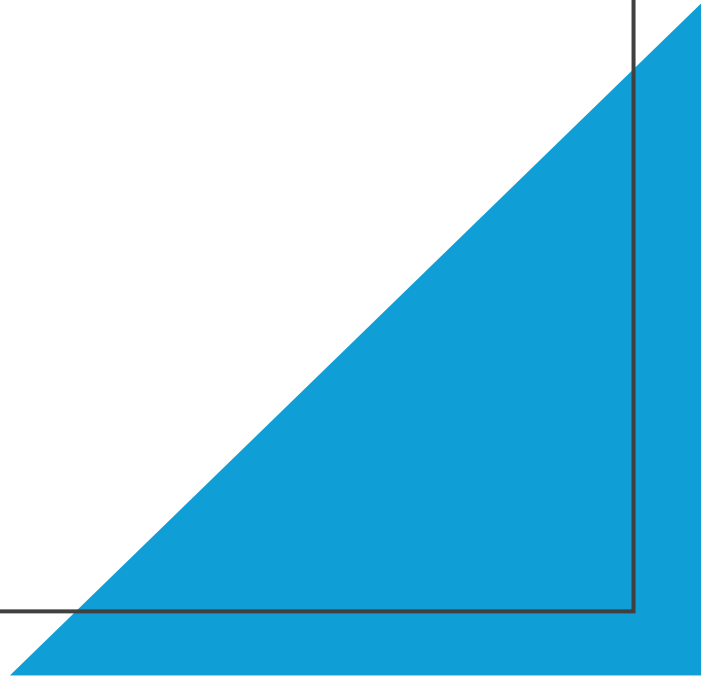


Teaching and Developing Leadership skills for Resident Doctors

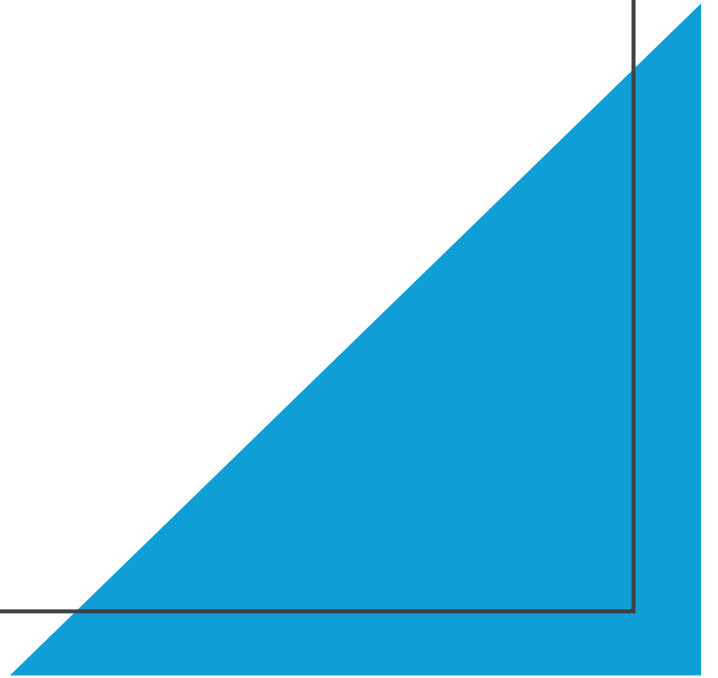
Maggie Woods

14th October 2025



Today

- Activities
- Discuss the why
- Context
- Research
- Key Policy Documents
- Resources





Zoom- Team Problem Solving and Communication

- Put together the story from a set of sequential images
- Do not talk to each other
- You have 15 mins
- [Zoom](#)

[Istvan Banyai](#)

► Cureus. 2020 Feb 12;12(2):e6964. doi: [10.7759/cureus.6964](https://doi.org/10.7759/cureus.6964) 

The Zoom Picture Book Game: A Creative Way to Promote Teamwork in Undergraduate Medical Education

[Xiao Chi Zhang](#)^{1,✉}, [Arjun Balakumar](#)¹, [Carlos Rodriguez](#)¹, [Anthony Sielicki](#)¹, [Dimitrios Papanagnou](#)¹

Editors: Alexander Muacevic, John R Adler

► [Author information](#) ► [Article notes](#) ► [Copyright and License information](#)

PMCID: PMC7067579 PMID: [32190511](#)

The investigators were successful in utilizing the Zoom game as an effective team building and leadership training activity and assessing baseline teamwork skills

