Groups: essential messages

From four groups of 15 trainees:

Challenges

- Haphazard, “stumble on leadership”, implicit rather than explicit
- Too much variation
- Not knowing what’s expected and what leadership means
- **Still seen as about position (“current perception is that leadership is about being at the top of the hierarchy”) and special experience, neither of which are universally available**
- Trainees feeling that they are “the bottom of the pile” and so not seeing themselves as leaders.

What would help

- Skeletal structure of definitions and expectations related to different training levels. **“Help us to identify what leadership looks like and suggest new routes to demonstrating it that don’t require additional roles/work.”**
- Making full use of “the good experiences of leadership in the everyday” with Supervisors “drawing attention to everyday leadership” and helping us to consciously reflect.
- Learning from Supervisors as role models; “useful to hear their thinking about their leadership practice.”

Leadership Development



(Lombardo 1996)

Key messages

1. Make full use of everyday leadership experience
2. Integrate conversations about leadership into business as usual
3. Encourage reflection and continuous development

Resources and skills

1. The 'Leadership Conversations in Postgraduate Medical Training' Resource Pack
2. Developing skills in facilitating work-based learning

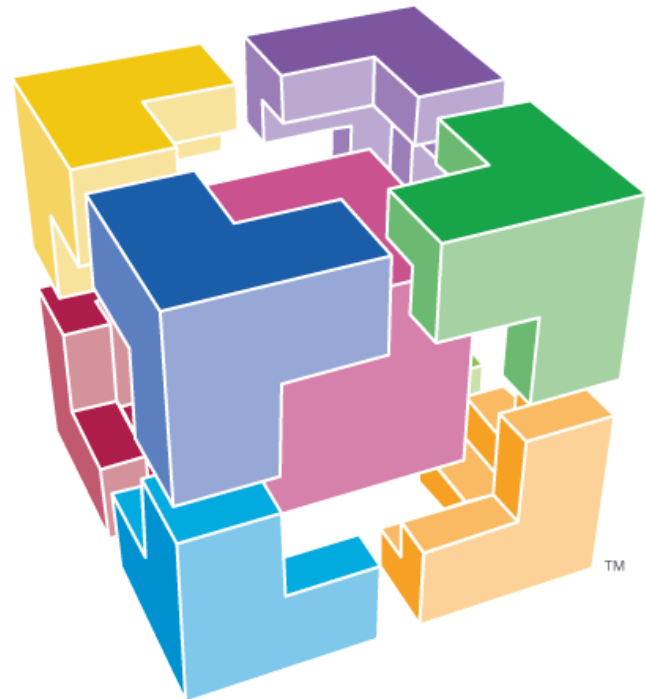
Ways of describing leadership

1. “A process of influence whereby those subject to it are inspired, motivated or become willing to undertake the tasks necessary to achieve an agreed goal.” (Spurgeon and Klaber, 2016)
2. “Leadership is a process whereby an individual influences a group of individuals to achieve a common goal.” (Northouse, 2007)
3. “Management produces order and consistency, leadership produces change and movement; both are essential to prosper.” (Kotter, 1990)

Ways of describing leadership

The Healthcare Leadership Model is made up of nine behavioural dimensions:

- Inspiring shared purpose
- Leading with care
- Evaluating information
- Connecting our service
- Sharing the vision
- Engaging the team
- Holding to account
- Developing capability
- Influencing for results





Leadership Academy

Leadership Conversations

Supporting developmental conversations in
postgraduate medical training (V0.6: 17.05.19)



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Early years: Foundation - CT/ST 1-2

During the early years of postgraduate training, trainees are advised to concentrate on develop the leadership skills and approaches that enable them to manage themselves, their workload and their team contribution.

HLM Domain	Behaviours to demonstrate	Indicative development activities	Developmental resources
Inspiring shared purpose	<p>Staying true to NHS principles and values</p> <ol style="list-style-type: none"> Do I act as a role model for belief in and commitment to the service? Do I focus on how what I do contributes to and affects patient care or other service users? Do I enable colleagues to see the wider meaning in what they do? 	<ul style="list-style-type: none"> Review the many ways in which your work affects patients' lives. Familiarise with patient feedback on services. Shadow a Trust Governor/Patient Leader Read the NHS constitution 	<ul style="list-style-type: none"> NHS England's information about feedback on services, including the Friends and Family Survey Simon Sinek's Ted Talk on How Great Leaders Inspire Action The NHS Constitution Take me to your leader - Lilly Lecture by Baroness Julia Cumberledge 'Top tips' on How to get involved with leadership and management as a student and foundation doctor? by Christina Whitehead
Leading with care	<p>Caring for the team</p> <ol style="list-style-type: none"> Do I notice negative or unsettling emotions in the team and act to put the situation right? Do my actions demonstrate that the health and wellbeing of my team are important to me? Do I carry out genuine acts of kindness for my team? 	<ul style="list-style-type: none"> Reflect on the messages your actions convey – are you acting <i>as if</i> the health and wellbeing of your team are important to you? Observe how other leaders convey this in practice. Spend some time noticing how others' emotions influence their work. When you notice negative emotions in a colleague, intervene to 	<ul style="list-style-type: none"> Leadership That Gets Results by Daniel Goleman Ballatt, J and Campling, P (2011) Intelligent Kindness: Reforming the Culture of Healthcare. RCPsych Publications

Steps in using the Leadership Conversations Guide

1. Trainee completes leadership induction in 'Getting Started' on pages 7 and 8
2. Trainee and Supervisor prioritise up to three leadership **development** areas for the year
3. Supervisor and trainee regularly review and **reflect** on leadership learning, Trainee using Reflective Log (23) and Supervisor using Reflective Questions (22).
4. At year end, Trainee can upload their Reflective Logs to their ePortfolio for review at ARCP

Developing skills in facilitating work-based learning

Reflecting on leadership as ES

Working in pairs, please take it in turns to encourage each other to reflect on recent leadership learning, using a variant of the questions on page 25. You have 10 minutes each:

1. Which leadership **behaviours** have you demonstrated over the last week or even today? What have you learned about leadership from doing so?
2. What have you learned from **observing** others' leadership behaviours?
3. What recent **feedback** have you had and what does this tell you about your leadership strengths and areas for development?

Next steps

First thoughts on how you plan to integrate leadership development conversations into your work with doctors in training