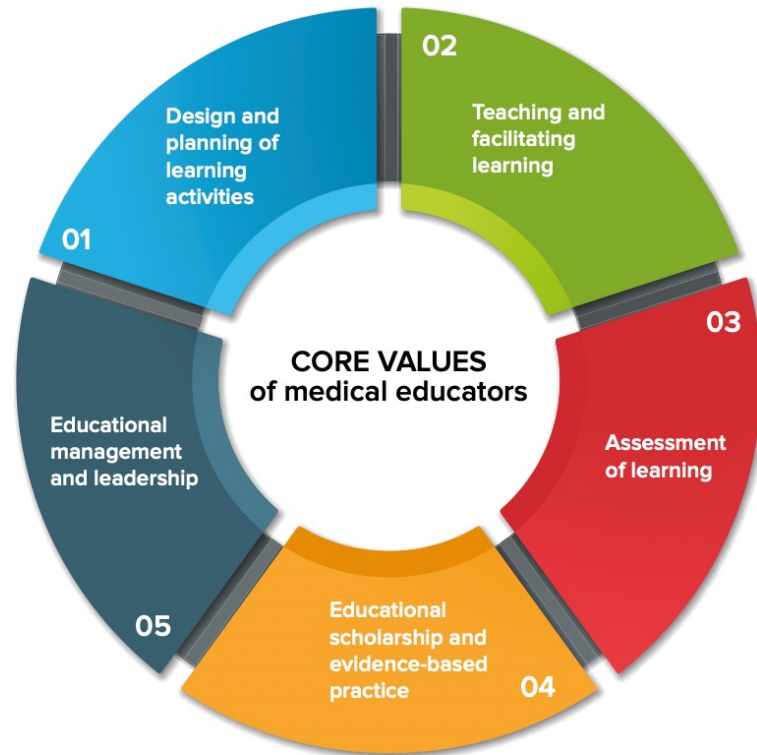


# Leading for the Future

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PROFESSOR JACKY HAYDEN CBE

# Professional Standards



Four Core Values  
Plus

Five domains of  
professional practice  
Focus on Domain 5

Academy of Medical Educators

# What will survive as the world changes completely

Richard Smith

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Clear ethical values

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Being clear about the purpose of your organisation

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Putting patients first

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Constantly trying to improve

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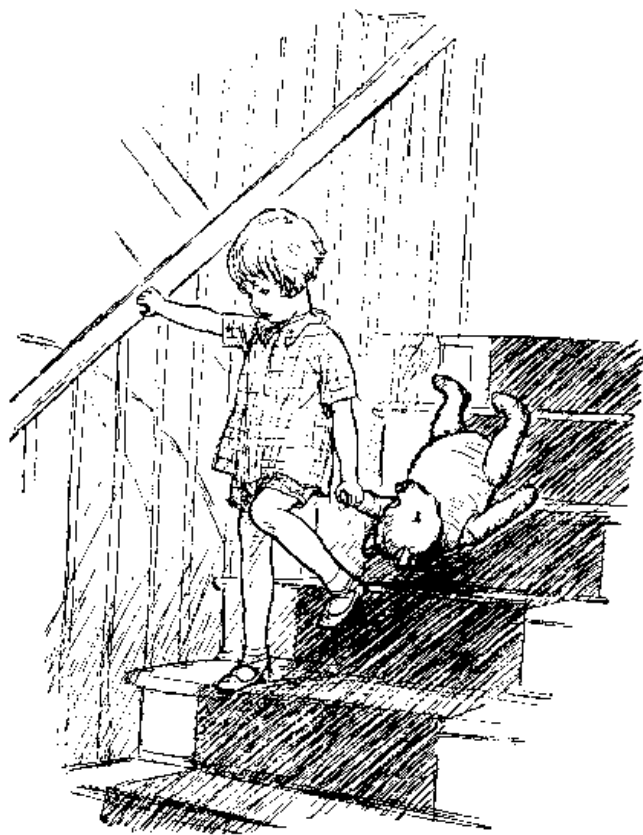
Basing what we do on evidence

