

## Integrated Urgent Care / NHS 111 Workforce Blueprint



**Leadership  
Development**



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## Introduction

Developing the right people with the right skills and the right values is recognised as a key priority to enable the sustainable delivery of health services, as leadership is one of the most influential factors in shaping an organisational culture. Ensuring the necessary leadership behaviours, strategies and qualities are developed is fundamental.

In recent years, mandates<sup>1</sup> from the government to Health Education England (HEE) and NHS England have highlighted the importance of leadership.

The NHS needs high quality leaders at every level and in every area to ensure that it is able to deliver high quality compassionate care to the people it serves. This is more important now than ever as the health service changes to deliver new models of care over the coming years and responds to the efficiency challenge set out in the Five Year Forward View.

NHS England will support the NHS to be well-led and demonstrate open, learning cultures with good leadership and quality interactions evident across and between organisations; where staff feel valued, feedback on care and workplaces is welcomed and problem behaviours are tackled promptly.

The aim for this document is to give both Integrated Urgent Care (IUC) / NHS 111 service employers and employees some guidance about this key topic.

<sup>1</sup> The mandate for HEE can be found here: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/559940/HEE\\_mandate\\_2016-17\\_acc.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/559940/HEE_mandate_2016-17_acc.pdf) and here for NHS England: <https://www.gov.uk/government/publications/nhs-mandate-2017-to-2018>.

# What the Chartered Institute of Professional Development (CIPD) says about leadership

In the UK, the CIPD are the prominent authority within the area of human resources, learning and development. The CIPD acknowledge that the term 'leadership' can be used in a variety of different ways, but define it as the 'ability and capacity to lead and influence others, by means of personal attributes and/or behaviours, to achieve a common goal'. The CIPD also describe who leaders are, and discuss effective leadership styles and leadership development.<sup>2</sup>

The next three sections summarise the CIPD's approach.

## Who are the leaders?

Leaders come in many different forms and can operate at any level, so the ability to identify and develop leaders can be challenging. Yet, when done correctly, leadership can bring about positive outcomes for people, businesses and wider communities.

As the current business context is requiring organisations to become more agile, so it requires a fresh understanding of what constitutes leadership. There is an increasing recognition that all employees need to be leaders – within the context of their operating level and organisational requirements. This need for leadership at all levels is highlighted in CIPD research on sustainable organisation performance.

## What is an effective leadership style?

Evidence suggests that successful leaders do not always behave in identical ways. They may act very differently, even in similar situations, and have quite different personalities. Different leadership qualities may be needed in different circumstances.

## Leadership development

Due to the fact that there is no single template for leadership behaviours, questions remain as to what the qualities (or competencies) of leadership are, as well as whether leaders can be developed. More importantly, there are difficulties around how organisations can bring out such qualities in their employees.

In addition, the CIPD recognise the importance of encouraging equality and diversity in leadership and leadership roles amongst the workforce.<sup>3</sup>

<sup>2</sup> CIPD Leadership factsheet (2017): <https://www.cipd.co.uk/knowledge/strategy/leadership/factsheet> - Full and free access granted on registration with the CIPD.

<sup>3</sup> CIPD report (2016): 'Inclusive leadership, driving performance through diversity': <https://www.cipd.co.uk/knowledge/strategy/leadership/inclusive-report>.

There are many different types of individual leaders, each with their own individual leadership style. In addition, when thinking about leadership as a process which exists in the organisational context, it has been found that two aspects of development activity are needed. The first is being able to effectively identify and develop the capabilities of individuals to lead others (i.e. leader development). The second is to create the organisational structures and culture that enable leadership.

## Leadership in the health service

Following a campaign led by the families of people who had passed away at the Mid Staffordshire NHS Hospital Trust, significant questions were raised about failures in patient care due to poor management and leadership.

In 2015, a review conducted by the Faculty of Medical Leadership and Management (FMLM), The King's Fund and the Center for Creative Leadership (CCL)<sup>4</sup> showed the importance of leadership in the health service. The review concluded that 'there is clear evidence of the link between leadership and a range of important outcomes within health services, including patient satisfaction, patient mortality, organisational financial performance, staff well-being, engagement, turnover and absenteeism, and overall quality of care'.

