

Imagine what healthcare would be like if we could help every doctor (and medical student) to be a better leader?



Faculty of  
**Medical Leadership  
and Management**

# November 2016



*“what is striking when you look at the pool of potential NHS leaders of the future is just how few have a clinical background..... it is time for urgent action to broaden and deepen the pool of people willing and able to step into NHS management roles”*

# Who is best placed to lead?

- ...positive relationship between greater clinical participation on hospital boards and patient experience *Veronesi 2015*
- .....hospitals positioned higher in the US News and World Report's —Best Hospitals ranking are led disproportionately by physicians. *Goodall 2011*

Leadership: more than a nice word:

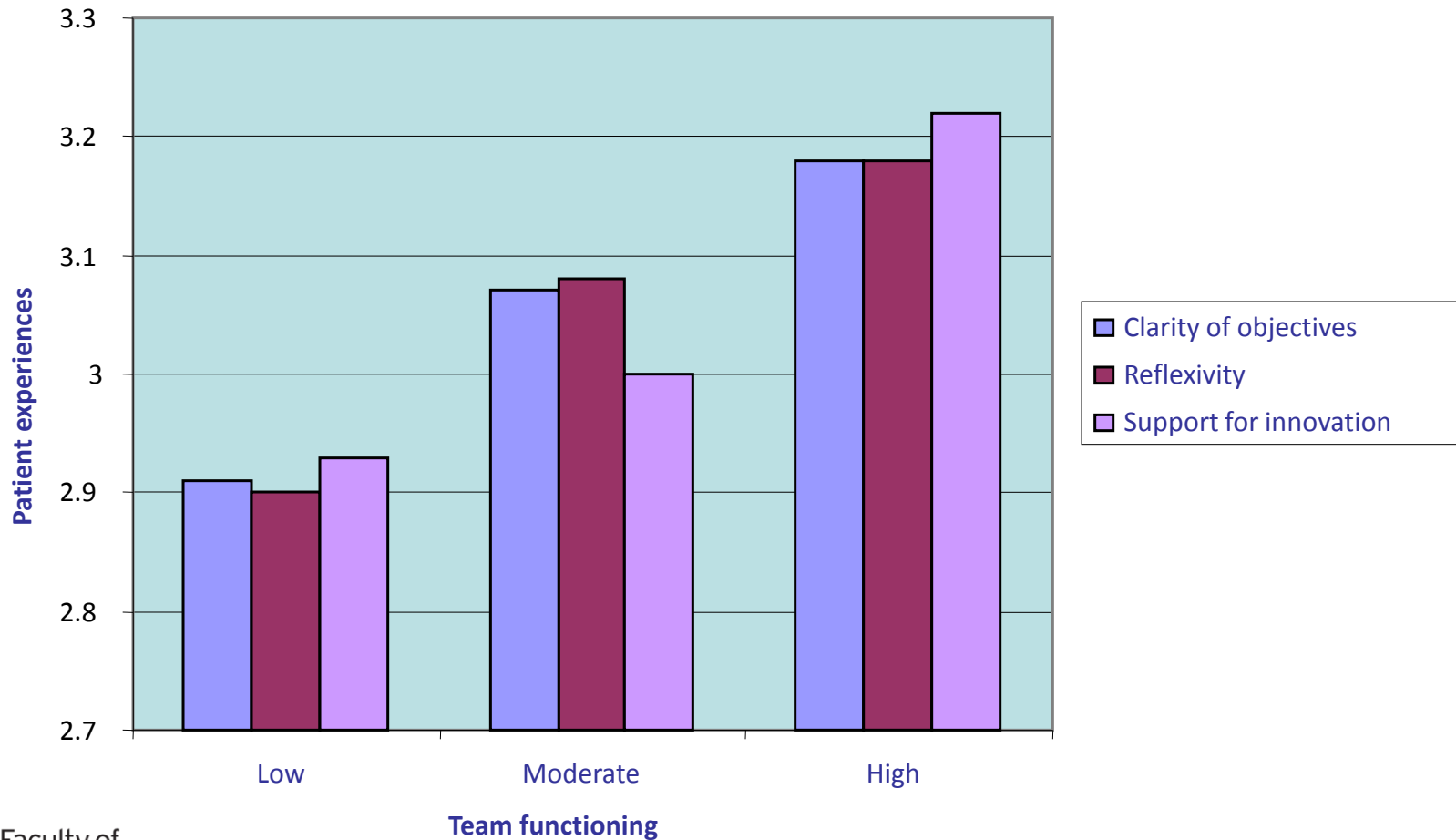
**Results  $\alpha$  Climate  $\alpha$  Leadership Style**

