Learning to Lead
A tiered approach to developing clinical leaders in post graduate medical training

January 2019

Proud to be part of
Health Education England

www.tvwleadershipacademy.nhs.uk

Contents

Authors

Maggie Woods, Deputy Director of Leadership and OD, NHS Thames Valley and Wessex Leadership Academy

Jane Hazelgrove, AD for Professional Development, HEE Wessex and **Jane Siddall**, AD for Educator and Faculty Development, HEE TV

At present the toolkit is available in this document with live hyperlinks. It will be uploaded onto a website very soon.

We would like to thank Jo Szram from the London Deanery for contributions and support.

Introduction

Healthcare delivery is now the responsibility of all individuals working collaboratively within complex systems that cross disciplinary and organisational boundaries. Effective clinicians need to be able to work within and with these systems in order to deliver high quality effective care for patients and patient populations. In order to develop these skills, clinicians need to be exposed to a variety of learning opportunities within the domain of management and leadership.

There is growing evidence that supports a strong relationship between the engagement of clinicians in the leadership task and a range of healthcare quality and outcomes. West M et al 2015

On completion of training all doctors find that part of their work includes a leadership and management role and for a small cohort it may well form a much larger role should they choose a career path of senior medical leadership. It should be acknowledged that leadership and management are not skills to be learnt in the closing months of postgraduate training, but to be developed during the entirety of training and beyond.

This toolkit is designed to help trainees to develop competencies to prepare them for life as a senior doctor. It supports the need for practical experience in leadership and management during training and seeks to put theory into practice. The toolkit is flexible, meaning it can be used in its entirety, or to complement existing leadership or management training programmes. It is designed not just to be a point reference but to come together as a portfolio of work over the course of a speciality training programme.

It is stressed that merely undertaking a leadership or management activity is no evidence of leadership competency development unless the trainee has thought about it/ reflected/ received feedback and they have linked behaviours to an established leadership framework, such as the Medical Leadership Competency Framework or the Healthcare Leadership Model. A reflective template is included at the end of this toolkit to facilitate the reflective process.

This toolkit is flexible, meaning that it could be used in its entirety, or to complement components of your training curriculum requirements, or existing leadership or management training programmes.

General Principles - What exactly is involved in using the toolkit

The toolkit is designed around both trainee and educational supervisor incorporating it into personal development plans. It can then be used year on year as the trainee progresses through the speciality programme, with the end result being a portfolio of activities and learning logs reflective of the trainee's personal journey through management and leadership.

The role of the trainee

- All trainees at entry into specialty training should carry out the leadership academy self-assessment tool which is part of the Managing yourself domain.
  https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/supporting-tools-resources/healthcare-leadership-model-self-assessment-tool/

- Trainees are expected to complete a maximum of two projects per year, chosen from any of the domains. However, within each domain are useful links which should be used for self-directed learning. The projects form practical application of this knowledge.

- Trainees are not restricted to the projects suggested under each domain and encouraged to develop their own projects.

- Each of the first two years of training, trainees are strongly encouraged to choose one project from the Managing Yourself domain, alongside another project chosen from any of the other domains.

- All projects should be completed during the training year and mapped in line with the length of the trainee's placements.

- Upon completion of training, trainees should aim to have completed projects from each of the eight domains.

- Trainees are encouraged to refer to the healthcare leadership model dimensions when carrying out projects and reflect on the process of higher/strategic level thinking in relation to their activities.

The role of the supervisor

- At the start of each training year, supervisors will agree with their trainees which projects the trainee should undertake under which domains. This should be a joint decision and should take into account current opportunities within the organisation

- The supervisor role is key to ensuring that the projects chosen are appropriate to the trainee's level, and achievable given the time and resource available.

- Together the trainee and supervisor will develop a plan for completing each project; resources and signposting will be agreed, and progress will be reviewed regularly.

- Evidence of completion for the projects chosen will be uploaded to each trainee's ePortfolio for review at ARCP every year. The format of evidence provided will be at the discretion of the supervisor.

- A summary line of progress with the toolkit could be incorporated into the Educational supervisors final report for ARCP.

- Supervisors are not expected to manage any of the projects themselves but are meant to signpost trainees to the appropriate projects for them to complete independently.

