

Medical Leadership Roadshows 2012

North Western Deanery

Structure to the day

- Why Medical Leadership?
- Update on Medical Leadership development
- Develop Influencing Skills
- Medical leadership Development Tools
- Implementing leadership training in your clinical practice
- Summary of available resources and training opportunities



Background..

The times we live in...

- Services at full stretch
- Limited resources
- High expectations from the public
- Climate of continual change
 - *Service reconfigurations*
 - *NHS reforms*

Defining leadership..

- Multitude of definitions
- Various qualities
- Different styles of leadership
- Vast literature

Shared (diffused) leadership

- Shared vision and a common cause
- Organisational effectiveness
- Team leadership
- Personal sense of achievement
- High readiness for change
- High concern & engagement

What is happening in the NHS?

Growing evidence of link between medical engagement and organisational performance

Hamilton, J. et al. *Engaging Doctors: can doctors influence organisational performance?* NHS Institute for innovation and improvement. 2008

General Medical Council

“ all practising doctors are responsible for use of resources...

Doctors have responsibility to their patients, employers..

..This means doctors are both managers and are managed.”

Management for doctors, 2006



Leadership or Management?

Manager	Leader
Administers	Innovates
Maintains	Develops
Focuses on systems	Focuses on people
Relies on control	Inspires trust
Does things right	Does the right thing

Hollingsworth, M. J. *The British Journal of Administrative Management*. 1999

Leadership or Management?

“..management and leadership are being seen as inextricably linked.

It is one thing for a leader to propound a grand vision, but this is redundant unless the vision is managed so it becomes real achievement”

Dearlove, D. *Reinventing leadership*. 2001

But where do we start?...

Medical Leadership Competency Framework



AOMRC & NHS Institute for innovation and improvement. *Enhancing engagement in medical leadership project. 2008.*

Medical Leadership Competency Framework

– Personal Qualities



- Self awareness
- Self management
- Self development
- Acting with integrity

Medical Leadership Competency Framework

– Working with Others



- Developing networks
- Building relationships
- Encouraging contributions
- Working with teams

Medical Leadership Competency Framework

– Managing Services



- Planning
- Managing resources
- Managing people
- Managing performance

Medical Leadership Competency Framework

– Improving Services



- Ensuring patient safety
- Critically evaluating
- Encouraging improvement and innovation
- Facilitating transformation

Medical Leadership Competency Framework

– Setting Direction



- Identifying the context for change
- Applying knowledge
- Making decisions
- Evaluating Impact

Medical Leadership Competency Framework



Undergraduate






Postgraduate



Post-Specialist Certification

Key

-  has limited opportunities to show competence in all elements of the domain
-  has greater opportunities to show competence in all elements of the domain
-  has frequent opportunities to show competence in all elements of the domain.

A framework for leadership training in medicine

Acknowledgement that ALL doctors require management and leadership competences to be effective practitioners; SOME take on service leadership roles

AOMRC & NHS Institute for innovation and improvement. *Enhancing engagement in medical leadership project. 2008.*

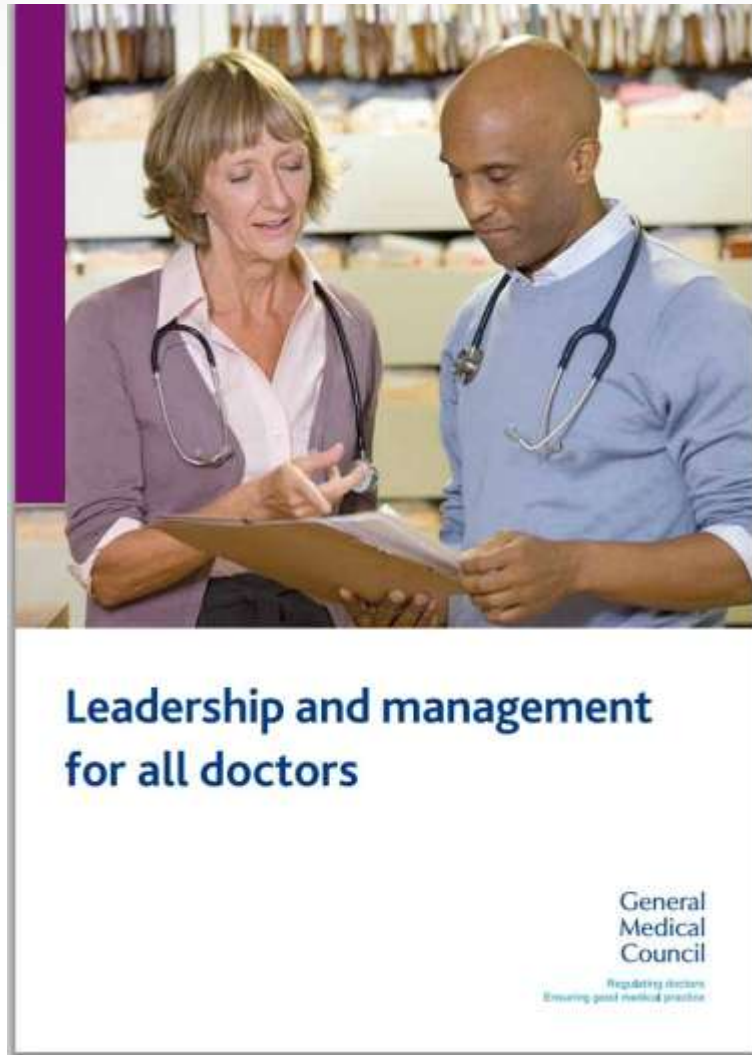
The Medical Leadership Curriculum

- *Specifically applies to postgraduate medical training*
 - Supervision structure
 - Experiential learning examples
 - Assessment framework
- Approved by the GMC for incorporation into all clinical curricula