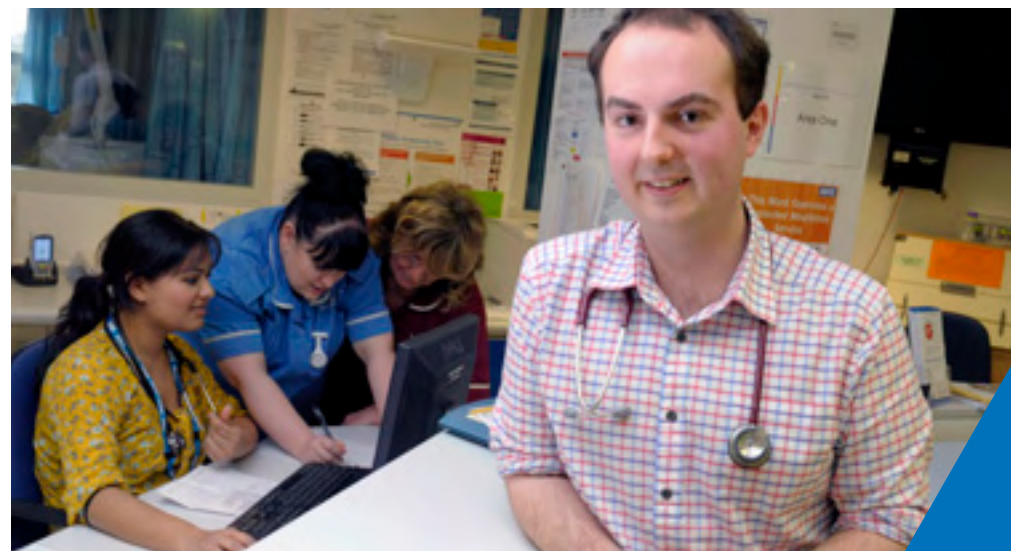
Evidence from the review suggests leadership engagement is significantly linked to patient mortality, as well as having significant associations with patient satisfaction and infection rates. Therefore, great leadership development improves leadership behaviours and skills, and better leadership leads to better patient care, experience and outcomes.

Following the 2016 NHS 111 Staff Survey<sup>5</sup>, the commissioner's recommendations included several areas of improvement relating to leadership and leadership development.

### Leadership models in the NHS

Given the wide acceptance of the importance and value of leadership, the NHS has developed several models of leadership. Described below are the main elements of:

- The Clinical Leadership Competency Framework model
- The NHS Leadership Academy's Healthcare Leadership Model



4 Faculty of Medical Leadership and Management, The King's Fund and the Center for Creative Leadership (2015): Leadership and leadership development in health care: <https://www.kingsfund.org.uk/publications/leadership-and-leadership-development-health-care>.

5 A Staff Survey was undertaken during March and April 2016 in NHS 111 services, which demonstrated some common themes and challenges within the management of the NHS 111 workforce and services. The survey findings and recommendations have been used to inform the development of the Workforce Blueprint.

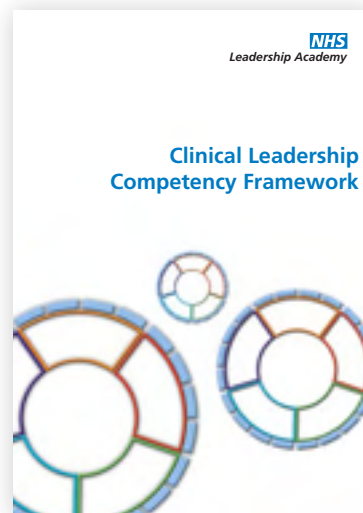
## Clinical Leadership Competency Framework

In 2010 the NHS Institute for Innovation and Improvement and the Academy of Medical Royal Colleges jointly published the 'Clinical Leadership Competency Framework' (CLCF), which is hosted on the NHS Leadership Academy website.<sup>6</sup>

The CLCF highlights that all practising clinicians have a responsibility to strive to play a part in the leadership process and to encourage the leadership capacity of colleagues. The document makes the point that leadership is shared. Although a clinician might not have what is thought to be a traditional leadership role, 'all clinicians can contribute to the leadership task where and when their expertise and qualities are relevant and appropriate to the context in which they work'.