1



2



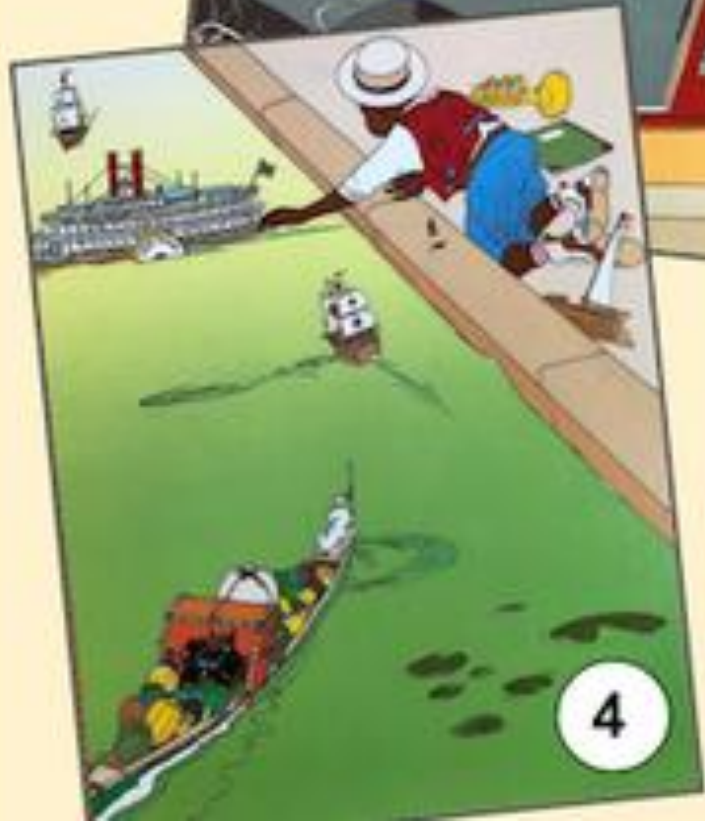
3



6



4



5



Reflections on Zoom

Helium Stick



Helium Stick- Rules

- All team members must stay in contact with the stick
- Both index fingers must be resting on the stick
- Every team member must be standing.
- Start chest height



leadership

 **VERB**
~~noun~~ lead·er·ship \lē-dər-,ship\

: an act or instance of leading; guidance; direction

“Leadership is a verb, not a noun. It's your actions, not your title, that makes a difference.”

Managing People

The Making of an Expert

by K. Anders Ericsson, Michael J. Prietula, and Edward T. Cokely

From the Magazine (July–August 2007)



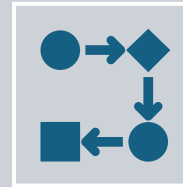
In 2007, Dr Anders Ericsson published a paper summarising 15 years of research from many scientists around the world into what enables people to master a skill; whether it be music, sport, surgery, flying or the interpersonal skills of leadership.



The paper highlighted that the single most important factor in an individual's level of competence is the amount and quality of what he called 'deliberate practice'.



Whether it be speaking with impact, giving feedback, asking great questions, collaborating or staying calm under pressure; leadership skills are no different to any other skill.



To be the best we can be we need to practice them and get useful feedback.

No leader is perfect. The best ones don't try to be—they concentrate on honing their strengths and find others who can make up for their limitations.

In Praise of the Incomplete Leader

by Deborah Ancona, Thomas W. Malone,
Wanda J. Orlikowski, and Peter M. Senge

Included with this full-text Harvard Business Review article:

1 [Article Summary](#)

The Idea in Brief—the core idea

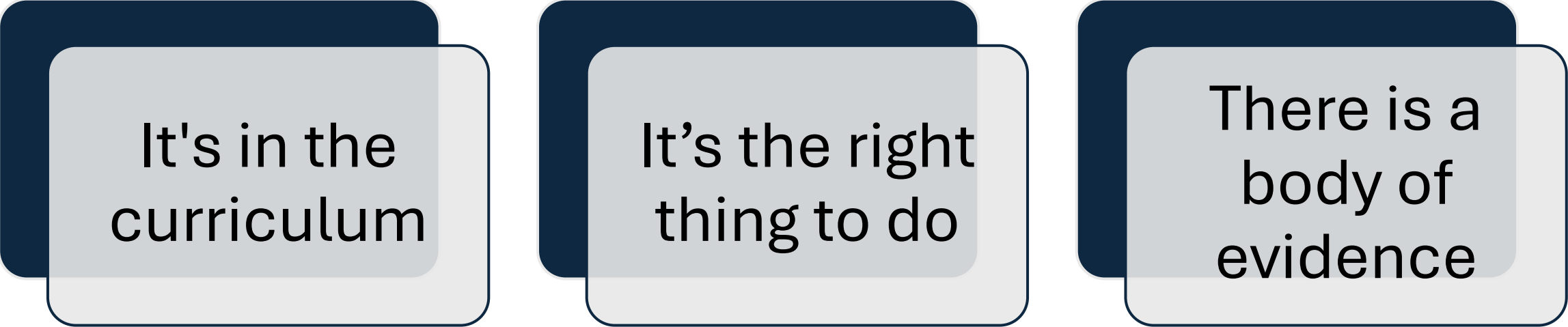
The Idea in Practice—putting the idea to work

2 [In Praise of the Incomplete Leader](#)

10 [Further Reading](#)

A list of related materials, with annotations to guide further exploration of the article's ideas and applications

Why?



