# Learning to Lead

## A tiered approach to developing clinical leaders in post graduate medical training

## A green hexagon shaped object Description automatically generated with low confidence

## June 2023

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*The toolkit is available in this document with live hyperlinks.*

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## Introduction

Healthcare delivery is now the responsibility of all individuals working collaboratively within complex systems that cross disciplinary and organisational boundaries. Effective clinicians need to be able to work within and with these systems to deliver high quality effective care for patients and patient populations. To develop these skills, clinicians need to be exposed to a variety of learning opportunities within the domain of management and leadership.

There is growing evidence that supports a strong relationship between the engagement of clinicians in the leadership task and a range of healthcare quality and outcomes. West M et al 2015

On completion of training all doctors find that part of their work includes a leadership and management role and for a small cohort it may well form a much larger role should they choose a career path of senior medical leadership. **It should be acknowledged that leadership and management are not skills to be learnt in the closing months of postgraduate training, but to be developed during the entirety of training and beyond.**

This toolkit is designed to help trainees to develop competencies to prepare them for life as a senior doctor. It supports the need for practical experience in leadership and management during training and seeks to put theory into practice. The toolkit is flexible, meaning it can be used in its entirety, or to complement existing leadership or management training programmes. It is designed not just to be a point reference but to come together as a portfolio of work over the course of a speciality training programme.

It is stressed that merely undertaking a leadership or management activity is no evidence of leadership competency development unless the trainee has thought about it/ reflected/ received feedback and they have linked behaviours to an established leadership framework, such as the Medical Leadership Competency Framework or the Healthcare Leadership Model. A reflective template is included at the end of this toolkit to facilitate the reflective process.

This toolkit is flexible, meaning that it could be used in its entirety, or to complement components of your training curriculum requirements, or existing leadership or management training programmes.

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### General Principles - What exactly is involved in using the toolkit

The toolkit is designed around both trainee and educational supervisor.

It can then be used year on year as the trainee progresses through the speciality programme, with the result being a portfolio of activities and learning logs reflective of the trainee’s personal journey through management and leadership.

### The role of the Trainee

All trainees at entry into specialty training are encouraged to carry out a leadership academy self-assessment tool which is part of the Managing yourself domain. [Here](https://www.leadershipacademy.nhs.uk/healthcare-leadership-model/self-assessment-tool/)

* Trainees are expected to complete a maximum of two projects per year, chosen from any of the domains.
* Trainees are encouraged to refer to the healthcare leadership model dimensions when carrying out projects and reflect on the process of higher/strategic level thinking in relation to their activities.

### The role of the Supervisor

* At the start of each training year, supervisors will agree with their trainees which projects the trainee should undertake under which domains. This should be a joint decision and should take into account current opportunities within the organisation.
* The supervisor role is key to ensuring that the projects chosen are appropriate to the trainee’s level, and achievable given the time and resource available.
* Together the trainee and supervisor will develop a plan for completing the project; resources and signposting will be agreed, and progress will be reviewed regularly.
* Evidence of completion for the projects chosen will be uploaded to each trainee’s ePortfolio for review at ARCP every year. The format of evidence provided will be at the discretion of the supervisor.
* A summary line of progress with the toolkit could be incorporated into the Educational Supervisors final report for ARCP.
* Supervisors are not expected to manage any of the projects themselves but are meant to signpost trainees to the appropriate projects for them to complete independently.

Similar to the principles of the Plan-Do-Check-Act cycle[[1]](#footnote-1) , for any project undertaken by trainees they are expected to plan, do, and then reflect in order to improve their leadership and management skills.

### A diagram of a plan Description automatically generated with low confidenceTiered learning

The toolkit incorporates a tiered learning structure. With each level building on the one before and developing in level of challenge for the trainee. Other factors that might affect the type of activity or project chosen are the trainee’s preferred learning style, experience or interest in a particular area.

For more information visit: <http://www.hse.gov.uk/managing/plan-do-check-act.htm>

A picture containing cone, line, design

Description automatically generatedTrainers and trainees are advised to start with an easier activity/ intervention or project .

Trainees can choose activities, interventions and projects which increase in complexity as the trainee becomes more mature.

If a trainee’s level of competence allows them to undertake a more difficult intervention at the beginning of the year, it may be advisable for them to undertake an easier project in their next placement, to balance out the workload over the course of the year.

### Principles

The interventions / activities should be relevant, predominately work based, be multi professional and inclusive.

Most of the interventions and resources identified in this framework are either online tools, reading or resources, the aim being for trainees to access the resources either individually or in groups at a time convenient to them and then hold discussions and reflections with their educational supervisor/ trainer, either in the workplace or via tutorials.

The red text indicates what the stakeholders consider to be essential elements.

