



East Midlands
**Leadership &
Management
Programme**



East Midlands Leadership and Management Programme

Learning to Lead from Day One

Prospectus

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Forward

This programme has been developed following feedback from postgraduate learners undertaking previous leadership and management courses and has been established locally after consultation with your colleagues.

We hope that by learning the principles and skills of leadership and management and through increasing your confidence, competence, collaboration, and decision making in this area, you will be able to apply this knowledge and capability to your practice during your years here as a trainee and beyond.

We recognise that not everyone is a born leader or even wishes to become one. The programme has been designed to give you a set of skills that will suffice to help those who need the skill set but perhaps don't harbour an immediate ambition to develop these skills to a high level. For others, this course may ignite the appetite to develop leadership and management skills to a level that will help ensure future generations continue to receive the highest quality healthcare.

Finally, I would like to thank colleagues from NHS England Midlands and the team of senior educators and the postgraduate learners who have striven hard to turn this project from an idea into a programme that I hope you will find both enjoyable and stimulating.

Prof Jonathan Corne
Regional Postgraduate Dean
(Midlands)
NHS England in the Midlands



Introduction

The General Medical Council emphasises the importance of leadership and management development and enshrines generic leadership and management skills in all GMC approved training curricula. Postgraduate learners must show that they can lead and work effectively in teams, by demonstrating an understanding of why leadership and team working is important in their role as a clinician.

They must:

- Show awareness of their leadership responsibilities as a clinician and why effective clinical leadership is central to safe and effective care.
- Demonstrate an understanding of a range of leadership principles, approaches and techniques and apply them in practice; as well as appropriate leadership behaviour and an ability to adapt their leadership behaviour to improve engagement and outcomes.
- Appreciate their leadership style and its impact on others.
- Actively participate and contribute to the work and success of a team (appropriate followership).
- Think critically about decision making, reflecting on decision-making processes, and explaining those decisions to others in an honest and transparent way.
- Supervise, challenge, influence, appraise and mentor colleagues and peers to enhance performance and to support development.
- Critically appraise the performance of colleagues, peers and systems and escalate concerns.

- Promote and effect participation in multidisciplinary and interprofessional team working whilst appreciating the roles of all members of the multidisciplinary team; and promote a just, open, and transparent culture; a culture of learning and academic and professional critical enquiry.
- In doing so it recognises the importance of possessing these skills to enable postgraduate learners to navigate the changes of the future NHS.



Leadership is 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 (2011)

Welcome to the East Midlands Leadership and Management Programme (EM LMP)

Mission

Empowering postgraduate learners to develop and practice confident patient-centred leadership and management, from the beginning of their career.

From the time you qualify you will be seen as a leader, even if you do not feel one yourself. The aim of this course is to empower you, whatever career stage you are at, to feel able to shape the future of your departments, specialities, and potentially the NHS as a whole. We want to give you the tools to be able to think about how things could be done better in your workplace, and then to implement those changes, whilst keeping the patient at the centre of any decisions made.

The course has been reorganised to encourage active learning and reflection. The programme is made up of online e-learning and face-to-face sessions.

Structure of the course

The course is structured into 3 phases designed to be completed over 3 years, however postgraduate learners can complete it quicker or slower than this, depending on their personal circumstances.

Phase 1 will cover the basic concepts of leadership and management. postgraduate learners will complete a series of e-learning modules on the Post Graduate Virtual Learning Environment (PGVLE) site. These modules will include reflections and activities that must be completed to be able to progress. After completing the e-learning, postgraduate learners will attend a full day face-to-face workshop, where they will apply the information learnt in the e-learning.

Phase 2 focuses on leadership in action through the implementation of a Quality Improvement Project (QIP). Postgraduate learners can access an online e-learning module covering the basic

principles of Quality Improvement (QI). They will then undertake their QIP. This phase focuses on effecting change in the workplace, keeping the patient at the centre of this change. When performed to a high standard QIPs expose postgraduate learners to important learning experiences such as planning, negotiations, resolution of conflict, problem solving, and understanding structures within the NHS. Multi-disciplinary working and establishing peer groups across boundaries is very important.

The e-learning will cover the basics of QIP; however you are encouraged to engage with your local QI team who will be able to offer further support and more in-depth teaching.

Postgraduate learners are expected to evidence their QIP at the end of this phase, focusing on what they learnt from the process. This should be in the form of a reflective piece of writing which should be discussed with your ES and uploaded to your training portfolio. We also suggest that you present your project locally or submit as a poster to an appropriate conference.

Phase 3 looks at more advanced leadership topics. Learners will complete e-learning on the PGVLE, including reflections and activities, then attend a full day face-to-face workshop where their experiences from Phase 2 and 3 are explored, and their new skills are put into action.

The content covered in the 3 phases is shown in Figure 1.

Leadership conversations toolkit

This is tool developed by the National NHS Leadership Academy. It should be utilised by the trainee and their educational supervisor, to supplement the EM LMP. It should be used to set leadership goals using the reflective log.