NHS Leadership Framework



Leadership Framework



This GMC guidance comes into effect on **12 March 2012..**

Medical Leadership Development Tools

North Western Deanery



Medical Leadership Competency Framework

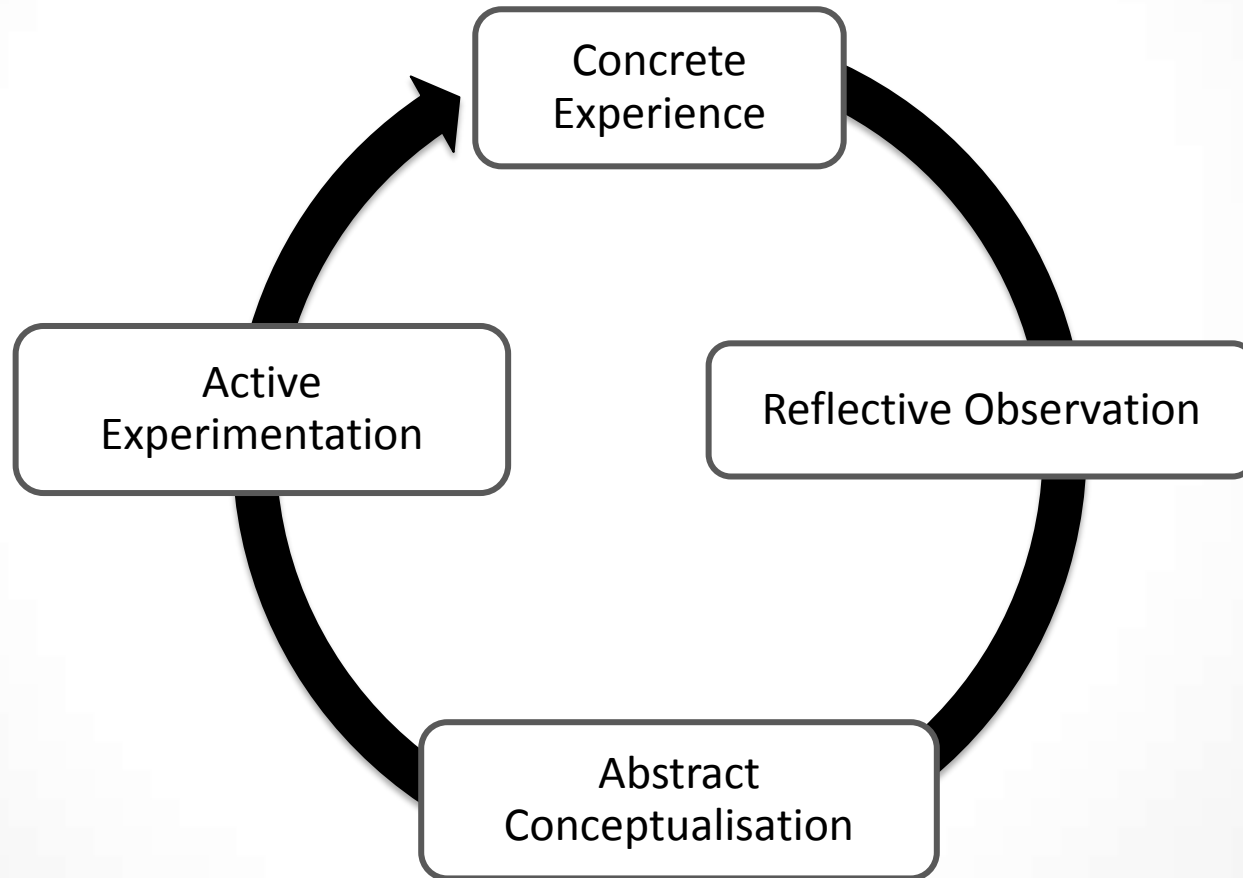


*So how do we apply medical
leadership into practice?*

*Is attending a training course
enough?*

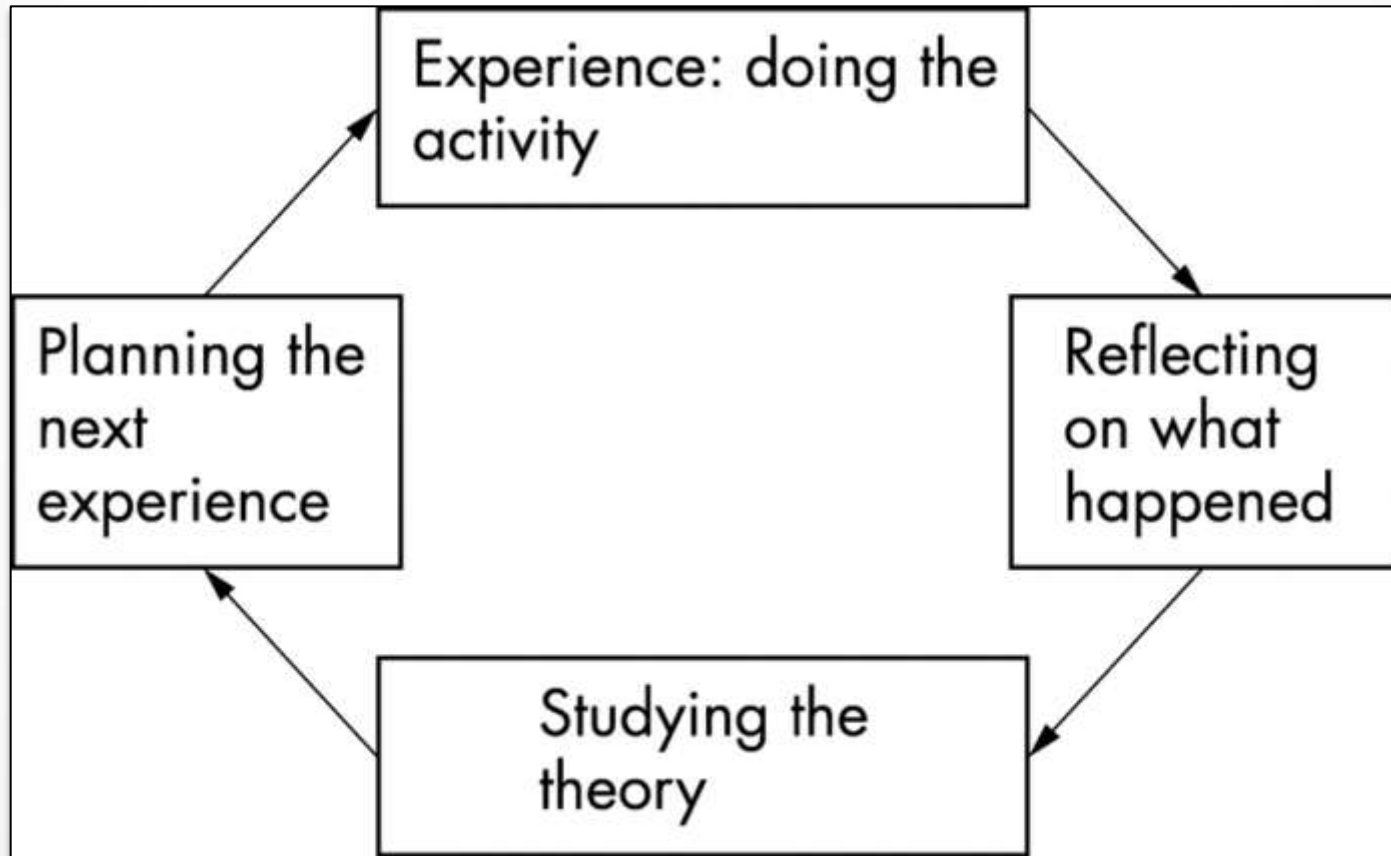
Back to basics..