It's in the
curriculum

It's the right
thing to do

There is a
body of
evidence

What does the evidence tell us about the culture and leadership in the NHS?



Communication and Teamworking

Are key enablers for safe and effective care



“Poor communication is a major cause of patient safety incidents.”

“All the studies reported that various verbal and non-verbal communication strategies positively impacted all patient-centred outcomes”.

 **BMC** Part of Springer Nature Search

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Research | [Open access](#) | Published: 22 August 2023

Quality communication can improve patient-centred health outcomes among older patients: a rapid review

[Samer H. Sharkiya](#)

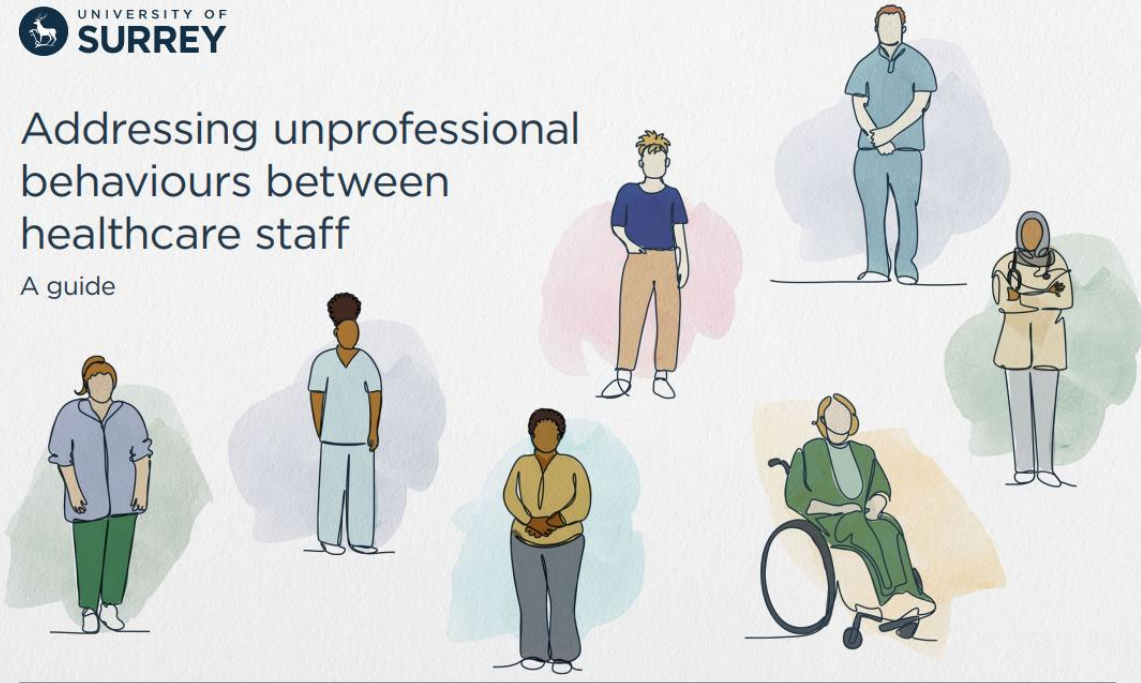
[BMC Health Services Research](#) **23**, Article number: 886 (2023) | [Cite this article](#)

203k Accesses | 196 Citations | 34 Altmetric | [Metrics](#)

Abstract

Addressing unprofessional behaviours between healthcare staff

A guide



<https://workforceresearchsurrey.health/projects-resources/addressing-unprofessional-behaviours-between-healthcare-staff/>

INCIVILITY

THE FACTS

WHAT HAPPENS WHEN SOMEONE IS RUDE?

