

Oxford Emerging Leaders Programme

2019/2020

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Oxford University; Imperial College London; Oxford University Hospitals

Executive Summary

Course Overview

Over 7 months, Emerging Leaders Programme (ELP) participants attend monthly sessions with invited speakers, lectures, workshops and skills sessions. They explore leadership, management and sustainable change, and engage in discussions with senior leaders who offer insights from their personal experiences. Throughout the course participants work together in teams on a range of quality improvement projects to put into practise the theory learned on the course. The work from previous delegates has been presented internationally and has resulted in sustained change in multiple OUH departments.

Course Participants

The Emerging Leaders Programme invites multidisciplinary applicants from all healthcare professions, healthcare management, and both primary and secondary care.

Course Content

Healthcare delivery is inherently team-driven work. As such, there is an important set of skills required by those who work in healthcare teams to make their teams effective and productive.

These skills can be developed and improved through training and education (e.g. Dopson et al., 2016; Jones, 2004). These skills should be an integral part of healthcare training in order to improve engagement, satisfaction and productivity. There are however few effective formal opportunities to develop these skills.

Overall Aim

The aim of the Oxford Emerging Leaders Programme is to intervene at a critical career stage to provide a strong, general foundation in conflict management, influencing and leadership, which participants can then build on as their career progresses.

Rationale

Interviews conducted in 2016 among junior doctor representative committee groups at the Oxford University Hospitals Foundation Trust (OUH) found that motivation to engage in representative committees had declined over the preceding year. Interviewees also described a lack of formal leadership development opportunities available to them, despite an expressed desire for such training amongst their cohort.

The project team developed the Emerging Leaders Programme (ELP) from an existing leadership development programme at the OUH.

The first cohort consisted of 14 junior doctor representatives. The second cohort was expanded in line with current literature advocating multi-disciplinary learning, and included 12 doctors, 2 midwives, 2 physiotherapists and 2 nurses.

Healthcare delivery is inherently team-driven work. As such, there is an important set of skills required by those who work in healthcare teams to make their teams effective and productive. These skills include: i) being able to map and understand key influencers (“stakeholder analysis”) both within their teams and outside; ii) understanding working styles and appreciating that there are differences in the ways others prefer to work; iii) communicating and presenting ideas effectively; iv) recognising and addressing conflict; v) negotiating effectively.

There is evidence showing a positive association of active conflict recognition and management with productivity, staff engagement and satisfaction (e.g. Behfar, Peterson, Mannix, & Trochim, 2008). These skills can be developed and improved through training and education (e.g. Dopson et al., 2016; Jones, 2004). It would seem logical that conflict management and influencing/leadership development should be an integral part of healthcare training in order to improve engagement, satisfaction and productivity of these researchers, to the benefit of individuals and of the centre. There are however few effective formal opportunities to develop these skills.

The aim of this programme is to intervene at critical career stages to provide a strong, general foundation in conflict management, influencing and leadership, which participants can then build on as their career progresses.

Feedback from previous Emerging Leaders Programmes:

"Best course I've ever done!"

"Feeling happier at work and making better major decisions at home, renewed motivation to carry out these kind of projects at work because now I know there can be some success"

"It was an extremely well- structured programme: the design had clearly been well thought out. The time-scale was appropriate. The support from the ELP faculty was excellent."

"Helped me to feel more empowered and valuable in implementing bigger projects. Helped me to identify some strengths and weaknesses that I have"

"Hugely increased motivation to do unconventional things and reflect on what kind of career I want to lead, and what I'm interested in."

Participants

Number:

Up to 24 multidisciplinary delegates

Description:

Healthcare professionals working in the Oxford University Hospitals Foundation Trust
Doctors from Foundation, Internal Medicine and Specialty Training representative groups, from Academic Foundation Training and Oxford Deanery Quality Improvement Fellowships.
Nursing and Allied Health clinicians at Band 6 (team leader) and above.
Applications accepted also from QI hub programme graduates.

Course Cost

Successful applicants will be offered a sponsored place on the programme free of charge.

If you are unsure whether you are eligible, please contact wendy.washbourn@ndcn.ox.ac.uk

Application

Application Process:

Interested applicants are invited to submit an application for the programme via an online form at <https://www.oxfordleaders.co.uk/oxford-emerging-leaders-programme>.

Applications will be open until October 13 and successful applications will be notified within a few days of this closing date.

Course and Curriculum

Educational and leadership literature agree that the most effective means of learning are active (e.g. Biggs, 1999; West et al., 2015). This programme uses blended learning techniques to introduce and develop leadership and teamwork skills. Teaching methods include presentations, small and large group discussions and facilitated project work. Delegates are encouraged to actively employ learning in their environments through team quality improvement projects, affording them an opportunity to experiment with and adapt new skills and techniques.