It can be found at:

https://www.leadershipacademy.nhs.uk/wp-content/uploads/dlm_uploads/2019/11/Leadership-Conversations-v1.1.pdf

Phase 1	E-learning module 1: Introduction to leadership and management <ul style="list-style-type: none">• What is leadership and management?• Styles of leadership• NHS principles and values		E-learning module 2: NHS Structure <ul style="list-style-type: none">• Organisational layout of the NHS• Linking primary/secondary/social care• NHS finance• NHS culture and politics	
	E-learning module 3: Teams <ul style="list-style-type: none">• Introducing teams• Team roles and hierarchy• Power and influence• Working together		E-learning module 4: Leading with care <ul style="list-style-type: none">• Compassionate leadership• Constructive conversations• Duty of candour• Dealing with complaints and the coroner	
	E-learning module 5: Supporting people <ul style="list-style-type: none">• Emotional intelligence and compassionate leadership• Stress, resilience, and burnout		Face to face workshop 1 Developing on the e-learning done during Phase 1, and putting leadership into action	
Phase 2	Trainee led Quality Improvement Project (QIP)			
	E-learning: QIPs Covering the basic principles of QIP and how to get started	QI teams Trainees should engage with local QI teams to have the local support needed to undertake their project	Evidencing Trainees will evidence their learning from their QIP on a reflective form on the PGVLE	
	This content should be supplemented by the ‘Leadership conversations’ toolkit. In primary care your existing training days will cover aspects of this at the most appropriate points during your 3 training years			
Phase 3	E-learning module 1: Advanced communication <ul style="list-style-type: none">• Holding others to account and active listening• Influencing, negotiation, and conflict management		E-learning module 2: Higher leadership <ul style="list-style-type: none">• Managerial roles and leading large teams• Developing and writing business cases• Social justice and accountability, and unconscious biases	
	E-learning module 3: Planning your career <ul style="list-style-type: none">• Creating job plans and future careers• Self-awareness, resilience, and time management		E-learning module 4: Supporting your team <ul style="list-style-type: none">• Coaching and mentoring• Managing underperforming and difficult colleagues• Developing potential in others, supervising and debriefing, and EDI	
	E-learning module 5: When things go wrong <ul style="list-style-type: none">• Coping with uncertainty, leadership in crises• Complaints and coroners		Face to face workshop 2 Developing on the e-learning done during Phase 3, and putting leadership into action	

Figure 1. Content of the EM LMP

NHS Leadership Academy's Healthcare Leadership Model

This is an evidence-based research model which is designed for all healthcare professionals across the healthcare system. The course is mapped to cover the nine leadership dimensions, shown in Figure 2.

Postgraduate learners will need to complete the NHS Leadership Academy's self-assessment tool and reflect on their answers. This is available at <https://www.leadershipacademy.nhs.uk/wp-content/uploads/2012/11/NHSLeadership-Framework-LeadershipFrameworkSelfAssessmentTool.pdf>

Develop skills you will utilise in everyday practice:

- Build networks with colleagues across the East Midlands and the wider healthcare context.
- Appreciate the effectiveness of innovation and valuing difference in the workplace.

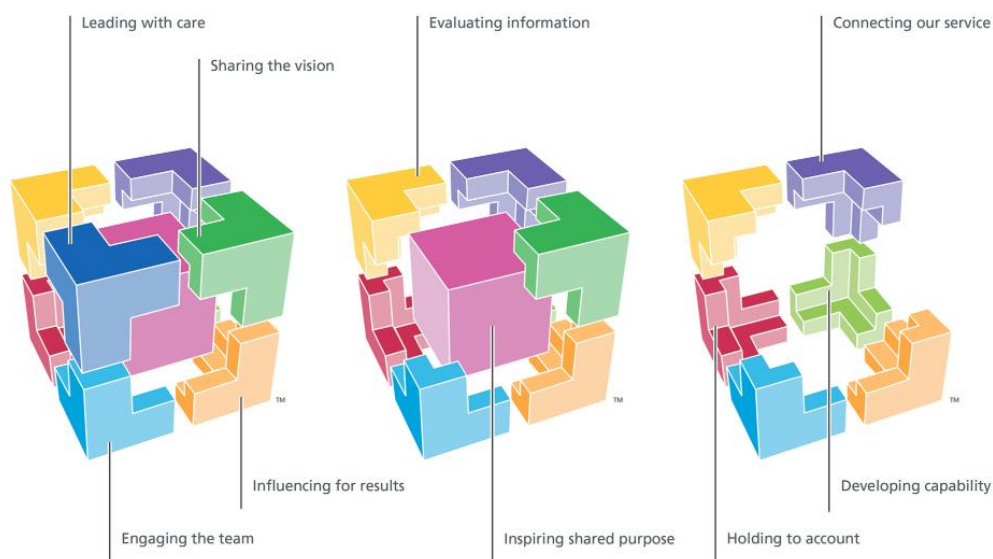


Figure 2. The nine dimensions of the Healthcare Leadership model. (NHS Leadership Academy 2012).

Programme outcomes

By the end of the programme you will:

Understand the importance of personal values and behaviours as a leader:

- Recognise your personal abilities, attributes, and areas for development as a leader and follower.
- Develop the confidence to lead by example, recognise and celebrate good practice, and challenge poor performance.
- Have a greater understanding of your leadership style.
- Be able to implement compassionate leadership and hold constructive conversations.