*Brown & Leigh*  
*J Appl Psych 1996, 81(4) 358-368*

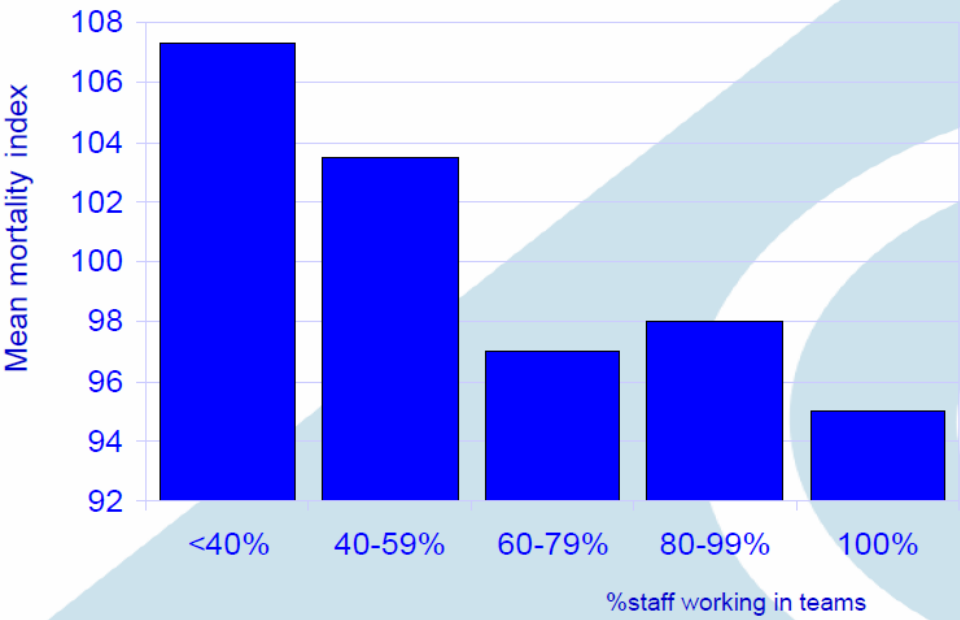


Faculty of  
**Medical Leadership  
and Management**

# Primary Healthcare Team functioning & patient satisfaction



# Team working and patient mortality



**The link between the Management of People & Patient Mortality in Acute Hospitals** West M et al. *Int J HR Mgt* 2002 13:8 1299-1310



**The impact of leadership and quality climate on hospital performance.**

Shipton, Armstrong, West & Dawson. *International Journal for Quality in Health Care* 2008; 20(6):439-445.

# Levels of Medical Engagement

Engagement	Meta Scale 1	Meta Scale 2	Meta Scale 3	Sub Scale 1	Sub Scale 2	Sub Scale 3	Sub Scale 4	Sub Scale 5	Sub Scale 6
Trust 1	10	4	7	4	23	7	3	11	7
Trust 2	24	13	11	23	21	20	8	12	10
Trust 3	23	26	26	20	22	26	23	26	25
Trust 4	20	22	14	22	14	23	12	16	13
Trust 5	4	5	4	6	5	5	6	5	4
Trust 6	5	17	19	7	4	14	21	13	19
Trust 7	9	18	15	13	6	13	25	9	23
Trust 8	26	28	28	26	26	29	26.5	28	28
Trust 9	22	10	23	15	27	10	10	27	17
Trust 10	6	6	10	5	12	15	1	22	6
Trust 11	11	9	13	8	15	8	11	19	9
Trust 12	2	3	1	2	1	3	5	1	2
Trust 13	15	16	12	19	10	11	26.5	8	18
Trust 14	7	8	8	10	9	6	13	6	12
Trust 15	3	2	3	3	8	2	4	4	3
Trust 16	8	11	6	9	11	16	7	10	5
Trust 17	14	23	17	11	20	22	20	17	16
Trust 18	29	29	29	29	25	28	29	29	27
Trust 19	17	20	16	18	13	25	9	21	11
Trust 20	30	30	30	30	30	30	28	30	30
Trust 21	1	1	2	1	2	1	2	3	1
Trust 22	25	19	20	25	24	18	19	14	21
Trust 23	21	25	24	22	16	24	24	24	22
Trust 24	12	7	5	12	7	4	17	2	8
Trust 25	16	15	21	16	17	19	16	23	20
Trust 26	28	27	27	28	28	27	22	25	29
Trust 27	13	14	22	14	18	12	15	18	24
Trust 28	18	24	9	27	3	17	30	7	14
Trust 29	27	21	25	24	29	21	18	15	26
Trust 30	19	12	18	17	19	9	14	20	15

....healthcare management & leadership should be treated as a **profession**.