The Kolb's learning cycle



Back to basics..

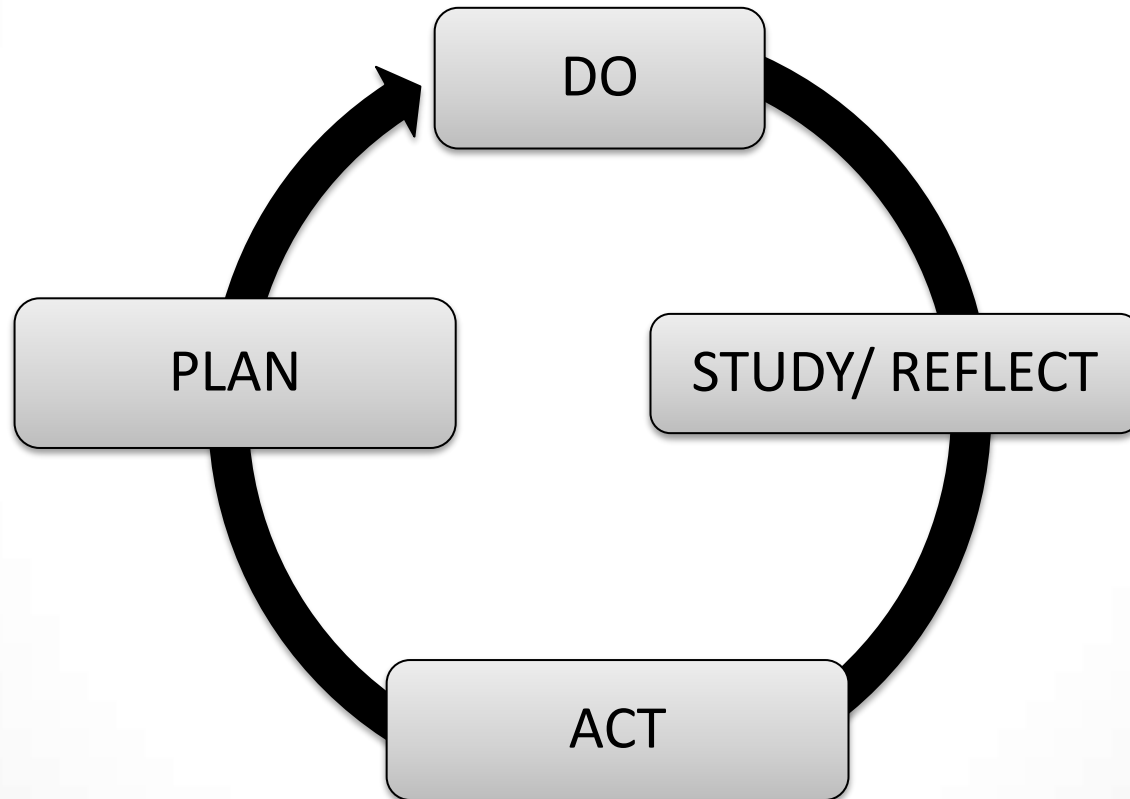
A simplified Kolb's learning cycle



Carr, S Postgrad Med J 2003;79:622-626

Back to basics..

An even more simplified Kolb's learning cycle



Medical Leadership in Practice - **Do**

- Utilise opportunities at the clinical workplace
- But...Is simply “*doing something*” enough?

Medical Leadership in Practice – Reflect/ Study

- Reflective PRACTICE
- Knowledge of what is required
- Learning the theory
- Attending a course/ conference

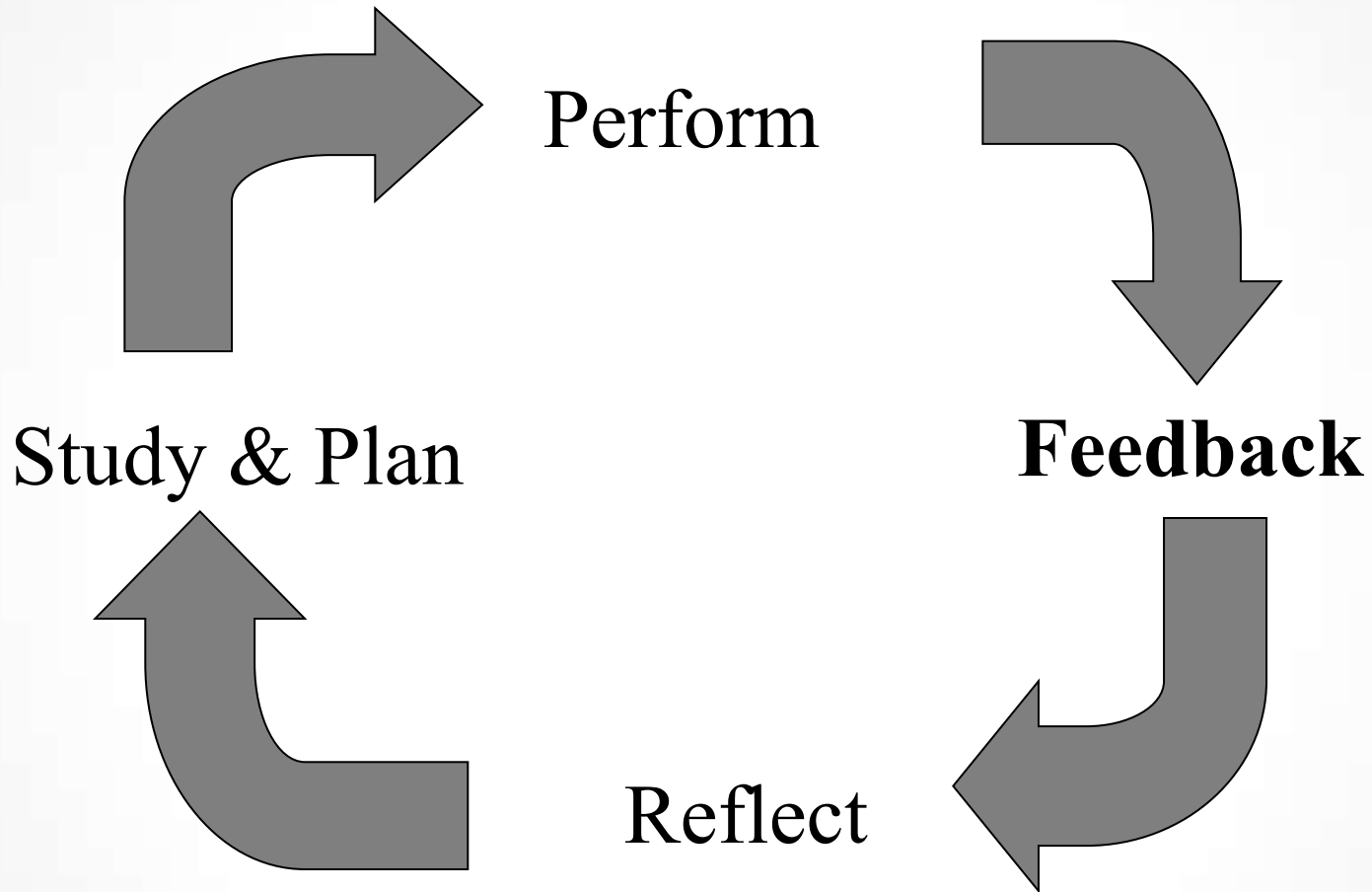
Medical Leadership in Practice - Plan

- Linking with reflective practice/ study sessions
- Setting SMART objectives
- Incorporating learning needs into Personal Development Plans

