

Completing a Leadership Assessment using the LEADER form for Foundation Trainees

Clinical Leadership

Effective Clinical leadership is recognised as being essential for good patient care and Leadership is now part of the curriculum for Foundation and all core and higher specialty training.

The Medical Leadership Competency Framework

The [Medical Leadership Competency Framework](#) (MLCF) was jointly developed in 2009 by The Academy of Medical Royal Colleges and the NHS Institute for Innovation and Improvement. The MLCF describes the leadership competences doctors need in order to become effective professionals and more actively involved in planning, delivering and transforming health services. The MLCF is built on the concept of [shared leadership](#) where leadership is not restricted to those who hold designated leadership roles, and where there is a shared sense of responsibility for the success of the organisation and its services. Acts of leadership can come from anyone in the organisation, as appropriate at different times, and are focused on the achievement of the group rather than of an individual. The MLCF is the basis of the leadership curriculum in Foundation

‘One trainee – one assessment’

In order to encourage good coverage of the leadership curriculum, we are keen that every trainee should have at least one individual formative assessment of their leadership skills each year. The South Thames Foundation School is piloting the addition of a specific leadership skills assessment form (the LEADER tool – see below) to the Foundation ePortfolio.

LEADER tool

The LEADER tool (developed by leadership champions from the KSS School of Clinical Leadership) is based on the MLCF. The tool helps you and your educational supervisor to look at your leadership competencies in a structured way and then to record any discussion that you have about what you are doing well and what improvements you can make.

Leadership Activities

Included in this document are suggestions for leadership activities that you might be able to undertake. Some of you may have had significant opportunities to lead already whilst for others this may represent a new challenge

How will it work?

Look out for opportunities where you might be able to demonstrate some leadership. Is there something that happens on the wards which you feel you could improve? Can you provide some help to medical students or more inexperienced colleagues in your current post? Can you implement some changes as part of the audit cycle? You might be given the chance to lead the 'Board round' or chair a team meeting. It will be a good idea to highlight to your educational supervisor that you would like to be observed for your leadership skills but if this is not possible discussing your experiences of leading and what you learned from these will be just as helpful. Even if your attempt to lead a change has not come to anything, you can often learn more from the experience than if you had been successful.

Ask your educational or clinical supervisor if you can have some feedback on your leadership skills and preferably find somewhere to fill in the LEADER form on-line together. If this is not possible download a hard copy of the form.

Using the LEADER tool

It is unlikely that you will be able to cover all the areas described on the LEADER form in one assessment and as a foundation trainee you will more likely be covering the areas of personal qualities (L) and working with others (A).

When thinking about your leadership assessment

- (L) Personal qualities: Did you stand up for something that you thought was wrong? Did you think about how your ideas and beliefs might differ from those of others and did you take account of this? Did you understand your own limitations and ask for help appropriately? Were you able to respond to criticism positively? Do you take action when your skills and knowledge need improving?
- (E) Effective services (managing services): Do you keep to your plans? Is your timekeeping OK? Do you help others to understand their roles? Do you try to avoid wasting time and resources? Have you contributed to discussions on how to make the services better?
- (A) Working with others: Have you tried to build relationships particularly where these might be difficult? Have you encouraged others to contribute? Where do you think you fit into the team? Have you kept up morale and supported others when they have tried to make changes?
- (D) Setting Direction. Did you think through a change that you thought might benefit patient care? Did you do some research to establish what was happening? How did you take others with you? Did you involve others in decisions? Did you back others when they were attempting to set direction?
- (E) Improving services: Did you take into account patient safety with a change? Did you ask for critical help? Did you measure the success of your intervention?

- (R) Reflection – what have you learned about leadership from all this? How could you learn more? What did you think you got right and what would you do differently next time?



Leadership learning opportunities for Foundation doctors

Demonstrating Personal Qualities

- Personal reflective notes ; conflict resolution, dealing with a difficult colleague, managing a complaint, responding to feedback, management of near misses/adverse events
- Managing clinical priorities on-call ; feedback on time-management; helping others to improve time management
- Continued Professional Development; teaching session based on recent course attended ; organize teaching for self and others having identified a need
- Confronting bullying
- Managing an ethically challenging situation
- Maintaining morale in difficult situations

Working with Others

- Improving communication between different teams (e.g. midwives, nurses, doctors) – find out the issues and try to resolve them
- Consulting with colleagues, junior doctors meetings; acting as a rep
- Think about your leadership skills during simulation.
- Improving handover–look at current practice and the views of all those involved; any critical incidents, near misses, identify areas for improvement and suggest ways forward
- Organise teaching for medical students
- Induction: writing a guide for new F1s or doctors new to your department; organize teaching for new doctors
- Working in a team – supporting your colleagues effectively when working together

Managing Services

- Understand how the common pathways work in your department – what goes well what goes less well. Can you help where it goes less well?
- Help design rotas which maximize continuity of care
- Audit a step in a pathway – do all patients get VTE prophylaxis on your ward?
- Contribute to the discussion about how services are working – as a junior doctor close to the patients your contribution is very important.
- Improving information given to patients and/or patients' caregivers

Improving services

- Assessing the need for a change and gathering evidence for this
- Taking steps to make sure patients and carers needs are taken into account
- Auditing a pathway or step in a pathway and introducing change – how do users of the service view the pathway? What improvements could be made?
- Identify a patient safety issue (critical incident forms, clinical governance meetings) and introduce change (in guidelines, training, pathway)
- Identify areas for improvement in patient pathway –
- Organize teaching on new initiatives for your colleagues

Setting Direction

- Taking results of audits/change projects to Trust management
- Implementing changes from an audit
- Leading an MDT meeting or board round
- Checking out changes you have made with patients and colleagues
- Responding to feedback positively