- Trainers should note that a large number of the projects undertaken within the programme are practical and can be for the benefit of their department. In many cases trainees will be undertaking projects that can save them time e.g. by requesting a new piece of equipment on behalf of their department. Within your organisation, it may be useful for supervisors to come together and put on face to face workshops with trainees to help solidify learning and exposure with certain domains. Eg a face to face workshop around team working exploring individual roles

- For those trainees who demonstrate a natural flare or wish to take their learning in management and leadership further, trainers should discuss the options available in the 'taking it further section' at the end of the toolkit.

Similar to the principles of the Plan-Do-Check-Act cycle[1] , for any project undertaken by trainees they are expected to plan, do, and then reflect in order to improve their leadership and management skills.
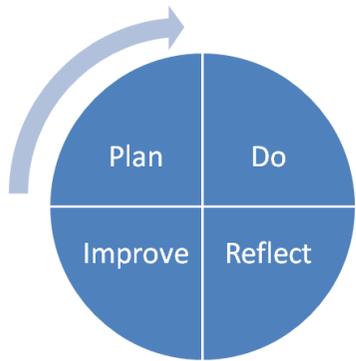
Tiered learning

The toolkit incorporates a tiered learning structure. With each level building on the one before and developing in level of challenge for the trainee. Other factors that might affect the type of activity or project chosen are the trainee's preferred learning style, experience or interest in a particular area.

For more information visit: http://www.hse.gov.uk/managing/plan-do-check-act.htm
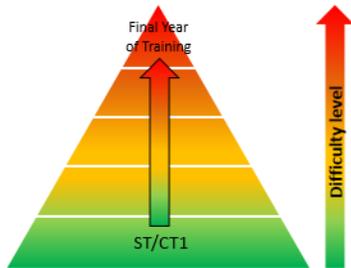
Trainers and trainees are advised to start with an easier activity/ intervention or project . Trainees can choose activities, interventions and projects which increase in complexity as the trainee becomes more mature. If a trainee's level of competence allows them to undertake a more difficult intervention at the beginning of the year, it may be advisable for them to undertake an easier project in their next placement, to balance out the workload over the course of the year.

---

[1] For more information visit: http://www.hse.gov.uk/managing/plan-do-check-act.htm

Principles

The interventions / activities should be relevant, predominately work based, be multi professional and inclusive. Most of the interventions and resources identified in this framework are either online tools or resources, the aim being for trainees to access the resources either individually or in groups at a time convenient to them and then hold discussions and reflections with their educational supervisor/ trainer, either in the workplace or via tutorials. The red text indicates what the stakeholders consider to be essential elements.

Context

The interventions/ resources have been mapped to the NHS Health Care Leadership Model here and are in line with the Developing People Improving Care Framework here and the GMC Generic Professional Capabilities framework here

The toolkit is broken down into three continuous stages:
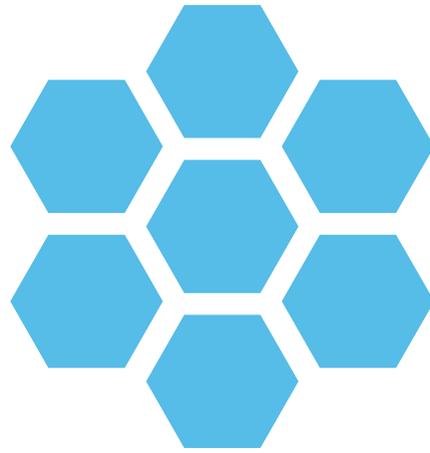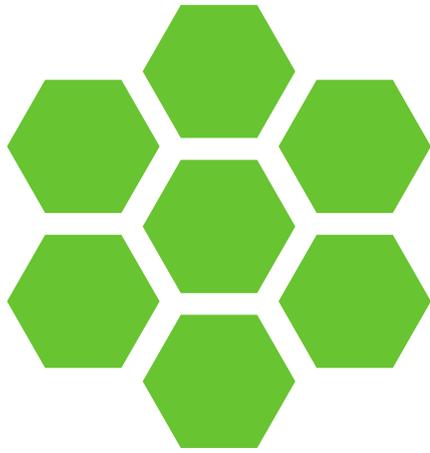
Early Years F2-CT/ST2
GP F1/2

Middle Years ST3-5
ST1-3

Later Years CT6 to2 years post CCT
Post CCT

Learning to Lead Toolkit

Resources and training courses

The next few pages provide examples of activities or projects which can be undertaken at different stages in training. Supervisors and trainees may wish to use and tailor these examples, or develop their own activities or projects depending on the specialty. We would also encourage using resources available within individual trusts to support work place-based learning.