### Context

The interventions/ resources have been mapped to the NHS Health Care Leadership Model, [here](https://www.leadershipacademy.nhs.uk/healthcare-leadership-model/)

and are in line with the NHS People Promise [here](https://www.england.nhs.uk/ournhspeople/online-version/lfaop/our-nhs-people-promise/)

and the GMC Generic Professional Capabilities framework [here](https://www.gmc-uk.org/education/postgraduate/GPC.asp)

**The toolkit is broken down into three continuous and overlapping stages:**



## Learning to Lead Toolkit

### Resources and training courses

The next few pages provide examples of activities, interventions or projects which can be undertaken at different stages in training.

Supervisors and trainees may wish to use and tailor these examples or develop their own activities or projects depending on the specialty. We would also encourage using resources available within individual Trusts to support workplace-based learning.

The Toolkit will be regularly updated, and new resources will be added as they become available. This blended approach to learning is centered on both self-assessed and peer and learning, as well as by discussion with educational and clinical supervisors.

At the end of the Toolkit is a template reflection tool, designed for the trainee to be able to log a reflection on their activities through the year. By the end of the training programme, the toolkit will provide a summary of activities and reflection logs.

### Learning to Lead Toolkit

The red text indicates what key stakeholders consider to be essential elements.

**Speciality Induction**

| Suggest intervention/ activity or topic | Educational resources / support available | How this could be facilitated | Health Care Leadership Model Dimension |
| --- | --- | --- | --- |
| The importance of Leadership | Healthcare students talking about the importance of developing leadership skills and what leadership means to them [here](https://www.youtube.com/watch?v=Sp8KfM4MQB8) | Individuals are invited to watch the clip and then have facilitated discussions/ reflection | All |
| NHS Structure, understanding the Health and Care System | Watch and reflect on the Kings Fund clip [here](https://www.kingsfund.org.uk/audio-video/how-new-nhs-structured?utm_source=twitter&utm_medium=social&utm_term=socialshare)  Read the NHS Constitution [here](https://www.gov.uk/government/publications/the-nhs-constitution-for-england)  Read Our Leadership Way [here](https://www.leadershipacademy.nhs.uk/organisational-resources/our-leadership-way/) | Introduced by Heads of School during specialty programme induction | [Connecting our Service](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/connecting-our-service/) |
| Compassionate Leadership | Watch Leadership in Today’s NHS [here](https://www.youtube.com/watch?v=0RXthT32vcY)  Reading - Being Mortal, Atul Gawande  Reading, Compassionate Leadership, Sustaining Wisdom, Humanity and Presence in Health and Social Care Michael A West  Watch the Ted talk on Self Compassion [here](https://www.youtube.com/watch?v=IvtZBUSplr4)  Take a Self-Compassion Test [here](https://self-compassion.org/self-compassion-test/) | Individuals are invited to watch the clip and then have facilitated discussions/ reflection.  Trainees are encouraged to watch the video undertake the quiz and reflect/ discuss | [Leading with Care](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/%20http:/www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/leading-with-care/) |
| Undertake a Leadership Self-Assessment | NHS Health Care Leadership Model self-assessment tool [here](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/supporting-tools-resources/healthcare-leadership-model-self-assessment-tool/) | Undertaken individually then reflect with Educational Supervisor | All |
| Write a reflective piece | The trainee is asked to write a reflective piece in each year of training preferably using specific examples on one of the items below:   * What is my natural style of communication when not under pressure? * What is my style of communication when challenged? * How do I react to stress, criticism and how do I develop resilience? * How do others perceive me in non-stressful and stressful situations? * How do I challenge myself to learn things outside my comfort zone: | Toolkit from AoMRC [here](https://www.aomrc.org.uk/wp-content/uploads/2018/08/MCJ15414-Academy-ReflectivePractice-Main-v3.pdf)  Reflective template: | All |
| Articles and Research on Leadership | Read and reflect-  Reading - Leadership, Plain and simple, by Steve Radcliffe  Journal- BMJ Leader [here](https://bmjleader.bmj.com/) | Personal Reading | All |