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Leadership

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Education/learning



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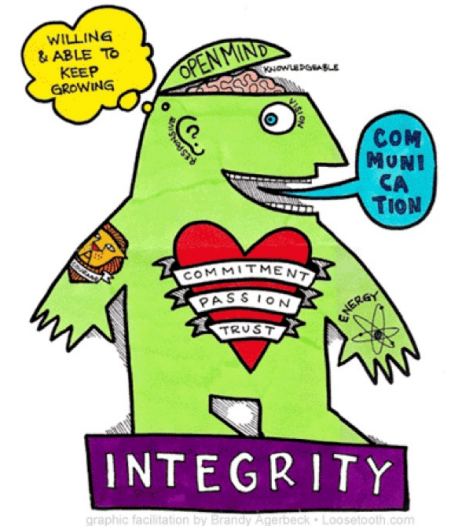
There  
must be a  
better way

## Educational Leadership

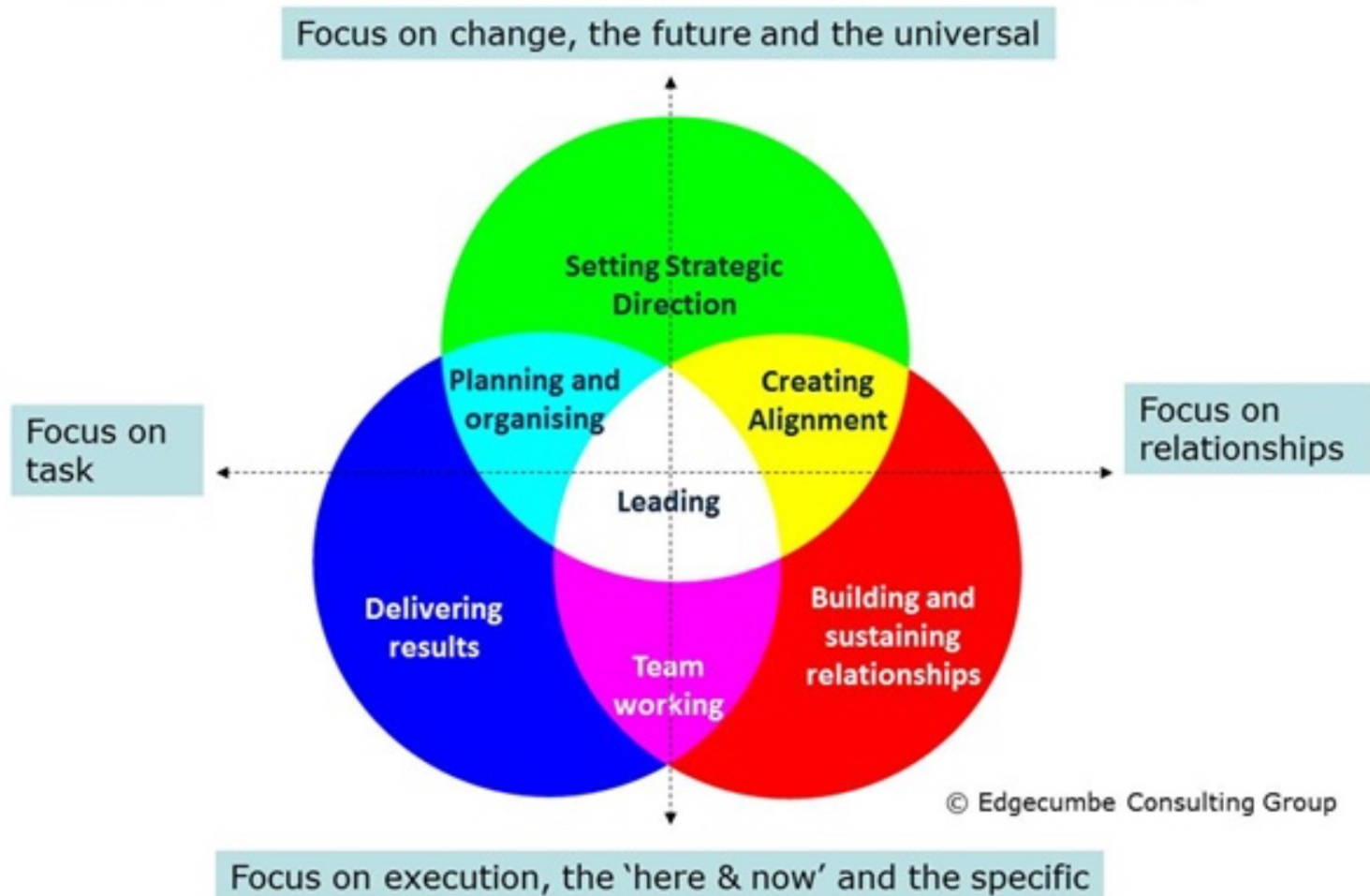
What is educational leadership?