The Toolkit will be regularly updated, and new resources will be added as they become available. This blended approach to learning is centred on both self-assessed and peer and learning, as well as by discussion with educational supervisors.

At the end of the toolkit is a template reflection tool, designed for the trainee to be able to log a reflection on their activities through the year. By the end of the training programme, the toolkit will provide a summary of activities and reflection logs.

Accompanying Worksheets

Alongside this toolkit has been developed work sheets for trainees and educational supervisors to use. Based on the domains of the MLCF the worksheet are excellent tools to prompt learning

Learning to Lead

The red text indicates what key stakeholders consider to be essential elements.

Speciality Induction

Suggest intervention/ activity or topic	Educational resources / support available	How this could be facilitated	Health Care Leadership Model Dimension
The importance of Leadership	Healthcare students talking about the importance of developing leadership skills and what leadership means to them here	Individuals are invited to watch the clip and then have facilitated discussions/ reflection	All
NHS Structure, understanding the health and care system	Watch and reflect on the Kings Fund clip here NHS constitution here	Introduced by Heads of School during specialty programme induction	Connecting our service
Compassionate Leadership	Leadership in Today's NHS here Reading - Being Mortal, Atul Gawande	Individuals are invited to watch the clip and then have facilitated discussions/ reflection	Leading with care
Undertake a Leadership Self-Assessment	NHS Health Care Leadership Model self-assessment tool here On line learning- Managing Yourself here Personal Wellbeing here	Undertaken individually then reflect with Educational Supervisor	All
Write a reflective piece	The trainee is asked to write a reflective piece in each year of	http://www.aomrc.org.uk/wp-content/uploads/2018/08/MCJ15414-	Managing Yourself here

Suggest intervention/ activity or topic	Educational resources / support available	How this could be facilitated	Health Care Leadership Model Dimension
	training preferably using specific examples on one of the items below: • What is my natural style of communication when not under pressure? • What is my style of communication when challenged? • How do I react to stress, criticism and how do I develop resilience? • How do others perceive me in non-stressful and stressful situations? • How do I challenge myself to learn things outside my comfort zone:	Academy-ReflectivePractice-Main-v3.pdf for the late summer 2018 update and toolkit from AoMRC	
Articles and Research on Leadership	Read and reflect- Leadership Knowledge Hub here Reading - Leadership, Plain and simple, by Steve Radcliffe Journal- BMJ Leader	Personal Reading	All

Early years- Foundation, CT/ST1,-2   GPF1-2

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
Read the Developing People Improving Care Framework	Developing People Improving Care Framework here	Personal study	ALL
Leadership focused action learning sets (using the Edward Jenner Foundation in Leadership Programme modules as a focus)	Edward Jenner Foundations in Leadership online free modular training here	121 with educational Supervisor and facilitated action Learning sets	Developing capability
Participate in active trainees committee /become education fellow	Information is available via local educational supervisors, training programme directors. Involvement with local trainees networks FMLM toolkit for running a junior doctor representative group here Become a trustee or board member of a charity / voluntary group	Through local educational supervisors, training programme directors.	Developing capability

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
Shadow a Trust/ CCG board member/ attend a board meeting	Link with the organisations' leadership lead		Sharing the vision
Manage a rota	This project gives insight into the complexities of rota management as it involves designing a rota that provides adequate staffing levels and that accounts for annual leave, study leave, training days and taster weeks, whilst complying with the European Working Time Directive		
Chair a meeting	This could be within the department as part of a quality improvement project or trainee groups. Requires planning, including clear aims of the meeting, agenda setting, communication, allowing attendees to contribute and time-keeping	With support of educational supervisor/ trainer	Developing capability
Undertake a Health Care Leadership Self-assessment	Health Care Leadership Model self-assessment tool here	Self-administered and reflection with educational supervisor/ trainer	Developing capability

