NESC Leadership Programme
Medical & Dental
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Welcome to the NESC Leadership Programme - this is not a boring old management course but, an innovative and challenging leadership development programme spanning all the years of your postgraduate training. We believe it will make you better doctors and dentists and improve clinical outcome for patients.

Our ethos is that you are exceptional people doing one of the most important jobs in society. Naturally, expectations of you are high and, therefore, you deserve the best preparation possible – clinical training has always been a great strength of the NHS and continues to improve. However, uniquely in NHS Education South Central, we recognise that you also face increasing challenges to your leadership and management skills, something which has received scant attention anywhere in the past. The NESC Leadership Programme addresses that. Furthermore we are convinced by the literature which links, for example, teamwork and leadership to hard clinical outcomes for patients.

There are still some who think that they can bury their heads in clinical practice, draw a huge salary, enjoy autonomy and ignore the world around them – that was never wise but today’s global pace of change will leave those individuals behind very quickly. Equally, it is clear that better relationships between professional groups will improve patient care which is why, from 2007, we opened up the Programme to colleagues in public health, management, primary care, the allied health professions and nursing. In 2009 we are joined by our dental colleagues.

The following pages describe the content in more detail – the design faculty is drawn from international, national and local experts and each component has been modified in the light of feedback from hundreds of attendees. We are constantly adding to and modifying the portfolio so if you have any bright ideas you would like us to include, you will find us very receptive.

It just remains for me to challenge you to join us – the evaluations from your colleagues would suggest you will not be disappointed.

Peter Lees
Medical Director & Director of Leadership
NHS South Central
A growing body of evidence suggests that it is not only the quality of clinical practice which affects outcome for patients. Research has shown that teamwork reduces mortality in NHS hospitals and that good appraisal systems in operation reduce mortality from fractured nick of femur\(^1\). Leadership has been shown to improve patient experience through the development of a “care quality climate” as adjudged by clinical staff\(^2\). This background lends strong evidential support to the significant emphasis placed upon leadership development in the Department of Health's NHS Next Stage Review, “High Quality Care for All” (www.ournhs.nhs.uk). Of the 12 commitments, at least three are targeted specifically at trainees:

**NHS Leadership Commitments**

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Establish an NHS Leadership Council to create rigour and scale in Leadership Development (NSR).</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Identify and support the top 250 leaders in the NHS (NSR).</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Introduce the Leadership for Quality Certificate (NSR).</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>Introduce the Clinical Management for Quality Programme (NSR).</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Reflect leadership skills in the undergraduate curricula (NSR).</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>Reflect leadership skills in postgraduate curricula and appraisal processes (NSR).</td>
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<tr>
<td><strong>7</strong></td>
<td>Create Clinical Leadership Fellowships (NSR).</td>
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<tr>
<td><strong>8</strong></td>
<td>Commission a new development programme for Trust Boards (NSR).</td>
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<tr>
<td><strong>9</strong></td>
<td>Encourage the development of Masters-level programmes (NSR).</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>Foster leadership for quality: expect all those leading change to be clear on Vision, Method and Expectations (NSR).</td>
</tr>
<tr>
<td><strong>11</strong></td>
<td>Produce Talent and Leadership Guidance to ensure a systematic approach to Talent Management (Operating Framework).</td>
</tr>
<tr>
<td><strong>12</strong></td>
<td>Remove the barriers to enable more leadership positions to be filled by clinicians, people with BME backgrounds, women and people with experience beyond the NHS.</td>
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</tbody>
</table>

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The review also places a significant onus on strategic health authorities to deliver on this agenda. In response, NHS South Central has an ambitious programme underpinned by five simple principles: Leadership Development is

- the norm, not the exception;
- strategically aligned;
- the right of all, not just the privileged few;
- a core activity, not a bolt on optional extra;
- collectively world class

The Strategic Health Authority (SHA) leadership development strategy depends upon a strong partnership between the SHA Leadership Development Team and NESC. It gives equal focus to healthcare professionals at all levels recognising that leadership takes place at all levels. The talent management strategy also recognises and supports the aspirations of exceptional individuals early in their careers:

Historically, there has been no collective effort to support the development of leadership skills for doctors at any stage of their career. This is a staggering omission when you stop and think of the challenges faced by clinicians on a daily basis. It is even more serious when one acknowledges the research evidence highlighted above. Hence, in 2006, the new NESC Professional Programme was developed and that development has continued apace over the intervening time with frequent modifications, adaptations and additions in response to feedback and the changing demands placed on the NHS.

