

The Royal College of Radiologists Leadership for Improvement Programme 2017

A development programme for aspiring future medical leaders



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Introduction

In 2013–14, The Royal College of Radiologists collaborated with the Royal College of Pathologists in a leadership programme entitled Leading Transformational Culture Change. In 2015–16, The RCR delivered its own leadership course, run in collaboration with the Institute of Physics and Engineering. The RCR is delighted to announce that it is continuing to expand, develop and deliver this course in 2017.

This national programme, entitled The Leadership for Improvement Programme (LFIP), is aimed at mid-career consultants and physicists aspiring to clinical director (or equivalent) roles in the next few years. Participants will be supported to complete a quality improvement (QI) project as part of the programme. In addition to this initial QI project, participants who successfully complete the programme will be equipped with essential leadership skills that can be directed towards departmental and organisational strategic and operational goals related to effectiveness, patient experience and/or value (cost), and will professionally develop them as future leaders.

The LFIP programme will run from February to December 2017 and will be delivered in one- and two-day blocks. We encourage applications from pathologists and medical physicists.

Overview of the LFIP programme

This programme aims to prepare the participants for senior leadership roles. It will foster resilience to maximise personal effectiveness and will develop participants' abilities to meet the changing needs of healthcare.

Intended learning outcomes

By the end of the programme, participants should be able to:

1. Assess their leadership style, preferences, impact and any areas for development
2. Evaluate and use the concepts and techniques of improvement science

3. Appraise and manage the human aspects of change, including the psychology of change and cultural factors affecting change
4. Formulate, carry out and reflect on a change project in their own organisation
5. Develop their ability to reflect on and learn from experience by working as part of 'learning teams'.

There will be seven days of teaching and a presentation day and participants will be expected to devote at least as much time again to completing their projects. Applicants will need to be able to commit to attendance at all of the teaching days, which are:

- Thursday 9 and Friday 10 February 2017
- Thursday 23 and Friday 24 March 2017
- Tuesday 6 and Wednesday 7 June 2017
- Tuesday 10 October 2017
- Tuesday 5 December 2017 (Presentation day)

Applications are open to clinical radiologists and clinical oncologists, medical physicists and pathologists.

The first day of each two day block will start mid-morning, to facilitate morning travel to London, rather than a two night stay. For RCR members and Fellows, participants will be charged £1170 in total. For non-members of the RCR, participants will be charged £2428. All participants will also need to cover their own expenses for three overnight stays in February, March and June and their own travel and subsistence costs.

The programme is aligned to the National Health Service Change Model and Leadership Framework. RCR continuing professional development points will be allocated to the programme (number to be confirmed).

Timeline

Applications open in late July and close on the 21 October 2016. All applicants, successful and unsuccessful, will be informed by early December 2016 at the very latest, giving two months to give notice to employers before starting the programme in February.

It is essential that potential participants commit to attendance at all the teaching days, as well as participation in all aspects of the programme

Selection criteria

This programme is to provide leadership development to those who have a clear career plan to move into clinical director roles or their equivalent in the next few years. The rationale behind the programme is that it will equip new clinical directors with the skills they need before they take up their new roles. Therefore, we are looking for applicants who:

- Have five years' experience as a consultant
- Can demonstrate some current leadership role or initiative
- Are aspiring to a specific leadership role (for example, clinical director) in the next few years
- Are sponsored by their chief executives (or equivalent for those in very large organisations).

Sponsorship by chief executives will need to be secured before applying and a letter from the sponsor confirming this will need to be included as part of the application.

Indicative content

1. Assess leadership style, preferences, impact and any areas for development

- Myers-Briggs Type Indicator®
- Leadership styles
 - Situational leadership
 - Managerial style questionnaire (MSQ)
 - Collective leadership
- Delegation and involvement
- Building effective teams
- Best boss.

2. Evaluate and use the concepts, and techniques of improvement science

- The model for improvement
- A3 thinking
- Root cause analysis techniques
- Process mapping and failure modes effect analysis
- Lean thinking
- Theory of constraints
- Measurement for improvement
- Safe systems design
- Human factors and their impact on clinical teams
- High reliability organisations and their characteristics
- Patient safety science.

3. Appraise and manage the human aspects of change, including the psychology of change and cultural factors affecting change

- The psychology of change
- Keele Change Cycle
- Change Curve
- Winners and losers
- Temperament and change
- Leaders and laggards
- Switch
- Understanding resistance
- Conflict strategies and conflict diagnosis
- Assertiveness and the OK Corral
- Developing and supporting effective teams.

4. Formulate, carry out and reflect on a change project in their own organisation

- Developing a clear aim
- Stakeholder engagement
- Project planning
- Rapid cycle change model
- Testing, implementing, spread and sustainability
- Measurement for continuous improvement
- Team working as related to improvement in care
- Microsystems approaches.

5. Develop their ability to reflect on and learn from experience by working as part of 'learning teams'.

- Peer critique and review
- Co-coaching model
- Heart of team leadership
- Action learning
- Listening effectively

Learning and teaching

The programme will be a mixture of didactic teaching and experiential learning, feedback on projects and peer coaching. Each teaching block will also include a keynote speaker. For some of the teaching, the group will be split into 'learning teams', namely subgroups with a facilitator for each subgroup.

Core faculty delivering the programme will include:

Peter Cavanagh has a background in clinical radiology and has held a number of leadership roles including medical director and acting chief executive of an acute trust, vice chair of the National Imaging Board and Vice-President of the RCR. He has worked at regional and national levels on quality and safety improvement programmes. As such, he has developed an active interest in developing clinical leadership at all levels in healthcare. He is a trained coach and mentor.

Tricia Woodhead is a clinical radiologist and has an MBA. She has 13 years' experience as an acute trust board member as medical director, director of quality and safety and, latterly, director for improvement. She is a health foundation quality improvement fellow having undertaken a one-year fellowship in 2010 with the Institute for Healthcare Improvement in Boston, Massachusetts. She is associate director for patient safety with the West of England Academic Health Science Network and undertakes improvement advisor work in mental health, community and acute services.

How to apply

Complete the application form and return it to the College together with a letter confirming sponsorship from your chief executive by 21 October 2016.

As part of the application, we are asking for candidates' ideas about a QI programme to carry out as part of this course, although we may encourage participants to develop and perhaps change any initial ideas.

For further information about the course or questions about the programme content please contact Louise Machin, RCR Educationalist

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