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
Developing Self Awareness	Utilise the online tools and resources here including which include the following- • Resources- EQ • Resilience • Team working • Compassion • Difficult conversations/ Feedback skills Myers Briggs personality tool- maybe available locally Leadership and listening blog here	Self-administered and then reflection with peers/ educational supervisor/ trainer colleagues	Engaging the team
Receive Coaching	Accessed via local leadership academies websites here	121 in person or via skype/ telephone available via local leadership academies	
Develop Quality Improvement skills and knowledge	Via Local QI lead within the Trust/ CCG Video Clips- Transparency, Compassion and Truth in Medical Errors – Leilani Schweitzer - TEDx University of Nevada here	Undertake the modules whilst undertaking a QI/ audit project. Reflect progress with Educational Supervisor and link with the organisations QI lead.	Inspiring shared purpose

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
	The Moral Era – Keynote by Don Berwick at the 2015 National Forum on Quality Improvement in Healthcare (YouTube) here Data presentation; Mesmerising measurement: engaging teams in measurement for improvement here NHS Improvement , interactive guide to using data to drive improvement. The focus is on statistical process control charts, but it completely demystifies the process and is accompanied by interactive exercises, videos and a wealth of resources https://improvement.nhs.uk/documents/2748/NHS_MAKING_DATA_COUNT_FINAL.pdf NHS Improvement academy - Online quality improvement e modules here A useful website/ resource on patient safety here NHS Scotland QI, Quality Improvement hub here Wessex School of Quality Improvement here RCGP- Quality Improvement Projects- here		

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
	Quality Improvement in Healthcare Online course; here Health Foundation , improvement tools and Q initiative here Wessex Academic Health Science Network QI hub here NHS School for change agents here Read - the free online book: 'Safer Healthcare: Strategies for the Real World' by Charles Vincent & René Amalberti here Read - Black Box Thinking by Matthew Syed and a podcast from him called ; Learning from life and death - http://www.bbc.co.uk/programmes/b08wmpnl Read- Free online book. Complications; -A Surgeon's Notes on an Imperfect Science here		
Undertake mentoring/ near peer support' for medical or physician associate students?	Accessed within the Trusts/ CCGs or locally via the leadership academy here	Individually via local leadership academies or Educational Supervisors	Sharing the vision

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
Faculty of Medical Leadership and Management opportunities and resources	Faculty of Medical Leadership and Management Here Trainee member/ steering group/ resources		ALL
Watch/ listen and reflect on Leadership TED talks ;	**General Leadership-** Podcast- "The Future of Leadership" by Margaret Heffernan http://www.bbc.co.uk/programmes/b06shyrh Simon Sinek ; Why good leaders make you feel safe here and How Great Leaders Inspire Action here Brene Brown, The power of vulnerability here Dare to Disagree Margaret Heffernan here **Teams** Super Chickens Margaret Heffernan here Teamwork a user's guide. BMJ learning here Functions of Teams Patrick Lencioni here **Followership**	Can be viewed individually and reflected on individually or with peers/ teams	ALL

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
	Dancing guy here **Personal Impact,** Amy Cuddy - Your Body Language may shape who you are here **The power of Failure**, JK Rowling here **Mindfulness**, Read Ruby Wax's book, Frazzled Down load Headspace, a free app		
Managing Change	Read: Who moved my Cheese, Dr Spencer Johnson and / or Managing Transitions, William Bridges Managing Change, BMJ learning module; here BMJ module Introduction to change management here		
Working in partnership with patients and communities- Patient / Citizen Leadership	Watch and reflect- E Patient Dave https://www.ted.com/talks/dave_debronkart_meet_e_patient_dave	Follow them on Twitter @PatientVoicesUK @Co4CC	Leading with care

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
	Attend a patient participation/ involvement group/ governors meeting. Patient Voices, https://www.patientvoices.org.uk/ Look up the Coalition for Collaborative Care http://coalitionforcollaborativecare.org.uk/ Shadow a Trust Governor/ Patient Leader		
Influencing skills	Watch and reflect: Science of Persuasion here		
Human Factors Training/ Patient safety	Locally delivered programmes in organisations plus- Video clip - just a routine operation- here	Watch and discuss in peer groups	Inspiring shared purpose
Inclusion	Access locally run training eLearning for Healthcare Equality and Diversity online module here Watch and reflect-	Watch individually and reflect or in peer groups with facilitated reflection from ES	Leading with care