From less than 200 delegates per annum, the whole programme supported over 1,500 per annum in the year 2008/9. It is now truly multi-professional with representation from all the professions including management trainees. There are over 15 different programmes, all specifically designed for NESC and over 50 events per annum. A broad, expert and enthusiastic faculty supports the delivery and is drawn from the local NHS, national bodies and private providers.

**NHS South Central Leadership Development Strategy**

Delivering services to patients and others who use healthcare services is at the heart of the competency framework. The five domains (Personal Qualities etc) highlight the general areas in which doctors need to be competent. Each domain is then subdivided into four elements.

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

The application of the framework will differ according to your career stage and the type of role you fulfil. The following demonstrate the emphasis that is likely to be given to the domains at each stage:

Full details of the framework can be found at www.institute.nhs.uk/medicalleadership.

* Extracted from the Medical Leadership Competency Framework brochure NHSIMLCFO (April 2008).
**COMPONENTS OF THE MEDICAL LEADERSHIP COMPETENCY FRAMEWORK**

**Personal qualities**
Doctors showing effective leadership need to draw upon their values, strengths and abilities to deliver high standards of care.

This requires doctors to demonstrate competence in:
- **Self awareness** – being aware of their own values, principles, assumptions, and by being able to learn from experience
- **Self management** – organising and managing themselves while taking account of the needs and priorities of others
- **Self development** – learning through participating in continuing professional development and from experience and feedback
- **Acting with integrity** – behaving in an open and ethical manner

**Working with others**
Doctors showing leadership by working with others in teams and networks to deliver and improve services.

This requires doctors to demonstrate competence in:
- **Developing networks** – working in partnership with colleagues within and across systems and improve services
- **Building and maintaining relationships** – listening, supporting others, gaining trust and showing understanding
- **Encouraging contribution** – creating an environment where others have the opportunity to contribute
- **Working within teams** – to deliver and improve services

**Managing services**
Doctors showing effective leadership are focused on the success of the organisation(s) in which they work.

Doctors are required to demonstrate competence in:
- **Planning** – actively contributing to plans to achieve service goals
- **Managing resources** – knowing what resources are available and using their influence to ensure that resources are used efficiently and safely
- **Managing people** – providing direction, reviewing performance and motivating others
- **Managing performance** – holding themselves and others accountable for service outcomes

**Improving services**
Doctors showing effective leadership make a real difference to people’s health by delivering high quality services and by developing improvements to service.

Doctors are required to demonstrate competence in:
- **Ensuring patient safety** – assessing and managing risk to patients associated with service improvement
- **Critically evaluating** – being able to think analytically, conceptually and to identify where services can be improved
- **Encouraging innovation** – creating a climate of continuous service improvement
- **Facilitating transformation** – actively contributing to change processes that lead to improving healthcare

**Setting direction**
Doctors showing effective leadership contribute to the vision and aspirations of the organisation and act in a manner consistent with its values.

Doctors are required to demonstrate competence in:
- **Identifying the contexts for change** – being aware of the range of factors to be taken into account
- **Applying knowledge and evidence** – gathering information to produce an evidence-based challenge to systems and processes in order to identify opportunities for service improvements
- **Making decisions** – integrating values with evidence to inform decisions
- **Evaluating impact** – measuring and evaluating outcomes, taking corrective action where necessary and by being held to account for their decisions
SUPPORTING CAREER PROGRESSION

Medical and dental trainees lie within the team leadership “level” in the SHA leadership development strategy. However, the leadership challenges facing trainees clearly increases over time and the NESC Leadership Programme has defined four levels, again based upon the Adair classification described above. By defining these levels as clinical, this recognises the major leadership role which trainees undertake but distinguishes this from the strategic leadership roles in organisations such as medical director.