80% of recipients lose time worrying about the rudeness



38%
reduce the quality of their work

48% reduce their time at work



25% take it out on service users

Less effective clinicians provide poorer care

WITNESSES



20% decrease in performance



50% decrease in willingness to help others

SERVICE USERS



75% less enthusiasm for the organisation

**Incivility affects more than just the recipient
IT AFFECTS EVERYONE**

CIVILITY SAVES LIVES

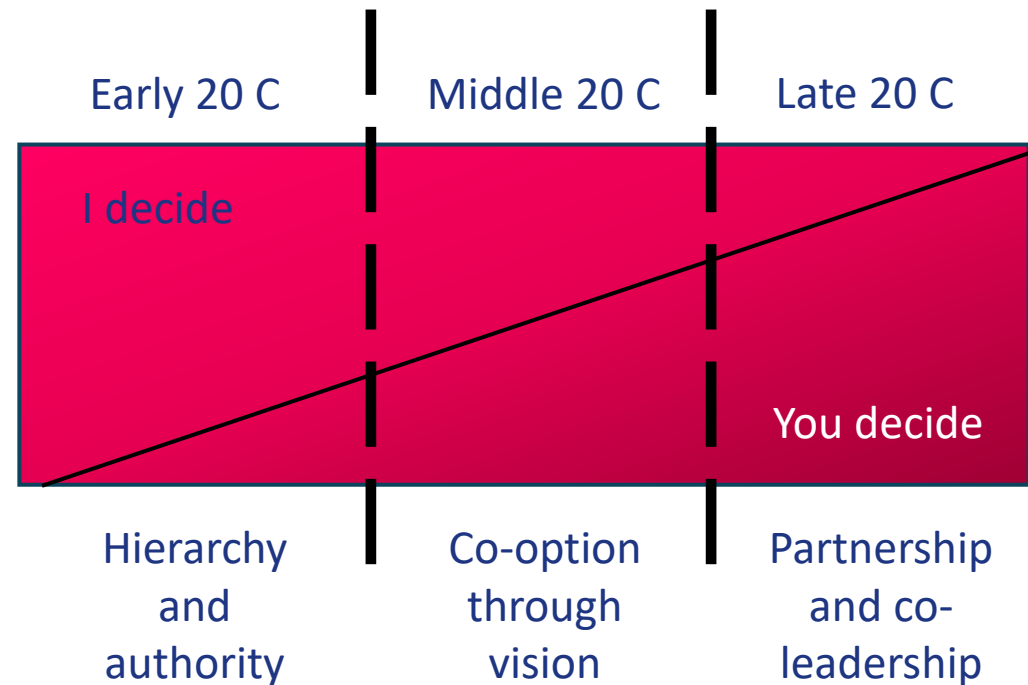
The price of incivility. Porath C, Pearson C.
Harv Bus Rev. 2013 Jan-Feb;91(1-2):114-21, 146.

Research tells us that inclusive and compassionate leadership and teamworking helps create a psychologically safe workplace where staff are more likely to listen and support each other resulting in less bullying and better (patient) outcomes

(Carter et al. 2008)



THE SHIFT IN IDEAS ABOUT LEADERSHIP IN 20TH CENTURY



©Prof David Pendleton

The RCGP Curriculum Being a General Practitioner

For implementation from 1 August 2025



Figure 1: Generic professional capabilities framework⁵

Management and Leadership Framework

Curriculum: Fundamentals

DRAFT



The 5 Stages of the Management and Leadership Framework

Fundamental Stage

This stage outlines the essential competencies expected of every manager and leader who holds responsibility for the outcomes of others, regardless of their level of seniority or specific role.

It also supports employees preparing for their first steps into a management or leadership position by setting out the minimum standard and expectations for those managing or leading in health and care settings.



Stage 1: New and First-Line Managers and Leaders

This stage supports individuals in their first supervisory, leadership, or management role, typically with responsibility for just one team or line of accountability.

The competencies help new and first-line managers and leaders understand what is expected of them as they begin to take responsibility for the work of others, in addition to their own.

Stage 2: Mid-Level Managers and Leaders

This stage supports individuals who have been operating as managers or leaders for a number of years.

The competencies enable these experienced professionals to navigate the bridge between senior leadership and frontline delivery, aligning team performance with broader organisational goals.

Stage 3: Senior Managers and Leaders

This stage supports individuals working at a senior management level.

The competencies enable these established leaders to translate organisational strategy into action, lead larger or more complex areas, and influence across functions or systems.

Stage 4: Executive Managers and Leaders

This stage supports individuals operating at the most senior level of their organisation, including Executive Directors, Non-Executive Directors and Board Members.