Medical Leadership in Practice - Act

- *Deliberate* Practice
- Evidence of practice through portfolio
- Assessment and appraisal
- Seek and receive feedback

The importance of feedback



Feedback drives learning
Assessment drives learning

Group Work – 10 minutes

Consider the Medical Leadership Development Tool “Audit Based Discussion”

- *Discuss how this tool could be used within your area of clinical practice*
&
- *How this tool could be used to feedback to trainees on their leadership skills*

Medical Leadership Programme – Audit Based Discussion

Name of Trainee:	Current Placement:
Audit Topic:	Duration of Audit Cycle:
Host organisation/department:	

Please tick the appropriate boxes or mark as N/A if not applicable

	Requires Further Development	Achieved	Good
1. Planning of audit process			
2. Clarity of aims and objectives			
3. Relevance to clinical practice			
4. Appropriateness of data collection methodology			
5. Data analysis			
6. Validity of recommendations			
7. Establishes usefulness of audit			
8. Implementation of recommendations			
9. Closing the loop – re-audit			
10. Overall performance			

Any aspects of the audit which were especially good?

Any suggestions for improvement:

Date of Assessment

Leadership Activities

- Clinical Audit
 - Working with colleagues
 - Enhanced understanding of issues in service delivery
 - Implementing recommendations to improve service
 - Change Management

Video of a service improvement
project being discussed

Group Work – 10 minutes

Consider the Medical Leadership Development Tool “Project Based Discussion – parts 1 & 2”

- *Discuss how this tool could be used within your area of clinical practice*
&
• *How this tool could be used to feedback to trainees on their leadership skills*

The image shows a document titled "MEDICAL LEADERSHIP DEVELOPMENT TOOL PROJECT BASED DISCUSSION – FORM 1" from the North Western Deanery NHS. The document is oriented vertically on the page. On the left side, there is a blue vertical banner with the text "RSHIP IN THE NORTH WESTERN DEANERY" written vertically. The main content of the document is as follows:

North Western Deanery **NHS**

MEDICAL LEADERSHIP DEVELOPMENT TOOL
PROJECT BASED DISCUSSION – FORM 1

The Project Based Discussion Medical Leadership Development Tool comes in two parts and has been designed to help you develop the process of planning and setting up your project (Form 1) as well as reviewing project implementation (Form 2).

This form has been designed to help guide and develop the initial planning phase of your project. The tool focuses on the following key areas:

- Defining your project – aims, objectives and what is/is not included in the project
- Outlining the need for the project
- Identifying what resources are required
- Identifying potential constraints (e.g. risk, issues with identified resources, external factors)
- Establishing measurable outcomes
- Planning for the evaluation at the outset
- Pulling all the information into an outline plan

How to use the form:

You can use the form as a checklist for reflection on your own performance. Alternatively, and in addition to your own reflections, you could ask a colleague or supervisor to feedback to you and have a discussion on your reflections. You can use this tool many times to continually develop your project planning skills.

Notes for Assessor giving Feedback:

Examples of MLDTs

...

MEDICAL LEADERSHIP DEVELOPMENT TOOL

PRESENTATION SKILLS

Venue: <input type="text"/>	Date: <input type="text"/>	Time: <input type="text"/>
Doctor: <input type="text"/>	Duration: <input type="text"/>	
Topic: <input type="text"/>	Audience: <input type="text"/>	

SET (includes environment)

Please tick the appropriate boxes or mark as N/A if not applicable

	Needs Further Development	Achieved	Comments
1. Checks equipment & layout	<input type="checkbox"/>	<input type="checkbox"/>	
2. Welcomes & introduces self	<input type="checkbox"/>	<input type="checkbox"/>	
3. Sets the mood	<input type="checkbox"/>	<input type="checkbox"/>	
4. States objectives	<input type="checkbox"/>	<input type="checkbox"/>	
5. Establishes usefulness	<input type="checkbox"/>	<input type="checkbox"/>	
6. Overall performance of set	<input type="checkbox"/>	<input type="checkbox"/>	

DIALOGUE

1. Presents material with clarity	<input type="checkbox"/>	<input type="checkbox"/>	
2. Presents slides in a logical manner	<input type="checkbox"/>	<input type="checkbox"/>	
3. Ensures voice projection	<input type="checkbox"/>	<input type="checkbox"/>	
4. Uses eye contact appropriately	<input type="checkbox"/>	<input type="checkbox"/>	
5. Demonstrates enthusiasm	<input type="checkbox"/>	<input type="checkbox"/>	
6. Uses humour appropriately	<input type="checkbox"/>	<input type="checkbox"/>	
7. Engages audience through personal or audience experience	<input type="checkbox"/>	<input type="checkbox"/>	
8. Attitude/behaviour encourages learning & interaction	<input type="checkbox"/>	<input type="checkbox"/>	
9. Keeps to time	<input type="checkbox"/>	<input type="checkbox"/>	
10. Overall performance of dialogue	<input type="checkbox"/>	<input type="checkbox"/>	

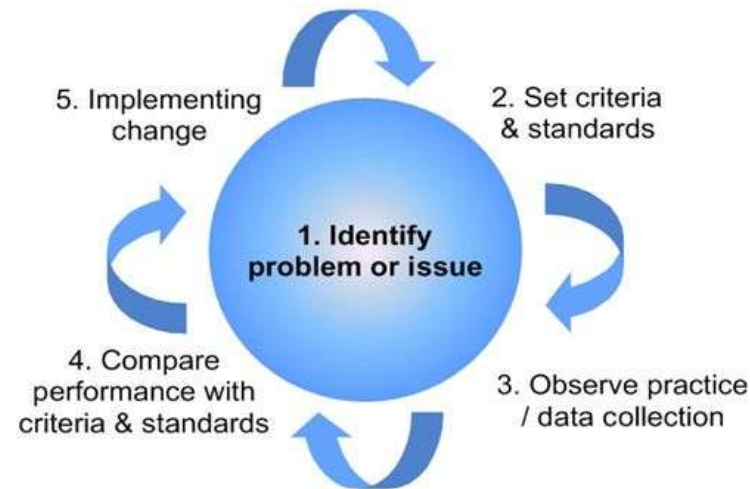
CLOSURE

1. Invites & answers questions	<input type="checkbox"/>	<input type="checkbox"/>	
2. Tackles questions tactfully	<input type="checkbox"/>	<input type="checkbox"/>	
3. Terminates session with a summary of objectives	<input type="checkbox"/>	<input type="checkbox"/>	
4. Overall performance of closure	<input type="checkbox"/>	<input type="checkbox"/>	