This new framework is intended, firstly, to help trainees recognise their current leadership roles. Secondly, it will help in personal development planning as individuals contemplate their next career step.

<table>
<thead>
<tr>
<th>Clinical Team Member</th>
<th>Clinical Team Leader</th>
<th>Clinical Operational Leader</th>
<th>Clinical Strategic Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation programme doctor or dentist working within a clinical team.</td>
<td>Core trainees in all specialities delivering the service.</td>
<td>Specialty trainees managing the clinical service or working in primary care, e.g. Medical Registrar leading the take, Obstetric Registrar on the Labour Ward, Anaesthetic Co-ordinator, Emergency Medicine Registrar leading in the ED, Primary Care trainee providing clinical leadership in a practice during periods of staff sickness or absence.</td>
<td>Senior Specialist medical and dental trainees/newly appointed Consultants and General Practitioners. Such roles include a GP lead with a commissioning group or a GP with a Special Interest.</td>
</tr>
</tbody>
</table>

**ROLE EXAMPLES**

- This group of doctors and dentists deliver the day to day service in teams. They lead and direct more junior team members and are developing their own leadership skills. Effective role modelling is important. A good understanding of patient safety and risk management is essential. Doctors and dentists working at this level will need to develop the skills needed for the next stage of training including resource management beyond the care of the individual patient.

**ESSENTIAL SKILLS**

- The composition of the team may change throughout the day and over time. Essential skills include the ability to be a team player, self management and the ability to lead small teams in emergency care of an individual patient e.g. initial assessment of sick patients, cardiac arrest, managing unexpected dental emergencies. This group of doctors and dentists will be actively developing their Team Leadership skills. They are the core of the team and responsible for much of the safe handover of care between teams.

- They need to ensure the delivery of a quality and safe service. Managing complexity in clinical care as well as the management of team functions including resource allocation, negotiation, working across teams, objective setting, managing performance and conflict resolution. These doctors are key role models for the effective functioning of the team to delivery safe patient care. They are increasingly involved in service development and redesign.

- This group manage and lead a service over time and are responsible for the strategic development and flexible responsiveness to change in the NHS. Their development needs are often personal and role specific but certain key new challenges are present including working across agencies, influencing, performance management and managing change.
The NESC Leadership Programme offers a wide range of courses, seminars and events to support your development. Each of these courses covers different elements of the Medical Leadership Competency Framework.

The following table gives a simple list of programmes appropriate to the various levels of training, which complement the professional development you will gain throughout your clinical practice.

<table>
<thead>
<tr>
<th>Clinical Team Member</th>
<th>Clinical Team Leader</th>
<th>Clinical Operational Leader</th>
<th>Clinical Strategic Leader - stretch to GP/consultant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myers Briggs Type Indicator (MBTI)</td>
<td>Induction NESC 1 Lead or be Led Personal impact masterclass Houston patients safety masterclass Legal aspects of consent Audit Leading the Take* Early Years Development Centre* Time management* H@N/Handover leadership*</td>
<td>NESC 2 Leadership Development Centre Personal impact masterclass Negotiating skills masterclass Difficult conversations Service improvement masterclass Influencing with integrity How to work in Multidisciplinary teams(MDT)* Performance management masterclass*</td>
<td>Speaking with power and authority The difficult colleague Mentor programme Coaching Performance management masterclass* Change management*</td>
</tr>
<tr>
<td>Professionalism lectures</td>
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<tr>
<td>Advanced Life Support (ALS)</td>
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<tr>
<td>ALERT (Acute Life-threatening Events Recognition and Treatment)</td>
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<tr>
<td>NPSA Foundation modules</td>
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<tr>
<td>Time management</td>
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<tr>
<td>Handover*</td>
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<tr>
<td>Team dynamics*</td>
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</tbody>
</table>

Together with clinical experience, observation and reflection

*Under development
THE FUTURE

The leaders of the programme pride themselves in this being a challenging and dynamic programme, the design of which will constantly evolve to meet changing demands and delegate feedback. This document represents a major milestone in mapping the NESC Leadership Programme to the Medical Leadership Competency Framework.