[requires] members of that profession to commit to a **professional code of ethics, conduct and standards** relevant to their work, separate from any such commitment they have by reason of other professions.

Report of  
the Mid Staffordshire  
NHS Foundation Trust  
Public Inquiry

Executive summary

## The Report of the Morecambe Bay Investigation

Dr Bill Kirkup CBE

**Clear national standards** should be drawn up setting out the professional duties and expectations of clinical leads at all levels ....



# Leadership is a professional duty



Leadership and management  
for all doctors

General  
Medical  
Council  
Regulating doctors  
Ensuring good medical practice



Generic professional  
capabilities framework

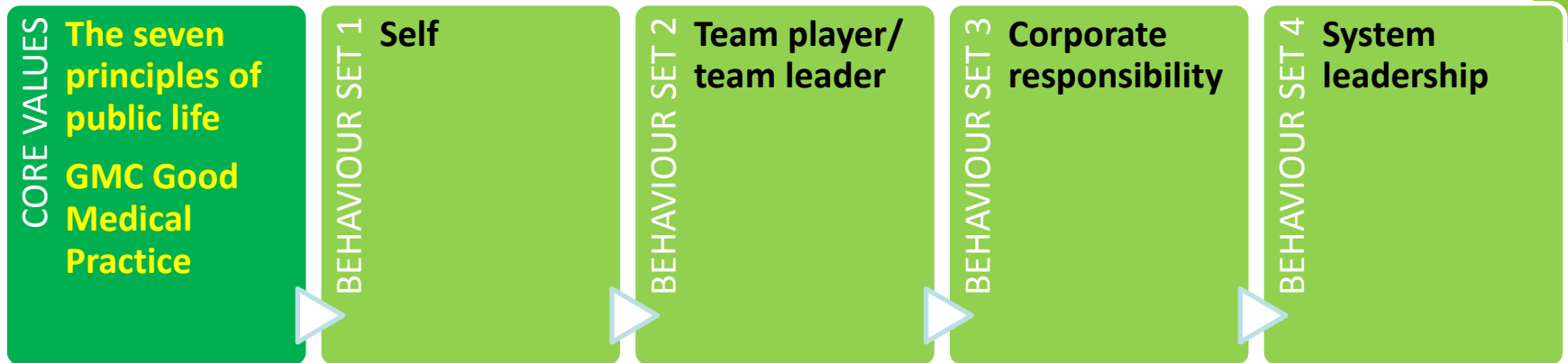
Working with doctors Working for patients

General  
Medical  
Council



Faculty of  
**Medical Leadership  
and Management**

# FMLM Standards and Fellowship



Senior Fellowship SFFMLM

Fellowship FFMLM

Associate Fellowship AFFMLM

?

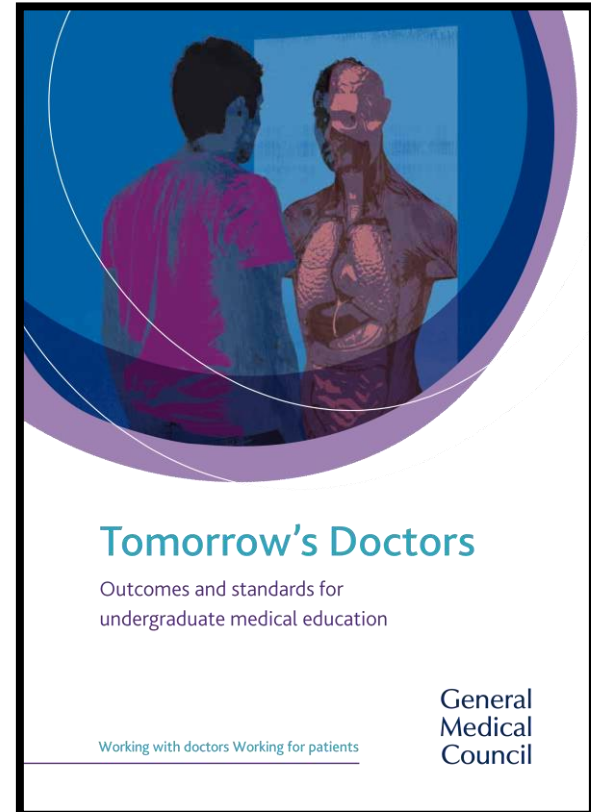
Leadership is an immense subject ...  
Nowhere is it more important than to  
teach it than at Sandhurst and in our  
universities; in fact to youth, since it  
falls on dead ground with the older  
generation.

