

Supporting your trainees' leadership potential

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Introductions

- Name
- Trust
- Specialty
- Passion

Management and leadership roles

Mintzberg's Management roles

Interpersonal	Informational	Decisional
Figurehead	Monitor	Entrepreneur
Leader	Disseminator	Disturbance Handler
Liaison	Spokesperson	Resource Allocator
		Negotiator

Interpersonal roles

- Figurehead
- Leader
- Liaison

Providing information and ideas

Example

Building relationships and sharing information with internal and external contacts e.g. the social work team

Informational roles

- Monitor
- Disseminator
- Spokesperson

Processing information

Examples

Collection and organisation of patient data

Recognising and selecting relevant information to share with senior colleagues

Decisional roles

- Entrepreneur
 - Disturbance handler
 - Resource allocator
 - Negotiator
-
- Using information

Examples

Negotiating with staff and patients e.g. to get a scan

Managing limited resources including time

What management and leadership roles do trainees take on?

- In pairs for 5-10 minutes
- Consider the roles they can undertake, locally, regionally, nationally
- Think about challenges they face
- Feedback to the group

Local Opportunities

- Representative posts e.g. Foundation rep, speciality training rep
- Associate college tutor posts
- Quality improvement and audit projects
- Shadowing of clinical/non-clinical leaders e.g. clinical/medical directors, chief executives, director of operations
- Attending public Trust/CCG board meetings
- NHS Change Day

Regional Opportunities

- Mentoring
- North Western Medical Leadership School
- Faculty of Medical Leadership and Management
- Health Education North West Medical Leadership and Management Fellowship
- Health Education North West Medical Leadership Short Courses for ST1-ST3 Trainees

National Opportunities

- GMC educational visitor
- CQC specialist advisor
- NHS Leadership Academy Schemes
- OOPE e.g. National Medical Director's Clinical Fellow Scheme
- Conferences e.g. Agents for Change

Non-medical leadership roles

- Volunteering/charity work
- Clubs and societies
- Armed forces
- Parenting

Barriers promoting opportunities

- In pairs for 5-10 minutes
- What stops you from encouraging trainees to take on leadership roles?
- Feedback to the group

Barriers

- Concerns over capabilities
- Worries about time management
- Concerns over seniority
- Knowledge of available opportunities

Advantages of promoting leadership opportunities

- In pairs for 5-10 minutes
- What advantages do you find from encouraging trainees to take on leadership roles?
- Feedback to the group

Advantages

- New skills
 - Refreshed enthusiasm
 - Improved working relationships with multidisciplinary team
 - Improved confidence
 - Better insight into own strengths and weaknesses
 - Understanding of 'the system'
-
- Pride

Identifying those with leadership potential

Guidance for Undergraduate Medical Education:

Integrating the Medical Leadership Competency Framework

Enhancing Engagement in Medical Leadership

Professor Peter Spurgeon, Project Director
Isobel Down, Undergraduate Project Lead



**Leadership and management
for all doctors**

My (literal) leadership journey



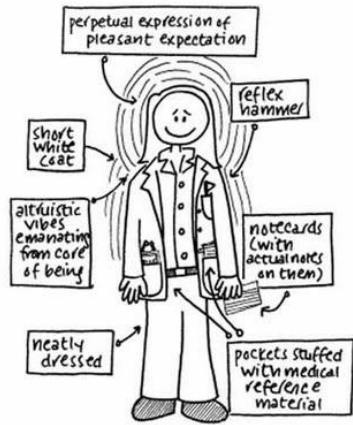
7 years, 11 locations, 19 specialities!

My experience - challenges

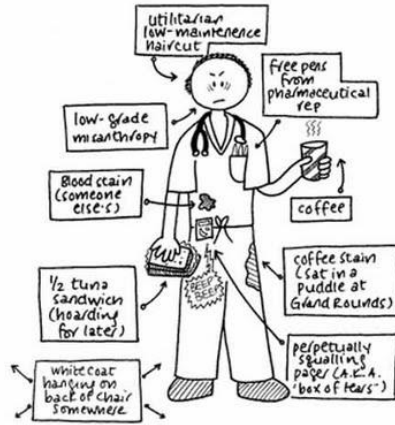
- Being viewed as a leader when rotating through specialities/hospitals so often
- Building relationships with staff in a short space of time, when considered at the 'bottom of the pile' in the hierarchy

the medical hierarchy: a visual guide

medical student



resident



attending



head nurse



My experience - solutions

- Communication skills

 - Communicate ideas clearly and provide supporting evidence

 - Saying thank you

- Understanding organisational cultures and departmental values

- Self awareness

 - Developing self management skills e.g. assertiveness

 - Recognising own skills e.g. transferable skills, enthusiasm, and weaknesses e.g. inexperience

How does supporting trainees
impact on your own resilience

Supporting your trainees

- Understand the challenges they face
- Encourage their enthusiasm
- Appreciate their medical inexperience...
...and their experience and skills
- Provide opportunities for skill development
- Give them responsibility and the opportunity to achieve

Action Plan

- Write three actions you are planning to take
- Make them SMART goals

- Specific
- Measurable
- Achievable
- Realistic
- Time bound

Thank you!

Any questions?

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