The next steps include:

- A gap analysis through the competency mapping process... and filling the gaps!
- A robust process for the identification of doctors in training for whom a fast track leadership development programme would be appropriate. This group would then be supported by the SHA High Potential Leaders Programme
- Developing the programme to achieve appropriate academic accreditation.
Appendix

Linking the NESC Leadership programme to the Framework

The appendix is in two parts:

a) The first section takes each role and outlines the range development opportunities, methods of assessment available and how these map across to the medical leadership competency framework. You may like to use these pages as a record of achievement to form part of your professional portfolio.

b) The second section takes each of our courses and maps them to the areas of the Medical Leadership Qualities framework to assist with the selection of the most appropriate course for your development needs.

For further information, please visit us at www.nesc.nhs.uk
### Sequencing

<table>
<thead>
<tr>
<th>Clinical Team Member</th>
<th>Clinical Team Leader</th>
<th>Clinical Operational Leader</th>
<th>Clinical Strategic Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical context</strong></td>
<td><strong>Supporting Programme</strong></td>
<td><strong>Assessment</strong></td>
<td><strong>Medical Leadership Competency</strong></td>
</tr>
<tr>
<td>Team Player</td>
<td>MBTI</td>
<td>360° Reflective Practice</td>
<td>Self awareness, Self management, Working within teams</td>
</tr>
<tr>
<td></td>
<td>Professionalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leading emergencies</td>
<td>ALS</td>
<td>ALS</td>
<td>Self awareness, Self development</td>
</tr>
<tr>
<td></td>
<td>ALERT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership in teams</td>
<td>Professionalism</td>
<td>360° Reflective Practice</td>
<td>Acting with integrity, Self management, Working within teams, Managing people</td>
</tr>
<tr>
<td></td>
<td>Team dynamics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing self</td>
<td>Time management</td>
<td>Educational Supervisors</td>
<td>Self awareness, Self management, Self development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>report</td>
<td></td>
</tr>
<tr>
<td>Handover</td>
<td>Shadowing, induction</td>
<td>Team assessment of behaviour (TAB), ALERT</td>
<td>Managing people, Ensuring patient safety</td>
</tr>
<tr>
<td>Questioning practice</td>
<td>Audits within Trust</td>
<td>Peer presentation</td>
<td>Planning, Ensuring patient safety</td>
</tr>
<tr>
<td>Patient safety</td>
<td>NPSA teaching</td>
<td>360° Reflective practice, Learning from adverse incidents</td>
<td>Ensuring patient safety</td>
</tr>
<tr>
<td></td>
<td>Foundation Programme teaching</td>
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</table>

When you start your core training you are still a team member but you take on leadership roles increasingly. You need to develop other skills to support this change in role.

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<tr>
<th>Clinical Team Member</th>
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<th>Clinical Operational Leader</th>
<th>Clinical Strategic Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical context</strong></td>
<td><strong>Supporting Programme</strong></td>
<td><strong>Assessment</strong></td>
<td><strong>Medical Leadership Competency</strong></td>
</tr>
<tr>
<td>Self management:</td>
<td>NESC 1, Induction, Personal impact masterclass, Leadership styles, Time management</td>
<td>360° Reflective Practice, Appropriate exam progression, ACAT (Acute Care Assessment Tool)</td>
<td>Self awareness, Self management, Self development, Acting with integrity</td>
</tr>
<tr>
<td>Deliver a service:</td>
<td>Houston, Legal aspects of consent, NESC 1, Early years Development Centre, Difficult conversations, Masterclass</td>
<td>ARCP (Annual Review of Competence Progression), AoMRC Leadership 360 (Parts)</td>
<td>Developing networks, Building &amp; maintaining relationships, Working within teams, Managing resources, Managing people, Managing performance, Ensuring patient safety, Making decisions</td>
</tr>
<tr>
<td>Handover</td>
<td>Leading the Take session/ HBN</td>
<td>ACAT</td>
<td>Encouraging contribution, Ensuring patient safety</td>
</tr>
<tr>
<td>Questions practice</td>
<td>Audits in Trust</td>
<td>Audit, Peer presentation</td>
<td>Planning, Ensuring patient safety</td>
</tr>
</tbody>
</table>
At this stage of development you are responsible for the delivery of the service for a period of duty. Increasingly you will be required to perform management and work across teams to achieve safe patient care.