Knowledge and understanding of leadership and management core principles:

- Have a greater confidence in your knowledge, authority and power to make effective changes in service provision and improving the quality of life for your patients.
- Appreciate the structure of the NHS and the interactions between different healthcare sectors.
- Understand how political influence affects healthcare, and how to negotiate with different groups.
- Have greater confidence when it comes to leading and understanding teams and how teams work together, including team dynamics, functions, and performance.

The ultimate aim is to enable postgraduate learners to develop and practice confident, patient-centred leadership and management, from the beginning of their career

Opportunities beyond the course

Equipped with the experiences you have had on the course and in your workplace, we would hope you will then start to seek out opportunities beyond the course to further develop your abilities. This is covered in more detail in phase 3. One avenue may be applying for local and national leadership fellowships. Local and national leadership academy courses are available to all NHS employees and can be accessed by postgraduate learners. Further development is likely to involve access to a specialist mentor for you to gain further experience in health, economic, social and

political challenges at a senior level. The 'Leadership conversations' toolkit is also an excellent resource for additional learning and experiences.

Faculty of Leadership Educators

Sessions are delivered by a locally recruited faculty. All our faculty have worked or are working in the NHS in the Midlands and are committed to providing relevant and expert leadership and management training to our postgraduate learners.



We recognise the valuable role our current workforce play in inspiring the next generation of healthcare professionals

Frequently Asked Questions

Who is the programme for?

It is available for all postgraduate clinical professionals within the East Midlands, except those post CCT or in Foundation Years.

Does each speciality have different leadership and management training?

No – it is a generic programme and is applicable to all postgraduate clinical professionals.

Who is facilitating the programme?

A locally recruited faculty of educators.

How much studying will I need to do in my own time?

Study leave will be allocated for the online e-learning and the face-to-face workshops. The QIP will need to be done at your workplace and study leave is not allocated for this. Postgraduate learners will be expected to do some work in their own time, such as using the 'Leadership conversations' toolkit to determine their leadership goals. This programme provides an overview of leadership and management, but there are many other resources available that interested postgraduate learners may want to access.

I am not a trainee, but I work within the East Midlands, can I book onto the programme?

The EM LMP is for postgraduate learners. A small number of spaces have been reserved for non-training grades such as SAS and Locally Employed Doctors (LEDs), and Allied Health Professionals. Consultants are not permitted to book onto the programme.

Where will the face-to-face sessions be delivered?

The face-to-face sessions will be held across the East Midlands Deanery region.

Are the sessions meant to be taken in order?

You are able to do the e-learning modules in whatever order you would like, however we recommend doing it as designed so you cover the basics of leadership and management at the start. You are unable to do the face-to-face session until the e-learning is completed. You must finish one phase before moving to the next, and the phases must be done in order.

How do I book into the programme?

There will be an online sign up that postgraduate learners will be made aware of via email. If learners have any issues, please contact the email address on the first page of this document.

I don't work within the East Midlands. Can I book onto the LMP?

No sorry, this is for East Midlands learners only.

How will I be assessed?

This programme is not pass or fail, it's about developing your leadership and management skills. However, you must complete all 3 phases to complete the programme. To achieve this you must also complete the self-assessment tool on the PGVLE, keep a reflective log of activities completed, and demonstrate appropriate learning from your QIP. These activities, and what you have learnt, should be discussed with your Educational Supervisor, who will document the discussions in your training portfolio. There are also mandatory evaluations within the PGVLE modules that need to be completed before attending face-to-face sessions.

Is it mandatory to do the EM LMP to CCT?

No. The responsibility for determining whether a trainee has done sufficient leadership training in a particular year will be made by their Educational Supervisor at the ESR meeting. As with any competency, that decision will be based on what training and experience they have done in that year. A full set of attendance certificates can

clearly be used as evidence; however it is recommended that postgraduate learners write a reflective entry in their portfolio on what they have learnt and how it will affect their practice moving forward.

As adults, postgraduate learners should be trusted to do this, otherwise this would be a probity issue. The 'Leadership conversations' toolkit provides the Educational Supervisor a reference guide to the leadership competencies required by the time of CCT. Most of this evidence should be reflecting on leadership experiences the trainee has had, backed up by attendance at the formal teaching sessions.

Support

We are focused on creating an environment where you can reach your full potential. Support will be available throughout the EM LMP through the faculty that facilitate the course. However,

your Educational Supervisor will always remain a first point of contact.

Feedback

You can make real changes to improve the programme by providing feedback. We endeavour to continuously improve the programme to reflect your objectives and goals.

Faculty recruitment and opportunities

We recognise the valuable role our current workforce plays in inspiring the next generation of healthcare professionals. If you are an experienced Educator and would like to become a member of our Faculty, please email the LMP team on: england.futureworkforce@nhs.net

Course Developers

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Course Administration

Sonia Ahmad, Future Workforce Administrator

With thanks to Dr Toby Delahooke for developing the original programme.



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