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
	The Danger of Wilful Blindness here What does my headscarf mean to you Yassmin Abdel-Magied here Implicit bias; podcast http://www.bbc.co.uk/programmes/b08slvk8 And Jayne-Anne Gadhia, http://www.bbc.co.uk/programmes/b08yqdzg Sheryl Sandberg, podcast- http://www.bbc.co.uk/programmes/b08z9b81 Women in Leadership ; TED Talk from Sheryl Sandberg here Michael Kimmel on Gender Equality here		
Professionalism	Watch, reflect and discuss Army Lieutenant General David Morrison here	Facilitated discussion with peers or ES	

Middle years ST3-5, GP ST1-3

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
Attend local or nationally run courses such as -	Mary Seacole here Lead and be Lead course – (HE Wessex only) Rosalind Franklin here	Attending a formal programme	ALL
Finance Modules	An Introduction to Healthcare Finance – E-learning module here		Evaluating information
Writing and implementing a business case	E.g. bid to purchase a new piece of equipment with consideration of the various funding avenues, such as NHS funding or charitable funding		
Mentoring- mentor ST1/2	Develop mentoring skills here		Leading with care
Developing Leadership skills	Read- Faculty of Medical Leadership and Management (FMLM) leadership and management standards here Introverted Leaders Toolkit here Watch and reflect, Susan Cain- The power of Introverts TED talk - here	Facilitated discussion with peers or ES	

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
	Compassionate Leadership read- Kings Fund here		
Undertake roles such as; • Educational / Leadership Fellow • Trainee rep for specialty / school • HEE TV Trainee Advisory Committee member Join a simulation or human factors faculty.	Available via • Royal Colleagues • Local Educational Supervisors • Faculty of Medical Leadership and Management		Developing capability
Manage a project	Undertake the PRINCE2 foundation course Free project management course here		
Develop Risk Management Knowledge and Skills	Providing evidence of attendance and contribution to clinical governance meetings. Investigating an incident; learning about root cause analysis		

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
	Trainees can spend time with senior colleagues working through the process of how a serious incident (SI) is investigated, using real examples and how a timeline of events is constructed, and root cause analysis is performed to discover why an incident has occurred. Drawing up and receiving the departmental risk register Designing and implementing a project to reduce risk Designing and implementing an induction programme Contact the local clinical audit team for information on workshops and resources.		
Locally run Trust/ CCG leadership and management courses	Contact your learning and development department Training hub / clinical education provider network (CEPN) here		ALL

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
Undertake a Healthcare Leadership Model 360 feedback	Here	Feedback with a facilitator and then discussion with Educational or clinical supervisor.	ALL
Shadowing and buddying leaders and managers	Trust / CCG Medical Director- CEO- Nursing Director		Sharing the vision
Working in and leading Teams	Watch, reflect and discuss- Building a psychologically safe workplace: Amy Edmondson here **Teamwork and Leadership** Build a tower, build a team- Tom Wujes, The Marshmallow Challenge here Baba Shiv - give up the driving seat here Innovation- *Got a meeting? -Take a walk"* Nilofer Merchant here		Engaging the team Holding to account Sharing the vision Inspiring shared purpose
Develop Coaching skills	Attend a locally run coaching skills course Read- Coaching for Performance by John Whitmore		Developing capability

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
	Coaching and Action Learning here		
Receive Coaching and mentoring	Via local leadership academies here		Developing capability
Q initiative- Health Foundation	http://www.health.org.uk/programmes/the-q-initiative		Inspiring shared purpose
Time management	Business balls here and here		Developing capability

Optional out-of training programme (OOP) opportunities for those with a particular interest, could be taken in middle or later years of training

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
Fellowships	Trusts and HEE offer Medical Education Fellowships to Doctors in Postgraduate Training at various points of the year which can be taken as a mix of training and OOP or OOP only. These are advertised on NHS jobs throughout the year as available. National Medical Directors Clinical Fellowship Scheme here		ALL

