Introduction

Spiral Leadership is based on the success of a leadership and management training programme developed in Ophthalmology by the Head of School, Fiona O’Sullivan. On completion of training most doctors find that part of their work includes a management role. This toolkit is designed to help trainees to develop competencies relevant to team working and leadership, to ensure they are prepared for life as a consultant. It supports the need for practical experience in management and seeks to put theory into practice.

It is hoped that in future all specialty training in south London will offer a form of spiral leadership, bringing a consistent approach to how this type of training is delivered. The toolkit is flexible, meaning it can be used in its entirety, or to complement existing leadership or management training programmes. Training leads are expected to tailor their approaches based on the needs of their training programmes.

Spiral Leadership Portfolio

At the centre of this toolkit is a leadership portfolio, which comprises eight leadership and management domains. Over the course of their training, trainees are expected to undertake projects that relate to each domain in the portfolio to help them develop their leadership and management skills. The portfolio includes project examples for each domain and is explored in more detail on page five.

What exactly is involved in using the portfolio?

Trainees are expected to complete a maximum of two projects per year, chosen from any of the domains. In 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.
At the start of each training year, supervisors will agree with their trainees, which projects the trainee should undertake. They 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.

Similar to the principles of the PDCA cycle\(^1\), for each project trainees are expected to plan, do, and then reflect in order to improve their leadership and management skills.

Tiered learning

The programme incorporates a tiered learning structure. Each of the domains includes examples of projects that vary in difficulty. Supervisors and trainees should choose projects according to the level of the trainee and their ability to understand a particular level of content. Other factors might affect the type of project chosen, such as the trainee’s preferred learning style, or interest in a particular area. Typically, the level of project difficulty chosen will coincide with the trainee’s progression, year on year.

Trainers and trainees are advised to always start with an easier project and work their way up to something more challenging. Topics that arise in audit meetings may be a good starting point.

Trainees can choose projects which increase in complexity as the trainee becomes more

---

\(^1\) For more information visit: [http://www.institute.nhs.uk/quality_and_service_improvement_tools/quality_and_service_improvement_tools/plan_do_study_act.html](http://www.institute.nhs.uk/quality_and_service_improvement_tools/quality_and_service_improvement_tools/plan_do_study_act.html)
mature. If a trainee’s level of competence allows them to undertake a more difficult project 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.

The role of the supervisor

Most supervisors will have experience in varying ways of leadership and management. 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. Supervisors are not expected to manage any of the projects themselves. Instead they 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.

What do trainees get out of this?

This portfolio gives trainees the opportunity to learn about the management roles and responsibilities that a consultant faces in their working life. Trainees are able to develop management competencies and problem solving skills under close supervision by a consultant at a time in their career when this is not part of their everyday role.

Whilst completing the portfolio does require some commitment from both the trainer and the trainee, it also provides an opportunity to increase contact between the two, and helps to develop the trainee’s generic skills, such as time management and meeting deadlines. The completed portfolio contains a mass of information that the trainees will have compiled which, as well as demonstrating how they have developed their skills in management, is also a valuable resource that trainees can use when facing day to day management issues in future.

Resources and training courses

This toolkit includes signposting to useful links, resources, as well as suggested courses available to trainees via the School of Improvement, which offers a wide range of courses on leadership, teaching and supervision skills. This blended approach to learning is centred on both peer and self-assessed learning, delivered through classroom training, web based lectures and downloadable resources.
Spiral Leadership Portfolio

The leadership portfolio comprises eight leadership and management domains. Within each domain there are a number of project examples provided which increase with complexity. Supervisors and trainees may wish to use and tailor these examples, or develop their own projects depending on the specialty.

Each of the domains can be linked to the Healthcare Leadership Model developed by the NHS Leadership Academy\(^2\). The programme also has strong links with the GMC Generic Professional Capabilities framework which will be embedded in all postgraduate medical curricula in 2017\(^3\).

1. **Managing Yourself**

The development of personal skills to help the trainee manage situations effectively and professionally is key to the rest of the Leadership Portfolio.

This domain focuses the individual on thinking about their own attributes and skills in communication, handling feedback, coping with stress, developing resilience and stretching oneself to develop further.

Emphasis is placed on developing the skill of effective reflection. Trainees are asked to complete a piece of development and produce a reflective piece in each year of training. Areas which may be challenging can be revisited and spiral learning can help development of these skills.

Trainers should note that the quality of reflective writing by participants can be variable. Trainees are encouraged to look at the additional resources provided on page 13 to help develop their reflective writing skills.