How can we create the space to  
develop leadership skills?

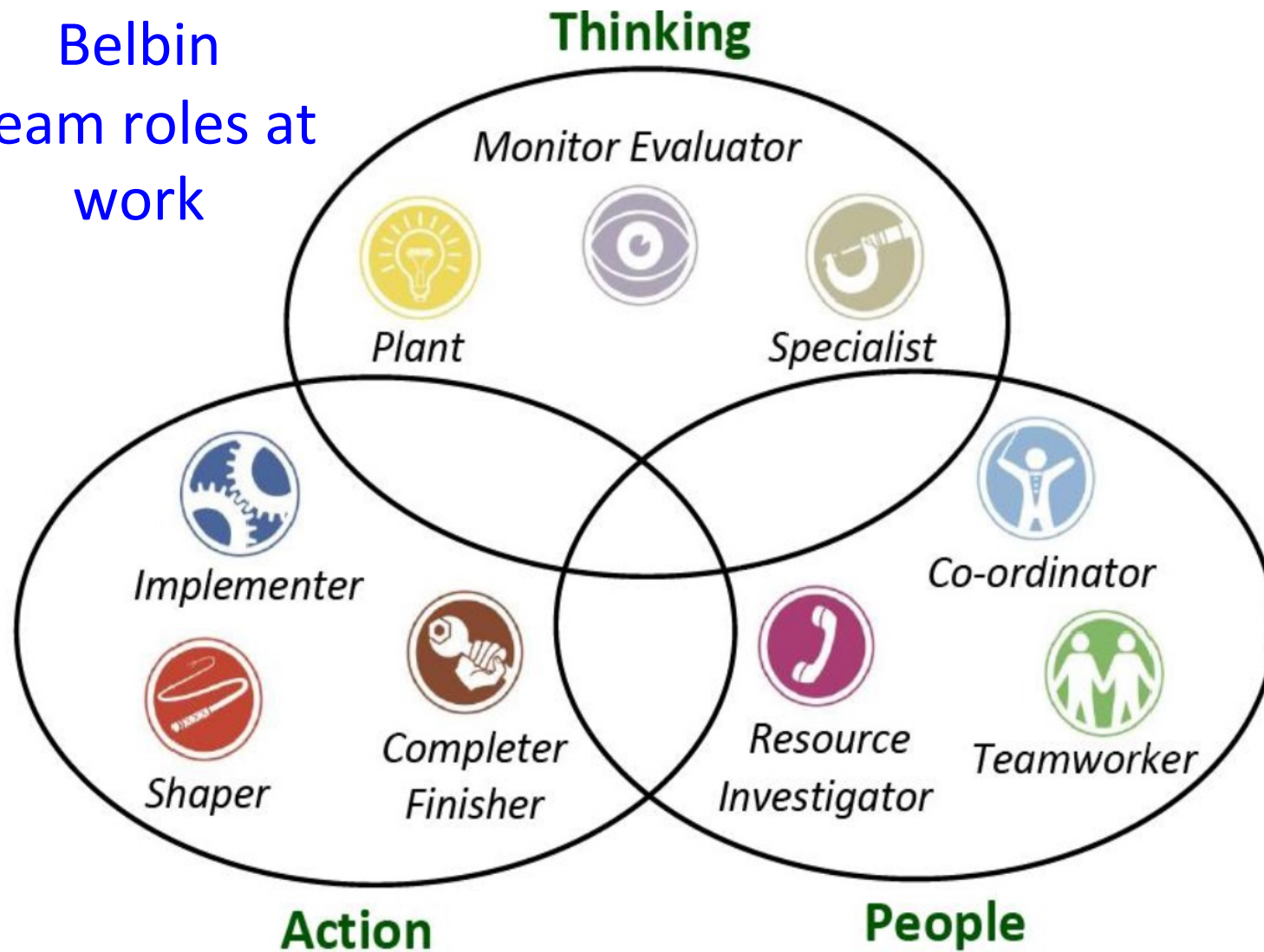
Developing wisdom as an  
educational leader