Later years ST6- post CCT, GP Post CCT

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
Attend a post CCT programme	http://nextgenerationgp.wixsite.com/2017		
Lead a leadership/ QI project	As previously plus essentials toolkit here		Inspiring shared purpose
Introducing a new medical guideline	This project involves presenting how practice will change in the department, education departmental staff about the change, and monitoring any change to practice. Discussion focuses on the difficulties in introducing changes to current practice and how to solve the problems that arise. *Or* Introducing a new piece of equipment		
Developing a new service	More complex project management skills can be developed if a trainee is part of a team introducing a new service. Planning, team work, overcoming obstacles, resilience and completer-finisher skills are developed in this scenario.		

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
Attend Trust/ CCG business meetings Shadowing senior systems leaders/ managers	Link with the local Trust Learning and Development Department, Director of Medical Education, Educational supervisors Trust / CCG Medical Director- CEO- Nursing Director STP Leaders- Social Care- Voluntary Sector	Via local organisations leadership and Od leads.	Inspiring shared purpose
Elizabeth Garret Anderson Leadership Programme	Via the National Leadership academy here		ALL
Receive Coaching	Via local leadership academies here		ALL
Managing Others	Dealing with difficult doctors BMJ module- here		
Undertake a formal Leadership Programme-/ Course/ Degree	Royal Colleagues / Universities National Leadership Academy- Nye Bevan here Clinical Executive Fast Track Programme here Health and Care Leaders scheme here		ALL

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
	General Practice Improvement Leaders Programme here		
Receive coaching/ train as a coach	Via local leadership academies here		Developing capability
Virtual Academy of Large Scale Change masterclasses	Virtual Academy of Large Scale Change masterclasses here		Inspiring shared purpose
Join a leadership community	In primary care there is the NHS Collaborate here National Primary Care Improvement Community here		Inspiring shared purpose
RCGP First 5 Groups/ LMC organised meetings	http://www.rcgp.org.uk/ Via Local Medical Committees		Inspiring shared purpose
Holding Talent Management Conversations	Via the local Leadership academies https://www.leadershipacademy.nhs.uk/resources/talent-management-hub/		ALL

Educational Supervisor/ Trainee Discussion

Three questions that can be used to facilitate discussions

- Tell me about how your behaviour has developed with leadership in mind?

- What have you observed and learned from others in respect of leadership behaviours?

- What have people told you about your leadership behaviours - includes feedback from individuals and multisource feedback?

Leadership Worksheets

As discussed above, alongside this toolkit has been developed work sheets for trainees and educational supervisors to use. Based on the domains of the MLCF the worksheet are excellent tools to prompt learning. The work sheets can be found…

Reflective Log Template

The template on the next page allows space for the trainee to log a short summary and reflection of their activities in meeting the domains they chose over the course of each year.

Leadership Reflective Log

Name of Trainee   Level of Training: Activity/ Intervention undertaken, or Projects completed:

Reflection:

What? (a description of the activity)
What happened, what did I do, what did others do, What did I feel, What was I trying to achieve?, what were the results, what was good or bad about the experience

---

So what? (An analysis of the event)
So what is the importance of this? So what more do I need to know about this?, so what have I learned about this?, so what does this really mean for me

---

Now What? (Proposes a way forwards following the event)
Now what could I do? Now what should I do? Now what would be the best thing to do? Now what will I do differently next time?

Adapted from Rolfe, G, Freshwater, D and Jasper, M (2001) Critical Reflection for Nursing and the helping professions, a user's guide. Basingstoke, Palgrave Macmillan AoMRC guidance on reflection:

http://www.aomrc.org.uk/wp-content/uploads/2018/08/MCJ15414-Academy-ReflectivePractice-Main-v3.pdf