<table>
<thead>
<tr>
<th>Project example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> How to reflect and write a reflective piece</td>
</tr>
<tr>
<td><strong>Description:</strong> The trainee is asked to write a reflective piece in each year of training preferably using specific examples on one of the items below:</td>
</tr>
<tr>
<td>- <em>What is my natural style of communication when not under pressure</em></td>
</tr>
<tr>
<td>- <em>What is my style of communication when challenged</em></td>
</tr>
<tr>
<td>- <em>How do I react to stress, criticism and how do I develop resilience</em></td>
</tr>
<tr>
<td>- <em>How do others perceive me in non-stressful and stressful situations</em></td>
</tr>
<tr>
<td>- <em>How do I challenge myself to learn things outside my comfort zone</em></td>
</tr>
</tbody>
</table>


\(^3\) For more information visit: [http://www.gmc-uk.org/06_Generic_professional_capabilities_published_version.pdf_64818615.pdf](http://www.gmc-uk.org/06_Generic_professional_capabilities_published_version.pdf_64818615.pdf)
Useful links

i) **Source:** London Leadership Academy  
**Description:** This toolkit has sections on managing self with questionnaires, suggested exercises and other tools, which are particularly relevant to the *Managing Yourself* domain. There are also sections on leading and managing others and leading teams and change.

**Link:** [http://www.londonleadershipacademy.nhs.uk/leadershiptoolkit](http://www.londonleadershipacademy.nhs.uk/leadershiptoolkit)

ii) **Source:** Professional Support and Development Courses  
**Description:** This is a link to courses free to all London trainees on communication skills and team-working. Individual communication and language skills assessment needs can also be arranged.

**Link:** [http://www.lpmde.ac.uk/professional-development/communication-skills](http://www.lpmde.ac.uk/professional-development/communication-skills)

iii) **Source:** Developing Reflective Writing Skills  
**Description:** These links are useful for developing reflective writing skills

[http://www.gmc-uk.org/education/continuing_professional_development/26744.asp](http://www.gmc-uk.org/education/continuing_professional_development/26744.asp)

---

**School of Improvement**

**Course:** Stress and Resilience  
**Description:** This event and workshop covers: personal organisation and resilience, stress management and how to cope, looking after yourself, and bullying and harassment.


---

2. **Team Management**

Designing a new rota in your department is one of the most challenging projects in the entire portfolio. 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.

Other tasks included in this domain relate to appraisal of junior trainees and recruitment. The recruitment exercise may include experience with shortlisting job applicants and attending subsequent interviews as part of the interviewing panel.

Chairing a meeting requires planning, including clear aims of the meeting, agenda setting, communication, allowing attendees to contribute and time-keeping.
### Project examples

**Description:** Projects can include one of the below examples:

- *Training in equality and diversity*
- *Managing a rota*
- *Learning about recruitment, including interview techniques*
- *Learning how to appraise*
- *Learning how to inspire and motivate team members*
- *Learning how to chair a meeting*

### Useful links

<table>
<thead>
<tr>
<th></th>
<th><strong>Source</strong></th>
<th><strong>Description</strong></th>
<th><strong>Link</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>London Leadership Academy</td>
<td>This toolkit has sections on managing self with questionnaires, suggested exercises and other tools, which are particularly relevant to the <em>Managing Yourself</em> domain. There are also sections on leading and managing others and leading teams and change.</td>
<td><a href="http://www.londonleadershipacademy.nhs.uk/leadershiptoolkit">http://www.londonleadershipacademy.nhs.uk/leadershiptoolkit</a></td>
</tr>
<tr>
<td>ii</td>
<td>Professional Support and Development Courses</td>
<td>This is a link to courses free to all London trainees on communication skills and team-working. Individual communication and language skills assessment needs can also be arranged.</td>
<td><a href="http://www.lpmde.ac.uk/professional-development/communication-skills">http://www.lpmde.ac.uk/professional-development/communication-skills</a></td>
</tr>
<tr>
<td>iii</td>
<td>eLearning for Healthcare</td>
<td>This link is for online equality and diversity training, with an excellent communication skills section.</td>
<td><a href="http://www.e-lfh.org.uk/programmes/equality-diversity/">http://www.e-lfh.org.uk/programmes/equality-diversity/</a></td>
</tr>
<tr>
<td>iv</td>
<td>Team Up</td>
<td>This is a link to a variety of volunteering projects available in London which provide opportunities for team-working, chairing and leading.</td>
<td><a href="http://www.lpmde.ac.uk/training-programme/specialty-schools/public-health/teamup">http://www.lpmde.ac.uk/training-programme/specialty-schools/public-health/teamup</a></td>
</tr>
</tbody>
</table>