# The Primary Colours<sup>®</sup> of Leadership



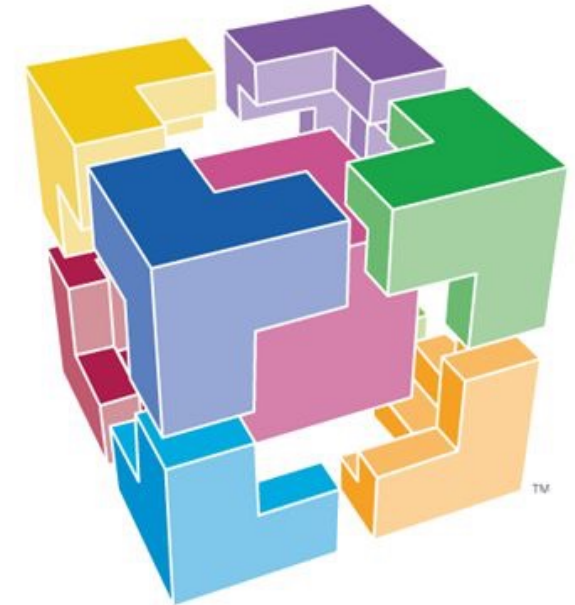
Belbin  
Team roles at  
work



# Healthcare Leadership Model

The Healthcare Leadership Model is made up of nine behavioural dimensions:

- Inspiring shared purpose
- Leading with care
- Evaluating information
- Connecting our service
- Sharing the vision
- Engaging the team
- Holding to account
- Developing capability
- Influencing for results





# FMLM Leadership Framework



## SELF

Doctors should endeavour to know and understand themselves, their impact on others and be constantly striving to improve.



## TEAM PLAYER/TEAM LEADER

The effective medical leader has a sophisticated knowledge of establishing and leading teams and how to get the best out of them.



## ORGANISATIONAL RESPONSIBILITY

The effective manager or leader understands and contributes positively to the strategic direction and operational delivery of the organisation in which they work.



## SYSTEM LEADERSHIP

The importance of integrated care has been emphasised in all healthcare systems across the UK.

# System Leaders

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They are resilient and demonstrate the energy, drive and motivation to lead and work with others to consistently high standards, listening, feedback and reflection are key components.

They are robust defenders of fairness and justice and strive constantly to create an optimal environment for colleagues to give of their best

They can successfully balance their role in day-to-day delivery, with a focus on anticipating future challenges and innovation

They are adept in dealing with complexity and ambiguity. They translate policy into practice and negotiate effectively with organisations across the system to meet the needs of the population.

# Context of Health Care Education

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Volatile, uncertain, complex, and ambiguous

Working in partnership with health care providers

Holding to account for the quality of clinical placements

Working with clinical educators whose timetables fluctuate and where there is little direct accountability.

Influencing culture

# A Growth Mindset

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Intelligence can be developed.

Embrace challenges.