**The model in the CLCF is designed around 'delivering the service' and has five domains:**

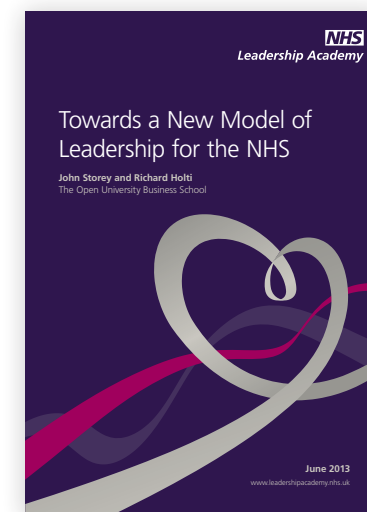
1. Demonstrating personal qualities
2. Working with others
3. Managing services
4. Improving services
5. Setting direction



The model applies to every clinician throughout the stages of their professional journey, from when they enter formal training, become qualified and throughout the rest of their career as experienced practitioners. For each domain, the CLCF document gives examples of learning and development opportunities, dividing these into opportunities as a student, as a practitioner and as an experienced practitioner, so that at each stage the individual can understand how the model can be applied to them.

## Healthcare Leadership Model

In 2013 the NHS Leadership Academy commissioned a study<sup>7</sup> which looked into a leadership model which could be used by the NHS. In its foreword the study states that 'technical competence, professional skills, managerial excellence all contribute to good leadership, but the real test of what separates those people, in an organisation such as the NHS, is the care, compassion and genuine investment in staff that great leaders recognise as being the key difference between adequate technical clinical care and a great healthcare service.'



<sup>6</sup> NHS Institute for Innovation and Improvement and Academy of Medical Royal Colleges (2010): Clinical Leadership Competency Framework (CLCF): <https://www.leadershipacademy.nhs.uk/wp-content/uploads/2012/11/NHSLeadership-Leadership-Framework-Clinical-Leadership-Competency-Framework-CLCF.pdf>.

<sup>7</sup> NHS Leadership Academy (2013): Towards a new model of leadership: <https://www.leadershipacademy.nhs.uk/wp-content/uploads/2013/05/Towards-a-New-Model-of-Leadership-2013.pdf>.

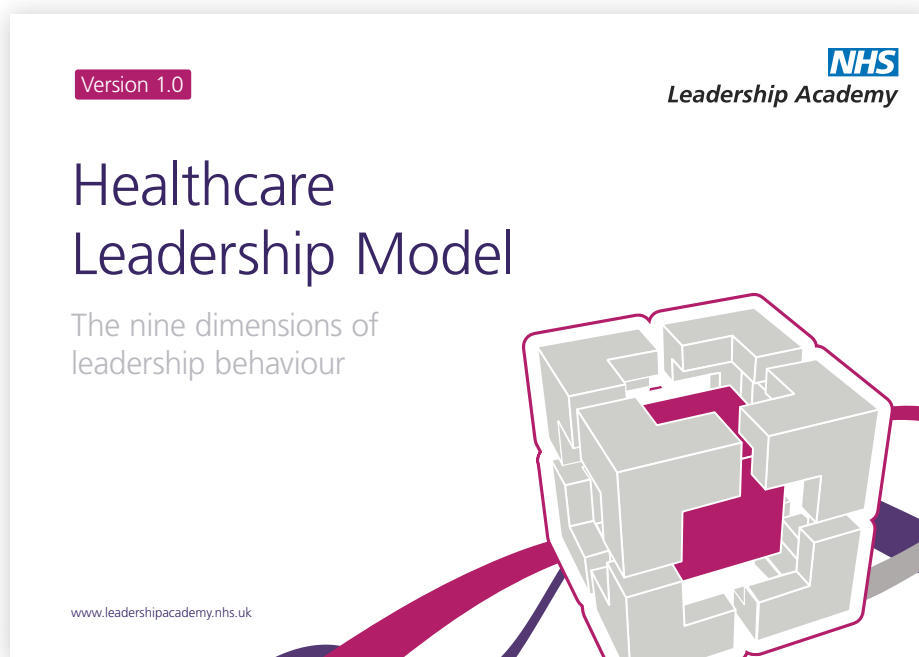
The review came up with a proposal which categorised three behaviours of leadership. **These are to:**

- provide and justify a clear sense of purpose and contribution
- motivate teams and individuals to work effectively
- focus on improving system performance.