### Early years- Foundation, CT/ST1-2 GPF1-2

| Suggested Activity | Educational resources / support available | How this could be facilitated | HLM Dimension |
| --- | --- | --- | --- |
| Developing knowledge of the context  NHS People Plan | Read the NHS People Plan [here](https://www.england.nhs.uk/ournhspeople/online-version/lfaop/our-nhs-people-promise/) | Personal study and reflection | ALL |
| Leadership focused action learning sets (using the Edward Jenner Foundation in Leadership Programme modules as a focus) | Undertake the Leadership Programme- The Edward Jenner Foundations in Leadership online free modular leadership training [here](https://www.leadershipacademy.nhs.uk/programmes/the-edward-jenner-programme/) | 121 with educational Supervisor and facilitated action learning sets | [Developing capability](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/developing-capability/) |
| Participate in active trainees committee /become an education fellow | Information is available via local educational supervisors, training programme directors.  Involvement with local trainees networks  FMLM toolkit for running a junior doctor representative group [here](https://www.fmlm.ac.uk/members/resources/leading-as-a-junior-doctor)  Become a trustee or board member of a charity / voluntary group | Through local educational supervisors, training programme directors. | Developing capability |
| Shadow a Trust/ ICS/B board member/ attend a board meeting | Link with your local organisations’ leadership lead r Medical Director | Contacting the Trust Learning and development Team or Training Hub | [Sharing the vision](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/%20http:/www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/sharing-the-vision/) |
| Manage a Rota | This project will develop insight into the complexities of rota management as it involves designing a rota that provides adequate staffing levels and that accounts for annual leave, study leave, training days and taster weeks, whilst complying with the European Working Time Directive | With support of educational supervisor/ trainer |  |
| Chair a meeting | This could be within the department as part of a quality improvement project or trainee groups.  Requires planning, including clear aims of the meeting, agenda setting, communication, allowing attendees to contribute and time-keeping  Toolkit [here](https://www.local.gov.uk/sites/default/files/documents/chairing-skills-d28.pdf) | With support of educational supervisor/ trainer | [Developing capability](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/developing-capability/) |
| Undertake a Health Care Leadership Self-assessment | Health Care Leadership Model self-assessment tool [here](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/supporting-tools-resources/healthcare-leadership-model-self-assessment-tool/) | Self-administered and reflection with educational supervisor/ trainer | [Developing capability](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/developing-capability/) |
| Developing Self Awareness | Utilize the many online tools and resources [here](https://learninghub.leadershipacademy.nhs.uk/all-bitesize/) including topics such as   * Emotional Intelligence, questionnaire, [here](https://www.drugsandalcohol.ie/26776/1/Emotional_intelligence_questionnaire-LAL1.pdf) * Compassionate and Inclusive Leadership * Looking after yourself/ Personal Resilience * Authentic Leadership * Psychological safety [here](https://learninghub.leadershipacademy.nhs.uk/inspiration-library/)   Listen to the Leadership Insights podcasts series  [here](https://learninghub.leadershipacademy.nhs.uk/inspiration-library/)  Undertake diagnostic tools such as the Myers Briggs personality tool- maybe available locally  Explore Personal Agency and Power [here](https://nw.leadershipacademy.nhs.uk/home/resources/videos-and-podcasts/festival-of-leadership-2019-keynote-jaz-ampaw-farr/)  Leading for Diversity, Having Brave Conversations, [here](https://nw.leadershipacademy.nhs.uk/home/resources/videos-and-podcasts/leading-for-diversity-having-brave-conversations/)  London Leadership Academy resources, [here](https://london.leadershipacademy.nhs.uk/2021/04/13/1821/) | Self-administered and then reflection with peers/ educational supervisor/ trainer colleagues | [Engaging the team](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/engaging-the-team/) |
| Receive Coaching | Accessed via your internal Trust learning and development team or Training Hub or via the leadership academy [here](https://www.leadershipacademy.nhs.uk/resources/coaching-register/) | 121 in person or via skype/ telephone available via local leadership academies |  |