*Field Marshall Montgomery*



Faculty of  
**Medical Leadership  
and Management**

“Demonstrate ability to build team capacity and positive working relationships and undertake various team roles including leadership and the ability to accept leadership by others”



# Promoting excellence: standards for medical education and training. GMC

## 22. Learn and work effectively within a multi-professional team.

- a. Understand and respect the roles and expertise of health and social care professionals in the context of working and learning as a multi-professional team.
- b. Understand the contribution that effective interdisciplinary teamwork makes to the delivery of safe and high quality care.
- c. Work with colleagues in ways that best serve the interests of patients, passing on information and handing over care, demonstrating flexibility, adaptability and a problem-solving approach.
- d. Demonstrate ability to build team capacity and positive working relationships and undertake various team roles including leadership and the ability to accept leadership by others.

# Integrating Medical Leadership Competency Framework into the medical curriculum



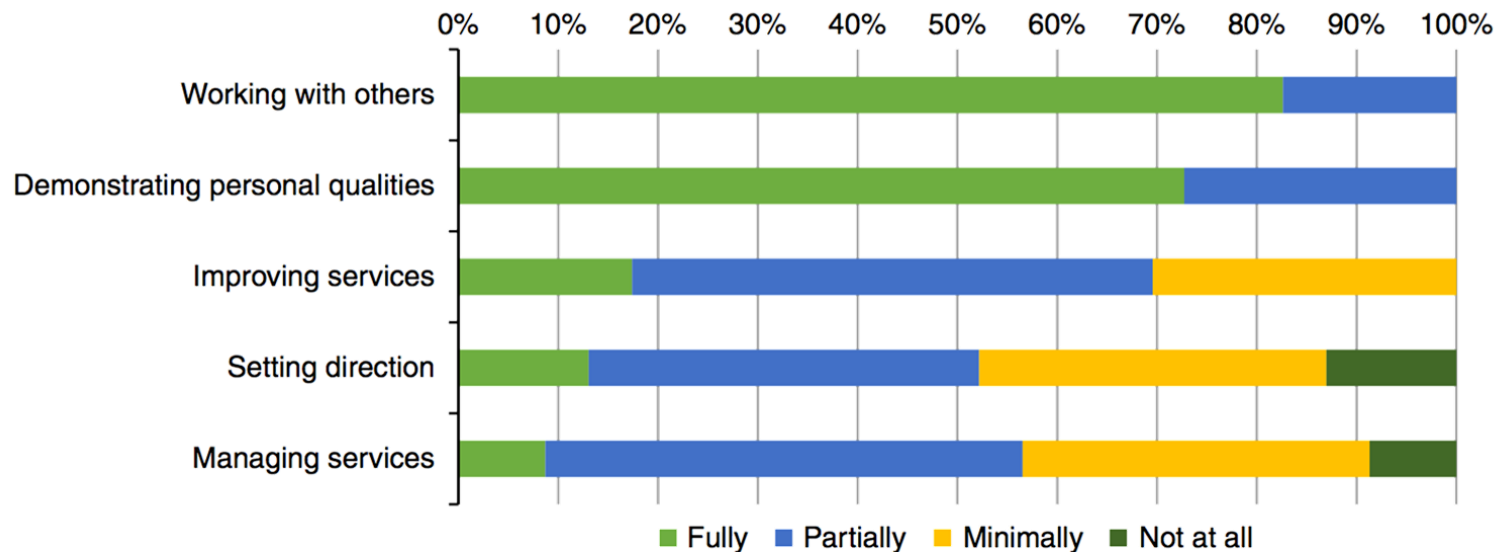
NHS Institute for Innovation and Improvement (2010)

# FMLM Medical Student Group survey

25/33 UK medical schools responded

84% reported some element of inclusion

14 had identified curriculum lead



# Progress

Only 20.4% students felt that medical leadership and management was being taught effectively

Stringfellow et al., (2014)

GMC reported that graduates feel underprepared to lead when they start work

Monrouxe et al., (2014)



*“need to make leadership and management education relevant in the clinical context”*

Topics suggested by students:

- NHS structure
- team working skills
- decision-making and negotiating skills.
- patient safety

# *“need to make leadership and management education relevant in the clinical context”*

## Preference for:

- experiential learning
- placements
- structured observation, reflection, critical appraisal and analysis of mistakes
  
- mixed views about assessment & timing of education
- attitudes of medical professionals, students & society in general seen as barriers.