The Academy has established a Healthcare Leadership Model which is made up of nine 'leadership dimensions'.<sup>7</sup>

**These are:**

1. Inspiring shared purpose
2. Leading with care
3. Evaluating information
4. Connecting our service
5. Sharing the vision
6. Engaging the team
7. Holding to account
8. Developing capability
9. Influencing for results



7 NHS Leadership Academy (2013): Healthcare leadership model: The nine dimensions of leadership behaviours: <https://www.leadershipacademy.nhs.uk/wp-content/uploads/2014/10/NHSLeadership-LeadershipModel-colour.pdf>.

## The NHS Leadership Academy: here to support staff on their leadership journey

The purpose of the NHS Leadership Academy is to deliver excellent leadership across the NHS and to have a direct impact on patient care. They offer a range of programmes and resources to support staff, organisation and local partners to develop leaders, celebrating and sharing where outstanding leadership makes a real difference.

Within any organisation, not just the NHS, the first level leadership role is probably one of the most important. There is often engagement with the widest number of people, either colleagues or patients, so the ability to communicate effectively with a broad range of people is essential. Regardless of role or organisational position, staff can carry influence beyond their immediate team and impact on the delivery of services.

### The Mary Seacole programme

The Mary Seacole programme is a six-month leadership programme designed to develop knowledge and skills in leadership and management. Grounded in reality and applied in the workplace, it aims to provide the balance between learning the theory and putting it into practice. The programme empowers participants to turn their success into constant team success and to champion compassionate patient care.

The aim of the Academy is to deliver the programme to as many people as possible, and the current version of the programme is now being delivered locally. This combines the full programme with e-learning, which includes virtual campus content, workshop design and online facilitated tutor groups. It ensures participants in each geographical location can benefit from the same experience as the national programme.

### Other leadership programmes run by the NHS Leadership Academy

- **The Edward Jenner Programme:** This is open to all staff and consists of a free, open access online learning package for those looking for an introduction to leadership. For nurses and midwives who take part in the programme, this can contribute to continuing professional development (CPD) required for revalidation. The programme can be used as evidence of hours of participatory learning, and allows staff to progress at their own rate.



- **The Elizabeth Garret Anderson programme:** This is for mid to senior clinical or non-clinical NHS leaders aspiring to lead larger functions, departments and more complex projects.

The Academy also runs programmes such as the 'Stepping Up programme' for aspiring black, Asian and minority ethnic (BAME) leaders and the 'Ready Now Programme' for senior BAME leaders wanting to develop further.

Information on all these programmes can be found here:  
<https://www.leadershipacademy.nhs.uk/programmes/>



## Additional leadership resources

The following section provides links to additional resources. Please note: this is not an exhaustive list.

### Local Leadership Academies

In addition to working with the national Academy, staff can also work with one of the NHS Leadership Academy's ten regional partners, which offer services locally and have already delivered leadership development training to over 50,000 people.

The Local Leadership Academies can be found by clicking on the map on this page: <https://www.leadershipacademy.nhs.uk/about/local-delivery-partners-ldps/>

### Coaching and mentoring

The Local Leadership Academies offer a free service which is open to all NHS staff to match mentees and coaches to qualified mentors and coaches within the NHS. Details about this service can be found here: <https://www.leadershipacademy.nhs.uk/resources/coaching-register/>

### Faculty for Leadership and Management

The NHS Leadership Academy manages on-going emerging requirements from the system alongside national programmes and products. They have created a Faculty for Leadership and Management, which comprises people who specialise in organisational and leadership development. Faculty members work to support national programmes such as the nurse leadership programmes and professional leadership programmes. More about the Faculty can be found here: <https://www.leadershipacademy.nhs.uk/about/our-faculty/>

## Other leadership courses

There are several other courses which may be of interest to the IUC / NHS 111 service:

### NHS Clinical Leaders Network

The Clinical Leaders Network (CLN) is a national, professional network for practicing NHS clinicians in England – enabling development both personally and professionally in order to support and progress the NHS.