| Develop Quality Improvement skills and knowledge. | Via Local QI lead within the Trust/ Integrated Care Board  NHS Impact [here](https://www.england.nhs.uk/nhsimpact/)  **Video Clips-**  Transparency, Compassion and Truth in Medical Errors – Leilani Schweitzer - TEDx University of Nevada [here](https://www.youtube.com/watch?v=qmaY9DEzBzI)  The Moral Era – Keynote by Don Berwick at the 2015 National Forum on Quality Improvement in Healthcare (YouTube) [here](https://www.youtube.com/playlist?list=PLHWxeEqcNV7wyGBZRl594Ijl8Cf2zjSpc)  Data presentation; Mesmerizing measurement: engaging teams in measurement for improvement  [here](https://www.england.nhs.uk/improvement-hub/wp-content/uploads/sites/44/2017/11/How-to-Guide-for-Measurement-for-Improvement.pdf)  Leadership Behaviours that Change Culture [here](https://livestream.com/ifqsh/glasgow2019/videos/189307789)  **Courses**  NHS Improvement academy - Online quality improvement e modules [here](http://qitraining.improvementacademy.org/)  A useful website/ resource on patient safety [here](http://patientsafety.health.org.uk/)  NHS Scotland QI, Quality Improvement hub [here](https://learn.nes.nhs.scot/741/quality-improvement-zone)  Quality Improvement in Healthcare Online course; [here](https://www.futurelearn.com/courses/quality-improvement)  Health Foundation, Improvement tools and Q initiative [here](http://www.health.org.uk/collection/improvement-projects-tools-and-resources)  NHS School for change agents [here](https://horizonsnhs.com/school/)  **Read**  The free online book: ‘Safer Healthcare: Strategies for the Real World’ by Charles Vincent & René Amalberti [here](https://link.springer.com/book/10.1007/978-3-319-25559-0)  Black Box Thinking by Matthew Syed and a podcast from him called ; Learning from life and death - [here](https://www.bbc.co.uk/sounds/play/b08wmpnl)  Free online book. Complications; -A Surgeon’s Notes on an Imperfect Science [here](https://d-pdf.com/book/pdf-download-complications-a-surgeons-notes-on-an-imperfect-science) | Undertake the modules whilst undertaking a QI/ audit project.  Reflect progress with Educational Supervisor and link with your organization’s Quality Improvement I lead. | [Inspiring shared purpose](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/inspiring-shared-purpose/) |
| Undertake mentoring/ near peer support for medical or physician associate students | Accessed via your internal Trust learning and development team or Training Hub or via the leadership academy [here](https://www.leadershipacademy.nhs.uk/resources/coaching-register/) | Individually via local leadership academies or Educational Supervisors | [Sharing the vision](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/%20http:/www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/sharing-the-vision/) |
| Faculty of Medical Leadership and Management opportunities and resources | Faculty of Medical Leadership and Management [Here](https://www.fmlm.ac.uk/trainees)  Trainee member/ steering group/ resources |  | ALL |
| Watch/ listen and reflect on Leadership TED talks; | **General Leadership-**  Compassionate Leadership [here](https://www.kingsfund.org.uk/blog/2020/03/covid-19-crisis-compassionate-leadership)  Leadership and Empathy, Simon Sinek[here](https://www.youtube.com/watch?v=pi86Nr9Mdms)  Podcast- "The Future of Leadership" by Margaret Heffernan [here](https://www.bbc.co.uk/sounds/play/b06shyrh)  Simon Sinek ; Why good leaders make you feel safe [here](https://www.ted.com/talks/simon_sinek_why_good_leaders_make_you_feel_safe) and How Great Leaders Inspire Action [here](https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action) and do you love your wife [here](https://www.youtube.com/watch?v=TopBJ7fAIgE)  Ronald Heifetz on Leadership [here](https://www.youtube.com/watch?v=ioocNc-HvTs)  Brene Brown, The power of Vulnerability [here](https://www.ted.com/talks/brene_brown_on_vulnerability)  Dare to Disagree Margaret Heffernan [here](https://www.ted.com/talks/margaret_heffernan_dare_to_disagree)  Mark McKergow introduces host leadership  [here](https://www.youtube.com/watch?v=jGGMGeCPD7c&t=54s)  **Watch, talks on Teams.**  Super Chickens Margaret Heffernan [here](https://www.youtube.com/watch?v=udiTaS2wTAM)  Professor Amy Edmundson on Teaming [here](https://www.youtube.com/watch?v=3boKz0Exros) and [here](https://www.kingsfund.org.uk/audio-video/teaming-health-care-amy-edmondson)  Talk on Teams , giving control and encouraging self-managing groups [here](https://www.youtube.com/watch?v=OqmdLcyES_Q)  **Watch the talk on Civility,**  Professor Christine Porath, shares the costs of incivility and how civility pays [here](https://www.youtube.com/watch?v=py4P8b4t3DI&app=desktop)  **Followership, watch**  Dancing guy  [here](https://www.youtube.com/watch?v=fW8amMCVAJQ)  **Watch, Personal Impact,**  Amy Cuddy - Your Body Language may shape who you are [here](https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are)  **Watch,**  The power of Failure, JK Rowling [here](https://www.ted.com/talks/jk_rowling_the_fringe_benefits_of_failure)  **Reading,**  Googles Project Aristotle[here](https://rework.withgoogle.com/print/guides/5721312655835136/)  Teamwork a user’s guide. BMJ learning [here](http://learning.bmj.com/learning/search-result.html?moduleId=6051466)  Functions of Teams Patrick Lencioni [here](https://www.bing.com/videos/search?q=5+Dysfunctions+of+a+Team+TED+Talk&&view=detail&mid=8D1587C26BC071661BBD8D1587C26BC071661BBD&&FORM=VDRVRV)  