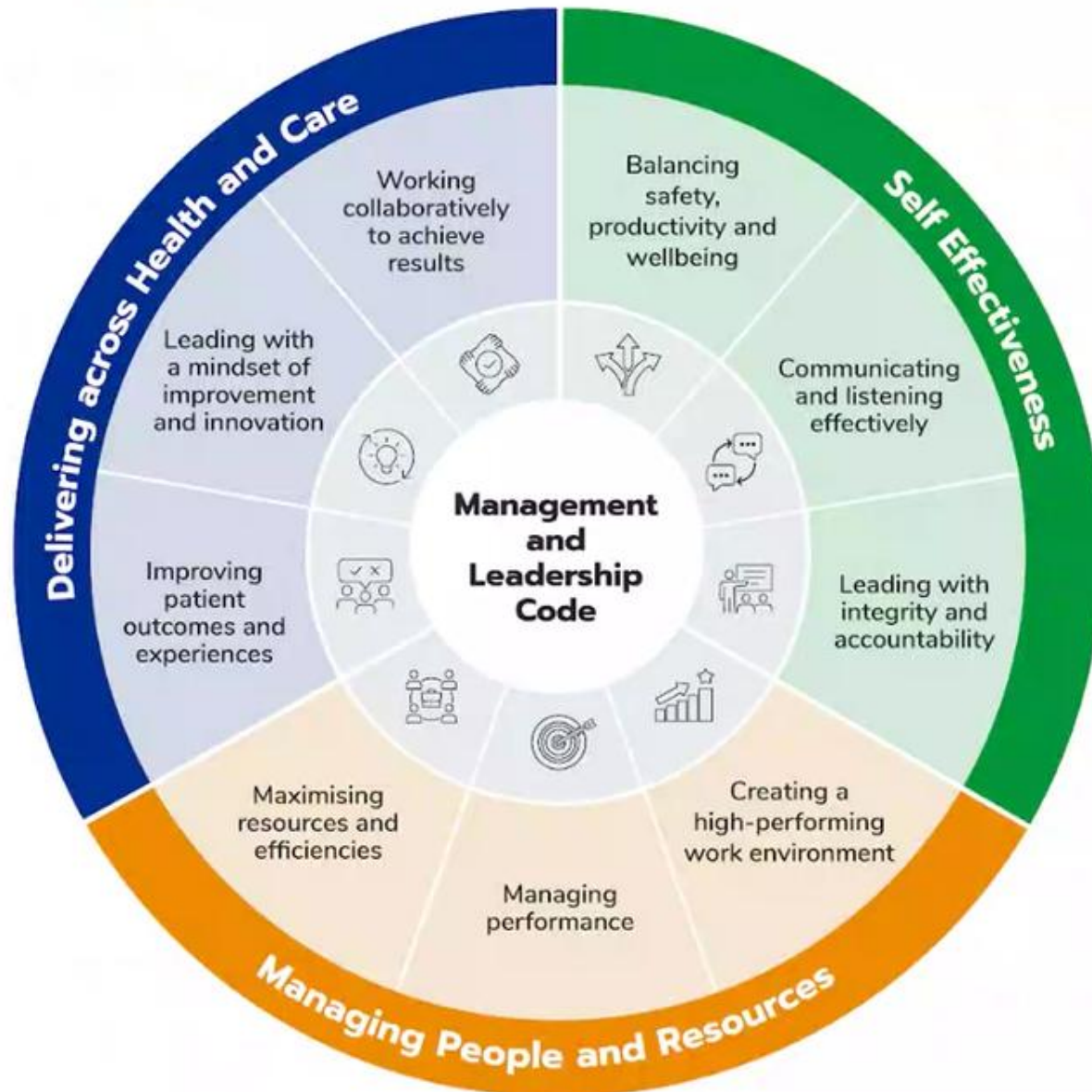
The competencies enable these leaders to set strategic direction and vision, shape organisational culture, and collaborate with peers and stakeholders to deliver national and ministerial priorities.

The Management & Leadership Code For Health & Social Care

ACCOUNTABILITY Managers and leaders must: Own their actions and decisions to achieve the best outcomes and experiences for the people they lead, manage and serve. Guided by justice and fairness, they work autonomously while holding themselves and others to account.	COLLABORATION Managers and leaders must: Foster respectful, trust-based relationships that harness diverse perspectives and reach beyond team and organisational boundaries. They create an inclusive, people-centred, and future-focused environment, acknowledging everyone's contributions, listening to every voice, and guiding others through change.	COMPASSION Managers and leaders must: Create inclusive, respectful environments where individuals feel valued, safe, heard, and supported to grow and thrive. Rooted in self-compassion and guided by courage, wisdom, and justice, they nurture a culture of belonging, continuous learning, and collective responsibility that improves outcomes and experiences for all.
CURIOSITY Managers and leaders must: Maintain a mindset of continuous inquiry, reflective practice, and a passion for learning. By using evidence, embracing diverse perspectives, and encouraging innovation, they challenge assumptions, adapt approaches, and improve outcomes for the people they lead, manage, and serve.	INCLUSION Managers and leaders must: Lead by example and consciously champion equity, diversity, fairness, and ethical practice. Creating a culture of belonging ensures everyone feels safe to be themselves, while actively challenging injustices, discrimination, bullying, or harassment.	INTEGRITY Managers and leaders must: Role model the values in this Code through their actions and behaviours, even in challenging circumstances. By acting with honesty, transparency, and high professional and ethical standards, they remain true to themselves, their colleagues, their organisation, and the people they serve.