# 4 Trends for the Future of Leadership Development

- More focus on vertical development
- Transfer of greater developmental ownership to the individual
- Greater focus on collective vs individual leadership
- Much greater focus on innovation in leadership development methods

*Nick Petrie  
Center for Creative Leadership*

# FMLM has >200 medical student members

- How should we reward their interest?
- How are we helping them to prepare for their leadership and management responsibilities?
- What is the best way of helping them to prepare?



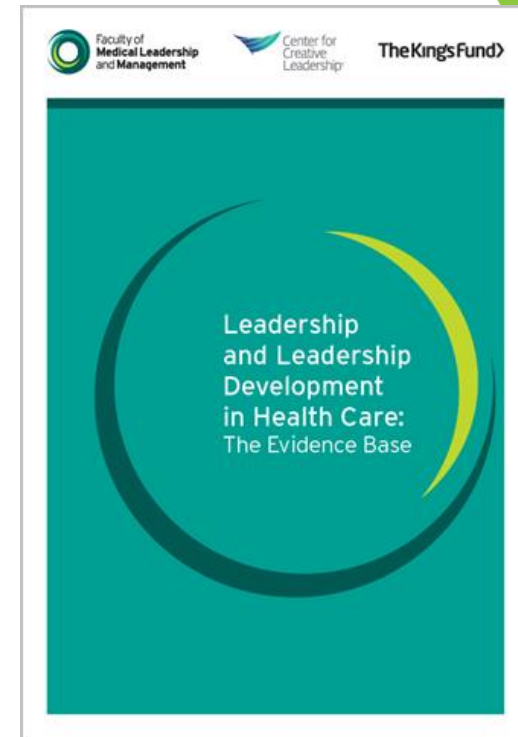
# Why many leadership programmes do not work

Wrong focus - delivery of information, skills *versus* personal development

**Disconnect** from leader's actual work

**Leader** isolated from key stakeholders

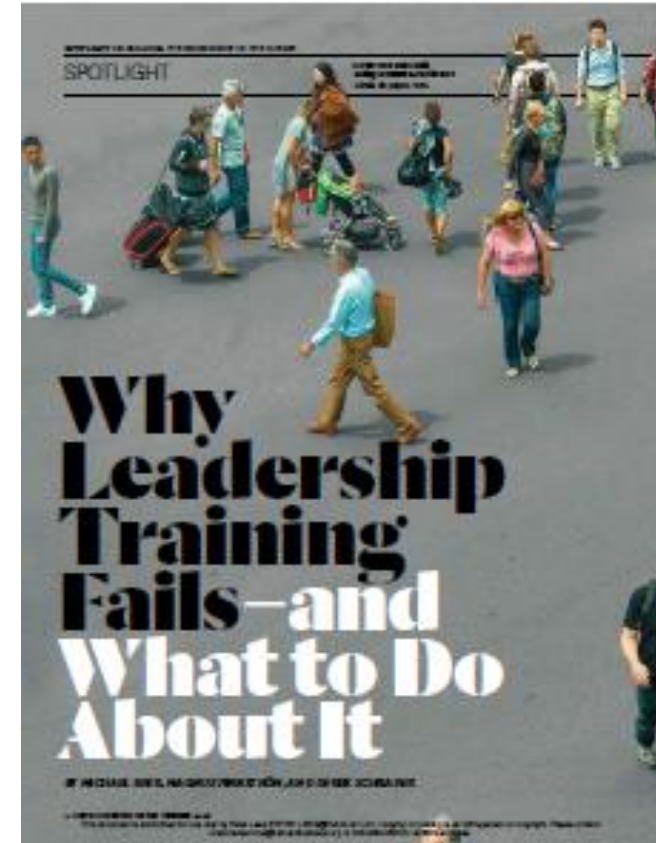
Too short to embed & support new behaviours



*Nick Petrie*  
*Center for Creative Leadership*

# ‘Corporations are victims of the great training robbery’

- Spend on employee training and education in 2015:
  - \$160 billion - US
  - \$356 billion - globally
- ...not good return on investment.
- Mostly, learning doesn't lead to better organizational performance, because people soon revert to their old ways of doing things.



# Vertical Leadership Development