CLN exists with the purpose of developing shared leadership between clinicians and managers in order to meet the NHS strategic vision, while embracing Quality, Innovation, Productivity and Prevention (QIPP) and clinical commissioning. It has many benefits, with the hope that the network can bring about real change and improvement to patient experience and service delivery at a local, regional and national levels.

Open to a variety of professionals from within the healthcare sector, the CLN strives to:

- Empower frontline clinicians
- Develop clinical leaders
- Influence health policy
- Improve quality and productivity
- Deliver patient centred services
- Promote shared leadership with system managers

These above objectives are met by way of a structured programme of service improvement which is based upon regular action learning allowing their members the opportunity to active debate concerns, undertake problem solving and plan practical action that will improve the quality of their care services.

More information can be found here: <http://www.cln.nhs.uk/>

### The Faculty of Medical Leadership and Management (FMLM)

FMLM was established in 2011 by all the UK medical royal colleges and faculties and endorsed by the Academy of Medical Royal Colleges. It is the UK professional body focused on medical leadership. More information can be found here: <https://www.fmlm.ac.uk/>

## Royal College of Nursing (RCN) Leadership Programmes

The RCN also supports leadership and has a suite of programmes to support staff at all levels, from the beginning of their leadership career to experienced leaders wishing to refine their skills. Information on these programmes can be found here: <https://www.rcn.org.uk/professional-development/professional-services/leadership-programmes>

## The King's Fund

The King's Fund runs several courses, including:

- Senior Clinical Leaders
- Clinical Directors and Lead Clinicians
- Leadership for consultants
- Emerging clinical leaders and clinical leadership in the independent health care sector.

All these programmes can be found here: <https://www.kingsfund.org.uk/courses#clinical-leadership-programmes>

## LeAD

LeAD is a supporting tool, which consists of short e-learning sessions that support the knowledge base of CLCF, as well as that of the Healthcare Leadership Model. It can be found on the e-Learning for Health (e-LfH) platform here: [www.e-lfh.org.uk/LeAD](http://www.e-lfh.org.uk/LeAD). The e-learning provided by e-LfH facilitates multidisciplinary training and team-working and is available free of charge to all relevant users in health and social care across the NHS. This also applies to anyone working for organisations in the private or third sector commissioned to deliver NHS services through the OpenAthens system. For more information on who is entitled to an OpenAthens account, please see: <https://www.nice.org.uk/about/what-we-do/evidence-services/journals-and-databases/openathens/openathens-eligibility>

## Areas of best practice for leadership in health

The Kings' Fund has a blog about leadership <https://www.kingsfund.org.uk/blog> which often highlights areas of good practice. An example of an interesting blog can be found here <https://www.kingsfund.org.uk/blog/2017/12/enhancing-health-care-homes-system-leadership-action>, where 'system leadership' has shown to enhance the experience for frail, older people after care workers set up a network. 'Members of the groups shared complementary strengths, knowledge and a relational approach to getting things done and instigating practice change – **all characteristics of system leadership** – to plan positive system change.'

NHS England has written a paper entitled 'Building and strengthening leadership: leading with compassion', which can be found here: <https://www.england.nhs.uk/wp-content/uploads/2014/12/london-nursing-accessible.pdf>. It is a practical guide to leadership and can be used by all. It describes many areas of best practice for leadership in health. Page 14 features a powerful case-study following a patient called Stuart; it shows where a strong, positive leadership culture in the organisation helped to improve Stuart's experience at each stage of the patient journey.

NHS England also devotes part of its website to leading change, including a video: <https://www.england.nhs.uk/leadingchange/>. The video is aimed at nursing, midwifery and care staff. They are currently asking organisations to get involved, including inviting them to submit case studies for publication: <https://www.england.nhs.uk/leadingchange/contact-us/>.

This information can be made available in alternative formats, such as easy read or large print, and may be available in alternative languages, upon request. Please contact 0300 311 22 33 or email [england.contactus@nhs.net](mailto:england.contactus@nhs.net).

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For more information about the Integrated Urgent Care / NHS 111 Workforce Blueprint, click [here](#).