Structure:

1. Monthly workshops (7 full days)
2. Team projects (topics to be decided within teams, in consultation with OUH)

Workshops:

To allow time for team projects, there will be 7 full-day sessions spaced over seven months.

Applicants will agree to attend at least 6 of 7 sessions and must have approval to do so.

The ELP is recognized and supported by the Department of Medical Education and study leave can be used for attendance.

Project work:

Teams will be expected to work on their projects between sessions, and to meet weekly for ~30min to progress these.

These team meetings could be in person, via video calling or phone calls, to enable team members to meet flexibly and plan their project progress.

Team projects will be presented to the trust on course completion.

It should be noted that this project work will constitute a significant time commitment while on this course.

Delegates who are normally required to conduct quality improvement projects as part of their annual reviews will be able to use this team project for these reviews.

Timing:

Full day sessions will run from 0900-1600.

Each session will include facilitated team project work.

Course Dates:

1. Monday 4th November
2. Thursday 12th December
3. Monday 13th January
4. Tuesday 4th February
5. Monday 2nd March
6. Wednesday 8th April
7. Tuesday 5th May
8. Friday 3rd July Poster Presentations (half day)

Example Workshop Structure:

Full day workshops:

0900-0915	Tea and coffee
0915-1000	<i>Invited Speaker (internal or external)</i>
1000-1045	<i>Teaching Session One</i>
1045-1100	Break
1100-1230	<i>Teaching Session Two</i>
1230-1315	Lunch
1315-1400	<i>Teaching Session Three</i>
1400-1600	<i>Project Group Work</i>

Example Launch Session:

0900-0915	Tea and coffee
0915-0945	<i>Introductions to faculty and participants</i>
0945-1015	<i>Introduction to Healthcare Leadership</i>
1015-1045	<i>Building Better Teams: The fundamentals of team dynamics</i>
1045-1100	Break
1100-1230	<i>Personality and working styles</i>
1230-1315	Lunch
1315-1400	<i>Project area presentations, project selection, team selection</i>
1400-1445	<i>Stakeholder analysis (Influence Mapping) and project work</i>
1445-1500	Break
1500-1600	<i>Project Management</i>

Example Workshop Topics

Topics will be adjusted according to participant needs

Session One

1. Course Outline and Introductions
2. Healthcare Leadership
3. Building Better Teams: The fundamentals of team dynamics
4. Personality and working styles
5. Stakeholder analysis (influence mapping)
6. Project management

Example of tasks before next session: contact key stakeholders, plan short baseline evaluation

Session Two

1. Understanding and acting on patient experiences
2. Building sustainable change
3. Process mapping, analysing clinical care pathways
4. Sources of insight

Example of task before next session: contact source of insight, complete baseline evaluation

Session Three

1. Healthcare systems – politics and finances
2. Evaluating impact

Example of task before next session: achieve “quick win”

Session Four

1. Understanding conflict styles
2. Mediation skills: recognising, addressing and deescalating conflict
3. Negotiation

Example of task before next session:

Session Five

1. Business plans and health economics
2. Process-based decision making
3. Influence principles and tactics

Example of task before next session: draft business plan, apply influence tactic and/or decision-making tool.

Session Six

1. Effective Presentations
2. Media Interviews

Example of task before next session: prepare poster and presentation

Session Seven

1. Excellence
2. Appreciative management
3. Project Presentations (Afternoon)

QI Symposium

1. Project poster presentations

Programme Outputs:

Individual

Skills, knowledge, confidence:

Delegates will learn a range of important leadership, management, teamwork, and conflict resolution skills. Through facilitated group work and team projects, they will have the opportunity to practice, adapt and improve their practical skills and confidence in these areas.

Networks:

By working in teams with other healthcare professionals, delegates will have the opportunity to develop relationships with peers they might otherwise not have the chance to interact with. Additionally, internal and external speaker sessions will offer opportunities for delegates to interact with senior leaders in their organisation, to develop networks with these, and to begin to understand their journey to leadership.

Organisational

Team project outcomes:

Projects areas will be agreed with or proposed by OUH leaders, to ensure alignment with OUH strategic goals. Teams will design, deliver and evaluate a quality improvement project.

Leadership capacity:

Leadership theory, skills and practical experience will be developed in early to mid-career healthcare professionals, who are important future leaders.

Conflict resolution capacity:

Delegates will be trained in recognition, management and resolution of conflict. Conflict is inevitable in work environments, and by learning to effectively recognise and manage conflict, delegates may be able to improve team functioning and cohesiveness.