Standards and Competencies *(still pending final sign-off)*

The Standards and Competencies are separated out into 3 focus areas, and within those into 9 competency groups;



Vision Statement for the NHS Management and Leadership Standards

Empowering current and future leaders to excel, by driving the shift towards patient-centred community-based care, accountable preventative strategies, and innovative digitally-enabled services.

Mission Statement for the NHS Management and Leadership Standards

To define a clear developmental pathway for management and leadership which cultivates accountable, innovative, and collaborative leaders.

The Competencies within the Management and Leadership Framework

Self Effectiveness

Balancing safety, productivity and wellbeing

- Prioritise for productivity
- Keep safe and develop wellbeing strategies
- Commit to continuing professional development

Communicating and listening effectively

- Communicate with mindfulness
- Encourage open dialogue and feedback
- Influence, negotiate and manage upwards

Leading with integrity and accountability

- Take accountability for my actions
- Be visible, transparent and present
- Manage with civility and compassion

Managing People and Resources

Creating a High-Performing Work Environment

- Create a sense of engagement
- Support people to feel safe in the workplace
- Manage challenging circumstances

Managing Performance

- Provide purpose and vision
- Manage performance
- Manage conflict and sensitive conversations

Maximising Resources and Efficiencies

- Allocate and optimise resources
- Manage public money
- Use data, evidence and critical thinking

Delivering Across Health and Care

Improving patient outcomes and experiences

- Respond to patient safety, needs and preferences
- Prioritise people-centred care to deliver a quality service
- Apply compliance, governance and policy to improve patient outcomes

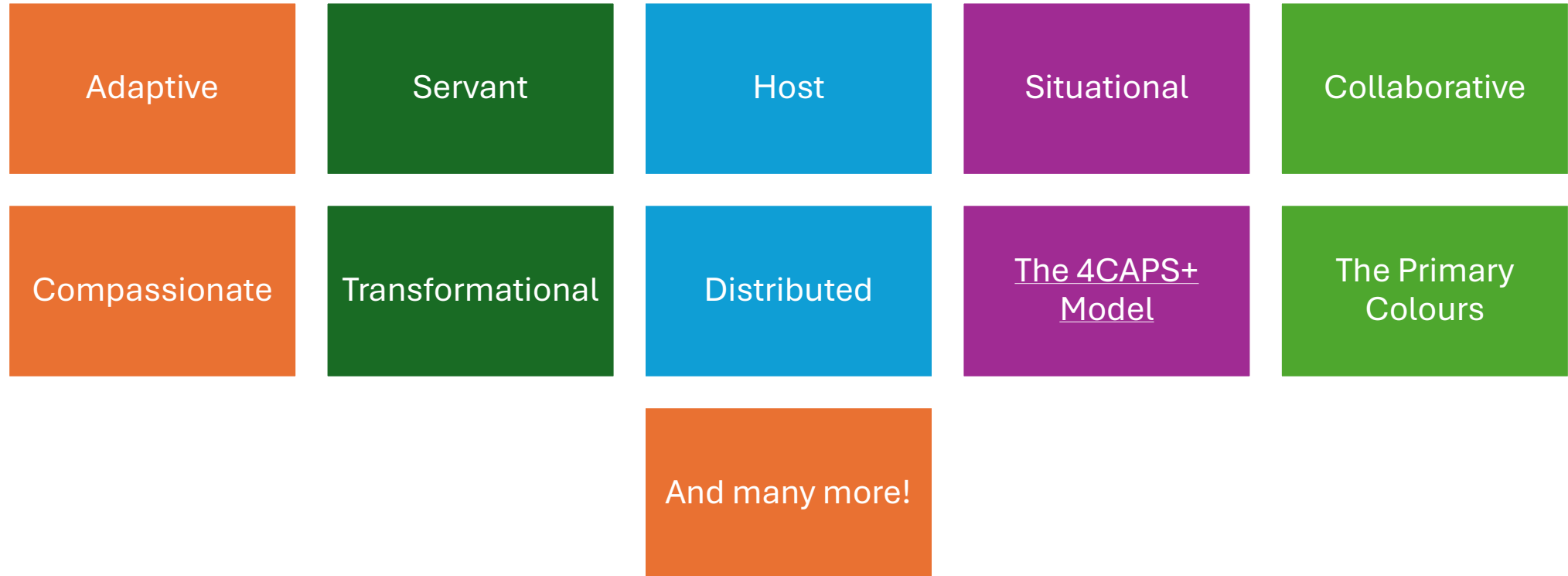
Leading with a mindset of improvement and innovation