Persist in the face of setbacks.

See effort as a path to mastery.

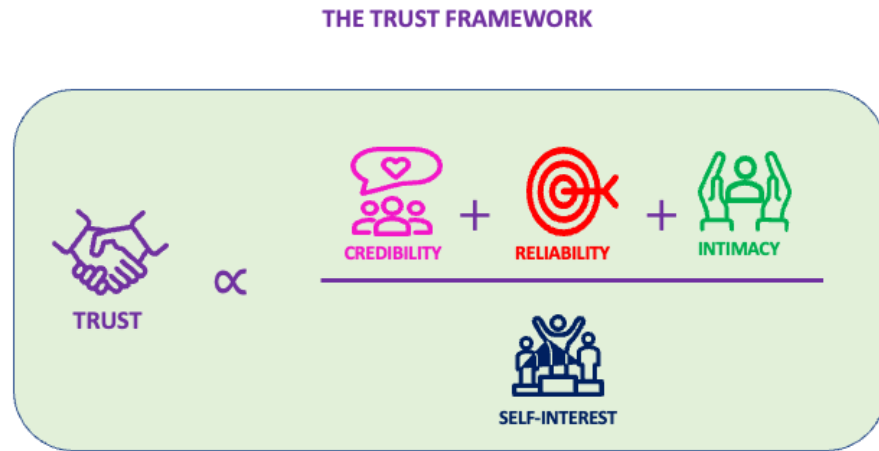
Learn from criticism.

Find inspiration in the success of others.



Carol Dweck

# The Trust Equation



The trust equation was developed by Charles H Green

Credibility	They know their stuff	Knowledgeable, experienced, professional kudos
Reliability	They consistently deliver	Doing what we say we will. Dependent on actions.
Intimacy	I feel safe with them	Security in demonstrating our vulnerabilities
Self orientation	They appear focused on their own pursuits	Balance of focus on our own goals against the needs of others and wider society.

# Maintaining personal values

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Reflection – alone, with peers or with a coach

How might it feel to be led by me?

Exploring in depth why you took the course of action and how it made you feel.



# Good decision making

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Decision making is hampered when we are:

- Tired
- Stressed
- Treated unfairly (or believe we are)
- Working in an environment where the culture is hostile

Heffernan

# Creating the space to move to the next level





# Assessments, feedback and appraisal

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In meetings with supervisors is the conversation about the task or how the learner was feeling about the task?

Is there an exploration of intimacy and self interest?

Is the balance between selflessness, research/educational output and career progression discussed openly?

In a clinical setting is the educational role discussed?

# Coaches and mentors



# Developing wisdom as an educational leader

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## Technical Leadership

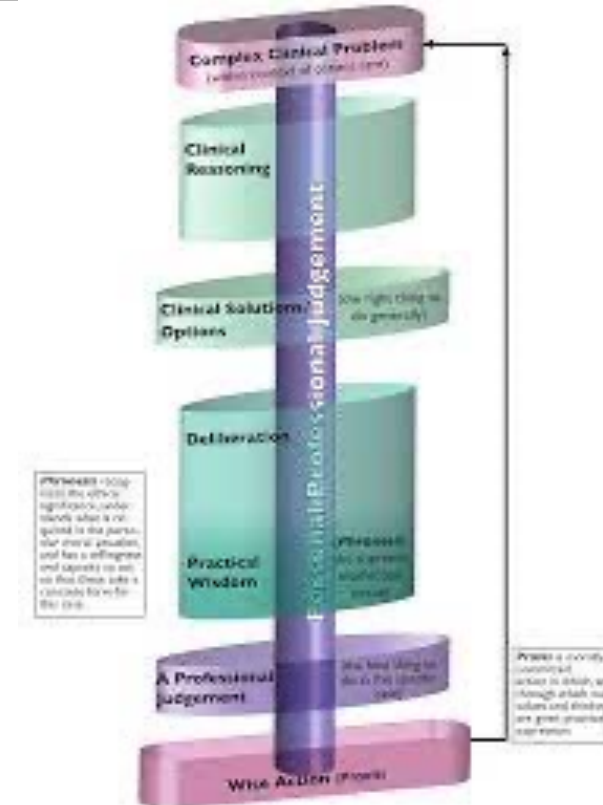
- Using existing knowledge
- Known solutions
- Predictable