Managers; Compassion and Accountability aren’t mutually exclusive [here](https://hbr.org/2021/08/managers-compassion-and-accountability-arent-mutually-exclusive?utm_medium=email&utm_source=newsletter_monthly&utm_campaign=leadership_not_activesubs&deliveryName=DM148638)  Why compassion matter in a crisis, [here](https://www.kingsfund.org.uk/blog/2020/03/covid-19-crisis-compassionate-leadership)  **Mindfulness**,  Read Ruby Wax’s book, Frazzled  Download Headspace, a free app  One minute meditation [here](https://www.headspace.com/meditation/one-minute-meditation)  Resources to help you manage your own health and wellbeing , via your Local Trust, and [here](https://www.england.nhs.uk/supporting-our-nhs-people/support-now/looking-after-you-confidential-coaching-and-support-for-the-primary-care-workforce/looking-after-you-too/)  Primary Care colleagues [here](https://www.england.nhs.uk/supporting-our-nhs-people/support-now/looking-after-you-confidential-coaching-and-support-for-the-primary-care-workforce/looking-after-you-too/) | Can be viewed individually and reflected on individually or with peers/ teams | ALL |
| Managing Change | **Read:**  Who moved my Cheese, Dr Spencer Johnson and / or Managing Transitions, William Bridges  Undertake the Managing Change, BMJ learning module; [here](http://learning.bmj.com/learning/search-result.html?moduleId=5004461)  Undertake the BMJ module Introduction to change management [here](http://learning.bmj.com/learning/search-result.html?moduleId=5004459)  Read William Bridges, Managing Transitions or watch [here](https://wmbridges.com/videos/) |  |  |
| Working in partnership with patients and communities- Patient / Citizen Leadership | **Watch and reflect-** E Patient Dave [here](https://www.ted.com/talks/dave_debronkart_meet_e_patient_dave)  Attend a patient participation/ involvement group/ governors meeting.  Patient Voices, [here](https://www.patientvoices.org.uk/)  Watch this talk on Community Development, [here](https://www.youtube.com/watch?v=a5xR4QB1ADw)  Look up the Coalition for Personalised Care [here](https://www.coalitionforpersonalisedcare.org.uk/)  Shadow a Trust Governor/ Patient Leader | Follow them on Twitter **@**PatientVoicesUK  **@**Co4CC | [Leading with care](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/%20http:/www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/leading-with-care/) |
| Influencing skills | Watch and reflect:  Science of Persuasion [here](https://www.youtube.com/watch?v=cFdCzN7RYbw) |  |  |
| Human Factors Training/ Patient safety | Locally delivered programmes in organisations plus-  Watch the video clip - Just a routine operation- [here](https://www.youtube.com/watch?v=JzlvgtPIof4) | Watch and discuss in peer groups | [Inspiring shared purpose](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/inspiring-shared-purpose/) |
| Inclusion | Access locally run training programmes, networks.  eLearning for Healthcare Equality and Diversity online module [here](https://www.e-lfh.org.uk/programmes/) Podcasts, listen and reflectPragya Agarwal on Unconscious Bias [here](https://www.bbc.co.uk/programmes/m000jmn5)  Implicit bias; podcast [here](https://www.bbc.co.uk/programmes/b08slvk8)  And Jayne-Anne Gadhia, [here](https://www.bbc.co.uk/programmes/b08yqdzg)  Sheryl Sandberg, podcast- [here](https://www.bbc.co.uk/programmes/b08z9b81)  **Watch and reflect-**  Leading for Diversity, Having Brave Conversations, [here](https://nw.leadershipacademy.nhs.uk/home/resources/videos-and-podcasts/leading-for-diversity-having-brave-conversations/)  Watch Respect me I am a Doctor [here](https://www.channel4.com/programmes/take-your-knee-off-my-neck/on-demand/71544-004)  Watch, The danger of a single story, TED talk [here](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/c)  The Danger of Wilful Blindness [here](https://www.ted.com/talks/margaret_heffernan_the_dangers_of_willful_blindness)  What does my headscarf mean to you Yassmin Abdel-Magied [here](https://www.ted.com/talks/yassmin_abdel_magied_what_does_my_headscarf_mean_to_you)  Women in Leadership ; TED Talk from Sheryl Sandberg [here](https://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders)  Michael Kimmel on Gender Equality [here](https://www.ted.com/talks/michael_kimmel_why_gender_equality_is_good_for_everyone_men_included?utm_source=tedcomshare&utm_medium=referral&utm_campaign=tedspread)  Avoiding Unconscious Bias [here](https://www.rcseng.ac.uk/standards-and-research/standards-and-guidance/good-practice-guides/avoiding-unconscious-bias/) | Watch individually and reflect or in peer groups with facilitated reflection from ES | [Leading with care](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/%20http:/www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/leading-with-care/) |
| Professionalism | Watch, reflect and discuss  Army Lieutenant General David Morrison [here](https://www.youtube.com/watch?v=s_TfZdIhIgg)  **Reading,**  Difficult Conversations, how to discuss what matters most, Stone D, Patton B and Heen S | Facilitated discussion with peers or ES |  |