- Drive continuous improvement and innovation
- Engage with technology and innovation
- Support others through change

Working collaboratively to achieve results

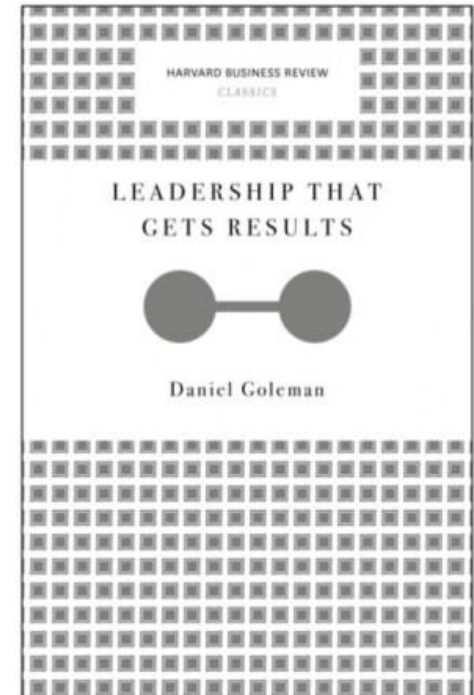
- Build impactful relationships
- Lead a collaborative team
- Share good practice

There are lots of models of leadership!

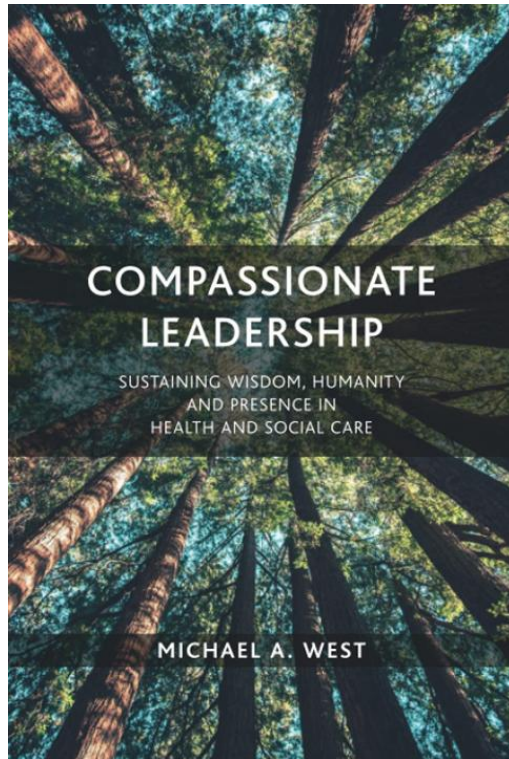


Six Styles of Leadership

D. Goleman (2000) Leadership That Gets Results



Compassionate leadership....



Compassionate leadership involves a focus on relationships through careful;

- listening to (attending)
- understanding (shared)
- empathising
- supporting other people (helping)

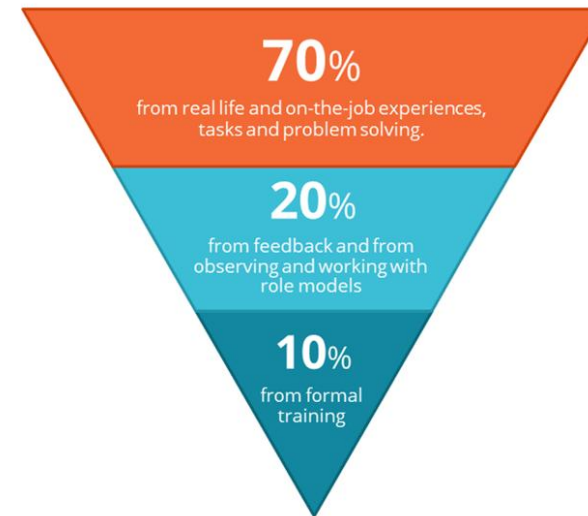
Enabling those we lead to feel valued, respected and cared for, so they can reach their potential and do their best work.