MEDICAL LEADERSHIP DEVELOPMENT TOOL

AUDIT BASED DISCUSSION

This Medical Leadership Development Tool “Audit Based Discussion” aims to enhance your understanding and implementation of clinical audit to improve patient care. Clinical audits are undertaken regularly at various levels of training within postgraduate medical education and in all specialties. However the quality of audits can be variable. This tool allows you to demonstrate achievement of crucial aspects of an effective clinical audit through a peer review exercise and further improvement through feedback. The classical description of a Clinical Audit Cycle is illustrated below (picture source: Wikipedia)



Brief Notes for Peer Assessor giving feedback:

- This discussion is best undertaken at the end of an audit project
- You should be experienced in the use of clinical audit
- One of the important aspects of a good clinical audit project is the identification and management of change. This discussion could either facilitate the identification of which of the recommendations made from the audit are to be taken forward or to assess the overall impact of such a change if it has already been implemented.

MEDICAL LEADERSHIP DEVELOPMENT TOOL

TIME MANAGEMENT

This Medical Leadership Development Tool on "Time Management" has been designed to help you develop techniques to manage your time effectively. The 'Urgency/Importance Matrix' is a well recognised format that facilitates prioritization of everyday tasks. **Urgent** tasks are those which have to be done quickly. **Important** tasks are those which are fundamental to what you do – they may be urgent, for example seeing an ill patient, in which case we usually find it easy to do them quickly. Other important tasks do not seem urgent, such as long term planning, developing and planning changes and research. They are however vital to our effectiveness, and it is the ability to achieve important non urgent tasks that often highlights those who are most effective. For more information, read <http://www.businessballs.com/time-management.htm>

You could use this tool in various ways:

- Use this tool to categorize your list of "things to do", your email "inbox" or the good old "in tray".
- Spending no longer than 30 minutes, attempt to prioritize the tasks in one of the four quadrants.
- Use the form to reflect on your performance afterwards – remember to note any ideas to help with your next attempt!
- Alternatively, or in addition to your own reflections, you could ask a colleague or supervisor to feedback to you and have a discussion on your reflections.
- You can use this tool many times to continually develop your time management skills.

Brief Notes for Peer Assessor giving feedback:

- This tool is best used as a discussion AFTER the doctor has categorized and undertaken the prioritization exercise.
- Use the comments boxes to write down your comments, with particular reference to achieving a balance between dealing with the most urgent task at hand and not ignoring the longer term and equally important task that needs to be dealt with later.
- Assertiveness and the ability to say "No" are crucial skills that need to be learnt, so highlight and feedback if these are identified.

Further resources:

"The Seven Habits of Highly Effective People" by Steven Covey

"Effective Time Management" by John Covey

"Eat that Frog" by Brian Tracey

URGENCY/IMPORTANCE MATRIX

Date:

Task Undertaken (e.g. email inbox, things to do etc.):

	URGENT/IMPORTANT	URGENT/NOT IMPORTANT
Issues:		Issues:
1.	<input type="text"/>	1. <input type="text"/>
2.	<input type="text"/>	2. <input type="text"/>
3.	<input type="text"/>	3. <input type="text"/>
4.	<input type="text"/>	4. <input type="text"/>
5.	<input type="text"/>	5. <input type="text"/>
Actions:		Actions:
1.	<input type="text"/>	1. <input type="text"/>
2.	<input type="text"/>	2. <input type="text"/>
3.	<input type="text"/>	3. <input type="text"/>
4.	<input type="text"/>	4. <input type="text"/>
5.	<input type="text"/>	5. <input type="text"/>
	NOT URGENT/IMPORTANT	NOT URGENT/NOT IMPORTANT
Issues:		Issue:
1.	<input type="text"/>	1. <input type="text"/>
2.	<input type="text"/>	2. <input type="text"/>
3.	<input type="text"/>	3. <input type="text"/>
4.	<input type="text"/>	4. <input type="text"/>
5.	<input type="text"/>	5. <input type="text"/>
Actions:		Actions:
1.	<input type="text"/>	1. <input type="text"/>
2.	<input type="text"/>	2. <input type="text"/>
3.	<input type="text"/>	3. <input type="text"/>
4.	<input type="text"/>	4. <input type="text"/>
5.	<input type="text"/>	5. <input type="text"/>

MEDICAL LEADERSHIP DEVELOPMENT TOOL

CHAIRING A MEETING

This Medical Leadership Development Tool on "Chairing a Meeting" has been designed to help you develop techniques to chair any type of meeting effectively, for example, a multidisciplinary clinical meeting, a journal club or a more formal committee meeting. You could use this tool in various ways:

- This tool could serve as a reminder checklist before your meeting. Use the form to reflect on your performance afterwards – remember to note any ideas to help with your next attempt!
- Alternatively, or in addition to your own reflections, you could ask a colleague or supervisor to feedback to you after the meeting and have a discussion afterwards.
- Although specifically developed for chairing a meeting, lessons from using the tool can be applied to other scenarios that involve facilitation.
- You can use this tool many times to continually develop your chairing skills.

One of the major aspects of chairing a meeting effectively is the ability to engage and facilitate a discussion at the same time as keeping everyone to the agenda. A quick note which may help you before you first embark on this development tool is that effective communication is not all about what you say; how you say it is very important! It is often quoted that, in face-to-face communication, the meaning of a message is communicated by:

- Your words - 7% of what was liked in a communication
- Your tone of voice - 38% of what was liked in a communication
- Your body language - 55% of what was liked in a communication

Mehrabian, Albert (1971). *Silent Messages* (1st ed.). Belmont, CA: Wadsworth.

Brief Notes for Peer Assessor giving feedback:

- This tool is best used when the peer assessor is present and listening to the entire meeting from start to finish.
- It is desirable that the assessor is not actively participating in the meeting, but this may not be possible due to practical reasons and does not preclude the tool from being used for feedback.
- Please ensure you are sat in a location where you will be able to observe the presenter and make particular note of their communication.