Taking it further

The toolkit provides a framework for development of management and leadership skills within the day to day job of a doctor in postgraduate training. Beyond this there are opportunities for out of programme years and formal qualifications should a trainee wish to take the domain further

i)	**Source:** Faculty of Medical Leadership and Management **Description:** The Faculty of Medical Leadership and Management (FMLM), established in 2011 by all the UK medical royal colleges and faculties and endorsed by the Academy of Medical Royal Colleges, is the UK professional home for medical leadership. Our primary objective is to raise the standard of patient care by improving medical leadership. They have courses, qualifications and fellowships on offer. **Link:** https://www.fmlm.ac.uk/
ii)	**Source:** Darzi Fellowships **Description:** The Darzi Fellowship Programme is a prestigious, high profile initiative that has been shown to have a profound impact not only on participants, but also on their employing organisation. **Link:** http://www.londonleadershipacademy.nhs.uk/
iii)	**Source:** NHS Leadership academy **Description:** The Edward Jenner programme is your first port of call if you're looking to build a strong foundation of leadership skills that can help enhance your confidence and competence in your role. This is a free online course open to all healthcare professionals **Link:** https://www.leadershipacademy.nhs.uk/programmes/the-edward-jenner-programme/
iv)	**Source:** Medical Education Fellows **Description:** Trusts and HEE offer Medical Education Fellowships to Doctors in Postgraduate Training at various points of the year which can be taken as a mix of training and OOP or OOP only. These are advertised on NHS jobs throughout the year as available. **Link:** https://www.jobs.nhs.uk/

Suggested Reading List for Leadership Development / Insights

No reading list is ever complete, and not all readers will be interested in all the titles suggested. The intention is to signpost you to some of the more useful publications in recent years, exploring leadership styles, examining how you might enhance your own leadership and personal effectiveness, human factors, strategies to enhance clinical safety and how your own mindset and attitudes could hinder your progress and success as a leader.

Many of these books can be downloaded as free audio titles, in addition to being available on e-readers and traditional format books. All were available to purchase May 2018.

Modern Leadership tools and theories

Leadership Plain and Simple
Steve Radcliffe

ISBN-10: 0273772414
ISBN-13: 978-0273772415

Described by *The Times* as the 'no-nonsense approach…shaking up the world of leadership', this book really does offer instantly-applicable advice. It contains no jargon or irrelevant theory, just practical insights, straightforward actions and simple guidelines to accelerate your growth as a leader.

Whether you need guidance to lead an organisation or team or just want to feel more confident and effective at work, this book will show you how.

Consiglieri: Leading from the Shadows
Richard Hytner

ISBN-10: 1781250464
ISBN-13: 978-1781250464

How to make friends, influence people and be the (second) best you can be - by being second-in-command. Hytner suggests it is time to celebrate the second-in-command, the consiglieri: Merlin to King Arthur, Al Gore to Bill Clinton, Rasputin to the Russian Royal Family. These are the deputies, Vice-Presidents, Chief Operating Officers, Chief Financial Officers, Department Heads etc. Supremacy comes with drawbacks (one of which is that everyone wants your job) and influence, authority and power can be found in much more interesting places than behind the CEO's desk. Consiglieri brings together historical examples from Thomas Cromwell to Cardinal Richelieu, conversations with the second-in-commands of Tony Blair and Sir Alex Ferguson, insights into Stalin, JFK, Winnie the Pooh and Eeyore, interviews with leaders in sport, business, politics and music and cutting-edge research from psychologists and academics to produce a fresh (and refreshing) approach to leadership in the mould of Obliquity or Thinking, Fast and Slow

The New Leaders: Transforming the Art of Leadership
Daniel Goleman, Richard Boyatzis & Annie McKee

ISBN-10: 0751533815
ISBN-13: 978-0751533811

Goleman argues that emotionally intelligent leaders are now 'must-haves' for business today. But many readers have been left with, so now what do I do? The New Leaders answers that question by laying out the map for transforming leadership in individuals, in teams and organisations. Goleman has taught at Harvard (where he received his PhD) and was formerly senior editor at Psychology Today. His previous books include Vital Lies, Simple Truths; The Meditative Mind; and as co-author, The Creative Spirit.

The 7 Habits of Highly Effective People
Stephen Covey

ISBN-10: 0684858398
ISBN-13: 978-0684858395

A holistic, integrated, principle-centred approach for solving personal and professional problems. With penetrating insights and pointed anecdotes, Covey reveals a step-by-step pathway for living with fairness, integrity, honesty and human dignity - principles that give us the security to adapt to change, and the wisdom and power to take advantage of the opportunities that change creates. The adaptive action framework introduces a simple, common sense process to guide organizations and people through uncertain times.

