

ONE DAY ON-LINE COURSE ON HEALTHCARE LEADERSHIP
For F2 medical trainees,
Friday 27th November 2020 and Friday February 12th 2021
Delivered on-line via TEAMS

Dear colleague,

This introduction to healthcare leadership has been designed with the needs of trainees very much in mind. It was constructed using over a hundred stories of good and bad leadership and management obtained from trainees. Various issues and themes were identified to determine the most appropriate management and leadership tools to help you in your everyday work. As doctors we use heuristics or “rules of thumb” to help us determine what to do in complex clinical situations eg CABC approach for CPR. A similar approach using heuristics or “rules of thumb” has been adopted for managing management and leadership situations, which also tend to be equally complex.

The day will have a clear structure. The programme is sufficiently flexible for some changes to be made to the programme depending on the interests of the participants and, as we go along, to address leadership and management issues relevant to you. This means that delegates will to some extent help shape individual courses.

Although I am a surgeon, let me reassure you that we are covering generic management and leadership topics relevant to all healthcare workers from F1 to consultant.

I am very much looking forward to spending the day with you and if the subject of leadership and management interests you, discuss with you what might want to do next.

Yours Sincerely,

Richard Canter

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Visiting Professor of Surgical Education, Nuffield Department of Surgical Sciences, University of Oxford.

PS. There is a simple questionnaire to complete beforehand about working styles. You will see the questionnaire attached to this e-mail. It is in two languages, English and Arabic because some of the English words are not in everyday use, and in the past delegates who have Arabic as their first language have told me this is a great help.

The questionnaire does NOT identify management , or leadership capabilities, or how clever you are, or how nice you are. The purpose of the questionnaire is to find out your preferences in a Team and give you insights on how to communicate and work more effectively with others. Your particular score, and your category (A,B,C,D) does not matter a scrap so try to answer as honestly as you can. No-one will see your individual answers except you. They might know your category (A,B,C,D as we may ask you to tell us on CHAT) because that will help everyone in knowing that there is more than one way of working together.

OUTLINE PROGRAMME FOR THE DAY (9.00 - 4.00)

The session will start at 9.00 so please log on a few minutes before hand-thank you.

1. Introduction and overview of the day: Course objectives and a generic model of management and leadership.

2. Working styles: Examination of your own, the working styles of others, suggestions for improving your own working style and why different styles improve the quality of decisions.

3. Communication: Improving communication with others at work, eg in difficult situations when you feel unable to speak out and also useful for interviews, exams, writing PhDs etc.

4. Positive critiquing and appreciative management: Recognising the contribution of others, and using an appreciative to develop simple approaches to making changes in healthcare systems.

5. Negotiation skills: Elements of good negotiation by identifying what makes negotiation effective.

6. Managing change: an approach to understanding the interests and influences in your healthcare environment, and identifying the elements that are necessary to bring about change.

Course objectives

You are all very busy so the idea is to cover a great deal of ground in one day

The main objective of the course is to provide you with some simple and hopefully effective practical generic teamwork, management and leadership skills that you can immediately start thinking about and using in complex situations at work, and for that matter in your personal life. These are simple enough to keep them in your head to enable you to respond constructively and more effectively in a wide range of situations. For example, responding to an angry patient, understanding your own preferred working styles and that of your colleagues, becoming more effective when encountering difficulties and frustrations with management and healthcare colleagues, negotiating your work schedules, changing practice in your organisation, being more effective as a clinical leader, managing your own future career in the current difficult environment, and other situations. It won't solve all your problems, but it might lower your blood pressure by giving you insights into what is happening around you and lead to better ways of managing day-to-day difficulties and frustrations.

Course delivery

The course will be fast moving covering many topics with a mixture of short talks, feedback comments and questions using CHAT, and some opportunity to ask pose questions in person. There will be breaks of 10 minutes every hour and a lunch break of 30 minutes. Previous experience shows that this pattern of delivery works for most delegates.

Course Tutor

Professor Richard Canter was ignominiously expelled from school, failed to get into Oxford to study physics, unlike his younger brother who went to Cambridge, started one degree then changed to another, had to rewrite part of his PhD along with several other setbacks. His motto became: "success is fine but failure is far more interesting." Indeed he now regards success and failure as no more than different forms of data. Perhaps you might agree. Simply by being enthusiastic, and refusing to give up, he has managed to turn things around somewhat, which should be an encouragement to all those for whom life is not straightforward endless success.

Appointed as a consultant surgeon at the Royal United Hospital, Bath in 1987, he completed a PhD in Management at the University of Bath (1998). He was a faculty member in the School for Health then Social Policy at the University of Bath from 1991 until 2007 before his appointment in the Nuffield Department of Surgery at Oxford in 2007 and emeritus consultant at Oxford University Hospitals in 2015. He is also an Associate Fellow at Green Templeton College, and Hon Research Fellow in the Department of Education, University of Oxford. He supervises Masters, MBA and D. Phil students exploring organisational change....that's more than enough.