### School of Improvement

**Course:** Clinical Leadership on the Ward  
**Description:** This event and workshop covers: developing skills as a leader, dealing with different personalities, human factors, and team building.  
3. **Financial**

The trainee will show that they know how to write a business case to purchase a piece of equipment for the department in which they are working. The various funding avenues, such as NHS funding or charitable funding, should be discussed. As Clinical Commissioning Groups develop and commission many secondary care services, trainees would benefit from attending meetings with commissioners.

<table>
<thead>
<tr>
<th>Project examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong> Projects can include one of the below examples:</td>
</tr>
<tr>
<td>- Writing and implementing a business case, e.g. bid to purchase a new piece of equipment</td>
</tr>
<tr>
<td>- Contributing to a cost improvement plan</td>
</tr>
<tr>
<td>- Learning about payment by results and managing financial information</td>
</tr>
<tr>
<td>- Shadowing Clinical Commissioner of relevant services or attending a Clinical Commissioning Group (CCG) meeting</td>
</tr>
</tbody>
</table>

### School of Improvement

**Course:** Business and Strategy

**Description:** This course is a half day on business planning, commissioning and Trust performance.


4. **Project Management**

The trainee develops the introduction of a new medical guideline into the department – each specialty to provide relevant example here. 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.

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.

<table>
<thead>
<tr>
<th>Project examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong> Projects can include one of the below examples:</td>
</tr>
<tr>
<td>- Introducing a guideline</td>
</tr>
<tr>
<td>- Introducing a new piece of equipment</td>
</tr>
<tr>
<td>- Developing a new service</td>
</tr>
</tbody>
</table>
5. **Medico-legal**

One of the first and most arduous tasks that lands on a newly appointed consultant’s desk is responding to complaints. Trainees are given genuine anonymised complaints from patients. The trainees research the Trust complaints procedure and then draft a response to the complaints. The trainers review the response and advise on whether it is appropriate and adequate to deal with issues raised by the complaint. From this the trainees achieve a good working knowledge of the NHS complaints system. By the end they will have compiled a number of worked examples for future use. Once this project has been completed, trainees are encouraged to continue answering complaints to keep their skills up.

**Project examples**

**Description:** Projects can include one of the below examples:

- Handling a complaint
- Writing a report for a solicitor
- Death Certification/ coroner report if applicable to specialty or other specialty specific legal registration

**Useful link**

i) **Source:** London Specialty School of Ophthalmology

**Description:** Complaint Exercise Example

Copy and paste the below link into your browser (trainee/trainer login required):

https://secure.synapse.nhs.uk/file/download/id/163464

If you cannot access the above, the exercise is also included at appendix 1.

---

**School of Improvement**

**Course:** Delivering Quality Care Course

**Description:** This 1 day course provided by GSTT School of Improvement includes handling complaints, duty of candour and patient experience.

6. **Confidentiality and Data Protection**

The aim is to provide knowledge of the legislation concerning data protection and confidentiality. The trainees’ grasp of the subject is then assessed on how well they are able to teach that information to other trainees. Issues that arise in discussion may include when a patient’s confidentiality can be breached.

<table>
<thead>
<tr>
<th>Project examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong> Projects can include one of the below examples:</td>
</tr>
<tr>
<td>- <strong>Completion of Trust Mandatory training in IG</strong></td>
</tr>
<tr>
<td>- <strong>Information governance - learning the principles of Information governance; then teaching fellow trainees about data protection</strong></td>
</tr>
<tr>
<td>- <strong>Reviewing breaches of information governance</strong></td>
</tr>
</tbody>
</table>

**Useful link**

1) **Source:** NHS England

**Description:** This resource page has been designed to help locate the information needed to answer most Information Governance (IG) related queries.

**Link:** [https://www.england.nhs.uk/ourwork/tsd/ig/ig-resources/](https://www.england.nhs.uk/ourwork/tsd/ig/ig-resources/)

7. **Risk Management**

All trainees will demonstrate involvement in departmental clinical governance meetings. Over time trainees may contribute to drawing up and acting on risk registers within a department.