### Middle years ST3-5, GP ST1-3

| Suggested Activity | Educational resources / support available | How this could be facilitated | HLM Dimension |
| --- | --- | --- | --- |
| Attend local or nationally run courses such as - | Mary Seacole [here](https://www.leadershipacademy.nhs.uk/programmes/mary-seacole-programme/)  Rosalind Franklin [here](https://www.leadershipacademy.nhs.uk/programmes/rosalind-franklin-programme/) | Attending a formal programme | ALL |
| Finance Modules | An Introduction to Healthcare Finance – E-learning module [here](https://portal.e-lfh.org.uk/Login?returnURL=%2FmyElearning%2FIndex%3FHierarchyId%3D0_34444_38913%26programmeId%3D34444) |  | [Evaluating information](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/evaluating-information/) |
| Writing and implementing a business case | E.g. bid to purchase a new piece of equipment with consideration of the various funding avenues, such as NHS funding or charitable funding  In house Training may be available  NHS Elect do training on writing a business case, not all organisations are members you can check [here](https://www.nhselect.nhs.uk/) | With support from your educational/ clinical supervisor or local manager |  |
| Mentoring- mentor an ST1/2 | Develop mentoring skills , local training or [here](https://se.leadershipacademy.nhs.uk/?s=mentoring) |  | [Leading with care](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/%20http:/www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/leading-with-care/) |
| Developing Leadership skills | **Read**- Faculty of Medical Leadership and Management (FMLM) leadership and management standards [here](https://www.fmlm.ac.uk/trainees)  Introverted Leaders Toolkit [here](http://introvertedleaders.co.uk/index.html)  Compassionate Leadership read- Kings Fund [here](https://www.kingsfund.org.uk/publications/caring-change)  **Watch and reflect,**  Susan Cain- The power of Introverts TED talk - [here](https://www.ted.com/talks/susan_cain_the_power_of_introverts?language=en)  Handling Conflict at Work [here](https://www.youtube.com/watch?v=MTOVidv7szY) | Facilitated discussion with peers or ES |  |
| Undertake roles such as;   * Educational / Leadership Fellow * Trainee rep for specialty / school * HEE TV Trainee Advisory Committee member   Join a simulation or human factors faculty. | Available via   * Royal Colleagues * Local Educational Supervisors * Faculty of Medical Leadership and Management   Join a network, such as the Women’s Leaders Network [here](https://email.nhsconfed.org/6OI9-T3DA-0178173C175237972F7CY790937731D93455D2/cr.aspx) |  | [Developing capability](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/developing-capability/) |
| Manage a project | Undertake the PRINCE2 Foundation course  Free project management course [here](https://alison.com/course/diploma-in-project-management-revised-2017) | Personal study and reflection |  |
| Develop Risk Management Knowledge and Skills | Providing evidence of attendance and contribution to clinical governance meetings.  Investigating an incident; learning about root cause analysis  Trainees can spend time with senior colleagues working through the process of how a serious incident (SI) is investigated, using real examples and how a timeline of events is constructed, and root cause analysis is performed to discover why an incident has occurred.  Drawing up and receiving the departmental risk register  Designing and implementing a project to reduce risk  Designing and implementing an induction programme  Contact the local clinical audit team for information on workshops and resources. | With support from your educational/ clinical supervisor or local manager |  |
| Locally run Trust/ ICB/ leadership and management courses | Contact your learning and development department or Training hub |  | ALL |
| Undertake a Healthcare Leadership Model 360 feedback | [Here](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/) | Feedback with a qualified facilitator and then discussion with Educational or Clinical supervisor. | ALL |
| Shadowing and buddying leaders and managers | Trust / Medical Director- CEO- Nursing Director or other relevant leaders, non-executives etc. | With support from your educational/ clinical supervisor or local manager | [Sharing the vision](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/%20http:/www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/sharing-the-vision/) |
| Working in and leading Teams | **Watch, reflect and discuss**-  Building a psychologically safe workplace: Amy Edmondson [here](https://www.youtube.com/watch?v=LhoLuui9gX8)  **Teamwork and Leadership**  Build a tower, build a team- Tom Wujes, The Marshmallow Challenge [here](https://www.ted.com/talks/tom_wujec_build_a_tower)  Baba Shiv - give up the driving seat [here](https://www.ted.com/talks/baba_shiv_sometimes_it_s_good_to_give_up_the_driver_s_seat)  Innovation- [Got a meeting? -Take a walk”](https://www.ted.com/talks/nilofer_merchant_got_a_meeting_take_a_walk) Nilofer Merchant [here](https://www.ted.com/talks/nilofer_merchant_got_a_meeting_take_a_walk)  Abilene Paradox- individual and group aversion to conflict. People agree to a solution that they did not really agree with it. [here](https://www.youtube.com/watch?v=KwFUkm-p404) |  | [Engaging the team](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/engaging-the-team/)  [Holding to account](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/holding-to-account/)  [Sharing the vision](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/%20http:/www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/sharing-the-vision/)  [Inspiring shared purpose](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/inspiring-shared-purpose/) |
| Develop Coaching skills | Attend a locally run coaching skills course.  **Read**- Coaching for Performance by John Whitmore  **Watch and reflect:**  Coaching and Action Learning Sets [here](https://www.youtube.com/watch?v=sRMCJ9k-Xb8&feature=youtu.be)  Coaching in action, the GROW model [here](https://www.youtube.com/watch?v=6f3X2PEsV-Q) |  | [Developing capability](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/developing-capability/) |
| Receive coaching and mentoring | Via your local learning and development teams or the leadership academy [here](http://www.tvwleadershipacademy.nhs.uk/coaching-and-mentoring)  Specific to Primary Care , [here](https://www.england.nhs.uk/supporting-our-nhs-people/support-now/looking-after-you-confidential-coaching-and-support-for-the-primary-care-workforce/looking-after-you-too/) |  | [Developing capability](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/developing-capability/) |
| Q initiative- Health Foundation | The Health Foundation, [here](https://www.health.org.uk/what-we-do/supporting-health-care-improvement/partnerships-to-support-quality-improvement/the-q-community) |  | [Inspiring shared purpose](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/inspiring-shared-purpose/) |
| Time management | Readd, Business balls [here](https://www.businessballs.com/self-management/) and [here](http://www.nursingleadership.org.uk/seminars/seminar_time.php)  **Watch** this clip with Bill Gates [here](https://www.youtube.com/watch?v=nH5K0yo-o1A) |  | [Developing capability](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/developing-capability/) |