Adaptive Action: Leveraging Uncertainty in your organization
Glenda Eoyang & Royce Holladay

ISBN-10: 0804787115
ISBN-13: 9780804787116

What? So what? Now what? Three deceptively simple questions invite you and your organization to devise solutions and improve performance across multiple challenging situations.

Human Factors and Clinical Safety

Safer Healthcare: Strategies for the Real World
Charles Vincent & Rene Amalberti

ISBN-10: 3319255576
ISBN-13: 978-3319255576

The authors of this book set out a system of safety strategies and interventions for managing patient safety on a day-to-day basis and improving safety over the long term. These strategies are applicable at all levels of the healthcare system from the frontline to the regulation and governance of the system.

Complications: A Surgeon's Notes on an Imperfect Science
Atul Gawande

ISBN-10: 1846681324
ISBN-13: 978-1846681325

Gawande's first book is a series of essays on medical issues that arise in the life of a surgeon. There's some history of medicine, some looking towards the future, some powerful stories of the everyday life of a surgeon, and some thoughts on ethics (when should the doctor be paternalistic - for example, not wanting to take responsibility for complex decisions on the care of his own child,) the training of surgeons - obviously they need training but they aren't so good while they are practising.

The Checklist Manifesto
Atul Gawande

ISBN-10: 1846683149
ISBN-13: 978-1846683145

Avoidable failures are common, and the reason is simple: the volume and complexity of our knowledge has exceeded our ability to consistently deliver it - correctly, safely or efficiently. Gawande makes a compelling argument for the checklist, which he believes to be the most promising method available in surmounting failure. The checklist is an essential tool in virtually every area of our lives, and Gawande explains how breaking down complex, high pressure tasks into small steps can radically improve everything from airline safety to heart surgery survival rates.

Safety at the Sharp End: A Guide to Non-Technical Skills
Rhona Flin & Paul O'Connor

ISBN-10: 0754646009
ISBN-13: 978-0754646006

Safety at the Sharp End is a general guide to the theory and practice of non-technical skills for safety. It covers the identification, training and evaluation of non-technical skills and has been written for use by individuals who are studying or training these skills on Crew Resource Management (CRM) and other safety or human factors courses. The material is also suitable for undergraduate and post-experience students studying human factors or industrial safety programmes.

How our own minds function

Frazzled
Ruby Wax

ISBN-10: 024197206X
ISBN-13: 978-0241972069

Wax came to prominence as a comic interviewer, playing up to British perceptions of the strident American style, which she replicated in the TV sitcom Girls on Top. She also appeared in Absolutely Fabulous, where she doubled as script editor. Her memoirs, How Do You Want Me?, reached the Sunday Times best-seller list.

Wax pursued a distinguished academic career, graduating in psychology at the University of California, Berkeley and gaining a master's degree in mindfulness-based cognitive therapy from Oxford University. Wax is currently a Visiting Professor in Mental Health Nursing at the University of Surrey.

Thinking, Fast and Slow
Daniel Kahneman

ISBN-10: 0141033576
ISBN-13: 978-0141033570

Why is there more chance we'll believe something if it's in a bold type face? Why are judges more likely to deny parole before lunch? Why do we assume a good-looking person will be more competent? The answer lies in the two ways we make choices: fast, intuitive thinking, and slow, rational thinking. This book reveals how our minds are tripped up by error and prejudice (even when we think we are being logical), and gives you practical techniques for slower, smarter thinking. It will enable to you make better decisions at work, at home, and in everything you do.

The Secret Thoughts of Successful Women: Why Capable People Suffer from the Impostor Syndrome and How to Thrive in Spite of It
Valerie Young

ISBN-10: 0307452719
ISBN-13: 978-0307452719

This book provides important insights into the Impostor Experience of very competent women. The author provides important knowledge that can help women begin to truly appreciate and acclaim their success. A book that provides insight on how to overpower limiting thoughts and behaviours for any gender.

Keep in touch:

E: localevents.tvwla@hee.nhs.uk | W: www.tvwleadershipacademy.nhs.uk | Twitter: @TVWLA