<table>
<thead>
<tr>
<th>Clinical context</th>
<th>Supporting Programme</th>
<th>Assessment</th>
<th>Medical Leadership Competency</th>
</tr>
</thead>
</table>
| **Self management:** | NESC 2 | 360° feedback – clinical ARCP | Self awareness  
Self management  
Self development  
Acting with integrity |
| • Personal development  
• Own training  
• Personal impact  
• Individual leadership style  
• Preparation for GP/consultant practice | Personal Impact Masterclass  
NESC 2 Masterclass | | |
| **Lead a clinical service:** | Leading the Take | ACAT – MDT  
AoMRC leadership 360°  
Clinical risk review (Serious Untoward Incident (SUI) or complaint) | Developing networks  
Building and maintaining relationships  
Working within teams  
Planning  
Managing people |
| • Ensuring delivery of a quality and safe service over a period of duty  
• Managing complexity  
  o competing priorities  
  o resource allocation  
  o negotiation  
  o influencing skills  
  o working across teams and agencies  
  o risk management  
• Leadership of teams  
  o Difficult conversations  
  o Delegation  
  o Performance management  
  o Setting objectives  
  o Chairing, leading handover, debriefing, learning from mistakes | NESC 2 Negotiating skills masterclass  
NESC 2 | | |
| **How to work in MDTs** | Difficult conversations  
Masterclass | | |
| **Performance management masterclass** | | | |
| **Improving the service:** | Service improvement masterclass  
Critical evaluation masterclass  
HPL patient experience idea | Audit cycle  
Critically evaluating and aspect of a service  
Complaint management or review | Planning  
Ensuring patients safety  
Critically evaluating  
Facilitating transformation  
Applying knowledge and evidence  
Making decisions  
Evaluating impact |
| • Critically evaluating  
  o Audit  
  o How to change services for the better  
  o Understand patient perspective | | | |
| **Research** | Presentation skills  
Critical thinking | Presentations and papers – peer reviewed | Applying knowledge and evidence |
Doctors will have individual development needs. These can be identified through reflection and the Leadership Development Centre (NESC2). Common themes are change management, performance management and strategic development.

<table>
<thead>
<tr>
<th>Clinical context</th>
<th>Supported Programme</th>
<th>Assessment</th>
<th>Medical Leadership Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic development</td>
<td>• One day masterclasses</td>
<td>Certification, recertification and</td>
<td>Managing people</td>
</tr>
<tr>
<td></td>
<td>• Mentor programme</td>
<td>revalidation</td>
<td>Ensuring patient safety</td>
</tr>
<tr>
<td></td>
<td>• Coaching</td>
<td></td>
<td>Managing performance</td>
</tr>
<tr>
<td></td>
<td>• Change management</td>
<td></td>
<td>Self development</td>
</tr>
<tr>
<td></td>
<td>• Professional performance review day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involvement in shaping services</td>
<td>Service Improvement development centre SISK</td>
<td>Assessed presentations to peers</td>
<td>Encouraging innovation</td>
</tr>
<tr>
<td></td>
<td>Attend meetings with commissioners</td>
<td>Write a clinical guideline</td>
<td>Identifying contexts for change</td>
</tr>
<tr>
<td></td>
<td>Participate in directorate/ divisional meetings</td>
<td></td>
<td>Applying knowledge and evidence</td>
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<tr>
<td></td>
<td>Attend a trust board meeting</td>
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<td>Evaluating impact</td>
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<td></td>
<td>Shadow executives</td>
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</table>