MEDICAL LEADERSHIP DEVELOPMENT TOOL

CHAIRING A MEETING

Name of Doctor: <input type="text"/>	Date: <input type="text"/>
Meeting: <input type="text"/>	Time: <input type="text"/>
Duration: <input type="text"/>	Group: <input type="text"/>

You can use the checklist below to self assess your own skills at chairing a meeting, or you can ask a trainer, supervisor or colleague to complete the assessment for you.

MEETING PREPARATION

Please tick the appropriate boxes or mark as N/A if not applicable

	Requires Further Development	Achieved	Comments
1. Sets a clear agenda & timescale for the meeting	<input type="checkbox"/>	<input type="checkbox"/>	
2. Circulates key documents prior to the meeting	<input type="checkbox"/>	<input type="checkbox"/>	
3. Arrives on time	<input type="checkbox"/>	<input type="checkbox"/>	
4. Provides spare documents for the meeting	<input type="checkbox"/>	<input type="checkbox"/>	
5. Checks & adjusts layout of the room	<input type="checkbox"/>	<input type="checkbox"/>	

ENVIRONMENT & INTRODUCTION

1. Welcomes, introduces self & invites introductions	<input type="checkbox"/>	<input type="checkbox"/>	
2. States purpose & objectives of the meeting	<input type="checkbox"/>	<input type="checkbox"/>	
3. Establishes timeframe	<input type="checkbox"/>	<input type="checkbox"/>	

FACILITATION

1. Confirms/establishes order of agenda items	<input type="checkbox"/>	<input type="checkbox"/>	
2. Summarises key agreements/decisions/ action points after each agenda item	<input type="checkbox"/>	<input type="checkbox"/>	
3. Identifies & confirms valid action points	<input type="checkbox"/>	<input type="checkbox"/>	
4. Attitude/behaviour encourages group interaction	<input type="checkbox"/>	<input type="checkbox"/>	
5. Keeps group to task (i.e. purpose of the meeting)	<input type="checkbox"/>	<input type="checkbox"/>	
6. Effectively manages group participation	<input type="checkbox"/>	<input type="checkbox"/>	
7. Uses effective listening skills	<input type="checkbox"/>	<input type="checkbox"/>	
8. Ensures voice projection	<input type="checkbox"/>	<input type="checkbox"/>	
9. Uses eye contact appropriately	<input type="checkbox"/>	<input type="checkbox"/>	
10. Keeps to time	<input type="checkbox"/>	<input type="checkbox"/>	
11. Uses visual aids (if any) appropriately	<input type="checkbox"/>	<input type="checkbox"/>	
12. Overall performance in facilitation	<input type="checkbox"/>	<input type="checkbox"/>	

CLOSURE

1. Clear closure indicators to keep meeting to time	<input type="checkbox"/>	<input type="checkbox"/>	
2. Invites any other business	<input type="checkbox"/>	<input type="checkbox"/>	
3. Terminates session with a summary of objectives & links to future actions	<input type="checkbox"/>	<input type="checkbox"/>	

Onto some further examples
of engaging trainees in
leadership

...

Medical Leadership

Current Deanery initiatives and resources

Medical Leadership:

[In the North Western Deanery](#)

[The Medical Leadership Competency Framework](#)

[Medical Leadership Curriculum](#)

[Raising Awareness of Medical Leadership](#)

[National Medical Leadership Conference](#)

Opportunities for you:

[Foundation Training](#)

[Core Training](#)

[ST1 - ST3](#)

[ST4 + and SpR](#)

[Consultants](#)

[General Practitioners](#)

[SAG](#)

[Medical Leadership in Practice](#)

[Medical Leadership Programme](#)

[MLP Recruitment](#)

[Leadership Development Tools](#)

[Resources](#)

Medical Leadership in the North Western Deanery

The North Western Deanery has been proactive in promoting the importance of medical leadership and is committed to developing leadership at all levels of a doctors training and career.

Medical leadership is thriving throughout the North West and this webpage aims to provide access to the most up-to-date medical leadership news, information, events and materials.

Follow the links below to find out why leadership for doctors is so important and how medical leadership in the North Western Deanery links in with the national context for leadership development and the Medical Leadership Competency Framework.

For ease of access to two key documents - the Medical Leadership Competency Framework and the Medical Leadership Curriculum - wherever you are on the medical leadership webpages see the links to the in the tab to the left.

Why 'Medical' Leadership?

The importance of leadership for doctors...



National Context:

Medical Leadership Competency Framework



LEADERSHIP CONTACT DETAILS:

Associate Director for leadership (General Practice)
 Associate Dean for leadership (Hospital Medicine)
 Project Manager for Medical Leadership:

[Rebecca Haron](#)
[Sajlem Farook](#)
[Amy Brockbank](#)

Medical Leadership:

[In the North Western Deanery](#)

[The Medical Leadership Competency Framework](#)

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[Medical Leadership Programme](#)

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[Leadership Development Tools](#)

[Resources](#)

Foundation Training

There are many opportunities to get involved in medical leadership during foundation training. This page includes information on leadership events or courses available to you as well as examples of key pieces of work highlighting how Foundation Trainees are already demonstrating medical leadership during their clinical training.

Demonstrating Medical Leadership in Foundation Training

- [Pre-FY1 Shadowing in the North Western Deanery – a 2010 Review](#) This review of shadowing offers recommendations for the 2011 Shadowing Period and was conducted by Dr Melissa Bouchard (FY2).
- A lot of work has been conducted into careers in Foundation Training and this is shown by the review led by Dr Paul Miller which looks into career support in the foundation programme. For the full article please see the following link:
http://www.careers.bmj.com/careers/advice/view-article.html?id=20001307&sms_ss=email
- [ATSP Re...](#) is a tool designed to help fresh FY1s on the ward in unfamiliar situations. It is about to launch in the shadowing in July 2011. An example of the '[ATSP Re Booklet](#)' is available to preview. This project was led by Dr Gillian Jackson and Dr Fran Bennett (FY2).
- [Teaching Programmes Audit](#) led by Dr Amit Sud (FY2).
- [Lessons Learnt: Building A Safer Foundation - Lessons Learnt](#) is a Patient Safety training initiative which was developed and piloted by Dr Maria Ahmed (then FY2 at Manchester Royal Infirmary). It comprises dedicated sessions built into the Foundation teaching programme wherein Foundation trainees discuss patient safety incidents (PSIs - incidents that could have or did lead to patient harm) in a facilitated forum. [Lessons Learnt](#) aims to improve trainee skills and knowledge in Patient Safety and to foster an 'open and learning' safety culture. For more information about the progress of the project, how to get involved or to contact the team [click here](#).

