

Leadership for Medical Students

Professor John Earis, Lt Colonel Diane
Haddock & Dr Jayne Garner



UNIVERSITY OF
LIVERPOOL

Questions

How should leadership and teamwork training for undergraduates be organised? (what are the important components to include? What is the balance between experiential and academic components? what are the benefits of multi-professional footprint?)

How can leadership and teamwork be promoted on clinical placements?

How can we assess the leadership and team working skills of undergraduates?

NHS

- Amazing technical developments over last 50 years
- Increased life expectancy
- Ever increasing public expectations

NHS

- Problems delivering basic care
- Often care has not been patient centered (industrialised medicine)
- Teams do not always work cohesively (deconstructed continuity of care)
- Continue to have marked healthcare inequalities
- Well-Being is not seen as a personal responsibility

NHS Leadership

‘We are better at good science than good leadership’

Aidan Halligan

NHS Leadership

- NHS has invested in leadership but limited coverage
- Often leadership training is more academic than practical
- Leadership is not generally a selection criteria for medicine and it is not a 'through career' theme
- Not a major part of the undergraduate curriculum



Leadership and management for all doctors

Working with doctors Working for patients

General
Medical
Council

Medical Leadership Competency Framework

Enhancing Engagement in Medical Leadership
Third Edition, July 2010

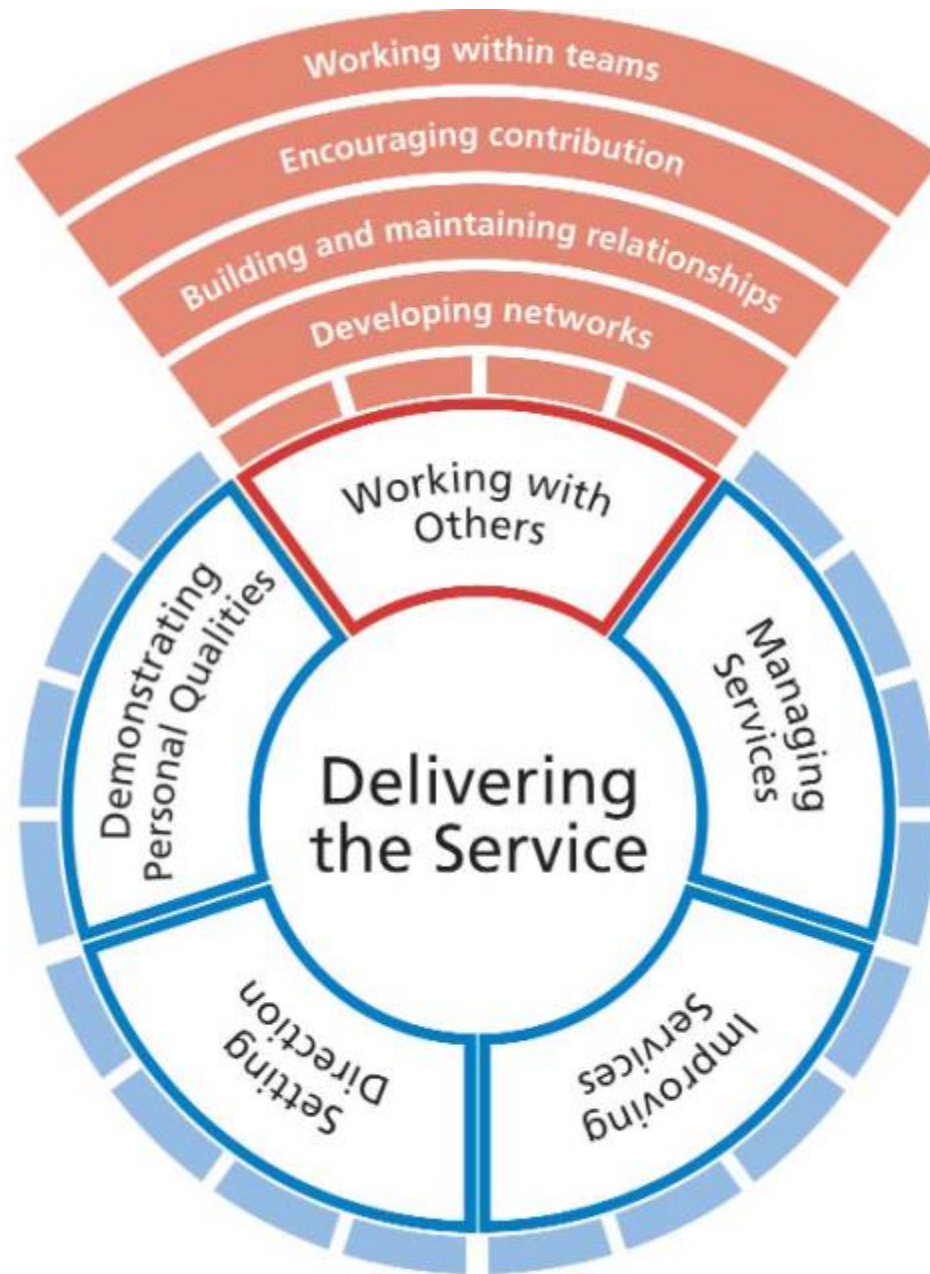
Guidance for Undergraduate Medical Education:

Integrating the Medical Leadership Competency Framework

Enhancing Engagement in Medical Leadership

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





Leadership Development that makes a difference

Moral Courage to speak up
Awareness of self and others
Challenging
Humility
Caring
Resilience
Managing emotions
Daring to fail and learning from failure
Uncomfortable situations
Manage the moment



Leadership Development that makes a difference

Care to Lead. The more deeply you care,
the deeper your authority as a leader.

Leadership Theme Liverpool Medical School

New practical theme in the curriculum to help students to develop the skill they need to:

- Work effectively in a team
- Understand themselves and their own limitations and challenge own behaviors.
- To develop leadership potential (courage to do what is right and to make mistakes)
- To care for others in the team

Practical Leadership Course

First Year

- To have a chance of leading a team
- To receive feedback
- To understand that many problems do not have a simple right or wrong answer (world of medicine is often shades of grey)
- You learn from failure

Experiential Leadership Development

In partnership with 208
Field Hospital Liverpool
(Medical Reservists)



Experiential Leadership Development

- Use Army Model of learning by doing (Staff College)
- High quality Directing Staff
- Beginning of through career Leadership Development
- Use safe exercises
- Provide feedback
- Reflection



First Year Liverpool University 208 Leadership Course

- Divided into three groups
- Each group spend 1½ days at Army Reservists Training Facility at Altcar near Formby
Transport and accommodation is provided
- Each group has a Mentor to give direction and feedback

First Year Liverpool University 208 Leadership Course

- Food is provided
- Prayer rooms are provided
- No recruitment element
- Consent (conscientious objection)
- Health declaration
- Permission to use anonymised data and photos
- Insurance and health and safety clearance

Leadership Course

Outline of types of exercises:

- Command
- Planning
- Physical
- Navigation

Command Tasks



Planning Exercises



Physical Challenges



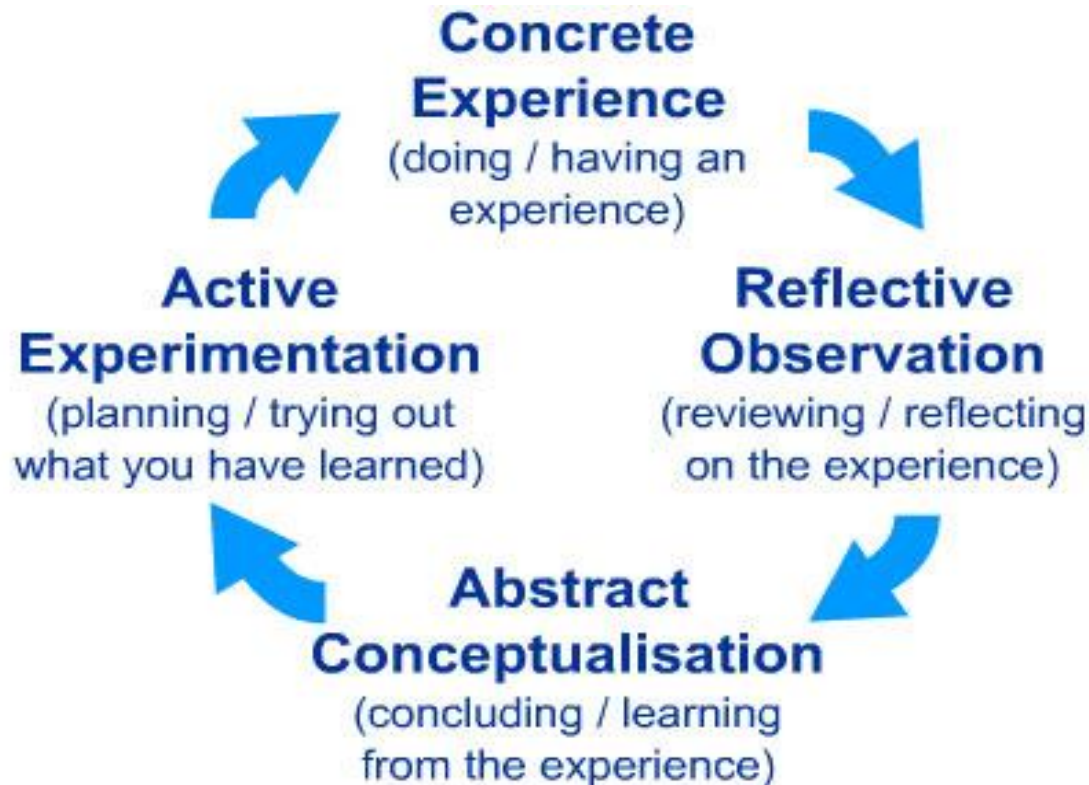
Physical Challenges



Reflective Piece

- Reaction to the Course
- Learning
- Behaviours

Kolb's Learning Cycle



Reflective Learning Assignment Themes 2015



Awareness of self and others

- *Positive aspects of teamwork and leadership were... how open every member was to new ideas and allowing others to lead. This was very useful in tasks where more abstract thinking was required and the best solution would only be found after much varied contribution.*
- *From group dynamics I learnt that everybody does have an opinion or thought but how they are expressed can be very different. More vocal members of the team may not have the best strategies for completing the task successfully so it is essential to allow all members to voice their ideas. In my group, more vocal members however did encourage quieter members to contribute. Contribution to the team is essential, however small or large.*
- *Prior to going to Altcar I was very reluctant and feared being around military (sic) as I am a muslim who wear a hijab and was really scared as to how army people would judge me. This scared me so much I was so close to not going but am so glad I did... I went home thinking it would be great to join the army even though it'd pretty much impossible for someone like me.*

Effective communication in teamwork

- *I learnt that you will always find some members of a team more difficult to communicate with than others as no two people are the same. Other members will just generally be more difficult to work with e.g. lack of patience or understanding. It is important to treat them with respect and kindness; you both HAVE to work together and achieve the same goal so you might as well embrace the difference and be more patient. You are always bound to get along with some people better than others and that's a fact of life.*
- *The exercise which provided me with the greatest insight into leadership was not when I was acting as a leader, it was when I was observing the current leader in a planning task he was unaware of how to approach the task but instead of asking for everyone's opinions or discussing a structure he just expressed his views and decided to just attempt his own plan; the failure of this task highlighted his mistake in not discussing his plan and getting feedback on it before attempting it and further emphasised that basic listening skills is essential to being a good leader.*
- *Discussing what specific skills you learnt meant you could reflect on what you did right and wrong (even if it wasn't always nice to hear) and eventually over the course of the day you stop after every task and can see the improvement in communication in the subsequent tasks as everyone tries to apply what they learnt*

Changing personal behaviour

- *I very much felt a sense of progression in my confidence in the team of peers that I had not met before - I should clarify that I was comfortable in teams of strangers beforehand, however knowing how to quickly and effectively build relationships in working teams is where I felt this development most. I liked the relevance to clinical practice of the structure, having a team of people whom you have not worked with before and must quickly learn to listen to (and at the same time not be overly polite to each other! as I found this was not productive) and work together.*
- *I think it has altered the way I behave already. I have realised everyone will contribute their most to whatever they do when they feel comfortable to do so, and when there is encouragement and lack of prejudice. Keeping a positive temperament and being friendly often makes good team dynamics and establishes foundations for effective communication between individual and groups of people.*
- *I think the tasks which we didn't do the best in were the ones that provided me with the greatest insight into leadership.*

Feedback and future plans

- Third cohort of 1st years went to Altcar in October 2016.
- Continuous ongoing evaluation and review of the exercises featured in the training available at Altcar. (e.g. timing of the exercise, make up of groups, facilitator for the day for each group)
- A 'Memorandum of Understanding' was recently signed between the University of Liverpool and the army regarding the training.
- A set of measures for self and mentor appraisal of leadership and teamwork skills to be piloted with 1st and 3rd years to track their development and changes.
- The cohort groups return to Altcar in their 3rd year of the course with nursing students.



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