Appendix (i)

Sequencing
CONTINUED
# MAPPING TO THE MEDICAL LEADERSHIP COMPETENCIES FRAMEWORK

<table>
<thead>
<tr>
<th>PERSONAL QUALITIES</th>
<th>WORKING WITH OTHERS</th>
<th>MANAGING SERVICES</th>
<th>IMPROVING SERVICES</th>
<th>SETTING DIRECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self awareness</td>
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<td>Self management</td>
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<td>Self development</td>
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<td>Acting with integrity</td>
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<td>Developing networks</td>
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<td>Building/ maintaining relationships</td>
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<td>Encouraging collaboration</td>
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<td>Working with teams</td>
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<tr>
<td>Planning</td>
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<td>Managing Resources</td>
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<td>Managing People</td>
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<td>Managing Performance</td>
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<tr>
<td>Ensuring patient safety</td>
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<tr>
<td>Critical evaluation</td>
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<tr>
<td>Encouraging innovation</td>
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<td>Facilitating transformation</td>
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<tr>
<td>Identifying context for change</td>
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<tr>
<td>Applying knowledge/evidence</td>
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<tr>
<td>Making decisions</td>
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<tr>
<td>Evaluating impact</td>
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</tbody>
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| Lead of being Led (NESC 1) | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Service Improvement |                   | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Cambodia | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Leadership Development Centre (NESC2) | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Houston | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Conflict resolution | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Consultant interview | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Personal impact | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Run the NHS | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Legal aspects of consent | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Speaking with authenticity | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Influencing with integrity | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Time management | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Nuts and Bolts in Health Service Management | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |

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Course Leader: Clare Johnston

This course was developed to provide specialist registrars and senior health care professionals with a better understanding of what service improvement means. One of the most frequently asked questions is “where do I begin?”. This course aims to answer that question and provide participants with the confidence to undertake small-scale improvement projects before taking on the world.

This one day course will provide you with a lively introduction to service improvement. Drawing on the skills of two actors from Big Wheel Theatre Company, we promise to bring fun and energy to your learning without you having to do any of the role-play. We will help you to start thinking about how you might improve patient care – directly or indirectly – in your area of practice and inspire you to become involved in larger scale projects within your organisation.

Benefits to you

- Increased understanding of service improvement and its relevance to leadership in the NHS
- Knowledge as to how to identify opportunities to improve patient care
- Introduction to a useful and practical model of service improvement
- Confidence to lead a service improvement project in your area of practice
- Where to go for support with a project and to develop further knowledge and expertise in service improvement
- To have fun and network with other practitioners
Health professionals carry personal, professional and corporate liabilities in their everyday practice (as well as ethical and moral accountability). Traditionally both the courts and regulatory bodies apply standards based on “usual reasonable” practice (the civil courts apply legal precedent based on cases such as Bolam and Bolitho).

Service redesign potentially introduces significant change to historical working practice. This can introduce a conflict with traditional practice and create risk when decisions or actions are subsequently scrutinised. As increasingly service redesign aims to create systems that apply across a whole patient journey, multi-professional and multi-agency conflicts can arise.

The day is highly interactive. We will invite delegates to consider various scenarios either within their own experience or hypothetical and we will be looking to provide delegates with an informed and practical understanding of the medico-legal implications for their future practice.

The morning of this one day course will provide you with an introduction to the medico-legal framework and rules in relation to your individual practice. Through discussion, use of examples, from practice and small group work, the afternoon session will demonstrate the impact of these rules when your practice is changed as a result of service redesign.

**Benefits to you**

- Gain a practical overview of medico-legal issues as they relate to practising clinicians
- Understand how medico-legal issues in general and specifically relate to the impact of service redesign
Influencing with integrity

**Course Presenter:** Dave Thornton

This course supports the transition from specialist registrar to consultant by focusing on one of the most important non-clinical skills. This one-day course explores advanced communication models and techniques so that consultants and health professionals don’t simply use authority to get their ideas across.