## Adaptive Leadership

- No 'best evidence'
- Complex
- Unpredictable

# Developing wisdom as an educational leader

Strategies that help us understand the influences on our decision making and enable us to see from all angles



de Cossart and Fish

# Developing wisdom as an educational leader

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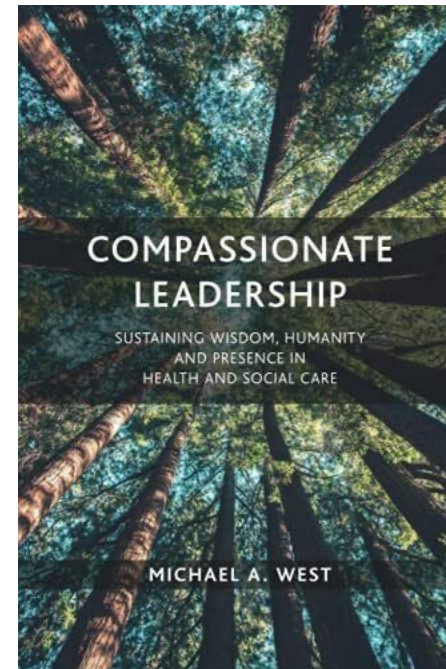
The ability to 'move from the dance floor to the balcony' and know where and when to be most effective



# Developing wisdom as an educational leader

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The power of presence,  
humility, compassion and  
living your values



# Courage

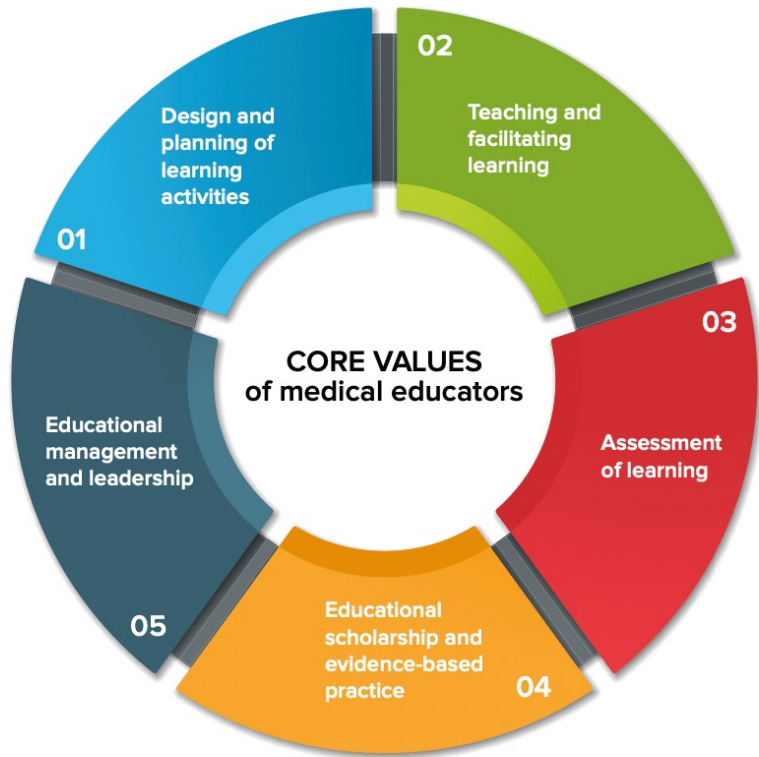
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It takes a great deal  
of bravery to stand up  
to your enemies,  
but a great deal more  
to stand up to your friends

**Albus Dumbledore**

# Professional Standards and Support



Academy of Medical Educators



International Network for  
Health Workforce Education