At some point in professional life, most doctors will be involved in a serious incident (SI). Trainees can spend time with senior colleagues working through the process of how an 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. Time is spent trying to devise interventions so that precipitating events that led to the SI will not reoccur.

Further skills in risk management can be developed by contributing to the design and implementation of an induction programme. Understanding relevant risks ad strategies to mitigate these risks as well as communication skills are developed with planning and delivering induction.

<table>
<thead>
<tr>
<th>Project examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong> Projects can include one of the below examples:</td>
</tr>
<tr>
<td>- <strong>Providing evidence of attendance and contribution to clinical governance meetings, over a period of six months</strong></td>
</tr>
<tr>
<td>- <strong>Investigating an incident; learning about root cause analysis</strong></td>
</tr>
<tr>
<td>- <strong>Drawing up and receiving the departmental risk register</strong></td>
</tr>
<tr>
<td>- <strong>Designing and implementing a project to reduce risk</strong></td>
</tr>
<tr>
<td>- <strong>Designing and implementing an induction programme</strong></td>
</tr>
</tbody>
</table>
School of Improvement

**Course:** Clinical Audit Workshops

**Description:** The Quality Improvement and Patient Safety team offers a half day introduction to a clinical audit training workshop. The workshop is run monthly and is aimed at staff that have no experience of clinical audits or those who have been involved with audits and want to better understand the audit process.

Contact QIPS@gstt.nhs.uk for information on Safety Connections Network in South London, course on Root Cause analysis and investigating Serious Incidents.


---

8. **Management Training**

In addition to shadowing senior managers and attending various management meetings, trainees can also attend specifically designed specialty registrar management courses, leadership courses or equality and diversity training.

Reflective note writing is encouraged after the course, and this is discussed with the trainer. The advantage of attending a course is that much information in different areas of management can be obtained in a relatively short period of time. Completing the portfolio and attending a management course will complement each other.

Different models of delivering care: examples could include services provided by Independent Treatment Centres or Community based schemes or co-management of conditions across primary and secondary care. Reflective notes on what has been learned to be uploaded to ePortfolio.

**Project examples**

**Description:** Projects can include one of the below examples:

- Research NHS principles and values and trainee to evidence how they apply this to working life
- Providing evidence of attendance at management courses with reflective notes
- Providing evidence of shadowing Trust management with reflective notes
- Experience of how ISTC (Independent Sector Treatment Centre) or other independent providers contribute to clinical services
- Experience of multi-professional community or hospital based schemes with reflective notes
- Specialty would need to provide relevant examples to trainees here
## Useful links

| i) | **Source:** eLearning for Healthcare  
**Description:** eLearning for Healthcare provides access to an online equality and diversity training, which includes an excellent communication skills section.  
| --- | --- |
| ii) | **Source:** Kings Fund  
**Description:** Courses for senior trainees in leadership  

## School of Improvement

**Course:** Consultant Interview Preparation and Practice  
**Description:** This programme is aimed at trainees who are preparing for consultancy  
Useful links/resources

https://secure.synapse.nhs.uk/pages/group_1316/d855fd859772757b565fb0f981aaf79a
This is a link to the London School of Ophthalmology Synapse page, which includes a set of leadership resources.

http://www.londonleadershipacademy.nhs.uk/leadershiptoolkit
This toolkit has sections on managing self with questionnaires, suggested exercises and other tools, which are particularly relevant to the Managing Change domain. There are also sections on leading and managing others and leading teams and change.

http://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/supporting-tools-resources/healthcare-leadership-model-360-degree-feedback-tool/

http://www.e-lfh.org.uk/home/
e-Learning for Health is a Health Education England Programme in partnership with the NHS and Professional Bodies providing high quality content free of charge for the training of the NHS workforce across the UK.

http://www.lpmde.ac.uk/professional-development/communication-skills
This is a link to courses free to all London trainees on communication skills and team-working. Individual communication and language skills assessment needs can also be arranged.

http://www.lpmde.ac.uk/training-programme/specialty-schools/public-health/teamup
This is a link to a variety of volunteering projects available in London which provide opportunities for team-working, chairing and leading.

https://www.dr-toolbox.com/
Dr Toolbox is a website and mobile app which provides local hospital and department information to trainee doctors. Dr Toolbox also includes a leadership programme, which has been developed to encourage editors to manage and maintain their respective Dr Toolbox pages as part of the quality improvement requirements set within postgraduate medical curricula.

http://govknow.com/training-home.html
This site offers a wide range of developmental courses worth looking into.

This describes one model of reflective writing and gives a detailed example.