**Topics covered include:**
- Exploring communication models
- Developing advanced rapport skills
- Introduction to clean language
- Models of motivation

**Benefits to you:**
This course covers the essential skills of how to make your voice heard and persuade others to follow your ideas, whilst being clear about the limitations. Better communication builds better relationships with colleagues and patients.
Course Presenter: Dr Tom Woodcock

A Glasgow Ice Cream parlour, an Australian underwear manufacturer, a young FBI agent, a meticulous journalist with a bad back... we visit the stories behind the legal cases which shape the modern civil law position on consent to treatment. It is a story of international law, and is designed to give insight into the logic and reasoning top judges have applied to this apparently simple transaction between a doctor and her patient. It may want to make you study law...

Course content:

- You are invited to bring one or two cases that have troubled you, and we will attempt to understand how the law might approach such dilemmas
- We read the court transcripts of a major English case, and discuss how well the doctor concerned performed
- Self-determination or family responsibility – how will the law handle consent to disclose genetic information?

Benefits to you:

The law of consent can be consulted in many current publications, but this course goes beyond knowledge, and gives fascinating insights into how it has evolved in different international courts. Armed with these insights, you may be able to develop your own practice to address not just the letter of the law, but the concerns of the law makers; you may also feel able to predict where the English and/or Scottish law will go next, and be better prepared to join in the ongoing debate.
So how does the NHS work?

Course Presenter: Dr Helen Walters

The NHS is a huge and complex organisation. Many decisions about how it is run are inter-dependent. Better understanding of how the NHS works will enable healthcare professionals to work more effectively and influence within the system. This course is part of the NESC Professional Programme helping to support the transition from specialist registrars to consultant.

Course content:

- NHS structure and finance
- Understanding the “commissioning” loop
- How to work with a PCT to encourage it to commission an aspect of your service

These sessions will include small group work and plenty of discussion.

Benefits to you:

This masterclass will help you understand the structure of the NHS, and introduces the processes involved in commissioning a secondary care service.
Speaking with power and authenticity

Course Presenter: Michael Charlesworth

At “Speaking with Power and Authenticity” we are interested in how we communicate, why we sometimes do it badly, and the best way to improve it. Learning to communicate well is not about tricks or new skills, it is about returning to a place when we connected our breath, our bodies, our eyes, our hearts, were willing to connect.

Course content:

• The number one phobia for modern professional people is having to speak in public
• Working in a group is the quickest way to improve your communication skills, because it is being watched by “others” that frightens us
• These courses are used very consistently as team building days because, essentially, they are about learning to communicate well with other human beings
• At Speaking with Power and Authenticity, we explore the physical and emotional blocks that hold us back from expressing ourselves fully and passionately
• Our courses offer businesses and individuals a road map for becoming the presenter they truly want to be; confident, intimate, articulate, funny, powerful and persuasive
• We challenge the habitual behaviour around designing and delivery of presentations using power point slides

Benefits for you

• Help understand and control nerves
• Teaches “stage craft” skills to become more memorable
• Offers alternatives to “death by power point”
• Offers coaching in a safe, non-critical environment
• Develops story telling skills
• Encourages people to be authentic and powerful while engaging audiences
• Works on improving voice, breathing and posture
• Turns groups of people into teams
• Improves the communication skills of the organisation
• Allows people to be themselves while presenting
Course Director: Dr Julia Harris

A one day course focusing on patient safety in the context of practice at the level of a core trainee. The day uses examples from the airline industry as well as high profile medical cases to highlight the safety messages.

Course content:

• The course focuses on lessons from high profile patient safety cases with an emphasis on communication, team-working and leadership

• A lot of emphasis is placed on ways of introducing the skills into clinical practice

• The courses use DVDs of airline pilot interactions to illustrate key messages and facilitate reflection

Be prepared to discuss good and less good experience from your own practice.