Events

 [Invitation to MedFest 2012!](#) Free event - open to all. [Please download the flyer](#)

Medical Leadership:

[In the North Western Deanery](#)

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[SASG](#)

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[Medical Leadership Programme](#)

[MLP Recruitment](#)

[Leadership Development Tools](#)

[Resources](#)

ST4 + and SpR

There are many opportunities to get involved in medical leadership during higher specialty training. This page includes information on leadership events or courses available to you as well as examples of key pieces of work highlighting how Trainees are already demonstrating medical leadership during their clinical training.

Medical Leadership Programme: For more information on the Medical Leadership Programme please see: <https://www.nwpgmd.nhs.uk/medical-leadership/medical-leadership-programme>

Medical Leadership in Practice Course: For more information on the Medical Leadership in Practice Course please see: <https://www.nwpgmd.nhs.uk/medical-leadership-practice-course-hospital-based-higher-specialty-trainees-north-western-deanery>

MedFest 2012

 [Invitation to MedFest 2012! Free event, open to all. Please download the flyer.](#)



NWMLS aims to provide a programme of engaging and interesting sessions to raise awareness of the importance of medical leadership, and to empower interested trainees to make contacts and get involved

Events Archive

- [▶ NHS Medical Director's Clinical Fellows Scheme](#)
- [▶ National Medical Leadership Conference – Medical Leadership for Effective Organisations](#)
- [▶ Medical Leadership for Higher Specialty Hospital Based Trainees:](#)
- [▶ Fundamentals for Medical Leadership](#)
- [▶ Medical Leadership Skills Events](#)

Medical Leadership Programme

In alignment with the project for Enhancing Engagement in Medical Leadership, the development of the Medical Leadership Competency Framework (MLCF) and the move towards incorporating leadership into specialty curricula, the North Western Deanery has transformed the MLCF into a practical 'Medical Leadership Programme' (MLP) for doctors in postgraduate medical education.

Piloted as a specialist route for leadership development in 2008, the MLP is unique in that it is based on the MLCF, integrated into clinical training and delivered alongside the NHS Graduate Management Training Schemes. Following the pilot, a second cohort of trainees started the programme in 2010.

The MLP is made up of three components and has several distinctive features which support the learning of doctors in specialist training. The following table highlights the key design features and demonstrates how medical leadership can be integrated into postgraduate medical education.

Clinical Component	Academic Component	Vocational Component
<p>To promote sustainable leadership development, the MLP is fully integrated into clinical training. A maximum of fifty percent of a trainee's time is spent learning about leadership and practicing it in a clinical environment.</p> <p>To ensure academic and vocational components are manageable alongside clinical training, the MLP is completed over two years.</p> <p>The MLP is designed for trainees in all Hospital Based Specialty Training Programmes and General Practice.</p> <p>The content of the clinical component is not altered by participation in the MLP.</p> <p>Clinical training may be proportionately extended to accommodate the additional leadership development.</p> <p>The leadership component feeds into the trainee's annual assessment process.</p>	<p>UNIVERSITY OF BIRMINGHAM</p> <p>The King's Fund</p> <p>MANCHESTER 1824 The University of Manchester Manchester Business School</p> <p>Manchester Business School, the University of Birmingham and the King's Fund deliver the academic component.</p> <p>The academic component consists of practically orientated & multidisciplinary learning, action learning sets and experiential learning modules. The academic curriculum maps from the MLCF and the vocational elements.</p> <p>Upon successful completion of the academic programme, trainees will receive a Diploma or MSc in Health & Public Leadership.</p>	<p>Based on the MLCF, the vocational component is designed to embed leadership theory in the clinical environment and comprises specific trainee-led workplace based projects and placements.</p> <p>Projects allow trainees to contribute to service development in an area of their own interest.</p> <p>Placements offer the opportunity to explore and promote experience in areas of the NHS which are not easily accessible. For example one trainee shadowed at the Department of Health.</p> <p>Medical Leadership Development Tools are being continually developed to provide a systematic method of assessing the competencies outlined in the MLCF.</p>




Medical Leadership in Practice: a course for hospital based higher specialty trainees in the North Western Deanery


We are pleased to announce the launch of a newly commissioned Medical Leadership Course aimed specifically at hospital based higher specialty trainees in the North Western Deanery.

This course is mapped to the requirements of the Medical Leadership Competency Framework and has been developed in consultation with Heads of School and Training Programme Directors.

University of Manchester Business School, in conjunction with Birmingham University will be delivering the course on behalf of the Deanery.

 [Download the Course Overview](#)

 All cohorts are now fully booked. Please contact [Jo Keyes](#) to be informed of future dates

 [2011/2012 dates and venue details](#)



This video is a conversation between Dr. Lawrence Benson, Senior Fellow in Health Policy and Management at the Manchester Business School and Mr. Saleem Farook, Associate Dean at the North Western Deanery. They discuss the academic and vocational elements of the "Medical Leadership in Practice" course.



In this one minute video, Dr Iain Snelling, Senior Fellow at the Health Services Management Centre, University of Birmingham, briefly explains the various aspects of the Medical Leadership in Practice (MLIP) Course.

Who is it for?

The course is designed for hospital based higher specialty trainees who have identified a need for medical leadership input in their PDP. Priority will be given to those who are nearing their CCT and we are therefore prioritising places for those who will be able to substantially complete all elements of the programme within their current training period.

What does the course entail?

This is a course that is aimed at developing leadership skills through the completion of a workplace based leadership project and a written assignment. The course will be delivered by blended learning methods, and will comprise of compulsory pre-course activities, face-to-face workshops equivalent to 3 days action learning sets, online learning and self study. The total course duration is approximately 5 months. [Please see the course overview for more detailed information](#). Please note that the course begins online 3 weeks prior to the first event date in the cohort that you are allocated to and there is compulsory preparation work involved.

What will participants get at the end of the course?

As well as the knowledge gained from the course materials, participants will have the experience of leading and implementing a small leadership project in their host trust. Following successful completion of the course and assignments, participants will be awarded 15 masters level credits by the University and a certificate of completion.

How to register?

The University of Manchester
Manchester
Business School

U UNIVERSITY OF BIRMINGHAM B

MANCHESTER
2012

MEDICAL LEADERSHIP IN PRACTICE

FOR HIGHER SPECIALTY TRAINEES

NHS
North Western Deanery

Manchester Business School
Executive Education
Original Thinking Applied

General Practice:

[Introduction](#)

[Contacts/Who's Who](#)

[GP Specialty School](#)

[Educational Community](#)

[Courses](#)

[Appraisal Revalidation](#)

[GP Retainer Scheme](#)

[Sixth Form Placements](#)

[Medical Leadership](#)

[Foundation Information for GP Practices \(F2\)](#)

GP Courses Overview

The Deanery organises and facilitates a variety of courses/conferences and other events throughout each year. These are available to all GP's working in the deanery.