### Optional out-of training programme (OOP) opportunities for those with a particular interest, could be taken in middle or later years of training

| Suggested Activity | Educational resources / support available | How this could be facilitated | HLM Dimension |
| --- | --- | --- | --- |
| Fellowships | Trusts and NHS England offer Medical Education Fellowships to Doctors in Postgraduate Training at various points of the year which can be taken as a mix of training and OOP or OOP only.  National Medical Directors Clinical Fellowship Scheme [here](https://www.fmlm.ac.uk/programme-services/individual-support/national-medical-directors-clinical-fellow-scheme) |  | ALL |

### Later years ST6- post CCT, GP Post CCT

| Suggested Activity | Educational resources / support available | How this could be facilitated | HLM Dimension |
| --- | --- | --- | --- |
| Attend a post CCT programme | The Next Generation GP Programme, [here](https://nextgenerationgp.wixsite.com/2017) |  |  |
| Lead a leadership/ QI project | As previously plus essentials toolkit [here](http://www.ihi.org/resources/Pages/Tools/Quality-Improvement-Essentials-Toolkit.aspx) |  | [Inspiring shared purpose](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/inspiring-shared-purpose/) |
| Introducing a new medical guideline | This project involves may involve presenting how practice will change in the department, education departmental staff about the change, and monitoring any change to practice.  Discussion may focuses on the difficulties in introducing changes to current practice and how to solve the problems that arise.  *Or*  Introducing a new piece of equipment |  |  |
| Developing a new service | More complex project management skills can be developed if a trainee is part of a team introducing a new service.  Planning, team work, overcoming obstacles, resilience and completer-finisher skills are developed in this scenario. |  |  |
| Attend Trust/ ICS/ B business meetings.  Shadowing senior systems leaders/ managers | Link with the local Trust Learning and Development Department, Director of Medical Education, Educational supervisors, ICB/ S SENIOR Teams  Leaders in - Social Care- Voluntary Sector | Via local organisations leadership and Od leads. | [Inspiring shared purpose](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/inspiring-shared-purpose/) |
| Elizabeth Garret Anderson Leadership Programme | Via the National Leadership academy [here](https://www.leadershipacademy.nhs.uk/programmes/elizabeth-garrett-anderson-programme/) |  | ALL |
| Receive Coaching | Via your local learning and development teams the leadership academies [here](http://www.tvwleadershipacademy.nhs.uk/coaching-and-mentoring)  Primary Care , [here](https://www.england.nhs.uk/supporting-our-nhs-people/support-now/looking-after-you-confidential-coaching-and-support-for-the-primary-care-workforce/looking-after-you-too/) |  | ALL |
| Managing Others | Dealing with difficult doctors BMJ module- [here](http://learning.bmj.com/learning/search-result.html?moduleId=5001068)  Having critical conversations [here](https://learninghub.leadershipacademy.nhs.uk/projectmfeed/critical-conversations/) |  |  |
| Undertake a formal Leadership Programme-/ Course/ Degree | Royal Colleagues / Universities  Improving Global Health Programme [here](https://global-learning-opportunities.hee.nhs.uk/get-involved/regions/improving-global-health-programme/)  National Leadership Academy- Nye Bevan [here](https://www.leadershipacademy.nhs.uk/programmes/nye-bevan-programme/)  Clinical Executive Fast Track Programme [here](https://www.leadershipacademy.nhs.uk/clinical-executive-fast-track-scheme-cefts-evaluation-research-interim-report/#:~:text=The%20Clinical%20Executive%20Fast%20Track,within%20an%20organisation%20and%2For)  Aspiring Chief Executive Scheme [here](https://www.leadershipacademy.nhs.uk/aspiring-chief-executive-programme/)  General Practice Improvement Leaders Programme [here](https://www.england.nhs.uk/gp/national-general-practice-improvement-programme/)  Kings Fund [here](https://www.kingsfund.org.uk/courses) |  | ALL |
| Receive coaching/ train as a coach | Via your local learning and development teams the leadership academies [here](http://www.tvwleadershipacademy.nhs.uk/coaching-and-mentoring) |  | [Developing capability](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/developing-capability/) |