Benefits to you:

• Opportunity for core trainees to refresh their knowledge of some of the key National Patient Safety Authority concepts around risk

• Confidential reflection on personal experience

• Focus on key messages of communication, team work and leadership and what this means at the core trainee level
Whether we like it or not, we are all being judged and assessed by others all the time. It is tempting to say that this doesn’t really matter and the only thing that really counts is the knowledge, skills and ability we have to do our jobs as a doctor, clinician or manager. However, competence on its own is no longer enough. The impact you make on colleagues at work and on patients makes a real difference to your working life and your effectiveness.

**Course content:**

- To understand the many ways in which we make an impact on others at work, why this is important and how it affects our personal effectiveness at work
- To understand and demonstrate the impact that you are currently having on others, both intentionally and unintentionally
- To identify your own core impact strengths and how you can use and develop these further
- To demonstrate the importance of listening skills, body language and vocal modulation when communicating with others
- To learn how to manage more stressful moments calmly and effectively

**Benefits to you:**

Focuses on your leadership skills that involve self-awareness, communication and relationship building.
Conflict resolution

Course Presenter: Amanda Layton

In an increasingly complex and demanding environment, managing conflict and engaging in conversations that will help to bring about positive change is critical to our ability to deliver a quality service. Whether it is a conversation with a colleague, clinician, manager or team; around under-performance, inappropriate behaviour, conflicting priorities or any other issues that cause conflict, we can all learn to manage these situations well.

Course content:
This one day course will provide an opportunity to start thinking differently about conflict and challenging some of the myths we have about conflict and difficult conversations. Key objectives include:

- To identify the common causes of conflict
- To understand one’s own approach to conflict and one’s triggers
- To identify the five common conflict management styles (avoid, accommodate, compromise, compete, collaborate)
- To recognise assertive, aggressive and passive behaviours
- To develop skills in assertive language and behaviour
- To develop active listening skills and the ability to see things from other people’s perspective
- How to reframe language to reduce conflict
- How to plan for a challenging conversation using the Harvard Negotiation Framework

The workshop will be highly interactive and use clinical case study examples. Delegates are also encouraged to bring their own examples of challenging situations to work during the day.

Benefits to you:
- To give greater confidence to participants to engage in situations or have the conversations that we often avoid or feel unable to manage appropriately
- To deal with conflicting situations more positively
- To reduce the escalation of conflicting situations
Course Presenter: Amanda Layton

There are many benefits to good time management, getting more done, having less stress, feeling better about yourself and others and having more time to do the things you like to do. Contrary to popular belief, time management is not about changing things “out there” it’s more about becoming aware of your own personal tendencies and being willing to change some of them. Time management is synonymous with self-management.

Course content:
This is a highly interactive course, and will highlight a number of practical techniques for you to take positive action on.

• Finding out what time means to you and how you are currently managing it
• How to develop practical techniques on:
  • prioritisation
  • the difference between urgent tasks and important tasks
  • how and when to delegate
  • planning ahead
  • learning to say “no”

The workshop will focus on a clinical setting. Delegates are encouraged to bring examples of their own time management challenges to work with during the day.

Benefits to you:
• Be more productive
• Lead a more balanced life
• Be a more effective team player
Nuts and Bolts in Health Service Management

Course Directors: Dr Anne Edwards

This course is designed to give an overview of NHS management to specialist registrars prior to them taking up a consultant post. The course aims to be contemporary and relevant.

Course content:
- NHS management – local and national
- The new consultant contract
- How to prepare for a consultant post
- The chief executive’s view
- Business planning
- Risk management
- The clinician in management – including a choice from: dealing with difficult colleagues, negotiation, working on committees, revalidation, appraisal, time management, commissioning, new government initiatives, etc.

Benefits to you:
- Develop an understanding of management in the NHS
- Develop an awareness of the skills needed in management
- Fulfil CCT requirements
- The course provides a “snap shot” of management to improve awareness rather than a comprehensive overview