70:20:10 Model for Learning and Development

It proposes that people learn most effectively through a combination of experiential learning (70%), social learning with others (20%), and formal education and training (10%)

70-20-10 APPROACH TO LEARNING



SLIDEMODEL.COM

Developed by Morgan McCall, Michael M. Lombardo, and Robert Eichinger.

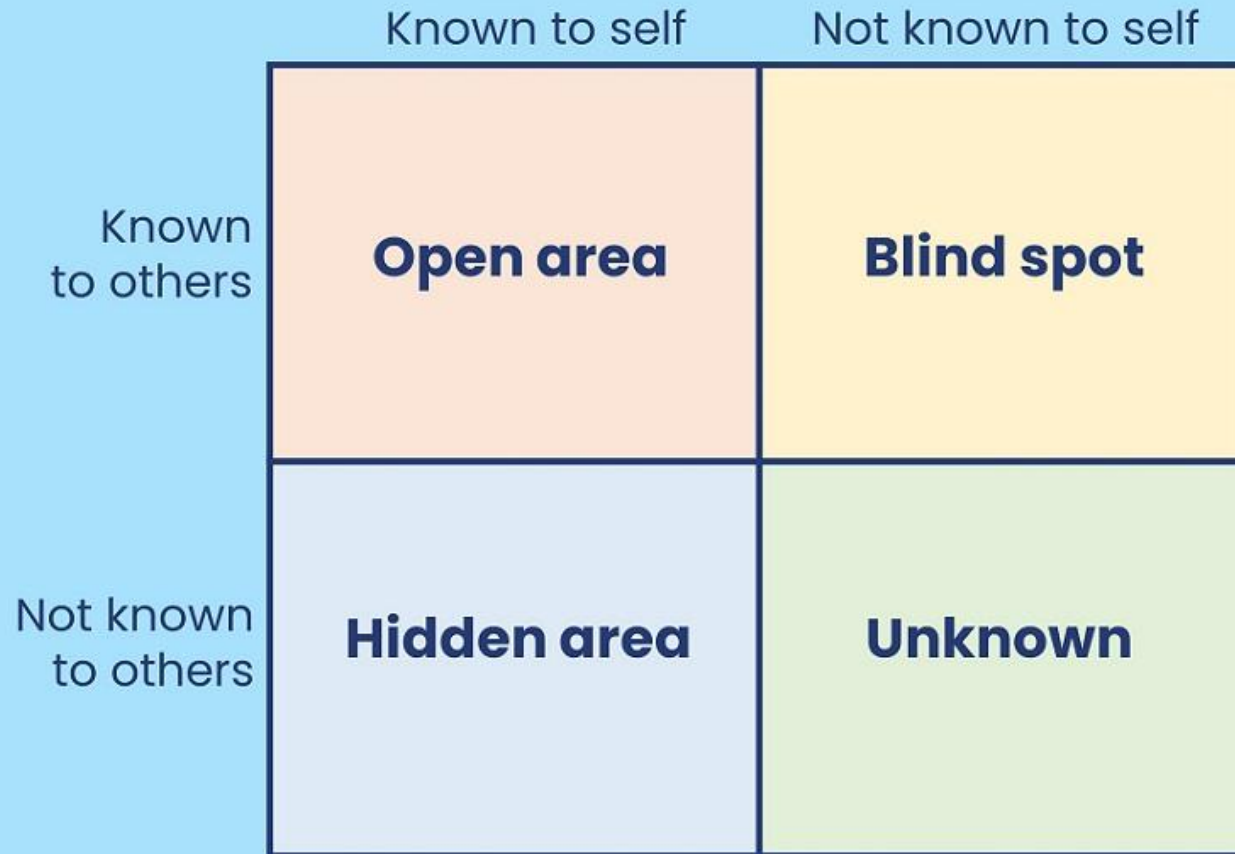


What is the most
essential leadership
skill?

It all starts with self

- Developing an understanding of their strengths, how other experience them
- Johari Window
- Undertake a self assessment or 360 VIA strengths finder

Johari Window Model



Teams and patient safety

Watch and reflect on “Just a Routine Operation” and discuss the factors that contributed to the outcome

<https://www.youtube.com/watch?v=JzlvgtPlof4>



Activity- Take a moment

Think about the
best team you
have worked in

What were the
success
factors?

Summary- Key things for residents to do

Undertake the NHS Leadership academy -Edward Jenner Programme, free online ,modular

<https://www.leadershipacademy.nhs.uk/programmes/the-edward-jenner-programme/>

Do a self assessment and receive feedback/ 360

Do a group activity and reflect on their /others roles

Watch and reflect on a video

Reflect on the best leader that they have worked with, and why

Explore case studies

Learning to Lead

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



Useful tool for PDs to
facilitate leadership
development

Available on the website