The majority of our courses are aimed at GP Educators and all our courses are non-clinical in content.

For additional information on our courses please click on the drop list and select the course of your choice.

If you require additional information then please email myself Natasha Billington at n.billington@nwpgmd.nhs.uk

Many thanks



- ▶ [Annual Appraisal Conference](#)
- ▶ [Appraisal Skills Training for General Practitioners](#)
- ▶ [Basic Trainers Course](#)
- ▶ [Consultation Skills Masterclass](#)
- ▶ [Group Leadership Skills](#)
- ▶ [Higher Professional Education Course \(HPE\)](#)

▼ [Master Classes](#)

The deanery organises and runs two additional master classes per year in addition to the annual consultation skills and teaching supervision master classes. These change each year depending on the innovations in general practice education or the needs of the educational community at that time.

Further information will be able when the master classes have been confirmed.

▼ [Professional Education Development Course \(PED\)](#)

The combined PED and SPED course is spread over two or more years and is likely to appeal to GPs in a substantive post with anything from a couple of years experience to those with twenty plus years under their belts. The course begins with a three-day residential module, and then continues with four, monthly study days held at a central location and then the second residential module. The third residential is in the following year. Course work includes developing a personal education plan, a practice development plan and significant event analysis.

The course is approved towards a Diploma or MSc in General Practice at the University of Central Lancashire. A range of further modules is available from the RCGP Northwest Faculty and Uclan, including dermatology, ophthalmology, mental health, research, project work, evidence-based medicine, ethics and others.

The tutors are practicing GPs with an interest in education.

The next available PED course will begin in October 2012. If you would like to apply please find attached the [advert](#) and [application form](#). Please send completed application forms to Natasha Billington n.billington@nwpgmd.nhs.uk

- ▶ [Regional Trainers Conference](#)
- ▶ [Teaching & Supervision Masterclass](#)

Medical Leadership:

[In the North Western Deanery](#)

[The Medical Leadership Competency Framework](#)

[Medical Leadership Curriculum](#)

[Raising Awareness of Medical Leadership](#)

[National Medical Leadership Conference](#)

Opportunities for you:

[Foundation Training](#)

[Core Training](#)

[ST1 - ST3](#)

[ST4 + and SpR](#)

[Consultants](#)

[General Practitioners](#)

[SASG](#)

[Medical Leadership in Practice](#)

[Medical Leadership Programme](#)

[MLP Recruitment](#)

[Leadership Development Tools](#)

[Resources](#)

Resources

There is an enormous amount of reading which can support leadership. It can be hard to focus on what is important, partly because leadership covers a huge range of areas. It can be helpful to think of leadership in terms of three areas: how to develop yourself, what to do, and the different ways that people do it. These are listed below with some suggested reading or ways of finding out about them listed for each.

How to develop yourself



What to do



Different ways people do it



There is also a vast amount of information available electronically (a simple Google search of 'medical leadership' will immediately bring up about 11,700,000 results in 0.40 seconds!) Searching through this amount of information is not exactly practical so click below for direct links to key resources.

Electronic Resources



Medical Leadership Articles



[Junior Doctor Managers: The Path Less Travelled](#) (Dr Yasmin Ahmed-Little, "Clinical Leader Voice", BAMM's Bulletin Newsletter, August 2008).

Medical Leadership materials are also available on online e-learning platforms:

Nationally, as part of the Enhancing Engagement in Medical Leadership Project, the NHS Institute for Innovation and Improvement and the Academy of Medical Royal Colleges in conjunction with the Department of Health's e-learning for healthcare developed the LeAD - e learning for Medical Leadership.

LeAD is now available free of charge. Click on the link to the right for





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- Foundation Training
- Recruitment

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- Opportunities for you:**
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 - [ST1 - ST3](#)
 - [ST4 + and SpR](#)
 - [Consultants](#)
 - [General Practitioners](#)
 - [SASG](#)
- [Medical Leadership in Practice](#)
- [Medical Leadership Programme](#)
- [MLP Recruitment](#)
- [Leadership Development Tools](#)
- [Resources](#)

National Medical Leadership Conference

The North Western Deanery in collaboration with Mersey Deanery and in association with the Royal College of General Practitioners (RCGP) have organised the Second Annual National Medical Leadership Conference for the 8th March 2012. For more information on the Conference Organising Committee please [click here](#).

The theme for the conference is:

Developing as a Medical Leader: Exploring Leadership for a new NHS Landscape

How to apply:

Registration for the Conference is now closed.

For any urgent enquiries please contact: mlconference@outherevents.com

For more information about the conference please see the flyer



[Click to Enlarge](#)

or download the flyer here:

[Medical Leadership Conference Flyer \(pdf\)](#)

1st Annual National Medical Leadership Conference:

The North Western Deanery in collaboration with Mersey Deanery and in association with the Royal College of General



SAVE THE DATE! Annual Conference 2012

The Faculty of Medical Leadership and Management's first Annual Conference has been confirmed for 16-17 October 2012, and is FREE to all Founding Members.



Become a member

The Faculty of Medical Leadership and Management is a new UK-wide organisation that aims to promote the advancement of medical leadership, management and quality improvement at all stages of the medical career for the benefit of patients.

- > Background
- > Purpose and objectives
- > What we are doing
- > Founding council
- > Faculty team
- > Clinical fellows
- > Annual conference

Updates from the faculty

New Blog: Professor Sir Muir Gray on Leadership and Management
12 March 2012

New blog: Physician Leadership, US Style
8 March 2012

Event: NHS Hack Day
6 March 2012

News: Applications open for 'Prepare to Lead' 2012
8 March 2012

Follow us on @FMLM_UK

RT @profchrisham : "@TheKingsFund : Our #ifeadership lecture with Elisabeth Buggins is about to begin - and our Leadership Summit is on 2...

2 hours 18 min ago

RT @TheKingsFund : Elisabeth Buggins on National Leadership Council inquiry: found many NHS top mgtrs don't have a collaborative leadershi...

RT @TheLancet : We are looking for freelance science/medical journalists to write for our weekly health news and features section. <http://...>

8 hours 12 min ago

Membership

Founding membership of the Faculty of Medical Leadership and Management is open until end March 2012.

All doctors, dentists in secondary care and medical students are welcome to join with a package of benefits to help you in your career.

Find out more about membership benefits and how to join.

Videos



Latest blogs

Leadership and Management
Muir Gray, 12 March 2012

Physician Leadership, US Style
Matthew Ingham, 07 March 2012 | 1 comment

Conference latest

The first Annual Conference of Medical Leadership and Management has been confirmed for 16-17 October 2012. [Find out more about the conference.](#)

Thank You

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