| Virtual Academy of Large-Scale Change masterclasses | Virtual Academy of Large Scale Change masterclasses [here](https://www.england.nhs.uk/sustainableimprovement/leading-large-scale-change/virtual-academy-of-large-scale-change-masterclasses/) |  | [Inspiring shared purpose](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/inspiring-shared-purpose/) |
| Join a leadership community | In Primary Care there is the NHS Collaborate [here](http://www.nhscollaborate.org/)  National General Practice Improvement Programme [here](https://www.england.nhs.uk/gp/national-general-practice-improvement-programme/) |  | [Inspiring shared purpose](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/inspiring-shared-purpose/) |
| RCGP First 5 Groups/ LMC organized meetings | RCGP [here](https://www.rcgp.org.uk/)  Via Local Medical Committees |  | [Inspiring shared purpose](https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/inspiring-shared-purpose/) |
| Holding Talent Management Conversations | Via the local Leadership academies [here](https://www.leadershipacademy.nhs.uk/talent-management-hub/)  Talent Management Hub ,[here](https://www.leadershipacademy.nhs.uk/talent-management-hub/) |  | ALL |
| Senior Leadership Development | NHS Executive Suite [here](https://london.leadershipacademy.nhs.uk/executive-suite-supporting-senior-leaders-in-health-and-care-2/)  System Leadership Behaviours Framework [here](https://nw.leadershipacademy.nhs.uk/home/resources/toolkits/system-leadership-behaviours-framework/)  System Leadership Self-Assessment [here](https://sw.leadershipacademy.nhs.uk/system-leadership-behaviours-self-assessment/) |  | All |
| Course | Yale University, The Science of Wellbeing [here](https://online.yale.edu/courses/science-well-being) | Online e learning | All |

## Educational Supervisor/ Trainee Discussion

### Three questions that can be used to facilitate discussions.

* 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 - includes feedback from individuals and multisource feedback?

## Reflective Log Template

The template on the next page allows space for the trainee to log a short summary and reflection of their activities in meeting the domains they chose over the course of each year.

A green hexagon shaped object

Description automatically generated with low confidence

## Leadership Reflective Log

Name of Trainee Level of Training: Activity/ Intervention undertaken, or Projects completed:

Reflection:

|  |
| --- |
| *What? (a description of the activity) What happened, what did I do, what did others do, What did I feel, What was I trying to achieve?, what were the results, what was good or bad about the experience* |
| *So what? (An analysis of the event) So what is the importance of this? So what more do I need to know about this?, so what have I learned about this?, so what does this really mean for me* |
| *Now What? (Proposes a way forwards following the event) Now what could I do? Now what should I do? Now what would be the best thing to do? Now what will I do differently next time?* |

Adapted from Rolfe, G, Freshwater, D and Jasper, M (2001) Critical Reflection for Nursing and the helping professions, a user’s guide. Basingstoke, Palgrave Macmillan AoMRC guidance on reflection: <http://www.aomrc.org.uk/wp-content/uploads/2018/08/MCJ15414-Academy-ReflectivePractice-Main-v3.pdf>

**GMC guidance on reflective practice**.

Includes information on:-

* Supporting appraisal and supervision – an appraisee and appraiser having a reflective discussion
* Supporting reflection - examples of how organisations have supported reflective practice.
* Good practice examples - three scenarios showing good practice in reflecting on an experience.
* Team reflection – how Schwartz Rounds are a facilitated group reflective practice forum that brings the whole healthcare team together to reflect on the emotional and social aspects of their work.

The weblink to the GMC resources is <https://www.gmc-uk.org/education/standards-guidance-and-curricula/guidance/reflective-practice>.

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**Further Information and support please contact maggie.woods@hee.nhs.uk**

1. For more information visit: <http://www.hse.gov.uk/managing/plan-do-check-act.htm> [↑](#footnote-ref-1)