Community:

By offering a means for early to mid-career multidisciplinary healthcare professionals to interact and work with each other, the programme will help to build a more connected community amongst OUH.

Future programmes

Cascade training:

In a cascade model, previous attendees of the programme are involved in delivery of the course in subsequent years.

Using a cascade model along with some outside expertise provides the potential for gearing-up, as programme graduates become confident in delivering programme material themselves.

Facilitators

Oscar Lyons

Oscar Lyons is a medical doctor by background. He set up the *Oxford Emerging Leaders Programme* for Oxford University Hospitals in 2017. He has run leadership workshops for Great Western Hospitals NHS Trust, Green Templeton College's Management in Medicine seminar series and for the Masters in Surgical Sciences at Oxford, and has tutored on the MBA programme at Oxford University.

Karandeep Nandra

Karandeep Nandra is a medical doctor and teaching fellow at Imperial College London. A graduate of ELP1, Karandeep co-directed ELP2. He has been a full-time teaching fellow since 2018, and has delivered a wide range of sessions alongside the ELP. He has received outstanding feedback for his teaching, facilitation, course direction and curriculum development.

Joao Galante

Joao Galante has been chair of the Oxford University Hospitals Foundation Trainee Group (OFTG) and the Core Medical Trainee group (CMT group, now IMT group). Joao worked as an engineer in Poland, before studying medicine between there, the UK and the United States, and working in Oxford University Hospitals as a medical doctor. Alongside his involvement in engagement events, trainee representation and teaching, Joao was a core faculty member, facilitator and tutor for ELP2, and is co-directing ELP3

Example Past Speakers

- Professor Keith Willett
 - *EU Exit Strategic Commander*
 - *Medical Director for Acute Care and Emergency Preparedness, NHS England*
- Richard Gleave
 - *Harkness Fellow*
 - *Deputy Chief Executive and Chief Operating Officer at Public Health England*
- Professor Tony Bradlow
 - *Rheumatologist*
 - *Medico-Legal barrister*
- Dr Nicholas Fahy
 - *Policy Lead for Healthcare, European Commission*
 - *Co-lead of the Partnerships for Health, Wealth and Innovation (NIHR's Oxford Biomedical Research Centre)*
- Dr Tony Berendt
 - *Medical Director, Oxford University Hospitals*
- Professor Richard Canter
 - *Visiting Professor of Surgical Education in the Nuffield Department of Surgical Sciences, University of Oxford*
 - *ex-Head of Severn Deanery Surgical Training*
- Dr Clare Dollery
 - *Deputy Medical Director, Oxford University Hospitals*
 - *Interim Medical Director, Oxford University Hospitals*
- John Drew
 - *Director of Improvement and Culture at Oxford University Hospitals*
 - *ex-McKinsey Partner*
- Professor Peter Sullivan
 - *Director of Medical Education, Oxford University Hospitals*
 - *Associate Dean, Oxford University Medical School*
- Dr Susie Shapiro
 - *Consultant Haematologist, Oxford University Hospitals*
 - *Future Leaders Programme Alumnus*
 - *Winner of AFAssociation Healthcare Pioneers award for part of her FLP project*
- Dr Sue Pavord
 - *Consultant Haematologist at Oxford University Hospitals*
 - *Associate Senior Lecturer in Medicine at St Edmund Hall*
 - *Future Leaders Programme Graduate and Mentor*
- Dr Jordan Bowen
 - *Clinical Lead, Oxford University Hospitals Ambulatory Assessment Unit*
 - *Consultant Geriatrician*
 - *Future Leaders Programme Graduate*
- Dr James Somauroo
 - *Founding Partner at HS.Ventures*
 - *National Medical Director's Clinical Fellow*

- Dr Shona Johnston
 - Paediatrics Trainee, Oxford University Hospitals
- Dr Michael FitzPatrick
 - Trainee Lead and Gastroenterology Trainee, Oxford University Hospitals
- Dr Claire Pulford
 - Director of Medical Education, Oxford University Hospitals
 - Consultant Geriatrician
- Dr Sandra Duncan
 - Trainee Lead and Paediatrics Trainee, Oxford University Hospitals
- Dr Manreet Nijjar
 - Co-founder & CEO of *truu.id*, UK Healthcare Passports
- Oscar Mathew
 - Director, Medical Mediation Foundation
 - Facilitator, Teams and Leadership
 - Medico-legal Barrister, mediator and door tenant of Lamb Chambers
- Dr Helen Higham
 - Director of the OxSTaR centre (Oxford Simulation, Training and Research centre)
 - Consultant Anaesthetist, Oxford University Hospitals
 - Senior Clinical Research Fellow, University of Oxford

References

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